



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 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.

Fulp-Cooke Rachael S. *6/21/2020*

Last Name	First Name	Initial	Date
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Address (Street, City, State, Zip)

[REDACTED]

E [REDACTED] 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.

**DJUSD Board of Trustees
Candidate Application Form**

Applicant: Rachael Fulp-Cooke, MPH

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

Our family moved to Davis in 2012 and I have been actively involved in school and community activities, including at Pioneer Elementary and with Parents of African American Children Davis (PAACD), which I founded. My daughter Audrey entered Pioneer as a Kindergartener in 2014, and I have since been a member of the Pioneer PTA. I partnered with the Pioneer PTA and principal to bring two assemblies to school for MLK, Jr. Day and Black History month in 2017. I served on the Pioneer School Site Council from 2017-19 and as a member of the DJUSD LCAP advisory committee from 2017-18.

I created PAACD in 2012, and have served as a lead organizer since its inception. I oversaw, managed, or led most PAACD activities. I founded the group to bring together parents, caregivers, and kids to build friendships and a supportive community while celebrating our African American culture and heritage. Since 2012 more than sixty families have joined PAACD, and have engaged in activities including parent discussion groups, educational sessions, playgroups, park days, and field trips. PAACD conducted a large Black History Month event for the Davis community in 2017 at the Davis Branch Library, and have presented at the City of Davis annual MLK Jr. Celebration for the past four years and once at the Davis Juneteenth celebration. I have also served on the Davis Juneteenth steering committee.

With these efforts I intersect with the African American, Pioneer Elementary, and DJUSD-specific communities, and the City of Davis community overall.

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

I would like to serve as a Board member to: 1) advance the DJUSD mission, 2) ensure that all students have equitable opportunities to achieve, and, 3) provide a diverse perspective, ideology, and experience.

I am a strong proponent of public education and my skills and experience are well-suited to advance the DJUSD mission. I value the Davis community and admire DJUSD and its commitment to its students. I want to assure that issues of equity and inclusion continue to be adequately addressed within DJUSD, and that all students have equitable access to a high-quality education. Dr. Cindy Pickett shaped her governance with an eye towards equity and inclusion; I submitted my application specifically to continue that goal.

We moved to Davis because DJUSD is an outstanding school district. However, over the years I have witnessed a number of African American families leave DJUSD. Some parents continue to work as UC Davis faculty, and transitioned their children out of DJUSD. Others have actively sought faculty positions elsewhere because of their disenchantment with DJUSD and how they felt their children were maligned – academically and otherwise.

DJUSD must remain accountable to all learners by embracing differing characteristics of students, promoting high standards and expectations for all, and ensuring that every student feels welcome.

With planning, collaboration, and my unique perspective, DJUSD will be a national model for academic excellence and college and career readiness, coupled with equity and inclusion.

3. There are three goals expressed in our LCAP focused on the Conditions of Learning, Pupil Outcomes, and Engagement. 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.

With the changes in the state funding of our school district, DJUSD was given an unprecedented opportunity to re-imagine resource allocation to high-needs students who are furthest from opportunity: our foster students, those who are homeless, our students living in poverty, and our English learners. I served as a member of the DJUSD LCAP advisory committee from 2017-18, where we prioritized goals for services and actions designed to improve outcomes of our high-needs students, and prevent and eliminate disparities. During fiscal crises, it is too often our high-needs students bear the brunt of funding cuts. As a Trustee, I will work to ensure that these children are protected, and do not bear unequitable support. Understanding that the state budget and COVID-19 pandemic are ever-evolving situations, my efforts will not waiver, whether brick-and-mortar school is in session, distance learning continues, or a hybrid model is implemented.

As a Trustee, I will advance DJUSD's mission for all students, and support the actions and services designed to improve outcomes targeted for high-needs students. In addition, I will work with our communities to achieve support for each of the LCAP goals through: 1) targeted meaningful engagement of parents and other stakeholders, 2) focus on expansion of curricular options, and 3) research of collaborative opportunities and professional development tools for equity and inclusion.

I believe these efforts improve engagement and relevance of instruction, close the achievement gap, and create a safe and inclusive environment, which will improve how all of our students experience our schools.

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?

Like every school district in California, DJUSD is facing immediate challenges that will directly affect our financial stability; no school district has ever faced a fiscal crisis such as the one imparted by the COVID-19 pandemic. The Board will have to make very difficult decisions that will dramatically affect DJUSD in the immediate- and long-term. I believe the Board's approach to these decisions should be guided by empathy and consider the safety and best interests of DJUSD staff and students as its foremost priority. As much as is possible, funding cuts should circumvent the classroom. However, decisions may have to be made in a manner that is swift, concise, and effective. In the simplest of terms, DJUSD cannot spend funds that it does not have.

The skills and tools that I provide to assist in this work are budget management, planning, collaboration, engaging diverse stakeholders, facilitating consensus decision-making processes, and empathy.

As part of this process, it is crucial to protect high-needs students: our foster students, those who are homeless, our students living in poverty, and our English learners. Substantial consideration should be made so that these children do not absorb a disproportionate amount of funding cuts.

The road ahead will be long and difficult for DJUSD, but we can prevail. The processes that are put in place now, will allow us to adequately plan for obstacles and ensure that resources are available to support our teachers to effectively teach and support students in a thriving learning environment.

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

In an educational environment, equity is the concept that all students should have fair access to educational opportunities, and inclusion is the concept that all students should feel welcome. Every aspect of Board Governance should be conducted with equity and inclusion in mind. The challenge is moving equity and inclusion from theory to practice.

All students should have fair access to a high-quality education. However, unconscious biases influence institutional and structural racism which directly impacts student learning. Religious bias and biases towards students with learning differences, differences in sexual orientation, and gender identity and expression, students who are English learners, and students living in poverty, impede learning and success. Our students thrive in environments where they are seen accurately and feel that others are happy to have them there. Effective approaches will show in students' attendance, grades, and quality of work. What works for marginalized students will work for all students.

The Board should govern in a way that encourages and supports our teachers as they examine and adapt instructional and leadership approaches to respond effectively to the needs and dreams of all students.

The road ahead is challenging; DJUSD has had persistent disparities in student outcomes. Because the disparities have existed for a long time, it may be difficult for some to see them as resolvable. What matters most is that the Board continually works to identify and raise awareness of systemic barriers to resources for all students, and supports a school culture that embraces equity and inclusion practices.

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

The attributes that I believe are important for a Board member include nonpartisanship, empathy, receptiveness, flexibility, decisiveness, conviction, and the ability listen, to exchange feedback and to stimulate thinking. As a Board member you regularly hear a mosaic of strong opinions and passionate beliefs. Board members can use the aforementioned attributes to thoroughly assess the risks, intended and unintended results, and benefits of possible decisions. These attributes are important in pursuing consensus and can result in a more thorough, thoughtful, and intentional decision-making process in service of our students.

My background is in public health and my professional experience is in project management and program development and administration, particularly in academic medicine and healthcare consulting environments. My core work was in health equity and chronic disease, and as public health is inherently multidisciplinary, I am accustomed to working with diverse groups of people. The majority of my work was regularly and continuously carried out in collaboration with internal programs and departments, with local non-profits, government agencies, and community programs. Often, the programs, projects, and research involved navigating complex situations with multiple stakeholders requiring keen skills in facilitation and relationship building.

As a result of my collective experience, my skills and abilities are well-honed in areas of collaboration, engaging diverse stakeholders, planning, verbal and written communication, and facilitating consensus decision-making processes.

My desire to serve the Davis community as a Board member dovetails with my personal mission and interest to positively impact underlying systems that support and improve health in our communities.

RACHAEL S. FULP-COOKE, MPH

PROFILE STATEMENT & QUALIFICATIONS

Commitment to work that aims to improve the health and well-being of individuals and communities, and a desire to be part of change-systems that illuminate equitable solutions through research, programming, and policy.

- Project management and leadership
- Program development and administration
- Research and evaluation
- Survey design and development
- Multi-stakeholder projects
- Curriculum development
- Health disparities and health equity programming
- Grant writing, administration, and reporting
- Writing and editing
- Training and facilitation
- Public speaking and presentations
- Microsoft Office Suite: Word, Excel, PowerPoint, Access, Project

PROFESSIONAL EXPERIENCE

FELLOWSHIP COORDINATOR | University of California Davis Health System | Sacramento, CA Jun 2017 – Aug 2018

- Oversaw, managed, and coordinated all project-related activities for the Train the Trainers (T3) Primary Care Pain Management Fellowship including project design, planning, resource development, analysis, and reporting.
- Provided budgetary and fiscal management and oversight for the fellowship.
- Recruited internal and external faculty to serve as guest lecturers and facilitators.
- Served as the primary liaison with community-based clinicians and health plan representatives.
- Managed and coordinate program evaluation and data collection.
- Interfaced with Continuing Medical Education and coordinate applications for continuing education credit.
- Coordinated and oversaw continuing education events for fellows.

CONSULTANT | Doug Arnold Coldwell Banker Real Estate | Davis, CA Sep 2014 – Oct 2015

- Managed and oversaw bank loan draws, including budget reconciliation and lien releases, related to office building construction project for local real estate company.

PROJECT MANAGER | Peregrine School | Davis, CA May 2014 – Sep 2014

- Managed and oversaw transition of Peregrine Elementary School to and establishment of a second Peregrine Early Childhood Center at a combined new site in South Davis (opened September 2014).
- Oversaw day-to-day operations of site renovations and tenant improvements.
- Administered and reconciled project budget.
- Oversaw and managed selection of and ongoing relationships with vendors and contractors.
- Coordinated physical move of elementary school to new site.
- Assisted in data compilation and submission preparations related to child care licensing and building permits.

HEALTHCARE CONSULTANT | Karlsberger Consulting | Ann Arbor, MI Nov 2006 – Jul 2008

- Advised healthcare clients by providing consultation services, research, and customized support.
 - Conducted operational planning studies using the principles of Lean Healthcare.
 - Conducted space and functional programming engagements.
 - Conducted market analysis and forecast future patient volumes.
 - Conducted workload utilization review.
- Led the development of proposal responses resulting in fees totaling over \$1.5 million.
- Interacted with and conducted presentations to senior executive management teams.
- Facilitated internal meetings regarding new business development, strategic planning, and corporate identity.

RACHAEL S. FULP-COOKE, MPH

- Managed and actively engaged in the development and distribution of project deliverables.
- Managed and conducted project research including literature reviews and user group meetings.
- Provided direct and indirect support to Marketing Department.
- Co-chaired internal initiative on Evidence-Based Design.

ADMIN DIRECTOR, CENTER FOR CVD IN WOMEN | Brigham & Women's Hospital | Boston, MA

Jun 2001 - May 2006

- Managed and oversaw the development and implementation of programs and initiatives in the Center for Cardiovascular Disease in Women designed to improve the cardiovascular health of women.
 - *Project Manager, Healthy Heart Initiative*: Oversaw development and evaluation of strategies to increase healthy nutrition and physical activity among black and Latina women in two Boston neighborhoods.
 - *Project Manager, Food in the Hub*: Managed summit convened by Brigham and Women's Hospital, the City of Boston, the Boston Public Health Commission, and The Food Project to engage key stakeholders in the identification and development of strategies to improve access to affordable, healthy food through healthcare, food systems, community, and policy.
 - *Project Manager, Sister Talk 2*: Managed the development and launch of a cable-based heart disease risk prevention television program for black women in Boston.
 - *Curriculum Development Coordinator, To the Heart of Minority Women*: Developed curricula designed to help black and Latina women build skills to reduce their risk of heart disease.
- Oversaw daily work and professional development of staff and interns.
- Identified funding opportunities and prepared grant proposal submissions.
- Conducted community outreach and identified partnership opportunities.
- Served as chair, Health Communications and Education subcommittee, Partnership for a Heart Healthy and Stroke Free Massachusetts. Oversaw and managed the development, implementation, and support of communications and education activities for the statewide initiative.

CONSULTANT, WOMEN, FAMILY & COMMUNITY PROG | Brigham & Women's Hospital | Boston, MA

Dec 2000 - Jun 2001

- Coordinated core activities of the Health Center Domestic Violence Initiative including program development, communication plans, evaluation, training, and outreach.
- Conducted literature review on women's health care models, delivery of care, cultural competence, patient satisfaction and quality of care.
- Drafted Brigham and Women's Hospital principles of health care for women.

MANAGER, WOMEN'S CANCERS PROGRAMS | The Gillette Company | Boston, MA

Feb 2000 - Dec 2000

- Led development and management of philanthropic initiatives on women's cancers.
- Oversaw and managed vendor relationships, contract deliverables, and program budget.
- Managed day-to-day operations of Gillette's cause-related marketing program, The Gillette Women's Cancer Connection, including media and communications plan, Web site, nationwide seminar series, and outreach activities.
- Established and facilitated processes for grant administration, sponsorships and program evaluation for The Gillette Women's Cancers Foundation, Inc.
- Served as primary liaison and led growth of programmatic activity between The Gillette Company and The Gillette Centers for Women's Cancers at Dana-Farber/Partners CancerCare.
- Advanced development of relationships with key cancer organizations.

DIRECTOR, OFFICE OF COMMUNITY BENEFITS | Children's Hospital | Boston, MA

Nov 1998 - Jan 2000

- Directed and oversaw Community Benefits programs and operations.
- Worked with community partners to develop and implement needs-based child community health programs and initiatives.
- Administered and oversaw \$1.5 million annual budget.
- Oversaw evaluation processes for twelve Community Benefits programs.
- Administered quarterly Request for Proposals process and review committee.

RACHAEL S. FULP-COOKE, MPH

- Wrote and submitted annual report on Community Benefits to state Attorney General.
- Staffed community coalitions and boards.

PROGRAM MANAGER, OFFICE OF COMMUNITY BENEFITS | Children's Hospital | Boston, MA

Jun 1996 - Nov 1998

- Managed budget and administrative activities for office and advisory board.
- Conducted research and co-authored health status report on Boston children and adolescents.
- Developed survey tool, collected data, wrote and submitted annual reports to the state Attorney General.
- Supervised Americorps volunteers in yearlong community service projects at the hospital.
- Represented Children's Hospital on community coalitions.

PROJECT ASSISTANT, INFORMATION SERVICES DEPARTMENT | Children's Hospital | Boston, MA

Jun 1992 - Sep 1994

- Managed department administrative activities and projects including purchasing, payroll, budget and department move.

PROFESSIONAL DEVELOPMENT

Sep 2016	<i>UC Entrepreneurship Academy</i> University of California Davis, Graduate School of Management – Davis, CA
Feb 2007	<i>Lean Healthcare Certificate Program</i> University of Michigan, College of Engineering, Center for Professional Development - Ann Arbor, MI
Jun 2006	<i>Massachusetts Institute for Community Health Leadership</i> Blue Cross Blue Shield of Massachusetts Foundation - Boston, MA
Jun 2005	<i>LeadBoston</i> National Conference for Community and Justice - Boston, MA
Jun 1998	<i>Associates Program</i> The Partnership, Inc. - Boston, MA

AWARDS

2006	<i>Partner Award, Partnership for a Heart Healthy and Stroke Free Massachusetts</i>
2006	<i>Employee Service Award, Partners HealthCare System</i>
2004	<i>Partners in Excellence Award, Partners HealthCare System</i>
1993	<i>Ted Shapiro Memorial Award, Tufts University</i>

OTHER EXPERIENCE

2017-18	<i>Local Control Accountability Plan Advisory Committee Member, Davis Joint Unified School District</i>
2017-19	<i>School Site Committee Member, Pioneer Elementary School</i>
2014	<i>Chair, Business Plan Subcommittee, Peregrine School</i>
2013-14	<i>Executive Committee Member, Peregrine School</i>
2012-	<i>Founder and Organizer, Parents of African American Children-Davis</i>
2010-	<i>Interviewer, Tufts Alumni Admissions Program</i>
2005-06	<i>Board Member, Boston Black Women's Health Institute</i>
2004	<i>Volunteer, Democratic National Convention</i>
2003-06	<i>Volunteer, Boston Cares</i>
1999-02	<i>Mentor, Tufts University, Balfour Mentorship Program</i>
1998-00	<i>Board Member, Jamaica Plain Asthma Environmental Initiative</i>
1998-00	<i>Board Member, Harvard Center for Children's Health Advisory Council</i>
1998-00	<i>Secretary, The Ellie Fund Board of Directors</i>
1998-00	<i>Link Team Leader, Alliance for Community Health</i>
1996-00	<i>Representative, Roxbury Community Alliance for Health</i>

RACHAEL S. FULP-COOKE, MPH

PUBLICATIONS

Fulp RS, McManus KD, Johnson PA. Barriers to purchasing foods for a high-quality, healthy diet in a low-income African American community. *Fam Community Health*. 2009 Jul-Sep;32(3):206-17.

Johnson, PA, Fulp RS., Racial and ethnic disparities in coronary heart disease in women: prevention, treatment, and needed interventions. *Womens Health Issues*, 2002. 12(5):252-71.

ABSTRACTS

Fulp RS, McManus KD, Johnson, PA. Food stamps benefits are inadequate to purchase heart-healthy, culturally appropriate foods in a low-income African American community. *Circulation* 2004; 110(17) Suppl 3:800.

ORAL PRESENTATIONS

- May 2008 National Association of Children's Hospitals and Related Institutions Facilities Design Conference, Denver, CO. *The Future of Hospital Playroom Design*.
- Jan 2006 Department of Health and Human Services, Office of Minority Health, National Leadership Summit on Eliminating Racial and Ethnic Disparities in Health, Washington, DC. *Barriers To Purchasing Foods For A High Quality, Healthy Diet In A Low-Income Latino Community*.
- Dec 2005 American Public Health Association, 124th Annual Meeting and Exposition, Philadelphia, PA. *Development of Sister Talk 2: a television-delivered cardiovascular risk reduction program for black women*.
- Nov 2004 American Heart Association, Scientific Sessions 2004, New Orleans, LA. *Food Stamp Benefits are Inadequate to Purchase Heart Healthy, Culturally-Appropriate Foods in a Low-Income African American Community*.
- Nov 2004 American Public Health Association, 123rd Annual Meeting and Exposition, Washington, DC. *Developing To the Heart of Women: a cardiovascular disease prevention and risk reduction program for black and Latina women*.
- Nov 2004 American Public Health Association, 123rd Annual Meeting and Exposition, Washington, DC. *Feasibility of Purchasing High Quality, Heart Healthy Foods in a Low Income African American Community*.
- Nov 2003 Illinois Department of Public Health, American Heart Association and National Heart, Lung, and Blood Institute Great Lakes Regional Cardiovascular Health Conference, Chicago, IL. *Feasibility of Purchasing High Quality, Heart Healthy Foods in a Low Income African American Community*.

INVITED TALKS

- June 2005 Harvard Medical School, 19th Annual Conference on Practical Approaches to the Treatment of Obesity. Cambridge, MA. *Inadequacy of Food Stamp Benefits to Purchase Heart Healthy Foods*.

EDUCATION

UNIVERSITY OF MICHIGAN SCHOOL OF PUBLIC HEALTH | Ann Arbor, MI
Master of Public Health in Health Policy and Management

TUFTS UNIVERSITY | Medford, MA
Bachelor of Arts in American Studies