



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.

<u>CLARK</u> Last Name	<u>JOHN</u> First Name	<u>E</u> Initial	 Date
<div></div>			
Address (Street, City, State, Zip)			
<div></div>		<div></div>	
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.

John E Clark
Responses to directed questions

1) My Davis school activities began in 1982 when my eldest daughter enrolled at Fairfield Elementary. As a very active parent volunteer, I worked at the school site to maintain the building, designed and constructed a student library and served as PTA president. I earned my teaching credential in 2008 and worked at Rancho Medanos Junior High in Pittsburg and in 2015, transferred to Esparto Junior High. My teaching experiences at both sites and my involvement at Fairfield brought me insight into the functioning of Districts, both the teaching aspect as well as budgeting and curriculum development.

Both of my teaching school sites were Title 1. RMJHS was comprised of Hispanic, African American and Pacific Islander students with about 2% white non-Hispanic. Esparto was a Hispanic majority with a large seasonal Migrant population. This group of students presented unique and challenging circumstances for me and the District. Meeting those challenges required communication with the District as well as the School Boards asking for program funding and changes in District policy as circumstances developed throughout the years. I worked with the Superintendent of Pupil Services as well as presenting program funding needs before the Board. I also was active at Rancho in negotiations with the School District and Board for salary increases in 2014, I presented details for the negotiation before the Board as well as participating in site Parent Informational meetings. I was PEA Union rep at Rancho for 2 years as well serving 2 years on School Site Council.

2) I want to participate in the direction taken by Davis Schools for the future student population. My experiences in the classroom give me a perspective and insight and bringing my teacher experience to the Board is a value I bring. I have had direct involvement in curriculum development that gives me a quality of understanding the aspects of those programs and the potential success and possible shortcomings that may be inherent in the programs scope to our student population. My involvement in Title 1 schools gave me an understanding about the needs of the student population beyond the classroom and the challenges faced in changing existing guidelines to better serve our student community. I participated on the teacher side of contract negotiations and know the very long and often frustrating challenges to these negotiations. These negotiations brought me very clear insight on how both the Board and teachers need to work together for a common goal and collaborative efforts. This will be of value when teacher contracts are addressed by the Board. I intend to fit within the District's budget while maintaining the respect for the professionalism of our teaching staff.

I have long been involved in the District both in having children in school as well as having spouses who both taught for many years in the DJUSD. I also helped each of my wives in their classrooms to help create learning environments that inspired their students.

3) The Board is responsible for approving conditions of learning; 21st Century teaching and learning is a difficult challenge and requires thoughtful insights. The District, teaching staff and students in 21st Century learning must first address Social Justice and Equity. We must ensure that bias does not limit the inclusion of every student in the teaching and learning goals set by the District. It will require continuous Teacher training, more technology tools and distance learning offered must serve all populations of students.

John E Clark
Responses to directed questions

Learning conditions means the buildings where our students attend must promote learning. Classrooms and school facilities are included in the conditions of learning and the Board must be aware of all the related aspects of learning to insure equality of learning and staff support for the required aspects of the entire student population.

The goal of closing the student achievement gap does not fall on just our educators; it is a District goal and must be addressed by the School Board. Giving educators all the tools needed in each classroom to improve the gap is a requirement in creating successful outcomes to this challenge. Measuring achievement of students outdated testing models does not reflect 21st Century learning. Achievement should be measured as improvements in critical thinking, a goal I set for myself as an educator. Creating environments where critical thinking is the focus is most effective for the 21st Century.

4. Budget challenges should be approached by the Board in an effective way to reflect the necessity of cutting funds without damaging the integrity of the education system. This will require some choices that will be very unpopular with the public but the Board must be transparent and communicative in why those decisions needed to be made. Teacher salaries must be a priority to show our teachers that their value as Professionals is the most important aspect of achieving learning goals and improving student achievement gaps. Maintaining a strong teaching staff is the most important aspect of the District budget. The Boards goal is to meet the challenges of reduced funding by examining the requirements to provide the education needs of our students and determining how to advance towards meeting those needs within the constraints of the funding available.

I was a small business owner in Davis for 30 years and the financial skills required to successfully operate my business gives me insight to budget processes to most effectively continue operating our schools. Fixed costs need to be examined to determine if any modifications can be made to reduce the financial impact, which costs must be priorities and which long range plans require rethinking and possible elimination that will not be approachable within the present budget constraints. Current projects may need to be put on hold as a temporary measure.

5) To obtain my teaching credential in 2008, under the NCLB act, I was required to be a “highly qualified teacher”. My advanced credential studies included accommodations and modifications for special needs students, language acquisition for ELL students, teaching special needs students, multicultural education and evaluation and assessment strategies.

My first teaching experience at Rancho Medanos Junior High (Title 1 School) was a majority student population of Hispanic, African American and Pacific Islanders. My second experience at Esparto Junior High (Title 1 School) was a majority population of Hispanic students with a significant population of migrant students. Bringing my knowledge of the requirements to serve these populations of students affords me the understanding of inclusion as well as the importance of equality of learning that must be provided to all students. This knowledge will be a significant source of my contributions in shaping the Board’s Governance.

John E Clark
Responses to directed questions

6) Education has been a significant part in my adult life. I married 2 women who both taught in Davis Schools (both have passed away) along with my involvement at Fairfield Elementary in the 1980's. My 2 daughters and 5 step children all attended Davis Schools K-12, 3 of my Grandchildren are currently enrolled in Davis schools. I was a parent participant in my daughters education and involved in the operation of Fairfield Elementary in its early years. Both of my wives taught at Fairfield and I provided support in the classroom, and performed all the custodial/grounds duties the District would not provide. That experience gave me knowledge of the needs for a successful learning environment and requirements to continually maintain that environment no matter what the circumstances presented.

In 2008 I decided to pursue a goal I held for many years to utilizing my Bachelor's degree in Biological Science and teaching fit perfectly. I began my journey to become a teacher by qualifying for my single subject credential by taking 3 required Science exams on the same day and passed all 3 allowing me to continue in the credentialing program. After being out of school for 30+ years, I set off on my new life path teaching. My skills in successful teaching experiences in Junior High classrooms with a diverse population and my interest in education provided me with many attributes in being a successful Board member.

Due to my wife's illness in 2016, I retired from teaching.

John E. Clark

DJUSD School Board Trustee Appointment June, 2020

Summary

I am excited to apply for this position because I am committed to education and bring a unique perspective and set of experiences to the DJUSD School Board. I have lived in Davis for 33+ years, my children completed K-12th grades in Davis schools, I have 3 grandchildren enrolled in Davis schools and both my deceased wives were teachers. In 2008, I closed my business and went back to school. I obtained a Single Subject Teaching Credential in Biological Sciences and my goal was to utilize my education to help disadvantaged student populations.

I would bring to the Board 8 years of actual Title 1 Junior High classroom teaching experience with diverse student populations. I have developed curriculum, directly worked and partnered with School and District Administrators, fellow teachers, parents and the Teacher's Union.

RELEVANT EXPERIENCES/SKILLS/ABILITIES

Curriculum: Taught approximately 170-184 students per year, collaborated with Science team teachers creating curriculum, lesson plans including Common Core requirements with Science Standards. Unpacked NGSS Standards to lesson plans/pacing guides for initiation of these new standards. Participated in a Curriculum based four year program with UC Berkeley Curriculum Specialist developing a Science based Reading Literature program at RMJHS.

Contracts & Negotiations: Two years as the Site Union Representative at RMJHS, participated in salary negotiations for both RMJHS and EJHS and presented fact finding details to School Boards. I served a two year term on the School Site Council at RMJHS. As a RMJHS School Site member directed allocated LCAP funding for school programs, facilities and teacher classroom material requests.

Budgeting: Developed and presented departmental budget needs to the administration. 30 years experience as sole proprietor of Davis small business.

DJUSD involvement 1982-1989: Served as a very active parent volunteer for seven years and PTA President for 1 year at Fairfield Elementary School: Parent-run K-3 DJUSD School.

Professional Experience

2015-2016, Esparto Junior High School, Science teacher

2008-2015, Rancho Medanos Junior High School, Science teacher

EDUCATION & CREDENTIALS

California Teaching Credential	Doc #170032499	Exp 07/01/2022
Fortune School of Education, Teacher Credentialing		2008-2010
Sacramento State University, Graduate Studies	Bio. Sci.	1974-1976
UC Davis	BS Biological Science	1969-1974