

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.

Last Name First Name Initial Date

Mauro, Kristin
June 19, 2020

**Address (Street, City, State,
Zip)**

[REDACTED],
[REDACTED]

Email Address Phone Number

[REDACTED]

[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.

We have lived in Davis for the past eight years. I grew up in Southern California and was thankful that my children could attend their neighborhood school like I did. My first son went to Patwin from first to sixth grade and is now at Emerson and my younger son started at Patwin in TK and will be in sixth grade next year. I was able to help out in their classrooms, co-chair the annual auction and eventually chaired the auction. I also was a board member for the Gibson House in Woodland. Through working closely with the school, I have a greater understanding of how vital fundraising is for our school and how much it helps to bring essential programs to our students.

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

For the past few years, I have thought about joining the board and always seemed to talk myself out of it. If living under quarantine taught me anything, it was to not put off what you really want to do! As a teacher, I feel that my perspective would be a unique contribution due to my concerns for not only my students but for teachers as well. I strongly believe that teachers should have an advocate for them on the board. My diverse classroom has allowed me the opportunity to work with many different types of learners. I continue to learn from them everyday. These learners deserve a trustee that has all their best interests at heart.

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.

The three identified LCAP goals can be focused on as discrete ends in themselves but in reality they are inextricably intertwined. Engaged students in optimal conditions for learning will have positive outcomes. But what are optimal conditions in a post-Covid world? How are students engaged in isolation? How do we even define positive outcomes for each student? The issue is the looming presence of this virus and our inability to predict its future impact on our society. The real challenge for educators will be how to serve our students in these challenging times. I believe that having a plan in place that offers different options for re-opening and allowing teachers to participate in this planning is the best way to help these students be successful. As someone who will be facing these challenges in my own classroom, my insight will be valuable as the board navigates this uncharted territory.

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.

With the looming fiscal challenges I believe the best way to approach this is to think outside the box and work on creative ways to build bridges in our community. One area that concerns me is if we have to have smaller class sizes, those attending school part time will need a safe space to go to if their parents are not able to work from home. Many California communities rely on the YMCA or Big Brothers/Big Sisters to help with after school care. We don't have those organizations but we do have a great university. It would be ideal to create a place where UCD students could volunteer or receive class credit to help these elementary students. Working with resources within our community and rethinking this new normal is crucial during this time.

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

Equity and inclusion should be the top priority for board members when making decisions. As a teacher, when I consider a new proposal such as how SPED should be structured or how to tackle online learning, I think of how it will affect all my students. I have to do what is best for all of them. When we went into lockdown, I immediately worried about my students who consider school to be their safe space, my special needs students as well as students whose parents were not able to work from home. When making these decisions it's important to take into consideration all these students. I was thankful that DJUSD took time to plan online learning and work to make it equitable for all students. I think preparation and planning is key especially to help the more vulnerable students. I think that all of us learned so much these past few months and am confident we can create a plan that ensures a more equal playing field for all students.

In a previous school, they were considering clustering SPED students. It was mainly to be able to serve them better with limited SPED teachers. The teachers vehemently opposed this idea. We couldn't imagine not having a diverse class and knew that it was not what was best for our students. Sometimes these ideas look good on paper or really do help cut costs but the reality is they are more harmful to our class community. Providing teachers with adequate help and training are far better ways to help keep our classes fair and balanced.

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

Working in schools and in politics has shown me that listening to others is so important. I am always reflecting on best teaching practices and adapting to new situations. I entered teaching to share my knowledge about our government and history with my students but after my first year of teaching I realized that I was the one who had the best teachers. I have learned so much from my students and am so grateful that I get to spend my days with them. As a parent, my own three children have taught me so much. I am very fortunate to have healthy children yet I am also keenly aware that I am their best advocate. I know the 504 process and IEP process well, my oldest has a 504 and my younger son had an IEP for speech. I empathize with parents who have children with more severe disabilities and know how much they want what is best for their children. I hope that as a Trustee I can listen and advocate for our students and parents.

Kristin Lofstrom Mauro

Education:

American University • Washington, D.C.

Master of Arts

Major in Political Science

University of Arizona • Tucson, Ariz.

Bachelor of Arts

Major in History/Minor in Political Science

LeTourneau University • Austin, Texas

Multi-Subject Teaching Credential

Work Experience:

Dixon Montessori Charter School • Dixon, Calif.

5th Grade Teacher • June. 2017- present

- Create and adapt project-based lesson plans based on student academic needs including individual and group work
- Team lead for 4,5,6 grade

California Catholic Conference • Sacramento, Calif.

Communications Director • June 2015- June 2017

- Oversaw comprehensive strategic communications program for CA Catholic Bishops
- Organized CA congregation for 2016 meeting with Pope Francis

Gibson House Historical Museum • Woodland, Calif.

Board Member • Aug. 2013- May 2017

- Created and obtained funding for a children's interactive exhibit
- Organized fundraiser for museum and doubled amount previously raised

Meridian Pacific • Sacramento, Calif.

Consultant • Jan. 2014- June 2014

- Write press releases and op-ed's on policy issues that affect California voters
- Conduct research for candidates

Manhattan Beach Unified School District • Manhattan Beach, Calif.

Fifth Grade Teacher/Long-Term Substitute • Dec. 2005– June 2007

- Created and implemented daily lesson plans for math, science and language arts for fourth and fifth grade
- Regularly assessed students' educational progress through self-created observational checklists and learning rubrics
- Communicated regularly with parents about student progress and needs

Eanes Independent School District • Austin, Texas

Long-Term Substitute Teacher • Jan. - June 2005

- Full time long-term substitute for an eighth grade American History Class
- Successfully designed and executed lesson plans that satisfied curriculum goals

The Dolphin Group • Los Angeles, Calif.

Consultant • Oct.-Dec. 2003

- Coordinated grassroots effort for Wal-Mart's Customer Action Network
- Edited and wrote press releases

National Federation of Independent Business • Washington D.C.

Assistant Press Secretary • June 2001-March 2003

- Wrote and distributed national and regional press releases and other media materials
- Created and implemented media plan for the 2002 National Small Business Summit
- Organized NFIB press conferences on Capitol Hill, targeting key influencers and alerting media

Randy Forbes for Congress • Chesapeake, Virginia

Event Coordinator • April-June 2001

- Coordinated all aspects of fundraiser for Vice President Dick Cheney and candidate
- Contacted major donors and organized fundraising events

Fabrizio, McLaughlin & Associates • Alexandria, Virginia

Polling Analyst • March 2000-Feb. 2001

- Assisted in developing communication strategy implemented by the House Republican Conference
- Analyzed focus groups and issue-specific surveys in order to develop effective communication strategies for public relation firms
- Served as liaison between Voter News Services and Republican National Congressional Committee on Election Night 2000

Steve Forbes Presidential Campaign • Alexandria, Virginia

Regional Finance Representative • Oct. 1999-Feb. 2000

- Coordinated fundraising events and major donor services
- Advanced political rallies during presidential primaries

Professional Development:

The Campaign School at Yale University • Summer 2011

The Campaign School at Yale University is a nonpartisan, issue-neutral leadership program, whose mission is to increase the number and influence of women in elected and appointed office in the United States and around the globe.

PBLWorks Certification • Summer 2018

PBLWorks trainings are designed to build the capacity of K-12 teachers to design and facilitate quality Project Based Learning, and the capacity of school leaders to create a culture for teachers to implement great projects with all students.

Activities:

Board Member for Gibson House in Woodland, Saratoga County Early Intervention Council, Interned for the Senate Budget Committee, Arizona Historical Society and U.S. Rep. Jim Kolbe (5th Dist.-Ariz.), Study Abroad program- Europe 99, Adopt-A-School volunteer, Rush Counselor at The University of Arizona and Member of Gamma Phi Beta Sorority