



# DJUSD

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SCHOOL DISTRICT

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John A. Bowes, Ed.D.  
Superintendent

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

## BOARD OF TRUSTEES Candidate Application Form

Please complete and return by 5:00 p.m. on Friday, August 10, 2018, to the Superintendent's Office of the Davis Joint Unified School District, 526 B Street. 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.

Galles Ryan O 8-10-18  
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.
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. Please review the goals (on the reverse) and describe how would you support each of our LCAP goals and why are they important to our schools and students?
4. One issue that Davis faces is a structural deficit - what suggestions do you have to solve it and how would you go about gaining support for those ideas?
5. What attributes do you feel are important for a Board member? Describe your own skills and interests in relation to these attributes.
6. What in your professional experiences or volunteer activities with schools have you used a team approach to solving problems?
7. A violation of ethics occurs when a Board member does not clearly separate personal and district interests and govern on behalf of the district. How would you respond when confronted with this conflict yourself?

1- In what school or community committee or activities have you been active?

In the past year I have been a member of the School Site Council at Emerson Junior High School, a Korematsu PTO member, and an AYSO youth soccer coach. Before moving back to Davis, I was active in the South Lake Tahoe community serving as a youth sports coach through AYSO, Little League and youth basketball, I was a board member for the South Lake Tahoe Boys and Girls Club, Secretary of the South Tahoe National Little League, and a docent at Carson Pass Interpretive Center. Professionally, I have been district GATE Coordinator, AVID District Director, Principal of 2 elementary schools simultaneously and LTUSD's coordinator of ice skating, swimming and skiing programs. I have had extensive training and experience with PBIS, RTI, GLAD, and AVID. I participated in professional development opportunities through the CSUS Math Project, UC Davis Writing Project, SASP and the UC Davis Math Project. While teaching in Del Paso Heights, I also served as our district's CTA president and vice president.

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 first and foremost because all leadership within a school district emanates from a strong, collaborative and highly functioning school board. I am not a politician and I am not interested in running for this position, but the short term appointment and my expertise in education could be a great fit. DJUSD is an excellent school district, but there is room for growth and the potential for more great things to happen through innovation within our district

3- There are three goals expressed in our LCAP focused on Conditions of Learning, Pupil Outcomes, and Engagement. Please review the goals and describe how you would support each of our LCAP goals and why they are important to our schools and students?

First and foremost, the LCAP is a guiding document for any district. The LCAP is a roadmap of priorities for a district and funds initiatives that meet a district's values, needs and challenges. 21st Century Teaching and Learning implies an entirely different set of outcomes than sorting and selecting students within the 20th century. Knowledge is not a gatekeeper anymore. Knowledge is at our fingertips and 21st century skills are all about the application of learning. Like many other districts, Davis has a significant achievement gap between language levels, ethnicity and socioeconomic status. I think attention on the issue is crucial to build awareness of the issue. Culturally relevant teaching is key as well as applying best practices realizing that not all learners fit one specific definition. Knowing students by name and by need is a critical way to address the achievement gap. Engagement might be the key to learning. If we have disengaged student populations, the likelihood of learning decreases significantly.

4- One issue that Davis faces is a structural deficit- What suggestions do you have to solve it and how would you go about gaining support for those ideas?

This is an issue that will not go away easily. Sometimes tough decisions need to be made in terms of personnel and services provided. Davis does not have commensurate salaries to competing districts. This is an issue when many teachers and staff members cannot afford to live in this community. I think a parcel tax is worth exploring, but it puts a huge burden on homeowners within our community to support salaries for district employees and services for our students.

5- What attributes do you feel are important for a board member? Describe your own skills and interests in relation to these attributes.

Knowledge, vision, communication skills, patience, adaptability and courage are all attributes that come to mind when I think of an ideal board member. I feel that I have a tremendous base of knowledge being in education for over 18 years in the classroom as a teacher, as a principal for 11 years and as a district office staff member. I think as a leader in education, you have to be able to articulate a vision (both a personal vision and the district vision). I feel like I am a great communicator, who works well with people and listens (the most important skill in communicating). I think courage is shown by taking positions that are perhaps unpopular but are right for kids. I believe leaders show courage when the needs of students are put at the forefront, especially when confronted by adult agendas.

6- What in your professional experiences or volunteer activities with schools have you used a team approach to solve problems?

I have always been a part of strong teams. Sometimes that involvement is being a leader of that team, sometimes that involves providing a supportive/ancillary role on the team. I think some of my best work has been bringing educators together around the use of data. My educational career has been defined by using data to guide my instruction and using that information to make an impact on student learning. Through data based discussions, my teams have identified weaknesses and areas that help address the achievement gap student by student. I believe addressing student learning needs is a huge component of a team approach within a system of support. When we target needs on a student level, teams identify issues and are more effective.

7- A violation of ethics occurs when a Board member does not clearly separate personal and district interests and govern on behalf of the district. How would you respond when confronted with this conflict yourself?

Board members must be clear in their actions and keep the focus of the district in every decision that is made. Transparency is one of the most important behaviors a board member must show in the conduct of his/her work. Personal interests must never be mixed with district interests. Should I be confronted with this issue, I would recuse myself from any decisions that would imply favoritism or the appearance of reaping personal interest. Should a violation occur, personally reporting this ethical conflict would be imperative.

## Ryan Galles

### **Education**

University of California, Davis, Davis, CA, BA History and Political Science, 1994-97, minor in geography.  
University of Nevada, Reno, Reno, NV, Graduate Program in History, 1998-2000,  
Sacramento State University, Sacramento, CA, Graduate Program in Language and Literacy, 2002-  
CSU Fullerton, Fullerton, CA, GATE Certification, 2008

### **Professional Experience**

#### **2017- Current- Director of Elementary Education Vacaville USD.**

Coordinate curriculum, instruction and professional development in a district of over 12,000 students. AVID District Director, Induction Support, Cognitive Coaching, GATE, LCAP Development, Physical Fitness Testing, Elementary PE program oversight among other assignments.

#### **2008-2017 Principal- Sierra House Elementary School, LTUSD**

Developed a schoolwide theme of fitness, health and mountain sports. Built partnerships with local businesses and Heavenly ski resort to build fitness options for students. Increased test scores schoolwide. Implemented school wide interventions under the RTI model, leveled instruction for English Language Development, instituted rewards for improved attendance and positive behavior and led the staff toward becoming a PLC.

#### **2007- 2008, Principal- Anderson Elementary School, Dixon Unified School District.**

United two schools together after a school closure which doubled the student and staff population, facilitated the move of school over the summer.

#### **2001- 2007, Teacher- Garden Valley Elementary 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Grades.**

Taught 6 years teaching intermediate grades at Garden Valley Elementary in the Del Paso Heights School District. Looped with the same group of kids through 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. Taught two years in a multi-age class of 4-6 grade students. Organized yearly overnight field trips to Marin Headlands, Yosemite and Sly Park and trained teachers within the Del Paso Heights School District in Math, GLAD and ELA.

### **Community Service/Volunteer Organizations**

South Lake Tahoe Boys and Girls Club Board Member- 2016 to 2018

Carson Pass Docent- 2015 to current

South Tahoe National Little League- Secretary 2014

Kahle Community Center Basketball Coach- 2012- 2017

South Lake Tahoe AYSO- Coach 2009- 2017

South Tahoe National Little League- Coach 2009- 2017

### **References**

Ed Santopadre, Assistant Superintendent of Ed Services Vacaville Unified School District,

Phone- 707-453-6111, [eds@vacavilleusd.org](mailto:eds@vacavilleusd.org)

Deb Stetson, Director, California State University Sacramento Math Project

Phone- 916-277-4785, [stetson@csus.edu](mailto:stetson@csus.edu)

Beth Delacour, Retired Principal @ South Tahoe Middle School,

Phone- 530-318-2596, [bdelacour@ltusd.org](mailto:bdelacour@ltusd.org)

Ivone Larson, Retired Principal @ South Tahoe High School

Phone- 530-416-2648, [ivone2@me.com](mailto:ivone2@me.com)