

Nicole Anderson has served as the Diversity and Equal Access Executive for the Association of California School Administrators (ACSA) for the past three years. She recently served as an Elementary Principal in Vallejo, Ca. before joining the ACSA staff. She served as a site administrator for 10 years, which also included being a High School Assistant Principal/Dean and Vice Principal in Vallejo City Unified School District. She was also a Leadership Teacher, Spanish Teacher and Activities Director for 6 years at Jesse M. Bethel High School in Vallejo, which is named after her grandfather. She follows in his footsteps as an advocate for equity and civil rights for students of color in the city of Vallejo as well as around the state of California.

Alicia Ausara has been in education for 30 years with fifteen years as a teacher and 15 years as an school and district administrator. She has had experience leading groups of schools as a network facilitator and led the College and Career Options department for a large urban district. In addition to this experience, she has proven track record for changing school climate & culture to close the achievement gap. Alicia has served as the chief director of all LCAP professional learning for the Association of California School Administrators for the past two and half years. In addition she helped to develop ACSA's Systems Leadership Collaborative.

Dustin Bainbridge, M.A., is the Founder and CEO of Horizon Test Prep, a company that focuses on training high school teachers to become master SAT/ACT preparation instructors via professional development. Horizon Test Prep has been able to increase standardized test scores among students of color and gather meaningful data among subgroups to provide evidence of the impact their programs are making. Horizon Test Prep works with some of the most diverse school districts in the United States, including DC Public Schools, Chicago Public Schools, and the Los Angeles Unified School District.

Stephanie Baker, M.A., is the Deputy Superintendent of the Pomona Unified School District (PUSD). At the district level, she has served as Director of Professional Development, and Administrative Director of Categorical Programs and Professional Development. Under her leadership, PUSD has received many honors, including two Golden Bell Awards from the California School Boards Association, and seven Golden Ribbon Awards from the California Department of Education. She has served as an elementary and middle school English teacher, as well as a site administrator of a school that won both the National Blue Ribbon and California Distinguished School awards.

Dr. Ayanna Blackmon-Balogun is a professor of literacy at the University of Redlands and an assistant principal at Kolb Middle School in the Rialto Unified School District. For several years, she has reviewed proposals for AERA and presented at several conferences on cultural responsiveness. In addition, Dr. Blackmon-Balogun served as a School Board Member in the city of Fontana. Her

first children's book was published in 2009, entitled *Because I Love You So Much: The Influence of Motherly Love*. For the past four years, she has also been a contributing author to *Zoe Life Inspired: A Daily Devotional*.

Andrea Bennett is the Executive Director of California Educational Technology Professionals Association (CETPA), the state's leading not-for-profit, providing resources and support for the IT Professionals working in schools. A recognized leader statewide, she is responsible for implementing CETPA's goal to lead, develop, and support educational technologists and organizations to foster student success. A Certified Chief Technology Officer, she works to promote the integration of instructional and administrative technology in school agencies. An experienced trainer and presenter, she leads CETPA's Chief Technology Officer Mentor program, a yearlong professional development program for aspiring leaders in education technology. Before taking the helm at CEPTA, she served as the Director of Student System Services in the Oakland Unified School District and the Director of Information Technology Services in the East Side Union High School District.

Craig Beswick, M.A., serves as Regional Principal for Learn4Life. In this capacity he oversees professional development, professional learning communities, new teacher development, instructional design, WASC, LCAP, CTE, partnerships, and grant development for the San Diego region. Prior to this position, he served as an Educational Specialist for Access Inc., where he developed programs for their federally funded, wrap-around service model, while simultaneously working for an independent study charter. He is a former Principal in charter schools.

Dr. Michele Bowers has been an educator for more than 18 years and as an administrator in the Lancaster School District for the past seven years. Her diverse experience includes classroom teacher (both elementary and middle school), administrative intern, Assistant Principal, Principal (both elementary and middle school), Director of Teaching and Learning, Director of Curriculum, Instruction and Assessment, Assistant Superintendent of Educational Services, and Deputy Superintendent. She was named Superintendent in July 2012.

Dr. Ramona Bishop, Superintendent, Vallejo City Unified School District received her Bachelor of Arts from the University of California, Berkeley; her teaching credential from the University of San Francisco; her master's degree and administrative credential from California State University, Hayward; and her Doctorate in Educational Administration from the University of the Pacific. She served as Associate Superintendent for Educational Services in the Twin Rivers Unified School District. Her career also includes teaching, serving as principal of three elementary schools, and holding several district office positions in the Emery School District, Sacramento Unified School District, and Del Paso Heights Elementary School District. She served as Superintendent of the Del Paso Heights School District prior to its consolidation with three other districts into the Twin Rivers Unified School District. She has been recognized her for her excellence in education. Dr. Bishop's priority is to ensure that all students in the Vallejo City

Unified School District achieve at high levels and are prepared for success in college and career.

Darin Brawley -- Compton Unified School District's (CUSD) Board of Trustees approved the appointment of Darin Brawley as the District's new Superintendent on Tuesday, August 28, 2012. Prior to his appointment in Compton, Darn Brawley served as a superintendent for three years where he presided over the educational progress of students in Grades K thru 8 in the Adelanto School District. Mr. Brawley also served as the Deputy Superintendent of Student Learning in the Adelanto School District. Concerning his current role, he describes it as "a welcome opportunity to work collaboratively with our community of stakeholders." He is looking forward to forging community partnerships to accomplish the core mission of student achievement and learning.

Travis Bristol, Ph.D., is an Assistant Professor of Education at Boston University. He is a former high school English teacher in New York City public schools and teacher educator with the Boston Teacher Residency program. His research focuses on the practices that support teacher and student learning and the policies that enable and constrain teacher workplace experiences and retention. The National Academy of Education/Spencer Foundation, the Ford Foundation, and the American Educational Research Association awarded Dr. Bristol fellowships for his study on Black male teachers. [The Washington Post](#), [Education Week](#), [NPR](#), [NBC News](#), and [Fox News](#) have all highlighted findings from this study.

Namita Brown is recognized statewide for her expertise on the Romero Bill and Open Enrollment. A popular speaker on issues impacting education, Ms. Brown presents before CSBA, CASBO, ACSA Personnel Academy, ACSA Negotiators Symposium and NSBA. She has also presented on general arbitration issues and strategies as part of education series sponsored by Cornell University's School of Industrial and Labor Relations and the American Arbitration Association.

Kama Burton is the founder of Loving Me 1st, a nonprofit that educates community members about domestic violence and the importance of self-esteem. A parent at Rancho Verde High School, she created a Girl's Club at Rancho Verde and Orange Vista High Schools. Kama's philosophy is "each one, teach one." Through her programs, girls learn that no matter what they want to accomplish in life, they can reach their goal, if they first love themselves. She also teaches a leadership program through Toastmasters to help students build communication and leadership skills. She holds a bachelor's degree in Business Management.

Daryl Camp

Grace Carroll, Ph.D., is the CEO of Wordsmith Jr, LLC, focused on facilitating literacy among young children, particularly African American children. She has over four decades of experience in research, assessment, training and program development, with an emphasis on the sociology of education, family, evaluation and diversity. Dr. Carroll holds a California teachers credential and has taught students from pre-K through college levels. She served ten years as the Director for African American Student Development at the University of California, Berkeley, and three years as the Associate Director of the Center for Research on the Education of Students Placed at Risk (CRESPAR) at Howard University.

Jerome Vincent Carter is the CEO, Founder and President of Inspiration 52, Inc., as well as an account executive for Shmoop University. An expert in the field of teacher and student motivation, he has authored seven books, two audio CDs and five DVDs. He serves as a consultant for numerous school districts including Los Angeles, Compton, Long Beach, Inglewood, LACOE, and Hacienda La Puente. For more than three decades, he has worked with students and teachers from pre-K through the University level. He teaches part-time at Loyola Marymount University, Cal State University and Alliant International University. He has also taught or consulted for the University of California Irvine, University of San Diego, and Azusa Pacific University.

Kino Carson is an Administrator at McClymond's High School in Oakland, CA. and founder of the Urban Heat Academy enrichment program. Kino is a graduate of Northern Arizona University where he received his BA and MA in Education. After graduation, Mr. Carson dedicated eight years to teaching to under privileged youth in low socio economic communities, whereas he helped students to overcome their academic and socio-emotional proficiencies and he has been successful in helping students to find their own personal success. Kino is often invited to share his experience with school districts throughout the nation. It was this experience that inspired him to pursue educational leadership and in 2004, he graduated from Sacramento State University receiving his California Credentials in Educational Leadership and Policy Studies. During this time Mr. Carson researched... "The Barriers of Parent Involvement in low socio-economies communities. This resulted in understanding "The Effects of Poverty in Education". Based on his research as a principal, Mr. Carson implemented effective strategies which have changed several public schools from "Program Improvement" to "Distinguished Schools" particularly in urban communities.

Pedro Cevallos has worked to increase student achievement in numerous capacities with school districts in Florida, Pennsylvania, and California for two decades. He is an expert in the areas of non-profit educational scale-up, social entrepreneurship, and the P-20 educational pipeline. Pedro is the Principal Investigator (PI) of the South Los Angeles Math (SLAM) Project, a strategic

partnership between College Bridge, LAUSD, and CSULA which aims to drastically decrease the rate of college math remediation underrepresented students face through innovative methods. He holds a Doctorate in Educational Leadership & Entrepreneurship from UCLA, a MS in Curriculum & Instruction from Penn State, and a BS in Social Studies Education from Florida International University.

Hedy N. Chang is the founder and director of Attendance Works, a national and state level initiative aimed at advancing student success by addressing chronic absence. A skilled presenter, facilitator, researcher and writer, she co-authored the seminal report, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, as well as numerous articles about student attendance. As a result of her work, in 2013, she was named a *Champion of Change* by the White House, for her commitment to furthering African American Education. Passionate about promoting two-generation solutions to achieving a more just and equitable society, Hedy has spent more than two decades working in the fields of family support, family economic success, education and child development.

Hilva Chan, MSW, is an Education Programs Consultant with the California Department of Education. She is currently the program director for Project Cal-Well, a federal grant intended to promote student mental health awareness and wellness through cross-system collaborations and the statewide expansion of *Youth Mental Health First Aid* trainings. With more than 20 years of experience managing wellness programs, she also oversees the statewide implementation of the California Healthy Kids Survey.

Chris Chapman

Dr. April Clay is a graduate of Chapman University with a Bachelor and Master of Arts degree in Psychology. Culminating her education and counseling training, Dr. Clay attended the University of Redlands where she attained a Pupil Personnel Services Credential in School Counseling and a Doctorate in Education. Throughout her academic and professional career Dr. Clay has concentrated on counseling, mental health and equity in schools. Dr. Clay has delivered two keynote addresses and presented at nine esteemed research conferences. She taught pre-service teachers and counselors in the university setting for seven years. Her commitment to service extends beyond the school as she has served on Local Control Accountability Planning teams, School Site Councils, non-profit organizations, and in her sorority, Zeta Phi Beta Sorority Incorporated, where she currently serves as the president. She and her husband enjoy quality time with their six children who range from high school to college.

William Conrad, Ed.D., is a Senior Associate at Performance Fact. A 35-year educator, his areas of expertise include infusing innovative learning technologies into educational systems, facilitating results-oriented staff development, interpreting assessment and evaluation data to inform teaching practices and student learning, and training administrators in data-driven processes for school improvement. He has served as Coordinator of Assessment, Santa Clara USD; Director of Assessment and Accountability, Santa Clara County Office of Education; Assessment Coordinator, Alameda County Office of Education (California); Executive Officer for Research, Assessment, and Accountability, Oakland USD; Administrative Analyst, Center for Research on Evaluation, Standards, and Student Testing (CRESST/UCLA); and Associate Superintendent for Learning Technologies, Illinois State Board of Education.

Eric Cork

Krystal Day is a first grade teacher at Tierra Bonita Elementary School in the Eastside Union School District. She started her career as an elementary teacher in the Lancaster School District and later joined the Eastside Family. She earned a Masters Degree in Education as well as Administration, with an Administration credential from Chapman University.

Alicia Dixon has served as Executive Director of the Marcus Foster Education Fund since 2010. In that capacity, she guides the process of building capacity of the organization's public and non-profit partners to ensure that students have opportunity and equity in achieving postsecondary success. Alicia's passion for educational equity stems from her firsthand accounts for eight years as a grantmaker with the California Endowment, where she supported secondary and postsecondary educational institutions to ensure diversity in the healthcare workforce. Her professional experiences are driven by a personal commitment to improved quality of life outcomes in under resourced communities. She has more than 25 years of multi-sector, California-based, professional experience in data-informed program development and management, fund development, coalition building, and policy development and implementation.

Geneva Dowdy is the Assistant Principal and former Counselor of ECMS-Inglewood. Geneva's passion for education and counseling led her to pursue a Masters of School Counseling degree, through which she had the opportunity to focus her studies in counseling for culturally-diverse, underserved, female students. She lives by the motto "you are better equipped to serve another, when you take the time to know their story."

Reena Doyle is a 29 year veteran of the labor movement and has been called by former President Clinton, "A Wonder Woman of labor organizing, fearless of no employer, protecting the Human Rights of all working men and women in this country." Reena is currently staff with the California Teachers Association for the last 10 years and champion the Human Rights and Dignity of workers in 39 of the 50

US states and 6 other countries. Her expertise are vast particularly focusing on the affects of Unconscious Bias, Institutional Racism, Internalized Racism, Homophobia and its impact on education and organizational structures.

Debra Duardo

Terri Edwards is the administrator of Fresno Unified Parent University. She has served in the Fresno Unified School District (FUSD) for 23 years as teacher, vice principal and principal. Her current role includes developing parent curriculum that empowers, engages and connects parents to support student achievement. She also leads professional development for district staff responsible for making the home-school connection with parents (e.g., Home School Liaisons). Additionally, she leads the FUSD African American Network Group, including current and retired African American employees.

Francisco Escobedo

Dr. Donald Evans; with 30 years of experience in education, and now in his fourth year as Superintendent for the Berkeley Unified School District (BUSD), Dr. Donald Evans has focused his leadership on breaking down silos of excellence in the district and strategically replicating best practices throughout all schools. Throughout his career, Dr. Evans has focused extensively on curriculum and professional development. He has supported the transition to the Common Core State Standards and established a Professional Learning Community approach to process improvement throughout the BUSD. In addition, he has strengthened the Response to Intervention and Instruction model to support students with learning and behavior needs. Dr. Evans earned his Doctorate from the Graduate School of Education at the University of California, Berkeley

Muti Fagbayi is President/CEO of Performance Fact, a firm dedicated to improving academic achievement for all students. He has extensive background coaching educational leaders and their teams at the national, state, and local levels. His areas of focus include strategic planning and school improvement and creating high-performing learning organizations. Since 1992, he has worked with school, district and state leaders and practitioners in more than 80 districts in 10 states. Prior to creating Performance Fact, Inc. in 1997, he worked for Eastman Kodak Company for 14 years, as a research scientist. Upon leaving Kodak, he served as Chief Operating Officer of the National Center on Education and the Economy, based in Washington, DC. He is a member of the Oxford International Roundtable on

Education Policy based at Oxford University in England. He holds B.S. and M.S. degrees in Chemical Engineering.

Joe Feldman is CEO of Crescendo Education Group, which partners with schools and districts to improve the accuracy and fairness of grading and assessment. Crescendo's partners have significantly increased passing rates and reduced grade inflation, particularly for historically-underserved students, and strengthened the correlation between student grades and standardized test scores. He has written about improving grading for *Education Week* and *Phi Delta Kappan*. For more than 20 years, Joe worked as a teacher, principal, and K-12 district administrator, continuously focused on equity. He is an author or contributor to several publications, including Teaching Without Bells: What We Can Learn from Powerful Practice in Small Schools (Paradigm), and Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education (New Press).

Julio Fransisca (place holder)

Louis Freedberg is executive director of EdSource. For more than two decades, Freedberg has analyzed and reported on local, state, and national education policy. Before coming to EdSource, Freedberg was the founding director of California Watch at the Center for Investigative Reporting. He spent 15 years at the San Francisco Chronicle, where he was an award-winning education reporter, Washington correspondent, columnist, and member of the editorial board. He has a Ph.D. in social anthropology from UC Berkeley and a B.A. in child development from Yale University.

Diane Marshall-Freeman is a partner with the law firm of Fagen, Friedman & Fulfroost, serving clients from its Sacramento office. With over 25 years of legal experience, Ms. Marshall-Freeman is a highly skilled practitioner with an extensive background across all areas of general and special education law. She serves as general counsel to the California Interscholastic Federation (CIF) as well as Chair of the firm's Higher Education Practice Group.

A skilled litigator, Ms. Marshall-Freeman has successfully argued cases at the federal and state levels. As general counsel to CIF, she has appeared in state courts on matters involving student athletic eligibility, qualifications for Section and State championships, and CIF jurisdiction. Mr. Marshall-Freeman was the President of the California Council of School Attorneys for the 2011-2012 school year.

Sergio Garcia is the Principal of Artesia High School in the ABC Unified School District. He has spent the past eight years working to eliminate the achievement gap in the school. Guided by the moral imperative of doing what is best for students and the implementation of strategic schooling, Artesia boasts a 98.7% graduation rate

and achieved gains not only during the CST era but is now producing double digit gains in CAASPP.

Sherman Garnett, CEO of Sherman Garnett and Associates, is a veteran thirty- eight year educator who has been a teacher, coach, dean, assistant principal, principal at both the comprehensive and alternative school level and district office/county office level administrator. Additionally, he is a current adjunct faculty member in the area of school law and teacher assessment training at Cambridge University and California State University San Bernardino. He is the past President of the California Association of Supervisors of Child Welfare and Attendance Section(CASCWA), Association of California School Administrators Student Services and Special Education Council (ACSA) a member of the executive board of the National Truancy Prevention Association (NTPA) and is currently serving in a appointed position by the California State Superintendent of Schools as a member of the California State School Attendance Review Board (SARB). Sherman has served as chairperson and keynote presenter/trainer at four national truancy prevention conferences held throughout the nation and has just completed via collaboration with other entities throughout the state of California an extensive truancy prevention manual which can be accessed at no cost on-line. He also edits and distributes two yearly manuals utilized extensively throughout the state in the areas of student discipline due process and student records.

Charles Giampietro is a Senior Account Executive with Shmoop. He works with schools and districts across several states, conducts trainings regularly, and attends ed-tech conferences across the country. He received a BS in Business Marketing from Cal Poly Pomona.

Jamila Gillenwaters, Ed.D is the Coordinator of the Access, Equity, and Acceleration Unit within LAUSD's Division of Instruction. She designs innovative, research-based professional developments that empower educators with knowledge, practical strategies, and curricular resources they can use to provide equitable access to the content standards for African-American and Latino/a SELs. Her professional experience includes serving as a teacher, CLR consultant for teachers and administrators in various parts of California and across the country, an instructional resource developer, and a K-12 Standard English Learner Instructional Specialist.

Barbara Ginsberg is a Partner in the law firm of Atkinson, Andelson, Loya, Ruud & Romo, a premier law firm in the area of education law. For the last 17 years, of her 24 years of labor and employment law experience, her practice has specifically focused on education law and advising administrators with regard to workplace and educational environment issues. She also trains school and community college district personnel and school boards on a national level.

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Jennifer Gomeztrejo brings with her experience and knowledge gained from having served as a high school social studies teacher; high school assistant principal over counseling, curriculum and assessment; acting principal; Consultant II in the Child Welfare and Attendance Unit, Division of Student Support Services, Los Angeles County Office of Education (LACOE); and Educational Consultant with Student Support Services Solutions. In her time at LACOE and as an Educational Consultant, Jennifer provided attendance-related trainings to thousands of participants with the goal of empowering stakeholders to identify and address barriers to school attendance. Jennifer serves on the State School Attendance Review Board (SARB), co-created the statewide School Attendance Review Board (SARB) training curriculum, and has contributed to Attorney General Kamala Harris' report, *In School +On Track: California's Elementary School Truancy & Absenteeism Crisis*.

Paul Gothold serves as current superintendent of Lynwood Unified School District. He has served as a public educator for over 18 years, both in alternative and comprehensive high school programs. He began his career as a teacher with LACOE, working with at-risk youth in a self-contained setting at Alhambra High School. Soon thereafter, he became a BTSA Mentor Teacher and Assessor, authored various curricula, and conducted numerous trainings in school to career, differentiated strategies, and integrating technology with content standards. He then served as an Assistant Principal, High School Principal, Assistant Director Secondary Schools, and Director of Secondary Schools at Montebello Unified School District. In July, 2010, he was appointed as Chief Academic Officer and now serves as Deputy Superintendent for the Lynwood Unified School District. Mr. Gothold has also worked as an adjunct professor at Whittier College teaching "Secondary Curricular Methods" for aspiring teachers and graduate students in the credentialing program.

Landis Graden, Founder and Co-CEO - Landis Graden is a founding partner of Dutra Cerro Graden, providing commercial real estate advice, planning and services to school districts, faith communities, local governments and non-profit organizations. Over the past decade, DCG has helped hundreds of organizations transform real estate assets into resources including Chabot-Las Positas Community College District, Price and Associates, Educational Services of America, St. Vincent de Paul, and YMCA.

Yvette Gullatt (you have photo - no bio)

Erin Hadden is an Assistant Principal at Columbia Elementary School in the Eastside Union School District. Throughout her seven years with Eastside Union School District, she has supported intervention programs and has also been part of the development and support of successful Response to Intervention (RTI) programs.

Gary Hardie, Jr. currently serves as a Commissioner on the City of Lynwood Personnel Commission, Vice-President for the Cal APS Governing Board and Clerk for the Lynwood Unified School District Board of Education. He also works as a Regional Project Manager for a non-profit. Prior to pursuing a career in education, Gary worked as a sales executive for the Los Angeles Clippers. In addition, he has an extensive background in athletics having worked for the NBA, NFL, MLB, NHL and NCAA and high-profile NBA players. His work and volunteer experience in public school settings has provided him with expertise in financial planning, budgets, organizational development, staffing, personnel, parent relations, grant writing and program development.

Linda Darling-Hammond, Ed.D., is the President & CEO of the Learning Policy Institute and the Charles E. Ducommun Professor of Education Emeritus at Stanford University. She founded the Stanford Center for Opportunity Policy in Education and served as the faculty sponsor of the Stanford Teacher Education Program, which she helped to redesign. She continues to teach part-time in the Stanford Graduate School of Education. She previously served as Director of the RAND Corporation's education program and as the William F. Russell Professor of Education at Columbia University, Teachers College. Darling-Hammond is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, and Research-to-Policy. She is also a member of the American Association of Arts and Sciences and of the National Academy of Education. She is the recipient of 14 honorary degrees, as well as numerous national and international awards for the quality and impact of her research. Darling-Hammond began her career as a public school teacher and co-founded both a preschool and a public high school. She has consulted widely with federal, state, and local officials and educators on strategies for improving education policies and practices. Among her more than 500 publications are a number of award-winning books, including *The Right to Learn*, *Teaching as the Learning Profession*, *Preparing Teachers for a Changing World* and *The Flat World and Education*.

Patrice Harris, Ed.D., serves as a high school administrator with the Moreno Valley Unified School District. An educator for 14 years, she has been an Impact teacher for Reading Intervention in Elementary, an English teacher in Middle School, a high school English teacher, and a middle school administrator. She has supervised middle school English, Special Education, Social Studies, School Site Behavior Interventions, and Parent Engagement.

Karen Hemphill has been a member of the Berkeley School Board for 10 years and is a Past President of the Board. As a parent of two sons who graduated from Berkeley schools, she continues to be involved with Parents With Children of African Descent. She is a founding member of United In Action (UIA), a grassroots advocacy group dedicated to raising the academic achievement of children of color in Berkeley's public schools. As the first UIA member elected to the Board, Karen led the School Board in adopting the 2020 Vision proposed by UIA, which called for the entire Berkeley community to take steps to eliminate the racial predictability of academic achievement.

Tom Herman, is an Education Administrator in charge of the Coordinated School Health and Safety Office at the California Department of Education. With more than 25 years of education experience, he has served as a high school teacher, coach, mentor teacher, vice-principal and principal. He has extensive experience dealing with at-risk student populations, and drug and alcohol prevention. He oversaw the Safe and Supportive Schools grant from the U.S. Department of Education that sought to measure and improve school climate as a vehicle to improve student achievement. He also sits on the Interagency Prevention Advisory Council (IPAC), a multi-state agency council whose purpose is to reduce the incidence and prevalence of inappropriate use of alcohol and other drugs by youth and adults. He currently oversees the implementation of SB 527, a new grant program designed to reduce drop-out rates, suspension rates, improve school climate, and decrease youth-risk behaviors in schools.

Annette Hilts (you have photo - no bio)

Eric Hines currently serves as President, CTA. With more than two decades of advocacy for the education profession at the local, state and national levels. He believes in connecting core union values with the power of the 325,000-member CTA gained through organizing, negotiating and advocating to create a stronger teaching profession and a stronger union. He was elected vice president directly from his position as a member of the CTA Board of Directors, where he served about five years, representing thousands of educators and education support professionals in all of Contra Costa County and most of Alameda County.

Dr. Albert Hodge has worked in the field of education for over 25 years as a teacher, PK-6 assistant principal, K-8 principal, school board member, performing arts school director, and business owner. He earned his bachelor's, master's, and educational specialist's degrees from Oakland University in Rochester, Michigan, with the primary focus on educational leadership. Dr. Hodge's educational doctorate degree was earned from the University of Michigan – Dearborn, with a focus on educational leadership and where he defended his dissertation on a similar topic focusing on African American male superintendent's experiences with a Mid-

Western state's hiring practices. He has earned three administrator certificates, one of which was due to successful completion of the Michigan Department of Education's MiLife (Michigan Leadership Improvement Framework Enhancement) program. His presentation will share interesting findings, concerning African American male superintendents' experiences with hiring practices throughout the United States, and offer policy recommendations to various stakeholder groups.

Tyrone Holmes is the National Director of Content and Implementation for Curriculum Associates. Tyrone and his colleagues provide districts with a transformative combination of adaptive technology and real-live human support to make personalized learning a reality for every student. His background in mathematics education and his nearly two decades in educational publishing have enabled him to travel the nation and support a wide range of public and private schools.

Dr. Shelley Holt has been successfully leading school and district-wide instructional efforts for 13 years. Her focus on instructional practices inside of classrooms and systems of providing support and monitoring for teachers, site leaders and district leaders have led to API gains between 38 and 138 points per year and academic success in multiple schools, districts and states. Her belief is that focusing on strategic instructional planning and setting up systems for fluid communication, feedback, reflection and accountability are foundations that sustain time and educational fads. These processes also allow our educators a common language, professional trust and the continuity that enables them to implement new change efforts with ease and collective ownership. Her studies include a Bachelor of Arts from University of California, Berkeley; Master of Arts in Urban Educational Leadership from California State University, Sacramento; and a Doctorate of Education in Educational Leadership from the University of Southern California.

Tyrone Howard, PhD, is the director of the Black Male Institute at UCLA, which seeks to identify and promote practical interventions, reliable research, effective programs, best practices and responsible policy innovations that are informed by interdisciplinary perspectives in order to improve the educational outcomes of Black males.

Donna Hunter, Ed.D. is a Parent Advocate, Educational Consultant and a high school Principal in the Walnut Valley Unified School District. Dedicated to bridging the gap between school districts and the parents, she creatively and strategically assists in the writing of LCAP goals that benefit all students. As a conference speaker, she passionately teaches about hope and how districts can make great strides in building and sustaining positive relationships with parents. She co-produced and starred in the CentricTV documentary about the Autism Spectrum

entitled “Colored My Mind” with friends Tisha Campbell-Martin, and LaDonna Hughley.

Fabian Iniguez is the Engineer at Felton Elementary School in the Lennox School District. He also teaches Introduction to Engineering Fundamentals at Lennox Middle School, where he helped establish the District’s first School of Engineering. He joined the District in 2015, after receiving a degree from Cornell University.

Barrington Irving

Robert Jackson, author of *“No More Excuses: Black Men Stand Up!”*, *“No More Excuses: The Workbook”* and *“No More Excuses: Educating Black and Latino Males*, is a Motivational Speaker, Trainer, Owner and President of Lavelle Publishing and Nova Concept Speakers.

Robert received his BS, Industrial Technology degree from Western Kentucky University where he lettered four years in both football and track. After being cut from the Minnesota Vikings in 1995, Robert has remained deeply rooted in his commitment to serve his community as a mentor and leader. He mentors young men and presents workshops, seminars and speeches nationwide to youth and adults. Robert is a former high school Industrial Technology teacher and coach who decided to step out of the classroom to make a bigger impact by becoming a consultant to create positive change in the school systems across the country and bridge the gap between Parents, Teachers, Administrators and Students and reverse the drop out rates of Black and Latino Males..

Robert’s motto is, *“If you’re not part of the solution, then you are part of the problem.”*

Gordon Jackson is the Director of the Coordinated Student Support Division. His Division coordinates funding processes and provides technical assistance for a wide array of programs and initiatives, which include Coordinated School Health, Tobacco Use Prevention, Foster Youth Services, Student Mental Health Services, American Indian Education, Safe and Supportive Schools, Student Attendance, educational options, and more.

Natasha Vaughn-Jackson, M.A., has served as an Early Childhood Education Professional for over 30 years. For the past 24 years, she has served with the Long Beach Unified School District’s Head Start program. As the Early Learning Center Manager, she currently supervises the teaching staff. She previously served as an Education Specialist as well as a Head Teacher. In addition to her responsibilities at

Head Start, she serves as an Adjunct Instructor of Early Childhood Education at Pacific Oaks College.

Edwin Lou Javius is the Founder/President/CEO of EDEquity Inc., an educational consultant firm. The company's Key Principles of Equity framework have been nationally recognized as the foundation for implementing Equity in Common Core Standards. Edwin has authored several articles on the topics of closing the achievement gap and race culturally conscious leadership. Advocating for students and school equity are two of his many interests. He has established a reputation for inspiring educators to incorporate Educational Equity in enhancing school transformation. He often says, "*Equity is not a Strategy! It is a Mind-set!*"

Joseph F. Johnson, Ph.D., is the Dean of the College of Education at San Diego State University. He is the chief administrative and academic leader for the second largest college of education in California. He also serves as the Executive Director of the National Center for Urban School Transformation (NCUST) and the QUALCOMM Professor of Urban Education at San Diego State University. At NCUST, he identifies, studies, and promotes the best practices of high-performing urban schools and districts. Previously, he served as a teacher in Southeast San Diego, as a school and district administrator in New Mexico, as a state department official in both Texas and Ohio, as a researcher at the University of Texas, and as a Senior Executive Service Director at the US Department of Education, where he led the nation's largest federal elementary and secondary education programs. He has published multiple articles, book chapters, and reports. His latest book was authored with his wife and colleague, Dr. Cynthia L. Uline, and the Deputy Director of NCUST, Dr. Lynne Perez. The book, *Teaching Practices from America's Best Urban Schools*, describes teaching practices in urban schools that achieve outstanding results for diverse populations of students. A new book entitled, *Leadership in America's Best Urban Schools* will be released during summer 2016.

Dr. Martinrex Kedziora is the Chief Academic Officer for the Moreno Valley Unified School District, an urban California district serving 34,000 students. Dr. Kedziora has been a middle school teacher, special education coordinator, K-8 Principal and Professional Development Director during his 30-year career. He serves as President for the California League of Middle Schools, which serves teachers and administration K-12 and as an Education Faculty member for National and Brandman Universities. He serves as a team member of CLS for the California Department of Education and the Middle Schools Alliance. He is a committee member of the Urban Education Committee for ACSA. Additionally, he has leadership responsibilities as the Chair of the Advocacy Committee for the National Forum to Accelerate Middle Grades, Vice President of the Moreno Valley Hispanic Chamber of Commerce and on the advisory board for the Schools First Federal Credit Union.

Danielle Kelsick is the Director of Curriculum and Instruction with Environmental Charter Schools. She believes that public education can and should empower students to think for themselves and become agents of change in the world. She is a former high school English teacher.

John King

Barry E. Knight is the founder of Barry E. Knight Speaks, a leadership and success coaching and training company that helps leaders elevate their performance, expand their influence, and massively impact their world. He is a former pastor and the author of the book, "Impactability: Your Call to Massively Impact the Kingdom of God."

Jennifer Knudsen is a Senior Mathematics Educator at the Center for Technology in Learning, SRI Education, a division of SRI International. For the last 25 years, she has designed curriculum and professional development at the intersection of middle school mathematics and technology, with a focus on urban schools. Her work consistently upholds standards of high achievement and deep understanding of mathematics for all students, leading to college and career readiness. She is a former high school mathematics teacher in New York City Public Schools. She holds a B.A. with a concentration in mathematics from the Evergreen State College.

David Kopperud, MA, is an Education Programs Consultant with CDE, where he developed the Model SARB Recognition Program and took the lead in revising the 2015 *SARB Handbook* and in promoting Attendance Awareness Month. As a member of the CDE's Local Control and Accountability Plan Support Team, he focuses on goals and strategies for reducing subgroup chronic absence rates. His experience includes serving as the Child Welfare and Attendance Coordinator with the Fontana Unified School District; Director of Personnel and Student Services with the Washington Unified School District in West Sacramento; and as a teacher with the Brawley Union High School District and the Hemet Unified School District.

Farnoosh Lashkari Aguilar, M.A., is the Principal at Buford Elementary School in the Lennox School District. An educator for 17 years, she worked collaboratively with Lennox teachers and administrators in the 2015-2016 school year to develop the School of Engineering.

Dr. Angela Clark-Louque is Professor and Department Chair of Educational Leadership and Technology at California State University, San Bernardino. She is the author of numerous peer-reviewed publications, grants, and reports. She has co-authored a book entitled, "*Exposing the 'Culture of Arrogance' in the Academy: A Blueprint for Increasing Black Faculty Satisfaction in Higher Education*" (2005). Her most recent article, "*Cultural Capital in the Village: The Role African-American*

Families Play in the Education of Children” was published in the Fall, 2014 edition of *Multicultural Education*.

Camille Maben serves as the Executive Director of First 5 California. In that role, she is responsible for staffing the California Children and Families Commission and directing the work of the agency and its staff. Through her leadership, First 5 California is implementing several evidence-based and results-driven Signature Programs targeted to children, parents, and teachers that focus on quality. Prior to her appointment, she served as the Division Director of the Child Development Division at the California Department of Education (CDE), which included providing leadership and oversight to over 700 early care and education contractors with a \$1.7 billion dollar budget. She most recently served as Co-chair of the State Advisory Council on Early Learning and Care, and also helped win and implement the \$75 million federal Race to the Top – Early Learning Challenge Grant. She has also held leadership positions with the Office of the Secretary of Education, the California Department of Education, and the Office of the State Superintendent of Public Instruction. Camille currently serves as a school board member for the Rocklin Unified School District. She has served on the Rocklin Board for over 25 years.

Raul Maldonado is the Superintendent of Schools for the Palmdale School District. He is experienced in transforming school and district culture and has a proven record of improving student achievement. Maldonado is very involved in the community and enjoys working with community members, parents and students.

Dr. Mark Marshall is the Superintendent of the Eastside Union School District in Lancaster. He has served as an educator for nearly 29 years. Prior to his tenure in the Eastside Union School District, he held the positions of Special Education Teacher, Special Education Supervisor, Assistant Principal, Middle School Principal, and High School Principal. As a classroom teacher and administrator, Dr. Marshall has received numerous accolades and has been a featured presenter at local, state and national conferences.

Tia Martinez has over 25 years experience doing social change work in low income communities in the United States. Over the decades her work has spanned a wide range of issues including education reform, the HIV/AIDS epidemic, the war on drugs, homelessness, affordable housing, disconnected youth, and immigration. She is currently an independent consultant doing work on dismantling the school to prison pipeline and transforming life chance for boys and men of color. Prior to consulting, she was the Chief Equity Officer at the Stupski Foundation where she designed a R and D effort focused on applying knowledge from the psychology and neuroscience to help low income students and student of color own and drive their learning and increase academic achievement. Tia came to the foundation from the Warren Institute on Race, Ethnicity and Diversity at UC Berkeley Law School, where

she was acting director of education, leading a policy unit focused on issues related to education reform, teacher effectiveness, and racial justice.

Polo Marquez is the Assistant Principal at Felton Elementary in the Lennox School District. He served as a middle school teacher for 10 years, Dean of Students for two years and is currently serving his first year as Assistant Principal. In 2015-2016, he assisted in successfully launching the School of Engineering at Felton Elementary.

Bernard McCune

George Mckenna

Donald R. Mitchell administrative experience includes 13 years as a high school principal at 4 different high schools in San Diego Unified School District and San Francisco City Schools. For two years he served as Director of the Advanced Placement Incentive Program for San Diego Unified School District. Currently, Mr. Mitchell is Senior Director for State and District Projects with The College Board. His life's work has been dedicated to increasing access and opportunities which lead to academic excellence for underrepresented and under resourced students.

L. Karen Monroe understands the power of education to change and even save lives. She has dedicated herself to ensuring that students and families are seen, valued, and have access to vital educational opportunities and supports. The power of learning has been a constant in her life. She proudly stands on the shoulders of four generations who have called the Bay Area home. Her mother and grandmother were teachers in this community before her and she is deeply committed to promoting the highest quality education for every student. In her youth, Karen had the great privilege of serving as legislative Intern to The **Honorable Shirley Chisholm** during her last congressional term. She will tell you that “working with your role model is a life-changing experience – especially one who so boldly interrupted the expectations of the past to redefine what is possible”. This opportunity truly ignited her passion for educational advocacy.

Micia Mosely, Ph.D., is a comedian and educator and performs her brand of social justice stand-up comedy across the country. Mosely's education-based research and practice focuses on equity, race, and urban education. She is the Executive Director of The Black Teacher Project, an organization committed to recruiting, developing and sustaining Black teachers for schools in the United States. Learn more at www.miciamosely.com & www.blackteacherproject.org.

Tamara Neely serves as the Director of Classified Professional Learning in the Fresno Unified School District (FUSD). In this role, she provides professional

development to front line employees, with the ultimate goal of creating positive connections with parents and students. With more than 26 years of experience in the FUSD, she has also served as a kindergarten teacher, teacher on special assignment and an elementary vice principal.

Dr. Barbara Nemko has served as Napa County Superintendent of Schools since 1997, and is currently in her fourth term. She served on the advisory board for State Superintendent of Public Instruction, Tom Torlakson's "kitchen cabinet," and was a member of his transition team. Locally, she serves on the Workforce Investment Board, NapaLearns, the Juvenile Justice Coordinating Council, and the P-16 Council. Since 2010, Barbara has used technology to improve learning for all children, especially for her Title I, EL, and underserved students.

Monica Nepomuceno, MSW, serves as an Education Programs Consultant, overseeing the Mental Health Services Program at the California Department of Education. Her primary role is to provide support to students experiencing emotional distress or mental illness. Her fourteen years as a school social worker providing direct services and connecting students and families to appropriate services gives her a unique perspective in her role as a leader in the state agency.

Jacquelyn Ollison serves as Education Administrator to the Chief Deputy Superintendent of Public Instruction at the California Department of Education (CDE). A committed educator, she has extensive experience as both a teacher and administrator. She has served as an AVID/MESA Coordinator, Mathematics Teacher, Assistant Principal, After-School Education and Safety Program (ASES) Coordinator, Vice Principal, and Principal. Prior to her current position, she served as an Education Programs Consultant in the School Turnaround Office at CDE. In that role, she supported the development of the California "State-Determined Intervention Model," currently in use by the School Improvement Grant program.

Lorrie Owens is a Board member for the California Educational Technology Professionals Association (CEPTA) and currently serves as the Information Technology Services Administrator for the San Mateo County Office of Education. She is the first and only African American in the state to head the technology department for a county office of education. She is also an instructor for the Chief Technology Mentor Program and has served as a Dean of Instruction for vocational schools for a number of years. Prior to coming to educational technology in 1995, she had a distinguished 14-year career with IBM. She and her husband run a non-profit organization, Higher Ground, which supports technology access to underserved students in the East Bay Area.

Myrlene Pierre is the Assistant Superintendent of Educational Services for Claremont Unified School District (CUSD). For the past 28 years, she has been a public school educator in schools and districts with a high percentage of English learners and students of color. She relocated to California after serving as a public school teacher in New York. She has served as a Curriculum Specialist, Vice Principal, Elementary School Principal, and Director of Educational Services. Her experiences include facilitation and development of district-wide staff development; strategic planning for English learners and students of color; organization and implementation of dual immersion programs; and mentoring teachers, site administrators, and district level management. Myrlene has served on the ACSA Region XVII Board and was Chairperson of the Region XVII Annual Conference Committee

Dvonne Pitruzzello, M.A. Ed, serves as a teacher with the San Bernardino County Superintendent of Schools. With more than twenty years in the field of education (the last 12 serving at-risk youth in a county setting of alternative education), Dvonne has been able to help kids connect to school and to the curriculum. "I have learned over the years is that in order to connect with youth you have to build relationships. Building relationships with students, parents and community is vital if we are to ensure that all students are making progress in school in order to be successful adults," she said.

Dr. LaFaye M. Platter is the Deputy Superintendent for the Hemet Unified School District, a suburban California district serving approximately 22,000 students. Dr. Platter has been a middle school teacher, assistant principal, site principal, human resources director, and assistant superintendent over her 23-year career in education. She is an active member of ACSA and serves as the Human Resources State Chair for CASBO. She currently serves doctoral students from all walks of life as a Cohort Mentor and Dissertation Chair at Brandman University.

Greg Porter

Glen Price serves as the Chief Deputy Superintendent of Public Instruction at the California Department of Education (CDE). Through his lifelong mission to support positive and impactful organizational change, he realizes his main charge to support the development of policy and programmatic issues that support all students in California. He has more than 30 years of experience in education, strategic planning, organizational effectiveness and policy development. He has worked for a wide range of agencies on issues involving California teachers, after school programs, and early learning. In addition, he served two terms an elected school board member for the West Contra Costa Unified School District.

Castle Redmond is a program manager at The California Endowment on The Endowment's statewide Health Happens in Schools team. Castle is currently responsible for developing policy and funding strategies to improve health outcomes from young people in schools and juvenile justice settings, focusing heavily on positive school discipline reform in California. Castle also served as a commissioner for Alameda County's Human Relations Commission from 2004-2007 where he co- led the Sexually Exploited Minors Task Force efforts at building community engagement and raising awareness of the issue. In addition, Castle co-drafted the official task force recommendations for the Alameda County Board of Supervisors.

Toni Robinson, is the Director of Professional Development with Discovery Education. By combining her experiences as an educator and a performing artist, Toni inspires audiences to make bold, balanced and meaningful changes in their professional practice. Through her work, she has created and conducted training programs in a wide-range of corporate, academic and non-profit settings with notable companies such as Bank of America, Intel, CompUSA, Arizona State University, Arizona Commission on the Arts and Evans Newton Incorporated.

Eric Rodriguez

Denise Saddler, Ed.D. has worked in Oakland, Philadelphia, Sacramento City and Berkeley over the past 25 years as teacher, principal at elementary and middle school and director. In all roles, she has served urban students and maintained a laser focus on equity, access, instructional design and achievement measures.

D'Artagnan Scorza is the Founder and Executive Director of the Social Justice Learning Institute (SJLI) in Inglewood. Dr. Scorza is a graduate of Morningside High School, a US Navy Iraq-War Veteran and native son of Inglewood. He has Ph.D. in Education from UCLA, a B.S. in Liberal Studies from National University and a B.A. in the Study of Religion from UCLA. Dr. Scorza served as a UC Regent from 2007-2009 where he passed policies that helped expand access to education for African-American and Latino youth, established veteran's service centers and prioritized \$160 million for student services. Dr. Scorza is community organizer with extensive program development and policy experience and he's helped passed green school policies and statewide policies democratizing food access. He's currently engaged in grassroots policy efforts affecting boys and men of color, health equity and local economic development and was elected to the Inglewood Unified School District, Board of Education.

Martin J. Sissac is a school police chief at the Fontana Unified School District police department. He studied Social Work at California State University, Long Beach and is completing his Masters in Social Work at the University Of Southern California School Of Social Work. He spent nearly 25 years in policing beginning as a Los Angeles County Deputy Sherriff and working his way up through the ranks to Police Captain at the Inglewood Police Department. After a brief stint as the interim Police Chief at the Inglewood Unified School District police department, Chief Sissac accepted a permanent position at the Fontana School Police Department. He is a graduate of the CA POST Command College and a recipient of numerous awards including the South Bay Medal of Valor.

Sarah Skinner serves as a Senior Educational Research Leader with BrightBytes. With more than a decade of experience in schools, she is a distinguished teacher, instructional leader, professional developer and coach on educational innovation and data driven decision-making. Prior to joining BrightBytes, Sarah worked with school systems to design and implement blended learning programs that personalize learning for students. She believes in the power of data and reflection as two critical components of any learning experience.

Ryan Smith; Prior to joining The Education Trust—West, Ryan was the Director of Education Programs and Policy for the United Way of Greater Los Angeles where he was responsible for the education program and policy efforts for the organization. He also coordinated Communities for Los Angeles Student Success (CLASS), a Los Angeles-based coalition of civil rights, education and community advocacy groups dedicated to closing the opportunity and achievement gaps for students-of-color and students living in poverty.

Dr. Wesley Smith is executive director of the Association of California School Administrators, the largest school leadership group in the nation. ACSA is foremost a champion for the state's more than 6 million students. Having served in a variety of school leadership roles, including elementary and middle grades principal, assistant superintendent and superintendent, Dr. Smith understands the intricacies and influences in public education. He believes in a bold new future for ACSA and ensuring it is the most influential voice in public education for years to come.

Gregory A. Spencer is the Director of Early Learning & Equity Access Initiatives with Footsteps2Brilliance.com, an award winning early literacy program for 0-5 year olds and PreK thru 2nd grade students. He has served as a teacher, school principal, school board member, city commissioner, and ministry outreach liaison. Spencer works with transformative school district and city leaders that understand

that an innovative approach to eliminating literacy is necessary in order to make a sustainable difference in underserved communities. Greg is also a literacy advocate, best-selling author, and mentor.

Harriette Stevens received her B.A. in Applied Mathematics and M.A. in Education, with a concentration in mathematics, from the University of Kansas, and her doctorate in education, with an emphasis in curriculum and instructional design, from the University of San Francisco. For over 25 years, she directed mathematics professional development (PD) for K-12 teachers at the University of California, Berkeley's Lawrence Hall of Science. Her work with urban-school teachers and curricular design helped support students to succeed in college and mathematics-based careers. She has also taught at the high school and community college levels. Currently, Dr. Stevens is a consultant with the Mathematics Education Group, San Francisco, and works with urban districts and SRI International, Menlo Park's Bridging research-based PD program that she co-directs. Her interests include strengthening teachers' knowledge of mathematics and how this knowledge is used to advance classroom discourse and problem solving.

Phil Stubbs is the Chief Academic Officer for Verso Learning. He has extensive global expertise in the education sector, having worked on innovative projects with schools, education systems and government departments in the U.S., UK, China, Australia and the wider Asia Pacific region. His focus is on engaging and re-engaging students more deeply in their learning, as well as on the development of effective pedagogical approaches capable of changing relationships between and amongst students and teachers. He is an advocate for student voice, working in close partnership with school districts to support teachers in cultivating curiosity, creating feedback-rich classrooms, and informing the cycle of professional inquiry through the creation of professional learning networks focused on delivering sustainable systemic change.

Mary Stutts is the Vice President of External Affairs for Comcast NBCU California responsible for all aspects of Comcast's government affairs, communications, community investment and telecommunications policy matters throughout the state. Her career reflects a history of success in public affairs and communications leadership at Fortune 200 companies including Genentech, Bristol-Myers Squibb, Bayer, United Health Group and Kaiser Permanente. Prior to those roles, Stutts worked in broadcast and print media. She excels in integrating strategic and tactical solutions that help drive growth and create clear value with all internal and external stakeholders including media, legislators, regulators, consumers, communities, industry, academia and employees.

Andrea Tompkins, M.A. has enjoyed a multi-faceted career in early education, educational media, and media literacy spanning over 20 years. She has developed, produced, and consulted on award-winning, educational programs for young children. She wrote national curriculum and created national outreach programs for popular series such as *The Zula Patrol* (science) and *The Berenstain Bears* (problem-solving). She has consulted on all five seasons of *Doc McStuffins*, an educational preschool series focusing on the demystification of common early childhood medical issues and developing healthy lifestyle habits. She is currently collaborating with a groundbreaking, national infant to preschool brain research-based continuum of learning (Frog Street curriculum) that incorporates daily Conscious Discipline® social-emotional and self-regulation routines. She has also taught preschool, served as a PreK-12 program administrator, crafted successful education and media-concept proposals, and written articles and white papers for national publications.

Tom Torlakson was elected to a four-year term as California's 27th State Superintendent of Public Instruction on November 2, 2010. As chief of California's public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for our students and improve our state's public education system. Torlakson's journey has led him from the classrooms of Contra Costa County's Mount Diablo Unified School District (where he remains a teacher-on-leave), to the Antioch City Council, Contra Costa County Board of Supervisors, and the California State Senate and State Assembly. During his tenure in the California State Legislature, Torlakson acted to protect education funding, improve student nutrition and physical education, and ensure school safety. He also championed legislation to increase funding for textbooks, computers, and other instructional materials and efforts to close the digital divide, eliminate the achievement gap, and reduce the dropout rate.

Desiree Carver-Thomas, M.S., M.P.P., is a member of the Learning Policy Institute. Previously, she in New York City public schools for five years. As a graduate student, she consulted with the San Francisco Juvenile Probation Department on strategies for diverting recidivism and with West Contra Costa Unified School District on implementing a full-service community schools initiative. She also conducted similar work with the City of Richmond.

Dr. Gail L. Thompson, an Illuminate Education Equity and Professional Development Expert, is the former Fayetteville State University "Wells Fargo Endowed Professor of Education," creator and former director of the "Black Men Teaching Program," and former member of the California State Board of Education's "African American Advisory Committee." Dr. Thompson has authored **six** books, as well as chapters in several edited books and articles in academic journals. She is also the former editor of *The Journal of Research Initiatives*, an online journal at Fayetteville State University. She has also has served as a reviewer for academic journals and educational organizations, and has done presentations nationwide, as well as two presentations in Canada, and one in Jamaica. She served as a teacher for 14 years at public junior and senior high schools. A former public

school teacher, she created and implemented “The Literacy Club,” an afterschool reading incentive program for struggling readers

James Thompson is the Regional Care Coordinator for T2 (Trauma Transformed), a regional trauma center that supports the Bay Area Region in healing their Children’s Systems of Care. James has several years of experience providing clinical services for youth impacted by trauma and has worked within the juvenile justice system, the school system, and in-group home settings. He also participated in the curriculum development of a Trauma Awareness Group (TAG), a model used in Oakland Public Schools. He prides himself as being an urban community leader and is very passionate about serving families and underserved youth in the Bay Area.

Frances Ufondu, Ed.D., is the Director of LCAP in the Palmdale School District. A school administrator for more than 17 years, she previously coordinated the State and Federal Programs, Parent/Community Outreach and the GATE program. Her duties cut across all departments and schools to ensure increased academic achievement for all students. She works with all stakeholders to develop the district LCAP and create a school environment that improves student engagement and learning. She is active in the community and serves as Chair of the African American Advisory Council.

David Verdugo

Christa Waldvogel is the Principal at Tierra Bonita Elementary School in the Eastside Union School District (EUSD). Prior to her current assignment, she served as an Assistant Principal at EUSD’s Gifford C. Cole Middle School, and a Teacher on Special Assignment for Glendale School District, assigned to all Categorical Programs Under her leadership, her school is the first school in the history of the EUSD to be accredited by the Western Association of Schools and Colleges (WASC) and one of the few schools in Los Angeles County to attain this distinction.

Michael Watkins is the current County Superintendent of Schools for Santa Cruz County. He was elected to the position in 2006 and ran unopposed in 2010. He began his career as an intern with Teacher Corps in the Oakland Public School District where he taught both high school History and Special Education. From there he went on to teach with the Alameda County Office of Education working with incarcerated and neglected and abused students. In 1980 he accepted the position of Learning Handicapped Program Specialist with the Santa Cruz County Office of

Education (SCCOE) and after two years he was promoted to Director of Special Education, a position he held for 10 years. From there he went on to become the Director of Alternative Education with the SCCOE and eventually County Superintendent. He was elected statewide President for both the Juvenile Court Community Alternative Schools Association of California and the California County Superintendents Educational Services Association. In addition, he has been recognized for his work in education by the Watsonville City Council and the Santa Cruz County Board of Supervisors.

Gail Watts has served as a Human Rights Consultant for the California Teachers Association for the past 17 years. In this capacity she has developed training and programming designed to address a variety of social justice and diversity issues. In addition, she is the Statewide Organizer for Student CTA, a program for college students who are pursuing careers in education. Ms. Watts graduated from San Francisco State with a BA in Anthropology and continued in Masters Program in Museum Studies with an emphasis in Education.

Kenneth Wesson, Ph.D., is a keynote speaker and educational consultant for professional associations and preschool through the university level. He speaks throughout the world on the neuroscience of learning and methods for creating classrooms and learning environments that are brain-considerate. . Additionally, he speaks on the subjects of early brain development, design and engineering, STEM and ST²REAM, contextual learning, and curriculum development. His international audiences have included educators and administrative officers from six of the world seven continents. His research is frequently published and referenced in *Parents Magazine*, *HealthNet*, and the journal *Brain World*. He has served as a writer for *Science IQ*, contributing articles on brain research. A former faculty member and administrator in higher education, he a founding member of the National Association of Black Psychologists, and has been profiled in numerous publications, including “Who’s Who in Science and Engineering,” “Who’s Who in American Education,” and “Who’s Who in America.”

Judy White

Terrenda White, Ph.D., is an Assistant Professor in Education Foundations, Policy, and Practice at the University of Colorado Boulder. She studies the role of contemporary education policies and the restructuring of public schools on Black teachers. In particular, Dr. White’s work explores teacher turnover and retention challenges in charter schools, focusing on the role of school leadership, school culture and working conditions, and the regulatory parameters in state charter school laws. Her most current work explores Black teacher decline in Harlem, NY and its co-occurrence with charter expansion in the neighborhood between 2000

and 2015. Dr. White has received support from the National Academy of Education/Spencer and the American Educational Research Association. She is a former elementary school teacher.

Mark Williams is a partner and co-chair of Fagen Friedman & Fulfrosts's eMatters Practice Group. He serves clients from the Oakland, Sacramento, and Los Angeles offices. Mark provides counsel to a wide range of public entities, with a special emphasis on energy and sustainability programs and the rapidly emerging issues related to technology, specifically E-rate and demands on infrastructure, software contracts, licensing issues and privacy matters. He works closely with leaders in the California Educational Technology Professionals Association (CETPA) on matters related to technology infrastructure and contracts.

Assembly Member Shirley Nash Weber was elected California's 79th District in 2012 and represents the cities of Chula Vista, La Mesa, Lemon Grove, National City and San Diego. She chairs the Assembly Committee on Budget, Assembly Select Committee on Higher Education in San Diego County; and the Assembly Select Committee on Campus Climate. She also serves on the Assembly committees on Education, Higher Education and Appropriations. Prior to joining the Assembly, she served as a trustee and subsequent school board president with the San Diego Unified School District. While there, she became known for her advocacy for closing the achievement gap and setting a higher standard of excellence for all children. On the college level, Dr. Weber has taught at San Diego State University, California State University at Los Angeles and Los Angeles City College. As an Assemblymember, Weber has translated her commitment to education into an ambitious legislative agenda. During her freshmen year, five of seven of her successful bills were related to education, including ACR 45, urging lawmakers and the governor to restore funding to early childhood education; AB 56, requiring standards for installing carbon monoxide devices in schools, and AB 899, linking English language. Her Select Committee on Campus Climate has been exploring some of the racial incidents on state university campuses, the responses from university officials, and possible policy changes to make the campuses safer and more welcoming for all students. She is also outspoken on the importance of investing in early childhood education as a means of preventing drop-out rates, dependence on social services, incarceration and unemployment.

Darlene Willis

Beth Bernstein-Yamashiro is in her fourth year as principal of ECMS-Inglewood. Prior to this position, she was principal of Los Angeles Leadership Academy Charter High School, Director of the Roots and Wings Program of the National Park Service, Director of the Long Beach Unified School District's GEAR UP program, Assistant

Principal, teacher in Hayward Unified, and doctoral student. In 2013, she published, "Teacher-Student Relationships: Toward personalized education," in Wiley's New Directions for Youth Development series.
