

**Nicole Anderson**, is the CEO & Founder of Nicole Anderson Consulting. For more than 21 years, she has served in varying roles as a highly qualified developer, facilitator and advocate of professional learning services and educational equity work. She started out as a teacher, promoted to Administrator, then stepped confidently into the first-ever Diversity and Equal Access Executive at Association of California School Administrators (ACSA). Nicole immediately began creating inroads and leading work focused on equity and diversity for all people groups, facilitating statewide professional learning for ACSA's leaders and state board, coordinating the California Equity Leadership Alliance and forming networks for administrators of diverse backgrounds.

**Eric D. Andrew, Ed.D.**, served as the first Black Superintendent of Campbell Union School District from February 2010 until his retirement in June 2017. He was raised in Compton, California and was inducted into the Compton High School Hall of Fame. In addition to being the CEO/President of Efficacious, LLC, he is the only Black partner with Leadership Associates Search and Leadership Development organization. Dr. Andrew has earned several distinctions, including: ACSA Region 8 Superintendent of the Year (2014); ACSA State and Region 15 Central Office Administrator of the Year (2009); and ACSA Region 12 Pupil Services Administrator of the Year award (2005). He holds a master's in education from Cal-Poly, Pomona, an administrative credential from Cal State San Bernardino and a doctorate in education from the University of La Verne.

**Stacey Ault,Ed.D.**, serves as Assistant Professor, California State University, Sacramento, A community engaged scholar, Dr. Ault has over 20 years of experience working with children, youth and families; especially those most marginalized through exploitation and incarceration. Her research focuses on Critical Post-Traumatic Growth among Black females. She also explores how Black girls, boys and gender non-binary youth, navigate and resist the school-to-prison pipeline. Dr. Ault is the current Founder/Executive Director of The Race and Gender Equity Project, a 501(c)3 which provides consulting, coaching and community support. She holds an Ed.D. in International and multicultural education; Human rights education, Sacramento State University.

**Rosanna Ayers**, serves as Coordinator with the Merced County Office of Education. After graduating from California State University, Fresno, Rosanna worked for three years in industry. However, at the insistence of her father, a retired administrator at a county office, Rosanna explored education as a way to have a positive impact on lives of students and decided to become an educator. She taught for 14 years before joining the Merced County Office of Education team in 2016 as a Science Coordinator. Rosanna holds a Masters in Educational Leadership and School Development with a focus on Next Generation Science Standards and Equity.

**Patricia Brent-Sanco, Ed.D.**, serves as Director of Equity, Access, & Instructional Services with the Lynwood USD. In her role she is responsible for the development, implementation, and

evaluation of the LUSD Equity Plan, intentional Equity services supports for identified students and parents, Cultural Proficiency Professional Development, Federal and State compliance, LCAP development, categorical budgets, migrant education, EL assessment, after school and enrichment programs, as well as sub group data analysis. She has been part of the education community for over 23 years, serving as a successful middle school teacher, assistant principal and principal in both elementary and middle school. She holds a Doctor of Education degree in Education Leadership from the University of Southern California.

**Hardy Brown II**, has over 22 years of experience in Social Impact, Research, Fundraising, College Career Development and the solicitation of major gifts for multiple national and regional organizations. As the Chairman of the Black Voice Foundation, Brown leads conversations on empathy and history with hundreds of teachers and thousands of students where learners gain knowledge and power of Freedom Movements. . Recently re-elected to a second term, he represents 33 school districts and over 400,000 students as the President of the San Bernardino County Board of Education. As a collector of historical artifacts, Brown is the curator and storyteller of a major collection of rare documents helping people to understand and explore the institution of slavery through civil rights in America.

**Dion Burns, MS**, is a Senior Researcher at the Learning Policy Institute. He presently conducts quantitative and qualitative research into issues of educational equity and the policies and practices that support the development of deeper learning competencies. Before joining the staff at the Learning Policy Institute, Burns was a research analyst at the Stanford Center for Opportunity Policy in Education, where he continues to work on selected projects. Burns' recent research included a study of policies that support teaching quality in high-performing and high-equity education systems around the world, as well as an analysis of learning outcomes in high schools that promote student-centered learning. He previously worked in international education diplomacy with roles in Latin America and South Korea; in higher education policy in New Zealand; and as a teacher in Japan.

**Kino Carson**, has served as an Administrator for the Oakland Unified School District for over 10 years and is the founder of the Urban Heat Academy Enrichment Program. He is a graduate of Northern Arizona University where he received both his BA and MA in Education. After graduation, Mr. Carson dedicated eight years to teaching underprivileged youth in low socio-economic communities, where he helped students to overcome their academic and socio-emotional proficiencies. He has been successful in helping students find their own personal success. Mr. Carson is often invited to share his experience and research with school districts and National Education Conferences 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, he 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, he implemented effective strategies which have changed

several public schools from “Program Improvement” to “Distinguished Schools,” particularly in urban communities.

**Adam Clark, Ed.D.**, is the Superintendent of the Vallejo City Unified School District (VCUSD). He is held in high regard by his peers for being thoughtful and for his unique ability to build consensus among stakeholders with divergent interests during contentious issues. Dr. Clark has a laser-like focus on positive outcomes for all VCUSD stakeholders, which is evident by his commitment to address deeply rooted structural systems. Prior to his work in Vallejo, he served as the Associate Superintendent of Educational Services for the Antioch USD as well as the Assistant Superintendent of Administrative/Student Services in the Liberty UHSD. Before transitioning into the district office, he was a successful elementary school teacher and later a principal at all three levels.

**Travis Cronin, PhD.**, is an Assistant Professor of social work at Fresno State University. He teaches several courses, including diversity and oppression, human behavior in the social environment, and social work practice. Dr. Cronin's research interests include Black lives, adolescents, pedagogy, bullying, and by-standership.

**Hall Davidson**, Senior Director of Global Initiatives with Discovery Education, has worked from think tanks in Turkey to classrooms in Tennessee. He has collaborated with thought-leaders including teachers, superintendents, and departments of education. A former K-12 bilingual math teacher and college faculty member, he left the classroom to become part of an Emmy-winning team, creating math and technology integration programs. For forty years he has been an educational innovator in important waves of change, first in broadcasting, then computers, and now digital learning. He has worked with transformational industry groups, education ministries, and with thousands of students through guidance of the nation's oldest student media festival.

**Jacquay Durant**, is a GATE certified, ELA Program Specialist in San Bernardino City Unified School District. She has taught for nearly ten years in San Bernardino and Moreno Valley, spanning from middle grades to college. In her current position, she designs curriculum resources and develops and delivers on-going professional development for ELA teachers in the district's Secondary Education Department.

**Philip Ellingberg, DLS**, Assistant Principal, Oakland Charter Academy, has worked with youth for over 17 years. He Ellingberg is a graduate of Faith International University in Tacoma, Washington where he received a B.A. in religion, M. Div., and Doctor of Strategic Leadership. Dr. Ellingberg served as Executive Director and Administrator of U-Turn House for four years, a group home for at-risk boys in Oakland, CA. Dr. Ellingberg also worked as a Deputy Sheriff for the San Francisco Sheriff's Department for 4 years; taught at Cornerstone Academy for two years; and has served as a spiritual leader for 17 years. He is also a published author.

**Sherman Garnett** has served as Pupil Services Academy Director with the Association of California School Administrators for 14 years. A public school educator for 43 years, he has

served in various capacities including teacher, athletic coach, dean, assistant principal, principal, child welfare and attendance administrator and member of a county board of education. Sherman is the author of two current publications related to school discipline and parent/student/school site responsibilities.

**Donna Glassman-Sommer** is the Executive Director for the new California Center on Teaching Careers, a statewide center housed within the Tulare County Office of Education. Donna formerly held positions of Administrator, New Teacher Development and Leadership; Assistant Executive Director of the California Teacher Recruitment Center for the Central Valley; Principal; Director of Special Education and Teacher for Elementary and Special Education. Donna serves as the Treasurer for the California Teacher Corps, the statewide affiliates for the National Association for Alternative Certification. She currently serves on the California Commission for Teaching Credentials Statewide Design Team for the "Teacher Performance Assessment", (TPA) for all teacher candidates graduating from a commission approved program.

**Rachel Gonzalez Martinez**, Director of Training and Capacity Building, with Families In Schools (FIS), develops curricula, trainings, tools and resources in order to build the capacity of both school and community organization staff, and the families served, so that they are better able to work in partnership with one another. Prior to joining FIS, she worked as a School Counselor in Los Angeles Unified School District, and as an Academic Advisor with the federally funded TRIO Programs. Rachel earned a Master of Education Degree in Counselor Education/School Counseling and Guidance Services from the University of Southern California and a Bachelor of Arts Degree in History from the University of California, Los Angeles.

**Latanya Greer, JD, Ed.D.**, is principal working at Curtis Middle School in San Bernardino City Unified School District. For 16 years, she has passionately served in various educational roles and as an active community member. Her experience includes consulting, school administration, instructional coaching, teaching, curriculum development, professional development, grant writing, strategic planning, program implementation, development and evaluation of systems to improve student and staff learning, along with data collection and analysis

**Roma Groves-Waters** serves as Principal with the Oakland Unified School District, is an experienced principal and leader that motivates and inspires people to be their absolute best. She is an Oakland native and thrives on giving back to the community. Her work in the West Oakland Community was merging a low performing school into another school, raising their SBAC scores in growth by 30 points.

**Laura E. Hernández, PhD**, is a Senior Researcher with Learning Policy Institute and co-leads LPI's Deeper Learning team. A former teacher in New York City and Los Angeles, her work now focuses on local, state, and federal education policies and their equitable and democratic impact on districts, schools, and communities. Hernández's research has examined the politics of urban district reform and the stakeholder engagement efforts of leaders as they seek to build coalitions

in support of their policy initiatives. Most recently, Hernández co-authored LPI's report, Deeper Learning Networks: Taking Student-Centered Learning and Equity to Scale. Hernández holds a Ph.D. in Education Policy from the University of California, Berkeley, where she was a National Academy of Education/Spencer Dissertation Fellow.

**Corey Jackson, MSW** is social worker specializing in youth development, culturally responsive interventions and social justice issues. He currently serves as the founder and Chairman/CEO of the SBX Youth and Family Services, whose mission is to break the cycle of poverty and violence through mentoring, education, and community organizing. He is an expert in Afrocentric interventions for middle school and high school adolescents. Continuing to serve his community, he serves as the President of the Moreno Valley City-Wide Coalition, Political Action Chair of the Riverside NAACP, and Riverside County Coordinator of the Boys and Men of Color Alliance.

**Lybroan James** serves as the Chief Educational Officer with STEMulate Learning, a company that addresses Common Core state standards (with an emphasis on STEM) and issues of equity, cultural competence and student engagement. In his role, he also designs and presents curricula and trains teachers on how to effectively instruct students of color. He attended UCLA, where he earned a Bachelor of Science degree in Mathematics/Economics and a Master of Education from Harvard University's Graduate School of Education. Having taught for fifteen years, Lybroan saw the inequities in educational opportunities, which ignited his passion to support the most underserved, disenfranchised group in public schools - young students of color.

**Edwin Lou Javius**, is the Founder/President/CEO of EDEquity Inc. one of the most sought-after educational consultant firms in the country. The company's Culturally Conscious Behavioral and Learning tools, have provided essential data to support site administrators and teachers possess a clear approach to analyze how culture can be used in preventive strategies for students of color. He has provided school professional development in the successful implementation of culturally conscious strategies to decrease disproportionality in discipline for students of color. Edwin has established a reputation for inspiring educators to incorporate Educational Equity in enhancing school transformation. As a teacher and administrator, he can move educational theory to practice for educational leaders and teachers. He holds a Masters in Urban Leadership from Fresno Pacific University.

**Deborah Johnson** serves as Vice President of Family Engagement, California State PTA. She most recently served as Secretary and School Smarts Chairperson of the California State PTA. She has also served as President at the District, Council and Unit levels. Her PTA journey began 34 years ago, when her daughter was 6 months old. She is a kindergarten teacher and a mother of three children, one of which is a high school teacher. Deborah serves as a mentor teacher in two different school districts. Deborah graduated from Sonoma State University and holds a Master degree in Early Childhood Education.

**Joseph Johnson, PhD.**, is a former teacher, school and district administrator, university administrator, state department official (in Texas and Ohio) and former U.S. Director of Title 1. Currently, he directs the National Center for Urban School Transformation at San Diego State University. The Center identifies, celebrates, and studies schools from across the nation that achieve outstanding academic results for every demographic group they serve. The recipient of numerous awards, he has published several book chapters, articles and reports.

**Ayana Kee Campoli, Ed.D.**, is a Senior Researcher at the Learning Policy Institute. She analyzes large-scale data on school leaders, teachers, and the children they serve, with the goal of informing policy and practice. Campoli has more than 14 years of experience in conducting research on educators' work lives and career trajectories. Prior to joining LPI, she was an assistant professor at Augusta University, where she taught courses on research methods to practicing educators and published work on how policy and leadership shape teacher satisfaction and retention. Her work addresses the intersection of socioeconomic status, race, and gender through the use of critical quantitative methods. Campoli holds an Ed.D. in Education Policy, Leadership, and Instructional Practice from Harvard University; an Ed.M. in Learning and Teaching from Harvard University, an MS in Special Education from the University of Oregon, and a BA in Cognitive Psychology from Duke University.

**Michael Lynch** is the Chief Executive Officer and Co-Founder of Improve Your Tomorrow, Inc. As the CEO Michael is responsible for overseeing the organizations budget, fundraising, development and strategic vision. Over the past six years he has helped grow Improve Your Tomorrow to become one of the largest direct service education non-profits that specifically serve young men of color in the country. Currently, Michael is on the Strategic Planning Committee.

**Hana Ma, JD**, Senior Policy Analyst, The Education Trust-West, has 15 years' experience in education policy and advocacy, philanthropy, youth development, social work, and law. Prior to joining ETW, Hana was a senior program associate at the S. D. Bechtel, Jr. Foundation, where she helped launch the education team's policy and advocacy strategy and managed a portfolio of grants. From 2016-17, she had the honor of serving on CDE's English Learner Roadmap workgroup. Hana developed her passion for education when she led YouthCares, an afterschool youth employment program in San Francisco that fostered leadership skills, community service, and college- and career-readiness in immigrant youth. Outside of education, Hana has represented children seeking asylum in immigration court and served as a re-entry social worker for adults on parole. Hana holds B.A. degrees in French and Psychology from UCLA and a J.D. from the University of San Diego School of Law. She serves as a pro bono attorney with Tahirih Justice Center

**Vanee Matsalia**, is veteran teacher-leader in San Bernardino, California. For the majority of her career, she has been engaged in equity-related work. She delivers professional development on equity, culturally responsive teaching, classroom management, and many other topics. She is a GATE certified demonstration teacher in her district. She is also a children's book author and representative of Women in Comics International, an organization dedicated to seeing women and minorities better represented in literature and pop-culture

**Ed Mills, PhD**, serves as Vice President of Student Affairs, California State University Sacramento. A collaborative and adaptable leader with more than thirty years of experience, Dr. Mills has committed his career to supporting students achieve their dreams. He is an experienced administrator with expertise in enrollment management. Dr. Mills joined Sacramento State in 2007 and has served as Vice President for Student Affairs since 2014. As a member of the President's cabinet, he oversees a budget of more than \$68 million, covering 58 departments and 450 staff and faculty. He has led university committees on diversity, administrative policies and wellness initiatives. He has provided leadership for multi-million dollar construction and facility improvement projects for Student Affairs, Auxiliaries and Athletics. He also serves as co-principle investigator on several grants with faculty including the university's Developing Hispanic Serving Institution grant.

**Shawn Nealy-Oparah, Ed.D.**, Social Justice Leader, TrUTH Educational Services, is an innovative, trauma-informed educator with nearly twenty years of experience as a teacher, school leader, and a school transformation equity coach. She is an experienced leader in generative somatics, equity, restorative justice, culturally relevant pedagogy, trauma-informed research/schools, and popular education pedagogy. Using both a trauma-informed and equity lens, Shawn supports schools to develop practices that will improve school culture, leadership, teaching practices, and student achievement.

**Randall Nedegaard, MSW, PhD.**, is an associate professor in the Department of Social Work Education at Fresno State University. A retired U.S. Air Force Lieutenant Colonel, he served as a medical officer and worked in various outpatient mental health settings and at the Ft. Leavenworth prison while in the military. He also worked as a behavioral health consultant for a Command Surgeon General and has deployment experience in Afghanistan. He uses his experience and applies it to the classroom, teaching and conducting research relating to veteran's issues and trauma related violence. His research interests include military mental health/cultural competency, and intimate partner violence. He earned his doctorate and master's degrees in Medical and Clinical Psychology from Uniformed Services University of the Health Sciences in Bethesda, Maryland; a Master's of Social Work from the University of Minnesota, Minneapolis; and a bachelor's degree in Social Work from Bethel University in St. Paul, Minnesota.

**Kimani Norrington-Sands, PhD.**, is a Clinical Psychologist with the Los Angeles Unified School District. She has a doctorate in Clinical Psychology with an Emphasis in Multicultural Community-Clinical Issues. As a Licensed Clinical Psychologist, Dr. Norrington-Sands has experience in providing therapy and crisis intervention, conducting assessments, developing and facilitating trainings, as well as supervising staff. Throughout her tenure at LAUSD, she has been a member of the LAUSD Crisis Team.

**Barbara Nemko, PhD.**, has served as Napa County Superintendent of Schools since 1997. She is passionate about helping teachers implement digital resources to close the achievement gap. In 2010, she spearheaded a countywide preschool Digital Early Literacy program, which won the Collaboration Nation grand prize in 2015 and the ACSA Family Engagement award in 2016. Barbara was honored as Public Policy Advocate for ISTE in 2014, CUE's Legislative Advocate in 2013, and won the Digital Promise Digital Innovation Learning Award (DILA) in 2014. She was recently (2019) honored by CCSESA with the Champion's Award for her advocacy on behalf of California's students at both the state and national level.

**Timothy Ojetunde**, serves as Advisory and Culture Specialist, Green Dot Schools, where he focuses on school wide systems, incentives, restorative practices and diversity, equity, and inclusion work. In his role, he also supports his charter organization around African American student achievement by leading a committee comprised of teachers, administrators, and other leaders. After graduating from UCLA, he joined the field of education and taught English in Glendale, Arizona and South Los Angeles for 5 years, while also receiving his Masters from Arizona State University..

**Jacquelyn Ollison, Ed.D.**, serves as Program Director, California Teacher Residency Lab, CDE Foundation. Her work with CDE includes serving as an Education Administrator for the Equity Office and supporting the State Superintendent's "Closing the Achievement Gap" initiative. She is a committed educator with extensive experience as a teacher and school site, district, and state administrator. She has also supported and/or coordinated numerous impactful projects including the School Conditions Climate Work Group, (whose recommendation framework is the impetus for much of the recent work focused on school climate in California) and the California "State-Determined Intervention Model," currently in use by School Improvement Grant program recipients. She holds a doctorate from the University of the Pacific, where she also serves as an Adjunct Professor in the School of Education.

**Darrell Peeden, MPP**, serves as School Board member with the Moreno Valley Unified School District, where his interests include the issues of equity and social justice Darrell Peeden also serves as the V.P. of Finance and External Affairs for SBX Youth & Family Services. He is a graduate of University of California, Riverside with a master's degree in public policy.

**Shawna Petit- Dinkins,Ed.D.**, serves as Assistant Superintendent, Educational Services, Lynwood USD. She has 25 years of education experience, including working for Los Angeles Unified and Chino Valley Unified as a teacher, instructional coach, principal, director of special education, and director of program improvement. She earned an undergraduate degree from the University of California, Los Angeles, and taught ELD and English at the high school before becoming an instructional coach and administrator. She received her Masters of Education with a focus on Teaching and Learning from National University and went on to receive her Doctorate of Education in Urban Leadership from the University of Southern California.

**Alice Ray** serves as President of Ripple Effects, which links social emotional learning to social justice. In 1997, she co-founded Ripple Effects to create next generation, digital tools to prevent social injury and promote school and life success for children and youth. Her critical insight was the need to personalize digital SEL, not only by differentiating instruction, but by providing context-specific points of individual access, from very personal trauma to systemic injustice. Those tools have documented positive impact on grades, behavior and resiliency assets, which led to the listing on the National Registry of Evidence-based Programs for Children's Mental Health. She holds a Master of Business Administration and an Executive MBA from the University of Washington. She is a Pahara Fellow, in the Aspen Global Leadership Network.

**Susanne Reed** currently serves as the Coordinator of Professional Development, TK-8, for the Berkeley Unified School District. Previously she served as an elementary Vice Principal, and brings seventeen years of classroom experience to her work in support of professional development that is useful, respectful, and inspiring to teachers.

**Antonio Rosales** is an elementary school principal with the Los Banos Unified School District. He has 17 years of experience in the educational arena. Some would argue that schools with demographics consisting of 95% minority students, whose population is also 92% socioeconomically disadvantaged, are destined to perform poorly on state assessments. Yet, within three years, he transformed an underperforming elementary school into the pride of the community with CAASPP gains as high as 39 percentage points.

**Anita Ross** is an author, speaker and life coach, on a mission to empower people to recognize their worth and love themselves fully. She knows firsthand the struggles faced by women, including gender discrimination, societal pressures, sexual assault and domestic violence. Anita has two self-help books, "Mean Time Love: A Woman's Journey From Self-Loathe to Self-Love" and the sequel "So I've Got Self-Love, Now What?" With clients both local and national, she has held leadership, engineering and advisory positions with various Fortune 500 companies. Anita earned a B.S. in Engineering from Stony Brook University and a M.S. in Engineering from the University of Michigan.

**Veena Sapenter-Nath, Ed.D.**, is a K-12 Instructional Coach with Stockton Unified School District. She has more than 24 years of experience working with students, teachers, administrators, and district leadership on instructional practices, instructional coaching and engaging students in their learning. Her research focuses on intersectionality, Black and multiracial women of color in education leadership, stereotypes, and bias. Dr. Sapenter-Nath also consults with "The Race and Gender Equity Project" to create transformative and equitable practices within educational spaces.

**Shindale Seale**, Lead Diversity Strategist, SEADE Coaching & Consulting, where she helps entrepreneurs, corporate and academic stakeholders, and Diversity & Inclusion professionals identify and reach their organizational culture goals. For more than two decades, she has served in leadership and training roles with the corporate, academic and non-profit sectors. Her research

on creating equitable solutions in gender, race, age, and ability matters has led to the creation of a proprietary model for cultural equity through adaptive change management. She is an Adjunct Professor at the University of Redlands focusing on Leadership, Organizational Change, and Business Communication. Additional, she is the Founder of Our Community Mentors, a nonprofit organization dedicated to empowering residents of marginalized communities to achieve their academic, professional, and quality of life goals.

**Tovi Scruggs-Hussein**, is an author, award-winning urban high school principal, educational leader and healer, with TrUTH Educational Services, with more than 25 years of mindfulness experience. Tovi serves as an expert leader in equity and emotional intelligence development for educators, so that the culture-climate of our schools is transformed to improve academic outcomes. She believes that in order to successfully transform schools, organizations, and the cultures we lead, we must first successfully transform ourselves. Tovi has been certified in emotional intelligence training by Search Inside Yourself, founded at Google, and is a certified Integral Coach by New Ventures West. Most recently, she was personally trained by Dr. Brene Brown and is a Certified Dare to Lead™ Instructor.

**Robert Sheffield** is the Director of the Curriculum, Assessment, and Instruction Service Line in the Comprehensive School Assistance Program at WestEd. In addition to directing the development and expansion of projects seeking to align systems of curriculum, assessment, and instructional practice across the Region 15 states and beyond, he also serves as a consultant and thought partner to emergent professional learning organizations seeking to scale work within school districts. Prior to working at WestEd, Robert led the District Coaching and Implementation Services for the College Board's SpringBoard program. In that role, he was part of the leadership team that added 1.1 million students to the program within four years. Robert's responsibilities included administrator PD and coaching product development, sales team product training, and overall go-to-market strategy development for the program

**Dr. Elisha Smith Arrillaga** serves as the Executive Director of The Education Trust-West, a research and advocacy organization focused on educational justice and supporting the high achievement of all California students, with a particular focus on underserved students of color, low-income students, and English learners. She has more than twenty years' experience working in and partnering with education and workforce policy, research, and advocacy organizations, including the Career Ladders Project, First 5 LA, College Bound, the Hewlett Foundation, Mathematica Policy Research, and high schools and community colleges across the state of California. Dr. Smith Arrillaga holds a Ph.D. in Public Affairs from Princeton, an M.S. in Survey Methodology from the University of Maryland at College Park, and a B.A. in Mathematics from Smith College.

**Tracy E. Thompson**, Executive Director, Bruce Petersen, Executive Director and Dr. Leilah Kirkendoll, Principal on Special Assignment provide leadership for the San Diego County Office of Education Juvenile Court and Community Schools (JCCS). The JCCS provides an education program for school-age youth who are either wards or dependents of the court or have been

referred by social services, probation, or one of the 42 school districts in San Diego County. Services are provided to students who are incarcerated, pregnant or parenting, in foster care, expelled, chronically truant, in drug treatment centers and group homes for neglected or abused children, and impacted by homelessness. Through their leadership, JCCS staff value diversity and strive to eradicate institutionalized racism and discrimination in all forms. The priority is to raise achievement of all students while eliminating the achievement gap between students of color and white students.

**Judy D. White, Ed.D.** serves as the Riverside County Superintendent of Schools. She has served as a local Superintendent in Moreno Valley Unified School District and a teacher, principal, Assistant Superintendent, and Deputy Superintendent in San Bernardino City Unified School District. Dr. White is known as a "history maker and stereotype breaker" and has made history as the first female or first person of color in numerous positions. She has used her cultural and academic experiences to bring together stakeholders to increase graduation rates, literacy rates, and parental engagement. Dr. White serves in an elected position that leverages success for all. She additionally serves as a Trustee for College Board and West Ed. She has received over 115 awards over her 42 years in the field of education. Dr. White lives servant leadership and works to empower all people to live out their fullest potential.

**Marguerite Williams, Ed.D.** serves as Senior Director of Diversity and Equity with ACSA. She has also been a Director with Los Angeles Unified for the last four years. In that capacity, she has been responsible for coaching a network of twelve principals to improve academic achievement through the Linked Learning approach for the last three years. Prior to that, she supervised vice principals in her role as a Director in the Intensive Support and Innovation Center (ISIC) in LAUSD. She has a management style that embraces many sectors of the community and professional affiliations. She brings twenty-one years of experience as a teacher, vice principal, principal, and director working in large urban school districts serving minority and low socio-economic students in Los Angeles and San Bernardino Counties. Dr. Williams has been an adjunct faculty member in higher education for seven years. She received a doctorate in Educational Leadership from Argosy University in 2013. .

**Shandelyn Williams** is a public school administrator with extensive experience in program development, staff management, and technical training in special education. Her background includes classroom teaching experience in the public school setting as well as at the university level. She is currently the Assistant Superintendent of Student Services at the Antelope Valley Union High School District where she has also served as Director of Student Services, Director of Special Education, Program Specialist, and Teacher. In addition, she is an Adjunct Instructor at CSU Bakersfield. Ms. Williams earned her Master of Arts in Special Education at CSU Northridge and a double Bachelor of Arts at CSU Fullerton in Criminal Justice as well as Afro-Ethnic Studies.

**Crechena Wise, Ed.D.**, is the Director of Secondary Schools in ABC Unified School District. She earned her Doctorate in Educational Leadership at the University of Southern California and holds a Master of Arts and a Master of Science from Pepperdine University. Her experience

includes working in three school districts as both a teacher and administrator. She has been recognized for her hard work, earning the State of California Principal of the Year Award in 2015 and Region 14 Principal of the Year Award from the Association of California School Administrators.