

SPEAKER & PRESENTER BIOS

Jorge Aguilar

Sacramento City Unified School District

Jorge A. Aguilar is the twenty-eighth Superintendent of the Sacramento City Unified School District. Superintendent Aguilar has more than twenty years of K-12 and higher education experience with a strong focus and background on issues of equity and student achievement. The results of his commitment and dedication to equity have already resulted in improved outcomes in Sacramento City Unified. Prior to serving as Superintendent, Mr. Aguilar was the Associate Superintendent for Equity and Access at Fresno Unified School District. In his career, Superintendent Aguilar has also served as an Associate Vice Chancellor for Educational and Community Partnerships and Special Assistant to the Chancellor at the University of California, Merced; as a Spanish teacher at South Gate High School; and a legislative fellow in the State Capitol. Superintendent Aguilar is a Winston Doby Impact Award recipient. This award is presented to exceptional professionals chosen by their colleagues for commitment to improving educational opportunities for California students. In 2015 State Superintendent of Public Instruction Tom Torlakson appointed Aguilar to the Advisory Task Force on Accountability and Continuous Improvement which advises the State Superintendent on developing recommendations on a new California system of public education accountability and continuous improvement.

Harold Asturias

Center for Mathematics Excellence and Equity, Lawrence Hall of Science, UC-Berkeley

Harold Asturias is director of the Center for Mathematics Excellence and Equity (CeMEE) at the Lawrence Hall of Science, UC Berkeley's public science center. He has experience providing professional development in the areas of standards and assessment in math for large urban districts and smaller rural districts. He has also designed and implemented professional development and instructional materials for K-12 math teachers who teach English language learners.

Robert Q. Berry, III**National Council of Teachers of Mathematics**

Robert Q. Berry III is President of the National Council of Teachers of Mathematics (NCTM), a 50,000-member international mathematics education organization. Berry is the Samuel Braley Gray Professor with an appointment in Curriculum Instruction and Special Education. Berry teaches mathematics methods courses in the teacher education program at the University of Virginia. Additionally, he teaches graduate-level mathematics education courses. Equity issues in mathematics education are central to Berry's research efforts within four related areas: (a) understanding Black children's mathematics experiences (mathematical identities and agency); (b) measuring standards-based mathematics teaching practices; (c) unpacking equitable mathematics teaching and learning; and (d) exploring interactions between technology and mathematics education. Berry has extensive experience in classroom observation and is the lead developer of an observation instrument, *Mathematics Scan*, which measures standards-based mathematics teaching practices. Berry has collaborated on the Children's Engineering Initiative in the Curry School of Education to use digital fabrication to incorporate engineering design principles into mathematics education. His most recent work has focused on using qualitative metasynthesis as an approach to understanding the mathematics experiences of learners

Pamela Burdman**Just Equations**

Pamela Burdman, Senior Project Director of Just Equations is an expert on college access, readiness, and success and founder of the Just Equations project. Working at the intersection of education research, policy, and practice, Pam synthesizes knowledge from the field to define problems and advance strategies that support student success. A recognized authority on the role of mathematics in education equity, Pam has authored numerous reports and articles on math opportunity issues. This work helped lay the groundwork for new policies designed to improve postsecondary success and diminish equity gaps in California. She has also been a featured speaker, convener, and advisor to education leaders, policy makers, foundations, and think tanks. Pam began working on issues of postsecondary readiness and success more than 20 years ago as a reporter

covering education – including the reversal of affirmative action at the University of California – for the San Francisco Chronicle. Subsequently, as a program officer for the William and Flora Hewlett Foundation, she created and implemented investment strategies for strengthening college readiness and community college student success in California, which led to several statewide initiatives that continue today.

Monica Casillas

Center X, UCLA

Monica Casillas has been a mathematics educator with the Los Angeles Unified School District for over 20 years. She is Nationally Board Certified and holds a Masters in Math Education. The majority of Monica's career has been in the classroom but she has also served as an instructional math coach. Monica has been involved with the Introduction to Data Science course since its inception. She was one of the IDS pilot teachers and subsequently became an IDS facilitator. Monica currently serves as the Associate Director of Professional Development for the IDS Project through UCLA Center X.

Linda Collins

Career Ladders Project, LearningWorks

Linda Collins is the Executive Director of the Career Ladders Project and the founding Executive Director of LearningWorks. Linda has extensive experience with educational and workforce development policy, having worked on several state-funded initiatives, including the Career Advancement Academy demonstration project designed to connect disconnected young adults to high-wage career pathways. Linda is frequently asked to consult on state and national policy efforts and has served on numerous steering committees and leadership councils. She is also a founding Executive Committee member of the non-partisan California EDGE Coalition, focused on policy change and systems alignment to improve the state's workforce development system. Previously, Linda served two terms as President of the Academic Senate for California Community Colleges and taught sociology and interdisciplinary studies at Los Medanos College for more than 15 years.

Phil Daro

Strategic Education Research Partnership (SERP) Institute

Phil Daro has directed large-scale projects related to mathematics learning, standards development, testing, and professional development efforts. Most recently, he was one of the principal authors of the Common Core State Standards in mathematics, and he continues to work on implementation and policy issues related to the Common Core. He also works with the Strategic Education Research Partnership, which leads mathematics and science learning partnerships between practitioners from the Oakland and San Francisco school districts and researchers from institutions including Stanford University and the University of California, Berkeley. Previously, he directed the California Mathematics Project for the University of California system. He is a recipient of the Walter Denham Award from the California Mathematics Council and the Ross Taylor/Glenn Gilbert National Leadership Award from the National Council of Supervisors of Mathematics.

Benjamin Duran

Central Valley Higher Education Consortium

Benjamin T. Duran is a highly respected higher education leader, teacher and former president of Merced Community College in California. He recently retired as superintendent/president of the Merced Community College District after serving 22 years in the district with the last 14 years as the CEO. He is a faculty member in the Education Doctoral program at California State University, Stanislaus. During his tenure at Merced College, he served on various statewide committees and was appointed by Chancellor Jack Scott to serve on the California Community Colleges Student Success Task Force. He also served as President of the Community College CEO Board and chaired the Community Colleges Economic Development Advisory Committee.

Christopher Edley Jr.

The Opportunity Institute, UC-Berkeley

Christopher Edley, Jr. has spent 40 years influencing public policy and teaching law at Harvard and Berkeley. He is the Honorable William H. Orrick, Jr. Distinguished Professor of Law at UC Berkeley School of Law, after serving as dean from 2004 through 2013. Previously, Edley was a professor at Harvard Law School for 23 years, where he co- founded

the Harvard Civil Rights Project. Edley co-chaired the congressionally chartered National Commission on Education Equity and Excellence (2011-13). He served in White House policy and budget positions under presidents Jimmy Carter and Bill Clinton. Edley also held senior positions in five presidential campaigns: policy director for Michael Dukakis; and senior policy adviser for Al Gore, Howard Dean, Barack Obama, and Hillary Clinton. He was a senior economic adviser in the Clinton Presidential Transition, responsible for housing and regulation of financial institutions. In 2008, he was a board member for the Obama presidential transition, with general responsibility for healthcare, education, and immigration. Edley is a fellow or member of several institutions focused on law and policy. He recently chaired NRC committees to evaluate NAEP performance standards, and another to design a national system of education equity indicators. Edley is a graduate of Swarthmore College (mathematics), Harvard Kennedy School (public policy), and Harvard Law School.

Rebecca Galicia

College of Alameda/Mills College

Rebecca is a Bay Area Native and first generation college graduate. She is a transfer student from College of Alameda now attending Mills College in Oakland. Her major is Sociology with a minor in Ethnic Studies. Rebecca is in her senior year graduating in May 2020 and is currently in the process of applying to graduate school for a Master's in Social Work.

Niu Gao

Public Policy Institute of California

Niu Gao is a research fellow at the Public Policy Institute of California, specializing in K-12 education. Her areas of interest include math and science education, digital learning in K-12 schools, and teacher workforce. Prior to joining PPIC, she worked as a quantitative policy analyst at Stanford. She holds a PhD in educational policy and an MS in economics from Florida State University.

Daisy Gonzales

California Community Colleges

Deputy Chancellor Dr. Daisy Gonzales, a former foster youth who was among the first in her family to attend college, is a role model for the next generation of California's higher education professionals, and Latina leaders in particular. As deputy chancellor, Gonzales is responsible for coordinating the divisions of Educational Services and Support, Student, Workforce and Economic Development, the Institutional Effectiveness Partnership Initiative (IEPI) and Digital Innovation and Infrastructure (DII). Her primary duties, however, involve implementing and tracking the commitments and goals outlined in California Community Colleges' *Vision for Success* that seeks to demolish achievement gaps, boost transfers to University of California and California State University campuses and provide Californians with the necessary job skills to find good-paying careers.

Kyla Johnson-Trammell

Oakland Unified School District

Born and raised in East Oakland and a third generation Oaklander, Dr. Kyla Johnson-Trammell is a fierce advocate for Oakland public schools. She holds a communications degree from the University of Pennsylvania and earned her EdD from U.C. Berkeley in Educational Leadership. Dr. Johnson-Trammell's commitment to Oakland and urban education is evidenced by almost twenty years of service to Oakland Unified School District (OUSD) in several capacities including: elementary school teacher; middle school assistant principal; elementary school principal; Director of Talent Development; Associate Superintendent for Leadership, Curriculum, Instruction; Elementary Network Superintendent; and Interim Deputy Superintendent. She is committed to working with the community to transform OUSD from a school district showing areas of improvement and pockets of success to one that is known for consistent excellence and equity, transparent and honest communication, and quality schools in every neighborhood. Dr. Johnson-Trammell assumed the position of OUSD Superintendent on July 1, 2017.

Mayra Lara

The Education Trust-West

Dr. Mayra Lara joins the ETW team after ten years of classroom teaching experience in the Los Angeles Unified School District. While at the district, she worked to create meaningful and lasting relationships with students as they moved toward achieving critical consciousness. In addition to her duties as an English teacher, Mayra served as department chair, union representative, and coach. She has also contributed as a lecturer at California State University Long Beach in the College of Education. As a Teach Plus Policy Fellow, Mayra worked on projects specific to teacher retention and developed professional learning opportunities for teachers in California's central valley. She received her B.A. in English Literature and M.A. in Social and Cultural Analysis of Education from California State University Long Beach, where she also taught courses as a lecturer in the College of Education. Mayra also holds an Ed.D in Educational Leadership for Social Justice at Loyola Marymount University, where her research focused on Chicana feminist theory, critical pedagogy, as well as the sexual politics of education.

Abi Leaf

Escondido Union High School district

Abi Leaf has over 20 years of experience in mathematics education. She was a secondary mathematics teacher in EUHSD for 10 years, and prior to that a graduate teaching assistant at SFSU. In her role as content specialist for EUHSD, she has led her district in a system-wide effort to change the mathematics experience of high school students. These efforts include detracking the mathematics program, adopting an integrated mathematics program and organizing and providing professional development to teachers and administrators in support of these efforts. Abi currently sits on the Board of Directors for San Diego Math for America and is an adjunct lecturer in the School of Leadership Sciences of the University of San Diego, teaching Math Methods courses, as well as a variety of courses in their STEAM master's and certificate programs. Her district's work has recently been highlighted as a case study by NCTM in support of their recent publication, *Catalyzing Change*. Her research interests include systems-wide change efforts for improving equitable outcomes in mathematics for underserved populations of students.

Monica Lin

University of California Office of the President

In her role at UC Office of the President, Monica oversees a broad array of academic preparation initiatives supporting 2,500+ California high schools and collaborations among the state's three public higher education systems (UC, CSU, CCC). The programs in her portfolio have direct impact on ensuring higher education access, largely through services that aim to enhance student learning and teaching in both California K-12 and community colleges. Monica brings nearly 20 years of experience in student affairs and education research to her current work in shaping policy/programs that will advance the University's priorities for college-prep education. She earned her Ph.D. in education from UCLA.

Eduardo Ochoa

California State University-Monterey Bay

Eduardo M. Ochoa grew up in Buenos Aires, Argentina, before moving to Portland, Ore., with his family while in high school. He has earned degrees in physics, nuclear science and economics from Reed College, Columbia University and the New School for Social Research, respectively. He has worked as an engineer, as a faculty member and academic administrator, and as assistant secretary for postsecondary education in the Obama Administration. In 2012, he brought that wide range of academic, professional and personal experience to the position of president of California State University, Monterey Bay. Dr. Ochoa taught at Fresno State University and at California State University, Los Angeles. In 1997, Dr. Ochoa was hired as the dean of Cal Poly Pomona's College of Business Administration, where he served for six years. He then became provost and vice president for academic affairs at Sonoma State University. In February 2010, President Barack Obama named Dr. Ochoa assistant secretary for postsecondary education. In that post, he served as the secretary's chief adviser on higher education issues and administered more than 60 programs. Since arriving on campus in July 2012, Dr. Ochoa has moved decisively to deal with the challenges facing Cal State Monterey Bay. His emphasis on inclusion and outreach meshes with both the vision statement of the campus and the realities of serving a student body made up of a majority of first-generation students. He has re-focused attention on raising the university's retention and graduation rates, while stressing the

importance of a rigorous educational experience. Dr. Ochoa has established three broad goals for his presidency: establishing excellence in selected fields in response to regional needs; becoming a national leader in the development of new sustainable models of higher education; and developing the university's catalytic role in regional, cultural and economic development.

Ravin Pan

Sacramento State University

Dr. Ravin Pan is an Associate Professor in the Teacher Credential Program for California State University, Sacramento (CSUS). He works with student candidates interested in a teaching career in the K-12 system with a focus on mathematics pedagogy. Before moving to Teacher Credential, he was the coordinator of the remedial program where he implemented curricular changes that embedded quantitative reasoning into these remedial classes. Before coming to California, he worked as a high school mathematics teacher and wrote a dissertation on teaching algebra in the urban classroom with adviser, Deborah Ball, at the University of Michigan, Ann Arbor. He believes that fixing remediation begins before students arrive at the university. His research interest focuses on writing, modify, and implementing curricular changes in collaborations with stakeholders.

Rogéair Purnell-Mack

RDP Consulting

Prior to becoming a consultant, she spent four years as part of the James Irvine Foundation's Youth team, where she supported programs working to improve high school completion rates and postsecondary opportunities for low-income youth. As a Research Associate with MDRC, a nonprofit, nonpartisan social policy research organization, Dr. Purnell-Mack helped design and implement the evaluation of initiatives to improve employment and health and to increase completion rates for community college students. She also served as a Senior Evaluator at Philliber Research Associates, helping to design tools and instruments to evaluate the work of direct service programs. Dr. Purnell was the Director of Gateway to College at Laney College, and in this role was responsible for coordinating and managing one of the national network program sites serving 16 to 20-year-old Alameda County residents who were at risk of leaving, or who had left high school without

a diploma. She holds a Bachelor's degree in Psychology from Stanford University, as well as a Master's degree in Social Work and a Doctoral degree in Social Work and Social Psychology from the University of Michigan.

Maxine Roberts

Education Commission on the States

Maxine has a commitment to expanding access to and success in higher education for student who are traditionally marginalized in post-secondary settings. Currently, she serves as a Principal at Education Commission of the States and provides expertise on achieving equity in outcomes and supporting the learning experiences of minoritized students across the P-20 spectrum. She brings expertise in equitable higher education practices, college access and success, and youth work. Maxine holds a PhD in Urban Education Policy from the University of Southern California.

Kimberly Samaniego

Mathematics Diagnostic Testing Project (MDTP), UC-San Diego

Dr. Kimberly Samaniego serves dual roles in mathematics assessment with a focus on developing and supporting systems that provide equitable access to high-levels of mathematics for students from all backgrounds. As the director of MDTP, she has updated, expanded, and revolutionized the MDTP assessment system and outreach efforts to include online testing platforms and professional learning. As the director of Math Testing and Placement at UCSD, she serves on leadership teams to design and support student success programs for incoming freshmen students. Dr. Samaniego earned her Ed. D. in Teaching and Learning from UCSD with an emphasis on teacher learning, educational reforms, and equitable teaching practices in mathematics classrooms. Her experiences as a secondary math teacher, chair, preservice teacher instructor, and teacher-trainer inform and strengthen her ability to support MDTP's mission of supporting secondary mathematics educators in their work to prepare their students to succeed in college-level mathematics.

Mariam Shamon

Cuyamaca College

Mariam is a third-year civil engineering student who initially started her college journey as a political science/history major. After taking a statistics class with corequisites, Mariam knew she wanted to continue taking more math classes. This eventually led to a change in her major. Mariam's college journey means a lot to her and her immediate family because she is the first in her family to pursue a college degree. Up until this semester, Mariam tutored high school students in math. This experience resonated with her because she saw herself in a lot of the students. Their experiences parallel Mariam's when she was in high school. Since July of this year, Mariam has had an internship at Caltrans' District 11 under Maintenance Engineering. Her internship has further cemented her desire to become a civil engineer.

Elisha Smith-Arrillaga

Education Trust-West

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. Dr. Smith Arrillaga leads the organization's work centering education as a key racial and economic justice issue and has extensive expertise in leading initiatives using multiple strategies for impacting state policy - leveraging direct action, research, media, and policymaker engagement. 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.

Myra Snell

California Acceleration Project

CAP Co-Founder Myra Snell is the creator of Path2Stats at Los Medanos College, the first pre-statistics course in the country to provide a one-semester alternative to the traditional multi-level remedial algebra sequence. Along with CAP Co-Founder Katie Hern, Snell was

named one of the “16 Most Innovative People in Higher Education” by the Washington Monthly. A nationally recognized expert in remedial math reform, Snell has worked with Carnegie-Mellon’s Open Learning Initiative in Statistics and consulted with the Statway Project of the Carnegie Foundation for Teaching. In 2015, she was one of four finalists for the national Faculty Innovation award from the American Association of Community Colleges. Her past roles include serving as a Coach for the Faculty Inquiry Network and leading developmental education and student outcome efforts at her college. She holds a master’s degree in Pure Mathematics from the University of California, Berkeley.

Osvaldo Soto

San Diego State University

Dr. Osvaldo Soto has been active in mathematics education as a high school math teacher, mathematics education researcher and professional developer in San Diego for more than 20 year. He brings nearly two decades of secondary teaching experience and over a decade of research-based professional development experience. Dr. Soto is interested in the development of secondary teachers’ proof schemes and how teachers draw on their proof schemes to guide instruction. Dr. Soto wears many hats. Currently he is the director of the Discrete Math Project, the UC San Diego Math Project and Math for America San Diego. Housed primarily at UC San Diego’s Center for Research On Educational Equity, Assessment & Teaching Excellence (CREATE), but also at San Diego State University’s Center for Research in Math and Science Education, Dr. Soto works with a variety of K-12 personnel and University faculty to address pressing issues in mathematics education. Through his work at CREATE he serves as a member of the CREATE STEM Success Initiative, a collective effort linking UC San Diego faculty, staff and students to the San Diego education community to support K-20 STEM education in our region.

Doug Sovde

Charles A. Dana Center

As director of K-12 education strategy, policy, and services at the Dana Center, Doug leads both the strategic direction and partnerships necessary to create equity-driven, high-quality professional learning, instructional materials, and policy and advocacy at scale. He collaborates with coalitions of school district and equity leaders to support sustainable

systemic change. In addition, Doug provides thought leadership at local, state, and national levels to help steward the K-12 mathematics and science education fields toward approaches and policies that work for all children. Doug directs the Dana Center's Launch Years initiative, which seeks to usher in a new paradigm to support students for college preparation and guide them through pathways for degree attainment, specifically focusing on the transition from junior year of high school through their junior year in college.

Regina Stanback-Stroud
Peralta Community College District

Dr. Regina Stanback Stroud, Chancellor, Peralta Community College District began as a professor of Nursing and went on to become the President of the Academic Senate for California Community Colleges, Dean of Workforce and Economic Development, the Vice President of Instruction and finally, college President. Dr. Stanback Stroud is highly regarded for her background on Student Equity and Diversity, education/industry collaboratives, economic empowerment and anti-poverty strategies, community workforce and economic development. She served as an appointee of President Barack Obama to the President's Advisory Council on Financial Capability for Young Americans. Dr. Stanback Stroud serves on three STEM related Boards of Directors, Base11, Sierra Nevada Journeys and MaxGrad. In honor of her work on equity and diversity, The Academic Senate for California Community Colleges established the *Regina Stanback-Stroud Diversity Award*. The Western Regional Council on Black American Affairs established the *Dr. Regina Stanback Stroud Leadership Achievement Award*. Regina Stanback Stroud holds a Doctorate of Education in Educational Leadership (Mills College), a Bachelor's Degree in Nursing Sciences (Howard University), a Master's Degree in Human Relations (Golden Gate University) and a Master's Degree in Educational Leadership (Mills College).