

**Roses Talk Project Convening:  
Elevating Student Voice in San José Unified  
June 3, 2025**

**Attendees**



**Andrea Akinola**  
**Practicum Student, Stanford Law School, JD '27**

Andrea is a 1L at Stanford Law School from Irvine, California. Her interests include civil rights law and education equity. Before coming to the law school, Andrea was an English Teaching Assistant in Las Palmas de Gran Canaria, Spain where she worked with her students and her community on a research project on Canarian history, identity, and belonging. Andrea graduated cum laude from Columbia University with a Bachelor of Arts in Political Science and a minor in Education Studies. While at Columbia, Andrea was a Diversity, Equity, and Inclusion facilitator at the Office of Multicultural Affairs, the Vice President of Columbia Women in Law and Politics, and a member of the Holder Initiative for Civil and Political Rights. In her free time, Andrea enjoys working out, baking gluten-free desserts, and watching reality TV.



**Nancy Albarrán**  
**Superintendent, San Jose Unified School District**

Nancy Albarrán is a seasoned educator with nearly 20 years of dedicated service to the students and families of San José Unified School District (SJUSD). She was named Interim Superintendent in September 2015 while serving as Assistant Superintendent of Curriculum and Instruction and was officially appointed Superintendent in May 2016.

Throughout her career, Nancy has been committed to instructional excellence and equity. As Assistant Superintendent, she led efforts to build the instructional capacity of over 1,600 teachers, 60 instructional coaches, and 42 school leaders, aligning all professional development and continuous improvement with the district's strategic goals. Her leadership roles within SJUSD also include Director of Curriculum, Instruction, and EL Services (PreK–5), Director of Bilingual Education and Special Programs (K–12), and Manager of Elementary Bilingual and ELD Programs.

From 2003 to 2007, Nancy served as Principal of Lowell Elementary in Downtown San José, where her leadership earned the school the prestigious Seal of Excellence Award from the California Association of Bilingual Education (CABE). Earlier in her career, she served as Assistant Principal at several elementary schools within SJUSD.

Originally from the San Gabriel Valley in Southern California, Nancy began her teaching journey in Los Angeles Unified and Oakland Unified before joining SJUSD in 1999 as a Bilingual Teacher at Horace Mann Elementary. She holds a Master's Degree in Education, Administration, and Supervision from San José State University and a Bachelor's in Political Science and Social Welfare from the University of California, Berkeley.



**Chaélyn Anderson**  
**Practicum Student, Stanford University, BAH '25**

Chaelyn is a senior from Berkeley, California pursuing a Bachelor's degree in Sociology. Her academic interests center around eviction and housing policy, education reform, and legal representation. In addition, she is currently working on her honors thesis surrounding how gentrification affects public school education. She has experience with social research involving the court and legal system as a research assistant in Stanford's Sociology department. She has also participated in Alternative Spring Break, where she traveled to Anchorage, Alaska to do volunteer work, discuss housing affordability, and learn about the Alaskan legal system. She hopes to attend law school in the future, with a goal to extend her service to the underrepresented and unheard. Beyond her academic pursuits, she is a member of Stanford's Black Student Union (BSU) and is always looking for a new book to read. She's also an avid music listener, serving as an executive director of Stanford Concert Network where she helps to plan Stanford's annual Frost Fest.



**Kevin Anderson**  
**Graduate Student, Stanford Graduate School of Education**

Kevin Anderson is a 3rd year Ph.D. student at the Stanford Graduate School of Education. His research focuses on curriculum and pedagogies that promote democratic futures. This includes investigating the teaching of Ethnic Studies and African American Studies in racially and ethnically diverse classrooms and the conditions that foster liberatory literacies among minoritized students. Before the GSE, he taught English, History, Government, and AVID for over a decade at public, private, and charter secondary schools in the San Francisco Bay Area. He is the author of a children's book about water and climate change, H2O Around the World.



**Subini Annamma**  
**Associate Professor, Stanford Graduate School of Education**

Prior to her doctoral studies, Subini Ancy Annamma was a special education teacher in both public schools and youth prisons. Currently, she is an Associate Professor in the Graduate School of Education at Stanford University. Her research critically examines the ways students are criminalized and resist that criminalization through the mutually constitutive nature of racism and ableism, how they interlock with other marginalizing oppressions, and how these intersections impact youth education trajectories in urban schools and youth prisons. Further, she positions students as knowledge generators, exploring how their narratives can inform teacher and special education. Dr. Annamma's book, *The Pedagogy of Pathologization* (Routledge, 2018) focuses on the education trajectories of incarcerated disabled girls of color and has won the 2019 AESA Critic's Choice Book Award & 2018 NWSA Alison Piepmeier Book Prize. Dr. Annamma is a past Ford Postdoctoral Fellow, AERA Division G Early Career Awardee, Critical Race Studies in Education Associate Emerging Scholar recipient, Western Social Science Association's Outstanding Emerging Scholar, and AERA Minority Dissertation Awardee. Dr. Annamma's work has been published in scholarly journals such as *Educational Researcher*, *Teachers College Record*, *Review of Research in Education*, *Teaching and Teacher Education*, *Theory Into Practice*, *Race Ethnicity and Education*, *Qualitative Inquiry*, among others.



**Esmé Bautista**  
**PIO, San Jose Unified School District**

Esmé is a trailblazing first-generation immigrant fueled by determination and tenacity; she proudly graduated from San José State University with a Bachelor's Degree in Journalism, laying the foundation for her extraordinary journey.

Driven by her unwavering commitment to communications, public policy, and education. Esmé devotes herself daily to these passions in her current role as the Director of Communications and Engagement at San José Unified School District. And in her previous roles as the Communications Director for former Mayor Sam Liccardo and, more recently, as the Deputy Chief Communications Officer For Mayor Matt Mahan.

Her career has been an inspiring fusion of modern communications and civic engagement, where she leverages her skills to make a meaningful impact in her community.

Beyond her professional endeavors, Esmé embraces her role as a catalyst for change. As a dedicated member of the board of directors of the Latina Coalition of Silicon Valley, she champions vital causes such as racial equity, women's rights, and the advancement of Latina leadership.

Her involvement with organizations focusing on racial equity, empowerment, and leadership underscores her dedication to creating a more inclusive and empowering society. With her vibrant spirit and tireless advocacy, Esmé continues to pave the way for a brighter future, leaving an indelible mark on her community and inspiring others to follow in her footsteps.



**Meghan Bedi**  
**District Representative, California State Senate, Office of Senator Dave Cortese**

Meghan is a District Representative with the Office of Senator Cortese, where she has been since August of 2024. She received her degree in Government from Georgetown University in Washington D.C. and has been working in the Bay Area since. At the office, she leads issues and projects regarding education, women & domestic violence, animal

welfare, and more.



**Irene Bernardino**  
**President, San Jose Council PTA**

I am Irene, a parent from Gunderson High in San Jose, California, currently, serving a second term as President of San Jose Council of PTA's. I have been deeply involved in my children's school by joining the PTA since they were in kindergarten. My middle child, an only daughter is undoubtedly the most gifted among three of my children. She has been a star student until the last few semesters of high school.

We continue to explore different ways to support her as we navigate this unexpected turn. I remain her advocate in the pursuit of realizing her potential and hopefully, a guide for other parents who may be following the same path.



**Gerson Castro**  
**Teacher, Gunderson High School**

My name is Gerson Castro. My pronouns are he, him, his, and el. I am Spanish on my mother's side and Salvadoran on my father's side. I am the senior most teacher at Gunderson in terms of years at 25. I teach in the History Department. I teach Ethnic Studies and AP US History. I am also a product of San Jose Unified, having attended Backrodt Elementary, Castellero Middle School, and San Jose High School. I have my degree in Political Science, my Social Studies Credential, Masters in Education, and Administration Credential. I bleed Gold and Yellow and it hurts me to see what has happened to my school. I am here to agitate on behalf of my students and my school.



**Anisha Dalal**  
**Principal, Gunderson High School**

Dr. Anisha Dalal has been the principal at Gunderson High School for three years. She works with a diverse student population and caring educators who go above and beyond for the students. She has over thirty years of educational experiences as a math teacher and site and district level administrator. She worked in large, urban districts including Los Angeles USD, 18 years in San Diego USD, and now 8 years in San Jose USD. She completed her Bachelor of Science degree at UC San Diego in Structural Engineering, a Master's degree in Educational Leadership at San Diego State University and a Doctorate of Education with emphasis in Educational Leadership from UC San Diego, San Diego State University and CSU San Marcos. In her free time, she enjoys attending multicultural events, listening to live music, and spending time with family and friends.



**Catherine Duarte**  
**Post-Doctoral Fellow, Stanford University School of Medicine**

Dr. Catherine Duarte is a Post-Doctoral Fellow based in the Department of Epidemiology & Population Health at Stanford University's School of Medicine. She received her PhD in Epidemiology from the University of California, Berkeley School of Public Health and her Master of Science in Social and Behavioral Sciences from the Harvard T.H. Chan School of Public Health. As a doctoral student, Duarte was selected to the Robert Wood Johnson Foundation's Health Policy Research Scholars Program - a national leadership training program bringing together scholars from across academic disciplines whose applied research seeks to contribute to building healthier and more equitable communities. Duarte's work specifically focuses on examining how education and legal system policy and practices may shape racial health inequities throughout the life course. In so doing, her work aims to contribute to systems-level interventions designed to support health equity and wellbeing for collective thriving.



**Zoe Edelman**  
**Practicum Student, Stanford University, BA '25**

Zoe (she/her) is a senior from Washington, DC interested in Black history and education. At Stanford, she studies History with a minor in Political Science, and aims to use her academic background to contribute to radically supportive and de-colonial educational experiences for students. Over the past six months, Zoe has worked at two public charter schools—in New York City and DC—assisting students in English and Math classes. She will be teaching full time in her hometown of DC beginning in Fall 2025. On campus, Zoe has participated in journalism, student divestment organizing, and various history

research projects. In her free time, she enjoys walking/running, hanging out with her dogs Jack and Kona, and drinking an iced coffee.



**Megan Swezey Fogarty**  
**Associate Vice President for Community Engagement, Stanford**  
**Office of Community Engagement**

Megan Swezey Fogarty joined External Relations in March 2020 to lead the Office of Community Engagement. In this role, Megan reports to Martin Shell, Vice President, and Chief External Relations Officer. The AVP for Community Engagement leads efforts toward more purposeful and organized engagement between Stanford and the external communities with which the university interacts. This involves leveraging the assets of campus engagement hubs to strengthen and advance collaboration, with a focus on addressing mutual challenges around affordability, education, health, and sustainability. Previously, Megan served as deputy executive director at Stanford's Haas Center for Public Service providing leadership for strategic planning, fund development, communications, public policy programs, and alumni relations.

Prior to Stanford, Megan served as nonprofits liaison for State Assemblyman Joe Simitian and hosted Simitian's government access television show. She also served as Youth Service California executive director, outreach coordinator for the Stanford Graduate School of Education Service Learning 2000 Center, project director for Constitutional Rights Foundation, and teen coordinator for the City of Palo Alto, among other positions.

Megan currently serves in volunteer roles with Foundation for a College Education, Palo Alto Community Fund, Palo Alto History Museum, the Palo Alto Police Foundation, First Congregational Church Nursery School, and the League of Women Voters of Palo Alto. She is also a member of the Woman's Club of Palo Alto.



**Mary Louise Frampton**  
**Professor of Law Emerita, UC Davis School of Law**

Mary Louise Frampton joined UC Davis as the Director of the Aoki Center for Critical Race and Nation Studies in January 2017. She taught in the areas of restorative justice, structural inequality, law and social justice, legislative advocacy, and professional responsibility. She has co-taught courses on critical race theory and participatory action research in low-income communities in the Central Valley. Professor Frampton led the Thelton E. Henderson Center for Social Justice at Berkeley Law for more than a decade. She was a UC Berkeley Chancellor's Public Scholar and an Association of American Law Schools (AALS) National Bellow Fellow. Frampton's research interests are focused on the use of restorative justice as a tool to dismantle the school to prison pipeline, reduce the over-incarceration of people of color in the criminal justice system, and heal divided communities.

She is engaged in research projects in juvenile justice systems and schools in the Central Valley and in the community of Greensboro, North Carolina. She was a co-founder of the Community-University Research and Action for Justice, a collaborative effort of UC academics and community activists in the San Joaquin Valley to alleviate poverty. Her publications include *After the War on Crime: Race, Democracy, and a New Reconstruction* (NYU Press). For 30 years, before joining Berkeley Law in 2001, Frampton was a civil rights attorney focusing on employment discrimination.



**Ev Gilbert**  
**Practicum Student, Stanford Graduate School of Education, MA '25**

Ev (they/he) is a community organizer and youth worker from Brookline, MA, dedicated to uplifting and centering the voices of multiply marginalized youth. They are a Master's student at the Stanford Graduate School of Education in the Policy, Organization, and Leadership Studies Program and hold a Bachelor of Arts in Sociology from Boston University with a Minor in Public Health. Currently, Ev is a Research Assistant for the National Student Support Accelerator working on a qualitative research project studying master schedule creation in K-12 schools using AI. Previously, Ev served as Youth Programs Coordinator for the Massachusetts Safe Schools Program for LGBTQ Students. In this role, they managed all direct youth programming and supported high school student activists to create and inform policy, promote inclusive learning environments for all students, and foster statewide collaboration among LGBTQ students and allies. Ev is passionate about educational equity for all students and the power of student voice in bringing about transformative change in local and statewide school policy.



**Kimberly González-Zelaya**  
**Practicum Student, Stanford University, BAH '25**

Kimberly is an undergraduate senior from the San Ysidro/Tijuana borderlands, double majoring in Urban Studies and Comparative Studies in Race and Ethnicity with a minor in Education. Her academic interests aspire to connect critical geographies of capital, incarceration, and race to the system-impacted experiences of marginalized communities across urban and rural America. At Stanford, Kimberly is a member of the Central American Student Association (CASA) and two-year Ethnic Theme Associate (ETA) of Casa Zapata. Outside of academics, Kimberly enjoys going to the movie theatre, DJing, and going to concerts.



**Isabelle Hau**  
**Executive Director, Stanford Accelerator for Learning**

Isabelle C. Hau is a visionary leader dedicated to transforming the way we nurture and educate children. As the Executive Director of the Stanford Accelerator for Learning, she spearheads initiatives that leverage brain science and technology to develop innovative, inclusive learning solutions for learners worldwide. Prior, Isabelle led the U.S. education practice at Omidyar Network and Imaginable Futures, where she invested in mission-driven organizations. Her investments have empowered millions of learners, educators, and communities with the tools to thrive in an evolving world. Isabelle has received prestigious recognitions, including being named one of the 100 Most Inspiring Harvard Business School Women. She has been honored by GlobalMindED for her work in early childhood education and by ASU GSV for her contributions in human-centered artificial intelligence. She currently serves on the boards of EDC and Sonen, and on the steering committee member of the EDSAFE AI Alliance and the Brookings Global AI Taskforce. She has also judged leading global competitions, including the AERDF \$25 million Fellowship, the XPrize, the WISE Education Prize, the \$100 million McArthur Challenges, and the LEGO Foundation’s \$143 million early childhood challenge. She is the author of the book “Love to Learn: The Transformative Power of Care and Connection in Early Education” published by PublicAffairs/Hachette. Her popular newsletter, Small Talks, explores the future of (early) learning. Isabelle teaches at Stanford the class “Design to Prepare Learners in Underserved Communities,” and is a frequent guest speaker in other classes at Stanford University. Raised in rural Southern France, she holds degrees from Sciences Po Paris, ESSEC, and an MBA from Harvard Business School. A mother of two, she co-starred with Grover from Sesame Street on early childhood innovation. Her lifelong mission is to ensure every child experiences the love of learning from the earliest years.



**Paitra Houts**  
**Director of Community Engaged Learning – Education, Haas Center for Public Service**

Paitra Houts is a dedicated connector, bridging community members, non-profits, schools and Stanford members to build lasting reciprocal partnerships. As the Director of Community Engaged Learning focused on Education she works with faculty and community partners to design courses that address a societal need, preparing students to work with community, and helping partners navigate Stanford’s many resources.

Paitra found her passion for education equity in high school when she worked with the Bay Area Coalition for Equitable Schools (now the National Equity Project). She deepened this commitment in college where she got her Bachelors of Arts in Sociology and Planning Public Policies and Management from the University of Oregon while interning with the Springfield County office of Education. She completed her Master’s in Policy, Organization, and Leadership Studies from Stanford’s Graduate School of Education and worked for the Boys & Girls Clubs of

the Peninsula running a K-8 after school program and leading their volunteer and partnerships programming.

Today, Paitra serves on the Thrive Alliance Board and was a member of Leadership Council San Mateo's 2023 Leadership Corps. To keep in alignment, she finds time to lead sound healing sessions, meditate, cook, learning about the games industry from her husband, and play, read and swim with her kids.



**Jenny Kauffman**  
**Partnerships Program Manager, Stanford Impact Labs**

Jenny Kauffman is the Partnerships Program Manager at Stanford Impact Labs. She works in service of Stanford faculty and research teams to build and strengthen partnerships for solutions-centered research co-designed with practitioner experts. This support comes in many forms and ranges from facilitating workshops to providing individualized coaching and strategy sessions. Jenny brings over a decade of experience in public policy, cross-sector partnerships, and program implementation. She has spent the majority of her career in local government, where she worked on policy and program delivery of housing and economic development solutions. She is experienced in systematizing decision-making, navigating complex bureaucracy, and leading change management initiatives.



**Serena Khahera**  
**Communications Manager, San Jose Unified School District**

Serena Khahera is the Communications Manager for San José Unified School District, where she oversees strategic communications initiatives aimed at fostering community engagement, enhancing parent involvement, and elevating the district's media presence. With a deep understanding of how effective communication strengthens public trust and transparency, Serena leads a team committed to building inclusive narratives and responsive outreach across diverse platforms.

A proud first-generation Indian American, Serena brings a unique perspective to her role, driven by a lifelong passion for storytelling and cultural connection. Her approach to communications is rooted in authenticity and equity, ensuring that every voice in the school community feels seen and heard. She has played a key role in shaping district-wide messaging, crisis communication, and campaigns that bridge gaps between educators, families, and local stakeholders.

Serena holds a degree in communications and has built a career at the intersection of media, education, and public service. She believes in the power of stories to inspire action and build community, and she strives to create space for dialogue, reflection, and shared purpose in every project she leads.



**Bill Koski**  
**Professor of Law, Stanford Law School**

William S. Koski is the Eric & Nancy Wright Professor of Clinical Education, Professor of Law, and Professor of Education (by courtesy) at the Stanford Law School and Stanford Graduate School of Education. He directs the Youth & Education Law Project, a legal clinic that advocates for equality of educational opportunity for economically disadvantaged children, youth, and their communities. Koski has represented hundreds of children in special education, student discipline, and other education rights matters and has served as counsel in several complex school reform litigations. Koski has published articles on education rights, the role of the judiciary in education policy, and teacher employment policies.



**Jodi Lax**  
**Associate Superintendent, San Jose Unified School District**

Jodi Lax serves as the Associate Superintendent of Instruction for San José Unified School District (SJUSD), where she partners with educators, leaders, and community members to help shape instructional strategies and support programs that foster student learning across a diverse network of schools.

With nearly four decades of experience in education, Jodi brings a broad perspective informed by her work in multiple roles and settings. She is a thoughtful advocate for initiatives that promote equity and inclusion, including the expansion of ethnic studies, the implementation of high-quality transitional kindergarten with an emphasis on language development and social-emotional learning, and the ongoing improvement of instruction for English learners.

Jodi approaches leadership as a collaborative effort. She values working alongside teachers, school leaders, and families to ensure instructional practices are responsive to student needs and grounded in both research and lived experience.

In her role at SJUSD, she remains committed to supporting efforts that center student growth, well-being, and achievement, recognizing that strong schools are built through collective effort and a shared belief in every student's potential.



**José Magaña**  
**Vice President, San Jose Unified Board of Education**

Trustee Magaña works tirelessly to make his story the expectation for children, not the exception. He coached educators across the country to incorporate technology into math instruction and early literacy programs to meet their needs. As the Managing Director of Impact for City Year San José/ Silicon Valley, he managed the AmeriCorps program serving San José schools. José has worked in education technology, where he led the collaboration with funders, government, non-profits, and districts to implement high impact tutoring ecosystems through securing national grants. He currently serves as Executive Director at Latinos for Education Bay Area where he oversees the expansion of programs and policy advocacy.

Vice President Magaña began his formal policy career when he appointed to the Library and Education Commission for the city of San José. During his service, late fees were eliminated and hours expanded. He serves as a second-term Chair, after serving two terms as Vice Chair. In 2018, he was elected as the youngest Trustee in San José Unified School District's 160+ year history. As the former president, he championed several policies including the distribution of library cards to all students, formalizing the district Equity Policy, expansion of ethnic studies, early expansion of transitional kindergarten, and co-author of resolutions protecting the safety, identities, and diversity of the community. He championed the passing of Measure R, a \$1.15 billion bond to build workforce housing and improve school facilities. He also serves in multiple regional, state, and national organizations.

Trustee Magaña has a Master's in Governance from CSBA, and a Certificate of Education Finance from Georgetown University's McCourt School of Public Policy.



**Beth McKeown**  
**Assistant Vice President, Community Engagement – Stanford University**

Beth McKeown has over 20 years of broad experience in education. She is currently the Assistant Vice President for Community Engagement at Stanford, having also served at Stanford as the Director of Finance and Operations in the Department of Theater and Performance Studies, the Assistant Dean for Academic and Curricular Support in the School of Humanities & Sciences, and in Student Services positions prior. Beth also has experience in Student Affairs at Princeton and Tufts Universities and in K-12 teaching in the Sacramento and San Diego regions. She obtained her BA in Sociology at UC Davis, her teaching credential at CSU Sacramento, and her MA in Education at Stanford.



**Diana Mercado-Garcia**  
**Director, Stanford-Sequoia Research Collaborative, California Education Partners**

Diana is the Associate Director of Research Practice Partnerships (RPP) at California Education Partners. In this role, she leads the Stanford-Sequoia K-12 Research Collaborative, a partnership between Stanford University's Graduate School of Education and nine school districts in San Mateo County. The Collaborative aims to produce and use research that supports the long-term success of multilingual learner trajectories by identifying the conditions, resources, and practices that lead to positive academic outcomes for students. Diana's research and content expertise centers on the K-12 trajectories and postsecondary transitions of students labeled and classified by school systems as English learners (ELs). She earned her Ph.D. at Stanford University in Education Policy, M.A. in Sociology at Stanford, and B.A. in Sociology and Spanish Linguistics at UC Berkeley.



**Tammy Moriarty**  
**Associate Director, Center to Support Excellence in Teaching, Stanford Graduate School of Education**

Dr. Moriarty's work focuses on building the leadership capacity of teacher, school, and district leaders by facilitating professional learning and providing leadership coaching. Her experience includes being a secondary science teacher, a district science resource teacher, school administrator, and educational consultant. She holds a BS in Animal Physiology and Neuroscience from the University of California at San Diego, an MA in Educational Leadership from the University of San Diego, and a PhD in Leadership Studies, PK-12 Specialization from the University of San Diego.



**Melitta Nerhood**  
**Director of Secondary Curriculum and Instruction, San Jose Unified School District**

Melitta Nerhood is the Director of Curriculum, Instruction, and English Learner Services for grades 6–12 at San José Unified School District in California. In this role, she oversees curriculum development, instructional strategies, and bilingual education programs, including alternative education pathways for secondary students. Her work focuses on ensuring equitable access to high-quality learning experiences for all students, particularly English learners.

Previously, Melitta Nerhood served as a principal within the district, bringing hands-on school leadership experience to her current district-wide responsibilities. Her career reflects a

commitment to educational equity, academic excellence, and inclusive practices that support diverse student populations.



**Imani Nokuri**  
**Research Assistant, Stanford Center for Racial Justice, Stanford Law School, JD '25**

Imani Nokuri (she/her) is a 3L at Stanford Law School and a research assistant at the Stanford Center for Racial Justice, where she has contributed to work on affirmative action, AI bias in education, and Black reproductive health. Her academic and professional interests focus on the intersections of race and technology. Imani graduated magna cum laude from the University of Maryland, College Park with a BA in Government and Politics and a minor in Nonprofit Leadership and Social Innovation. She has held roles at the American Enterprise Institute, the DOJ Civil Rights Division, and the Office of the Public Defender in Prince George's County. At Stanford, she has served as Co-President of the Black Law Students Association and is a Member Editor of the Stanford Journal of Civil Rights and Civil Liberties. After graduation, she will join Wilson Sonsini Goodrich & Rosati as an associate. In her free time, she teaches Zumba and hosts game nights.



**Jennifer Osuna**  
**Associate Professor, Stanford Graduate School of Education**

Dr. Jennifer Osuna is an Associate Professor of Education and the Learning Sciences at Stanford University, and Resident Fellow at Robinson House. Her research primarily explores peer relational dynamics during collaborative math tasks and their implications for academic engagement and identity formation, in particular the ways in which authority and influence are constructed in interaction. Recent work has focused on classrooms that support mutual recognition among peers, as well as teacher professional learning communities (PLCs) that cultivate teacher curiosity in student-centered learning environments. New exploratory work with colleagues in computer science and the Stanford d.school, funded by Stanford's Human-Centered Artificial Intelligence (HAI) initiative and the Accelerator for Learning, considers pitfalls and possibilities of gen-AI tools for supporting connection, community, and collaboration (AI4Collab) in STEM learning environments and teacher education. Her work has appeared in the Journal for Research in Mathematics Education, Journal of the Learning Sciences, Review of Research in Education, Mathematics Teaching and Learning, ZDM, Mathematics Education Research Journal, Canadian Journal of Science, Mathematics, and Technology Education, Education Sciences, among other outlets.



**Megan Pacheco**  
**Executive Director, Challenge Success**

Megan Pacheco, M.A., is the Executive Director for Challenge Success. She has more than 20 years of experience helping to transform schools. She has served in a variety of roles, including teacher, school coach, and organizational leader. Prior to joining Challenge Success, she was the Chief Learning Officer for New Tech Network, a national network of schools focused on deeper learning. She is passionate about ensuring all students experience a meaningful, equitable, and inclusive learning environment. Her primary focus has been organizational leadership, school design, project-based learning, continuous improvement, and curriculum and assessment. Megan has a B.S. in Mathematics and an M.A. in Mathematics Education.



**Eujin Park**  
**Assistant Professor, Stanford Graduate School of Education**

Dr. Eujin Park is an Assistant Professor at the Graduate School of Education at Stanford University. As an interdisciplinary scholar of race and ethnicity, Dr. Park is broadly interested in how education, as a socially embedded institution, can reproduce, redefine, and disrupt the processes of racialization that shape social inequity and injustice. She draws upon critical theories of racialization, Asian American Studies, and community engaged research to examine the processes through which Asian Americans actively shape and challenge race via education. Her book in progress, *Conflicting Lessons: Korean Immigrants, Education, and Negotiating Race in Community*, ethnographically investigates how Korean Americans in the Chicago area navigate dominant racializing discourses within their community-based educational spaces. *Conflicting Lessons* argues that, far from a monolithic racial category, understandings of Asian Americanness are highly contested, even within one Asian ethnic community. In addition to publishing and presenting her work in academic venues, Dr. Park draws upon her research to work with Asian American and other youth of color in community-based organizations.

Prior to joining the faculty, Dr. Park was an IDEAL Provostial Fellow, part of the inaugural cohort of early-career scholars of race and ethnicity at Stanford University. She earned her Ph.D. in Educational Policy Studies from the University of Wisconsin-Madison with a concentration in Social Sciences.



**Hoang Pham**  
**Director, Education and Opportunity, Stanford Center for Racial Justice**

Hoang Pham is the Director of Education and Opportunity at the Stanford Center for Racial Justice, where he leads research and policy initiatives to address entrenched racial inequities in the U.S. education system and promote economic mobility. A former two-time national award-winning educator, Hoang spent six years teaching elementary school in South Los Angeles and four years serving as an education consultant at the Center for Culturally Responsive Teaching and Learning, where he trained teachers and school leaders across the country. He previously clerked at the National Center for Youth Law and Public Advocates, supporting education civil rights litigation and numerous efforts to advance juvenile justice and education policy in the California State Legislature. He has conducted qualitative research as a member of the California School Discipline Project and the Walk Out! Lab For Youth Justice and is a co-recipient of the American Educational Research Association Division L Outstanding Policy Report Award for his contributions to *Beyond Suspension Decline: Transforming School Discipline in California*. He has written on race, education law, policy and practice, criminal justice and policing, and critical pedagogy in legal education. Hoang received a B.S. from the University of Oregon in Political Science and Ethnic Studies, an M.A. in Urban Education from Loyola Marymount University, and a J.D. from the University of California, Davis School of Law, where he was a Martin Luther King, Jr. Public Interest Scholar. He is admitted to practice law in the state of California.



**Mary Pizzo**  
**President, Gunderson High School Foundation**

As a parent of a child with disabilities, I learned how to advocate for services required by law for students with disabilities. Her mental health was damaged by bullying in Middle School by students and her S.E. Teacher. Her high school experience was a vast improvement, both academically and socially.



**Antonio Preciado**  
**Practicum Student, Stanford University, BAH '25**

Antonio Cruz Preciado was born and raised in Inglewood, California. He grew up across borders and as a Mexican and American citizen, he also calls the small pueblo, Tecolotlan, Jalisco in Mexico home. He is a fourth year at Stanford University majoring in Comparative Studies in Race and Ethnicity with a double minor in Human Rights and Education. Upon completing his undergraduate degree, Antonio intends to go to law school. He hopes to work at the cornerstone of incarceration and education,

specifically in prevention and reintegration programs for systems-impacted youth to pursue higher education opportunities. In his free time he enjoys collecting fitted hats, going to the gym, and playing with his dog Paloma.



**Sara Sarmiento**  
**Practicum Student, Stanford Law School, JD '27**

Sara is a 1L at Stanford Law School. Originally from Bogotá, Colombia, and growing up in Miami, FL, she is a proud first-generation immigrant and first-generation college/law student. Their academic interests are broadly within the intersections of race, immigration, law, youth and education. They were a Posse Foundation Scholar at Mount Holyoke College, graduating in 2021 with B.A. degrees in International Relations and Critical Social Thought. Prior to SLS, Sara was an elementary school ELA teacher in her hometown, Miami, FL, working primarily with English as a Second Language (ESL) and special education students. At Stanford, she is a member of the Education Defense Pro-Bono Project. In her free time, you can find them crocheting or taking long walks with her cat, Dorita.



**Monica Schreiber**  
**Communications, Stanford Law School**

Monica's professional experience includes working as a journalist, a lawyer, and a law firm marketer. Prior to joining Stanford Law School in 2022, she worked for more than 11 years as the head of marketing and communications for the Palo Alto office of global law firm Skadden, Arps. She holds a JD from the University of California, Berkeley, School of Law and received her bachelor's degree in journalism from the University of Kansas. She serves on the board of directors of Neighbors Abroad, a civic group that works closely with the City of Palo Alto and is charged with cultivating the city's global sister city relationships. Monica is a dog lover who has volunteered for several rescue groups over the years. She personally advocates for so-called "backyard dogs" in her community and has secured the surrender of several such dogs, including her beloved white husky, Blue, who went from living in a tiny backyard cage to enjoying the good life with Monica's family.



**Roman Scott**  
**Student, Stanford University, BS '24, MS '25**

Roman Scott is an entrepreneur focused on building generational wealth for minority communities. He is a master's candidate in Management Science & Engineering at Stanford University, where during his time has interned as a software engineer at Meta and an investment analyst at BlackRock. He also worked for a real estate developer in Ghana and worked on research in machine translation for African dialects in Kenya.

and South Africa. He is an Apple, BlackRock, and Jackie Robinson Scholar and also a concert pianist.

After graduation, Roman will lead Burton Algorithms, a software development agency that specializes in deploying machine learning models for startups and enterprises, as well as Breakthrough Ventures, before attending Harvard Law School and Harvard Business School to pursue their joint JD/MBA program. Roman's career goal is to create a fund that invests in energy infrastructure and manufacturing in Africa.



**Sam Seidel**  
**Director of K12 Strategy, and Director of Products + Publications,**  
**Stanford d.school**

Sam Seidel is the K12 Lab Director of Strategy and Director of Products + Publications at the Stanford d.school. Sam is the co-author of *Creative Hustle: Blaze Your Own Path* and *Make Work That Matters*, *Hip Hop Genius 2.0: Remixing High School Education*, and *Changing the Conversation About School Safety*. He is co-editor of *From White Folks*

*Who Teach in the Hood: Reflections on Race, Culture, and Identity*.



**Brooke Stafford-Brizard**  
**Vice President, Innovation and Impact, Carnegie Foundation**

Brooke Stafford-Brizard is vice president for Innovation and Impact at the Carnegie Foundation where she oversees research and development activities and stewards cross-sector partnerships to accelerate the Foundation's mission. As an educator, researcher, and philanthropic leader, Brooke has worked over three decades to bring a more holistic approach, grounded in the science of learning and development, to

schools and classrooms. Most recently, Brooke served as vice president for research to practice at the Chan Zuckerberg Initiative, leading the organization's grant-making in education. Brooke has served in a range of scholarly and practice-focused roles, including serving as director of data strategy and evaluation at the New York City Department of Education's District 79, co-founder of a public charter school, and middle school teacher. She holds a doctorate (Ph.D.) in cognitive science in education from Columbia University, is a Pajara-Aspen Education Fellow, and a member of the Aspen Institute's Global Leadership Network.



**Jory Steele**  
**Executive Director, Stanford Institute for Advancing Just Societies**

Jory Steele’s career has consistently reflected a deep commitment to racial justice, and her commitment to dismantling discrimination is evident throughout her journey. She began her legal journey at the Legal Aid Society-Employment Law Center in San Francisco, dedicating nearly six years to handling racial and sexual employment discrimination cases. Subsequently, Steele spent almost a decade at the ACLU of Northern California, where she was both the managing attorney and the founder and director of the organization’s Education Equity project. During that time, much of her work focused on racial justice issues such as the school-to-prison pipeline, policing in schools and school finance. After leaving the ACLU, Steele became the director of pro bono and externship programs and a lecturer in law at Stanford Law School, before becoming the associate dean for student affairs there, a position she held for seven years. She earned her bachelor’s degree in international relations from Stanford University, followed by a Fulbright scholarship in South Africa. Her academic pursuits continued at Columbia University, where she obtained a master’s degree in international affairs and a J.D. from Columbia Law School. She is a member of the State Bar of California.



**Daniella Cook Sumpter**  
**Professor, University of South Carolina**

Daniella Cook Sumpter is a Professor in the Department of Teacher Education and affiliate faculty in the Department of African American Studies at the University of South Carolina. As a social foundations scholar—examining the historical, philosophical, and sociological contexts of education—and teacher education scholar, her community-centered research explores Black education, critical race methodologies, and anti-racist pedagogies. She is guided by the understanding that equitable learning opportunities require authentic collaboration with and in communities traditionally marginalized by schooling. Daniella’s early research on Black educators in New Orleans post-Katrina laid the foundation for her ongoing work and solidified her belief in the power of Black and other underrepresented communities to understand, interpret, and shape the world around them.



**Luke Terra**  
**Deputy Director, Haas Center for Public Service**

Luke serves as the Deputy Director of the Haas Center for Public Service, providing leadership for Haas Center programs and direction for the center’s campus and community partnerships. He leads strategic initiatives at the center and convenes the Haas Center’s Faculty Steering Committee, which provides guidance and direction to Haas leadership. From 2014 to 2024, Luke directed the center’s Community Engaged

Learning and Research unit. Luke also serves as the Resident Fellow in Stanford's Public Service and Civic Engagement Theme House. The house welcomes 78 undergraduate students each year who share an interest in public service. The theme house offers four tracks of engagement to meet students' needs and interests, and includes an academic course each quarter (UAR 82: Pathways of Public Service) to provide space for residents to deepen their understanding of and engagement with public service. He received his doctorate in history of education and international comparative education from the Stanford Graduate School of Education.



**Abigail Trillin**  
**Clinical Supervising Attorney, Youth and Education Law Project,**  
**Stanford Law School**

Abigail Trillin is a Clinical Supervising Attorney and Lecturer in Law with the Youth and Education Law Project at Stanford Law School. She supervises clinic students in direct representation of children and families in school discipline and special education cases, as well as in work on impact litigation and other educational equity efforts.

Prior to coming to Stanford, Abigail spent twenty-five years at Legal Services for Children in San Francisco. At LSC she represented children and youth in education, foster care, guardianship and immigration cases and spent the last nine years as LSC's Executive Director.



**Lydia Wallace**  
**Booster President and PTSA Secretary, Gunderson High School**

Lydia Wallace is the current Gunderson High School (GHS) Booster president. She has a son that graduated from GHS last year and a current 10th grader.



**Brian Wheatley**  
**Trustee, San Jose Unified School District**

Born in New York, Brian moved to Southern California with his mother and sister as a young child. Upon graduating from high school, he received a scholarship to the University of California, Los Angeles (UCLA), where he studied political science and met his future wife, Danielle. Shortly after graduating, Brian moved to Berkeley, CA, and a few years later to San José, CA.

He began his career in public education with the Evergreen School District, where he worked as a 5th & 6th-grade teacher for 25 years. He was elected the Evergreen Teachers' Association President in 2008 and retired in 2020. He continues to stay abreast of education-related topics and issues through Working Partnerships (WPUSA) training and workshops and by attending numerous California Teachers Association (CTA) and National Education Association (NEA) conferences. Brian, who has lived with cerebral palsy his entire life, is a staunch advocate for all students, particularly those children who may have special needs.

Danielle, who began her career as a librarian with the City of San José, returned to school for a teaching credential and taught kindergarten in San José before retiring in 2021. The Wheatleys have two adult children; one is a school musical director in New Orleans, and the other is a teacher at Overfelt High School in San José, CA. In 2016, they became interim foster guardians to two teenage students from Ethiopia, helping them navigate a new country and new school - San José High.