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SNAPSHOT



PROFESSIONAL EXPERIENCE OVERVIEW

Superintendent of Schools

Alvord Unified School District (ADA ~18,500)

Currently serving as the Superintendent of Schools and Chief Administrative Officer of a PK-12 school district with ~18,500 ADA, ~2,500 employees, a \$225 million annual budget, and 23 schools serving the western portion of the City of Riverside, the eastern portion of the City of Corona, and segments of unincorporated communities of Riverside County.

2018 - present

Superintendent of Schools

Duarte Unified School District (ADA ~3,400)

Served as the Superintendent of Schools and Chief Administrative Officer of a PK-12 school district with 3,425 ADA, 550 employees, a \$45 million annual budget, one K-6 elementary school, four K-8 magnet schools, one comprehensive high school, one charter arts magnet 7-12 school, and one alternative high school serving the San Gabriel Valley cities of Bradbury and Duarte, and segments of unincorporated parts of Los Angeles County.

2015 - 2018

Assistant Superintendent & Chief Instructional Officer

Centinela Valley Union High School District (ADA ~7,000)

Served as Chief Instructional Officer and Acting Superintendent (2014-15) of a high school school district with 7,000 students, 750 employees, an \$80 million annual budget, 3 comprehensive high schools, one alternative high school, one independent study charter school, a Community Day charter school, an adult school, and 2 charter schools serving male and female students incarcerated in Los Angeles County jails.

2012 - 2015

Part Time Faculty, Education Leadership Doctoral Program

California State University, Fullerton
Doctoral Program Board of Directors

2009 - present

Principal, El Toro High School

Saddleback Valley Unified School District
California Distinguished School 2012-13

2007 - 2012

Principal, La Paz Intermediate School

Saddleback Valley Unified School District
California Distinguished School 2003-04 & 2006-07
National Blue-Ribbon School 2004-05

2000 - 2007

Principal, Ensign Intermediate School

Newport-Mesa Unified School District
California Distinguished School 2000-01

1994 - 2000

Mathematics Teacher/Department Chair

Millikan High School, Hoover Middle School Long Beach Unified School District

1989 - 1994

EDUCATIONAL PRACTICE | EVIDENCE | INDICATORS

STRATEGIC LEADERSHIP

An adaptive strategic leader possesses the abilities to anticipate, challenge, interpret, decide, align, and learn, simultaneously. Below are a few examples of demonstrated evidence of my growth in this domain:

- Led Alvord Unified School District through the COVID era by engaging all stakeholders in active two-way communications throughout the process of closing and reopening schools.
- As a principal, assistant superintendent, and superintendent, I worked collaboratively with all stakeholder groups to shape a collective and reform-minded vision for schools, division, and districts that utilized multiple measures of data to support a strategic plan designed to optimize human, fiscal, and educational resources to ensure equitable access, opportunities, and outcomes for all students. See an example of one district-level strategic plan [here](#).
- Restructured and rebranded Duarte Unified School District from five K-6 schools, one 7-8 school, and one comprehensive and one alternative high school to four K-8 schools, one K-6 school, and a 7-12 Charter School of Arts.
- Earned multiple California Distinguished School awards and a National Blue Ribbon as a principal for institutionalizing an expectation that all students will meet content and performance standards as evidenced by systemic reform that addressed achievement and opportunity disparities between student groups.

INSTRUCTIONAL LEADERSHIP

An instructional leader is deeply engaged in curricular and instructional issues and focused on improving teaching and learning for all students. Below are a few examples of demonstrated evidence of my growth in this domain:

- Earned recognition as a [positive outlier district](#) for effectively leveraging the state's educational standards, funding, and accountability systems to support the academic achievement of African American and Hispanic students, as well as White students in the first three years of the 2015–17 CAASPP.
- Recognized and featured in [Best Practices of Award-Winning Principals](#) for building curriculum to fit student needs by advancing systemic support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of all students.
- Initiated an MTSS model in AUSD in partnership with WestEd to strengthen and promote collaborative inquiry and problem solving.
- Initiated a Continuous School Improvement model in AUSD in partnership with Education for the Future at CSU, Chico to guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- Initiated Learning Walks in CVUHSD and DUSD to guide, monitor, support, and supervise to improve teaching and learning.
- Initiated Professional Learning Communities at the school site and district level to support achievement and opportunity disparities between student groups.

CULTURAL LEADERSHIP

In contrast to managerial leadership, a cultural leader strives to establish and develop a positive and equitable organizational culture by shaping, modeling, and developing cultural intelligence. Below are a few examples of demonstrated evidence of my growth in this domain:

- Initiated and implemented a cognitive coaching model in CVUHSD to develop self-directed leaders and learners with high levels of cultural intelligence.
- Initiated and implemented restorative practices and PBIS in SVUSD, CVUHSD and DUSD as alternatives to the use of exclusionary school discipline practices. Featured in [Fix School Discipline](#), a project of Public Counsel.
- Developed board policies in CVUHSD, DUSD and AUSD to support equity and access.
- Restructured to create positions in CVUHSD, DUSD and AUSD to facilitate equity and access.

- Grew Ethnic Studies, Career Technology Education, and Early College/Dual Enrollment programs in SVUSD, CVUHSD, DUSD, and AUSD to improve equity and access.
- Supported and promoted public policies that ensure the equitable distribution of resources and support services for all students.

HUMAN RESOURCE LEADERSHIP

A human resource leader initiates, plans, and implements a series of coherent and strategic management activities intended to make the most of the talent in an organization. Below are a few examples of demonstrated evidence of my growth in this domain:

- Created comprehensive professional development programs for certificated and classified staff in SVUSD, CVUHSD, DUSD, and AUSD.
- Initiated and implemented a [performance management system](#) utilizing a 360° evaluation tool in DUSD and AUSD.
- Contracted with FCMAT in AUSD to conduct a comprehensive study of HR practices.
- Served as Chief Negotiator for CVUHSD.
- Initiated a Leadership Development Program in AUSD.

MANAGERIAL LEADERSHIP

A managerial leader recognizes the limitations that organizational culture imposes on growth and works with key leaders to analyze needs, identify priorities, set goals, budget, resolve conflict, and evaluate organizational performance. Below are a few examples of demonstrated evidence of my growth in this domain:

- Utilize School Board subcommittee model in CVUHSD, DUSD, and AUSD to ensure board input and increase engagement on the boots-on-the-ground level.
- In all cases and circumstances, demonstrated and modeled professionalism, ethics, integrity, justice, and equity and held staff to the same high standard.
- Served as primary communication officer and spokesperson for CVUHSD, DUSD, and AUSD.
- Contracted with FCMAT in AUSD to conduct a comprehensive study of business practices to serve as a goal-setting tool and implement best practices.
- Created positions in CVUHSD, DUSD and AUSD to leverage technology and other tools to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.
- Flattened the lines of communications in CVUHSD, DUSD, and AUSD to ensure relationships and collaboration are central to the decision-making process.
- Worked closely with all internal stakeholder groups to maintain a professional relationship built on trust.

EXTERNAL CONTEXT AND COMMUNITY DEVELOPMENT

Leaders committed to external context and community development collaborate with families and other stakeholder groups to address diverse student and community interests and mobilize community resources. Below are a few examples of demonstrated evidence of my growth in this domain:

- Worked closely with school boards in CVUHSD, DUSD, and AUSD with fairness and respect to bring consensus on key issues that affect student learning and well-being.
- Worked closely with school boards in CVUHSD, DUSD, and AUSD to influence political, social, economic, legal, and cultural contexts affecting education in the interest of designing and implementing sound policies and practices.
- Established welcoming environments as a site and district leader for family participation by communicating in a variety of platforms and languages to engage and respect the diversity of families and their aspirations for their students.
- Established and maintained community, business, institutional, and civic partnerships that supported the vision, values, and priorities of CVUHSD, DUSD, and AUSD.
- Served as the primary spokesperson in CVUHSD, DUSD, and AUSD responsible for all critical communications including COVID-related.

- Initiated relationships with multiple agencies in CVUHSD, DUSD, and AUSD to implement community programs and services that support student academic, mental health, linguistic, cultural, social-emotional needs.
- Participated as a member of multiple citywide task force groups and other leadership councils as a city leader in Los Angeles, Duarte, and Riverside.

MICRO-POLITICAL LEADERSHIP

Micro-political leaders firmly grasp how individuals and groups within the organization acquire, maintain, and use power to influence decision-making, resolve conflict, and obtain desirable results. Below are a few examples of demonstrated evidence of my growth in this domain:

- Worked collaboratively with the Board of Education and other stakeholder groups in AUSD to lead the district through the COVID-19 era by providing stable leadership and crisis management.
- Established a positive and high-functioning relationship with school boards and individual members in CVUHSD, DUSD, and AUSD in the interest of making decisions necessary to the proper function of the district.
- Established respectful and productive relationships with bargaining groups in CVUHSD, DUSD, and AUSD.
- Utilized a variety of governance tools and conducted a variety of governance workshops in CVUHSD, DUSD, and AUSD.
- Work collaboratively with school boards in CVUHSD, DUSD, and AUSD to set agendas, map political strategies and identify priorities, build coalitions, and effectively bargain, negotiate, and build consensus.

OTHER EXPERIENCES

Riverside City Leaders – COVID-19 Task Force (2020)
Education Partners – COVID-19 Task Force (2020)
Education Leadership Task Force (2019)
CSU, Fullerton Ed.D. Program Executive Board (2015-present)
Foothill Unity Center Board of Directors (2015-present)
Foothill Family Center Advisory Board (2015-present)
Budget Reduction Committee (2009)
Western Association of Schools and Colleges Committee Member (2008-present)
Leadership Academy Planning Team (2005-06)
Saddleback Valley Management Team Association President (2005)
Strategic Planning Steering Committee (2004)
Teacher Evaluation Steering Committee (2003)
Peer Assistance and Review Committee (2002-2007)
Bond Measure B Steering Committee (2002)
Bond Measure A Strategic Planning Team (1999-2000)
Strategic Planning Team (1997)
Mathematics Curriculum Committee Chairperson (1995-2000)

AWARDS AND PROFESSIONAL ACTIVITIES

Leadership Riverside, Chamber of Commerce, Class of 2020
Meritorious Service Award, State Senator Anthony Portantino, 2018
Meritorious Service Award, Assemblywoman Blanca Rubio, 2018
Meritorious Service Award, Duarte City Council, 2018
Visionary Leadership Award, Duarte Chamber of Commerce 2018
Institutional Biosafety Committee, City of Hope Comprehensive Cancer Center 2016-18
Board of Directors, California State University, Fullerton Education Doctoral Program 2015-18
Board of Directors, Foothill Unity Center non-profit support organization (2015-2018)
Board of Advisors, Foothill Family Center non-profit support organization (2015-2018)
Principal Excellence Award, 1999 – Orange County – Irvine Foundation Award Meritorious Service Award, 2007 Santiago Canyon Fire – OC Sheriff's Department President of the

Saddleback Valley Management Team Association President
Association of California School Administrators member

PROFESSIONAL/LEADERSHIP PREPARATION

Leadership Riverside <i>City of Riverside/Chamber Leadership Development Program</i>	Class of 2020
ACSA Superintendent's Academy <i>Leader of Leaders Series</i>	2015-16
The Superintendent's Collaborative <i>Azusa Pacific University</i>	2015 - 2018
The Leadership & Learning Center <i>Data-Driven Decision-Making Certification</i>	2011
Education Leadership Doctoral Program <i>California State University, Fullerton</i> Accredited Course Author and Faculty Member	2009 - present
Doctor of Education, Education Leadership <i>Nova Southeastern University</i> <i>Fischler School of Education and Human Services</i>	May, 2007
Master of Education, Educational Administration <i>California State University, Dominguez Hills</i> <i>Graduate School of Education</i>	May, 1994
Bachelor of Arts, Psychology <i>California State University, Long Beach</i>	December, 1984

CREDENTIALS

Single Subject Teaching, Mathematics	CTC # 090212446
Administrative Services Credential	CTC # 090212090
CASC Coach Certification California Administrative Services Credential Program	Certification 2020-21

REFERENCES FURNISHED UPON REQUEST