

CANDIDATE INFORMATION SHEET
Orange Unified School District

*Please fill out and return by April 26, 2024 at 4:00 pm to cerich@orangeusd.org, or
leave at the superintendent's office.*

Date: _____

(Last Name) (First Name) (Initial)

Business Address: _____ Phone: _____

Home Address: _____ Phone: _____

E-mail: _____

Occupation and Employer: _____

No. of Years Residing in District: _____

Do you have children in the district's schools? Yes _____ No _____

If yes, what schools? _____

1. Do you have prior experience serving on a governing board, specifically a school district board? Please list such prior experience.

2. Have you worked on any school committees or participated in any school activities recently? Please list them.

3. Describe any other community or business activities in which you have participated. describe your role, and whether your work was volunteer or employment-related

4. Why do you want to be a school board member?

Candidate Information Sheet - Board Vacancy
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5. What do you see as the basic purpose of the public schools?

6. What is the role of the school board in the fulfillment of that purpose?

7. How does the board's role differ from that of the superintendent?

8. What should be the relationship between the board members and the administration in the handling of school concerns?

9. Briefly describe your commitment to public education and our local school district.

10. What do you see as the strengths of the school district?

11. What do you see as the area(s) most needing improvement in the school district?

* Applicants may attach an optional letter or recommendation and/or resume. Anything included in or attached to the application is a public record.

ATTESTATION

I _____, am hereby applying for the vacancy on the Board of Education for Orange Unified School District Area _____.

Residency Requirement

I hereby declare that I reside within the boundaries of the Trustee area I am applying for pursuant to the statutory definition of residency provided in Government Code section 244 and applicant laws. If there is any change in the status of my residency. I agree to immediately notify the Superintendent of Schools in writing.

Qualifications

I hereby declare that I am eligible to be a Board member without further qualifications as set forth in OUSD Board Bylaw 9220. Board Bylaw states in relevant part:

Any person is eligible to be a Board member, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the school district, a registered voter and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or be a Board member except when the person has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)


A District employee elected to the Board shall resign his/her position before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (E.C. 35107)

I understand that this application and anything attached to it is a public document and may be requested under provisions of the California Public Records Act.

I understand that upon appointment I would be required to comply with conflict of interest laws and policies and that I would be required to take an oath of office.

I attest the foregoing information is true to the best of my knowledge.

Print Name: _____ Date: _____

Signature of Applicant:  _____

Provisionally appointed Board members hold the office until the next regularly scheduled election per Education Code section 5091(e)), unless terminated by petition per Education Code section 5091(c)).

1) Do you have prior experience serving on a governing board, specifically a school district board? Please list such prior experience.

While I have yet to serve on a school district board, below I list several leadership, governing, non-profit, and educational service appointments and experiences that shape my leadership style and inform my approach to community building and problem solving:

- (2009-2011) Volunteer, facilitator, and Chair, Chicano Latino Youth Leadership Project. This is a nonprofit organization specializing in training California's future leaders from high schools all throughout the state of California. In 2009 I volunteered as facilitator for a group of 10 high school students in their flagship Sacramento leadership program. In 2009-2011, I chaired the leadership programs for the LA region hosted by UCLA. In this experience I learned about the various experiences of high school students through the state and implemented leadership training modules and experiences to inspire future civic engagement.
- (2009 - Present) Apple of Gold Award Recipient (2016) and volunteer with the Hispanic Education Endowment Fund, a non-profit organization that awards over \$30K in scholarships annually to students in Orange County for college education related expenses. I support in selecting awardees and form part of the group of alumni that help shape the vision for this organization's future impact. I also have initiated fundraising campaigns and support in content creation aimed at recruiting other volunteers and donors.
- (2010-2012) Governing Board member of the Norman Topping Student Aid fund, the largest student funded scholarship organization at the University of Southern California. As a board member I helped select student scholarship recipients and helped orient the mission and goals of the organization with respect to student programs and mentorship.
- (2012-2014) Founder and President of the Graduate Society for Biostatistics and Epidemiology, a graduate student organization at the Keck School of Medicine of USC, focused on supporting graduate students with educational experiences and training for research positions. Our main annual event was an open dialogue with program chairs from graduate programs where we aimed to solve discrepancies in student expectations and realities.
- (2015-2019, and again in 2024) Southern California Kaiser Institutional Review Board member and subject matter specialist in biostatistics. I am entrusted with protecting Kaiser members and potential clinical trial participants. I ensure proposed clinical research meets federal regulations and conforms to codes of ethics like the Belmont Report, Nuremberg Code, and the Declaration of Helsinki.
- (2016-Present) Advisor to the Board for the Achievement Institute for STEM Scholars, a nonprofit organization working with High school students that aims to bridge the gap between theoretical understanding of scientific concepts and their application in research and industry. I mentor students and find resources the organization uses to reduce their costs on space and staff.
- (2017-2018) Trustee for Catholic Charities of Orange County. I supported the mission of this organization in providing free services to Orange County residents such as a food pantry, a crisis hotline and reduced-fee immigration services. I spearheaded a fundraising campaign that benefitted over 25 families in their search for immigration services. I helped decide strategic initiatives for this organization and helped manage funds and an endowment of hundreds of thousands of dollars.
- (2017-2023) Founder and Chair for the Undocumented Student Issues Staff and Faculty Forum at Chapman University. I organized educational opportunities for community members to learn about the current challenges facing our undocumented

Attachment to the application of Oliver Lopez, PhD, for appointment to the OUSD Board of Education, District 7

student population and collaborated with members within and outside Chapman University to find sustainable solutions and sources of support.

- (2018-Present) Trustee for the Luevano Foundation. I support the mission of this organization in awarding scholarships to students to attend catholic schools in Orange County. I coordinate fundraising events and collaborate with other trustees on how to best utilize the endowment to advance our cause.
- (2019-President) President of the Orchard Walk Homeowners Association in the city of Orange. I coordinate the allocation of funds to projects that will improve the aesthetics of our community, I help manage over \$500K of our community's assets and seek ways to invest it. I help solve our community's social dilemmas with an approach that is compassionate that prioritizes peaceful resolutions rather than throwing the book (CCRs) at our community members.
- (2020-Present) Member of the Diversity Equity and Inclusion Taskforce for the Schmid College of Science and Technology at Chapman University. My focus has been to develop sustainable initiatives identifying resources for student support and opportunities for belonging. I have served as a liaison between upper university administration and student groups and individuals seeking resources for different endeavors.

I believe these experiences highlight the diversity of my exposure to different community building efforts, from private endeavors, to public good, all the while championing educational and community efforts. I hope to bring the wealth of my experience in managing budgets, to community building, and collaborative approach to leadership, to the OUSD school board as an appointed trustee for district 7.

2) Have you worked on any school committees or participated in any school activities recently? Please list them.

I have been personally involved with the OUSD in K-12 education for many decades, first as a student from first grade at West Orange Elementary to graduating from Orange High School, then as a sibling and caretaker for my younger brother and helping him navigate OUSD schools from Taft Elementary to Villa Park High School, to most recently, as a professional, supporting and participating in initiatives at Chapman University in partnership with Orange High.

While my child attended OUSD pre-k and CDC programs, I was an involved parent volunteering to support school programs and community events, often volunteering to participate in reading to the classroom and coordinating parents to support classroom and school activities.

The most recent and challenging, yet rewarding, work, has been supporting and educating parents navigating the IEP process in Orange, Santa Ana, Long Beach, and Fullerton school districts. This experience has both been personal and educational as I learned to navigate the IEP process and advocate for children from diverse backgrounds. My son also receives speech and occupational therapy services, and this experience has been instructive on how district and private services work together to help provide support for some of the most vulnerable students. This most recent experience, like my other OUSD experiences, have all provided invaluable insight into the workings of our schools and the potential impact partnerships within and outside of the district could have on supporting all students, regardless of needs.

3) Describe any other community or business activities in which you have participated. describe your role, and whether your work was volunteer or employment-related.

Volunteering has always been an important part of my life. I've received so much from so many different people in many different areas of my life that I feel inspired to pay it forward. From being active in clubs while I was in K-12 programs, to different community outreach efforts while I pursued higher education (Chapman University, CSUF, USC), to now advocating for underrepresented students in a higher education setting in my capacity as faculty and mentor. All but one of the items I listed in question 1 above (KP IRB) were/are as a volunteer giving of my time for free.

An additional informal service to the community I do is offering free soccer training sessions and scrimmage opportunities for kids ages 4-7 at La Veta Park in Orange, now going on our third consecutive summer this 2024. I started this because I know organized sports can be expensive, so I volunteer my time and provide all equipment for free to up to 14 children over 8 weekends during the summer.

Even as the president of my HOA (volunteer), I take pride in helping my community thrive and manage a positive good-neighbor relationship with the surrounding community. In this position, I am honored to care for my own little corner of the city of Orange.

4) Why do you want to be a school board member?

As touched upon earlier, I personally believe service, and in particular, serving my community in education, as a lifelong commitment. I feel like I'm at the stage in my life where I have been able to be successful in several areas in education and in my career. It feels like now would be a wonderful opportunity to put my experiences, learnings, and intimate knowledge with OUSD to better serve its students. I'm someone who's family has gone through the OUSD system, works as a professor at a research institution within the community, a resident of the community, and someone who continues to be present in building community in OUSD. I believe that in many ways, I have been primed to help advocate and lead OUSD. I want to ensure the success of all our students. Where I live is where my heart is. To me that means ensuring our traditional community feels connected and supported, but it also means evolving so that I can help with the success of our students going forward while embracing the nuances of decisions that affect our students individually, and collectively.

5) What do you see as the basic purpose of the public schools?

I believe the purpose of public schools is to provide all students a safe space to access free quality education that equips them with the knowledge, practical skills, and critical thinking abilities necessary for personal success and civic responsibilities. Put it another way, public schools are entrusted to provide the educational baseline for students to be successful in the community. That may mean additional support for students who may need it so that they can be contributing members of the community, and it also means providing education that allows students to excel and lead the community.

6) What is the role of the school board in the fulfillment of that purpose?

First, a school board member is a Trustee. That title is important to me because it demands that a member honor the position of trust for education in the community. With that trust, a school board sets policies and allocates resources that ensure safety, and an equitable, high-quality education for all students, overseeing the district's adherence to educational

Attachment to the application of Oliver Lopez, PhD, for appointment to the OUSD Board of Education, District 7

standards and goals, all the while engaging parents, community members, and local businesses to support our students, teachers, and staff.

7) How does the board's role differ from that of the superintendent?

The school board plays a crucial role in setting policies and strategic directions for the district, ensuring goals and governance align with community expectations, educational standards, and legal requirements. School board members serve as public representatives, accountable to students, staff, and community stakeholders, providing a crucial link between the community's needs and educational policy.

From the trusted decisions and policy making, the superintendent is charged with the practical implementation of these policies and the comprehensive management of day-to-day school operations. The superintendent must effectively implement the board's strategic vision into actionable plans while ensuring compliance with both the board's policies and legal requirements. This relationship requires trust and teamwork to foster an environment that welcomes everyone and drives educational success.

8) What should be the relationship between the board members and the administration in the handling of school concerns?

The relationship between the board members and the administration should be built on trust, transparency, and a shared commitment for the welfare and success of students and the respect for teachers, which will help ensure school concerns are addressed efficiently, effectively, and equitably. This relationship should be collaborative and yet clearly defined. It is imperative there be transparent lines of communication and mutual respect where board members provide oversight and support, trusting the administration will operate responsibly and effectively while the administration should keep the board well-informed and up to date on issues, progress, and challenges, ensuring board policies are grounded in the reality of school operations.

The board sits in a privileged position as they know intricate details of the status of the many facets of the district and have intimate knowledge of the nuances that led to certain issues being brought up to a public meeting for consideration. It is under the purview of the board to minimize exposure to risk all the while balancing the needs of the community of students and staff, and communicating effectively, in actionable and intentional manner, to the administration where the imperatives and boundaries of their duties and actions reside.

9) Briefly describe your commitment to public education and our local school district.

I believe public education is the foundation to developing the next generation in our community. I am fully committed in applying my lifelong experience in OUSD to contribute to decision and policy making that will provide better opportunities and growth for our school district. With that experience, I believe that I am better equipped to understand the nuances as well as the history of the school district. Part of that is also recognizing what I may not know and committing myself to learn and better understand the current challenges to working with the district to help make the best decisions. This commitment will not just be realized sitting in a chair and having a prestigious title but will be actualized in the building of personal relationships with community members, learning from first-hand exposure and visits to schools and classrooms what issues are most pressing, and what achievements to highlight and celebrate.

10) What do you see as the strengths of the school district?

I believe one of the most untapped resources, and one in which I've been advocating for the last decade, is leveraging the diverse higher education systems that are so close in proximity to OUSD. I believe collaborating and building partnerships with successful and well-resourced organizations can help build our OUSD community for the present and future. One of the greatest strengths may be our district's demographic and socioeconomic diversity. One that can help foster growth and strengthen our ability to address challenges and needs of our district.

Ultimately, though, the greatest strength are the people that make up our community; the teachers, students, staff, parents, professionals, etc. who are the forward-facing service providers to that which is most precious, our children. Their dedication and devotion to education and service is what I benefited from in my experience in this district as a student and what I owe my success to.

11) What do you see as the area(s) most needing improvement in the school district?

I believe building trust with the community is critical right now. Post recall and perceived unrest within the school board, I believe building trust and ensuring that the community understands our commitment to our students and educators is paramount. If appointed, I hope to be part of the healing process in our fractured community and help recenter our focus back to the business of supporting our schools, honoring and respecting our teachers, and serving and educating our students. In my appointment, I hope to bring new and sound ideas for incorporating and highlighting stories from our schools so we as a community can hear the strengths, challenges, and success from first-hand experiences. As a board, we can better understand, gain insight, and learn what policies have worked, what can be improved on, and perhaps feel proud of the work that is done in our communities.



OLIVER LOPEZ, PHD, MA

EDUCATOR | RESEARCHER | ADVOCATE

PROFESSIONAL SKILLS

SAS
R, RStudio
STATA
SPSS
NQuery
G*Power
Various Video Conferencing Tools
Fluent in Spanish

CONTACT DETAILS



[Redacted Email Address]



Orange, CA 92869

EXPERIENCE HIGHLIGHTS

14+ years of exceptional classroom instruction experience, catering to graduate-level biostatistics students hailing from diverse disciplines such as medicine, public health, business, and veterinary science.

8+ years of effective instruction specializing in programming languages and statistical software, adept at facilitating the learning process for students with no prior programming experience.

6+ years of invaluable expertise in clinical research, excelling as a biostatistician, contributing to numerous indications leading to FDA approval

Dynamic and impactful discussion facilitator, proficient in the online modality, harnessing creative tools and cutting-edge hardware to deliver an immersive and transformative learning experience.

CURRENT POSITION

INSTRUCTIONAL ASSOCIATE PROFESSOR OF MATHEMATICS

Chapman University, 2016 - Present

My main area of instruction is in **statistics** and **biostatistics** at the undergraduate and graduate level, primarily for math and other departments across campus.

I specialize in and have taught multiple sections of Math 203 Introduction to Statistics and Math 303 Biostatistics, focusing on training students as future practitioners of statistics and users of the tools taught in class to apply them in any area of life, work, and research.

I collaborate with other programs to help train their graduate students in statistical methodology and theory, specifically CS 503 Statistical Methods for the Computational and Data Sciences program and EDUC 760 Quantitative Approaches to Inquiry and 762s Special Topics in Advanced Research Methods.

Notable Achievements in the Classroom

- Designed the first Introduction to Statistics course using R and RStudio
- Incorporate topics of ethics and human subjects' protections in all my syllabi
- Enhance learning of statistical methodology in the classroom with real industry examples from my practice as a biostatistician
- Inspire and mentor students to propose their own original research projects and present them as posters in the University's semesterly Student Research Symposium

Notable Institutional Service

Partnership with the Achievement Institute for STEM Scholars (AISS), a local non-profit organization that specializes in STEM outreach and college-readiness to high school students in Santa Ana Unified. (Since 2016)

- Secured over \$5K in funding for special events space use and refreshments.
- Garnered support from my dean and other administrators to host AISS' summer activities free of cost in university classrooms, over \$20K in savings for AISS.
- Connected our faculty to this organization so they can share their personal educational journey and present their research to AISS scholars.
- Connected the vast professional network of AISS volunteers and supporters to members of our university community.
- Promoted the institution's goals of recruitment on route to becoming a Hispanic Servicing Institution.

Undocumented Student Support. (Since 2016)

- Founded an unofficial yet widely recognized staff and faculty forum which sought to educate the university community about the issues faced by undocumented/DACA students.
- Connected and referred undocumented students to people and services throughout campus.

Notable Institutional Service (continued)

Undocumented Student Support. (Since 2016) (Continued)

- Participated in a working group organized by Dean of Students Dr. Jerry Price, in the 2018-2019 academic year, to investigate solutions to several issues related to undocumented students and access to resources.
- Mentored and volunteered with a graduate student who organized the first Undocumented Students Conference at Chapman University in the fall of 2019.
- Contributed a welcome message to those seeking resources for undocumented students via the DEI Chapman University page: <https://www.chapman.edu/diversity/resources/resources-for-students-who-are-undocumented.aspx>

Service to Institutional Talent Seeking and Vetting.

- Served on the hiring committees for Program Director and Faculty for the Latinx Studies Minor (2017), Vice President of Diversity Equity and Inclusion (2020), Director of Latinx Excellence (2020), and Diversity Equity and Inclusion Faculty Mentor for Schmid College (2021).

Service to First Generation Student and Promising Futures Programs.

- Panelist at events for first year students and their parents discussing. (2019 - Present)
- Collaborator with directors from the Office of Diversity Equity and Inclusion for student support, programs, and outreach. (2020 - Present)

Student Mentorship

Inspire and guide undergraduate students in non-STEM majors to investigate a data problem using the tools discussed in class. The ultimate goal is to encourage students to present their work at the Student Scholar Symposium and have this be their first exposure to conducting and presenting research.

At large, I engage with students in and out of my classroom and offer tangible and moral support for overcoming challenges while in pursuit of higher education.

MENTOR TO STUDENT SCHOLARLY WORK

Garcia, Christopher and Lopez, Oliver, "Formula 101 Using 2022 Formula One Season Data to Understand the Race Results" (2023). Student Scholar Symposium Abstracts and Posters. 583.

https://digitalcommons.chapman.edu/cusrd_abstracts/583

Vavoso, Analisa, "Am I Staying Active? Analyzing Daily Activity and Health Trends" (2023). Student Scholar Symposium Abstracts and Posters.

Hsieh, Charles, "It's Music to My Ears! Tracking Top Songs on Spotif" (2023). Student Scholar Symposium Abstracts and Posters.

Nolte E, Frisch F, Lopez O (2020) The Physiological Interaction of Sleep Deprivation and Zoledronate on Distal Femur Trabecular Thickness of Ovariectomized Rats. Arch Epidemiol 4: 145. <https://doi.org/10.29011/2577-2252.100045>

Nolte, Erin, "The Effects of Zoledronate and Sleep Deprivation on the Distal Femur Trabecular Thickness of Ovariectomized Rats: Application of Different Statistical Methods" (2020). Student Scholar Symposium Abstracts and Posters. 392. https://digitalcommons.chapman.edu/cusrd_abstracts/392

Girardi, Maija, "Athletes and their Relationship with Sleep" (2019). *Student Scholar Symposium Abstracts and Posters*.

Budd, Tommi, "Does Parental Financial Assistance Affect a Student's Overall Experience at Chapman University?" (2019). Student Scholar Symposium Abstracts and Posters.

Renna, Charley, "Predicting Market Trends: Effects of GDP and PMI on Changes in Stock Closing Prices" (2019). Student Scholar Symposium Abstracts and Posters. 361. https://digitalcommons.chapman.edu/cusrd_abstracts/361

Noghreian, Colette, "How is Your Productivity Affected Based on Your App Usage?" (2017). *Student Scholar Symposium Abstracts and Posters*. 263. https://digitalcommons.chapman.edu/cusrd_abstracts/263

El-Shanti, Jawa, "Do You Know What Your Phone is Doing to You? - Analysis on Usage Data Over an Entire Semester" (2017). *Student Scholar Symposium Abstracts and Posters*. 238. https://digitalcommons.chapman.edu/cusrd_abstracts/238

Simmons, Brittany, "Gilmore Girls and Instagram: A Statistical Look at the Popularity of the Television Show Through the Lens of an Instagram Page" (2017). Student Scholar Symposium Abstracts and Posters. 236. https://digitalcommons.chapman.edu/cusrd_abstracts/236

MENTOR TO STUDENT SCHOLARLY WORK (CONTINUED)

Hopkins, Amber, "Happiness and Financial Status in the Chapman University Undergraduate Community" (2016). *Student Scholar Symposium Abstracts and Posters*.

Page, Katie, "Just Another After-School Program? A Cross-Sectional Look at Whether Access to Educational Resources and Mentorship via Casa de Amistad Improves Students' Academic Outcomes in the San Dieguito School District" (2016). *Student Scholar Symposium Abstracts and Posters*. 222.
https://digitalcommons.chapman.edu/cusrd_abstracts/222

PUBLICATIONS

Kaur, G., Ramirez, A., Xie, C., Clark, D., Dong, C., Maki, C., Ramos, T., Izadyar, F., Najera, S. O. L., Harb, J., & Hao, J. (2022). A double-blinded placebo-controlled evaluation of adipose-derived mesenchymal stem cells in treatment of canine atopic dermatitis. *Veterinary Research Communications*, 46(1), 251-260. doi:10.1007/s11259-021-09853-9

Bender, N. M., Segall-Gutierrez, P., Najera, S. O., Stanczyk, F. Z., Montoro, M., & Mishell, D. R. (2013). Effects of progestin-only long-acting contraception on metabolic markers in obese women. *Contraception*, 88(3), 418-425.
doi:10.1016/j.contraception.2012.12.007.

Stein, L. I., Polido, J. C., Najera, S. O., & Cernak, S. A. (2012). Oral care experiences and challenges in children with autism spectrum disorders. *Pediatric Dentistry*, 34(5), 387-391. PMID: 23211914.

ABSTRACTS

Stein, L. I., Polido, J. C., Lopez Najera, S. O., & Cernak, S. A. (2013). Behavioral and Physiological Measures of Arousal and Sensory Responsivity at the Dentist [Abstract]. *The Explorer. Journal of USC Student Research*, 5, 53.

POSTER PRESENTATIONS

Stein, L. I., Polido, J. C., Lopez Najera, S. O., & Cernak, S. A. (2013). Behavioral, psychological, and physiological measures of anxiety and stress at the dentist. Poster presented at Research Day 2013 at the Herman Ostrow School of Dentistry of USC, Los Angeles, California.

CONFERENCE PRESENTATIONS

Nguyen, K.L., Lopez Najera, S. O., Dervishian, D., Flisik, T., Kakiba-Russell, K., Kido, J., Lopez, A., & Moskovitz, D. (2020, July 31). Comparing the Effects of Repetition, Observation of Active Learning, and Kinesthetic Learning on Non-Major General Biology Students. Paper presented at the SABER national conference.

INDUSTRY EXPERIENCE

BIostatistician

Integrium LLC, 2016 - 2023

In this role, my practice spanned phase I, phase IIa, and phase IIb trials across diverse conditions such as diabetes, covering wound closures due to disease progression and innovative insulin delivery methods. I also worked on studies focusing on bioequivalence and pharmacokinetic parameters as primary outcomes for a range of indications.

I gained experience in study related procedures from preliminary sample size calculations, to writing or contributing to study conduct documents such as protocols, randomization plans, and SAPs, to analysis of data using SAS and R, and finally intricately involved in database locking procedures and submission dataset programming and preparation.

Other skills include:

- Provided statistical expertise and managing the activities for personalized medicine companion diagnostic device analytical and clinical studies.
- Authored study specific plans including randomization plans, statistical analysis plans, interim analysis plans, and technical reports for internal purposes.
- Calculated sample size estimates and produced reports for various types of quantitative outcomes.
- Wrote statistical sections of technical documents including protocols when requested.
- Assisted clinical staff and medical writing teams interpret results and draft effective and instructive explanations of statistical results.
- Managed and programmed submission data set deliverables for various types of studies and indications.
- Represented the company and sponsors in investor meetings, presenting and explaining results to clinicians and investors.
- Maintained knowledge of ICH/FDA regulations regarding statistical analysis, clinical practices, and other pertinent guidance.

INDUSTRY EXPERIENCE (CONTINUED)

COMMUNITY BOARD MEMBER

Southern California Kaiser Permanente Institutional Review Board, 2014 - 2019, Reappointment in 2024

- Protected human subjects involved in research by ensuring the proposed research is ethical, just, and free of coercion
- Reviewed applications, research proposals, and protocols submitted by private research firms, pharmaceutical companies, cooperative groups, and device manufactures including protocols of phase I, II, and III for a variety of experimental treatments (pharmaceutical, biological, and devices, biological and other) for a variety of diseases and conditions
- Verified mechanisms are in place to protect the human subjects involved for the various research proposals submitted
- Assisted medical experts on further understanding statistical matters and their potential consequences on issues like consent (e.g. cluster randomization and studies of comparative effectiveness)
- Maintained abreast of the code of federal regulations concerning human subjects research

RELATED EXPERIENCE

LECTURER

University of Southern California, Online Master's in Public Health Program, 2020 - Present

My instructional area of focus with this program is their introductory graduate level biostatistics course, PM510 Principles of Biostatistics.

- Expose students to real-life, industry research related examples that apply the methods discussed in class.
- Train students to use SPSS proficiently for data cleaning, data summary generation, and data analysis including ANOVA, simple linear regression, survival analysis, logistic regression, and non-parametric methods.
- Support the maintenance of the Math Bootcamp I developed as a graduate student.
- Connect students with academic and industry colleagues to assist in internship placements or job opportunities.

RESEARCH ASSISTANT

University of Southern California, Online Master's in Public Health Program, 2014 - 2016

- Collaborated with the program director on matters pertaining to student recruitment, student retention, and quality of programs
- Analyzed student demographic and academic data to assist the program director in making data-based decisions on curriculum and academic standards
- Produced reports submitted to the Council of Education for Public Health
- Developed a 'Math Bootcamp', an online resource for incoming Online MPH students to review mathematical concepts necessary for success in the biostatistics related coursework. This tool is still utilized today and has helped many students update their understanding of mathematical concepts

TEACHING ASSISTANT

University of Southern California, Online Master's in Public Health Program, 2014 - 2016

Courses as teaching assistant include Principles of Biostatistics and Global Health.

- Implemented synchronous and asynchronous teaching strategies in an online modality for biostatistics and linear regression courses
- Developed course reader material for the Online MPH biostatistics courses
- Trained other teaching assistants to transition from in-person instruction to online instruction, including software and hardware training and facilitation strategies

TEACHING ASSISTANT

University of Southern California, Division of Biostatistics, 2009 - 2016

Courses as teaching assistant include Principles of Biostatistics, Data Analysis, Categorical Data Analysis, Statistical Methods for Epidemiological Studies, and Principles of Epidemiology.

- Led discussion groups of supplemental learning
- Created guides for use in learning SAS, STATA and other software used in courses
- Trained new teaching assistants on effective classroom and discussion management strategies
- Assisted faculty in grading and other administrative duties

SELECTED VOLUNTEER AND COMMUNITY ENGAGEMENT

ACHIEVEMENT INSTITUTE FOR STEM SCHOLARS

Volunteer and Advisor to the Board of Directors (2009 - Present)

- Share my life and educational journey to each cohort of scholars with the purpose to motivate and inspire.
- Present my area of research and expertise and create and facilitate applied data analysis projects in R.
- Advise the board of directors on pedagogical approaches to math education and identify resources the program can leverage.

LUEVANO FOUNDATION

Member of the Board of Directors (2016 - Present)

The Luevano Foundation's aim is to assist families in affording a Catholic Primary School Education for their children. Scholarships are awarded annually to students who have demonstrated economic need and academic potential. This foundation is a fund of the Orange County Community Foundation (OCCF).

- Develop novel fundraising activities which engage a younger demographic of donors that are sustainable.
- Plan and execute fundraising and community events that have raised over \$10K each.
- Strategize giving opportunities and ask activities throughout the year to maximize exposure and donation amounts.
- Network with religious and secular institutions, businesses, and individuals to raise the profile of the foundation and highlight the caliber of our scholarship recipients.

HISPANIC EDUCATION ENDOWMENT FUND

Volunteer and Invited Speaker (2016 - Present)

Scholarship Recipient (2003)

- Invited panelist at "Welcome New Scholar" events for the classes of 2020, 2021, and 2022.
- Participate in promotional videos for this organization expressing the impact their support has made for me.
- Innovate opportunities to engage young professionals in giving campaigns.
- Design media for promotion of alumni and welcome messages to new scholarship recipients.

AWARDS

VP of DEI Support Request Fund Recipient

- Successful petition for fund support of AISS activities on campus in 2022 (\$1,500) and 2023 (\$1,000)

Archdiocese of Los Angeles Nomination for Recognition at the annual Mass in Recognition of All Immigrants (2022)

- Nominated anonymously by a member of the Diocese of Orange in recognition of my outreach and support relating to Undocumented Students.

Congressional Recognition for the Undocumented Student Conference at Chapman University (2019)

- Recognized by Representative Lou Correa for my contributions and effort to helping make the conference a success.

Hispanic Education Endowment Fund, Apple of Gold Recipient (2017)

- Recognized for excellence in teaching and community involvement.

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA

Ph.D. in Biostatistics (2016)

- Dissertation title: The Effect of Delayed Event Reporting on Interim Monitoring Methodologies in Randomized Clinical Trials

CALIFORNIA STATE UNIVERSITY FULLERTON

M.A in Applied Mathematics (2008)

- Consulted with General Electric for my capstone project applying level-set theory to image processing and body imaging scans

CHAPMAN UNIVERSITY

Double B.A. in Mathematics and Computer Science (2005)

April 23, 2024

Orange Unified School District
Superintendent's Office
1401 North Handy Street, Orange CA 92867

Dear Orange Unified School District Board,

I am writing to recommend Oliver Lopez for the provisional appointment of District Area 7. I have had the privilege of knowing and working with Oliver in community and educational settings for many years. I have been impressed with Oliver's leadership, knowledge, preparation, ability to understand and solve complex problems, and his community roots.

Oliver and I met when while supporting undocumented students at Chapman University. Oliver was one of the leaders of this coalition and organized support around this population of students. With Oliver's organizing and ability to unite people, many students felt safe and cared for in this institution. Moreover, we supported a particular student with her tuition. The organizing and support this student received helped her stay enrolled and continue her educational dream. Oliver demonstrated his ability to communicate the challenges and offer solutions that immediately impacted students and their families. I knew then he was a leader.

I have seen Oliver thrive and develop throughout the years: getting married, obtaining a PhD, teaching, and becoming a parent. Oliver earned his PhD in Biostatistics. He is a first-generation student and the first in his family to obtain a PhD. Oliver displays intellectual ability and a thorough understanding of both finances and school curriculum. As a professor, Oliver is prepared for this position. Additionally, Oliver represents the ethnicity of many of the students in the district and is an example of what an immigrant student of the OUSD public schools' system can accomplish. I am confident Oliver would be a healthy and stable addition to the board.

I strongly recommend Oliver to contribute his vast knowledge of finances and academia. It is rare to find someone who possesses the solid set of skills that OUSD trustees need. Students need to see themselves reflected in our leadership at every level. Orange Unified would be fortunate to add Oliver to their board. There is no perfect candidate for this position, and the district would be remiss in passing up this community member with strong roots in Orange Unified (attending K-12 public schooling). Lastly, Oliver would never add his name to this appointment process without the full support of his family. Oliver is ready to serve, do not miss this rare opportunity.

Please feel free to contact me at 949-606-3638 if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Valencia", with a long horizontal line extending to the right.

Betty Valencia, PhD
Orange Resident