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Thanks to Patricia Gandara, Laurie Russman, Jared Sanchez, and Ana Soltero-Lopez at The Civil Rights Project / Proyecto Derechos Civiles, UCLA, for the figure on page 2.

This conference is made possible, in part, through the support of the CSRC Latino Research Program, which receives funding from the University of California Committee on Latino Research, and the CSRC California Program on Opportunity and Equity, which receives funding from the William and Flora Hewlett Foundation.

*Improving Latino Education: Roles and Challenges for Superintendents and School Boards*, CSRC Research Report No. 11, is available at [www.chicano.ucla.edu](http://www.chicano.ucla.edu). This report, authored by Peggy Fan, with contributions by Jenny Walters, Erica Bochanty, and Carlos Manuel Haro, surveys the roles and responsibilities of school boards and superintendents, assesses the challenges that face the governance teams of urban districts, and offers recommendations for improving the education of Latina/o students.

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# UCLA

Chicano Studies Research Center  
Graduate School of Education & Information Studies

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THE 2008 LATINA/O EDUCATION SUMMIT

## K-12 EDUCATION

### What Can School Board Members and School Superintendents Do to Assure Student Success?



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Friday, May 23, 2008  
UCLA Faculty Center  
9:00 a.m. – 5:00 p.m.

# From the Director

On behalf of the UCLA Chicano Studies Research Center (CSRC) and the Graduate School of Education and Information Studies, welcome to the Third Annual Latina/o Education Summit. The summit series represents an ongoing effort to explore the factors facing Latina/o students at each segment in the education pipeline. By bringing together scholars, educators, community representatives, policy makers, and students, we hope to share information, highlight best practices, and develop consensus on practical solutions.

National data show that of every 100 Latino elementary school students, almost half do not graduate from high school. In California, Latina/o students compose half of the K-12 student population, a clear sign that the state's future depends on taking effective steps to increase the number who not only will earn high school diplomas but will continue into higher education.

Each year, we focus on a crucial issue that affects public education for Latina and Latino students. The policy briefs and research reports related to earlier summits are available at [www.chicano.ucla.edu/press](http://www.chicano.ucla.edu/press).

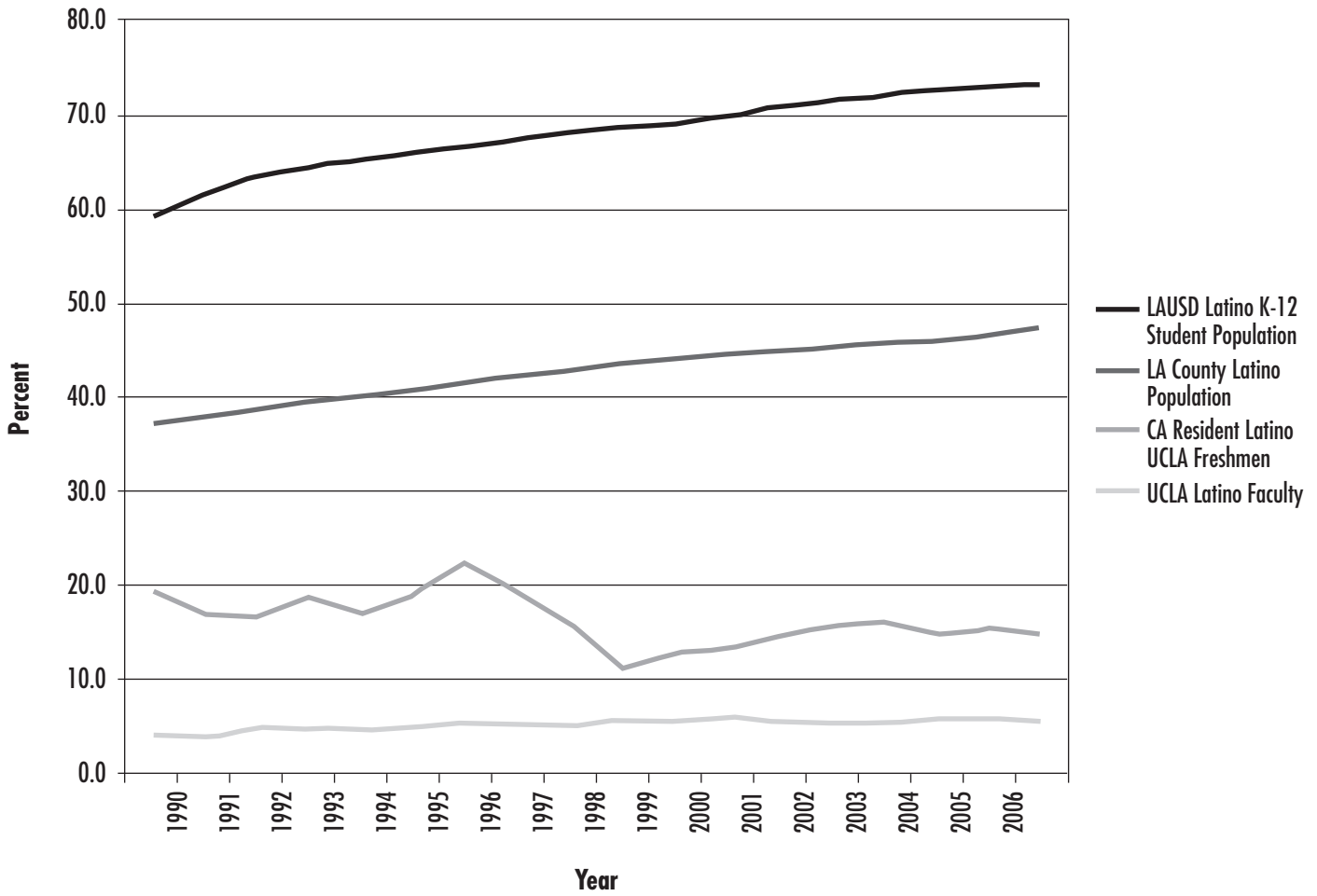
The theme for this year's summit is "K-12 Education: What Can School Board Members and School Superintendents Do to Assure Student Success?" The summit brings together school board members and school superintendents from the Los Angeles Unified School District (LAUSD) and the Montebello Unified School District (MUSD), which have the largest enrollments of Latino students in the country, and the Los Angeles County Office of Education, which provides services to the county's eighty school districts. These policy makers will identify and explore factors at the primary and secondary levels that are critical if Latina/o students are to make successful transitions through the education pipeline.

I want to acknowledge the great work done by the Education Summit planning group: Dr. Carlos Manuel Haro (summit coordinator), Professor José Luis Santos (faculty moderator), doctoral student Peggy Fan (research), and CSRC staff member Jennifer Walters (editorial support). Finally, I want to acknowledge the support of the CSRC Latino Research Program, which receives funding from the University of California Committee on Latino Research, and the CSRC California Program on Opportunity and Equity, which receives funding from the William and Flora Hewlett Foundation.

By focusing this summit on educational leadership, we will consider the research, resources, and relationships needed to remedy and strengthen the education pipeline for K-12 Latina/o students. In this way, we can join together in realizing the goal of educational equity for all students and in laying the foundation for a better future for all Californians.

Chon Noriega  
Professor and CSRC Director

## Latinos and Education in Los Angeles



Source: The Civil Rights Project / Proyecto Derechos Civiles, UCLA.

# Program

## 9:00 a.m.

Registration  
UCLA Faculty Center, California Room

## 9:30 a.m.

Welcome and Introductions  
**Director Chon A. Noriega**, UCLA  
Chicano Studies Research Center  
**Associate Dean M. Belinda Tucker**,  
UCLA Graduate Division  
**Dean Aimee Dorr**, UCLA Graduate  
School of Education and Information  
Studies  
**Professor José Luis Santos**, Summit  
Moderator, UCLA Graduate School of  
Education and Information Studies

## 10:00 a.m.

Los Angeles Unified School District  
*How Do You Close the Achievement Gap  
and Deal with a Major Budget Cut?*  
**Ms. Mónica García**, President, Board  
of Education  
**Ms. Yolie Flores Aguilar**, Member,  
Board of Education  
**Ms. Alma Peña-Sánchez**, Local  
District 2 Superintendent

## 11:30 a.m.

Lunch

## 1:00 p.m.

Montebello Unified School District  
*Raising Student Performance: Can We Do It  
Together?*

**Mr. Hector A. Chacon**, Board of  
Education

**Mr. Edward Velasquez**, Superintendent

## 2:15 p.m.

Break

## 2:30 p.m.

Los Angeles County Office of Education  
*Leading Educators, Supporting Students,  
Serving Communities: What Impact Can the  
Office of Education Have?*

**Dr. Darline P. Robles**, County  
Superintendent of Schools

**Mr. Thomas A. Saenz**, Member, Board  
of Education

## 3:45 p.m.

Break

## 4:00 p.m.

Concluding Session  
*What Educational Leadership Can Do to  
Assure Student Success: A Summary*

**Professor José Luis Santos**, Moderator

**Ms. Lorelle Espinosa**, Panel Reporter

**Mr. Douglas Barrera**, Panel Reporter

Closing Remarks

**Director Chon A. Noriega**

## 5:00 p.m.

Reception

# Discussion Questions

For Latina/o students, progress through the education pipeline does not flow smoothly from one end to the other. Instead, the pipeline is broken, and Latina/o students are lost at each segment. Only a trickle emerges at the far end with a doctoral degree. This summit asks three overarching questions:

- What are the critical transition points for Latino K-12 students?
- What can be done to improve the educational attainment of these students, not only in K-12 but also beyond?
- How can school boards and superintendents improve K-12 education during a period of budgetary crisis?

Below are specific questions that the panelists will address:

1. In school districts with large Latino student enrollments, what are the roles of school board members and the superintendent? How can school boards and school superintendents positively influence Latino students, promote their success, and encourage their enrollment in college?
2. How do school boards and superintendents identify and support “best practices”—the programs and pedagogical tools that have a positive influence on Latino student achievement?
3. Within LAUSD, MUSD, and Los Angeles County, what are some of the “best practices” that relate to academic success and college enrollment for Latina/o students?
4. Parental expectations and aspirations about going to college have a positive effect on baccalaureate attainment. What programs and policies do you have in place to encourage and shape college aspirations?
5. We know that the transition from middle to high school is critical. All students, but particularly Latina/os, are more likely to attend college and attain a bachelor’s degree if they plan for college and establish a sense of purpose for their high school work. What programs and policies do you have in place to develop “college knowledge” as early as middle school?
6. We know that the high school courses that students complete have a significant effect on college access and baccalaureate attainment; pre-Calculus and Calculus are particularly important. We also know that English, especially remedial English, plays a significant role. What programs do you have in place to provide solid math preparation for Latina/o students, and what type of English and English remediation programs do you offer?

**7.** Overall, Latina/o students have a better chance of earning a bachelor's degree if they are encouraged by their families to go to college, create a plan for college enrollment as early as middle school, take at least three years of mathematics courses, and start their postsecondary education at a four-year institution. What policies and programs do you have in place that create a college-going culture and ensure success at critical points?

**8.** The University of California's A-G course requirement filters out many Latina/os who aspire to attend a UC. Do you offer all the A-G requirements? If not, why not? If so, are your students moving through these courses successfully?

**9.** Can school boards and superintendents improve K-12 education during a period in which the governor has proposed significant cuts to California's public education? How would you protect education funding and solve the state's budget crisis?

# Biographies

## **Chon A. Noriega**

*Director of the UCLA Chicano Studies Research Center  
University of California, Los Angeles*

Dr. Noriega is a professor in the UCLA Department of Film, Television, and Digital Media. He has been the CSRC's director since 2002 and editor of the CSRC Press since 1996. The CSRC Press publishes academic books, policy briefs, and *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field since its founding in 1970. Noriega has curated numerous media and visual arts projects and has helped recover and preserve independent films. His current exhibition, *Phantom Sightings: Art after the Chicano Movement*, is at the Los Angeles County Museum of Art through September 1, 2008, and will travel to sites in New York, Texas, and Mexico. Dr. Noriega's academic recognitions include the Getty Postdoctoral Fellowship in the History of Art and the Rockefeller Foundation Film/Video/Multimedia Fellowship. He is author of *Shot in America: Television, the State, and the Rise of Chicano Cinema* (Minnesota, 2000) and editor of nine books dealing with Latino media and performance and visual art.

## **M. Belinda Tucker**

*Associate Dean, Graduate Division  
University of California, Los Angeles*

Dr. Tucker is a social psychologist and professor of psychiatry and biobehavioral sciences at UCLA, based in the Center for Culture and Health at the Semel Institute for Neuroscience and Human Behavior. She is also a faculty associate of the Bunche Center for African American Studies. Dr. Tucker currently directs the National Institute of Mental Health—funded by the Family Research Consortium IV, a national collaborative network of scholars interested in family mental health—as well as its affiliated national postdoctoral training program. In collaboration with anthropologist Claudia Mitchell-Kernan, Dr. Tucker directed a national panel survey that examined the social context and social and psychological correlates of family formation behaviors and attitudes in 1996–1997 and 2004–2005. Through a UCLA Community Partnership grant with Friends Outside of Los Angeles County, she is currently examining the impact of incarceration on adult family members in Southern California. Dr. Tucker has authored over seventy articles and monographs on marriage and couple relationships, interethnic relations, and research methods for diverse populations.

**Aimee Dorr**

*Dean of the Graduate School of Education and Information Studies*

*University of California, Los Angeles*

Dean Dorr is a member of the American Educational Research Association (AERA), the American Psychological Society, the International Communication Association, and the Society for Research in Child Development; she is a fellow of the American Psychological Association. Dean Dorr is a distinguished teacher and scholar who is recognized internationally for her work on the roles of electronic media in children's informal and formal education. She is currently involved in efforts to assist teachers in integrating new technology intelligently into their classrooms. Dean Dorr's research interests include processes by which electronic media are used by and affect children and adolescents, roles of television and parents in the socialization of emotions, the design of effective and beneficial electronic media products, and media literacy.

**Summit Moderator****José Luis Santos**

*Assistant Professor in Higher Education and Organizational Change*

*Graduate School of Education and Information Studies*

*University of California, Los Angeles*

Dr. Santos is an affiliate scholar of the Higher Education Research Institute. His research centers on comparative state policy research in higher education, involving higher education economics, finance, and public policy. He works on issues affecting students from underrepresented groups, such as the influence of finances on equity and access, the burden of student debt, and the linking of tuition-setting policies with need-based aid policies. He was selected as an associate of the National Center for Public Policy and Higher Education in 2006. Before joining UCLA, he was a senior institutional researcher and the founding director of the Latina/o Policy Research Initiative at the University of Arizona.



## **Mónica García**

*President, Board of Education*

*Los Angeles Unified School District*

Ms. García, the third Latina to serve on the LAUSD Board of Education, was elected in 2006. She was born and raised in East Los Angeles and graduated from the University of California, Berkeley, with bachelor of arts degrees in Chicano studies and political science. She later earned her master's degree in social work from the University of Southern California. She has extensive experience in advising and counseling and was a National Association of College Admission Counseling Scholar. She also has led many efforts on community engagement and increasing opportunities for students: she was a founding member of Camp College Los Angeles, the director of Community Services for Eastmont Community Center, and the founder and co-director of Comadres in Action and the Soy Inteligente Project. Prior to joining the Board of Education, she served as chief of staff to José Huizar, former board president.

## **Yolie Flores Aguilar**

*Member, Board of Education*

*Los Angeles Unified School District*

Ms. Aguilar's service on the board focuses on support for teachers and administrators. She aims to partner with parents and city and community leaders. She has held many civic leadership positions during her fifteen-year career in social work. Currently she is the CEO of the Los Angeles Country Children's Planning Council. A first-generation Mexican American, she graduated from the University of Redlands and received a master's degree in social welfare from UCLA.

## **Alma Peña-Sánchez**

*Local District 2 Superintendent*

*Los Angeles Unified School District*

Alma Peña-Sánchez was appointed as Local District 2 Superintendent on April 29, 2008. She oversees all schools in the San Fernando Valley neighborhoods, which include Arleta, Lake View Terrace, North Hollywood, Pacoima, San Fernando, Sherman Oaks, Studio City, Sunland, Sun Valley, Sylmar, Toluca Lake, Tujunga, Valley Village, and Van Nuys. A veteran educator, Peña-Sánchez has held several leadership positions in the LAUSD over the years. She most recently served as the assistant superintendent of the Instructional Services Division. She has been the director of the Language Acquisition Branch, where she supervised five elementary content areas—English language arts, mathematics, history and social science, science, and arts education—and a principal at schools in East Los Angeles, the San Fernando Valley, and Downtown Los Angeles.

## **Hector A. Chacon**

*Member, Board of Education*

*Montebello Unified School District*

Fifteen years ago Mr. Chacon was elected to the Montebello Unified School District (MUSD) Board of Education at the age of 26; he was the youngest person ever to serve on the board. As a school board member, he works closely with teachers and administrators. During his tenure MUSD has gone from the verge of bankruptcy to financial stability. Mr. Chacon was raised in East Los Angeles and has degrees from East Los Angeles Community College, UCLA, and California State University, Dominguez Hills. Mr. Chacon is the president of Quantum Management Services, a public and governmental relations company he started in the 1990s, and a venture capitalist with primary investments in real estate. Chacon resides in the city of Montebello with his wife, Suzie, and their five-year-old daughter, Suzie.

## **Edward Velasquez**

*Superintendent*

*Montebello Unified School District*

Mr. Velasquez has worked to increase student achievement within his district. He has worked with economically disadvantaged children for many years, first as a teacher in Montebello schools and then as an administrator. A graduate of Whittier College, he received his master's degree in education administration from Azusa Pacific University and attended law school at Western State University. He has been an adjunct professor of education at the California State University, Los Angeles. He is involved and dedicated to the community and to the education of children.

## **Darline P. Robles**

*Superintendent of Schools*

*Los Angeles County Office of Education*

Ms. Robles directs the nation's largest regional education agency, which serves eighty school districts. She is the fiscal and program agent for the nation's largest Early Head Start program, with comprehensive services for 25,000 preschool children. She directs additional childhood education programs including Early Advantage, Children Care Training Institute, Family Literacy Support Network, and Migrant Education. She is also active in a wide range of civic organizations concerned with educational equity and opportunity. Ms. Robles also served as superintendent of the Salt Lake City School District in Utah and the Montebello Unified School District in California.

## **Thomas A. Saenz**

*Member, Board of Education*

*Los Angeles County Office of Education*

Mr. Saenz is the legal counsel to the mayor of the City of Los Angeles, providing legal and policy advice. Before joining the mayor's office, he was an attorney for twelve years at the Mexican American Legal Defense and Educational Fund (MALDEF), where he served as lead counsel in numerous civil rights lawsuits. From 2001 to 2005, he served as vice president of litigation at MALDEF, overseeing the organization's litigation efforts nationwide. Before joining MALDEF, Mr. Saenz was a law clerk to the late Honorable Harry L. Hupp of the Central District of California and the Honorable Stephen Reinhardt of the Ninth Circuit Court of Appeals. He is a graduate of Yale College and Yale Law School.

## **Panel Reporter**

### **Lorelle Espinosa**

*Doctoral Student*

*UCLA Graduate School of Education and Information Studies*

Ms. Espinosa is a third-year doctoral student in higher education and organization change. She is currently working on her dissertation, which examines the persistence of undergraduate women of color in science and engineering fields. Espinosa is a research analyst at UCLA's Higher Education Research Institute, where she is studying the access and persistence of underrepresented students who aspire to biomedical and behavioral science research careers. Espinosa has worked in student affairs at the University of California, Davis, and Stanford University, and she served most recently as the director of undergraduate recruitment and the associate director of admissions at the Massachusetts Institute of Technology.

## **Panel Reporter**

### **Douglas Barrera**

*Doctoral Student*

*UCLA Graduate School of Education and Information Studies*

Mr. Barrera is a doctoral student in higher education and organization change. His research interests include community-campus partnerships, service learning, and the role of higher education in the expansion of civic activity. He is currently working on his dissertation, an impact analysis of university community engagement programs on the civic development of underserved youth and how such programs may facilitate increased access to higher education. Barrera is a researcher with UCLA's Center for Community Partnerships, and he previously served as a research analyst for the Higher Education Research Institute. Before coming to UCLA, he was program director for a non-profit community organizing agency in San Diego and taught community engagement courses at the University of California, San Diego, and the University of San Diego.

### ***Latina/o Education Summit Series Coordinator***

#### **Carlos Manuel Haro**

*Postdoctoral Scholar-in-Residence*

*UCLA Chicano Studies Research Center*

Recently retired as the assistant director of the CSRC, Dr. Haro is the coordinator of the CSRC Latina/o Education Summit series. He has directed a number of scholarly conferences at UCLA, including *Mendez v. Westminster School District: Paving the Path for School Desegregation and the Brown Decision* (2004), *The Sleepy Lagoon Case, Constitutional Rights, and the Struggle for Democracy* (2005), and *Sal Castro and the Chicano Youth Leadership Conference: The Development of Chicano Leadership Since 1963* (2006). Dr. Haro has published on college admission policies, the *Bakke* decision, and school desegregation. As a postdoctoral scholar at the CSRC, he undertakes and directs specific education research projects and assists with the research and fellowship programs of the CSRC.

### ***Latina/o Education Summit Graduate Assistant***

#### **Peggy Fan**

Doctoral Student

UCLA Graduate School of Education and Information Studies

Ms. Fan began her doctoral studies in fall of 2007. She attended Amherst College majoring in Women's and Gender Studies. She completed a honors thesis on women and science and engineering majors. She completed her master's work at University of Oxford, focusing on educational policy borrowing. Her research interests are higher education, globalization, women in science and engineering, feminist studies, and critical race theory. She hopes to work in research and policy on an international scale in the future.

# About the Center

The UCLA Chicano Studies Research Center (CSRC) was founded in 1969 with a commitment to foster multidisciplinary research efforts as part of the land grant mission of the University of California. That mission states that University of California research must be in the service of the state and that it must maintain a presence in the local community.

The CSRC serves the entire campus and supports faculty and students in the College and the professional schools. Since its establishment, the CSRC has achieved international recognition for its leadership role in scholarly research on the growing Chicano and Latino population. Although Chicanos and Latinos constitute one-third of the population of California and one-half that of Los Angeles, and even higher percentages of the students in the region's public school systems, they continue to have disproportionately low access to higher education. Given its campus and community-wide mandate, the CSRC reports directly to the Office of the Chancellor at UCLA. The CSRC also forms part of the Inter-University Program for Latino Research (IUPLR), a consortium of Latino research centers located at twenty-one institutions in the United States.

The CSRC houses a library and special collections archive, an academic press, research projects, community-based partnerships, competitive grant and fellowship programs, and the Los Tigres del Norte Fund. Current research areas include demographics, labor, education, public health, and arts and culture. The CSRC Press has published *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field, since its founding in 1970. It also publishes policy briefs and research reports on educational issues, including reports generated by the Latina/o Education Summit. Information on publications can be found at [www.chicano.ucla.edu/press](http://www.chicano.ucla.edu/press). For further information about the CSRC, go to [www.chicano.ucla.edu](http://www.chicano.ucla.edu).