

# Beyond the Classroom

An Analysis of California's Public School Governance

**JOHN ARRONA**  
**POLICY ANALYST**

**RAQUEL DONOSO**  
**ASSOCIATE DIRECTOR**

**SUMMER 2006**



**LATINO ISSUES FORUM**  
**A PUBLIC POLICY**  
**& ADVOCACY INSTITUTE**

*Advancing California's Social,  
Economic, and Environmental  
Future*



# INTRODUCTION

Education is the top priority for all Californians, including California's 12 million Latinos. Despite spending 44.6 billion in state and local funds on education for 2004-2005, California ranks near the bottom in expenditures compared to other states.<sup>1</sup> Many studies have focused on factors inside the classroom that impact student performance including student to teacher ratios, bilingual instruction and dropout prevention programs. While we have a good understanding of these issues in education, very few studies have documented Latino representation on school boards in California and even fewer have looked at what role Latino school board member representation may play in improving educational outcomes.

Currently, there are almost three million Latino students enrolled in California public schools, which accounts for 47% of all students in the state's public school system. Twenty years ago, the Latino population was about 6.1 million, or 23% of the total state population and 1.1 million, or 29% of the total student population in public schools.<sup>2</sup> Despite the incredible growth of the Latino population, Latino representation on school boards continues to lag throughout the state. According to the National Association of Elected and Appointed Officials (NALEO), there are currently 547 Latino school board members in California.<sup>3</sup> In 1985, there were 221 school board members.<sup>4</sup> Therefore, while the Latino student population has increased by 200%, the number of Latino school board members has increased by 150%. This means that Latinos continue to be underrepresented on school boards and at the current rate of growth may never achieve full representation. This gap in representation raises serious questions about voting, democracy, and equitable representation.

This report analyzes data on a subset of the total number of school districts statewide. The database used for this report provides information on a total of 3,602 possible school board seats statewide.<sup>5</sup>

In general, the overall pattern of representation is dismal. In elementary school districts there are 1,736 school board seats available. Of these seats, Latinos represent only 15%, or 266 members, compared to Anglos who constitute 81%, or 1,405 school board positions. In the high school districts in California there are 377 school board positions. Of these seats, Latinos occupy only 14%, or 52 members, compared to Anglos who occupy 81%, or 305, of the school board positions. Finally, in the unified school districts there are a total of 1,489 school board members. Of these members, Anglos comprise 77%, or 1141 positions, while Latinos only hold 15%, or 225 of the school board member positions available. In total, Latinos account for 15% of all school board members in California despite being almost half of the student population.

In this brief we identify and explore a number of questions about Latino representation on school boards: What is the geographic pattern of Latino representation on school boards in California? Where are Latinos severely underrepresented in relation to the population of Latinos in the district? Are there structural impediments that hinder the ability to elect more Latinos onto school boards? Are there differences in the rate of election to schools boards for Latinos in district-based versus at-large districts? And, what can be done to improve the number of Latinos serving on school boards?

This report takes a closer look at the current state of Latino representation on California school boards, presents GIS maps to provide greater detail about the representation in specific regions throughout the state and concludes with policy recommendations to address this issue.

# BACKGROUND

## CALIFORNIA SCHOOL BOARD REPRESENTATION: THE FACTS

According to the California Department of Education (CDE) there are a total of 1,053 school districts in California. Of these school districts, 329 (31.2%) are unified, 562 (53.3%) are elementary, 88 (8.4%) are high school, 58 (5.5%) represent county offices of education, 7 (0.7%) are within the California Youth Authority system, 3 (0.3%) are state special schools and 6 (0.6%) are School Board of Education charter school districts.<sup>6</sup> This analysis is based on information from 693 of the 988 elementary, high and unified school districts in the state of California.<sup>7</sup> School districts vary widely, from isolated rural districts with less than 20 students to large urban districts with nearly 800,000 students. An elected or appointed school board of three, five or seven members governs the majority of the school districts in California. The members generally serve a term of four years, with staggered elections that produce vacancies every two years.<sup>8</sup>

California law mandates that every district have a publicly elected governing board that is responsible for governing and managing local schools within the limits of state and federal law. Together with the school district administration, the school board is responsible for many fiscal, personnel, instructional, and student-related policies such as adopting the budget and negotiating with employee unions. The school board is also responsible for appointing and dismissing the superintendent.

The three most common processes for electing school board members are at-large elections, district-based elections and by appointment. There are also districts that incorporate more than one method, and are, therefore, in this brief referred to as mixed- election type district. At-large districts are those in which voters of the entire jurisdiction elect the members to the governing body. In these districts often the candidates can live anywhere in the jurisdiction, but in some cases may have to live in a certain area of the jurisdiction.<sup>9</sup> District-based elections are those in which the candidate must reside within an election district that is a divisible part of the political subdivision and is elected only by voters residing within that election district.<sup>10</sup> There are also districts that have both elected members as well as appointed members. The mayor or city council of the city in which the district resides usually makes the appointment.<sup>11</sup>

For example, in Los Angeles County there is a move to provide the mayor with the authority to appoint school board members. Senator Gloria Romero of Los Angeles has introduced Senate Bill 767, which, if passed, would give the mayor the power to appoint all school board members to the Los Angeles Unified School District if the district fails to meet key performance measures.<sup>12</sup> This method of governance is becoming more popular in districts where the mayors would like greater decision-making authority over education issues.

## WHY DO WE NEED EQUITABLE REPRESENTATION ON SCHOOLS BOARDS?

It is important to have equitable representation on school boards since we entrust school board members to set the policies of our public elementary, middle and high schools. School boards are responsible for establishing a vision for the districts schools and maintaining an effective, effi-

cient organizational structure for the district that allows the superintendent and administrators to manage the schools to ensure academic achievement. Therefore, it is critical to have equitable representation since school board members are responsible for hiring and evaluating a superintendent, evaluating and adopting policies that effect all schools in the district, serving as a judicial and appeals body when conflicts go unresolved, monitoring and adjusting district finances and managing the collective bargaining process in the districts.

The relationships that members have with teachers and administrators in the district contribute to the climate of public education in the community. Whether healthy or dysfunctional, a school board has a heavy influence on the spirit that characterizes a community's impression of the school system. Some research has shown that if you have a school member that understands and reflects the community, it will have a positive effect on student performance. Using regression analysis and controlling for intermediary factors, researchers discovered that absent Latino school board members, Latino students were subject to more suspensions and expulsions, were underrepresented in gifted and talented classes, and were overrepresented in special education classes.<sup>13</sup>

The same researchers discovered that Latino representation on school boards was associated with better educational conditions. They found that in districts with more Latino representation, Latino students experienced greater access to equal education and less "second-generation" discrimination.<sup>14</sup> There also appeared to be a ripple effect, whereby more Latino school board members led to an increased number of Latino School administrators, which in turn led to the hiring of more Latino teachers. Another study found that the percentage of school board members who are Latino is positively associated with funding for bilingual education programs, even after controlling for the objective student need for bilingual education.<sup>15</sup> Board representation is, therefore, vital to the aspirations and student achievement of the larger community.

Having equal representation on school boards possibly means more teachers and better resources. For example, research by Meier and Stewart, found the share of Latino school board members was positively associated with Latino administrators.<sup>16</sup> Their research revealed a positive correlation between Latino administrators and Latino teachers. Having equal representation on school board is critical since it is linked to teacher representation. The more Latino school board members and Latino administrators you have in a school district increases opportunities to hire Latino personnel in the district, which can have a positive effect on students. Although there is little discussion in the education literature of how minority teachers effects academic achievement, there is a widespread assumption by scholars in the education community that hiring more minority teachers will improve minority student performance.<sup>17</sup> For example, in another study Hess and Leal examined the relationship between teacher race/ethnicity and student achievement in large urban school districts.<sup>18</sup> They found that the proportion of minority teachers was positively associated with the college matriculation of all students. The study also found that the percentage of minority faculty has a significantly positive effect on college attendance among the overall student population.

### **WHY IS THERE A LACK OF REPRESENTATION?**

The issue of minority under representation in political offices in the United States has been an

important one for many years.<sup>19</sup> A considerable amount of literature finds that one reason for this under representation is that Latinos generally have a difficult time winning at-large seat elections compared to district-based election seats. Minority candidates often lack the resources to launch district-wide campaigns and can sometimes find it difficult to attract Anglo votes. Racially polarized voting is common in American cities that are also commonly residentially segregated. At-large systems tend to suppress the minority vote in elections, resulting in the under representation of minorities in district wide elections, which places minority candidates at a disadvantage. Due to this phenomenon, in 1965 the Voting Right Act was enacted to protect minority interests in elections. The Voting Rights Act became a primary vehicle used to change electoral systems from at-large arrangement to district or “mixed” systems that increased the voting rights for minorities in these districts.<sup>20</sup>

In California, efforts have also been made to address the lack of ethnic representation on governing boards. For example, on July 9, 2002, Governor Gray Davis approved the California Voting Rights Act of 2001. This Act expands the voting rights granted under the federal Voting Rights Act by, among other things, granting standing to groups who are too geographically detached to elect their candidate of choice from a single member district. This eases the path for proportional voting systems to be used as remedies for minority vote dilution.<sup>21</sup>

Armed with the California Voting Rights Act, on July 17, 2004, Latino voters filed a lawsuit in Hanford, California against the Hanford Joint Union High School District (HJUHSD); Latino plaintiffs contended that the at-large system unlawfully diluted the minority vote and unfairly disenfranchised Latinos. This at-large system diluted the Hispanic voting bloc- thus denying Latinos the chance to influence district policies.<sup>22</sup> As a result of suit, the HJUHSD will convert its at-large system of electing school board members into a district-based system. Until last year, only one Latino candidate had been elected to the HJUHSD in 20 years. Now, with the next elections set for November 2006, it is highly likely that at least two of the five-member board will be Latinos.

# METHODOLOGY

The data for this analysis was obtained from three sources of information. LIF was fortunate to collaborate on this research with Dr. Luis Fraga, from the Department of Political Science at Stanford University. Professor Fraga gathered data on the ethnic composition of school board members in California. The data also included information on how school board members were elected in their district. He gathered the information by directly calling school districts and requesting the needed information. Through this process he also collected data about what school districts were elementary, high school or unified. Information was received for 70%, or 693, of the 988 elementary, high and unified school districts in California.

The second source of information that was used for this brief came from the 2000 U.S census demographic data of Latino school district population for all of California. The information collected includes total district population counts and total Latino population counts. This report focuses on the total number of Latinos living in the district as school board members are not just representing the interest of students but also the interest of those people who vote them onto the school district boards.

Lastly, LIF worked with the GreenInfo Network to develop the map series depicting Latino school board representation in California. GreenInfo is a California-based organization that provides computer-based mapping to non-profits, public agencies and public interest organizations to effectively show the relationship between people, places and issues. GreenInfo used GIS mapping to identify school district boundaries for the state of California and superimposed demographic district population data to clearly understand where in the state there is under representation of Latino school board members as compared to the total number of Latinos in the entire school district. The entire school district includes both children and adults. The maps were further identified by elementary, high school, and unified school districts. In the following analysis we look at districts that are severely underrepresented and underrepresented based on the ratio of Latino school board members to Latinos in the entire school district.

We define a severely underrepresented district as one where the difference between the percent of the Latino district population and Latino school board member representation is 50% or greater. For example, Madera Unified in Madera County has a 65% Latino district population and one Latino school board member in the district (14%). Therefore, there is a 50.74% difference between the percent of the population and the percent of Latino school board members, making it severely underrepresented.

School districts that are considered underrepresented are those that have between a 25% - 50% difference in representation as compared to the total Latino population. For example, in West Covina Unified in Los Angeles County, 49% of the students are Latino while there are no Latino school board members in the district. Therefore, there is a 49% difference, which places it into our underrepresented category. We only focus on these two classes of districts since we want to bring attention to the districts that have the most under representation in California.

# FINDINGS/ ANALYSIS

California has a severe need for more Latino school board members. There are an inadequate number of Latinos serving on California school boards when compared to that of the total Latino population living within the district boundaries. There are some school districts in the state where the Latino population is more than half of the people living in the district and yet there is not a single Latino serving on the school board.

## SEVERELY UNDERREPRESENTED SCHOOL DISTRICTS

There are 24 school districts where there is a severe under representation of Latino school board members as a proportion of the number of Latinos in the district.<sup>23</sup> Of these districts, fifteen are elementary, seven are unified school districts, and two are high school districts.<sup>24</sup> While this is a problem in districts throughout the state, there are several areas where we see extreme cases. For example, in Kern County there are three school districts within the county that are considered severely underrepresented. In this county, while there is a total of 87,250 Latinos in the three districts, there is only one Latino school board member. In Tulare County there are eight districts with a total of 12,360 Latinos and only one Latino serving on a school board. The County of San Bernardino has two school districts with a total Latino population of 151,095, yet there is no Latino school board member serving on the Fontana or Rialto Unified School District. In Orange County, the Anaheim Elementary School District has 113,710 Latinos in the district and no Latino school board members. Lastly, on the coast of California in Santa Cruz County, Pajaro Valley Unified School District has a total Latino population of 57,415 without a single Latino member serving on the school board.

## UNDERREPRESENTED SCHOOL DISTRICTS

There are 148 school districts that fall into the 25%-50% underrepresented category. Los Angeles County has the most underrepresented school districts with 18 including the largest school district in the state Los Angeles Unified with over one million Latinos in the district. Los Angeles County is followed by three counties in the Central Valley - Tulare has 13 districts, Kern has 11, and Fresno with 10 severely underrepresented districts. Orange County and Merced County both have eight districts in the county that are underrepresented. The following table provides information from eleven counties in the state that do not have any Latino school board members represented on their school boards.

As the maps illustrate (see maps 1,2,3) both the severely and underrepresented school districts have similar patterns in the Central Valley. In the San Joaquin Valley, both Tulare and Kern Counties have districts that are both severely and underrepresented in terms of Latino representation. In Southern California the County of San Bernardino also has significant numbers of districts in both categories.

It is also important to note that there are 47 districts in the state that have only one Latino on their school board and, are, therefore, only one election away from being severely under represented. This issue raises serious questions about the recruitment, retention and succession planning of Latino school board members throughout California.

## SCHOOL DISTRICTS WITHOUT A LATINO SCHOOL BOARD MEMBER

County	District	Total District Pop.	Total District Latino Pop.	Total Latinos on School Board
<b>Riverside</b>	Corona-Norco Unified, Perris Union High, Palm Springs Unified, Riverside Unified, Banning Unified, Lake Elsinore Unified	<b>694,345</b>	<b>234,580</b>	<b>0</b>
<b>Santa Barbara</b>	Vista Del Mar Union High, Santa Maria Joint Union High, Lompoc Unified	<b>176,540</b>	<b>75,645</b>	<b>0</b>
<b>Santa Cruz</b>	Pacific Elementary, Oak Grove Elementary	<b>23,675</b>	<b>57,685</b>	<b>0</b>
<b>Alameda</b>	San Lorenzo Unified	<b>73,580</b>	<b>19,245</b>	<b>0</b>
<b>Marin</b>	San Rafael City Elementary	<b>55,415</b>	<b>14,270</b>	<b>0</b>
<b>Sacramento</b>	Galt Joint Union High, River-Delta Joint Unified	<b>43,410</b>	<b>12,110</b>	<b>0</b>
<b>Sonoma</b>	Bellvue Union Elementary, Geyserville Unified, Healdsburg Unified	<b>33,940</b>	<b>10,790</b>	<b>0</b>
<b>Solano</b>	Alexander Valley Union Elementary, Dixon Unified	<b>20,555</b>	<b>7,335</b>	<b>0</b>
<b>Tehama</b>	Corning Union Elementary	<b>13,045</b>	<b>3,435</b>	<b>0</b>
<b>Madera</b>	Alview-Dairyland Elementary	<b>1,890</b>	<b>880</b>	<b>0</b>
<b>Sutter</b>	Winship Elementary	<b>140</b>	<b>40</b>	<b>0</b>

## DO ELECTIONS HINDER MINORITY REPRESENTATION?

The lack of Latino representation on school boards is often attributed to “at-large” electoral districts that repeatedly are unable to produce successful Latino candidates. As noted earlier there are three ways to elect a school board member: at-large, district-based or by appointment. There are also districts that use a combination of these methods. We are classifying those districts as “mixed” election districts.

After analyzing the representation of Latino school board members in districts throughout the state, we then looked at how school board members are elected in these districts to decipher if this has a negative or positive effect on the possibility of electing a Latino school board member in the district. We assumed, based on current and past research information, that at-large districts pose greater barriers for Latino school board candidates in districts. In our analysis we found that a majority (92%) of the school districts in California vote at-large to elect their school board members.

The following is an analysis of the number of Latino school board members by method of election in a school district.

**At-Large:** A majority of the school districts in California, 639, vote at-large to elect their school board members. There are a total of 3,240 available seats in the districts that vote at-large. Anglos occupy an overwhelming 2,725 seats, or 79%, of all at-large positions in the state. Latinos make up 472 or 14% of all at-large seats.

**District-Based:** There are fifty-four school districts that have district-based elections.<sup>25</sup> There are a total of 320 school board members in these districts. Of the 320, Anglos are 77%, for a total of 245 members, and Latinos are 20% of the members for a total of 63 Latino school board members.

**Appointed:** There are a total of three elementary school districts that appoint their school board members. San Lucas Union Elementary in Monterey County, Bitterwater-Tully Union Elementary in San Benito County and Casmalia Elementary in Santa Barbara County. In these districts there are a total of 13 school board members. Of these thirteen members there are six Latino members, comprising 46% of all members.<sup>26</sup>

**Mixed:** There are three unified school districts and two elementary districts in California that hold mixed election types, meaning they both elect and appoint school board members. The unified districts are Mountain Empire Unified in San Diego County, Alpine County Unified in Alpine County and Sierra Sands Unified in Kern County. The elementary districts are Cinnabar Elementary and Dunham Elementary, which are both in Sonoma County. Of the school board members in these districts, Anglos are 90% of the members while Latinos account for only 7% of the possible school board member positions. We acknowledge that there may be other school districts that hold mixed elections but from the data we collected, these are the only school districts that were identified.

Based on this information, it appears that Latinos fair better in district-based elections, but the difference is small, 14% versus 20%. The appointment system, while limited, does seem to provide better representation for Latino candidates.

# CONCLUSION

Latino representation on school boards, while increasing, remains limited. Unless more targeted attention is placed on this issue, this gap will continue to grow as the number of Latinos continue to grow.

In established urban areas, with the largest districts, there are serious barriers to participation. Running for office primarily means raising the money necessary to run an effective campaign. The pressure to raise money dissuades a number of candidates to run for a position with tremendous responsibilities, time commitment and minimal compensation.

In rural and rapidly suburbanizing areas of the state, Latinos are still not part of the democratic fabric of these regions. The San Joaquin Valley and Inland Valley have some severe issues of under representation across many levels of government. School boards, city councils and voter registration are all under-represented given population numbers and projected growth.

There needs to be greater research and organizing to understand and remove the barriers to civic participation. There are legal, structural, cultural and economic factors that need to be identified and addressed. Latinos need to take seriously the role we must to play in providing and shaping the policies that impact our children's lives. Leadership development programs can include school boards as a possible target of their efforts.

In addition, there needs to be greater emphasis on assisting school board members, both Latino and non-Latino, to understand the needs of Latino students as it is evident that the gap in representation will not close in the near future. This includes documenting models of successful leadership and programs that made a difference in improving Latino student performance.

Having a Latino surname or heritage is not an automatic indication of the understanding, caring and courage necessary to turn around our failing schools. Our absence from so many of these boards means we need a long-term strategy of participation, vision and accountability. Participation is the first step and one that still needs greater attention.

# RECOMMENDATIONS TO CLOSE THE REPRESENTATION GAP

There is no simple solution that will increase Latino school board representation in California overnight. There are many complimentary strategies that must be implemented to increase the representation of Latino school members and also maximize their effectiveness in improving student performance.

## **POLICY**

### ***Develop a task force to increase minority representation on school boards in California.***

It is essential that statewide and local leaders come together to develop a task force that will be charged with coming up with a five to ten year plan to increase Latino school board representation in districts throughout the state.

Specific attention should be placed on regional strategies in those regions that have districts with severe under representation. The task force should include experts in federal and California voting rights, campaigning, grassroots organizing, political demography and education governance.

The task force should share their plan and seek funding to implement the recommendations. Foundations, for-profit corporations, trade associations, unions and political parties should contribute to funding this task force.

### ***Create a system to publicly finance school board elections to ensure that all interested candidates have the means to run for office.***

Campaigns are very expensive in California and raising funds often deters good candidates from ever running for office. Currently, there is an initiative to publicly finance campaigns for state elective office in California, Proposition 89. Similar initiatives have been proposed at the city level throughout the nation. Through a publicly financed system we can remove the financial barriers that may exist, especially within more competitive districts, for Latino leaders to run for school boards.

### ***Increase and expand programs to train, recruit and retain Latino school board candidates in California.***

California has led the way in developing training programs for leaders interested in running for elected office. For example, Hispanas Organized for Political Equality (HOPE) conducts a Latina Leadership Institute (HLI) that provides a nine-month training program for Latinas interested in running for elected office and making change in the areas of education, health and economics. We must expand programs like HLI that provide comprehensive and intensive candidate training and leadership development skills. By increasing the number of school board members, these members can in turn help mentor and recruit new members, especially in areas with few Latino elected officials.

***Develop a coalition of locally based leaders to work with parent organizations on school campuses and identify potential school board candidates.***

There are many locally based parent organizations and associations on school campuses throughout the state. These organizations are ripe with local school leaders who should be running for office. A statewide coalition of locally based education organizations can work to identify the areas in most need of representation in California and begin to identify leaders that would be promising to enroll in leadership institutes and begin to build a pool of potential school board candidates.

***Create a training module for Latino and non-Latino school board members on the unique challenges of Latino students.***

Given the geographic dispersal of Latino students; it is important that all Board members receive training on the challenges facing Latino students. This includes ELL, dropouts, limited college counseling, poverty and violence. Rather than focus on the problems, the training should include best practices on what other school boards have done to ensure all children succeed in their district.

## **RESEARCH**

***Conduct research on the impact of Latino representation on school board in California.***

This report looks at the issue from the perspective of good government, democracy and representation. We need to understand the impact that having Latinos on school boards has on student achievement. What are some of the factors that make some members more effective at achieving results? This report can include case studies as well as quantifiable data to demonstrate need for more representation and the training necessary for new members.

***Conduct research on all education governance bodies from the ground up.***

Representative democracy does not happen automatically. We need a complete benchmark on all County Boards of Education and Community College Trustees to similarly understand Latino representation at these levels and develop a strategy for intervention if necessary.

*The report was produced by LIF staff, including: John Arrona, Raquel Donoso, and Luis Arteaga. We would especially like to thank Professor Luis Fraga of Stanford University and his students for collecting the data used in this report.*

*Funding for this project made possible by the William and Flora Hewlett Foundation.*

# ENDNOTES

- 1 California Budget Project: School Finance in California and the Proposition 98 Guarantee, April 2006
- 2 California Department of Finance: Demographic Unit. Component of change Report by Race/Ethnicity-1985.
- 3 National Association of Latino Elected officials (NALEO): Education Fund, 2005 National Directory of Latino Elected Officials.
- 4 NALEO: California Latino Elected Officials by Level of Office for 1984 to 1994.
- 5 See APPENDIX A: California School District Totals: Available Seats by School Districts
- 6 California Department of Education, Educational Demographics Office (CBEDS, sifade04 7/26/05, assign04 8/3/05, pubschls 4/29/05.
- 7 See APPENDIX A: California School District Totals. Total School District Information Collected
- 8 Meline Taumani, How to Choose a School Board Candidate: What every voter should know, <http://www.greatschools.net/cgi-bin/showarticle/ca/45/improve.html> (May 16, 2006).
- 9 California Voting Rights Act of 2001. Information available at Program for Representative Government at [www.fairvote.org](http://www.fairvote.org).
- 10 Ibid.
- 11 Carol Brown, National School Board Association Q&A: Elected v. Appointed School Boards, <https://www.nsba.org/site/doc.asp?TRACKID=&VID=2&CID=1456&DID=33287/> (May 16, 2006).
- 12 Senate Bill 767 (2004) a bill relating to school district Governance.
- 13 Kenneth Meier and Joseph Stewart, *The Politics of Hispanic Education*. (Albany: State University of New York Press, 1991), 197.
- 14 Second-Generation Discrimination is defined as “the use of academic grouping and discipline in a discriminatory manner so that minorities students are separated from Anglos” (Meier and Stewart 1991)
- 15 David Leal and Frederick Hess, as quoted in David L. Leal, Valerie Martinez-Ebers and Kenneth J. Meier, *The Politics of Latino Education: The Biases of At-Large Elections*. *The Journal of Politics*, (November 2004), 1226.
- 16 Kenneth Meier and Joseph Stewart, as quoted in David L. Leal, Valerie Martinez-Ebers and Kenneth J. Meier, 1230.
- 17 Joseph Stewart, Kenneth Meier and Robert England, In Quest for Role Models: Change in black teacher representation in urban school districts, *Journal of Negro Education* 58, No.2, (Spring 1989), 140-152. (<http://www.jstor.org/>).
- 18 Frederick Hess and David Leal, “Minority Teachers, Minority Students and College Matriculation: A New Look at the Role-Modeling Hypothesis”, *Policy Studies Journal* 25 (Summer 1997), 344-54.
- 19 Robert Bezdek, David Billeaux, and Juan Carlos Huerta, “Latinos, At-Large Elections and Political Change: Evidence from the ‘Transition Zone.’” *Social Science Quarterly* 81, (March 2000), 207-25.
- 20 Ibid, 208
- 21 Reference
- 22 Juliana Barbassa, Hispanic Voters Sue for Change to Hanford’s Voting System, Associated Press, July 7, 2004 (<http://www.signon-sandiego.com/news/state/20040717-0002-ca-hispanicvote.html>).
- 23 See APPENDIX B: Severely Underrepresented
- 24 See Map #1: Elementary School Districts
- 25 See APPENDIX D: District-Base Elections
- 26 See APPENDIX A: California School District Totals.

# APPENDIX A:

## SUMMARY OF DATA ANALYZED

### I. TOTAL SCHOOL DISTRICT INFORMATION COLLECTED

School Districts	Total
Elementary School Districts	354
High School Districts	266
Unified School Districts	73

### II. AVAILABLE SEATS BY SCHOOL DISTRICTS

School Districts	Seats	Anglos	Latinos
Elementary School Districts	1736	1405	266
High School Districts	377	305	52
Unified School Districts	1489	1141	225

### III. DISTRICTS BY ELECTION TYPE AND SEATS AVAILABLE

Election Type	Total Districts	Seats	Latinos
Mixed	5	29	2
Appointed	3	13	6
Single Member	54	320	63
At-Large	639	3,240	472

# APPENDIX B

## 50% SEVERELY UNDERREPRESENTED

DISTRICT NAME	COUNTY	TYPE	TOTAL LATINO POPULATION IN DISTRICT	% OF DISTRICT POPULATION LATINO	% OF LATINO SCHOOL CHILDREN	% OF LATINO SCHOOL BOARD MEMBERS	% DIFFERENCE BETWEEN % LAT POP & LAT S. BOARD REP	ELECTION TYPE
FIREBAUGH-LAS DELTAS JOINT UNIFIED	Fresno	U.S.D.	6,635	86.85%	93.67%	0	-86.85%	at-large
WASCO UNION HIGH	Kern	H.S.D.	2,275	97.22%	96.88%	0.2	-77.22%	at-large
LE GRAND UNION ELEMENTARY	Merced	E.S.D.	1,710	74.35%	83.33%	0	-74.35%	at-large
COLUMBINE ELEMENTARY	Tulare	E.S.D.	180	65.45%	0.00%	0	-65.45%	at-large
FONTANA UNIFIED	San Bernardino	U.S.D.	93,080	65.29%	71.97%	0	-65.29%	at-large
GREENFIELD UNION ELEMENTARY	Monterey	E.S.D.	11,895	85.18%	93.31%	0.2	-65.18%	at-large
MONSON-SULTANA JOINT UNION ELEM	Tulare	E.S.D.	1,110	64.16%	73.33%	0	-64.16%	at-large
GENERAL SHAFTER ELEMENTARY	Kern	E.S.D.	855	63.33%	79.31%	0	-63.33%	at-large
WILLIAMS UNIFIED	Colusa	U.S.D.	2,770	61.49%	75.00%	0	-61.49%	at-large
WINTON ELEMENTARY	Merced	E.S.D.	5,440	60.58%	70.39%	0	-60.58%	at-large
ANAHEIM ELEMENTARY	Orange	E.S.D.	113,710	59.46%	77.41%	0	-59.46%	at-large
WESTMORLAND UNION ELEMENTARY	Imperial	E.S.D.	2,025	78.64%	92.77%	0.2	-58.64%	at-large
SAUCELITO ELEMENTARY	Tulare	E.S.D.	120	58.54%	0.00%	0	-58.54%	at-large
ALPAUGH UNIFIED	Tulare	U.S.D.	575	56.10%	70.49%	0	-56.10%	at-large
DUCOR UNION ELEMENTARY	Tulare	E.S.D.	725	54.92%	65.22%	0	-54.92%	at-large
OCEAN VIEW ELEMENTARY	Ventura	E.S.D.	9,310	54.80%	66.55%	0	-54.80%	at-large
STRATHMORE UNION ELEMENTARY	Tulare	E.S.D.	2,610	53.43%	69.46%	0	-53.43%	at-large
PAJARO VALLEY UNIFIED SCHOOL	Santa Cruz	U.S.D.	57,415	52.26%	70.32%	0	-52.26%	single-member
RIALTO UNIFIED	San Bernardino	U.S.D.	58,015	52.07%	59.51%	0	-52.07%	at-large
MCCABE UNION ELEMENTARY	Imperial	E.S.D.	1,325	52.06%	48.15%	0	-52.06%	at-large
WOODLAKE UNION ELEMENTARY	Tulare	E.S.D.	6,430	72.00%	78.55%	0.2	-52.00%	at-large
ROCKFORD ELEMENTARY	Tulare	E.S.D.	610	50.83%	66.15%	0	-50.83%	at-large
MADERA UNIFIED	Madera	U.S.D.	44,305	64.74%	74.79%	0.14	-50.74%	at-large
KERN UNION HIGH	Kern	E.S.D.	84,120	50.11%	57.20%	0	-50.11%	at-large

# APPENDIX C

## 25% - 50% UNDERREPRESENTED

DISTRICT NAME	COUNTY	TYPE	TOTAL LATINO POPULATION IN DISTRICT	% OF DISTRICT POPULATION LATINO	% OF LATINO SCHOOL CHILDREN	% OF LATINO SCHOOL BOARD MEMBERS	% DIFFERENCE BETWEEN % LAT POP & LAT S. BOARD REP	ELECTION TYPE
BUTTONWILLOW UNION ELEMENTARY	Kern	E.S.D.	1,310	69.68%	78.00%	0.2	-49.68%	at-large
WEST COVINA UNIFIED	Los Angeles	U.S.D.	28,350	49.29%	63.41%	0	-49.29%	at-large
SAN BENITO HIGH	San Benito	H.S.D.	23,535	49.28%	55.52%	0	-49.28%	at-large
SANTA MARIA JOINT UNION HIGH	Santa Barbara	H.S.D.	58,140	48.94%	57.90%	0	-48.94%	at-large
BAKER VALLEY UNIFIED	San Bernardino	U.S.D.	565	48.09%	66.67%	0	-48.09%	at-large
SEMITROPIC ELEMENTARY	Kern	E.S.D.	275	80.88%	86.96%	0.33	-47.88%	single-member
SEELEY UNION ELEMENTARY	Imperial	E.S.D.	1,970	67.70%	74.29%	0.2	-47.70%	at-large
PALO VERDE UNIFIED	Riverside	U.S.D.	11,630	47.15%	57.62%	0	-47.15%	at-large
ARVIN UNION ELEMENTARY	Kern	E.S.D.	11,790	86.85%	89.36%	0.4	-46.85%	at-large
KINGS RIVER UNION ELEMENTARY	Tulare	E.S.D.	2,050	66.78%	80.67%	0.2	-46.78%	at-large
ALVIEW-DAIRYLAND UNION ELEMENTARY	Madera	E.S.D.	880	46.56%	60.27%	0	-46.56%	at-large
RIVERBANK UNIFIED	Stanislaus	U.S.D.	7,010	46.49%	55.00%	0	-46.49%	at-large
SOLEDAD UNIFIED	Monterey	U.S.D.	10,520	86.05%	91.89%	0.4	-46.05%	at-large
WASCO UNION ELEMENTARY	Kern	E.S.D.	14,450	65.65%	82.22%	0.2	-45.65%	at-large
FOWLER UNIFIED	Fresno	U.S.D.	5,470	65.08%	77.78%	0.2	-45.08%	at-large
COVINA-VALLEY UNIFIED	Los Angeles	U.S.D.	33,580	44.66%	55.87%	0	-44.66%	at-large
ONTARIO-MONTCLAIR ELEMENTARY	San Bernardino	E.S.D.	104,775	64.58%	75.61%	0.2	-44.58%	at-large
LAMONT ELEMENTARY	Kern	E.S.D.	11,870	84.39%	90.07%	0.4	-44.39%	at-large
GONZALES UNIFIED.	Monterey	U.S.D.	7,160	84.28%	89.21%	0.4	-44.28%	at-large
PIXLEY UNION ELEMENTARY	Tulare	E.S.D.	2,380	63.98%	72.79%	0.2	-43.98%	at-large
DELANO JOINT UNION HIGH	Kern	H.S.D.	11,290	83.69%	85.44%	0.4	-43.69%	at-large
DOWNEY UNIFIED	Los Angeles	U.S.D.	66,570	57.40%	68.09%	0.14	-43.40%	single-member
MERCED UNION HIGH	Merced	H.S.D.	59,325	43.37%	45.50%	0	-43.37%	at-large
MAGNOLIA ELEMENTARY	Orange	E.S.D.	25,950	43.25%	59.91%	0	-43.25%	at-large
DOS PALOS ORO LOMA JT. UNIFIED	Merced	U.S.D.	5,975	57.12%	64.63%	0.14	-43.12%	at-large
FAIRFAX ELEMENTARY	Kern	E.S.D.	4,720	61.94%	73.00%	0.2	-41.94%	single-member
COMPTON UNIFIED	Los Angeles	U.S.D.	80,715	55.72%	62.07%	0.14	-41.72%	at-large
MOUNTAIN VIEW ELEMENTARY	San Bernardino	E.S.D.	7,820	41.67%	45.32%	0	-41.67%	single-member
INGLEWOOD UNIFIED	Los Angeles	U.S.D.	47,835	41.66%	55.09%	0	-41.66%	at-large
MAGNOLIA UNION ELEMENTARY	Imperial	E.S.D.	85	41.46%	0.00%	0	-41.46%	at-large
LE GRAND UNION HIGH.	Merced	H.S.D.	6,290	81.16%	90.00%	0.4	-41.16%	at-large
ATWATER ELEMENTARY	Merced	E.S.D.	11,010	40.82%	54.72%	0	-40.82%	at-large
SANTA ANA UNIFIED	Orange	U.S.D.	211,605	80.62%	89.80%	0.4	-40.62%	at-large
SUNNYSIDE UNION ELEMENTARY	Tulare	E.S.D.	1,455	60.00%	69.47%	0.2	-40.00%	at-large
HACIENDA LA PUENTE UNIFIED	Los Angeles	U.S.D.	69,610	59.81%	70.73%	0.2	-39.81%	at-large
WOODLAKE UNION HIGH	Tulare	H.S.D.	7,090	59.73%	71.02%	0.2	-39.73%	at-large
MERCED CITY ELEMENTARY	Merced	E.S.D.	28,490	39.61%	46.75%	0	-39.61%	at-large
KINGSBURG JOINT UNION HIGH	Fresno	H.S.D.	5,475	39.30%	48.57%	0	-39.30%	at-large
GUSTINE UNIFIED	Merced	U.S.D.	3,065	38.80%	52.32%	0	-38.80%	at-large
MEADOWS UNION ELEMENTARY	Imperial	E.S.D.	1,520	78.55%	84.42%	0.4	-38.55%	at-large
SOUTH WHITTIER ELEMENTARY	Los Angeles	E.S.D.	21,740	78.54%	87.67%	0.4	-38.54%	at-large
BUENA VISTA ELEMENTARY	Tulare	E.S.D.	150	38.46%	42.86%	0	-38.46%	at-large
RAVENSWOOD CITY ELEMENTARY	San Mateo	E.S.D.	21,010	58.26%	63.44%	0.2	-38.26%	at-large
NEW HOPE ELEMENTARY	San Joaquin	E.S.D.	855	58.16%	81.13%	0.2	-38.16%	at-large
COLUSA UNIFIED	Colusa	U.S.D.	2,730	37.97%	45.25%	0	-37.97%	at-large
PORTERVILLE UNIFIED	Tulare	U.S.D.	22,910	51.81%	62.14%	0.14	-37.81%	at-large
BUENA PARK ELEMENTARY	Orange	E.S.D.	17,045	37.76%	52.29%	0	-37.76%	at-large
CHINO VALLEY UNIFIED	San Bernardino	U.S.D.	58,705	37.67%	43.44%	0	-37.67%	at-large
ALEXANDER VALLEY UNION ELEMEN	Solano	E.S.D.	465	37.50%	25.00%	0	-37.50%	at-large
BRIGGS ELEMENTARY	Ventura	E.S.D.	1,690	57.29%	87.32%	0.2	-37.29%	at-large

# APPENDIX C

## 25% - 50% UNDERREPRESENTED

DISTRICT NAME	COUNTY	TYPE	TOTAL LATINO POPULATION IN DISTRICT	% OF DISTRICT POPULATION LATINO	% OF LATINO SCHOOL CHILDREN	% OF LATINO SCHOOL BOARD MEMBERS	% DIFFERENCE BETWEEN % LAT POP & LAT S. BOARD REP	ELECTION TYPE
BELLFLOWER UNIFIED	Los Angeles	U.S.D.	28,765	36.81%	47.28%	0	-36.81%	at-large
GEYSERVILLE UNIFIED	Sonoma	U.S.D.	730	36.68%	56.52%	0	-36.68%	at-large
HUENEME ELEMENTARY	Ventura	E.S.D.	30,780	56.56%	72.61%	0.2	-36.56%	at-large
GILROY UNIFIED	Santa Clara	U.S.D.	25,375	50.47%	61.86%	0.14	-36.47%	at-large
FULLERTON JOINT UNION HIGH	Orange	H.S.D.	86,925	36.21%	41.44%	0	-36.21%	at-large
CENTRAL UNIFIED	Fresno	U.S.D.	17,460	36.21%	43.50%	0	-36.21%	single-member
CERES UNIFIED	Stanislaus	U.S.D.	15,695	36.16%	46.67%	0	-36.16%	at-large
ESCONDIDO UNION ELEMENTARY	San Diego	E.S.D.	53,445	36.02%	53.19%	0	-36.02%	at-large
LOS ANGELES UNIFIED	Los Angeles	U.S.D.	2,217,550	49.90%	68.95%	0.14	-35.90%	single-member
CORONA-NORCO UNIFIED	Riverside	U.S.D.	60,800	35.69%	43.53%	0	-35.69%	at-large
DIXON UNIFIED	Solano	U.S.D.	6,870	35.57%	41.26%	0	-35.57%	at-large
GARDEN GROVE UNIFIED	Orange	U.S.D.	95,825	35.50%	47.56%	0	-35.50%	at-large
PERRIS UNION HIGH	Riverside	H.S.D.	31,965	34.84%	46.40%	0	-34.84%	at-large
BELLVUE UNION ELEMENTARY	Sonoma	E.S.D.	5,905	34.77%	50.37%	0	-34.77%	at-large
CENTRAL UNION HIGH	Imperial	H.S.D.	36,270	74.71%	82.99%	0.4	-34.71%	at-large
PALM SPRINGS UNIFIED	Riverside	U.S.D.	46,020	34.63%	57.24%	0	-34.63%	at-large
PACIFIC ELEMENTARY	Santa Cruz	E.S.D.	270	34.62%	38.46%	0	-34.62%	at-large
LONG BEACH UNIFIED	Los Angeles	U.S.D.	175,550	34.62%	46.69%	0	-34.62%	single-member
WASHINGTON COLONY ELEMENTARY	Fresno	E.S.D.	1,485	54.60%	69.89%	0.2	-34.60%	at-large
SOUTH BAY UNION ELEMENTARY	San Diego	E.S.D.	41,880	54.57%	68.68%	0.2	-34.57%	at-large
TRAVER JOINT ELEMENTARY	Tulare	E.S.D.	845	67.06%	75.56%	0.33	-34.06%	at-large
ESCONDIDO UNION HIGH	San Diego	H.S.D.	58,685	34.02%	39.59%	0	-34.02%	at-large
LINDSAY UNIFIED	Tulare	U.S.D.	10,780	73.99%	82.89%	0.4	-33.99%	at-large
OAK VALLEY UNION ELEMENTARY	Tulare	E.S.D.	730	53.87%	65.31%	0.2	-33.87%	at-large
KIT CARSON UNION ELEMENTARY	Kings	E.S.D.	635	33.87%	49.21%	0	-33.87%	at-large
BRAWLEY ELEMENTARY	Imperial	E.S.D.	16,775	73.74%	82.79%	0.4	-33.74%	at-large
RIVERSIDE UNIFIED	Riverside	U.S.D.	66,265	33.62%	45.38%	0	-33.62%	at-large
WEST FRESNO ELEMENTARY	Fresno	E.S.D.	1,765	33.52%	34.58%	0	-33.52%	at-large
BANNING UNIFIED	Riverside	U.S.D.	7,850	33.32%	41.53%	0	-33.32%	at-large
DINUBA UNIFIED	Tulare	U.S.D.	15,025	73.31%	84.40%	0.4	-33.31%	single-member
CASTAIC UNION ELEMENTARY	Los Angeles	E.S.D.	7,360	33.23%	25.97%	0	-33.23%	at-large
PIERCE JOINT UNIFIED	Colusa	U.S.D.	2,910	53.10%	67.60%	0.2	-33.10%	at-large
KING CITY UNION ELEMENTARY	Monterey	E.S.D.	10,455	72.98%	82.82%	0.4	-32.98%	at-large
HAMILTON UNION ELEMENTARY	Glenn	E.S.D.	1,940	72.93%	84.62%	0.4	-32.93%	at-large
LOWELL JOINT	Los Angeles	E.S.D.	11,155	32.68%	45.72%	0	-32.68%	at-large
KINGS CANYON JOINT UNIFIED	Fresno	U.S.D.	24,475	61.63%	74.14%	0.29	-32.63%	single-member
SANTA RITA UNION ELEMENTARY	Monterey	E.S.D.	10,465	52.43%	62.97%	0.2	-32.43%	single-member
PALO VERDE UNION ELEMENTARY	Tulare	E.S.D.	1,325	51.76%	59.30%	0.2	-31.76%	at-large
EAST WHITTIER CITY ELEMENTARY	Los Angeles	E.S.D.	36,125	51.60%	63.93%	0.2	-31.60%	at-large
KEPPEL UNION ELEMENTARY	Los Angeles	E.S.D.	5,600	31.58%	41.99%	0	-31.58%	at-large
WATERFORD UNIFIED	Stanislaus	U.S.D.	2,550	31.52%	42.28%	0	-31.52%	at-large
SAN PASQUAL VALLEY UNIFIED	Imperial	U.S.D.	1,245	31.09%	38.14%	0	-31.09%	at-large
SOMIS UNION	Ventura	E.S.D.	930	31.05%	59.34%	0	-31.05%	at-large
TUSTIN UNIFIED	Orange	U.S.D.	32,700	30.96%	45.08%	0	-30.96%	at-large
LEMOORE UNION HIGH	Kings	H.S.D.	9,760	30.51%	34.43%	0	-30.51%	at-large
PLANADA ELEMENTARY	Merced	E.S.D.	4,465	90.48%	93.50%	0.6	-30.48%	at-large
LA HABRA CITY ELEMENTARY	Orange	E.S.D.	25,035	50.47%	69.58%	0.2	-30.47%	at-large
CENTRAL ELEMENTARY	San Bernardino	E.S.D.	10,370	30.42%	38.04%	0	-30.42%	at-large
FULLERTON ELEMENTARY	Orange	E.S.D.	33,690	30.31%	46.54%	0	-30.31%	at-large
SANTA PAULA UNION HIGH	Ventura	H.S.D.	22,115	70.23%	78.59%	0.4	-30.23%	at-large

# APPENDIX C

## 25% - 50% UNDERREPRESENTED

DISTRICT NAME	COUNTY	TYPE	TOTAL LATINO POPULATION IN DISTRICT	% OF DISTRICT POPULATION LATINO	% OF LATINO SCHOOL CHILDREN	% OF LATINO SCHOOL BOARD MEMBERS	% DIFFERENCE BETWEEN % LAT POP & LAT S. BOARD REP	ELECTION TYPE
LOMPOC UNIFIED	Santa Barbara	U.S.D.	17,380	30.10%	40.92%	0	-30.10%	at-large
WASHINGTON UNIFIED	Yolo	U.S.D.	9,405	29.76%	34.79%	0	-29.76%	at-large
WHITTIER CITY ELEMENTARY	Los Angeles	E.S.D.	45,720	69.49%	85.54%	0.4	-29.49%	at-large
REEF-SUNSET UNIFIED	Kings	U.S.D.	11,425	69.28%	91.96%	0.4	-29.28%	at-large
MAXWELL UNIFIED	Colusa	U.S.D.	545	29.22%	44.16%	0	-29.22%	at-large
CHULA VISTA ELEMENTARY	San Diego	E.S.D.	101,435	49.12%	62.77%	0.2	-29.12%	at-large
CLAY JOINT ELEMENTARY	Fresno	E.S.D.	125	29.07%	41.67%	0	-29.07%	at-large
HESPERIA UNIFIED	San Bernardino	U.S.D.	19,695	29.03%	37.03%	0	-29.03%	at-large
SALIDA UNION ELEMENTARY	Stanislaus	E.S.D.	5,330	29.02%	36.49%	0	-29.02%	at-large
ABC UNIFIED	Los Angeles	U.S.D.	31,335	28.76%	34.92%	0	-28.76%	at-large
MT. PLEASANT ELEMENTARY	Santa Clara	U.S.D.	10,300	48.73%	59.40%	0.2	-28.73%	at-large
AMERICAN UNION ELEMENTARY	Fresno	E.S.D.	1,090	48.66%	61.04%	0.2	-28.66%	at-large
HUGHSON UNIFIED	Stanislaus	U.S.D.	2,000	28.61%	38.49%	0	-28.61%	at-large
NEWMAN-CROWS LANDING UNIFIED	Stanislaus	U.S.D.	4,380	48.59%	57.81%	0.2	-28.59%	at-large
WINSHIP ELEMENTARY	Sutter	E.S.D.	40	28.57%	0.00%	0	-28.57%	at-large
MOORPARK UNIFIED	Ventura	U.S.D.	9,265	28.35%	32.78%	0	-28.35%	at-large
POND UNION ELEMENTARY	Kern	E.S.D.	280	48.28%	60.87%	0.2	-28.28%	at-large
PATTERSON JOINT UNIFIED	Stanislaus	U.S.D.	9,635	57.20%	65.38%	0.29	-28.20%	at-large
GALT JOINT UNION HIGH	Sacramento	H.S.D.	8,890	28.19%	36.22%	0	-28.19%	at-large
LAWNDALE ELEMENTARY	Los Angeles	E.S.D.	22,710	48.10%	60.11%	0.2	-28.10%	at-large
TRES PINOS UNION ELEMENTARY	San Benito	E.S.D.	255	28.02%	26.92%	0	-28.02%	at-large
PACIFIC UNION ELEMENTARY	Fresno	E.S.D.	1,310	47.99%	53.01%	0.2	-27.99%	at-large
MORGAN HILL UNIFIED	Santa Clara	U.S.D.	15,765	27.92%	39.17%	0	-27.92%	at-large
WINTERS JOINT UNIFIED	Yolo	U.S.D.	3,585	41.86%	48.78%	0.14	-27.86%	single-member
SELMA UNIFIED	Fresno	U.S.D.	17,065	67.83%	77.87%	0.4	-27.83%	at-large
WAUKENA JOINT UNION ELEMENTARY	Tulare	E.S.D.	490	47.80%	67.44%	0.2	-27.80%	at-large
HEALDSBURG UNIFIED	Sonoma	U.S.D.	4,155	27.76%	40.47%	0	-27.76%	at-large
LAKE ELSINORE UNIFIED	Riverside	U.S.D.	21,680	27.56%	36.07%	0	-27.56%	at-large
FALLBROOK UNION HIGH	San Diego	H.S.D.	19,405	27.28%	35.35%	0	-27.28%	at-large
DELHI UNIFIED	Merced	U.S.D.	5,520	56.10%	62.28%	0.29	-27.10%	at-large
RIVER DELTA JOINT UNIFIED	Sacramento	U.S.D.	3,220	27.09%	39.20%	0	-27.09%	single-member
CIENEGA UNION ELEMENTARY	San Benito	E.S.D.	50	27.03%	0.00%	0	-27.03%	at-large
AROMAS-SAN JUAN UNIFIED	San Benito	U.S.D.	1,870	46.98%	64.67%	0.2	-26.98%	at-large
RICHLAND SCHOOL DISTRICT	Kern	E.S.D.	9,830	66.98%	78.13%	0.4	-26.98%	single-member
MESA UNION ELEMENTARY	Ventura	U.S.D.	990	26.72%	28.79%	0	-26.72%	at-large
EDISON ELEMENTARY	Kern	E.S.D.	2,090	46.65%	53.36%	0.2	-26.65%	at-large
CORNING UNION ELEMENTARY	Tehama	E.S.D.	3,435	26.33%	39.29%	0	-26.33%	at-large
SAN LORENZO UNIFIED	Alameda	U.S.D.	19,245	26.16%	34.23%	0	-26.16%	at-large
VISTA DEL MAR UNION	Santa Barbara	E.S.D.	125	26.04%	0.00%	0	-26.04%	at-large
LAKESIDE UNION SCHOOL	Kern	E.S.D.	1,695	25.96%	33.92%	0	-25.96%	at-large
SAN RAFAEL CITY ELEMENTARY	Marin	E.S.D.	14,270	25.75%	43.25%	0	-25.75%	at-large
OAK GROVE ELEMENTARY	Santa Clara	E.S.D.	25,410	25.57%	36.90%	0	-25.57%	at-large
ALLENSWORTH ELEMENTARY	Tulare	E.S.D.	275	65.48%	65.22%	0.4	-25.48%	at-large
ANAHEIM UNION HIGH	Orange	H.S.D.	170,800	45.39%	52.64%	0.2	-25.39%	at-large
FILLMORE UNIFIED	Ventura	U.S.D.	11,605	65.34%	78.61%	0.4	-25.34%	at-large
CUCAMONGA ELEMENTARY	San Bernardino	E.S.D.	9,155	45.31%	56.24%	0.2	-25.31%	at-large
WHITTIER UNION HIGH	Los Angeles	H.S.D.	139,595	65.26%	71.43%	0.4	-25.26%	at-large
EMPIRE UNION ELEMENTARY	Stanislaus	E.S.D.	6,545	25.00%	37.33%	0	-25.00%	at-large

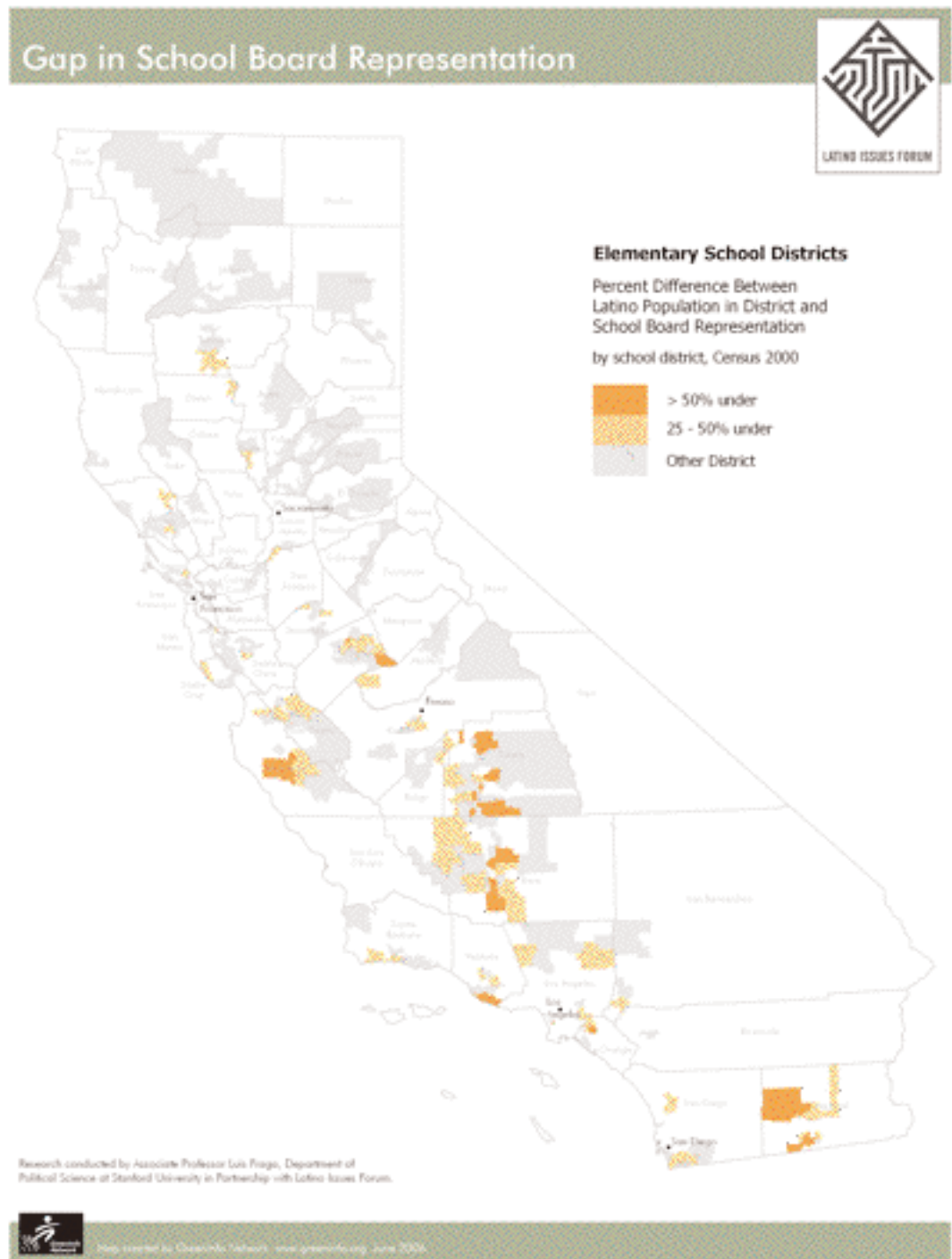
# APPENDIX D

## DISTRICT-BASED ELECTIONS

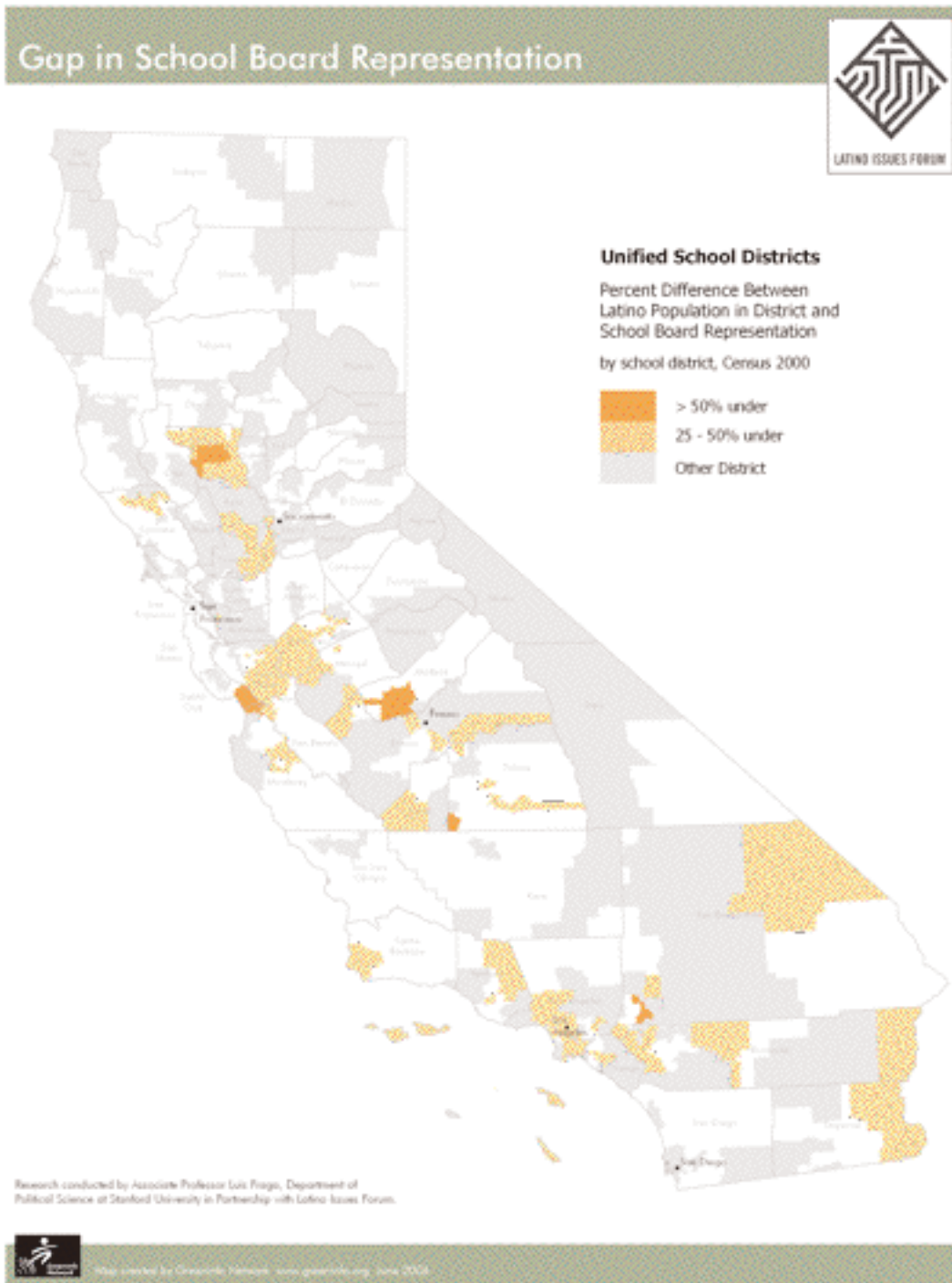
DISTRICT NAME	COUNTY	TYPE	TOTAL LATINO POPULATION IN DISTRICT	% OF DISTRICT POPULATION LATINO	% OF LATINO SCHOOL CHILDREN	% OF LATINO SCHOOL BOARD MEMBERS	% DIFFERENCE BETWEEN % LAT POP & LAT S. BOARD REP	ELECTION TYPE
PAJARO VALLEY UNIFIED SCHOOL	Santa Cruz	U.S.D.	57,415	52.26%	70.32%	0	-52.26%	single-member
SEMITROPIC ELEMENTARY	Kern	E.S.D.	275	80.88%	86.96%	0.33	-47.88%	single-member
DOWNEY UNIFIED	Los Angeles	U.S.D.	66,570	57.40%	68.09%	0.14	-43.40%	single-member
FAIRFAX ELEMENTARY	Kern	E.S.D.	4,720	61.94%	73.00%	0.2	-41.94%	single-member
CENTRAL UNIFIED	Fresno	U.S.D.	17,460	36.21%	43.50%	0	-36.21%	single-member
LOS ANGELES UNIFIED	Los Angeles	U.S.D.	2,217,550	49.90%	68.95%	0.14	-35.90%	single-member
LONG BEACH UNIFIED	Los Angeles	U.S.D.	175,550	34.62%	46.69%	0	-34.62%	single-member
DINUBA UNIFIED	Tulare	U.S.D.	15,025	73.31%	84.40%	0.4	-33.31%	single-member
KINGS CANYON JOINT UNIFIED	Fresno	U.S.D.	24,475	61.63%	74.14%	0.29	-32.63%	single-member
SANTA RITA UNION ELEMENTARY	Monterey	E.S.D.	10,465	52.43%	62.97%	0.2	-32.43%	single-member
WINTERS JOINT UNIFIED	Yolo	U.S.D.	3,585	41.86%	48.78%	0.14	-27.86%	single-member
RIVER DELTA JOINT UNIFIED	Sacramento	U.S.D.	3,220	27.09%	39.20%	0	-27.09%	single-member
RICHLAND SCHOOL DISTRICT	Kern	E.S.D.	9,830	66.98%	78.13%	0.4	-26.98%	single-member
WOODLAND JOINT UNIFIED	Yolo	U.S.D.	21,335	38.89%	49.72%	0.14	-24.89%	single-member
BUTTE VALLEY UNIFIED	Siskiyou	U.S.D.	450	22.84%	36.25%	0	-22.84%	single-member
KERMAN UNIFIED	Fresno	U.S.D.	9,100	62.39%	71.96%	0.4	-22.39%	single-member
YUBA CITY UNIFIED	Sutter	U.S.D.	12,645	20.97%	29.63%	0	-20.97%	single-member
MOUNTAIN VIEW ELEMENTARY	Los Angeles	E.S.D.	48,405	80.56%	88.44%	0.6	-20.56%	single-member
NEWPORT-MESA UNIFIED	Orange	U.S.D.	38,455	20.47%	36.73%	0	-20.47%	single-member
SANGER UNIFIED	Fresno	U.S.D.	21,030	62.74%	73.65%	0.43	-19.74%	single-member
WESTERN PLACER UNIFIED	Placer	U.S.D.	3,485	19.67%	24.85%	0	-19.67%	single-member
NORTH MONTEREY COUNTY UNIFIED	Monterey	U.S.D.	10,125	39.63%	50.91%	0.2	-19.63%	single-member
HANFORD JOINT UNION HIGH	Kings	H.S.D.	21,690	38.48%	46.01%	0.2	-18.48%	single-member
COACHELLA VALLEY UNIFIED	Riverside	U.S.D.	47,075	88.98%	94.80%	0.71	-17.98%	single-member
MARYSVILLE JOINT UNIFIED	Yuba	U.S.D.	8,970	17.90%	23.79%	0	-17.90%	single-member
SILVER VALLEY UNIFIED	San Bernardino	U.S.D.	2,510	17.63%	19.23%	0	-17.63%	single-member
SANTA CRUZ CITY ELEMENTARY	Santa Cruz	E.S.D.	9,600	17.01%	31.61%	0	-17.01%	single-member
SANTA CRUZ CITY HIGH	Santa Cruz	H.S.D.	18,320	16.28%	23.01%	0	-16.28%	single-member
GOLDEN PLAINS UNIFIED	Fresno	U.S.D.	6,775	87.14%	90.83%	0.71	-16.14%	single-member
CAPISTRANO UNIFIED	Orange	U.S.D.	43,545	14.65%	20.30%	0	-14.65%	single-member
DEL NORTE COUNTY UNIFIED	Del Norte	U.S.D.	3,710	13.49%	12.31%	0	-13.49%	single-member
CUTLER-OROSI JOINT UNIFIED	Tulare	U.S.D.	12,745	81.31%	89.68%	0.71	-10.31%	single-member
SONORA UNION HIGH	Tuolumne	H.S.D.	3,590	9.37%	12.85%	0	-9.37%	single-member
MONTEREY PENINSULA UNIFIED	Monterey	U.S.D.	20,860	22.37%	32.11%	0.14	-8.37%	single-member
OAKLAND UNIFIED	Alameda	U.S.D.	87,445	21.89%	29.97%	0.14	-7.89%	single-member
CALAVERAS UNIFIED	Calaveras	H.S.D.	1,765	7.72%	12.14%	0	-7.72%	single-member
MARIPOSA COUNTY UNIFIED	Mariposa	U.S.D.	1,255	7.41%	9.96%	0	-7.41%	single-member
YOSEMITE JOINT UNION HIGH	Madera	H.S.D.	1,565	7.37%	8.50%	0	-7.37%	single-member
EUREKA CITY UNIFIED	Humboldt	U.S.D.	2,150	6.55%	8.76%	0	-6.55%	single-member
LOOMIS UNION ELEMENTARY	Placer	E.S.D.	900	5.92%	4.26%	0	-5.92%	single-member
VINELAND ELEMENTARY	Kern	E.S.D.	3,535	85.80%	91.46%	0.8	-5.80%	single-member
BRET HARTE UNION HIGH	Calaveras	H.S.D.	965	5.45%	6.29%	0	-5.45%	single-member
SIERRA-PLUMAS JOINT UNIFIED	Sierra	U.S.D.	215	5.40%	9.03%	0	-5.40%	single-member
GRANT ELEMENTARY	Shasta	E.S.D.	130	4.93%	4.95%	0	-4.93%	single-member
GRIDLEY UNIFIED	Butte	U.S.D.	3,035	33.55%	46.37%	0.29	-4.55%	single-member
CLOVIS UNIFIED	Fresno	U.S.D.	26,755	18.41%	22.56%	0.14	-4.41%	single-member
TRINITY UNION HIGH	Trinity	H.S.D.	320	3.74%	4.95%	0	-3.74%	single-member
ELK GROVE UNIFIED	Sacramento	U.S.D.	35,285	16.84%	20.43%	0.14	-2.84%	single-member
SOUTH PASADENA UNIFIED	Los Angeles	U.S.D.	3,915	16.09%	17.96%	0.14	-2.09%	single-member
HANFORD ELEMENTARY	Kings	E.S.D.	15,380	41.29%	53.62%	0.4	-1.29%	single-member
ORANGE CENTER ELEMENTARY	Fresno	E.S.D.	1,040	59.43%	67.24%	0.6	0.57%	single-member
MANTECA UNIFIED	San Joaquin	U.S.D.	23,690	28.36%	34.66%	0.29	0.64%	single-member
STOCKTON CITY UNIFIED	San Joaquin	U.S.D.	79,625	41.74%	47.96%	0.57	15.26%	single-member
SAN JOSE UNIFIED	Santa Clara	U.S.D.	80,955	33.86%	48.37%	0.6	26.14%	single-member

# APPENDIX E: MAPS

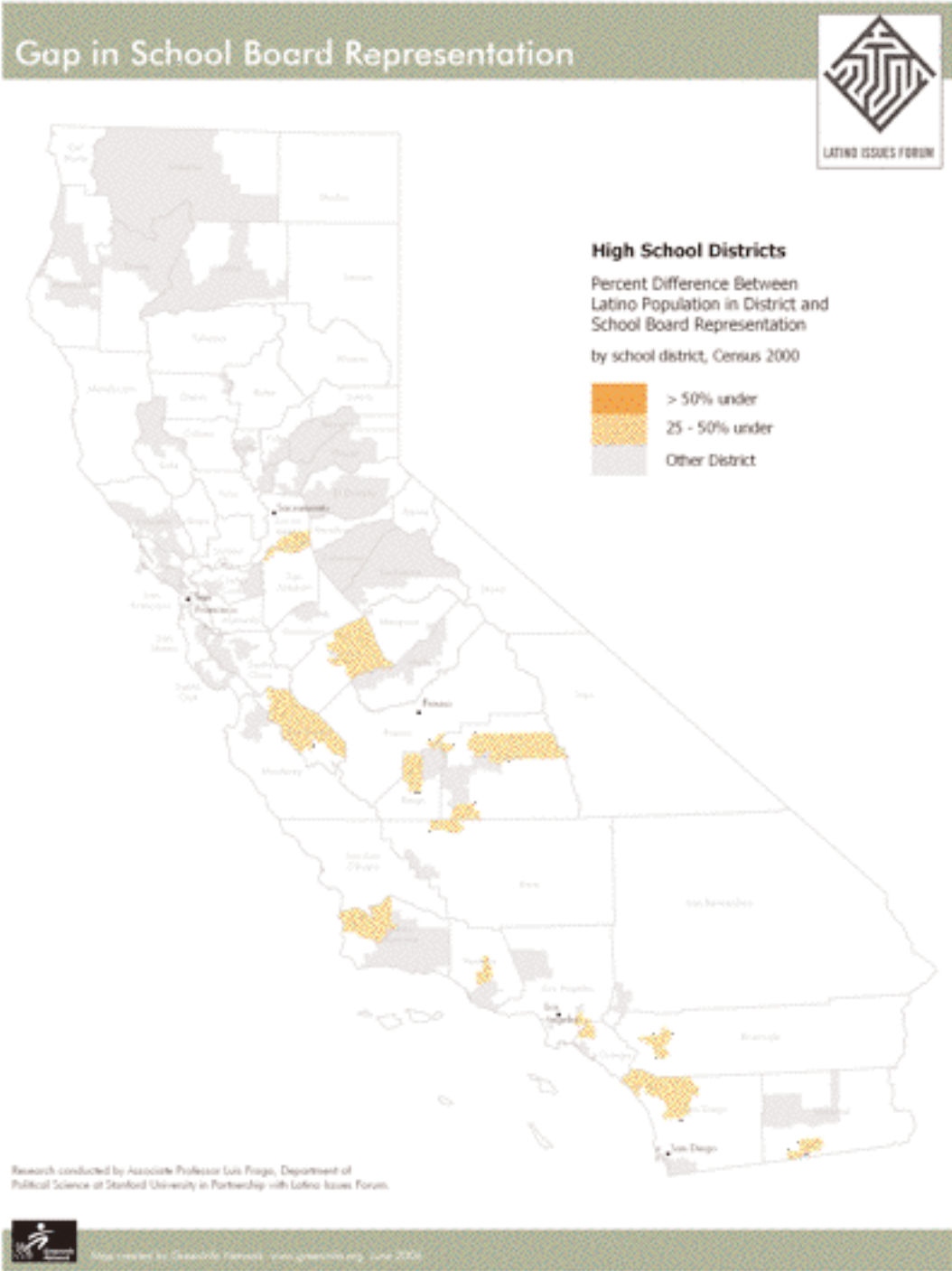
## MAP #1: ELEMENTARY SCHOOL DISTRICTS



## MAP #2: UNIFIED SCHOOL DISTRICTS



**MAP #3: HIGH SCHOOL DISTRICTS**







**LATINO ISSUES FORUM**  
A PUBLIC POLICY  
& ADVOCACY INSTITUTE

*Advancing California's Social,  
Economic, and Environmental  
Future*