PERCEIVED FACTORS IMPACTING
THE EDUCATION OF LATINO HIGH SCHOOL STUDENTS

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A Dissertation

by

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I certify that this student has met the requirements for format contained in the University format manual, and that this dissertation is suitable for shelving in the library and credit is to be awarded for the dissertation.

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DEDICATION

I dedicate this work to my current and future co-laborers who share my passion for education and social justice.

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.

Inaugural Speech of Nelson Mandela
Written by Marianne Williamson
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Abstract

of

PERCEIVED FACTORS IMPACTING THE EDUCATION OF LATINO HIGH SCHOOL STUDENTS

by

Shelly Austin Hoover

This study of perceived factors can serve to validate current literature on the factors impacting the education of Latino high school students. The purpose of this study was to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations were made in order to examine and improve practices within the high school institution.

The study used a mixed methods approach to analyze both quantitative and qualitative data. Quantitative data were collected from Likert scale responses on a student survey and analyzed via Pearson correlation. Qualitative data were collected from written responses on a student survey and focus group transcripts and analyzed using a coding process and interrelating themes and descriptions. The analysis examined the perceived factors impacting the education of Latino high school students and their relationship to student achievement and school experience.

The researcher found that belief in self, relationships with adults and peers on campus, participation in extracurricular activities, and having a spiritual life impacted the education of Latino high school students. Quantitative analysis did not indicate race or
experience of racial discrimination as significant factors. However, experience of racial discrimination was negatively correlated to the positive factors. Qualitative analysis of written responses indicated experiences racial discrimination in the third person.

However in the student focus groups experiences of racial insensitivity or discrimination surfaced readily. Themes of family, friends, extracurricular activities, teachers, race, and school programs emerged during the qualitative analysis of the written responses and focus group transcripts as factors that impact the educational experience of Latino high school students. Students also reported that overall school was a positive experience.

Keywords: *Latino high school students, achievement, school experience, school supports, positive adult relationships.*
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td>v</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>vi</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>viii</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xiv</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xvi</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Achievement Gap</td>
<td>4</td>
</tr>
<tr>
<td>Attributable Causes of the Achievement Gap</td>
<td>10</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>11</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>11</td>
</tr>
<tr>
<td>Research Questions</td>
<td>12</td>
</tr>
<tr>
<td>Summary of Theoretical Frameworks</td>
<td>13</td>
</tr>
<tr>
<td>Operational Definitions</td>
<td>27</td>
</tr>
<tr>
<td>Assumptions and Limitations</td>
<td>31</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>32</td>
</tr>
<tr>
<td>Remainder of the Study</td>
<td>33</td>
</tr>
<tr>
<td>2. REVIEW OF RELATED LITERATURE</td>
<td>35</td>
</tr>
<tr>
<td>Educational Policy History</td>
<td>36</td>
</tr>
</tbody>
</table>
Summary of Qualitative Data Addressing Research Question #2 ........141
Qualitative Data Addressing Research Question #3 .........................141
Summary of Qualitative Data Addressing Research Question #3 ........142
Conclusion ........................................................................................................143

5. SUMMARY AND CONCLUSIONS .........................................................146
Research Questions .........................................................................................146
Summary of the Findings .................................................................................147
Discussion ..........................................................................................................155
Significant Findings of This Study .................................................................159
Findings in the Context of Theoretical Frameworks ..................................161
Recommendations .............................................................................................164
Leadership Implications ..................................................................................166
Policy Implications ...........................................................................................169
Suggestions for Future Research .................................................................170

6. APPENDICES .........................................................................................172
Appendix A. Survey Instrument ......................................................................173
Appendix B. Human Subject Application and Approval ............................180
Appendix C. 40 Developmental Assets for Adolescents ............................199
REFERENCES ..............................................................................................201
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Variables Used in the Analysis</td>
<td>95</td>
</tr>
<tr>
<td>2. Independent Variables Categorized by Factor Listed in Research Question #1</td>
<td>96</td>
</tr>
<tr>
<td>3. Significant Correlations with High GPA</td>
<td>97</td>
</tr>
<tr>
<td>4. Significant Correlations with Low GPA</td>
<td>99</td>
</tr>
<tr>
<td>5. Significant Correlations with Positive School Experience</td>
<td>101</td>
</tr>
<tr>
<td>6. Significant Correlations with Neutral School Experience</td>
<td>103</td>
</tr>
<tr>
<td>7. Significant Correlations with I Believe I am a High Achieving Student</td>
<td>104</td>
</tr>
<tr>
<td>8. Significant Correlations with I Have One or More Family Members</td>
<td>106</td>
</tr>
<tr>
<td>Who Encourage Me to Do Well at School</td>
<td></td>
</tr>
<tr>
<td>9. Significant Correlations with I Have an Adult at School</td>
<td>107</td>
</tr>
<tr>
<td>Who Encourages Me to Achieve Academically</td>
<td></td>
</tr>
<tr>
<td>10. Significant Correlations with My Teachers Expect Me to Get Good Grades</td>
<td>108</td>
</tr>
<tr>
<td>11. Significant Correlations with My School Counselor</td>
<td>109</td>
</tr>
<tr>
<td>Who Encourages Me to Take Advanced Classes</td>
<td></td>
</tr>
<tr>
<td>12. Significant Correlations with I Participate in Extracurricular Activities</td>
<td>111</td>
</tr>
<tr>
<td>13. Significant Correlations with My Spiritual Life is Important to Me</td>
<td>112</td>
</tr>
<tr>
<td>14. Significant Correlations with My Friends Encourage Me to Do Well at School</td>
<td>114</td>
</tr>
<tr>
<td>15. Significant Correlations with My Teachers Expect Me to Go to College</td>
<td>116</td>
</tr>
<tr>
<td>16. Significant Correlations with My Latino Heritage is Not Valued at School</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Significant Correlations with I have Experienced Racial Discrimination by Other Students</td>
</tr>
<tr>
<td>18</td>
<td>Significant Correlations with the School Curriculum Doesn’t Represent my Cultural Values</td>
</tr>
<tr>
<td>19</td>
<td>Significant Correlations with My Teachers Don’t Understand My Latino Heritage</td>
</tr>
<tr>
<td>20</td>
<td>Significant Correlations with Adults on Campus Treat Me Differently Because I am Latino</td>
</tr>
<tr>
<td>21</td>
<td>Significant Correlations with My Parents do not Feel Welcome at My School</td>
</tr>
<tr>
<td>22</td>
<td>Significant Correlations with My Counselor Doesn’t Encourage Me to Take College Prep Courses</td>
</tr>
<tr>
<td>23</td>
<td>Significant Correlations with My Teachers Expect Me to do Poorly Because I am Latino</td>
</tr>
<tr>
<td>24</td>
<td>Themes that Emerged During the Coding Process</td>
</tr>
<tr>
<td>25</td>
<td>Example Teacher References in Written Responses to Open Ended Survey Questions</td>
</tr>
<tr>
<td>26</td>
<td>Focus Group Comments Regarding Teachers</td>
</tr>
<tr>
<td>27</td>
<td>Focus Group Comments Regarding School Courses or Programs</td>
</tr>
<tr>
<td>28</td>
<td>Example Family References in Written Responses to Open Ended Survey Questions</td>
</tr>
<tr>
<td>29</td>
<td>Focus Group Comments Regarding Family</td>
</tr>
<tr>
<td>30</td>
<td>Example Friend References in Written Responses to Open Ended Survey Questions</td>
</tr>
<tr>
<td>31</td>
<td>Focus Group Comments Regarding Friends</td>
</tr>
<tr>
<td>32</td>
<td>Written Response Regarding Extracurricular Activities in Open Ended Survey Questions</td>
</tr>
</tbody>
</table>
33. Focus Group Comments Regarding Extracurricular Activities .......................... 138

34. Example Race References in Written Responses to Open Ended Survey Questions ................................................................. 139

35. Focus Group Comments Regarding Race ........................................................................................................ 140

36. Sample Written Responses to the Open Ended Question #36 ................................................. 142
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of School Aged Children (5-19) Projected in California by Race</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Percentage of School Aged Children (5-19) Projected in California by Race</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Percentage of Students Scoring Proficient or Advanced on the E/LA CST</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Percentage of Students Scoring Proficient or Advanced on the Math CST</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Percentage of California Students Graduating from High School in California from 2005 to 2009</td>
<td>7</td>
</tr>
<tr>
<td>6.</td>
<td>Percentage of College Degree Completion by Ethnicity</td>
<td>8</td>
</tr>
<tr>
<td>7.</td>
<td>Public and Individual Benefits of Post Secondary Education</td>
<td>9</td>
</tr>
<tr>
<td>8.</td>
<td>Comparison of Ethnic Identity Development Models with Identified Themes</td>
<td>20</td>
</tr>
<tr>
<td>9.</td>
<td>Multiple Dimensions of Racial Identity Development</td>
<td>22</td>
</tr>
<tr>
<td>10.</td>
<td>Interconnected Dimensions of Factors Influencing the Educational Outcomes of Latino Students</td>
<td>42</td>
</tr>
<tr>
<td>11.</td>
<td>Percentage of Students Scoring Proficient or Advanced on E/LA CST</td>
<td>47</td>
</tr>
<tr>
<td>12.</td>
<td>Percentage of Students Scoring Proficient or Advanced on Mathematics CST</td>
<td>48</td>
</tr>
<tr>
<td>13.</td>
<td>Comparison of K-12 White and Hispanic/Latino Percentages of Student and Teacher Populations</td>
<td>56</td>
</tr>
<tr>
<td>14.</td>
<td>Essential Elements of Cultural Proficiency and the Roles of Teachers and Administrators</td>
<td>58</td>
</tr>
<tr>
<td>15.</td>
<td>Distinctions Among Two Theories of Leadership</td>
<td>62</td>
</tr>
<tr>
<td>16.</td>
<td>LHS Enrollment by Ethnicity</td>
<td>78</td>
</tr>
<tr>
<td>17.</td>
<td>API scores by subgroup comparing 2010 and 2011</td>
<td>79</td>
</tr>
</tbody>
</table>
18. Growth in API Score from 2010 to 2011 ................................................................. 80
19. Visual representation of Creswell's Steps to Qualitative Data Analysis ................... 89
20. Concurrent Triangulation Design ........................................................................... 94
21. Comparison of Quantitative and Qualitative Data .................................................... 144
22. Rank of Significant Independent Variables in Relation to Dependent Variables High GPA and Low GPA ................................................................. 148
23. Rank of Significant Independent Variables in Relation to Dependent Variables Positive School Experience and Neutral School Experience ................................. 149
24. Clusters of negatively correlated independent variables ........................................ 151
25. Qualitative Themes of Perceived Factors ............................................................... 154
26. The Interconnected Dimensions of Factors that Influence the Educational Outcomes of Latino Students Found in Literature and Supported by this Research Study ..... 155
27. Student Perception and Voice: What Students Say is Important ............................... 155
Chapter 1

INTRODUCTION

“Closing the racial achievement gap is the critical education issue of our time if we are to build a diverse workforce and engaged citizenry equipped with the skills necessary to succeed in a more complex, competitive world.”

-Silicon Valley Education Foundation (2010)

The educational achievement gap persists; this study attempts to garner the student voices among the lowest achieving and largest group of students in K-12 education in order to improve institutional practices. Hispanics are the fastest growing ethnic group in California and are projected to replace Whites as the largest ethnic group by 2016 and to be the largest group in the labor force by 2025 (Lopez, Ramirez, & Rochin, 1999; PPIC, 2011). Figure 1 displays the number of children ages 5-19 in 2000 and the number of children ages 5-19 projected to be in California in 2010 through 2050.
The Hispanic population of school aged children is projected to increase from just over 3 million in 2000 to 7 million by 2050, representing a 114% increase. Hispanic population increases are due to both immigration and relatively high birth rates (PPIC, 2011). Even with a projected increase of 50% in the number of school aged children from 2000 to 2050, the number of White school aged children is projected to decrease from 2.8 million to 2.4 million, representing a 15% decrease. This population shift is changing the demographic characteristics of California’s public schools. Figure 2 displays the number of children ages 5-19 in 2000 and the number of children ages 5-19 projected to be in California in 2010 through 2050 by percentage of total student population.
Hispanic students comprised 50 percent of the California K-12 population in 2010 and the percentage continues to rise (CDE, 2011). Among children ages 9 and under, Hispanics already make up 52 percent of the population (U.S. Census Bureau, 2011). According to population predictions by the California Department of Finance (2011), the Hispanic population of school age children in California is projected to increase by 114 percent, from 3,295,420 in 2000 to 7,036,142 in 2050. The Hispanic Association of Colleges and Universities (2011) reports that in 2010 there were 50.5 million Hispanics in the U.S with a 43% growth from 2000-2010. This represents the largest increase of all population groups.

*Figure 2. Percentage of School Aged Children (5-19) Projected in California by Race. (California Department of Finance, 2011).*
Achievement Gap

Hispanic students are on the low end of the well-documented achievement gap. The gap begins with poor access to high-quality preschool programs that have been proven to advance school readiness, increase achievement and improve other educational outcomes. Without high quality preschool programs, Hispanic students begin kindergarten at an educational disadvantage when compared with White students and the disadvantage increases during the first two years of school (CDE, 2010; EdSource, 2010; Gandara, 2010; Nevarez & Rico, 2007; Rand Report, 2007; Rumberger & Anguiano, 2003).

The gap in achievement is also evident in English/language arts and math as demonstrated by standardized test scores. English and math scores are of particular importance because: 1) they are heavily weighted when determining a school’s academic performance index at the state level and the school’s adequate yearly progress at the federal level; and 2) success in the English and math curriculum are gateways into college. Figure 3 represents the percentage of students scoring proficient or advanced on the California Standards English/Language Arts test from 2006 to 2011.
Figure 3. Percentage of Students Scoring Proficient or Advanced on the E/LA CST. (California Department of Education, 2011).

The results over time show that all students are demonstrating an increase in test scores. Notably, test scores of Hispanic and Latino students increased from 2009 to 2011 to the point that they surpassed the increases made by Black or African American students. This may be a result of increased attention placed on the performance of English language learners. Yet the gap between the scores of White students and students of color remains wide.

In addition to English/Language Arts proficiency, a school’s performance is measured heavily by students’ performance on math assessments. Figure 4 represents the percentage of students scoring proficient or advanced on the California Standards math test from 2006-2011.
Figure 4. Percentage of Students Scoring Proficient or Advanced on the Math CST. (California Department of Education, 2011).

Figure 4 demonstrates the number of students scoring proficient or advanced on the California CST math assessment is increasing. However, scores of White students leveled slightly from 2010 to 2011 and the scores of Hispanic or Latino students increased slightly more than other groups from 2010 to 2011. Yet the disparity between ethnic subgroups remains relatively constant. The gap is persistent in other measures of achievement as well including high school graduation rates (EdSource, 2010).

Graduation rates have remained consistent and the gap in high school diploma attainment has remained consistent as well between White and Latino students. Figure 5 shows the percentage of students graduating from high school in California from 2005 to 2009.
HACU (2011) reports that 37.2% of Hispanics age 25 and over have not completed high school compared to 12.5% of non-Hispanic Whites. A quality high school education for Hispanic students is a critical foundation for college success (Nevarez, 2001; Nevarez & Woods, 2010). Figure 6 shows the percentage of college degrees completion by ethnicity.
Figure 6. Percentage of College Degree Completion by Ethnicity.
(Adapted from Huber, Huidor, Malagon, Sanchez, & Solórzano, 2006).

Hispanics have the lowest percentages of degree completion at every level. Only 10 percent complete a bachelor’s degree compared to 26 percent of Whites. More recent statistics show as of 2010, 13.9% of Hispanics have a bachelor’s degree and 4% have an advanced degree as completed to 30.3% and 10.7% for non-Hispanic Whites (HACU, 2011). Closing the achievement gap and increasing degree completion for all students would benefit both the general public and individuals. Figure 7 lists the public and individual benefits.

Public benefits include increasing tax revenues and reduces the public burden. Individual benefits include increased transferable skills and employability.

In summary, the well documented achievement gap has focused educator’s attention to the glaring outcome disparity between African American and Latino students as compared to some Asian, and White non-Hispanic students. Achievement is increasing among all student groups yet the gap remains. The ubiquitous gap points to more than differences in achievement; it declares systemic inequities in the educational system (Dover, 2009; Ladson-Billings, 2007).
The following section introduces attributable causes of the achievement gap and barriers to Hispanic student achievement; further development of these concepts is discussed in Chapter 2.

Attributable Causes of the Achievement Gap

The achievement gap is multicausal; attributable causes include low socio-economic status, low parent-education level, English as a second language, high mobility, little or no access to quality preschools, and hegemonic educational policies and practices (EdSource, 2010; Freire, 2009; Lopez et al., 1999; Nevarez & Rico, 2007; Rand Report, 2007; Rumberger & Anguiano, 2003). Risk factors, single-parent homes, lack of access to proper nutrition and health care, inadequate housing, exposure to substance abuse and high-crime communities have a high correlation with poverty. Poverty and exposure to multiple risk factors set the conditions for low achievement (EdSource, 2010; Gándara & Contreras, 2009; National Poverty Center, 2009; Rand Report, 2007). Regarding Latino youth in the U.S., Gandara and Contreras (2009) argue that, “[p]owerful and negative social and economic forces limit both institutional and individual agency” (p. 55).

Poverty and lack of social capital cannot explain the achievement gap in its entirety. Recent authors are renaming the achievement gap the education gap or opportunity gap. Stating that differences in achievement levels are largely a result of differential inputs and more subtle environmental factors including uneven distribution of school resources and inequitable access to quality curriculum (Contreras, 2010;
Gándara and Contreras (2009) state that it may be direct or indirect racism. Singleton states, “Race and racism are not the only factors contributing to the achievement gap, but rather the missing factors in our exhaustive attempts to reform schools” (SVEF, 2010, p. 2).

The following section contains the problem statement, nature of the study, research questions, theoretical framework, operational definitions, assumptions and limitations, and the significance of the study.

Problem Statement

Hispanic and Latino students are the majority of the California K-12 population, yet they are among the lowest performing subgroup. Too many Hispanic students are not making Adequate Yearly Progress (AYP) on the California Standardized Testing and Reporting (STAR) achievement tests. “Education is the single most effective way to integrate the burgeoning population of Latinos into the U.S. economy and society” (Gándara & Contreras, 2009, p. 12).

Purpose of the Study

The purpose of this study is to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations are made in order to examine and improve the practices within the high school institution.
Research Questions

1. Which of the following or combination of variables affects student achievement and school experience?
   - Belief in self
   - Ethnic identity
   - Family inputs
   - Peer inputs
   - Adult(s) on campus
   - Participation in extra-curricular activities
   - Spiritual life
   - Experience of racial discrimination

2. What are the perceived factors impacting academic achievement of Latino students at Lakewood High School?

3. What are the students’ perceptions of how they were treated during their school careers?

This study used a mixed-methods approach incorporating both qualitative and quantitative data (Creswell, 2009). This method offers a potential for greater understanding of the complex nature of educational research; adding the participants’ voice to the data may provide deeper meaning to the quantifiable data (Hall & Ryan, 2011; Hesse-Biber, 2010; Mason, 2006). More detailed discussions about the research questions, purpose, and methodology are addressed in Chapter 3.
Summary of Theoretical Frameworks

Students bring diverse cultural backgrounds and personal experiences to school that make them vulnerable to academic failure. Teachers often view student behavior, language, and achievement through a White-middle class lens and view differences as a deficit (Nieto, 2005). One result of this subtractive educational practice is the erosion of students’ social capital and ease with which a student can navigate the dominant culture (Valezuela, 1999). Ward and Franquiz (2004) note the cultural differences between White middle class families and migrant families which make it difficult for educational institutions to “honor the integrity and role of the Latino family” (p. 94). Freire (2009) asserts that it is important to view the issues of inequality and oppression through a convergent theoretical framework acknowledging a multiplicity of factors including race, class, gender, culture, language, and ethnicity. This study is grounded on three theoretical frameworks: Identity Development Model, Cultural Ecological Theory, Critical Race/LatCrit Theory.

Identity Development Model

To properly position ethnic identity development as it relates to the achievement gap, one must understand the development and historical perspective of race. The term race was first used in the 16th century to generally categorize, label or sort people into groups. Toward the end of the 17th century, the term race referred to populations interacting in North America, specifically Europeans, Africans, and Native American Indians. In the 18th century, race was a fixed legal status dividing planters and overseers
as free Whites and slaves being unfree Blacks (Harrison, 1995; Orser, 1998; Otto, 1980; Smedley & Smedley, 2005; Smedley, 1998). “When race appeared in human history, it brought about a subtle but powerful transformation in the world’s perceptions of human differences. It imposed social meanings on physical variations among human groups that served as the basis for the structuring of a total society” (Smedley, 1998, p. 693). The construction of race and racial ideology oppressed conquered and enslaved peoples with the identity of being the lowest status groups in society.

Thomas Jefferson was the first to publicly write about Negros suggesting a natural inferiority and justification for slavery. In the 19th century, the myth of inferiority based on physical appearance was further perpetuated by scientific explanations that posed Africans, Native Americans, and Europeans as separate species; thus, linking superior traits with Europeans and negative and inferior traits with Africans and Native Americans (American Anthropological Association, 1998; Harrison, 1995; Smedley, 2006, 1998; Smedley & Smedley, 2005; Takezawa, 2005). In the mid-19th century as Asian immigrants arrived in the U.S., they were placed into the racial ranking system between Whites and Blacks. Also as other Europeans immigrated, they were ranked above Asians yet still below the original European immigrants. Eventually, all Europeans assimilated into the White culture because of similar physical characteristics (Smedley & Smedley, 2005).

The well documented social construct of race was developed as a means to segregate and oppress people groups who were deemed inferior to the White dominant
culture (American Anthropological Association, 1998; Harrison, 1995; Johnson, 2006; Orser, 1998; Otto, 1980; Smedley, 2006, 1998; Smedley & Smedley, 2005; Takezawa, 2005; Tatum, 1997). This historical perspective is critical in understanding the persistent educational achievement gap in U.S. schools today between White and Latino students. Even though the law and common sense would indicate otherwise, the historical perspective of status, power, and privilege based on race still permeates American thought and institutions. Pointing to the historically oppressive nature of race and racism in the U.S., Tatum (1992) describes the main sources of resistance to continued meaningful discourse: 1) race is considered a taboo topic especially in racially mixed settings; 2) many people, regardless of race, are socialized to believe that racism is no longer an issue in the U.S.; and 3) many people, particularly White people deny any personal prejudice.

Racial and ethnic identifiers are hard to define. The U.S. Census Bureau makes a distinction between race and ethnicity in terms of collecting and tracking census data. In 1977, the Office of Management and Budget (OMB) issued a directive to establish four racial categories: American Indian or Alaskan Native, Asian or Pacific Islander, Black, and White. In addition, two ethnicity categories were established: Hispanic origin and Not of Hispanic origin. In 1997 as the population of the U.S. changed, once again the OMB directed that race and ethnicity categories be redefined. The categories for race are: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White and Some Other Race. Instead of allowing a
multiracial category, respondents can select one or more races when they self-identify. Ethnicity categories were expanded to include: Hispanic or Latino and Not Hispanic or Latino. Hispanics and Latinos may be of any race (U.S. Census Bureau, 2000).

To add to the confusion and nonconformity of racial and ethnic identifiers, the California State Academic Performance Index (API) and U.S. Federal reporting system of Adequate Yearly Progress (AYP) use additional categories including Filipino and Two or More Races. Hispanic or Latino is used as an identifier just as White or African American, not a separate ethnic classification as used in the U.S. Census. In education accountability models, all categories of students are called *subgroups* and statistically significant subgroups are included in accountability measures (California Department of Education, 2011).

Racial and ethnic identifiers are important to this study because schools and districts are held accountable for the results of statistically significant subgroups based on student achievement as measured by standardized tests. Additionally, increased student achievement and positive self-concept in Latino students has been linked to a strong ethnic identity (Alabi, Huyn, & Masten, 2011; Altschul, Oyserman, & Bybee, 2008; Antrop-González, & Vélez, 2010; Baysu, Phalet, & Brown, 2011; Brown, Ong, Fuller-Rowell, & Phinney, 2010; Holcomb-McCoy, 1997; Garret, & Phinney, 2010; Phinney, 1988, 1996a, 1996b, 2000, 2005; Phinney, Cantu, & Kurtz, 1997; Phinney, Chavira, & Tate, 1992; Phinney, Horenczyk, Liebkind, & Vedder, 2001; Phinney, Jacoby, & Silva, 2007; Phinney & Ong, 2007; Ruiz, 1990; Syed, Azmitia, & Phinney, 2007; Wakefield &
Hudley, 2007; Warikoo & Carter, 2009; Whitehead, Ainsworth, Wittig, & Gadino, 2009; Zarate, Bhimji, & Reese, 2005). To further clarify, definitions of cultural and ethnic identity are provided in the following paragraphs.

Ethnicity and culture are related phenomena not intrinsically connected to race. Ethnicity is a complex and multidimensional construct that implies the shared cultural characteristics of a people group (Phinney, 1986a). Culture consists of shared beliefs, behaviors, styles and practices (Warikoo & Carter, 2009). “Ethnic groups and ethnicity are not fixed, bounded entities; they are open, flexible, and subject to change, and they are usually self-defined” (Smedley & Smedley, 2005, p. 17). The history and complexities of race and ethnicity lay the foundation for understanding the importance of identity development in students of non-dominant cultures. In relation to academic achievement, Latino students explore and develop their own ethnic identities often as a result of participating in an educational system that perpetuates the cultural-norms of the White dominant society (Phinney, 1988).

Ethnic identity is not a label; it is an internalized self-constructed understanding in terms of one’s own culture and ethnic background and the associated attitudes and feelings (Phinney, 2005). Ethnic identity is a complex construct that typically develops during adolescence; it includes a commitment and sense of belonging, positive feelings towards, and involvement in activities of the ethnic group. Similar to culture, ethnic identity is dynamic and varies across members of the group (Phinney, 1996). The following paragraphs describe various identity development models found in literature.
followed by identification of themes highlighting the similarities and differences as they relate to Latino identity development.

Phinney (1989) published the stages of ethnic identity development in minority group adolescents based on the seminal work of Erickson (1968, as cited by Phinney, 1989) on ego identity. Erickson wrote that the members of an oppressed minority may internalize the negative views of the dominant culture resulting in a negative self-identity and an identity crisis. Phinney (1989) describes four stages of ethnic identity development: 1) Diffuse—little or no exploration or understanding; 2) Foreclosed—Diffuse stage with clarity about one’s own ethnicity; 3) Moratorium—exploration with confusion about one’s own ethnicity; and 4) Achieved—clear understanding and acceptance of one’s own ethnicity.

Ruiz (1990) developed a Latino/a American Identity Development Model to address the specific needs of multicultural counselors. The stages of Latino/a American identity development are: 1) Causal—no affirmation or identification with Latino culture; 2) Cognitive—Resulting from negative messages, three erroneous belief systems about Latinos are internalized: association with poverty and prejudice, assimilation to White society is the only means of escape, and assimilation is the only possible road to success; 3) Consequence—Feelings of embarrassment due to ethnic markers such as name, accent, skin color, etc. Rejects Latino heritage; 4) Working Through—Unable to cope with the psychological distress of identity conflict and desires to reclaim identity; and 5) Successful Resolution—Improved self-esteem and acceptance of culture and ethnicity.
Cross (1971) developed a Black Racial Identity Development Model that includes the following stages: 1) Pre-encounter—The African American has absorbed beliefs about the dominant White culture that White is right and Black is wrong. Seeks to assimilate; 2) Encounter—sparked by a series of exposures to racism. Realizing one is not part of the dominant culture, one focuses on their own identity; 3) Immersion/Emersion—Surrounds oneself with symbols of own racial identity and rejects all that is White; 4) Internalization—One is willing to establish meaningful relationships with Whites and to build collations with members of oppressed groups; and 5) Internalization-Commitment—One is anchored in a positive sense of identity.

Helms (1984, 1995) developed a White Racial Identity Development Model. The six stages of identity development are: 1) Contact—One is oblivious to racism and seldom perceives a dominant societal group; 2) Disintegration—One is conflicted over racial moral dilemmas; 3) Reintegration—One may regress to intolerance of and placing blame on minority groups; 4) Pseudo-Independence—One may be jolted from reintegration by a painful encounter and attempts to understand differences; 5) Immersion/Emersion—One searches for a personal understanding of racism and White privilege; and 6) Autonomy—One is knowledgeable about racial, ethnic, and cultural differences and no longer fearful or uncomfortable with issues of race and racism.

Kim (1981) developed an Asian American Identity Development Model. The five stages are: 1) Ethnic Awareness—Positive or neutral attitudes about ethnic origin are influenced in early childhood by parents or caretakers; 2) White Identification—Racial
prejudice encountered in school negatively impacts one’s self-esteem and identity; 3) Awakening to Social Political Consciousness—New perspectives are adopted resulting in the abandonment of identification with White society and a renewed understanding of oppression; 4) Redirection—One is reconnected with one’s Asian American heritage and culture. Pride increases as anger is projected towards White oppression; and 5) Incorporation—One develops a positive and comfortable identity as Asian American and consequent respect for others. Figure 8 compares different models based on ethnicity with identified themes.

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*Figure 8. Comparison of Ethnic Identity Development Models with Identified Themes.*
Similarities, differences, and general themes emerged when comparing the ethnic identity models in Figure 8. Phinney’s (1989) model encompassing all ethnic identity is more generic and fails to recognize the themes of acceptance of self, rejection of others, and reaching out to others. Cross’ (1991) model is unique in that the preencounter stage acknowledges that African American children absorb compelling negative stereotypical messages from society. Ruiz’s (1990) early stages of the Latino identity development acknowledge affirmation or denigration of identity; Kim’s (1981) early stages of the Asian identity development acknowledge positive or neutral attitudes toward identity. Helms’ (1995) early stages of the White identity model describe an unexamined and unconscious acceptance of the superior/inferior dichotomy associated with Whites and Blacks. The Asian model is lacking a conflict or crisis included in the other models. The White model exclusively mentions guilt and fear associated with issues of race. Most notable for the purpose of this study is that the Latino identity development model describes a process of rejection, embarrassment, psychological distress of pretending, reintegration, acceptance, and positive identification. This is important from an educational perspective in that teachers need to be aware of the developmental process experienced by Latino students. Secondly, it is important for the educators to understand their own identity development journey.

It is important to note that identity development is a complex and multidimensional process. In a study of Latino adolescents, Umaña-Taylor, Gonzales-Backen, and Guimond (2009) found there is a need to view ethnic identity as a
multifaceted construct that does not necessarily develop in a uniform manner. A multidimensional model of racial identity addresses both the significance and qualitative meaning of race. (Sellers, Smith, Shelton, Rowley, & Chavous, 1998). Figure 9 depicts one example of multiple dimensions.

![Diagram of Racial Identity Dimensions](image)

**Figure 9.** Multiple Dimensions of Racial Identity Development. (Sellers, et al., 1998).

In Sellers’ model, racial *salience* refers to the relevance of race as part of one’s self concept. Racial *centrality* refers to the propensity to define oneself in terms of race. Racial *regard* denotes positive or negative feelings towards one’s race. And the fourth dimension racial *ideology* is comprised of one’s beliefs, opinions, and attitudes about behaviors of group members. The four dimensions interact fluidly with situational clues to make meaning of situations and drive behavior. This approach to identity development differs from mainstream approaches by focusing on other developmental dimensions and
not exclusively on racial identity. Other dimensions are an important consideration; however, a person’s ethnic identity may first develop around race in the U. S. where race is the primary social determinant (Aldarondo, 2001).

A person’s identity development involves constructs in addition to racial development. Jones and McEwen (2000) propose a model of multiple dimensions of identity that includes context of family background, sociocultural conditions, current experience and a person’s core consisting of personal attributes, characteristics, and identity. Figure 10, the researcher’s model of factors that impact the education of Latino students is based on the multidimensional model presented by Jones and McEwen.

Identity development models are important when creating a context for the academic success of Latino students. Researchers and educators can use the models to understand possible student behaviors including distrust, resistance, or rejection of dominant White culture expressed in educational institutions. Educators can also facilitate a culturally responsive environment to support students’ ethnic identity development. The most salient implication of ethnic identity in educational practice is the need for educators to understand their own levels of racial identity development to best support students of differing ethnicities (Carter & Goodwin, 1994).

Cultural Ecological Theory

Ogbu (1983) developed the cultural-ecological theory of minority school performance. This theory considers the broad societal and school factors, \textit{the system}, as well as the impact of the minority community or \textit{community forces}. To explain the
minorities’ perceptions of and responses to education, cultural-ecological theory explores the impact of the dominant culture treatment of the minorities. Therefore, the treatment of the non-dominant culture in the wider society is reflected in their treatment in education (Foster, 2004; Ogbu, 1983, 1992a, 1992b; Ogbu & Simmons, 1994, 1998).

This theory is constructed with two important elements: the system and community forces. The system is defined by how minority groups are treated or mistreated in educational terms of policies, access, pedagogy, and other institutional factors. Ogbu recognizes that varying levels of discrimination in the treatment of minorities: instrumental, relational, and symbolic. Instrumental discrimination includes policy, employment, and wages; relational discrimination includes social and residential segregation; and symbolic discrimination includes denigration of minority culture and language. This discrimination creates a collective problem faced by minorities. The second component of the theory, community forces, is essentially the perceptions of and responses to the educational process by the minority community (Foster, 2004; Ogbu, 1983, 1992a, 1992b; Ogbu & Simmons, 1994, 1998).

Phelan, Davidson, and Yu (1996) build upon this theory by using the cultural compatibility theory to explain differences in achievement among ethnic groups. This theory asserts there are major differences between the home culture and the predominately White school culture thus making it difficult for students to successfully navigate both worlds. Students must navigate multiple borders when living in multiple cultures: sociocultural, socioeconomic, psychosocial, structural, linguistic, gender, and
heterosexist (Phelan, Davidson, & Yu, 1996). Elenes and Bernal (2010) address the borderland theory in the context of educational places and spaces. Place refers to physical location, be it a country border or a classroom. Space refers to the position one occupies as a result of their race.

**Critical Race & LatCrit Theories**

Delgado Bernal (2002) recommends CRT and LatCrit as theoretical frameworks in educational research for two reasons: 1) they explore race-neutral laws in the proper historical and cultural context; and 2) they challenge dominant ideas such as colorblindness and meritocracy and expose how these ideas perpetuate advantages of dominate culture. Singleton supports the disregard of colorblindness and race-neutral laws by stating, “Race and racism are not the only factors contributing to the achievement gap, but rather the missing factors in our exhaustive attempts to reform schools” (SVEF, 2010, p. 2). CRT was born out of the legal discourse surrounding civil rights and primarily developed as a legal framework to address social justice and racial oppression by legal scholars Crenshaw (1995) and Delgado and Stefanicic (2000) (as cited in Burton, Bonilla-Silva, Ray, Buckelew, & Freeman, 2010). CRT asserts that racism is endemic to American life and works toward eliminating racial oppression as part of a broader goal of ending all forms of oppression. It is based on three propositions: 1) race continues to be significant in the United States; 2) U.S. society is based on property rights rather than human rights; and 3) the intersection of race and property creates an analytical tool for understanding social and educational inequities (Burton et al., 2010; Elenez & Bernal,
CRT expanded from a legal discourse to include educational inequities as well (Ladson-Billings & Tate, 1995; & Matsuda, 1991; Yosso, 2002). In support of the first tenant, the authors explain that race continues to be significant in explaining inequity. Socio-economic and gender-based explanations cannot account for the variance in school experience and performance among ethnic subgroups. Also the high rates of school dropout, suspension, expulsion, and failure among African-American and Latino males cannot be explained as a result of socioeconomic status or gender (Gillborn, 2006; & Ladson-Billings & Tate, 1995).

Similar to CRT, Latino Critical Race Theory (LatCrit) challenges the dominant discourse by examining how Latino students are marginalized in educational practice and theory (Delgado Bernal, 2002; Solórzano & Bernal, 2001). LatCrit adds to CRT by considering issues specific to the Latino population such as immigration status and English as a second language. LatCrit and other CRT-related theories emerged as a result of some scholars viewing CRT as Black/White binary that did not consider other factors such as socioeconomic status, gender, sexuality, language, and immigration status. LatCrit is generally viewed as compatible, supplementary and complementary to CRT. It focuses attention to issues unique to the experience of Latinos. As Elenes and Bernal (2010) argue, “CRT/LatCrit propose raced-gendered epistemologies that challenge Eurocentric epistemologies and dominant ideologies such as meritocracy, objectivity, and
neutrality and CRT/LatCrit utilizes counter-storytelling as a methodological and pedagogical tool” (p. 65).

Ladson-Billings and Tate (1995) closely tied CRT to a social constructivist worldview. Social constructivist argue that, 1) much of reality is constructed; 2) stories provide members of marginalized groups a vehicle for psychic self-preservation; and 3) the exchange of stories can help overcome ethnocentrism and the unconscious conviction of viewing the world in one way. The sharing of experience and the use of “voice” are deeply entrenched in CRT and provide a way to communicate the realities of the oppressed, a first step on the road to justice. The authors contend that this voice is required for a complete analysis of the educational system (Ladson-Billings & Tate, 1995).

These theories alone cannot explain the gap in educational attainment between White and Latino students. A recognized weakness in relying solely on these theories is that it leads to a tendency to group all Latinos into one category thus reinforcing negative stereotypes. These theories do however recognize that many Latino high school students must navigate a different, predominately White institution in order to achieve academically.

Operational Definitions

Hispanic or Latino—For the purpose of this paper Hispanic and Latino are used to describe both males and females identified as being Hispanic or Latino. In 2010, The
U.S. Census Bureau (2011) defined Hispanic or Latino as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin. Approximately 86% of Hispanics in the Sacramento, California region are from Mexican descent (Pew Hispanic Center, 2011).

Achievement Gap—The achievement gap in education refers to the differences in academic performance between groups of students. The achievement gap is evident in grades, standardized test scores, course selection, dropout rates, and college completion rates (Contreras, 2010; EdSource, 2005; Education Week, 2004; Gándara, 2010; Gándara & Contreras, 2009; Rand Report, 2007; Warikoo & Carter, 2009).

Dependent variables used in this study:

1. **High (GPA)** is defined as a self-reported 3.5 Grade Point Average (GPA) or higher.
2. **Average GPA** is a 2.0 to 3.49 GPA.
3. **Low GPA** is 1.99 or below.
4. **A Positive school experience** is defined as one in which students generally enjoy and look forward to going to school.
5. **A Negative school experience** is defined as one in which students generally do not enjoy school and find it difficult to attend school on a regular basis.
6. **A Neutral school experience** is defined as one in which neither positive nor negative; can also be a combination of positive and negative experiences.
Independent variables used in this study that have been found to have a positive impact on education:

1. *I believe I am a high achieving student* is defined as a student’s self-reported belief that he or she is a successful student.

2. *I have one or more family members who encourage me to do well at school* is self-explanatory.

3. *An adult at school encourages me to achieve academically* includes certificated staff, classified staff, and other adults on campus including coaches or volunteers.

4. *My teacher expects me to get good grades* is self-explanatory.

5. *Counselors encourage me to take advanced classes* assumes that students receive academic counseling and are encouraged to take advanced placement and college prep courses.

6. *I participate in extracurricular activities* includes active participation in activities outside of class work including sports, clubs, and community service organizations.

7. *I am proud to be Latino* implies that a student identifies with his or her ethnic identity in a positive manner.

8. *My spiritual life is important to me* is defined as a having a belief system that may provide a moral framework; this may also include participation in a like-minded and supportive community.
9. *My friends encourage me to do well at school* is self-explanatory and translates into supportive peer relationships.

10. *Teachers expect me to go to college* is defined as teachers encouraging a college bound culture providing support, education, and the vision needed to successfully enroll and participate in post secondary education.

Independent variables used in this study that have been found to have a negative impact on education:

1. *My Latino heritage is not valued at school* is defined as a student’s perception that the Latino culture is not represented in the curriculum or celebrations. This may also include a student’s perception of racism on campus.

2. *I have experienced racial discrimination by other students* include perceived treatment by Latino or non-Latino peers.

3. *The school curriculum doesn’t represent my cultural values* is defined as the student’s perception as to whether the school curriculum is reflective and respectful of their culture.

4. *English is my second language* is self-explanatory.

5. *Teachers don’t understand my Latino heritage* is defined as the student’s perception as to whether teachers value and are respectful of the student’s heritage.

6. *It is not cool to show how smart I am* is defined as the student’s perception as to whether peer pressure influences his or her desire to achieve academically.
7. *Adults on campus treat me differently because I am Latino* is self-explanatory.

8. *My parents do not feel welcome at my school* is defined as the student’s perception as to whether his or her parents are able to participate in school sponsored activities, generally feel accepted, and are able to communicate with school personnel.

9. *My counselor doesn’t encourage me to take college prep courses* assumes that students receive academic counseling and are not encouraged to take advanced placement and college prep courses.

10. *My teachers expect me to do poorly because I am Latino* is defined as the student’s perception that teachers do not have high academic expectations for him or her because he or she is Latino.

Assumptions and Limitations

- This study is limited to the experience of students at one high school in Northern California.

- Thirty completed surveys and consent/assent forms were returned to the school counselor representing a 7.5% response rate.

- This quantitative analysis is considered weak because it is based on the analysis of 30 survey respondents.

- This study does not allow for the results to be generalized to other student populations.
Significance of the Study

This study was significant because the largest group of K-12 students is among the poorest performing in the state. What are the factors influencing the educational experience of Latino students? Upon examining the results of this study, high school teachers may examine their own praxis; administrators may examine their leadership style and school policies; and state educational leaders may examine policies as they relate to the educational experience of Latino high school students.

We must address the educational needs of the increasing Latino population in order for California’s economy to survive. At the state level, if the achievement gap between White and Latino students were closed, there would be $28 billion in increased earnings circulating in the economy. For the state, this would mean $1.7 billion more in state income taxes (Lopez et al., 1999). On a national scale, “These educational gaps impose on the United States the economic equivalent of a permanent national recession” (McKinsey, 2009, p. 7). The U.S. gross domestic product in 2008 would have been between $310 billion and $525 billion higher if the achievement gap between the performance of Latino and White students were narrowed. The magnitude of this economic impact will continue to rise as Latinos become a larger percentage of the population and workforce (McKinsey, 2009). Gandara (2010) summarizes this point by stating, “Latinos are inextricably bound up with the future of the United States” (p. 27).
California’s economic survival depends upon the academic achievement and success of its burgeoning Latino population.

Currently, Latino students have significantly lower academic achievement and outcomes when compared to White students. There is copious research documenting the ubiquitous achievement gap. However, there is little research giving a voice to the Latino high school population as to what they perceive to be factors of their success or barriers to their success. Identifying these factors and barriers will contribute to the body of knowledge needed to improve the academic outcomes for Latino students. More specifically, this research can give impetus for teachers and educational leaders to examine their own praxis as it relates to the education of Latino students.

Remainder of the Study

This study contains five chapters. Chapter 1 introduces the study. It describes the problem statement, nature of the study, summary of the study’s theoretical framework, operational definitions, assumptions, limitations, and the significance of the study.

Chapter 2 provides a review of recent peer reviewed literature as well as selected seminal works in the field of Latino education. More specifically, a review of studies which focused factors impacting academic achievement among Latino youth.

Chapter 3 details the study’s methodology including specific information about the sampling procedures, data collection, data analysis, and issues of validity and reliability. Chapter 4 is a presentation, interpretation, and explanation of the data. Tables
and figures illustrate significant data points. Chapter 5 summarizes the findings and addresses implications for future research. Finally, the chapter concludes with recommendations for action.
Chapter 2

REVIEW OF RELATED LITERATURE

The purpose of this study is to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations are made in order to examine and improve the practices within the high school institution. Although it is clear that many Latino students face difficulties succeeding at school, little is known about the specific factors that promote and hinder success for these students (Martinez, DeGarmo, & Eddy, 2004). Irizarry and Nieto (2010) note that the voices of Latino students have often been marginalized or left out of educational research. Much research has been conducted telling the Latino community what to do in order to be academically successful, but little research listens to the voice of the students. Supporting this, Zarate and Conchas (2010) suggest that researchers focus on the perspectives of the Latino community.

This chapter begins with a brief description of educational policy history, followed by the factors impacting educational experience of Latino students and a review of research and policy briefs related to factors (societal, institutional, demographic, and personal) impacting the education of Latino students. Societal factors include system of community forces described by Ogbu (1983). Institutional factors include school climate, programs, practices, curriculum, expectations of and relationships with adults on campus, and the leadership style(s) practiced by administration. Personal demographic
factors include parental involvement, peers, academic achievement, being an English learner, parent education level, socioeconomic status, extracurricular activities, and experience of racism. Core (internal) factors include religious beliefs, ethnic identity, belief in self, and personal responsibility. The chapter concludes educational models related to this study and exemplar programs currently supporting the education of Latino students.

Educational Policy History

The history of educational policy is important to this study as it relates to the development of funding mechanisms and issues of social justice. The federal government’s role in education began as a collective agency on best practices and expanded its role as a mediator of civil rights. Currently, the federal government is continuing in social justice efforts by holding school districts and schools accountable for the performance of all student subgroups, including ethnicity, students with disabilities, English Language Learners, and students with a low socio-economic status. This study hopes to benefit educational leaders by providing research-based policy recommendations for equitable education of Latino high school students.

The Federal Department of Education was created in 1867 to collect information that would help States establish effective school systems. The Second Morrill Act of 1890 gave the then-named Office of Education responsibility for administering the system of land-grant colleges and universities. Federal aid to schools focused next on
vocational education with the 1917 Smith-Hughes Act and the 1946 George-Barden Act providing agricultural, industrial, and home economics training. World War II led to significant expansion of Federal support; The Lanham Act of 1941 and the Impact Aid laws of 1950 provided money to school districts affected by the presence of military personnel. The “GI Bill” of 1944 authorized college tuition assistance for nearly 8 million World War II veterans (U.S. Department of Education, 2011a).

In 1958, Congress passed the National Defense Education Act (NDEA) in response to the Soviet launch of Sputnik. This was the first instance of comprehensive Federal educational legislation. The purpose of the NDEA was to ensure that highly educated individuals would be prepared to help America compete with the Soviet Union in the scientific and technical fields. In 1965, the Elementary and Secondary Education Act spawned a comprehensive set of programs designed to assist disadvantaged children. Also in 1965, the Higher Education Act authorized financial assistance to disadvantaged college students. The anti-poverty and civil rights laws of the 1960s and 70s fundamentally changed the focus of the Department of Education to civil rights enforcement. Congressional Acts including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, prohibited discrimination based on race, sex, and disability (U.S. Department of Education, 2011a).

The Goals 2000: Educate America Act was signed into law by President Bill Clinton in 1994. The purpose of the Act was to provide a national framework for
educational reform and to promote the development of a voluntary national system of skill standards and certifications (U.S. Department of Education, 2003). This was the predecessor to the subject area content standards required in the NCLB Act of 2001, the reauthorization of the ESEA. This placed the spotlight on state and local accountability for the academic performance of individual subgroups including ethnicity. The primary goals of the NCLB Act are to enact a number of measures designed to improve student achievement and to hold states and schools accountable for student progress. Measures enacted include: annual testing, demonstrated academic progress, school report cards, and heightened teacher qualifications, and measuring and reporting of schools’ and districts’ Academic Performance Index (API) and Adequate Yearly Progress (AYP). AYP is the measure that brought attention to the performance of specific subgroups based on race, socio-economic status, and students with disabilities. By 2015, in order for a Title I schools to make AYP, 100 percent of students must score proficient or advanced in content area specific testing (U.S. Department of Education, 2010). This impacts the education of Latino students by requiring accountability for the performance of English Language Learners and Hispanic students.

There is much political discourse surrounding the achievement gap and a great deal of political pressure. President Barack Obama is quoted as saying, “It’s time to stop just talking about education reform and start actually doing it. It’s time to make education America’s national mission” (U.S. Department of Education, 2009, p. 2). His
statement is backed by the millions of dollars allotted to educational reform. President Barack Obama has presented blueprint for reform as the latest authorization of the ESEA.

This blueprint builds on the significant reforms already made in response to the American Recovery and Reinvestment Act of 2009 around four areas: (1) Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader; (2) Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning; (3) Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and (4) Improving student learning and achievement in America's lowest-performing schools by providing intensive support and effective interventions (U.S. Department of Education, 2011b, p. 1).

The U. S. Supreme Court has a long history of protecting the rights of all citizens regardless of gender, race, ethnicity, native language, or country of residence. The Supreme Court in Brown v. Board of Education (1954) found “segregation of white and Negro children in the public schools of a State solely on the basis of race, pursuant to state laws permitting or requiring such segregation, denies to Negro children the equal protection of the laws guaranteed by the Fourteenth Amendment - even though the physical facilities and other "tangible" factors of white and Negro schools may be equal.” The United States Supreme Court upheld the rights of Spanish-speaking students, more specifically undocumented children, in PLYLER v. DOE, 457 (1982) 457 U.S. 202. The Court affirmed the decision of the Court of Appeals in that consistent with the Equal Protection Clause of the 14th Amendment, Texas cannot deny to undocumented school-
age children the free public education that it provides to children who legally reside in the U.S. Despite these legal protections, at the state level, California’s Proposition 227, Arizona’s Proposition 203, and Massachusetts Question 2 have denied the rights of English language learners (Johnson & Martinez, 1999; Ward & Franquiz, 2004). The voter-passed propositions create a hostile learning environment by not honoring the native language of Spanish speaking students.

The legal context of race and education demands a historical context of race and racism in the United States as the concepts of race and racism are significant only in the system of privilege and oppression in which they were constructed culture (American Anthropological Association, 1998; Harrison, 1995; Johnson, 2006; Orser, 1998; Otto, 1980; Smedley, 1998, 2006; Smedley & Smedley, 2005; Takezawa, 2005; Tatum, 1997). U.S. Supreme Court landmark cases are based on the Equal Protection Clause of the 14th Amendment. Inherent to the 14th Amendment is that there are circumstances in which groups of people are not equally treated and therefore need protection under the law. A long-standing fundamental contradiction exists in the United States. Founded on the principles of equal opportunity and justice for all, U.S. society has simultaneously and systematically excluded groups perceived to be different from the dominant White culture.

Economic and political structures have exacerbated the patterns of racial, cultural, and political exclusion (Murillo, Villenas, Galván, Muñoz, Martinez, & Machado-Casas, 2010). Gándara and Contreras (2009) name this phenomenon as the prevailing
mythology that “society is open to all and welcome to all who are willing to work hard and play by the rules. But of course, Americans have never been very welcoming of immigrants, and racial and ethnic tensions have not been eradicated from this nation” (p. 51). These tensions surface as institutional racism in our education system. Tatum (1997) defines institutional racism as a system involving cultural messages and policies and practices. “In the context of the United States, this system clearly operates to the advantage of Whites and to the disadvantage of people of color” (p. 7).

Factors Impacting the Success of Latino Students

A summative view of the research points to a multitude of factors, both institutional and demographic, that contribute to a low educational achievement of the Latino population. "Certainly some portion of academic achievement is due to personal characteristics, but these attributes alone cannot explain group trends. Instead, personal characteristics intersect with group factors, which in turn encounter broader social and schooling conditions that all add up to patterns of achievement" (Gándara & Contreras, 2009, p. 28).

Some factors including curriculum and lack of advanced coursework are identified as institutional factors; low socioeconomic status is identified as a demographic characteristic of many Latino students. However, issues of race and feelings of marginalization are not as easily categorized. Thus, viewing categories as interconnected multidimensional framework assists in holistically viewing the factor impacting the
educational outcomes of Latino students. Figure 10 represents the interconnected dimensions of factors that influence the educational outcomes of Latino students.

Figure 10. Interconnected Dimensions of Factors Influencing the Educational Outcomes of Latino Students.

Societal Factors

Ladson-Billings (2007) speaks to the “[s]illiness of isolating contemporary academic achievement without a more indepth and robust understanding of the nature of social, cultural, economic, and political histories and relations between Black and White and Brown and White peoples in this country” (p. 322). Cultural-ecological theory
explains how societal frames of reference differ between minority groups. Voluntary minorities are recent immigrants in search of improved economic opportunities. They maintain optimistic beliefs about their chances for success and that they have the same opportunities availed to them as the dominant White culture. In contrast, involuntary minorities are descendants of groups who were incorporated into the United States through slavery, conquest, or colonization. They perceive the dominant White opportunity structure as primarily closed to them. These societal factors, as part of the cultural-ecological theory of minority student performance, are described as the **system** and **community forces**. The system is how the society at large treats the members of the minority group at large and the community forces are how the members of the minority group respond to those treatments (Foster, 2004; Ogbu & Simons, 1994, 1998; Warikoo & Carter, 2009).

From the critical race theory perspective, racism is endemic to life in the United States. “[t]he ideology and assumptions of racism are so ingrained in the political and legal structures as to be almost unrecognizable” (Morfin et al., 2006, p. 251). These powerful and negative social forces limit institutional and individual agency (Gándara & Contreras, 2009). The educational institution is grounded in the framework structured by the societal factors.

**Institutional Factors**

Institutional factors are the climate, practices, curriculum, adult expectations and adult relationships brought by the educational institution. The following section

San Miguel and Donato (2010) argue that during the twentieth century, education served to reproduce a highly stratified society ensuring the political and cultural hegemony of the dominant White culture and the marginalization of Latinos. Schools served a reproductive function and provided only limited access to separate, inferior, subtractive and non-academic instruction. When public education originated in the second half of the nineteenth century, Latinos were included in the power structure of school governance. “[I]n the 1873-1874 school year, Hispanos comprised 77 percent of the total number of county superintendents in the New Mexico territory. Two decades later they comprised less than 33 percent….By 1930, their numbers became insignificant” (San Miguel & Donato, 2010, p. 29).

From the 1890s-1960s local authorities used a variety of administrative means to segregate Latino children at school. Reasons perpetrated deficit models of students including reasons that students were dirty or had lice, were racially and culturally inferior, and lack of knowledge of the English language. San Miguel and Donato (2010)
continue with a history of mistreatment of Latino students, lack of academic rigor, and the subtractive nature of the curriculum.

During the latter part of the twentieth and early part of the twenty-first centuries, some patterns in the education of Latino students changed and others were reinforced. Latinos were increasingly represented in positions of power and decision making. During the 1960s and 70s, bilingual education was encouraged and subtractive school practices lessened. San Miguel and Donato (2010) state that three patterns actually strengthened during the post 1960s: segregation, unequal schools, and uneven school performance. They conclude with the history of Latino education as being woven into the nation’s social, political, and economic structures. Education is historically and currently socially reproductive and supports the marginalization of minorities.

Gándara and Contreras (2009) point to more specific institutional factors including school resources, school climate, and school peers as three major categories of the Latino student experience. School resources include facilities, curriculum, skilled educators, and access to technology. School climate includes safety, inclusiveness, and/or segregation. School peers include opportunity for student engagement in the form of extracurricular activities and social capital. Lack of school resources begins with not enough preschool. Preschool education has become a critical component of the education of low-income Latino children (Gándara & Contreras, 2009; Nevarez & Rico, 2007; Rand Report, 2007).
California is described as the state that went from first to worst over twenty five years. California, which educates one-third of the nation’s Latino students, is at the bottom of rankings in teacher/student ratios, class sizes, counselor/student ratios, and academic proficiency scores. Fifty two percent of California’s student population are Latino; they almost always overwhelmingly attend the most inadequate schools in the state (Gándara & Contreras, 2009). Educational research has focused on segregation, attrition, school finance, language and bilingual education, and assessments as factors that contribute to school failure (Valdés, 1996).

Valenzuela (1999) adds to the factors presented by San Miguel and Donato and Gándara and Contreras by examining the relationships between teachers and students and the politics of caring. She contends that education literature overlooks the connected issue of race, power, and culture in the classroom. “Productive relations with teachers and among students make schooling worthwhile and manageable. In so doing, the potential for higher academic achievement increases….whether real educational mobility occurs, remains a nagging concern” (Valenzuela, 1999, p. 30).

Demographic Factors

Living in poverty and being an English Language learner are demographic factors that have shown to impede academic achievement. The annual personal earnings of Hispanics, $20,500 in California is nearly half of Whites $40,000. This translates to 27% of Hispanic children live in poverty compared to 9% of white children (Pew Hispanic Center, 2011). The results of CST scores shows that students with a low socio-economic
status score lower than the state average. Students classified as English Learners also score lower than the state average. Figures 11 and 12 show the percentages of students scoring proficient or advanced on English/Language Arts and Math CSTs from 2006 to 2011.

Figure 11. Percentage of Students Scoring Proficient or Advanced on E/LA CST. (California Department of Education, 2011).

It is interesting to note that Hispanic or Latino students test scores have progressed in a very similar fashion to students who have are from a low socio-economic status as defined by being eligible for the National Subsidized Lunch Program (NSLP). English Learners have shown improvement at the same rate as other students; however, the same gap is shown in Figure 11 as is shown in Figures 1 and 2 displaying CST test results disaggregated by ethnicity. A similar gap is displayed in Figure 12 when viewing math scores.
The data show that all categories of students have improved in the number of students scoring proficient or advanced on the CSTs. The gap between English Learners and Hispanic or Latino students and students with a low socio-economic status is not apparent in math scores as it is in the English/Language Arts scores. However, the same gap displayed in previous multiple measures still exists between Hispanic and Latino students and White students.

Crosnoe (2006) conducted an analysis of the federally sponsored Early Childhood Longitudinal Study—Kindergarten (ECLS-K) that began in 1998. Crosnoe was particularly interested in the factors in the demographic characteristics that were associated with early performance in mathematics. Mexican immigrant and other Latino children performed poorly on the indicators of future academic success. Crosnoe found...
that these children were the most economically disadvantaged and had poorer physical health than all the population groups in the study. Also, English was seldom spoken in the home and parents did not engage as much as other parents in activities that support academic success. Supporting this finding, Laosa (1978) found that low-income Mexican American mothers used different teaching strategies than more educated, middle income, or white mothers did. In summarizing Laosa’s findings, Gándara and Contreras (2009) reported that low-income Mexican American mothers “In general, they did not encourage exploration or autonomy in their children, dispositions that are viewed as critical to high academic achievement in middle-class communities” (p. 102).

**Personal Factors**

In a comprehensive report titled *The Educational Experience of Young Men of Color: A Review of Research, Pathways, and Progress*, the College Board Advocacy and Policy Center (2011) summarized the following about male Latino high school students:

- In terms of achievement, there is low academic achievement, overpopulation in special education, high grade repetition, and the view of academic achievement is not masculine;
- In terms of persistence, there is a high dropout rate and in regards to effective support, Latino students rely on their communities and families.

Results of a study examining the factors academically successful Puerto Rican students were published in two journals by Garret, Antrop-González, and Vélez (2010) and Antrop- González, Vélez, and Garret (2005). Both articles listed the following personal factors and experiences as having an influence on high academic achievement:
religiosity and extracurricular activities, a strong Puerto Rican identity, mother’s help and encouragement with schoolwork, and caring teachers and adults at school. A study examining success factors of undocumented Latino students, found that giftedness, valuing of school, extracurricular participation, and volunteerism were significant predictors of academic achievement (Perez, Espinoza, Ramos, Coronado, & Cortes, 2009).

"Certainly some portion of academic achievement is due to personal characteristics, but these attributes alone cannot explain group trends. Instead, personal characteristics intersect with group factors, which in turn encounter broader social and schooling conditions that all add up to patterns of achievement" (Gándara & Contreras, 2009, p. 28). The following section reviews three reports pertinent to this study: first is a policy brief from the National Poverty Center on why racial and ethnic disparities persist; secondly, a College Board Report on Latino Education; and thirdly, a College Board Report on the Educational Experience of Young Men of Color.

The Colors of Poverty: Why Racial and Ethnic Disparities Persist, is a policy brief by the National Poverty Center (2009). The brief sought to understand why racial differences continue to result in socio-economic disadvantages. This is pertinent to this study because the larger societal picture lays the foundation for educational institutions. First the report examines discrimination, attitudes, and culture and how connections between race, privilege, disadvantage, and achievement are constructed. Secondly, education, social networks, and health are examined as contributors to racial inequality.
Thirdly, public policy is examined as a contributor to deepening racial inequality. “Housing policies, crime policies, and anti-poverty policies concentrate advantage and disadvantage, undercutting their states goals of improving the well being of all Americans” (National Poverty Center, 2009, p. 3).

Essential findings from this report include: 1) racial disparities result from cumulative disadvantage over a lifetime, as the effects of hardship spill over into other domains; 2) Whites report better overall health than minority groups even after controlling for variables such as poverty, education, and unemployment; 3) The unintended consequences of felony convictions harm both ex-offenders and their communities; and 4) Residents of predominately black or Hispanic communities have access to half as many social services as those in predominately White neighborhoods.

Nevarez and Rico (2007) wrote *Latino Education: A Synthesis of Recurring Recommendations and Solutions in P-16 Education* for the College Board. In regards to early childhood education, the report recommends disseminating information packets and educating parents on the benefits of early childhood education, educating teachers about Latino cultural views and perspectives, and availing resources, such as transportation and health care to families. In regards to elementary and middle school education, the report recommends an emphasis on educational research, school reform, parent involvement, successful completion of gatekeeper courses including Algebra 1, and proportional representation in gifted and talented programs. In regards to secondary education, the report recommends adequate academic advising, culturally competent teachers, a positive
school environment, increasing academic achievement, supporting the development of bilingual education programs, and supporting prevention and intervention programs.

A College Board Report (2011) titled *The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress* makes the following recommendations:

- **Recommendation 1.** Policymakers must make improving outcomes for young men of color a national priority.
- **Recommendation 2.** Increase community, business and school partnerships to provide mentoring and support to young men of color.
- **Recommendation 3.** Reform education to ensure that all students, including young men of color, are college and career ready when they graduate from high school.
- **Recommendation 4.** Improve teacher education programs and provide professional development that includes cultural- and gender-responsive training.
- **Recommendation 5.** Create culturally appropriate persistence and retention programs that provide wraparound services to increase college completion for men of color.
- **Recommendation 6.** Produce more research and conduct more studies that strengthen the understanding of the challenges faced by males of color and provide evidence-based solutions to these challenges (p. 70-82).

**Models and Existing Programs Supporting Educational Reform**

Educational researchers have developed models to improve institutional and instructional practices to improve student outcomes and to close the achievement gap.

Models in this section include: culturally relevant teaching, culturally proficient leadership, transformational and transformative leadership for implementing change and
sustaining improvement, and Professional Learning Communities (PLCs). Additionally, there are exemplar programs currently in place in high schools across the nation employing best practices to support the academic success of Latino high school students. Programs descriptions in this section include: Cibolo High School, Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), and The Puente Project.

Three models supporting academic achievement described in this section are: culturally relevant teaching, culturally proficient leadership, transformational and transformative leadership for implementing change and sustaining improvement, and Professional Learning Communities (PLCs).

Culturally Relevant Teaching

Early research in culturally relevant teaching introduced references to conflicts in values (Cazden & John, 1968), cultural differences (Erickson & Mohatt, 1977), cultural incompatibility (Vogt, Jordan, & Tharp, 1987) and cultural mismatch (Villegas, 1988) between students and teachers or educational institutions as a reason for academic failure among students on the non-dominant culture. These studies provided the framework for Ladson-Billings (1995a, 1995b) to conceptualize the theory of culturally relevant pedagogy. Essential to culturally relevant pedagogy are 1) academic success; 2) cultural competence; and 3) critical consciousness. Ladson-Billings’ theory adds the essence of social justice to the model of cultural compatibility.
In 2001 the Carnegie Corporation convened a Multicultural Education Consensus Panel to review and synthesize diversity-related research and to provide best practices to address issues of diversity in education. The resulting publication (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephan, 2001) presented 12 essential principles into five categories: 1) teacher learning; 2) student learning; 3) intergroup relations; 4) school governance, organization, and equity; and 5) assessment.

The 12 principles include: 1) Professional development for teachers should include the cultural competency needed to understand complex racial issues; 2) Schools should ensure equity in educational opportunities; 3) The curriculum should promote that knowledge is socially constructed reflecting personal experiences and socio-political contexts; 4) Schools should provide all student the opportunities to participate in extracurricular activities that promote achievement and foster positive relationships; 5) Schools should create opportunities for cross-racial group activities in order to improve intergroup relations; 6) Students should learn about stereotypes and other biases that negatively impact racial and ethnic relations; 7) Students should learned shared values among groups including justice, equality, freedom, peace, and compassion; 8) Students should acquire the needed social skills to interact appropriately with students from other racial, ethnic, cultural and language groups; 9) Schools should provide low-anxiety, social opportunities for students from different groups to interact; 10) Decision making and collaboration should be widely shared among community; 11) Leaders should ensure...
funding equality among all public schools, regardless of location; and 12) Teachers should use multiple culturally sensitive techniques to assess cognitive and social skills.

Category 1—Teacher Learning, warrants a discussion about preparing culturally responsive teachers. Culturally responsive teaching empowers students intellectually, socio-politically and emotionally by the use of cultural references that impart knowledge, skills, and attitudes (Banks et al., 2001; Ladson-Billings, 1995a; Nieto, 2005; Santamaria, 2009). Three themes have emerged as multicultural pedagogy has developed; what began with the recognition of cultural incongruity, shifted towards showing sensitivity and concern. More recently, increased specificity is known about how to implement these concepts into instructional behaviors (Gay, 2004).

As student demographics have become more diverse, the teaching profession has not. Teacher educators and students in teacher education programs are predominantly white, mono-lingual females (Guerra & Nelson, 2007; Ladson-Billings, 2005c). Figure 13 compares the percentages of teachers and students by ethnicity in California for the 2009-10 school year.
In California during the 2009-10 school year, 62.8% of teachers were White and 17.4% of teachers were Hispanic or Latino (Ed-Data, 2010). The teacher demographics do not reflect the K-12 student demographics of 27% White and 51% Hispanic or Latino (California Department of Education, 2011). “White teacher educators prepare White teachers who teach children of color who fail to achieve success in schools and are unable to pursue postsecondary education where they might become teachers” (Ladson-Billings, 2005c, p. 231).

Given the ethnic and cultural divide between teachers and students, researchers are navigating the political hotbed of multicultural teacher education. Teacher education programs are designed to prepare White middle-class teachers to teach White middle-class students. This falls short of preparing teachers for an ethnically diverse classroom.
(Gay, 2005). The profound ramifications of these differences are that teachers and students do not live in the same world and do not appreciate each other’s experiential realities (Gay, 2010). Researchers in the field of multicultural teacher preparation contend that teachers must become knowledgeable of cultural diversity and develop pedagogical skills that promote social justice (Gay, 2005; Gay & Kirkland, 2003; Santamaria, 2009; Weinstein, Tomlinson-Clarke, & Curran, 2004; Zeichner, Grant, Gay, Gillette, Valli, & Villegas, 1998).

Design principals of good practice in multicultural pre-service teacher education (Gay & Kirkland, 2003; & Zeichner et al., 1998) are similar to the 12 best practices in multicultural education presented previously (Banks et al., 2001): the institutions and the participants must be committed to the principles of multicultural education. One final and critical concept as related to pre-service teacher education is the idea of critical consciousness and self-reflection (Gay & Kirkland, 2003). Many White teachers are unaware of their own white identity; they consider their cultural norms to be neutral and right. Pre-service teacher programs need to provide opportunities for students to explore the concept of Whiteness and White privilege (Smith, 2005; Weinstein et al., 2004).

*Culturally Proficient Leadership*

A system-wide effort to incorporate culturally responsive teaching requires a culturally proficient leader to implement and sustain the practice. Culturally proficient school administrators have the knowledge and leadership skills in multicultural education to impact school change and improve outcomes for minority students (Bakken & Smith,
A culturally proficient leader must go on a transformative journey to move teachers beyond cultural awareness and knowledge to “[a] safe space where deficit beliefs and practices can be explored, challenged, and changed” (Guerra & Nelson, 2007, p. 60). The role of the culturally proficient leader extends the work of the individual classroom teacher. See Figure 14 for the roles of teachers and site administrators as they relate to the essential elements of cultural proficiency.

<table>
<thead>
<tr>
<th>Essential Element</th>
<th>Role of Teachers</th>
<th>Role of Site Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess culture</td>
<td>Assess own culture and its effect on students; assess the culture of the classroom. Support students in discovering their own cultural identities.</td>
<td>Assess the culture of the site. Articulate the cultural expectations to all who interact there.</td>
</tr>
<tr>
<td>Value diversity</td>
<td>Teach all subjects from a culturally inclusive perspective. Insist on classroom language and behaviors that value differences.</td>
<td>Articulate a culturally proficient vision for the site. Establish standards for holding teachers and staff accountable for the vision.</td>
</tr>
<tr>
<td>Manage the dynamics of difference</td>
<td>Use conflicts as object lessons. Teach students a variety of ways to resolve conflicts.</td>
<td>Provide training and support systems for conflict management. Help faculty and staff members learn to distinguish between behavioral problems and cultural differences.</td>
</tr>
<tr>
<td>Adapt to diversity</td>
<td>Learn own instructional and interpersonal styles. Develop processes to enhance them so that they meet the needs of all students. Help students understand why things are done in a particular way.</td>
<td>Examine policies and practices for overt and unintentional discrimination. Change current practices when appropriate.</td>
</tr>
<tr>
<td>Institutional cultural knowledge</td>
<td>Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs.</td>
<td>Model and monitor school wide and classroom practices.</td>
</tr>
</tbody>
</table>

*Figure 14.* Essential Elements of Cultural Proficiency and the Roles of Teachers and Administrators. (Nuri-Robbins et al., 2007, p.21).
The five essential elements of cultural proficiency are to: 1) assess culture; 2) value diversity; 3) manage the dynamics of difference; 4) adapt to diversity; and 5) institutionalize cultural knowledge (Nuri-Robbins et al., 2007). In addition to these elements, several studies include the importance of communicating vision to all stakeholders and including the parents and community in key decisions and implementation of these practices (Baaken & Smith, 2011; Moyer & Clymer, 2009; Smith, 2005).

The essential elements of a culturally proficient leader influence the institutional factors the education of Latino students. In relation to Figure 10, the interconnected dimensions of factors influencing the educational outcomes of Latino students, culturally proficient leaders influence the institutional factors of climate, programs, practices, curriculum, adult expectations and adult relationships.

A culturally proficient leader who creates a socially just environment for all students must set a vision, implement policies, and model culturally relevant behaviors. Leadership of this magnitude requires the qualities of a transformational leader described in the following section.

*Transformational and Transformative Leadership*

Transformational leadership emerged in the 1980s as the trend in educational leadership moved from a transactional nature to a facilitative nature of empowerment and capacity building, with a moral imperative of improving educational outcomes (Bass, 1997; Leithwood, 1992; Leithwood & Jantzi, 2000; Stewart, 2006, Marks & Prinney,
Nevarez and Woods (2010) present this comprehensive definition of transformational leadership:

Transformational leadership is the act of empowering individuals to fulfill their contractual obligations, meeting the needs of the organization, and go beyond the “call of duty” for the betterment of the institution. Leaders inspire, motivate, and appeal to followers through an array of skills and behaviors which communicate: (a) their value to the institution; (b) the potential of their contribution; and (c) high expectations in accordance with a supportive environment. Transformational leadership is comprised of three primary elements: (1) a team-approach; (2) an emphasis on follower empowerment; and (3) a comprehension of change within oneself and in the organization (p. 59).

Hallinger (2010) reviewed 40 years of research on educational leadership and presented the following key findings: 1) principals are value leaders; 2) the principal is important, but s/he can only achieve success through the cooperation of others; 3) leadership should be aimed at building the school’s capacity for improvement; 4) take time to understand the context first, and then develop suitable leadership strategies; and 5) leaders should seek to share leadership and empower others, but they must pick the right time and methods. Valentine and Prater (2011) published a study comparing instructional, transformational, and managerial leadership and student achievement. The study concluded that high school principals do make a difference in student achievement. Specifically, three transformational leadership factors, providing a model, identifying a vision, and fostering group goals, most frequently explained student achievement in the study.
As Freire suggests, leadership, authority and power become transformative when they are directed towards emancipating systemically entrenched beliefs, attitudes, and behaviors. Transformative leadership is grounded in an activist agenda informed by Freire’s claim that years of oppression and disregard for humanity have created and maintained social and institutional structures that limit and denigrate people groups. The theory of transformative leadership in education posits that in order to change the educational system, one must change the social context surrounding the educational system. Therefore, the transformational leader must have a well-reasoned, articulated belief system that supports and affirms the rights and dignities of all people (Cooper, 2009; Glanz, 2007; Miller, Brown, & Hopson, 2011; Shields, 2009, 2010; Weiner, 2003).

Transformational and transformative leadership theories move beyond the mutually beneficial exchanges of transactional leadership theory. Transformational leadership theory recognizes the complexities of organizations and the importance of developing people and systems to reach the highest possible potential. Transformative leadership theory is grounded in critique and promise, recognizes social structures that frame institutions, and questions the hierarchical power structures. The power base of transformative leadership coexists in the tension between oppression and liberation. Shields (2009, 2010) makes the following distinctions among transformational and transformative leadership theories in Figure 15.
<table>
<thead>
<tr>
<th></th>
<th>Transformational</th>
<th>Transformative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Point</td>
<td>Need for the organization to run smoothly and efficiently</td>
<td>Material realities and disparities outside the organization that impinge on the success of individuals, groups, and organization as a whole</td>
</tr>
<tr>
<td>Foundation</td>
<td>Meet the ends of complex and diverse systems</td>
<td>Critique and promise</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Organization</td>
<td>Deep and equitable change in social conditions</td>
</tr>
<tr>
<td>Processes</td>
<td>Understanding of organizational culture; setting directions, developing people, redesigning the organization, and managing the instructional program</td>
<td>Deconstruction and reconstruction of social/cultural knowledge frameworks that generate inequality, acknowledgement of power and privilege; dialectic between individual and social</td>
</tr>
<tr>
<td>Key Values</td>
<td>Liberty, justice, equality</td>
<td>Liberation, emancipation, democracy, equity, and justice</td>
</tr>
<tr>
<td>Goal</td>
<td>Organizational change; effectiveness</td>
<td>Individual, organizational, and societal transformation</td>
</tr>
<tr>
<td>Power</td>
<td>Inspirational</td>
<td>Positional, hegemonic, tool for oppression as well as for action</td>
</tr>
<tr>
<td>Leader</td>
<td>Looks for motive, develops common purpose, focuses on organizational goals</td>
<td>Lives with tension and challenge; requires moral courage, activism</td>
</tr>
<tr>
<td>Related Theories</td>
<td>School effectiveness, school reform, school improvement, instructional leadership</td>
<td>Critical theories (race and gender), cultural and social reproduction, leadership for social justice</td>
</tr>
</tbody>
</table>

**Figure 15.** Distinctions Among Two Theories of Leadership. (Shields, 2009, 2010).

In relation to Figure 10, the interconnected dimensions of factors influencing the educational outcomes of Latino students, transformational leadership addresses institutional factors and transformative leadership addresses societal issues. Both transformational and transformative leadership theories are needed to fully address the educational needs of Latino students. Transformative leadership is needed to address underlying societal biases; transformational leadership is indicated to facilitate the change required at the institutional level.
The term *transform* implies change. Only leaders who are equipped to handle a complex, rapidly changing environment can implement and sustain reforms that lead to increased academic achievement for all students (Fullan, 2002). Fullan, Cuttress, and Kilcher (2005) suggest eight concepts needed for sustained transformational change: 1) engaging people’s moral purpose; 2) building capacity; 3) understanding the change process; 4) developing cultures for learning; 5) developing cultures for evaluation; 6) focusing on leadership for change; 7) fostering coherence making; and 8) cultivating tri-level development. Tri-level development includes the school-community, district-LEA, and the state level.

Fullan (2002a, 2002b) has a body of literature about leadership, change, and sustainability in educational reform. Leaders must have the emotional, personal, moral, and spiritual fortitude to navigate the complexities of change. Principals who lead cultural change must have a moral purpose, understand change, improve relationships, create and share knowledge, and make coherence in relation to student learning. Principals who can sustain cultural changes must consider the social environment and equity issues, learn in context, cultivate leaders at many levels, and enhance the teaching profession.

It is evident that in order to serve the Latino students in California, a combination of leadership styles is needed to provide the vision and actions required to enact and sustain school reform, site administrators must: 1) be culturally proficient to break down a legacy of institutional racism in schools; 2) possess the qualities of a transformational
leader; and 3) be knowledgeable in the change process and how to effectively implement and sustain reform. One cultural change popular in schools today is that of Professional Learning Communities (PLCs). A description of PLCs follows with connections made to transformational and culturally proficient leadership, a critique in light of sustained practices of educational reform to close the achievement gap and relevant literature.

Professional Learning Communities (PLCs)

A PLC is a collaborative team of committed educators whose members work interdependently to achieve common goals. Frequent assessment data are analyzed collaboratively to improve learning outcomes for all students (Dufour, Dufour, Eaker, & Many, 2006, 2008; Giles & Hargreaves, 2006; Hord, 2009; Huggins, Scheurich, & Morgan, 2011; Louis & Marks, 1998; Nelson, Slavit, Perkins, & Hathorn, 2008; Richmond & Manokore, 2010; Servage, 2008; Vesicio, Ross, & Adams, 2008). There are six characteristics of all PLCs: 1) shared mission, vision, values, and goals all focused on student learning; 2) a collaborative culture with a focus on learning; 3) collective inquiry into best practices and current reality; 4) action orientation—learning by doing; 5) a commitment to continuous improvement; and 6) results orientation (DuFour et al., 2006, 2008). PLCs are recommended as a way for culturally proficient leaders to bring about the necessary change in the cultural responsiveness of a school (Baker & Smith, 2011).

Fullan (2006) cautions that albeit good, the theory behind PLCs is lacking in terms sustainable change. Concerns include: 1) the rapid and misapplication of the term PLC when the actual work is superficial; 2) PLCs can be misconstrued as the latest
innovation that shall pass; and 3) PLCs can be miscast as changing an individual school culture when the reform needs to be instituted across a given district. Fullan (2006) continues by supporting PLCs as a part of the movement to transform school system cultures; and recommends that practitioners use the knowledge of the theory of change to identify and help overcome weaknesses in the PLC model. Similar to Fullan et al., (2005), there are seven core premises guiding use of change knowledge: 1) a focus on motivation; 2) capacity building with a focus on results; 3) learning in context; 4) change in context; 5) a bias for reflective action; tri-level engagement—school and community, district, and state; and 7) persistence and flexibility in staying the course.

A recent qualitative study identified five elements critical for functional and sustainable PLCs from a teacher’s perspective: 1) teacher learning and collaboration; 2) professional community; 3) confidence in content knowledge, pedagogical knowledge, and practices; 4) accountability; and 5) sustainability. The study concluded with the statement, “The question is not whether teacher-PLCs are important, but rather how to build, support, and maintain such communities in complex and challenging settings” (Richmond & Manokore, 2010, p. 569). The findings of other studies examining the effectiveness of PLCs include:

- It is clearly demonstrated that a PLC model can have a positive impact on both teachers and students (Vescio et al., 2008).
- PLCs are associated with both authentic pedagogy and social support for students. Students achieved at high levels in schools with PLCs (Louis & Marks, 1998).
Hispanic students demonstrated higher levels of academic achievement when schools acted as PLCs (Reyes, Scribner & Scribner, 1999; as cited in Huggins et al., 2011).

This section defines PLCs with caveats and what is required to implement and sustain the practice for schools system reformed that will benefit all students. Culturally proficient transformational leadership and the practice of PLCs is important to this study because they encompass the authentic praxis required to improve learning outcomes for Latino high school students.

*Exemplar Programs Supporting Latino High School Students*

Although there are many barriers hindering the academic success of Latino students, there are also examples of Latino youth who defy the achievement gap and exemplar programs already in place in high schools across the nation employing best practices to support the academic success of Latino high school students. Programs descriptions in this section include: Cibolo High School, Advancement Via Individual Determination (AVID), Early Academic Outreach Program (EAOP), and The Puente Project.

*Cibola High School.* Casanova (2010) conducted an in depth case study of Cibola High School, a 23 year old high school located in Yuma Arizona. The significant academic achievement of Cibola’s Latino students is rooted in the concept of academic optimism that all students are capable of high achievement and this belief guides the
actions of staff members that influences students’ choices. The phrase *academic optimism*, is described as a force for student achievement. Academic optimism is the collective synergy of academic emphasis, collective efficacy, and faculty trust. All three are tightly woven together and reinforce each other towards student learning (Stansberry Beard, Hoy, & Wolkfolk Hoy, 2010).

Cibola High School also bases success on additional factors. It resembles a visionary company as described by Collins and Porras (1994), “Visionary companies are premier institutions—the crown jewels—in their industries, widely admired by their peers and having a long track record of making a significant impact on the world around them” (p.1). The principal at Cibola High School started by *getting the right people on the bus*—a phrase popularized by Collins (2001) meaning to get the right employees in the right positions. The school culture was focused on high expectations for all students, adequate counseling and guidance services, and aggressively addressing the needs of English Learners (Casanova, 2010). The academic achievement of the Latino students at Cibola High School is important to this study because it provides a model of successful strategies that can be duplicated at other high schools serving Latino students. The next section describes AVID, a college readiness system serving Latinos and students who will be the first in their generation attending college.

*Advancement Via Individual Determination (AVID).* AVID is an elementary through postsecondary college readiness system started in 1980 by English teacher Mary Catherine Swanson. “The AVID system accelerates student learning, uses research based
methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change” (AVID Center, n.d., p. 1). In 2010, there were 1,528 AVID sites in 412 school districts in California. Most AVID students are underrepresented minorities with Latino students being 50% of the population served. There are many impressive statistics about the college preparation and college going rate of AVID high school students. Most notable is the percentage of students who have completed “a-g” requirements: 89% of California AVID students have completed the “a-g” requirements as compared to 36% of students overall (AVID Center, 2011).

Research findings on the AVID system include:

- AVID is an effective support system for students with regard to entering college and persisting toward a college degree; AVID provides high school students with some of the necessary skills and academic preparation needed to persevere in college; AVID improves the actual college-going rate of Hispanic high school graduates (Mendiola, Watt, & Huerta, 2010).

- Students who felt nurtured stayed in AVID; The family-like atmosphere of AVID was important to students’ morale, self-esteem and determination; Tutoring during the school day was cited by students as an advantage for staying in the AVID program (Watt, Johnston, Huerta, Mendiola, & Alkan, 2008).
All of the 10 AVID schools improved their accountability rating during the first four years of implementation; AVID students outperformed their classmates on various standardized tests and have better attendance that their classmates; AP course enrollment in each of the AVID schools is increasing and more underrepresented students are being prepared for college (Watt, Powell, & Mendiola, 2004).

AVID relates directly to this study because it in an example of a highly-successful school reform that positively impacts the academic success of participating Latino high school students. The next section describes the Early Academic Outreach Program (EAOP) that is the largest University of California academic preparation program.

_Early Academic Outreach Program (EAOP)._ EAOP was established in 1976 by the University of California as a result of the State Legislature's recommendation to reach out to all of California’s students including those who are first-generation, socioeconomically disadvantaged and English-language learners. The purpose of EAOP is to increase the number of students who have the opportunity to attain a postsecondary education. The program employs four key services to help students attain college eligibility and attend college: 1) academic enrichment; 2) entrance exams; 3) academic advising; and 4) college knowledge. EAOP is the largest UC academic preparation program, serving over 39,000 students at 43 middle schools and 266 high schools (EAOP, 2009).
Research findings about EAOP include:

- EAOP is effective in helping students become UC eligible based on completion of the “a-g” requirements: 40% of EAOP students completed the college preparatory curriculum by the end of the 12th grade. By comparison, only 9.5% of non-EAOP students in the district had completed the “a-g” requirements (Quigley & Leon, 2002).

- Collaborations and partnerships best serve the needs of students; college knowledge resources manifest most effectively when students are offered the opportunity to participate in outreach program efforts; EAOP is a vital partner in offering these opportunities (Jackson, 2010).

The EAOP is important to this study because it provides additional support services to Latino high school students increasing the opportunity for college eligibility and degree attainment. The following section is about the Puente Project—an additional program that supports Latino students in achieving their academic goals.

*The Puente Project.* The Puente Project was initiated in 1981 as a Latino-specific program at Chabot College in Hayward, CA. Founders Felix Galaviz and Pat McGrath reviewed over 2,000 student transcripts and discovered three key patterns among Latino students: 1) avoiding academic counseling; 2) not enrolling in college-level writing courses; and 3) being the first generation to attend college. The community college program which was designed to increase the academic success and transfer rates is now
in 59 community colleges in California. In 1993, seven high schools implemented a Puente pilot program in hopes of duplicating the success found at the community college level (Gándara, 2002; Gándara & Moreno, 2002; Meznek, McGrath, & Garcia, 1989; Rendón, 2002; Puente, n.d.). The foundational principles of Puente include: 1) an instructional writing component; 2) a community-based mentoring component; and 3) culturally-based academic counseling (Gándara & Moreno, 2002; Meznek et al., 1989).

Research findings about The Puente Project include:

- High School and Community College Puente have much to offer the reform movement with regards to promoting access, transforming nontraditional students in to powerful learners, promoting learning communities, and fostering academic success and personal growth (Rendón, 2002).
- Confirming statewide data, High School Puente students were better prepared than were non-Puente students for completing college applications; the personal counseling received led most to taking appropriate courses and exams to be eligible for selective institutions; they also applied to 4-year colleges at much higher rates; and attended these colleges at nearly double the rate of the non-Puente students who began high school with similar grades and test scores (Gándara, 2002).
- This study affirms Gándara’s evaluation showing Puente students staying on the college track at higher rates than non-Puente students (Moreno, 2002).
As with AVID and EAOP, the Puente Project is important to this study as it supports the academic achievement of Latino students. All three programs provide college exposure, knowledge of college and motivation to succeed through the use of peer- and adult-tutoring and mentoring. Continued funding, implementation, and support of successful programs are needed by policy makers and educational leaders.

Conclusion

The United States has a long history of protecting civil rights of the impoverished and oppressed. The Federal Department of Education began collecting and monitoring student progress data in the mid 1800s. Yet today an educational attainment gap persists with White and Asian students scoring much higher than African American and Hispanic students on standardized tests. Because this study focused on Latino high school students, this chapter reviewed seminal works on Latino education. The literature maintains that the achievement gap is a multifaceted problem requiring comprehensive reform. Societal, institutional, demographic, and personal factors impacting education were also reviewed. When examined through the lens of LatCrit Theory, there are societal and institutional biases that compound the issues impacting the education of Latino students.

Literature supports the continued use of research-validated models and programs to improve educational outcomes for Latino students. Recommended instructional models include culturally relevant teaching and culturally proficient leadership. Different
types of leadership have emerged to support comprehensive education reform extending beyond the mutually beneficial exchanges of transactional leadership. Transformational leadership focuses on facilitating change and transformative leadership is grounded in an activist agenda informed by Freire to inspire change at the societal level. Guided by transformational leaders, teaming teachers into Learning Communities (PLCs) is a research-validated approach to focus on student learning outcomes.

Exemplar programs supporting Latino high school students across the country were also reviewed. Cibola High School in Arizona has been successfully meeting the needs of their Latino population for decades by focusing on hiring the best teachers and being committed to academic counseling. AVID (Advancement Via Individual Determination) is supportive college-focus program serving 1,528 school sites in California alone with Latino students comprising 50% of the AVID participants. The Early Academic Outreach Program (EAOP) is a program born of the State Legislature’s recommendation to increase the number of students who have the opportunity to attain a postsecondary education. Finally, the Puente Project is a Latino-specific program promoting college access and academic success.
Chapter 3

METHODOLOGY

Chapter 3 describes the research design, including the role of the researcher and a detailed description of the context, setting, sample, instrumentation, data collection, and analysis. The purpose of this study is to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations are made in order to examine and improve the practices within the high school institution. The study will attempt to determine what practices and policies the administration at Lakewood High School should implement, revise or eliminate based on the perceptions of Latino students. Specifically, the study attempted to answer the following research questions:

*Research Question #1:* Which of the following or combination of variables affects student achievement and school experience?

- Belief in self
- Ethnic identity
- Family inputs
- Peer inputs
- Adult(s) on campus
- Participation in extra-curricular activities
- Spiritual life
- Experience of racial discrimination
Research Question #2: What are the perceived factors impacting academic achievement of Latino students at Lakewood High School?

Research Question #3: What are the students’ perceptions of how they were treated during their school careers?

Research Design

This study uses a mixed-methods approach. Creswell (2009) describes this as an approach to inquiry that uses qualitative and quantitative data in tandem. Mixed methods research offers potential for greater understanding of the complex nature of educational research. Studies restricted to quantitative analysis do not fully depict the unique demographics, histories, or voices of a group. Qualitative thinking generates insights about relationships within multi-level contexts, from different perspectives (Hall & Ryan, 2011).

Mason (2006) asserts that this methodology offers great potential for generating new ways of understanding the complexities and contexts of social experience. Lived realities are multi-dimensional and the phenomena must be viewed multi-dimensionally. Heiss-Biber (2010) expounds on the rational for mixed methodology by reminding the reader that the social world is not independent of individual perceptions; rather it is created through social interactions with the surrounding world. A mixed methods approach gives voice to the participants and explores the process of making meaning.
For these reasons, the researcher is convinced that a mixed methods approach is the best research design for this study due to the nature of the research questions.

Research question #1 clearly asks a question requiring a quantitative analysis. Research questions #2 and #3 are of a qualitative nature by seeking perceptions and lived experiences. Specifically, a concurrent triangulation design strategy was used to analyze data based on critical theory as a theoretical framework (Creswell, 2009). Data were analyzed concurrently to triangulate for convergence, differences or a combination of both.

The quantitative section of this study provides a statistical correlation analysis of the variables literature shows impacts academic achievement; the qualitative section of this study delves further into the students’ perceptions to provide a deeper explanation of the data. A basic qualitative research approach was used because “in applied fields of practice, such as education, administration, health, social work, counseling, business, and so on, the most common type of qualitative research is basic” (Merriam, 2009, p. 22). A social constructivist’s worldview frames the research as the study seeks to understand the students’ perceptions. Creswell (2009) asserts that from a social constructivists worldview, participants develop subjective meanings of their experiences.

This study examined the relationship between the variables of perceived factors of academic achievement and demonstrated academic achievement. Creswell (2009) suggests that research questions and surveys are frequently used in social science research to inquire about the relationship among variables. A survey design provides a
A numeric description of a sample population’s opinions. A Pearson correlation was used to determine if there is a significant relationship among the variables.

Latino high school students are categorized as low, average, or high achieving based on self-reported Grade Point Average (GPA) and self-perception of achievement. Students complete a questionnaire about their perceptions of factors impacting achievement. A Pearson correlation illustrated any relationships between student perceptions and academic achievement. Responses to open-ended survey questions and focus group responses were used for the qualitative portion of the study.

Role of the Researcher

The researcher is the primary person collecting and analyzing the data. The researcher is not Latino and is not able to identify with the lived experience of Latino students. To attenuate this issue, the research was honest in the focus group discussion that she is aware of White privilege and is honestly seeking answers to the factors impacting the educational experience of Latino students. The researcher is a new middle school administrator to the Lakewood School District and does not work at the high school where data are being collected. The research did not have access to the student data system or any personal information about the participants as the school counselor queried and gathered this information.
Setting

The setting for this study is Lakewood High School (LHS) in a Northern California town with a population of approximately 40,000. Lakewood is a fictitious name used by request to protect the identity of the participants. LHS is the only comprehensive high school in the school district. It serves a diverse population including families with a range of educational, ethnic, linguistic and socioeconomic backgrounds. There are approximately 1,500 students in grades 9-12. Figure 16 shows the enrollment in LHS by ethnicity. Thirty percent of the student population is classified as low-socioeconomic status and 5% are classified as English Learners and an additional 9% are reclassified Fluent-English-Proficient.

![Lakewood High School Enrollment by Ethnicity](image)

*Figure 16. LHS Enrollment by Ethnicity. (California Department of Education, 2011).*

Sixty-six percent of the student population is White and 26% of the student population is Latino. Figure 17 shows the Academic Performance Index (API) of the school by subgroup comparing scores from 2010 and 2011.
From 2010 to 2011 school wide and all subgroups increased in API score. The target API score set by the State of California is 800. White students testing in the spring of 2011 were the only group to reach 800. The school wide average score is 782; Hispanic or Latino students scored 731; students with a low socio-economic status scored 717; and English Learners scored 644. Figure 18 shows the growth in API score from 2010 to 2011.
Hispanic or Latino students show the greatest growth with API score increase of 34. English Learners had the second greatest growth of 27. Schoolwide there was an increase of 17; White students increased by 16; and students with a low socioeconomic status increased by 13. The school implemented Professional Learning Communities during the 2010-2011 school year. Increased teacher collaboration and focus on specific learning outcomes may be the catalyst for the increase in API scores.

Sample

The population for this study was all Latino students at Lakewood High School in grades 9-12. The sample was comprised of the students who elect to return the survey to the school counselor. The school counselor selected students by running a query in the
student data system based on student ethnicity/race. Approximately 400 surveys were
distributed to identified Hispanic students by the school counselor. Advertising posters
were approved by the Human Subject’s Committee and posted in the halls of the high
school. Permission in the forms of student assent and parent consent forms was obtained.
Students were asked on the consent/assent form if they were willing to participate in a
focus group. Copies of the survey, focus group questions, assent and consent forms are
located in the appendices section of this study.

The first attempt to obtain data from a comprehensive high school was not
successful and the researcher had to select a different school. The surveys and
consent/assent forms were distributed by the EL teacher to all students identified as
Hispanic. Flyers were posted asking for students to turn in their permission forms to the
EL teacher. Of the 700 Hispanic/Latino students enrolled in the comprehensive high
school, only one student returned the required permission form. The high school
principal contacted the researcher by phone and said that they were not able to get the
parent consent needed for the students to participate in the study. The researcher
contacted the dissertation chair requesting permission to change study settings. Changes
were submitted to and approved by the Human Subjects Committee.

The researcher selected the comprehensive high school located in her district of
employment. The high school principal and counselor contacted the Hispanic families
via an automated phone message to announce the high school’s participation in the study.
The high school counselor queried the school data base to identify student participants
and collected completed surveys and consent/assent forms to protect the identities of participants.

Survey Response Rates

Thirty completed surveys and consent/assent forms were returned to the school counselor representing a 7.5% response rate. Of the 30 completed surveys, 20 participants agreed to participate in a focus group representing 67% of the completed surveys.

Instrumentation and Materials

Quantitative and qualitative data were both gathered via a three-page bi-lingual survey instrument that was developed by the researcher. The researcher was not able to obtain an existing survey that gathered data from Latino students about their high school experience. The survey instrument was based on the factors identified in literature that support and hinder student success. The survey is divided into four sections. The first section gathers background information, the second section includes statements that the literature shows to support academic achievement, the third part includes statements that the literature shows to hinder academic achievement, and the final section asks students for a written response to open-ended questions about their educational experience.

Background information includes: marital status of parents, whom the participant lives with, highest parental education level and occupation, gender, if born in the U.S.,
current year in high school, overall GPAs, highest level of education the participant plans to achieve, if the participant has worked, how many hours, and the reason for the work. Quantitative data are gathered in this section. The background section concludes with asking if the participant perceives school to be a positive, negative, or neither positive nor negative experience and why and a qualitative open ended question asking why the participant thinks some Latino students score lower on GPA and standardized tests.

In the next section regarding support of academic achievement, participants rate 10 statements on a Likert scale of strongly agree, agree, disagree, and strongly disagree. A neutral statement was purposefully omitted. Statements include: 1) I believe I am a high-achieving student; 2) I have one or more family member who encourage me to do well at school; 3) I have an adult at school who encourages me to achieve academically; 4) My teachers expect me to get good grades; 5) My school counselor encourages me to take advanced classes; 6) I participate in school sports, clubs, or activities; 7) I am proud to be a Latino/a; 8) My spiritual life or community is important to me; 9) My friends encourage me to do well at school; and 10) My teachers expect me to go to college. This constitutes quantitative data. A qualitative open ended question follows asking participants to describe anything else that helps them achieve in school.

In the next section regarding hindrances of academic achievement, participants rate 10 statements on a Likert scale of strongly agree, agree, disagree, and strongly disagree. A neutral statement was purposefully omitted. Statements include: 1) My Latino/a heritage is not valued at my school; 2) I have experienced racial discrimination
by other students; 3) The school curriculum doesn’t represent my cultural values; 4) English is my second language; 5) Teachers don’t understand my Latino/a heritage; 6) It’s not cool to show how smart I am; 7) Adults on campus treat me differently because I am Latino/a; 8) My parents do not feel welcome at my school; 9) My counselor doesn’t encourage me to take college-prep courses; and 10) My teachers expect me to do poorly because I am Latino/a. This constitutes quantitative data. A qualitative open ended question follows asking participants to describe anything else that makes it difficult for them to achieve in school.

The final section of the survey asks the following four qualitative open-ended questions: 1) Who or what has supported you the most in your education?; 2) Who or what has made it the most difficult for you in your education?; 3) How do you feel you have been treated by others during your entire school career?; and 4) Please add any additional information you would like to share. The final question is asking if they are willing to participate in a group discussion about this topic.

Two focus groups of eight students were conducted by the researcher to gather additional qualitative data. The focus group sessions were held during lunch time at the school. The first session was 37 minutes in duration; the second session was 29 minutes in duration. An assistant was compensated for transcribing the focus group transcripts. The focus group questions were based on literature and developed by the researcher to further delve into the factors impacting the education of Latino high school students. The researcher used semi-structured questions listed below as a guide to facilitate the focus
group process. The direction of the conversation was often guided by the respondents themselves. Semi-structured focus group questions included:

1. Community Influence: Are you involved in the community (i.e. community service, organizations, etc.)? Does influence from the community help you in school?

2. Parental Influence: Describe the expectations held for you by your parents/guardians. Describe the parental support you have received.

3. School Influence: Describe the expectation level that teachers uphold at your school. What is it like being a Latino student at your school? Do you participate in any extra-curricular clubs and activities? If so, does it help you in school? In your opinion, what changes need to take place in education for Latino students to experience a greater level of success in school?

4. Self: What motivates you in school? Who is the most influential person(s) in your life?

5. Spirituality: Are you spiritual (i.e. tribal, cultural, meditation, pagan, religion, etc.)? If yes, does your spirituality help you in school? Are you or your family a member of an organized religion? If yes, please share the name of your organization.

6. Stereotype: What is your awareness of the stereotype of Latinos? Do you feel that other people make judgments about your academic ability based on your race? (Think about stereotypes, friends, family members, teachers, counselors, etc.)
Quantitative Data Collection

Quantitative data were gathered from the survey instrument described in the previous section. Quantitative data were taken from the survey answers related to background information and the responses to the Likert scale regarding factors that literature shows supports or hinders academic success of Latino high school students. This data was used to answer Research Question #1: Which of the following or combination of variables affects student achievement and school experience?: belief in self, ethnic identity, family inputs, peer inputs, adult(s) on campus, participation in extracurricular activities, spiritual life, and experience of racial discrimination.

Quantitative Data Analysis

The quantitative portion of the survey was entered into the Statistical Package for the Social Sciences (SPSS). A total of 35 variables were analyzed and a Pearson correlation was conducted as the primary analysis between a student’s level of academic performance (GPA) and factors impacting their educational experience. “A Pearson product-moment correlation coefficient (r) assesses the degree that quantitative variables are linearly related in a sample….The significant test for r evaluates whether there is a linear relationship between two variables in the population” (Green & Salkind, 2011, p. 256).
Qualitative Data Collection

Qualitative data were gathered from the survey and focus group sessions as described in the previous section. The LHS school counselor randomly selected two groups of eight participants who agreed and had permission to participate in the focus group. The school counselor arranged a meeting time and location and notified the participants with a hall pass to report to the room at lunch time. The researcher provided a pizza lunch for the participants since they were sacrificing their lunch time to participate.

The data were used to answer Research Question #2: What are the perceived factors impacting academic achievement of Latino students at Lakewood High School? And Research Question #3: What are the students’ perceptions of how they were treated during their school careers? Answers to open ended questions from the survey were typed into an Excel spreadsheet. A hired assistant transcribed the audio portion of the focus groups in MicroSoft Word.

Qualitative Data Analysis

Creswell (2009) and Merriam (2009) write that the purpose of qualitative data analysis is to make meaning of the data and both authors describe similar steps to analyzing qualitative data. Creswell suggests an interactive approach layered over a linear hierarchy building from the bottom to the top. Figure 19 represents a visual diagram of Creswell’s steps to qualitative data analysis. Following Creswell’s steps, the
researcher organized the qualitative data in an Excel spreadsheet and the focus group transcripts in a line-numbered Microsoft Word document. The researcher read through the all data and made notes in the margins looking for segments of data that relate to the research questions.

During the next reading, the researcher began the selective coding process that is organizing the segments into groups before making meaning of the data. Next, themes or descriptions derive from the codes. Before the final step of interpreting or making meaning of the data, the researcher decided how the themes were represented in the qualitative narrative. This follows Creswell’s steps of qualitative data analysis described in Figure 19.
Issues of Validity and Reliability

Webster defines validity as based on facts or evidence; well-founded. Reliability is defined as dependable.Validity and reliability have different meaning and interpretation with respect to quantitative and qualitative research. In quantitative methodology, Creswell (2009) defines validity as being able to draw meaningful and useful inferences; Green and Salkind (2011) describe reliability as consistently yielding the same scores across administrations. In qualitative methodology, Creswell (2009)
describes validity as meaning the researcher checks for accuracy of findings; reliability means that the researcher’s approach is documented and consistent.

*Quantitative Validity and Reliability*

For the purposes of this study, the survey instrument used to collect quantitative data was created by the researcher based on factors repeatedly identified in literature. One can say the survey instrument may be reliable because it is founded on peer-reviewed literature. However since the survey instrument has not been used before, it is not possible to determine reliability.

*Qualitative Validity and Reliability*

Merriam (2009) suggests that qualitative research must be done in an ethical manner in order to have validity and reliability as these terms have not yet been fully defined in literature. The qualitative data in this study may have validity as several strategies have been employed to increase accuracy: 1) Triangulation of the data was used by comparing the qualitative data, quantitative data, and the factors found in literature; 2) Researcher bias was addressed in chapter 4; 3) Discrepant information was addressed in chapter 4; and 4) A peer debriefing strategy was used to audit the findings. Member checking is not a viable strategy in this study as participant identity is protected.

Reliability is difficult to define in qualitative research as human behavior is dynamic not static (Merriam, 2009). Therefore, the issue is whether the researcher was consistent in the treatment of data and that the results are consistent with the data. The qualitative data in this study may have reliability as the process is documented in chapter
4 and the researcher followed Creswell’s (2009) suggested reliability procedures: 1) check transcripts for accuracy; and 2) maintain consistency with code definitions. Merriam’s (2009) procedure of documenting an audit trail increased reliability. Chapter 4 contains an audit trail consisting of detailed descriptions of how data were collected, how categories were derived, and how decisions were made throughout the data analysis.

Measures Taken to Protect Participants’ Rights

The study design and procedures, survey instrument, assent and consent forms, and focus group questions were approved by the dissertation chair, participating school, and the University Human Subjects Committee before any data were collected. The researcher did not have access to the student information database and the school counselor distributed and collected all paperwork and arranged the focus groups. Student assent and parental consent were required. All forms and data will be destroyed six months after the submission of this study to the university.
Chapter 4

ANALYSIS OF THE DATA

This chapter includes the data results of this study’s quantitative survey data, qualitative survey and focus group data. The quantitative survey data address Research Question #1. The qualitative survey data and focus group data address Research Questions #2 and #3.

The first section of this chapter describes the mixed methods approach used to analyze data. The second section displays the quantitative data organized around the independent and dependent variables and concludes with a summary of the most significant correlations. The third section displays the qualitative data that address Research Questions #2. Written responses to open ended survey questions and focus group transcripts are presented separately. A summary of salient themes found in the qualitative data closes the third section. The fourth section displays the written responses to an open ended survey question that address Research Question #3 followed by a summary of responses. Chapter 4 concludes with a summary of each research question.

The purpose of this study is to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations are made in order to examine and improve the practices within the high school institution. The study attempted to determine what practices and policies the administration at Lakewood High School should implement, revise or eliminate based on the perceptions
of Latino students. Specifically, the study attempted to answer the following research questions:

**Research Question #1:** Which of the following or combination of variables affects student achievement and school experience?

- Belief in self
- Ethnic identity
- Family inputs
- Peer inputs
- Adult(s) on campus
- Participation in extra-curricular activities
- Spiritual life
- Experience of racial discrimination

**Research Question #2:** What are the perceived factors impacting academic achievement of Latino students at Lakewood High School?

**Research Question #3:** What are the students’ perceptions of how they were treated during their school careers?

This study used a mixed methods design examining quantitative and qualitative data in tandem. Specifically, a concurrent triangulation design strategy was used to analyze data based on critical theory as a theoretical framework (Creswell, 2009). See Figure 20. Data were analyzed concurrently to triangulate for convergence, differences or a combination of both.
Report of Quantitative Data

The quantitative data from the survey address Research Question #1. A Pearson correlation was conducted to discover significant relationships among the 26 variables. The dependent variables of *High GPA*, *Average GPA*, and *Low GPA* were used to measure academic achievement. The dependent variables of *Positive school experience*, *Neutral school experience*, and *Negative school experience* were used to measure the school experience. The first 10 independent variables were identified as factors supporting academic achievement of Latino students. The remaining 10 independent variables were identified as factors hindering academic achievement of Latino students. Table 1 lists the variables used in the analysis.
Table 1

*Variables Used in the Analysis*

<table>
<thead>
<tr>
<th>Dependent Variables</th>
<th>Independent Variables Reported to Support Academic Achievement</th>
<th>Independent Variables Reported to Hinder Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>High GPA</td>
<td>1. I believe I am high achieving</td>
<td>11. My Latino heritage is not valued at school</td>
</tr>
<tr>
<td></td>
<td>2. I have one or more family members who encourage me to do well at school</td>
<td>12. I have experienced racial discrimination by other students</td>
</tr>
<tr>
<td>Average GPA*</td>
<td>3. An adult at school encourages me</td>
<td></td>
</tr>
<tr>
<td>Low GPA</td>
<td>4. My teacher expects me to get good grades</td>
<td></td>
</tr>
<tr>
<td>Positive School Exp.</td>
<td>5. Counselors encourage me to take advanced classes</td>
<td>13. The school curriculum doesn’t represent my cultural values</td>
</tr>
<tr>
<td>Neutral School Exp.</td>
<td>6. I participate in extracurricular activities</td>
<td></td>
</tr>
<tr>
<td>Negative School Exp.</td>
<td>7. I am proud to be Latino*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. My spiritual life is important to me</td>
<td>14. English is my second language*</td>
</tr>
<tr>
<td></td>
<td>9. My friends encourage me to do well at school</td>
<td>15. Teachers don’t understand my Latino heritage</td>
</tr>
<tr>
<td></td>
<td>10. Teachers expect me to go to college</td>
<td>16. It’s not cool to show how smart I am*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17. Adults on campus treat me differently because I am Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. My parents do not feel welcome at my school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. My counselor doesn’t encourage me to take college-prep courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. My teachers expect me to do poorly because I am Latino</td>
</tr>
</tbody>
</table>

*No significant correlations found with this variable*

No significant correlations were found among the variables of *Average GPA, I am proud to be Latino, English is my second language, or It’s not cool to show how smart I am.*

The Likert scale survey questions are directly connected to a factor identified in literature as having a positive or negative impact on the educational experience of Latino students. Table 2 identifies the independent variables to the factors listed in Research Question #1.
Table 2

*Independent Variables Categorized by Factor Listed in Research Question #1*

<table>
<thead>
<tr>
<th>Factors Listed in Research Question #1</th>
<th>Independent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief in Self</td>
<td>I believe I am high achieving</td>
</tr>
<tr>
<td>Ethnic Identity</td>
<td>I am proud to be Latino*</td>
</tr>
<tr>
<td></td>
<td>English is my second language*</td>
</tr>
<tr>
<td>Family Inputs</td>
<td>I have one or more family members who encourage me to do well at school</td>
</tr>
<tr>
<td>Peer Inputs</td>
<td>My friends encourage me to do well at school</td>
</tr>
<tr>
<td></td>
<td>It's not cool to show how smart I am*</td>
</tr>
<tr>
<td>Adult(s) on Campus</td>
<td>I have an adult at school encourages me to achieve academically</td>
</tr>
<tr>
<td></td>
<td>My teachers expect me to get good grades</td>
</tr>
<tr>
<td></td>
<td>My school counselor encourages me to take advanced classes</td>
</tr>
<tr>
<td></td>
<td>My teachers expect me to go to college</td>
</tr>
<tr>
<td></td>
<td>Teachers don’t understand my Latino heritage</td>
</tr>
<tr>
<td></td>
<td>Adults on campus treat me differently because I am Latino</td>
</tr>
<tr>
<td></td>
<td>My counselor doesn’t encourage me to take college prep courses</td>
</tr>
<tr>
<td></td>
<td>My teachers expect me to do poorly because I am Latino</td>
</tr>
<tr>
<td>Participation in Extracurricular Activities</td>
<td>I participate in school sports, clubs, or activities</td>
</tr>
<tr>
<td>Spiritual Life</td>
<td>My spiritual life is important to me</td>
</tr>
<tr>
<td>Experience of Racial Discrimination</td>
<td>My Latino heritage is not valued at my school</td>
</tr>
<tr>
<td></td>
<td>I have experienced racial discrimination by other students</td>
</tr>
<tr>
<td></td>
<td>The school curriculum doesn’t represent my cultural values</td>
</tr>
<tr>
<td></td>
<td>My parents do not feel welcome at my school</td>
</tr>
</tbody>
</table>

The following tables show significant correlations between the variables. Tables 3-6 show significant correlations between the dependent variables and independent variables. Tables 7-23 show significant correlations for each of the independent variables.
variables. The symbol $r$ is the Pearson correlation coefficient ranging from -1 to +1. The symbol $p$ is the probability of an observed result happening by chance under the null hypothesis. Sig of $p<.05$ states there is a 95% Confidence Interval (CI). Effect size (Cohen) describes the strength of the correlation: .1 = low; .3 = medium; and .5 = high. An effect size of .7 or higher is considered collinear and was not included as significant in this study. Collinearity occurs when two variables are so closely related—highly correlated—that they should be combined into one variable. A positive correlation indicates that as one variable increases the other variable increases as well. A negative correlation shows that as one variable increases the other variable decreases.

Table 3 displays significant correlations found between the variable *High GPA* and the factors impacting the academic achievement of Latino students.

**Table 3**

*Significant Correlations with High GPA*

<table>
<thead>
<tr>
<th>Significant Correlations with High GPA</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am high achieving</td>
<td>.660</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>.459</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.452</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>The school curriculum doesn’t represent my cultural values</td>
<td>-.427</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-.399</td>
<td>$p &lt; .05$</td>
<td>Med</td>
</tr>
<tr>
<td>My counselor doesn’t encourage me to take college-prep courses</td>
<td>-.363</td>
<td>$p &lt; .05$</td>
<td>Med</td>
</tr>
</tbody>
</table>
The correlation between the variables *High GPA* and *I believe I am a high achieving student* was significant, $r(28) = .66$, $p < .001$. The correlation between the variables *High GPA* and *My spiritual life is important to me* was significant, $r(28) = .45$, $p < .05$. The correlation between the variables *High GPA* and *My friends encourage me to do well at school* was significant, $r(28) = .45$, $p < .05$.

The negative correlation between the variables *High GPA* and *The school curriculum doesn’t represent my cultural values* was significant, $r(28) = -.43$, $p < .05$. The negative correlation between the variables *High GPA* and *My parents to not feel welcome at my school* was significant, $r(28) = -.40$, $p < .05$. The negative correlation between the variables *High GPA* and *My counselor doesn’t encourage me to take college-prep courses* was significant, $r(28) = -.36$, $p < .05$. Table 4 displays significant correlations found between the variable *Low GPA* and the factors impacting the academic achievement of Latino students.
Table 4

*Significant Correlations with Low GPA*

<table>
<thead>
<tr>
<th>Significant Correlations with Low GPA</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive school experience</td>
<td>-.389</td>
<td>&lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>Negative school experience</td>
<td>.557</td>
<td>= .001</td>
<td>High</td>
</tr>
<tr>
<td>I believe I am high achieving</td>
<td>-.642</td>
<td>&lt; .001</td>
<td>High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>-.416</td>
<td>&lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>-.363</td>
<td>&lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.380</td>
<td>&lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers don’t understand my Latino heritage</td>
<td>.629</td>
<td>&lt; .001</td>
<td>High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>.467</td>
<td>&lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>.469</td>
<td>&lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My counselor doesn’t encourage me to take college-prep courses</td>
<td>.422</td>
<td>&lt; .05</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *Low GPA* and *Positive school experience* was significant, $r(28) = -.39, p < .05$. The correlation between the variables *Low GPA* and *Negative school experience* was significant, $r(28) = -.56, p = .001$. The negative correlation between the variables *Low GPA* and *I believe I am high achieving* was significant, $r(28) = -.64, p < .001$. The negative correlation between the variables *Low GPA* and *I participate in extracurricular activities* was significant, $r(28) = -.42, p < .05$. The negative correlation between the variables *Low GPA* and *My spiritual life is*
important to me was significant, \( r(28) = -0.37, p < .05 \). The negative correlation between the variables Low GPA and my friends encourage me to do well in school was significant, \( r(28) = -0.38, p < .05 \).

The correlation between the variables Low GPA and My teachers don’t understand my Latino heritage was significant, \( r(27) = 0.63, p < .001 \). The correlation between the variables Low GPA and Adults on campus treat me differently because I am Latino was significant, \( r(28) = 0.47, p < .01 \). The correlation between the variables Low GPA and My parents do not feel welcome at my school was significant, \( r(28) = 0.47, p < .01 \). The correlation between the variables Low GPA and My counselor doesn’t encourage me to take college-prep courses was significant, \( r(28) = 0.42, p < .05 \). No other variables showed a significant correlation with Low GPA. Table 5 displays significant correlations found between the variable Positive school experience and the factors impacting the academic achievement of Latino students.
Table 5

*Significant Correlations with Positive School Experience*

<table>
<thead>
<tr>
<th>Significant Correlations with Positive School Experience</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low GPA</td>
<td>-.389</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>I believe I am high achieving</td>
<td>.390</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>.429</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>.442</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.464</td>
<td>$p = .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>.488</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.459</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel comfortable at my school</td>
<td>-.459</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.643</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables and *Positive school experience* and *Low GPA* was significant, $r(28) = -.39, p < .05$. The correlation between the variables and *Positive school experience* and *I believe I am high achieving* was significant, $r(28) = .39, p < .05$. The correlation between the variables and *Positive school experience* and *I participate in extracurricular activities* was significant, $r(28) = .43, p < .05$. The correlation between the variables and *Positive school experience* and *My spiritual life is important to me* was significant, $r(28) = .44, p < .05$. The correlation between the variables and *Positive school experience* and *My friends encourage me to do well at*
**school** was significant, \( r(28) = .46, p = .01 \). The correlation between the variables

*Positive school experience* and *Teachers expect me to go to college* was significant, \( r(28) = .49, p < .01 \).

The negative correlation between the variables and *Positive school experience* and *Adults on campus treat me differently because I am Latino* was significant, \( r(28) = -.46, p < .05 \). The negative correlation between the variables and *Positive school experience* and *My parents do not feel welcome at my school* was significant, \( r(28) = -.46, p < .05 \). The negative correlation between the variables and *Positive school experience* and *My teachers expect me to do poorly* was significant, \( r(28) = -.64, p < .001 \). Table 6 displays significant correlations found between the variable *Neutral school experience* and the factors impacting the academic achievement of Latino students.
Table 6

*Significant Correlations with Neutral School Experience*

<table>
<thead>
<tr>
<th>Significant Correlations with Neutral School Experience</th>
<th>r</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am high achieving</td>
<td>.376</td>
<td>&lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>I have an adult at school who encourages me to achieve academically</td>
<td>.381</td>
<td>&lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>My teacher expects me to get good grades</td>
<td>.490</td>
<td>&lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.429</td>
<td>&lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>.514</td>
<td>&lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.468</td>
<td>&lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel comfortable at my school</td>
<td>-.468</td>
<td>&lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.550</td>
<td>&lt; .01</td>
<td>High</td>
</tr>
</tbody>
</table>

The correlation between the variables and *Neutral school experience* and *I believe I am a high achieving student* was significant, $r(28) = .41, p < .05$. The correlation between the variables and *Neutral school experience* and *I have an adult at school encourages me to achieve academically* was significant, $r(28) = .38, p < .05$. The correlation between the variables and *Neutral school experience* and *My teachers expect me to get good grades* was significant, $r(28) = .49, p < .01$. The correlation between the variables and *Neutral school experience* and *My friends encourage me to do well at school* was significant, $r(28) = .49, p < .05$. 


The negative correlation between the variables and *Neutral school experience* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = -0.47$, $p < .01$. The negative correlation between the variables and *Neutral school experience* and *My parents do not feel welcome at my school* was significant, $r(28) = -0.47$, $p < .01$. The negative correlation between the variables and *Neutral school experience* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = -0.55$, $p < .01$. Table 7 displays significant correlations found between the variable I believe I am a high achieving student and the factors impacting the academic achievement of Latino students.

Table 7

**Significant Correlations with I Believe I am a High Achieving Student**

<table>
<thead>
<tr>
<th>Significant Correlations with I Believe I am a High Achieving Student</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in extracurricular activities</td>
<td>.476</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>.614</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to get good grades</td>
<td>.592</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>I have experienced racial discrimination by other students</td>
<td>-.392</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>-.576</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.624</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My parents do not feel comfortable at my school</td>
<td>-.491</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>
The correlation between the variables *I believe I am a high achieving student* and *I participate in extracurricular activities* was significant, $r(28) = .47, p < .01$. The correlation between the variables *I believe I am a high achieving student* and *My spiritual life is important to me* was significant, $r(28) = .61, p < .001$. The correlation between *I believe I am a high achieving student* and *My friends encourage me to do well at school* was significant, $r(28) = .59, p = .001$.

The negative correlation between the variables *I believe I am a high achieving student* and *I have experienced racial discrimination by other students* was significant, $r(28) = -.39, p < .05$. The negative correlation between the variables *I believe I am a high achieving student* and *My teachers don’t understand my Latino heritage* was significant, $r(27) = -.58, p = .001$. The negative correlation between the variables *I believe I am a high achieving student* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = -.62, p < .001$. The negative correlation between the variables *I believe I am a high achieving student* and *My parents do not feel welcome at my school* was significant, $r(28) = -.49, p < .01$. Table 8 displays significant correlations found between the variable *I have one or more family members who encourage me to do well at school* and the factors impacting the academic achievement of Latino students.
Table 8

*Significant Correlations with I Have One or More Family Members Who Encourage Me to Do Well at School*

<table>
<thead>
<tr>
<th>Significant Correlations with I Have One or More Family Members Who Encourages Me</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school counselor encourages me to take advanced classes</td>
<td>.553</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>.400</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The correlation between the variables *I have one or more family members who encourage me* and *My school counselor encourages me to take advanced classes* was significant, $r(28) = .55$, $p < .01$. The correlation between the variables *I have one or more family members who encourage me* and *I participate in extracurricular activities* was significant, $r(28) = .40$, $p < .05$. Table 9 displays significant correlations found between the variable *I have an adult at school who encourages me to achieve academically* and the factors impacting the academic achievement of Latino students.
Table 9

Significant Correlations with I Have an Adult at School Who Encourages Me to Achieve Academically

<table>
<thead>
<tr>
<th>Significant Correlations with I have an adult at school who encourages me to achieve academically</th>
<th>r</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to get good grades</td>
<td>.536</td>
<td>p &lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>.533</td>
<td>p &lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>.393</td>
<td>p &lt; .01</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>-.466</td>
<td>p &lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-.480</td>
<td>p &lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.490</td>
<td>p &lt; .01</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The correlation between the variables I have an adult on campus encourages me to achieve academically and My teacher expects me to get good grades was significant, $r(28) = .54, p < .01$. The correlation between the variables I have an adult on campus encourages me to achieve academically and I participate in extracurricular activities was significant, $r(28) = .53, p < .01$. The correlation between the variables I have an adult on campus encourages me to achieve academically and My teachers expect me to go to college was significant, $r(28) = .39, p < .05$.

The negative correlation between the variables I have an adult on campus encourages me to achieve academically and My teachers don’t understand my Latino heritage was significant, $r(27) = -.47, p < .05$. The negative correlation between the
variables *I have an adult on campus encourages me to achieve academically* and *My parents do not feel welcome at my school* was significant, \( r(28) = -0.48, p < .01 \). The negative correlation between the variables *I have an adult on campus encourages me to achieve academically* and *My teachers expect me to do poorly* was significant, \( r(28) = -0.49, p < .01 \). Table 10 displays significant correlations found between the variable *My teachers expect me to get good grades* and the factors impacting the academic achievement of Latino students.

Table 10

*Significant Correlations with My Teachers Expect Me to Get Good Grades*

<table>
<thead>
<tr>
<th>Significant Correlations with My Teachers Expect Me to Get Good Grades</th>
<th>( r )</th>
<th>( p )</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have an adult on campus who encourages me to do well at school</td>
<td>0.536</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>My school counselor encourages me to take advanced classes</td>
<td>0.530</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>0.428</td>
<td>( p &lt; .05 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>-0.423</td>
<td>( p &lt; .05 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-0.506</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-0.541</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
</tbody>
</table>

The correlation between the variables *My teachers expect me to get good grades* and *I have an adult at school who encourages me to achieve academically* was significant, \( r(28) = -0.54, p < .01 \). The correlation between the variables *My teachers expect me to get good grades* and *My school counselor encourages me to take advanced advanced*
classes was significant, $r(28) = -.53, p < .01$. The correlation between the variables *My teachers expect me to get good grades* and *My friends encourage me to do well at school* was significant, $r(28) = -.43, p < .05$.

The negative correlation between the variables *My teachers expect me to get good grades* and *My teachers don’t understand my Latino heritage* was significant, $r(27) = -.42, p < .05$. The negative correlation between the variables *My teachers expect me to get good grades* and *My parents do not feel welcome at my school* was significant, $r(28) = -.51, p < .01$. The negative correlation between the variables *My teachers expect me to get good grades* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = -.54, p < .01$. Table 11 displays significant correlations found between the variable *My school counselor encourages me to take advanced classes* and the factors impacting the academic achievement of Latino students.

Table 11

*Significant Correlations with My School Counselor Encourages Me to Take Advanced Classes*

<table>
<thead>
<tr>
<th>Significant Correlations with My School Counselor Encourages Me to Take Advanced Classes</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have one or more family members who encourage me to do well at school</td>
<td>.553</td>
<td>$&lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to get good grades</td>
<td>.530</td>
<td>$&lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.384</td>
<td>$&lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>.473</td>
<td>$&lt; .01$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>
The correlation between the variables *My school counselor encourages me to take advanced classes* and *I have one or more family members who encourage me to do well at school* was significant, \( r(28) = .55, p < .01 \). The correlation between the variables *My school counselor encourages me to take advanced classes* and *My teachers expect me to get good grades* was significant, \( r(28) = .53, p < .01 \). The correlation between the variables *My school counselor encourages me to take advanced classes* and *My friends encourage me to do well at school* was significant, \( r(28) = .38, p < .05 \). The correlation between the variables *My school counselor encourages me to take advanced classes* and *My teachers expect me to go to college* was significant, \( r(28) = .47, p < .01 \). Table 12 displays significant correlations found between the variable *I participate in extracurricular activities* and the factors impacting the academic achievement of Latino students.
Table 12

**Significant Correlations with I Participate in Extracurricular Activities**

<table>
<thead>
<tr>
<th>Significant Correlations with I Participate in Extracurricular Activities</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>.476</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.400</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>I have an adult at school who encourages me to do well at school</td>
<td>.533</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>.375</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>Teachers don't understand my Latino heritage</td>
<td>-.470</td>
<td>$p = .10$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-.362</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.531</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
</tbody>
</table>

The correlation between the variables *I participate in extracurricular activities* and *I believe I am a high achieving student* was significant, $r(28) = .48$, $p < .01$. The correlation between the variables *I participate in extracurricular activities* and *I have one or more family members who encourage me to do well at school* was significant, $r(28) = .40$, $p < .05$. The correlation between the variables *I participate in extracurricular activities* and *I have an adult at school who encourages me to achieve academically* was significant, $r(28) = .53$, $p < .01$. The correlation between the variables *I participate in extracurricular activities* and *My spiritual life is important to me* was significant, $r(28) = .38$, $p < .05$. 
The negative correlation between the variables *I participate in extracurricular activities* and *My teachers don’t understand my Latino heritage* was significant, $r(28) = -0.47, p = .01$. The negative correlation between the variables *I participate in extracurricular activities* and *My parents do not feel comfortable at my school* was significant, $r(28) = -0.36, p < .05$. The negative correlation between the variables *I participate in extracurricular activities* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = -0.53, p < .01$. Table 13 displays significant correlations found between the variable *My spiritual life is important to me* and the factors impacting the academic achievement of Latino students.

Table 13

**Significant Correlations with My Spiritual Life is Important to Me**

<table>
<thead>
<tr>
<th>significant Correlations with My Spiritual Life is Important to Me</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>.614</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>.375</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.672</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>-.565</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.622</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-.500</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.464</td>
<td>$p = .01$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>
The correlation between the variables *My spiritual life is important to me* and *I believe I am a high achieving student* was significant, $r(28) = .61$, $p < .001$. The correlation between the variables *My spiritual life is important to me* and *I participate in extracurricular activities* was significant, $r(28) = .38$, $p < .05$. The correlation between the variables *My spiritual life is important to me* and *My friends encourage me to do well at school* was significant, $r(28) = .67$, $p < .001$.

The negative correlation between the variables *My spiritual life is important to me* and *My teachers don’t understand my Latino heritage* was significant, $r(27) = -.57$, $p = .001$. The negative correlation between the variables *My spiritual life is important to me* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = -.62$, $p < .001$. The negative correlation between the variables *My spiritual life is important to me* and *My parents do not feel welcome at my school* was significant, $r(28) = -.50$, $p < .01$. The negative correlation between the variables *My spiritual life is important to me* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = -.46$, $p = .001$. Table 14 displays significant correlations found between the variable *My friends encourage me to do well at school* and the factors impacting the academic achievement of Latino students.
Table 14

*Significant Correlations with My Friends Encourage Me to Do Well at School*

<table>
<thead>
<tr>
<th>Significant Correlations with My Friends Encourage Me to Do Well at School</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am high achieving student</td>
<td>.592</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to get good grades</td>
<td>.428</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My school counselor encourages me to take advanced classes</td>
<td>.384</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>.672</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>.471</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>The school curriculum doesn't represent my cultural values</td>
<td>-.443</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.483</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>-.483</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My counselor doesn't encourage me to take college-prep courses</td>
<td>-.403</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>-.372</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
</tbody>
</table>

The correlation between the variables *My friends encourage me to do well at school* and *I believe I am a high achieving student* was significant, $r(28) = .59$, $p = .001$.

The correlation between the variables *My friends encourage me to do well at school* and *My teachers expect me to get good grades* was significant, $r(28) = .43$, $p < .05$. The correlation between the variables *My friends encourage me to do well at school* and *My school counselor encourages me to take advanced classes* was significant, $r(28) = .38$, $p < .05$. The correlation between the variables *My friends encourage me to do well at school* and
school and My spiritual life is important to me was significant, \( r(28) = .67, p < .001 \). The correlation between the variables My friends encourage me to do well at school and My teachers expect me to go to college was significant, \( r(28) = .47, p < .01 \).

The negative correlation between the variables My friends encourage me to do well at school and I have experienced racial discrimination by other students was significant, \( r(28) = -.44, p < .05 \). The negative correlation between the variables My friends encourage me to do well at school and Adults on campus treat me differently because I am Latino was significant, \( r(28) = -.48, p < .01 \). The negative correlation between the variables My friends encourage me to do well at school and My parents feel welcome at my school was significant, \( r(28) = -.48, p < .01 \). The negative correlation between the variables My friends encourage me to do well at school and My counselor doesn’t encourage me to take college-prep courses was significant, \( r(28) = -.40, p < .05 \). The negative correlation between the variables My friends encourage me to do well at school and My teachers expect me to do poorly because I am Latino was significant, \( r(28) = -.37, p < .05 \). Table 15 displays significant correlations found between the variable My friends encourage me to do well at school and the factors impacting the academic achievement of Latino students.
Table 15

**Significant Correlations with My Teachers Expect Me to Go to College**

<table>
<thead>
<tr>
<th>Significant Correlations with My Teachers Expect Me to Go to College</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have an adult at school who encourages me to achieve academically</td>
<td>.393</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My school counselor encourages me to take advanced classes</td>
<td>.473</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>.471</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>-.415</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>28</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>28</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The correlation between the variables *My teachers expect me to go to college* and *I have an adult at school who encourages me to achieve academically* was significant, $r(28) = .393, p < .05$. The correlation between the variables *My teachers expect me to go to college* and *My school counselor encourages me to take advanced classes* was significant, $r(28) = .47, p < .01$. The correlation between the variables *My teachers expect me to go to college* and *My friends encourage me to do well at school* was significant, $r(28) = .47, p < .01$.

The negative correlation between the variables *My teachers expect me to go to college* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = -.42, p < .05$. The negative correlation between the variables *My teachers expect me to go to college* and *My parents do not feel welcome at my school* was significant,
$r(28) = -0.50, p < 0.01$. The negative correlation between the variables *My teachers expect me to go to college* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = -0.49, p < 0.01$. Table 16 displays significant correlations found between the variable *My Latino heritage is not valued at my school* and the factors impacting the academic achievement of Latino students.

Table 16  

*Significant Correlations with My Latino Heritage is Not Valued at School*

<table>
<thead>
<tr>
<th>Significant Correlations with My Latino Heritage is Not Valued at School</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have experienced racial discrimination by other students</td>
<td>0.457</td>
<td>$p &lt; 0.05$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The correlation between the variables *My Latino heritage is not valued at school* and *I have experienced racial discrimination by other students* was significant, $r(27) = 0.46, p < 0.05$. Table 17 displays significant correlations found between the variable I have experienced racial discrimination by other students and the factors impacting the academic achievement of Latino students.
Table 17

Significant Correlations with I Have Experienced Racial Discrimination by Other Students

<table>
<thead>
<tr>
<th>Significant Correlations with I Have Experienced Racial Discrimination by Other Students</th>
<th>r</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>-.392</td>
<td>p &lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>My Latino heritage is not valued at my school</td>
<td>.457</td>
<td>p &lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>The school curriculum doesn't represent my cultural values</td>
<td>.416</td>
<td>p &lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>.375</td>
<td>p &lt; .05</td>
<td>Medium</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>.520</td>
<td>p &lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>.362</td>
<td>p &lt; .05</td>
<td>Medium</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *I have experienced racial discrimination by other students* and *I believe I am a high achieving student* was significant, $r(28) = -.39$, $p < .05$.

The correlation between the variables *I have experienced racial discrimination by other students* and *My Latino heritage is not valued at my school* was significant, $r(27) = .46$, $p < .05$. The correlation between the variables *I have experienced racial discrimination by other students* and *The school curriculum doesn't represent my cultural values* was significant, $r(26) = .42$, $p < .05$. The correlation between the variables *I have experienced racial discrimination by other students* and *My teachers don't understand my Latino heritage* was significant, $r(27) = .38$, $p < .05$. The correlation between the
variables *I have experienced racial discrimination by other students* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = .52, p < .01$. The correlation between the variables *I have experienced racial discrimination by other students* and *My parents do not feel welcome at my school* was significant, $r(28) = .36, p < .05$. Table 18 displays significant correlations found between the variable *The school curriculum doesn’t represent my cultural values* and the factors impacting the academic achievement of Latino students.

Table 18

**Significant Correlations with the School Curriculum Doesn’t Represent my Cultural Values**

<table>
<thead>
<tr>
<th>Significant Correlations with the school curriculum doesn't represent my cultural values</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>-.543</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.443</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>I have experienced racial discrimination by other students</td>
<td>.416</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My counselor doesn't encourage me to take college prep courses</td>
<td>.409</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *The school curriculum doesn’t represent my cultural values* and *I believe I am a high achieving student* was significant, $r(26) = -.54, p < .01$. The negative correlation between the variables *The school curriculum doesn’t represent my cultural values* and *My friends encourage me to do well at school* was significant, $r(26) = -.44, p < .05$. 
The correlation between the variables *The school curriculum doesn’t represent my cultural values* and *I have experienced racial discrimination by other students* was significant, $r(26) = .42, p < .05$. The correlation between the variables *The school curriculum doesn’t represent my cultural values* and *The counselor doesn’t encourage me to take college prep courses* was significant, $r(26) = .41, p < .05$. Table 19 displays significant correlations found between the variable *My teachers don’t understand my Latino heritage* and the factors impacting the academic achievement of Latino students.

Table 19

**Significant Correlations with My Teachers Don’t Understand My Latino Heritage**

<table>
<thead>
<tr>
<th>Significant Correlations with My Teachers Don't Understand My Latino Heritage</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>-.576</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>I have an adult at school who encourages me to achieve academically</td>
<td>-.466</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to get good grades</td>
<td>-.423</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>-.470</td>
<td>$p = .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>-.565</td>
<td>$p = .001$</td>
<td>High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>.655</td>
<td>$p &lt; .001$</td>
<td>High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>.413</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *My teachers don’t understand my Latino heritage* and *I believe I am a high achieving student* was significant, $r(27) = -.57$, $p = .001$. The negative correlation between the variables *My teachers don’t understand*
my Latino heritage and I have an adult at school who encourages me to achieve academically was significant, \( r(27) = -.47, p < .05 \). The negative correlation between the variables *My teachers don’t understand my Latino heritage* and *My teachers expect me to get good grades* was significant, \( r(27) = -.42, p < .05 \). The negative correlation between the variables *My teachers don’t understand my Latino heritage* and *I participate in extracurricular activities* was significant, \( r(27) = -.47, p = .01 \). The negative correlation between the variables *My teachers don’t understand my Latino heritage* and *My spiritual life is important to me* was significant, \( r(27) = -.57, p = .001 \).

The correlation between the variables *My teachers don’t understand my Latino heritage* and *My parents do not feel welcome at my school* was significant, \( r(27) = .66, p < .001 \). The correlation between the variables *My teachers don’t understand my Latino heritage* and *My teachers expect me to do poorly because I am Latino* was significant, \( r(27) = .41, p < .05 \). Table 20 displays significant correlations found between the variable *Adults on campus treat me differently because I am Latino* and the factors impacting the academic achievement of Latino students.
Table 20

*Significant Correlations with Adults on Campus Treat Me Differently Because I am Latino*

<table>
<thead>
<tr>
<th>Significant Correlations with Adults on Campus Treat Me Differently Because I am Latino</th>
<th>r</th>
<th>p</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>-.624</td>
<td>p &lt; .001</td>
<td>High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>-.622</td>
<td>p &lt; .001</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.483</td>
<td>p &lt; .01</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>-.415</td>
<td>p &lt; .05</td>
<td>Med-High</td>
</tr>
<tr>
<td>I have experienced racial discrimination by other students</td>
<td>.520</td>
<td>p &lt; .01</td>
<td>High</td>
</tr>
<tr>
<td>My parents do not feel comfortable at my school</td>
<td>.580</td>
<td>p = .001</td>
<td>High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *Adults on campus treat me differently because I am Latino* and *I believe I am a high achieving student* was significant, $r(28) = -.62, p < .001$. The negative correlation between the variables *Adults on campus treat me differently because I am Latino* and *My spiritual life is important to me* was significant, $r(28) = -.62, p < .001$. The negative correlation between the variables *Adults on campus treat me differently because I am Latino* and *My friends encourage me to do well at school* was significant, $r(28) = -.48, p < .01$. The negative correlation between the variables *Adults on campus treat me differently because I am Latino* and *My teachers expect me to go to college* was significant, $r(28) = -.42, p < .05$. 
The correlation between the variables *Adults on campus treat me differently because I am Latino* and *I have experienced racial discrimination by other students* was significant, \( r(28) = .52, p < .01 \). The correlation between the variables *Adults on campus treat me differently because I am Latino* and *My parents do not feel welcome at my school* was significant, \( r(28) = .58, p = .001 \). Table 21 displays significant correlations found between the variable *My parents do not feel welcome at my school* and the factors impacting the academic achievement of Latino students.

**Table 21**

*Significant Correlations with My Parents do not Feel Welcome at My School*

<table>
<thead>
<tr>
<th>Significant Correlations with My Parents Do Not Feel Welcome At My School</th>
<th>( r )</th>
<th>( p )</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I am a high achieving student</td>
<td>-.491</td>
<td>( p &lt; .01 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>I have an adult at school who encourages me to achieve academically</td>
<td>-.480</td>
<td>( p &lt; .01 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to get good grades</td>
<td>-.506</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>-.500</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.483</td>
<td>( p &lt; .01 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>-.503</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
<tr>
<td>I have experienced racial discrimination by other students</td>
<td>.362</td>
<td>( p &lt; .05 )</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>.655</td>
<td>( p = .001 )</td>
<td>High</td>
</tr>
<tr>
<td>Adults on campus treat me differently because I am Latino</td>
<td>.580</td>
<td>( p = .001 )</td>
<td>High</td>
</tr>
<tr>
<td>My counselor doesn't encourage me to take college prep courses</td>
<td>.450</td>
<td>( p &lt; .05 )</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to do poorly because I am Latino</td>
<td>.532</td>
<td>( p &lt; .01 )</td>
<td>High</td>
</tr>
</tbody>
</table>
The negative correlation between the variables *My parents do not feel welcome at my school* and *I believe I am a high achieving student* was significant, $r(28) = -0.49$, $p < .01$. The negative correlation between the variables *My parents do not feel welcome at my school* and *I have an adult at school who encourages me to achieve academically* was significant, $r(28) = -0.48$, $p < .01$. The negative correlation between the variables *My parents do not feel welcome at my school* and *My teachers expect me to get good grades* was significant, $r(28) = -0.51$, $p < .01$. The negative correlation between the variables *My parents do not feel welcome at my school* and *My spiritual life was important to me* was significant, $r(28) = -0.50$, $p < .01$. The negative correlation between the variables *My parents do not feel welcome at my school* and *My friends encourage me to do well at school* was significant, $r(28) = -0.48$, $p < .01$. The negative correlation between the variables *My parents do not feel welcome at my school* and *My teachers expect me to go to college* was significant, $r(28) = -0.50$, $p < .01$.

The correlation between the variables *My parents do not feel welcome at my school* and *I have experienced racial discrimination by other students* was significant, $r(28) = 0.58$, $p < .05$. The correlation between the variables *My parents do not feel welcome at my school* and *My teachers don’t understand my Latino heritage* was significant, $r(27) = 0.66$, $p < .001$. The correlation between the variables *My parents do not feel welcome at my school* and *Adults on campus treat me differently because I am Latino* was significant, $r(28) = 0.58$, $p = .001$. The correlation between the variables *My parents do not feel welcome at my school* and *My counselor doesn’t encourage me to take
college prep courses was significant, $r(28) = .45, p < .05$. The correlation between the variables *My parents do not feel welcome at my school* and *My teachers expect me to do poorly because I am Latino* was significant, $r(28) = .53, p < .01$. Table 22 displays significant correlations found between the variable *My counselor doesn’t encourage me to take college prep courses* and the factors impacting the academic achievement of Latino students.

**Table 22**

*Significant Correlations with My Counselor Doesn't Encourage Me to Take College Prep Courses*

<table>
<thead>
<tr>
<th>Significant Correlations with My Counselor Doesn't Encourage Me to Take College Prep Courses</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.403</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>The school curriculum doesn't represent my school culture</td>
<td>.409</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parent do not feel welcome at my school</td>
<td>.450</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *My counselor doesn’t encourage me to take college prep courses* and *My friends encourage me to do well at school* was significant, $r(28) = -.40, p < .05$. The correlation between the variables *My counselor doesn’t encourage me to take college prep courses* and *The school curriculum doesn’t represent my school culture* was significant, $r(28) = .41, p < .05$. The correlation between the variables *My counselor doesn’t encourage me to take college prep courses* and *My parents do not feel welcome at my school* was significant, $r(28) = .45, p < .05$. 
Table 23 displays significant correlations found between the variable *My teachers expect me to do poorly because I am Latino* and the factors impacting the academic achievement of Latino students.

Table 23

*Significant Correlations with My Teachers Expect Me to do Poorly Because I am Latino*

<table>
<thead>
<tr>
<th>Significant Correlations with My Teachers Expect Me To Do Poorly Because I Am Latino</th>
<th>$r$</th>
<th>$p$</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have an adult at school who encourages me to achieve academically</td>
<td>-.490</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers expect me to get good grades</td>
<td>-.541</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>I participate in extracurricular activities</td>
<td>-.531</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
<tr>
<td>My spiritual life is important to me</td>
<td>-.464</td>
<td>$p = .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My friends encourage me to do well at school</td>
<td>-.372</td>
<td>$p &lt; .05$</td>
<td>Medium</td>
</tr>
<tr>
<td>My teachers expect me to go to college</td>
<td>-.493</td>
<td>$p &lt; .01$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My teachers don't understand my Latino heritage</td>
<td>.413</td>
<td>$p &lt; .05$</td>
<td>Med-High</td>
</tr>
<tr>
<td>My parents do not feel welcome at my school</td>
<td>.532</td>
<td>$p &lt; .01$</td>
<td>High</td>
</tr>
</tbody>
</table>

The negative correlation between the variables *My teachers expect me to do poorly because I am Latino* and *I have an adult at school who encourages me to achieve academically* was significant, $r(28) = -.49$, $p < .01$. The negative correlation between the variables *My teachers expect me to do poorly because I am Latino* and *My teacher expects me to get good grades* was significant, $r(28) = -.54$, $p < .01$. The negative correlation between the variables *My teachers expect me to do poorly because I am Latino* and *
Latino and I participate in extracurricular activities was significant, \( r(28) = -.53, p < .01 \). The negative correlation between the variables My teachers expect me to do poorly because I am Latino and My spiritual life is important to me was significant, \( r(28) = -.46, p = .01 \). The negative correlation between the variables My teachers expect me to do poorly because I am Latino and My friends encourage me to do well at school was significant, \( r(28) = -.37, p < .05 \). The negative correlation between the variables My teachers expect me to do poorly because I am Latino and Teachers expect me to go to college was significant, \( r(28) = -.49, p < .01 \).

The correlation between the variables My teachers expect me to do poorly because I am Latino and My teachers don’t understand my Latino heritage was significant, \( r(28) = .41, p < .05 \). The correlation between the variables My teachers expect me to do poorly because I am Latino and My parents do not feel welcome at my school was significant, \( r(28) = .53, p < .01 \).

Summary of Quantitative Data Addressing Research Question #1

Research Question #1 lists factors that were found in literature to have an impact on the education of Latino students: belief in self, ethnic identity, family inputs, peer inputs, adult(s) on campus, participation in extracurricular activities, spiritual life, and experience of racial discrimination. The following sections summarize the significant findings organized by these factors.

Belief in Self: Students who reported that they believe they are high achieving had a high GPA and had a positive or neutral school experience. Other factors with a
positive correlation include: extracurricular activities, spiritual life, and positive peer inputs.

*Ethnic Identity.* There were no significant correlations reporting ethnic identity as a factor impacting the educational achievement or school experience.

*Family Inputs.* Positive family inputs did not have a significant correlation with academic achievement or school experience. Factors that have a positive correlation with family inputs include: adults on campus and participation in extracurricular activities.

*Peer Inputs.* Students who report positive peer inputs have a high GPA and a positive or neutral school experience. Students with a low GPA report negative peer inputs. Factors that have a positive correlation with positive peer inputs include: belief in self, adults on campus, and spiritual life.

*Adults on Campus.* Students with a high GPA feel that they have supportive relationships with adults on campus. Students with a low GPA do not feel they have supportive relationships with adults on campus. Students reporting a positive school experience have a negative correlation with negative adult relationships on campus. Students reporting a neutral school experience have positive relationships with adults on campus. Factors that have a positive correlation with positive adult relationships on campus include: positive family inputs and positive peer inputs.

*Participation in Extracurricular Activities.* Students with a low GPA do not participate in extracurricular activities. Students who participate in extracurricular activities have a positive school experience. Factors that have a positive correlation with
participation in extracurricular activities include: belief in self, positive peer inputs, adults on campus, and spiritual life.

*Spiritual Life.* Students who report that a spiritual life is important have a high GPA and positive school experience. Students with a low GPA report that their spiritual life is not important. Factors that have a positive correlation with having a spiritual life include: self belief, extracurricular activities and positive peer inputs.

*Experience of Racial Discrimination.* Students with a high GPA and students who have a positive or neutral school experience do not report experiencing racial discrimination. Conversely, students with a low GPA report experience racial discrimination. Factors that have a negative correlation with experiencing racial discrimination include: belief in self, positive peer inputs, participation in extracurricular activities, and negative peer inputs. Factors that have a positive correlation with experiencing racial discrimination include: negative relationships with adults on campus negative peer inputs.

Report of Qualitative Data

*Qualitative Data Addressing Research Question #2*

The qualitative data from the survey address Research Questions #2 and #3.

*Research Question #2:* What are the perceived factors impacting academic achievement of Latino students at Lakewood High School? Research *Question #3:* What are the students’ perceptions of how they were treated during their school careers? The
researcher followed Creswell’s steps to qualitative data analysis described in Chapter 3, Figure 20. The qualitative data included two focus group transcripts in the form of Microsoft Word documents and a Microsoft Excel spreadsheet containing the written responses to the open ended questions on the survey instrument.

The researcher read through the qualitative data multiple times and began the coding process. Table 23 displays the themes that emerged during the coding process.

Table 24

<table>
<thead>
<tr>
<th>Themes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
</tr>
<tr>
<td>Teachers</td>
<td>✓</td>
</tr>
<tr>
<td>School Courses/Programs</td>
<td>✓</td>
</tr>
<tr>
<td>Family</td>
<td>✓</td>
</tr>
<tr>
<td>Friends</td>
<td>✓</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>✓</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
</tbody>
</table>

Qualitative data from the open ended survey questions and focus groups addresses

Research Question #2: What are the perceived factors impacting academic achievement of Latino students at Lakewood High School? The following sections provide examples and data that show what factors impacted the educational experience of Latino high school students by identified theme. Factors include teachers, school courses/programs, family, friends, extracurricular activities, and race.
Theme: Teachers. The qualitative data from the open ended questionnaire show that teachers have an equally positive and negative impact on students. The theme of teachers emerged as students talked about the relationships they had with teachers. Respondents who reported that teachers had a positive impact named teachers as someone who has support their educational experience. Respondents who reported that teachers had a negative impact named teachers as someone who has hindered their educational experience. Sample written responses are shown below in Table 25.

Table 25

*Example Teacher References in Written Responses to Open Ended Survey Questions*

<table>
<thead>
<tr>
<th>Supports</th>
<th>My parents and some teachers have been supporting me in school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My teachers also tell me to try and not give up and to go far in life.</td>
</tr>
<tr>
<td></td>
<td>My teachers help me out a lot.</td>
</tr>
<tr>
<td></td>
<td>Teachers always encourage me.</td>
</tr>
<tr>
<td>Hinders</td>
<td>Teachers expect all students to be the same and only get As and Bs. I think you just got to make it more interesting.</td>
</tr>
<tr>
<td></td>
<td>Negative because some teachers don't teach you good and they get frustrated.</td>
</tr>
<tr>
<td></td>
<td>Teacher telling me every day I have an F and I will not pass if I pull it together.</td>
</tr>
<tr>
<td></td>
<td>ONE of my teachers I cannot stand she has no patience and always gets mad if you don't know the things she is teaching.</td>
</tr>
</tbody>
</table>

The qualitative data from the focus groups show that teachers have both a positive and negative impact on students. Students expressed they felt very supported when a teacher believed in them and motivated them. Some students expressed that they did not like their teachers and did not feel supported. Towards the end of the focus group, several students said that they wish they had more Latino and Spanish speaking teachers because they would be treated more fairly by the Latino teachers than by the White
teachers. Table 26 lists comments regarding teachers that were extracted from the focus group transcripts.

Table 26

*Focus Group Comments Regarding Teachers*

<table>
<thead>
<tr>
<th>Focus Group Comments Regarding Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>They motivated me, they said I could do it instead of saying I couldn’t.</td>
</tr>
<tr>
<td>I think the teachers here try their best to help you.</td>
</tr>
<tr>
<td>In middle school we didn’t have as much support from the teachers.</td>
</tr>
<tr>
<td>Well, teachers are messed up sometimes.</td>
</tr>
<tr>
<td>I have too many problems with teachers.</td>
</tr>
<tr>
<td>We need more Spanish speaking teachers.</td>
</tr>
<tr>
<td>I think we should have more Latino or Latina teachers because they would treat us equally.</td>
</tr>
</tbody>
</table>

*Theme: School Courses/Programs.* The survey instrument did not contain any questions regarding school courses or programs. The qualitative data from the focus groups contain negative references regarding school courses and programs. Specifically, the students spoke to the negative experiences they had by being put in groups with lower performing students. Repeatedly, students expressed that they did not like being grouped with what they called “dumb Mexican” students. They perceived themselves to be low performing and put down. This also led to tension and drama with students not in the low group that distracted from the learning process. One outlier respondent spoke to the misrepresentation of California history and how it is only told from the White European
perspective to the neglect of the Mexican perspective. An outlier respondent is a response given by one person that is atypical of other responses. Table 27 lists comments regarding school courses or programs that were extracted from the focus group transcripts.

Table 27

**Focus Group Comments Regarding School Courses or Programs**

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uh I think that they shouldn’t like put us in a group, like the smart people and the people who need more help, and I don’t think they should put them in one group they should put them all together.</td>
</tr>
<tr>
<td>That’s what happened to me personally, they assumed “Oh she speaks Spanish her first language, that’s it well put her in a lower group.”</td>
</tr>
<tr>
<td>We should have a Mexican history and culture class about um our race and how we were here before and how um our natives got kicked off lands.</td>
</tr>
</tbody>
</table>

**Theme: Family.** The qualitative data from the open ended questionnaire show that family has a positive impact on the educational experience of the respondents. Students reported that their mom, dad, and/or siblings have always been there for them and verbally encouraged them to do well at school. Others reported that their mom helped them with homework. Several students reported that they their mom encouraged them in school so they could do better in life or have a better job than their parents. There were no responses that reported a negative family impact. Sample written responses are shown below in Table 28.
Table 28

*Example Family References in Written Responses to Open Ended Survey Questions*

<table>
<thead>
<tr>
<th>Supports</th>
<th>My main motivation is my mom.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My mom and my dad even though my dad doesn't live with me he gives me advice about school and how I have to go to school.</td>
</tr>
<tr>
<td></td>
<td>The support of my mom and dad.</td>
</tr>
<tr>
<td></td>
<td>My mom tells me to do good in school because she wants my brother and I to do much better than what she could have done.</td>
</tr>
<tr>
<td></td>
<td>My mom helped me all through kindergarten and up to middle school and she still helps me.</td>
</tr>
<tr>
<td></td>
<td>I would have to say my Mom. Sometimes she'll stay up late with me until I finish my homework.</td>
</tr>
<tr>
<td></td>
<td>My parents have supported me the most.</td>
</tr>
<tr>
<td></td>
<td>My sister and my parents.</td>
</tr>
<tr>
<td></td>
<td>My mom and family.</td>
</tr>
<tr>
<td></td>
<td>My mother has helped me more and the youth center.</td>
</tr>
</tbody>
</table>

The qualitative data from the focus groups report positive comments regarding family supports. Students reported wanting to do well in school to make their parents proud. Other students reported that their mom, dad, or siblings have been the biggest influence in their life. One outlier respondent said they did not have family support. Table 29 includes comments regarding family that were extracted from the focus group transcripts.
Focus Group Comments Regarding Family

I don’t really have much support at home other than my parents say “You can do whatever You want.”

When my parents first came to the United States they had to work really hard to get what they have now. Seeing how hard they had to work to get where they are now, motivates me to actually get something in life, get education and a good job so that in the future I can give them everything they have given me. It’s like, I want to show them that they did good in raising me, and I’m so proud of them I want them to be proud of me too so that’s my motivation to do better.

My mom just tells me to do good in school all the time.

Researcher: Who is the most influential person in your life?

It’s my sister.

My mother.

Um probably both my parents.

I would have to say my brother.

Theme: Friends. The qualitative data from the open ended questionnaire show that friends have a positive impact on the educational experience of the respondents. When asked why school is a positive experience, many students reported that they have fun with their friends. Other students reported that they feel supported by their family and friends. Relationships at school are reported as being a very supportive factor of the students’ educational experience. Sample written responses are shown below in Table 30.
Table 30

*Example Friend References in Written Responses to Open Ended Survey Questions*

<table>
<thead>
<tr>
<th>Supports</th>
<th>Friends and family are there for me when I need them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My friends and family.</td>
</tr>
<tr>
<td></td>
<td>I feel this way because of the relationships with my friends, teachers, coaches, and teammates at LHS.</td>
</tr>
<tr>
<td></td>
<td>I focus a lot on my education which is good but I also have fun with my friends.</td>
</tr>
<tr>
<td></td>
<td>I feel that way because I learn and I hang out with friends.</td>
</tr>
<tr>
<td></td>
<td>My friends, my parents, and my teachers.</td>
</tr>
<tr>
<td></td>
<td>Because I love to learn and I feel like I have my friends there with me then I have more fun.</td>
</tr>
<tr>
<td></td>
<td>My family and myself, neighbors, family friends.</td>
</tr>
<tr>
<td></td>
<td>My mom, dad, aunt, uncle, and many of my best friends.</td>
</tr>
<tr>
<td></td>
<td>Friends, family.</td>
</tr>
<tr>
<td></td>
<td>My really close friends.</td>
</tr>
<tr>
<td></td>
<td>Friends and having a great time.</td>
</tr>
<tr>
<td></td>
<td>Good education, friends, and peers.</td>
</tr>
</tbody>
</table>

The qualitative data from the focus groups report positive comments regarding friends. Friends were reported as having a very positive impact on the students’ educational experience. One student reported that they would not come to school if they didn’t have friends. Table 31 includes comments regarding friends that were extracted from the focus group transcripts.
Table 31

Focus Group Comments Regarding Friends

<table>
<thead>
<tr>
<th>Focus Group Comments Regarding Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher: Can you think of one thing of what you like about school?</td>
</tr>
<tr>
<td>I get to hang out with friends.</td>
</tr>
<tr>
<td>Umm because of friends.</td>
</tr>
<tr>
<td>Friends and learning.</td>
</tr>
<tr>
<td>But I just mainly come to school so I can see friends.</td>
</tr>
</tbody>
</table>

Theme: Extracurricular Activities. Extracurricular activities include any sports, programs, or student engagement activity that is outside of the normal school day and curricula. Qualitative data from the open ended questionnaire had one response referencing extracurricular activities displayed below in Table 32.

Table 32

Written Response Regarding Extracurricular Activities in Open Ended Survey Questions

<table>
<thead>
<tr>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>My R.O.L.T.Y. group has motivated me to move forward and not give up. R.O.Y.L.T. is a group where we work together to make changes and do community service. We are in progress to redirect our young lives together.</td>
</tr>
</tbody>
</table>

The qualitative data from the focus groups report positive comments regarding extracurricular activities. Some students reported that participating in extracurricular activities provided opportunities to be with like-minded friends. Many descriptions of the extracurricular activities included elements of community service. One student
reported that participating in sports has a positive impact on their educational experience.

Table 33 includes comments regarding extracurricular activities that were extracted from the focus group transcripts.

Table 33

*Focus Group Comments Regarding Extracurricular Activities*

<table>
<thead>
<tr>
<th>Focus Group Comments Regarding Extracurricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well I am very involved in the interact key club which is community service hours. We go out and help mostly every week. We try to go on weekends to makeup hours and I think that really helps because not only are you meeting people that are supporting you and have the same goals in life as you do but at the same time you see that there are so many things you can do out there to help people so if you give more respect to your studies and to yourself, you can actually get really far. That helps me keep focused.</td>
</tr>
<tr>
<td>So I’m a wrestler, this is my second trimester. To do any sport at this school you have to have a 2.0 GPA at least and then no more than one D, so I wouldn’t say it motivates me but it makes it so that I know I can’t do terrible in any of my classes because I have a sport to play.</td>
</tr>
</tbody>
</table>

*Theme: Race.* The qualitative data from the open ended questionnaire show that race has a positive, neutral, and negative impact on the educational experience of the respondents. Students who responded with race as a supportive factor addressed the benefits of being bilingual and described how Latinos are a hard-working people not looking for a handout. One student wrote that race had a neutral impact. Students who reported that race had a negative impact on their education included the obstacles they faced with cultural and language differences and how other people who perpetrated racial issues created unnecessary drama at school. Sample written responses are shown below in Table 34.
Table 34

*Example Race References in Written Responses to Open Ended Survey Questions*

<table>
<thead>
<tr>
<th>Supports</th>
<th>I am happy to have two languages and help people in need.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Because what people think of &quot;low class&quot; isn't low to be Latino. Latino's appreciate what we have and got. And we keep trying for a better life if we pass high school or not. Ex: most of the time when you look at a street corner, you will never see a Mexican holding a sign saying &quot;need money&quot; You see a Mexican on the corner with oranges or strawberries because we never give up and work and try til the very end!</td>
</tr>
<tr>
<td>Neutral</td>
<td>My nationalism doesn't interfere with anything.</td>
</tr>
<tr>
<td>Hinders</td>
<td>Sometimes people have so many stereotypes about Latinos that showing them how wrong they can be is tough.</td>
</tr>
<tr>
<td></td>
<td>Growing up in a Hispanic family where most of your family understand and speaks English at the lowest level is difficult. Adding on, being the oldest of all my cousins has kept me challenged. I had to learn English as well as I could in order to help my cousins and sister. Why? I was the only one they could go to, while I had only myself too. Things like that always act like a barrier that I wish had not existed.</td>
</tr>
<tr>
<td></td>
<td>There are so many cultural differences. Latino parents do not tend to be the kind of parents that try to force an education (a good one) on their children. Instead, the parents give way for the teenager to slack off and get involved in less promising things.</td>
</tr>
<tr>
<td></td>
<td>Racial people and drama are a problem.</td>
</tr>
</tbody>
</table>

The qualitative data from the focus groups report comments regarding race. Students reported that they felt singled out as “dumb Mexicans” when they were placed in groups with low performing Latino students. Another student reported that they were called “White washed” because they are perceived to be one of the mainstream students. Several students expressed anger about how they were treated by teachers and peers because they are Mexican. Several students mentioned specific examples of experience racial issues in Spanish class. White students expressed that it is not fair that students
who speak Spanish get to take Spanish class. The participant retorted with the fact that English speaking students take English class every year.

Some students felt that they were treated differently by their peers and called names because they are Mexican. Another student who is from El Salvador took offense when students assumed she was a Mexican. One outlier response indicated that the student was comfortable with whom they were and racial jokes were not bothersome. Most respondents expressed frustration or anger with racial incidents they faced at school or in the community.

Several students suggested that the idea of having more focus groups, giving students an opportunity to be heard, is a good idea for continuing to address racial issues on campus. Table 35 includes comments regarding extracurricular activities that were extracted from the focus group transcripts.

Table 35

<table>
<thead>
<tr>
<th>Focus Group Comments Regarding Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>In middle school we didn’t have as much support from the teachers, um but they would like separate us into groups. They would put people into like this one group called PAWS, and it would be mainly just Latinos and stuff and it just really brought us down and made us not want to try I dunno because it brought our self-esteem as Latinos down. It didn’t really make me want to try. But other than that race hasn’t really been a big problem here. I don’t know you just walk around and they say stuff like about your skin like the way you are, because you’re Mexican. Well, we could have groups like this, I mean this helped a lot. Well it’s helped me like speak out for myself, it’s a good Idea.</td>
</tr>
</tbody>
</table>
Summary of Qualitative Data Addressing Research Question #2

This section of qualitative data analysis addresses Research Question #2: What are the perceived factors impacting academic achievement of Latino students at Lakewood High School? Data from written survey responses and focus group transcripts were analyzed. The following themes emerged as having an educational impact on the Latino students at Lakewood High School: teachers, school courses/programs, family, friends, extracurricular activities and race.

Teachers were reported as having both a positive and negative impact on students depending on the quality of the relationships. The school courses and programs had mostly a negative impact. Family, friends, and extracurricular activities had a positive impact.

Qualitative Data Addressing Research Question #3

Research Question #3: How have you been treated during your school career? Is address by qualitative data from the open ended survey question # 36, How do you feel you have been treated by others during your school career? Most students reported that they had been treated well during their school career. Other students reported that they were treated ok or good and bad during their school career. One student reported that they were treated poorly during their school career and divulged that they did not often apply themselves at school Table 36 contains sample written responses to the open ended question #36.
Table 36

Sample Written Responses to the Open Ended Question #36

| Well                                      | I've been treated equally  
|                                           | Fairly and with respect.  
|                                           | I feel I have been treated well by other people.  
|                                           | Everyone is treating me nicely, no one has ever made fun of me because of being Latino.  
|                                           | In a respectful way by teachers and school staff.  
|                                           | They have been encouraging me a lot.  
|                                           | I been treated cool because I am a well respected man in my school and in the streets. (you give me respect and I'll gave you respect.  

| Ok Good and Bad | I feel like I've been treated ok.  
|                | Not bad. They just see me as a "white-washed" girl because I'm not really good at speaking Spanish other than that, I haven't been treated badly.  
|                | Most of the time I get treated well but it's really rare when someone will say something racist.  
|                | I've been treated good and bad.  
|                | My friends treat me good but some other kids call me names a lot all through 2nd grade. My teachers help me out a lot. Over all I think I'm good with people.  

| Differently | Differently because of my race and also because I'm so capable and sometimes I don't apply myself and I understand that but when other students permit me and other Latino students from grasping curriculum or explaining themselves because the same other students answer before or understand before we grasp.  

Summary of Qualitative Data Addressing Research Question #3

Research Question #3 asked how students were treated during their school career.

The qualitative data from the open ended survey responses showed that most students feel that they were treated well during their school career.
Conclusion

This study used quantitative and qualitative data to address the research questions. Quantitative data from a survey using a Likert scale was analyzed to answer Research Question #1. Qualitative data from written survey responses and focus group transcripts were used to answer Research Questions #2 and #3.

Research Question #1: Which of the following or combination of variables affects student achievement and school experience?

- Belief in self
- Ethnic identity
- Family inputs
- Peer inputs
- Adult(s) on campus
- Participation in extra-curricular activities
- Spiritual life
- Experience of racial discrimination

A Pearson correlation analysis was used to find significance in factors that impact educational achievement and school experience. Students who had a belief in themselves were high achieving students and school was a positive experience. Ethnic identity did not have a statistically significant impact on educational achievement or school experience. Positive relationships and support of family, peers, and adults on campus generally had a positive impact on educational achievement and school experience.
Participating in extracurricular activities and having a spiritual life also had a positive impact. High achieving students with a positive school experience did not report experiences of racial discrimination. Conversely, low achieving students did report experiencing racial discrimination on campus.

Qualitative data from written survey responses and focus group transcripts were analyzed to answer *Research Question #2:* What are the perceived factors impacting academic achievement of Latino students at Lakewood High School? Data were coded and the following themes emerged: teachers, school courses or programs, family, friends, extracurricular activities and race. Teachers and school courses or programs had a both a positive and negative impact. Family, friends, and extracurricular activities had a positive impact. Race had a mostly negative impact on academic achievement. Figure 21 displays the comparison of the quantitative and qualitative data.

*Figure 21.* Comparison of Quantitative and Qualitative Data.
Qualitative data from written responses to survey question #36 were used to answer Research Question #3: How have you been treated during your school career? Student responses were generally positive about how they were treated during their school career.

Chapter 5 follows and includes a review of the findings, conclusions and discussion, findings in the context of the study’s theoretical frameworks, recommendations, policy and leadership implications, and suggestions for further research.
Chapter 5
SUMMARY AND CONCLUSIONS

This study was conceived as a result of frustration experienced by the researcher. As a K-12 administrator, the researcher was perplexed as to why the largest student population continued to demonstrate poor achievement. This prompted the questions about the experience of the Latino high school students in the study’s selected predominately White school culture. What factors impact their educational experience? The researcher wanted to know what institutional practices positively engage the Latino community at Lakewood High School.

This chapter begins with a review of the study’s purpose and research questions followed by a summary of the findings, conclusions and discussion, findings in the context of the study’s theoretical frameworks, recommendations, leadership and policy implications, and suggestions for future research.

The purpose of this study is to examine the factors and perceptions of Latino high school students impacting their educational experience. Subsequently, recommendations are made in order to examine and improve the practices within the high school institution.

Research Questions

1. Which of the following or combination of variables affects student achievement\(^{(A)}\) and school experience\(^{(E)}\)?
   - Belief in self\(^{(AE)}\)
• Ethnic identity
• Family inputs
• Peer inputs
  • Adult(s) on campus\(^{(AE)}\)
  • Participation in extracurricular activities\(^{(AE)}\)
  • Spiritual life\(^{(AE)}\)
  • Experience of racial discrimination\(^{(A)}\)

2. What are the perceived factors impacting academic achievement of Latino students at Lakewood High School?

3. What are the students’ perceptions of how they were treated during their school careers?

Summary of the Findings

*Research Question #1*

Research Question #1 was addressed by the quantitative data collected on the Likert scale section of the survey instrument. Figure 22 ranks the significant independent variable in relation to the significant dependent variables of *High GPA* and *Low GPA*. The dependent variable *Average GPA* did not have a significant relationship with any of the independent variables.
Belief in self, peer inputs, and relationships with adults on campus positively impact students’ GPAs. Also impacting student achievement at Lakewood High School are spiritual life, lack of racial discrimination, lack of extracurricular activities, and lack of a positive school experience. These findings are supported by Watt et al. (2008) when describing the family like atmosphere created in the AVID program. Participation in AVID was important to students’ self-esteem and determination. These findings are also supported by Garret et al. (2010) and Antrop-González et al. (2005) in describing a religiosity and caring adult relationships as having a positive impact on high academic achievement.

Figure 23 ranks the significant independent variable in relation to the significant dependent variables of Positive School Experience and Neutral School Experience. The
dependent variable *Negative School Experience* did not have a significant relationship with any of the independent variables.

The factors having the greatest impact on school experience were relationships with adults on campus and positive peer inputs. Spiritual life, extracurricular activities, belief in self and not having a low GPA also impact the school experience of students. Gándara and Contreras (2009) San Miguel and Donato (2010) also point to positive adult relationships as having a significant impact on the educational experience of Latino students. The findings in Figure 23 also support Nevarez and Rico’s (2007) recommendations of a positive school environment, high academic achievement, and culturally competent teachers to improve educational outcomes for Latino secondary students.

*Figure 23.* Rank of Significant Independent Variables in Relation to Dependent Variables Positive School Experience and Neutral School Experience.
The researcher expected that the identified factors in Figure 23 would be found to have an impact on educational achievement and school experience. What was not expected was the lack of racial factors having significance in the quantitative analysis when examining relationship between independent and dependent variables. San Miguel Donato (2010), The National Poverty Center (2009) and Crosnoe (2006) all point to persistent and cumulative disadvantages of racism as having an impact on the education of Latino students.

In addition to conducting a Pearson correlation comparing the 20 independent variables to the six independent variables, a Person correlation was also conducting comparing the independent variables to each other. Issues of race were found significant in this analysis. Although issues of race were not found to significantly impact student achievement or school experience directly, the factors positively impacting academic achievement and school experience were negatively correlated to factors relating to racial discrimination and marginalization. Figure 24 visually displays the clusters of independent variables that consistently had the highest negative correlation when compared to other independent variables.
Belief in self and a spiritual life  
Positive relationships with adults on campus and peers  
Participation in extracurricular activities

Perceptions of:  
Being treated differently because I am Latino  
Teachers do not understand my Latino heritage  
My parents do not feel welcome at my school

Figure 24. Clusters of negatively correlated independent variables.

The cluster of variables in the top of Figure 24 consistently had a high positive correlation among each other. The cluster of variables represented in the bottom of Figure 24 consistently had a high positive correlation among each other. The two clusters of variables consistently had a high negative correlation. The following paragraphs highlight the positive and negative correlations between independent variables.

Correlations with High Effect Size among Independent Variables

I believe I am a high achieving student. The variables My spiritual life is important to me and my friends encourage me to do well at school both had a positive correlation with this variable. The variables My teachers don’t understand my Latino heritage and Adults on campus treat me differently because I am Latino had a negative correlation with this variable. This finding may indicate that students who belief in
themselves, have a spiritual life, and positive peer relationships are less likely to perceive racial marginalization from adults on campus.

*I have an adult at school who encourages me to achieve academically and My teachers expect me to get good grades.* The variables *I participate in extracurricular activities* and *My school counselor encourages me to take advanced classes* had a positive correlation with these closely related variables. The variables *My parents do not feel welcome at my school* and *My teachers expect me to do poorly because I am Latino* had a negative correlation with these variables. This finding may indicate that positive adults on campus encourage both academic achievement and participation in extracurricular activities which again reduces the perceptions of racial marginalization by adults on campus.

*My spiritual life is important to me.* The variables *I believe I am a high achieving student* and *My friends encourage me to do well at school* both had a positive correlation with this variable. The variables *My teachers don’t understand my Latino heritage, Adults on campus treat me differently because I am Latino,* and *My Parents do not feel welcome at my school* had a negative correlation with this variable. This finding may indicate that students who have a spiritual life, belief in themselves, and supportive peers are less likely to perceive racial marginalized.

*I have experienced racial discrimination by other students and My teachers don’t understand my Latino heritage.* The variables *Adults on campus treat me differently because I am Latino* and *My parents do not feel welcome at my school* had a positive
correlation with experience of racial discrimination. This finding may indicate that students who experience racial discrimination perceive it to be perpetuated by both students and adults on campus towards themselves and their families.

My parents do not feel welcome at my school. The variables My teachers don’t understand my Latino heritage, Adults treat me differently because I am Latino, and My teachers expect me to do poorly because I am Latino had a positive correlation with the variable. The variables My teachers expect me to get good grades, My spiritual life is important to me, and My teachers expect me to go to college had a negative correlation with this variable. Again, this finding points to the compounding negative effects of the perception of racial marginalization. If a student perceives that he or she experiences racial discrimination or marginalization on campus, the factors that have a positive influence on academic achievement and positive school experience are not present.

Research Question #2

Research Question #2 was addressed by the qualitative data collected from the written responses on the survey instrument and focus group transcripts. Figure 25 describes the themes that emerged from the qualitative data. Factors followed by a + indicate a positive impact; factors followed by a – indicate a negative impact.
Family, friends, and extracurricular activities had a positive impact and teachers had a positive and negative impact. Race and courses/programs had a negative impact. The discussion of race during the focus group was markedly different than data from the written responses. Most written responses were in the third person sharing the possible experience of other Latino students. The researcher felt at first students were uncomfortable sharing negative racial encounters with a non-Latino researcher. When given permission by the researcher to respond honestly, participants in the focus groups were quickly able to share personal experiences of racism on campus or in the community.

The researcher’s personal experience of the Lakewood community is one in which institutional racism runs deep and is spoken publicly. For example, a new assistant principal at the middle school introduced himself to a veteran teacher; the teacher’s
introduction included, “Oh, I thought you were the new custodian.” The assistant principal is Latino. A second example includes a conversation between the middle school principal and two substitute campus supervisors. After polite banter, one of the women referred to the middle school as the difficult school in the district because the poor Mexican students are so slow. With this type of communication considered acceptable in the community, it is understandable that racial bias may be systemic and commonly accepted. This may explain the survey respondents’ perceptions that their experiences are not out of the ordinary.

Research Question #3

Research Question #3 was addressed by qualitative data from the open ended survey question #36, How do you feel you have been treated by others during your school careers? Most students reported that they had been treated well during their school career. Other students reported that they were treated ok or good and bad during their school career. Reponses to research question #3 did not have a significant impact on the discussion or recommendations of this study.

Discussion

Acknowledging personal and demographic characteristics impact the education of any child, Gándara and Contreras (2009) also point to extending factors. They frame the factors impacting the education of Latino students in the broader context of society and institutions intersecting with demographic characteristics. This is consistent with Ogbu’s
(1983) cultural-ecological theory of minority school performance that considers the broad societal and school factors as well as the impact of the community. Community forces point to how the minority group responds to and is treated by the dominant culture. This indicates treatment of the non-dominant culture in the wider society is reflected in the educational institution. Ogbu’s theory is demonstrated in this study. Institutional racism is prevalent in the community thus purporting a deficit belief system in the educational institutions. One possible result is an achievement gap between White and Latino students measured by state assessments. Ogbu’s cultural-ecological theory is the supporting frame of Figure 26.

Figure 26 represents the interconnected dimensions of factors that influence the educational outcomes of Latino students as previously illustrated in Chapter 2. The factors are categorized by core or personal characteristics, demographics, institutional factors and societal factors. In this particular model, the supported findings from this research are highlighted.
Factors in bold italic were found to have a positive impact; factors in bold underline were found to have a negative impact. The superscript numbers 1 and 2 indicate the supported research question. Regarding the individual student, having a spiritual life and a belief in self was supported in literature and this study. Supported demographic characteristics include parental and peer support, academic achievement, and participation in extracurricular activities. Experience of racism was supported as having a negative impact.

It is interesting to note that institutional factors found in literature and supported in this study had a negative impact with the exception of adult relationships on campus.
that carried both a positive and negative impact. Rather than viewing this as a negative finding, the researcher considers this a positive finding as the institution is the one area that educational leaders carry the most influence and serve as change agents. The negative institutional factors of programs and practices point to curriculum, lack of access to support programs and advanced placement classes, or student segregation or isolation. The institutions programs and practices are under the umbrella of district and school administration.

There were two notable differences in reported factors between research questions 1 and 2 – elements of racial discrimination and the reported feelings of inferiority due to school programs and courses. These differences emerged during the analysis of the focus group transcripts addressing research question 2. Student responses on the Likert scale and most written responses did not point to factors of race or discrimination regarding the impact on academic achievement or educational experience. However, the factors supporting academic achievement and positive school experience were negatively correlated to factors of racial discrimination or marginalization. Given an opportunity to write an anonymous response, students reported racial experiences in the third person. However when given the opportunity to have a voice, students quickly were able to verbalize personal experiences of racial issues and feelings of negative stereotype due to participation in isolated and segregated groups.

The differences in reported racial issues between the quantitative and qualitative analyses points to the importance of examining data with multiple methodologies. If this
study relied exclusively on quantitative analysis the reported findings would have merely supported factors found in literature without exposing the racial experiences found in the students’ voices during the focus groups sessions.

**Significant Findings of this Study**

1. The following factors positively impact the education of Latino students at Lakewood High School:
   - 1.1. Positive relationships with adults on campus
   - 1.2. Positive relationships with supportive peers
   - 1.3. Participation in extracurricular activities
   - 1.4. A belief in self
   - 1.5. Supportive family
   - 1.6. A spiritual life

2. When the positive factors listed in Finding 1 were perceived to be experienced in the life of a student, perceptions of racial discrimination or marginalization were not likely to be experienced.

3. Conversely, when students perceive experiences of racial discrimination or marginalization at school, positive factors listed in Finding 1 were not likely to be experienced by students.

4. Addressing issues of race and institutional bias may be best facilitated in small group discussions.
Figure 27 summarizes the significant findings of what students perceive to be important when considering what impacts academic achievement and educational experience.

**Student Perception and Voice:**
What Students Say is Important

- I believe in myself and my spiritual life is important to me.
- My voice matters and it is important that I am heard.
- Don’t isolate me. I want to be included with other students and participate in sports and clubs.
- Treat me with respect. Positive relationships with teachers, friends, and family support my success.

**Successful Student**
High GPA
Positive School Experience

*Figure 27. Student Perception and Voice: What Students Say is Important.*

The successful student represented in Figure 27 is defined as having a GPA of 3.0 or higher and a perceived positive school experience. This student believes in his or her abilities and has a spiritual life; this student has a voice and wants to be heard; this student wants to be treated with respect and to have positive relationships with adults, friends, and family; this student wants to be included in regular school programs and wants to participate in extracurricular activities.

The findings of this study are also found in the *40 Developmental Assets for Adolescents* (Search Institute, 2006) found in Appendix C. This document lists factors providing a healthy foundation for adolescent development. The first 20 assets are external factors categorized by support, empowerment, boundaries and expectations, and
constructive use of time. The remaining 20 assets are internal categorized by commitment to learning, positive values, social competencies, and positive identity.

Finding 1.1 Positive relationships with adults on campus aligns with Asset 3—Other adult relationships and Asset 5—Caring school climate; Assets 3 and 5 are both found in the support category of external assets. Finding 1.2 Positive relationships with peers aligns with Asset 15—Positive peer influence found in the Boundaries and Expectation category of external assets. Finding 1.3 Participation in extracurricular activities aligns with Asset 17—Creative activities and Asset 18—Youth programs; both are found in the external assets category Constructive use of time. Finding 1.4 A belief in self aligns with Asset 37—Personal power, Asset 38—Self-esteem, and Asset 39—Sense of purpose. These assets are found in the internal asset category Positive identity.

Finding 1.5 Supportive family aligns with Asset 1—Family support found in the support category of external assets. Finding 1.6 A spiritual life aligns with Asset 19—Religious community found in the external asset category of Constructive use of time.

Findings in the Context of the Theoretical Frameworks

This study was grounded on three theoretical frameworks: Identity Development Model, Critical Race/LatCrit Theory, and Cultural Ecological Theory. This study points to the importance of a student to believe in his or her own abilities. There may be a connection between belief in self and a student’s development of ethnic identity. An additional implication of ethnic identity in educational practice is the need for educators
to understand their own levels of racial identity development to best support students of differing ethnicities (Carter & Goodwin, 1994). This study supported Carter and Goodwin by showing the importance adult relationships on student achievement and school experience. The survey instrument was not designed to measure ethnic identity nor did the focus group questions delve deeply enough into race to make assertions about the connection between ethnic identity levels and school experience.

In the beginning stages of data analysis, the researcher was surprised to find that there were no significant correlations involving ethnic identity, English as a second language, or experience of racial discrimination. The only exception is students with a low GPA report experiencing racial discrimination. This could point to racism being unconscious and unspoken as students have been exposed to the myth that racial discrimination does not exist in America today. As a result, students would not commit to feelings of racial inadequacy in written form. Issues of race and discrimination were quickly evident and expressed by most focus group participants. True to critical race theory (Ladson-Billings & Tate, 1995), students must be given a voice and feel valued and heard.

Ogbu’s (1983) cultural-ecological theory of minority school performance considers the broad societal and school factors, the system, as well as the impact of the minority community or community forces. To explain the minorities’ perceptions of and responses to education, cultural-ecological theory explores the impact of the dominant culture treatment of the minorities. Therefore, the treatment of the non-dominant culture
in the wider society is reflected in their treatment in education. This study supports Ogbu’s theory through student reports or negative racial experiences in the community as well on campus.

Recommendations

Based on the findings of this study the researcher recommends the following institutional practices for Lakewood High School:

1. Facilitate and support positive relationships between students and adults on campus.
2. Facilitate and support positive relationships between supportive peers.
3. Facilitate and support inclusion of Latino students in extracurricular activities.
4. Implement and support activities that encourage self-efficacy.
5. Purposefully create supportive connections with families of Latino students.
6. Provide opportunities for Latino students’ voices to be heard.

1. Facilitate and support positive relationships with adults on campus

This recommendation is based on the strong correlation between relationships with adults on campus and the students’ reported school experience; positive relationships with adults led to a positive school experience. There was also a correlation between relationships with adults on campus and GPA. The qualitative data analysis also pointed to the positive benefits of positive relationships with adults on campus. It is also important to consider that perceived negative relationships with adults on campus had a
negative impact on student GPA and school experience. Students need to know that the adults on campus believe in them and care about their success. This recommendation is grounded in Valenzuela’s (2009) discourse examining the relationships between teachers and students and the politics of caring. Suggestions for implementation include: greet each student in the hallways and as they enter the classrooms; assign mentor or advisory teachers who monitor academic progress, attendance, and engagement; spend time supporting students in extracurricular activities.

2. Facilitate and support positive relationships with supportive peers

Positive relationships with peers correlated with both GPA and school experience. During the focus group discussion, students acknowledged that associating with like-minded friends who were academically successful supported their school experience. Suggestions for implementation include: implement research-validated programs discussed in Chapter 2 such as AVID that foster peer tutoring and a family atmosphere at school, encourage students to engage in school activities through leadership or community service opportunities.

3. Facilitate and support inclusion of Latino students in extracurricular activities

Participation in extracurricular activities has been correlated with academic achievement and positive school experience. Extracurricular activities include sports, clubs, community service, and other activities that promote student engagement. Suggestions for implementation include: intentionally recruiting students from the Latino community to participate in extracurricular activities. Adults on campus should not wait
passively for Latino students to participate; Students should be personally invited to participate in appropriate activities. Additionally, include student surveys to measure interest in existing programs and to solicit ideas for extracurricular activities that are of interest to Latino students.

4. Implement and support activities that encourage self-efficacy

Belief in self had the strongest correlation to high GPA and a lack of self belief had the strongest correlation to low GPA. Self efficacy is the belief in one’s personal ability to be successful. Belief is a powerful force that gives one hope in overcoming difficult circumstances and the ability to persevere in trying times. Suggestions for implementation include: Host guest speakers who have an inspiring story to motivate students; support educational experiences that encourage students to persevere and achieve a difficult task; and facilitate conversations about creating a positive vision for a student’s future.

5. Purposefully create supportive connections with families of Latino students

The qualitative data suggested that parental support was vital to student success. Overwhelmingly students reported that parents and other family members were the greatest influence in their lives. It is imperative that educational leaders purposefully make connections with Latino families. Suggestions for implementation include: Personally invite Latino family members to serve in a leadership capacity—School Site Council for example; Connect with community leaders to find un-meet needs in the Latino community and purposefully seek to meet those needs in the school setting. For
example, if there is a need for a food closet featuring Latino foods provide the location on campus; and provide all school communication and programs in Spanish and English.

6. Provide opportunities for Latino students’ voices to be heard

During the focus group discussion students expressed that having a opportunity to talk about issues in a safe environment is a first step in dealing with issues of race and racism. Critical Race Theory (Ladson-Billings & Tate, 1995) supports the use of voice to communicate the stories and realities of the oppressed. Ladson-Billings and Tate (1995) state that this voice is required for a complete analysis of the educational system and a first step on the road to justice. Suggestions for implementation include: Providing venues for small group discussions around general problem solving and supporting all students on campus; Using AVID instructional strategies that promote student voice including Socratic seminars; and enacting feasible changes in programs and practices based on student voice.

Leadership Implications

Elements of transformational and transformative leadership styles are required to implement the recommendations of this study. Transformational and transformative leadership theories move beyond the mutually beneficial exchanges of transactional leadership theory. Transformational leadership theory recognizes the complexities of organizations and the importance of developing people and systems to reach the highest possible potential. Transformative leadership theory is grounded in critique and promise,
recognizes social structures that frame institutions, and questions the hierarchical power structures.

As Freire (2009) suggests, leadership, authority and power become transformative when they are directed towards emancipating systemically entrenched beliefs, attitudes, and behaviors. Transformative leadership is grounded in an activist agenda informed by Freire’s claim that years of oppression and disregard for humanity have created and maintained social and institutional structures that limit and denigrate people groups. The theory of transformative leadership in education posits that in order to change the educational system, one must change the social context surrounding the educational system. Therefore, the transformational leader must have a well-reasoned, articulated belief system that supports and affirms the rights and dignities of all people (Cooper, 2009; Glanz, 2007; Miller, Brown, & Hopson, 2011; Shields, 2009, 2010; Weiner, 2003).

Transformational leadership is required to institute proven educational reform initiatives as discussed in Chapter 2 including professional learning communities and system-wide Response to Intervention (RtI). These initiatives require schools and teachers to work differently. The needed change implementation process is difficult for many practitioners used to the status quo. A transformational leader can appeal to the higher purpose and provide supports necessary to successfully implement change initiatives.

Transformative leadership is required to shift entrenched societal beliefs that undergird the institutional framework. This requires challenging racist statements and
having the courage to view all decisions through the lens of equity. The researcher found that this is not always the most popular stance. However, the researcher feels compelled by a moral imperative to seek justice for all students.

Transformational and transformative practices are highlighted in the leadership strategies employed at Cibola High School (Casanova, 2010) as discussed in Chapter 2. The significant academic achievement of Cibola’s Latino students is rooted in the concept of academic optimism that all students are capable of high achievement and this belief guides the actions of staff members that influences students’ choices. The phrase academic optimism, is described as a force for student achievement. Academic optimism is the collective synergy of academic emphasis, collective efficacy, and faculty trust. All three are tightly woven together and reinforce each other towards student learning (Stansberry Beard, Hoy, & Wolkfolk Hoy, 2010).

In addition to high accountability demands, today’s educational leaders must motivate and inspire teachers to make meaningful connections with students. The skilled leader can inspire teachers to work beyond the minimum contract requirements to invest in the lives of children, families and the community. The transformative leaders see the social injustice revealed in the achievement gap. Closing the achievement gap requires more than focusing on high-quality instruction and doubling academic efforts. It requires purposefully stepping outside of the dominant institutional culture of the educational system to make meaningful connections with the Latino community.

Latino students have a right to be heard. A transformative leader has the courage
to admit that what is happening in California’s educational institutions is not meeting the educational needs of the largest student population. This courage must be expressed in the form of allowing Latino students to have a voice and be heard. This requires taking the time and energy to truly listen to the experiences and needs of Latino students and implementing changes based on expressed needs.

Policy Implications

Site level policies must be inclusive and engaging of the Latino student population and community. School site leadership, including the School Site Council should be reflective of the student ethnic population. For example, Lakewood High School’s student population is 26% Latino; therefore at least one in four elected Site Council members should be Latino reflecting the student population. Single Plans for School Achievement (SPSA) developed by the School Site Council should include goals purposefully connected to Latino students and the community. For example, achievement goals should be specific to the Latino population and English Learners. Also, goals should include purposeful connections engaging the Latino population. For example, a goal could be written to support the Latino population in proving role models to speak to students at a school rally or to hold a celebratory event on campus with appropriate funding allocated.

Equitable access and representation should be priorities in regards to extracurricular activities. Also, policies should be developed around providing
extracurricular activities of interest to Latino students. Additionally purposeful recruitment and mentoring resources must be allocated so students can maintain eligibility requirements for participation.

Purposefully investing in the lives of Latino students and the Latino community takes time and a commitment of resources needed to make meaningful connections with the students and community. Transformative policy decisions must consider the social justice implications of demanding higher educational accountability from a population of students who may feel rejected and disenfranchised from the educational institution. Educational institutional leaders have the responsibility and authority to create school policies that are purposefully inclusive of Latino students and families.

Suggestions for Future Research

Much research needs to be done in order to provide research validated methods and strategies to connect with the Latino population in order to close the achievement gap. This study should be replicated on a larger scale gathering more survey responses from students at multiple sites. A larger sample size would increase the reliability of the findings of this study. With a larger sample size, one could study the implications of gender, grade level, country of origin, and English as a second language.

Further research is needed in the area of what constitutes a positive relationship with adults on campus to answer the question what specifically can adults on campus do to foster positive relationships with students? Additional qualitative inquiry needs to be
explored using in-depth interviews with students and their parents to answer the question of how to foster relationships and develop trust.

Literature supports a connection between positive ethnic identity and academic success. Further study is needed in the areas of racial identity seeking to find ways of improving ethnic pride and valuing of ethnic differences on campuses. Also needed is more research giving voice to Latino student is in regard to issues of individual experiences of racism impacting the educational experience.

_We cannot seek achievement for ourselves and forget about progress and prosperity for our community. Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own._

---

_Cesar Chavez_
APPENDICES
Appendix A

Survey Instrument
My Voice Matters! – Survey

Demographics

1. Are your parents...
   - Married to each other? (skip to question 3)  
   - Divorced?  
   - Never married to each other?

2. Father (check all that apply)
   - I live with my father
   - My father is single
   - My father is married

Mother (check all that apply)
   - I live with my mother
   - My mother is single
   - My mother is married

Guardian (if applicable)
   - I live with a guardian
   - Describe: ____________________________

3. What is the highest Level of education your father, mother, or guardian has completed?

Father
   - Elementary School
   - Some High School
   - High School Graduate
   - Some College
   - Degree(s) ____________________________

Mother
   - Elementary School
   - Some High School
   - High School Graduate
   - Some College
   - Degree(s) ____________________________

Guardian (if applicable)
   - Elementary School
   - Some High School
   - High School Graduate
   - Some College
   - Degree(s) ____________________________

4. Father’s Occupation
   ____________________________

Mother’s Occupation
   ____________________________

Guardian’s Occupation
   ____________________________

5. What is your gender?  
   - Male
   - Female

6. Where were you born?  
   - U.S.
   - Outside of U.S., How old were you when you came to the U.S.? __________

7. What is your current year in high school?
   - freshman
   - sophomore
   - junior
   - senior

8. What is your overall Grade Point Average (GPA)?
   - 3.5 or higher
   - 2.0 to 3.49
   - 1.99 or below

9. What is the highest level of education you plan to achieve?
   - Not a high school graduate
   - Associate’s degree
   - Doctorate degree
   - High school
   - Bachelor’s degree
   - Professional degree
   - Technical school
   - Master’s degree

10. Have you held a job outside of school?
    - No (go to question 12)
    - Yes, 1-20 hours a week
    - Yes, 20+ hours a week

11. For what reason(s) do you work?
    - Spending money or savings
    - Help support my family
    - Both
    - Other __________

12. Overall, do you find school to be a:  
    - Positive experience?
    - Negative experience?
    - Neither positive nor negative?

   Why do you feel that way? ____________________________

13. Why do you think some Latino students score lower on GPA and standardized tests?

   ____________________________

   ____________________________

   ____________________________
<table>
<thead>
<tr>
<th>Demografía</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ¿Son sus padres...?</td>
</tr>
<tr>
<td>☐ Casados entre sí? (pase a la pregunta 3)</td>
</tr>
<tr>
<td>2. Padre (todas las que apliquen)</td>
</tr>
<tr>
<td>☐ Yo vivo con mi padre</td>
</tr>
<tr>
<td>☐ Mi padre es de un solo</td>
</tr>
<tr>
<td>☐ Mi padre se casó con</td>
</tr>
<tr>
<td>3. ¿Cuál es el nivel más alto de la educación de su padre, madre o tutor legal ha completado?</td>
</tr>
<tr>
<td>Padre</td>
</tr>
<tr>
<td>☐ escuela primaria</td>
</tr>
<tr>
<td>☐ algunas escuela secundaria</td>
</tr>
<tr>
<td>☐ graduado de la secundaria</td>
</tr>
<tr>
<td>☐ algunos colegio</td>
</tr>
<tr>
<td>☐ título universitario</td>
</tr>
<tr>
<td>4. Ocupación del padre</td>
</tr>
</tbody>
</table>

5. ¿Cuál es su género? ☐ masculino ☐ femenino


7. ¿Cuál es tu año en curso en la escuela secundaria? |
| ☐ primer año | ☐ segundo año | ☐ tercer año | ☐ cuarto año |

8. ¿Cuál es tu promedio de calificaciones (GPA)? |
| ☐ 3.5 o más | ☐ 2.0 a 3.49 | ☐ 1.99 o por debajo |

9. ¿Cuál es el nivel más alto de la educación va a lograr? |
| ☐ no es un graduado de escuela secundaria | ☐ escuela secundaria | ☐ escuela técnica |
| ☐ dos años de colegio | ☐ cuatro años de colegio | ☐ grado de maestría |
| ☐ doctorado | ☐ grado profesional | |

10. ¿Ha tenido un trabajo fuera de la escuela? |
| ☐ No (pase a la pregunta 12) | ☐ Sí, 1-20 horas a la semana | ☐ Sí, 20+ horas a la semana |

11. ¿Por qué motivo(s) trabaja? |
| ☐ Gasta dinero o ahorros | ☐ Para ayudar a mantener a mi familia | ☐ Ambos | ☐ Otro ________________

12. En general, ¿cómo encuentra la escuela para ser un: |
| ☐ experiencia positiva? | ☐ experiencia negativa? | ☐ ni positivo ni negativo |

¿Por qué te sientes así? ________________

13. ¿Por qué crees que algunos estudiantes latinos de menor puntuación en las GPA y las pruebas estandarizadas? ________________


**Information About Your School Experience**

Read each statement and check the box under the column that best describes how you feel. Please rate each statement honestly. There are no right or wrong answers.

<table>
<thead>
<tr>
<th>What supports your academic achievement?</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 I believe I am a high-achieving student.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15 I have one or more family member(s) who encourage me to do well at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16 I have an adult at school who encourages me achieve academically.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>17 My teachers expect me to get good grades.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>18 My school counselor encourages me to take advanced classes.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>19 I participate in school sports, clubs, or activities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>20 I am proud to be a Latino/a.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>21 My spiritual life or community is important to me.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>22 My friends encourage me to do well at school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>23 My teachers expect me to go to college.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please describe anything else that helps you achieve in school: __________________________________________________________

________________________________________________________________________

________________________________________________________________________

**What does not support your academic achievement?**

<table>
<thead>
<tr>
<th>What does not support your academic achievement?</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 My Latino/a heritage is not valued at my school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>25 I have experienced racial discrimination by other students.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>26 The school curriculum doesn’t represent my cultural values.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>27 English is my second language.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>28 Teachers don’t understand my Latino/a heritage.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>29 It’s not cool to show how smart I am.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>30 Adults on campus treat me differently because I am Latino/a.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>31 My parents do not feel welcome at my school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>32 My counselor doesn’t encourage me to take college-prep courses.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>33 My teachers expect me to do poorly because I am Latino/a.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Please describe anything else that makes it difficult for you achieve in school: __________________________________________________________

________________________________________________________________________

________________________________________________________________________
Información Sobre su Experiencia en la Escuela
Lea cada declaración y marque la casilla en la columna que mejor describa cómo se siente.
Califique cada afirmación con honestidad. No hay respuestas correctas o incorrectas.

<table>
<thead>
<tr>
<th>¿Lo que apoya su rendimiento académico?</th>
<th>Totalmente de Acuerdo</th>
<th>Acuerdo</th>
<th>Desacuerdo</th>
<th>Totalmente en Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Creo que soy un estudiante de alto rendimiento.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Tengo uno o más miembros de la familia que me animan a hacer bien en la escuela.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Tengo un adulto en la escuela que me anima a alcanzar logros académicos.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Mis profesores esperan que para obtener buenas calificaciones.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Mi consejero de la escuela me anima a tomar clases avanzadas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Puedo participar en los deportes escolares, clubes o actividades.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Me siento orgulloso de ser latino/a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 Mi vida espiritual o de la comunidad es importante para mí.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22 Mis amigos me animan a hacer bien en la escuela.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23 Mis maestros esperan que me vaya a la universidad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Por favor, describa cualquier otra cosa que le ayuda a lograr en la escuela: __________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Lo que no es compatible con su éxito académico?</th>
<th>Totalmente de Acuerdo</th>
<th>Acuerdo</th>
<th>Desacuerdo</th>
<th>Totalmente en Desacuerdo</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Mi Latino/a patrimonio no se valora en mi escuela.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 He experimentado la discriminación racial por parte de otros estudiantes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26 El plan de estudios no representa mis valores culturales.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27 Inglés es mi segunda lengua.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28 Los profesores no entienden mis Latino/a patrimonio.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29 No es popular para mostrar lo inteligente que soy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 Los adultos en la escuela me tratan de manera diferente porque soy latino/a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 Mis padres no se sienten bienvenidos en mi escuela.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32 Mi consejero me anima a tomar cursos de preparación para la universidad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33 Mis maestros esperan que yo haga mal, porque yo soy latino/a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Por favor, describa cualquier otra cosa que hace que sea difícil para usted lograr en la escuela: __________________________________________________________________________________________
Please write your answers below. Be specific and provide details as appropriate. Use additional paper if needed.

34. Who or what has supported you the most in your education?

35. Who or what has made it the most difficult for you in your education?

36. How do you feel you have been treated by others during your entire school career?

37. Please add any additional information you would like to share.

38. Are you willing to participate in group discussion about this topic? □ Yes □ No
Por favor escribe sus respuestas por debajo de. Sea específico y los detalles, según corresponda. Use papel adicional si es necesario.

34. ¿Quién o qué le ha apoyado más en su educación?

35. ¿Quién o qué ha hecho el más difícil para usted en su educación?

36. ¿Cómo se siente que ha sido tratado por otros durante su vida escolar?

37. Por favor agregue cualquier información adicional que le gustaría compartir.

38. ¿Está usted dispuesto a participar en la discusión en grupo sobre este tema?  □ Sí  □ No
Appendix B

Human Subjects Application and Approval
Request for Review by the Sacramento State Committee for the Protection of Human Subjects (Revised 09/2010)

Submit 11 copies of this form and any attachments to the Office of Research Administration, Hornet Bookstore, Suite 3400, mail code 6111. Please type your responses or use a word processor. Handwritten forms will be returned without review.

Project Title: Perceived factors impacting the education of Latino high school students.

Funding Agency (if any): None

Name(s) and affiliation(s) of Researchers: Shelly Hoover, Doctoral Student, CSU Sacramento & Principal, Glen Edwards Middle School, Western Placer Unified School District

Mailing address (or Department and campus mail code): 2957 Fox Den Circle, Lincoln, CA 95648

916-759-9066 shellyhoover@hotmail.com October 2011
Telephone and e-mail address for researcher Anticipated starting date

Dr. Carlos Nevarez nevarezc@csus.edu
Name of faculty sponsor (for student research) E-mail address of sponsor

1. Who will participate in this research as subjects (e.g., how many people, from what source, using what criteria for inclusion or exclusion)? How will you recruit their participation (e.g., what inducements, if any, will be offered)? How will you avoid any conflict of interest as a researcher?

The students who volunteer for this study must meet the following criteria:

- Must be currently enrolled at Lincoln High School in Northern California.
- Ethnicity must be classified as Hispanic / Latino.

The Lincoln High School secretary will determine students who are eligible by querying the student database system based on student ethnicity/race and send written invitations to qualifying students. The invitation packet will include: An invitation to participate, consent and assent forms to participate in the survey, consent and assent forms to participate in the focus group, a copy of the survey and a copy of the focus group questions for parental review. The sample for this study will be all Latino students at Lincoln High School in
grades 9-12. Approximately 350 students will be asked to participate. Permission in the forms of student assent and parent consent forms will be obtained. Participating students will complete a survey about their perceived factors impacting education.

Interested students will return assent and parental consent forms to the Lincoln High School secretary. All surveys and focus group discussions will occur in room 301 on the Lincoln High School campus once the assent and consent forms are complete. It is anticipated that the survey will be given to students during class time throughout the school day, by the school counselor on December 6, 2011.

Survey participants will indicate on the survey that they are willing to participate in a focus group discussion. To keep the survey anonymous, students will sign their name and list their grade level and gender on a sign-up sheet after completing the survey. A representative sample of survey participants, considering grade level and gender, will be selected to participate in the focus groups which will reflect the demographic makeup of those who took the survey. The Lincoln High School secretary will contact the students to arrange participation in the focus group occurring at a later date at Lincoln High School. It is anticipated that three focus groups of six students will be conducted. The researcher will facilitate the focus group discussion.

The researcher is a colleague of the school principal. However, the researcher has no personal or employment relationship with the participating school or school district.

2. How will informed consent be obtained from the subjects? Attach a copy of the consent form you will use. If a signed written consent will not be obtained, explain what you will do instead and why. (See Appendix C in Policies and Procedures for examples of consent forms, an example of an assent form for children, and a list of consent form requirements. Also see the section on Informed Consent in Policies and Procedures.)

Consent and assent forms for the survey and focus group, written in Spanish and English, will be given to the students by the Lincoln High School secretary. Students will take the forms home and share them with their parents or guardians. The parents and students will be instructed to return the signed assent and consent forms to the school secretary by December 6, 2011. The researcher’s email address and phone number and the sponsoring faculty's name, email, and phone numbers are included on the consent and assent forms. Students and parents are encouraged to email or call the researcher or sponsoring faculty if there are any questions regarding the research.

*See attached copy of Parental Consent Form and Student Assent Form.

3. How will the subjects’ rights to privacy and safety be protected? (See the section on Level of Risk in Policies and Procedures. For online surveys, also answer the checklist questions at the end of Appendix B in Policies and Procedures.)
All research records, video recordings, and assent and consent forms will be stored in a locked file cabinet in the school administration office. The information collected will be destroyed within six (6) months after the study is completed. Electronic data stored on the researcher’s computer will have no indentifying features and will be destroyed within six (6) months after the study is completed.

In addition, the participants’ names will not be used. Participants will not be identified for survey purposes and a pseudonym will be used for focus group purposes and in any reports or publications that may result from this study.

4. Summarize the study’s purpose, design, and procedures. (Do not attach lengthy grant proposals, etc.)

The purpose of this study is to examine the perceived factors impacting the education of Latino high school students. The research questions are:

1) What are the variables or combination of variables that impact the achievement of Latino students at Lincoln High School? (pseudonym)

2) What are the perceived factors impacting academic achievement of Latino students at Lincoln High School? (pseudonym)

3) What are the students’ perceptions of how they were treated during their school career?

This study uses a mixed-method approach. The quantitative analysis will be correlation analysis. The qualitative analysis (open ended survey questions and focus group questions) will expound further the participants’ perceptions of their educational experience.

Eligible participants are all 375 Latino students at Lincoln High School grades 9-12. The Lincoln High School secretary will send a written invitation to all eligible students. All participants, who return signed consent and assent forms, will complete a survey. After the survey is complete, students who choose to participate in a focus group will give name, gender, and grade on a sign-up sheet. Selected participants, who volunteer, will take part in a focus group for approximately 60 to 90 minutes. A representative sample of survey participant, considering grade level and gender, will be selected to participate in the focus groups which will reflect the demographic make-up of those who took the survey. It is anticipated that three focus groups of six students will be conducted. The Lincoln High School secretary will notify students of the time and location of the focus groups. Students will be assigned a pseudonym when they arrive to participate in the focus group. The researcher will video the focus group sessions.

5. Describe the content of any tests, questionnaires, interviews, etc. in the research. Attach copies of the questions. What risk of discomfort or harm, if any, is involved in their use?
All survey questions and focus group questions seek to identify the factors impacting the education of the sample of Latino high school student. See attached copies of the survey and focus group questions.

The first section of the survey asks background and demographic information, the second part of the survey asks participants to rate statements about what impacts their academic achievement. The third part of the survey asks open ended questions about the participants’ educational experience.

Questions 1-11 ask demographic and background information; Question 13 asks for an opinion about the educational achievement of Latinos; Questions 14-23 ask participants to rate statements on a 4-point Likert scale that support academic achievement; Questions 24-33 ask participants to rate statements on a 4-point Likert scale that do not support academic achievement; and Questions 35-38 are open ended questions about the participants’ educational experience. Statements of what supports and what does not support academic achievement have been taken from research literature.

There are six topics of focus group questions that are derived from what literature says supports or hinders academic achievement including: community influence, parental influence, school influence, self, spirituality and stereotype.

Since this study deals with racial issues, discomfort may occur as the participants (students) approach the questions dealing with their knowledge of the stereotypes associated with Hispanic / Latino people and their opinion of racist experiences, if any, at Lincoln High School. In the event of discomfort, the participants (students) will be referred to their guidance counselor located in the administration building on the school campus.

Participants have the right to skip any questions or stop participating at any time without consequence. They will be informed of this right to waive, skip, or stop in both the assent and consent forms for the survey and focus groups, and verbally by the researcher.

*See attached copy of Survey and Focus Group Questions.

6. Describe any physical procedures in the research. What risk of discomfort or harm, if any, is involved in their use? (The committee will seek review and recommendation from a qualified on-campus medical professional for any medical procedures.)

N/A

7. Describe any equipment or instruments and any drugs or pharmaceuticals that will be used in the research. What risk of discomfort or harm, if any, is involved in their use? (The committee will seek review and recommendation from a qualified on-campus medical
professional for the use of any drugs or pharmaceuticals.)

During the focus group sessions, video recording equipment will be used. No drugs or pharmaceuticals will be used in this research. If students feel discomfort during the focus group, they have the right to waive or skip any questions or stop participating at any time without consequence. They will be informed of this right to waive, skip, or stop in both the assent and consent forms for the survey and focus groups, and verbally by the researcher.

8. Taking all aspects of this research into consideration, do you consider the study to be “exempt,” “no risk,” “minimal risk,” or “at risk?” Explain why. (See the section on Level of Risk in Policies and Procedures.)

This study is considered "minimal risk" due to the maturity of the sample population. These students are most likely aware of the nature of race and ethnicity. Since this study deals with racial issues, discomfort may occur as the participants (students) approach the questions dealing with their knowledge of the stereotypes associated with Hispanic / Latino people and their opinion of racist experiences, if any, at Lincoln High School. In the event of discomfort, the participants (students) will be referred to their guidance counselor located in the administration building on the school campus.

Participants have the right to skip any questions or stop participating at any time without consequence. They will be informed of this right to waive, skip, or stop in both the assent and consent forms for the survey and focus groups, and verbally by the researcher. To protect the identity of participants, the consent and assent forms will be stored separately from the surveys.

Participants will not be asked about specific traumatic events in their lives or to participate in physical activities.

For protocols approved as “at risk”, the researcher is required to file semiannual reports with the committee that describe the recruiting of subjects, progress on the research, interactions with the sponsor, and any adverse occurrences or changes in approved procedures. In addition, the committee reserves the right to monitor “at risk” research as it deems appropriate. Failure to file the required progress reports may result in suspension of approval for the research.

________________________________________  ____________________
Signature of Researcher                          Date

________________________________________  ____________________
Signature of Faculty Sponsor                      Date
(for student research)

Signature of your department or division chair confirms that he or she has had an opportunity to see your human subjects application.

__________________________________________________
Signature of Department/Division Chair Date

Questions about the application procedures for human subjects approval may be directed to the Office of Research Administration, (916) 278-7565, or to any member of the committee. Questions about how to minimize risks should be directed to a committee member. Applicants are encouraged to contact a committee member whose professional field most closely corresponds to that of the researcher. See www.csus.edu/research/humansubjects/ for a list of committee members and the current year’s due dates for submitting an application.
To assure prompt review of your application, ALL researchers should complete this checklist:

- Have you written an appropriate answer for each question on the application form? (Please do not attach research proposals, grant applications, etc. as the committee cannot read such documents.)

- Have you answered all of the questions on the application form? (Please enter “N/A” if a particular question does not apply to your research.)

- Have you provided an e-mail address and a phone number where you can be reached on the application?

- Have you (and all co-researchers) signed the application form? Has your department or division chair also signed the application form?

- Have you included your consent form with your application? Does that consent form identify you as the researcher and your department?

- Does your consent form clearly describe what participants will be asked to do in your research? Does it clearly describe any direct benefit they will receive as a result of their participation? Does it clearly describe any risks they will be exposed to during their participation, and what you will do to minimize those risks?

- Have you included with your application any screening forms that will be used to determine the eligibility of participants for your research?

- Have you described in your application any potential conflict of interest between your role as a researcher and any other relationship you may have with the participants or with an organization that is a source of your participants? This could occur if some or all of the participants are your students, employees, co-workers, friends, etc. Have you also described how you will avoid any such conflict of interest?

- Have you included with your application all tests, questionnaires, surveys, interview questions, focus group questions, etc. that will be used in your research?

- Have you checked the grammar and spelling throughout all of your documents?

- Have you prepared 11 copies of your complete application packet, including all attachments, for the committee? Does one of those copies have original signatures?

- Have you retained an electronic copy of your application that can be edited and resubmitted with any changes requested by the committee? (This will be forwarded to your Dean.)
STUDENT researchers must also complete this checklist:

- Have you met with your faculty advisor before preparing your application? Has your faculty advisor thoroughly reviewed all of your materials before you submitted your application?

- Have you provided an e-mail address and a phone number where you can be reached on the application? Did you also include your home address on the application?

- Have you included the name of your faculty advisor and that person’s e-mail address on your application?

- Has your application been signed by you, any co-researchers, and your faculty advisor? Did you submit an original copy of your application with all of those signatures?

- Does your department have an approved Human Subjects committee that reviews student research projects? (As of July 2009, the approved departments are Child Development; Communication Studies; Criminal Justice; Economics; Educational Leadership & Policy Studies; Kinesiology & Health Science; Nursing; Psychology; Public Policy & Administration; Social Work; Sociology; Special Education, Rehabilitation & School Psychology; and Teacher Education.) If your research is in one of these departments, it must be reviewed and approved by that department’s committee first. Has your department’s committee completed the following form?

  **DEPARTMENT HUMAN SUBJECTS COMMITTEE APPROVAL**

  Project Title: *Perceived factors impacting the education of Latino high school students.*

  Student Researcher, Shelly Hoover: ________________________________

  Faculty Sponsor, Dr. Carlos Nevarez: ________________________________

  The Education Department’s human subjects committee has reviewed and approved this application. It requires review by the CPHS because the research is considered (*circle one*) Minimal Risk or At Risk.

  Dr. Caroline Turner _________________________ turnerc@csus.edu____

  Name of department’s human subjects chairperson E-mail address of chairperson

  Signature of department committee’s chairperson Date
STUDENT ASSENT FORM TO COMPLETE SURVEY

My name is Shelly Hoover and I am a doctoral candidate in the Doctorate in Educational Leadership Program at California State University, Sacramento. You are invited to participate in a study of Latino high school students for the purpose of my dissertation research. This study seeks to understand what factors have supported your educational experience and what factors have hindered your academic success. Please read and ask questions before acting on this invitation.

Purpose of Research
The purpose of this study is to understand what you feel has impacted your education in both positive negative ways.

Benefit
You may not directly benefit from this research. However, the information provided will contribute to new research and help teachers understand how to best support Latino high school students.

Procedures
You will complete a 38-question survey relating to your school experience. The survey should take approximately 15 minutes of class time to complete. In addition, you may be asked to participate in a focus group discussion for 60 minutes. With the permission of the group, this discussion will be recorded. The survey and focus group will occur after school and snacks will be provided. The study will last from October 2011 to January 2012 with no or limited interruptions to your classroom instruction during the school day.

Risks
The questions I will ask are regarding your educational experiences. If you experience discomfort during the survey and/or group discussions, you will be referred to your guidance counselor located in the Administration building. Moreover, you are free to decline to answer any questions or withdraw from participation at any time.

Confidentiality
All research records and consent forms will be stored in a locked file cabinet in the administration building. The information collected will be destroyed within six (6) months after the study is completed. Your name will not be used. You will be identified only by a pseudonym in any reports or publications that may result from this study.

Compensation
There is no compensation for participating in the research. There are no right or wrong answers. You may decide to withdraw from participation in this study without any consequences. In addition, the researcher may decide to discontinue your participation in the study at any time.

Your signature indicates that you understand this assent form and agree to participate in the research. Being in this study is up to you, and no one will be upset if you change your mind later. If you agree to participate in this study, please return this form to the school secretary by December 6, 2011. If more information is needed, please email the researcher at shellyhoover@hotmail.com Dr. Carlos Nevarez at nevarezc@csus.edu.
PARENTAL CONSENT FORM TO COMPLETE SURVEY

My name is Shelly Hoover and I am a doctoral candidate in the Doctorate in Educational Leadership program at California State University, Sacramento. You child has been invited to participate in a study of Latino high school students for the purpose of my dissertation research. This study seeks to understand what factors have supported your child’s educational experience and what factors have hindered your child’s academic success. Please read and ask questions before acting on this invitation.

Purpose of Research
The purpose of this study is to understand what your child feels has impacted his or her education in both positive negative ways.

Benefit
Your child may not directly benefit from this research. However, the information provided will contribute to new research and help teachers understand how to best support Latino high school students.

Procedures
Your child will complete a 38-question survey relating to his or her school experience. The survey should take approximately 15 minutes of class time to complete. In addition, your child may be asked to participate in a focus group discussion for 60 minutes. With the permission of the group, this discussion will be recorded. The survey and focus group will occur after school and snacks will be provided. The study will last from October 2011 to January 2012.

Risks
The questions I will ask are regarding your child’s educational experiences. If you experience discomfort during the survey and/or group discussions, your child will be referred to your guidance counselor located in the Administration building. Moreover, your child is free to decline to answer any questions or withdraw from participation at any time.

Confidentiality
All research records and consent forms will be stored in a locked file cabinet in the administration building. The information collected will be destroyed within six (6) months after the study is completed. Your child’s name will not be used. Your child will be identified only by a pseudonym in any reports or publications that may result from this study.

Compensation
There is no compensation for participating in the research study. Your child’s participation in this research is entirely voluntary. There are no right or wrong answers. Your child may decide to withdraw from participation in this study without any consequences. In addition, the researcher may decide to discontinue your child’s participation in the study at any time.

Your signature indicates that you understand this consent form and agree to allow your child to participate in the research. Your child’s participation in this study is up to you, and no one will be upset if you change your mind later. If you give your child permission to participate in this study, please return this form to the school secretary by December 6, 2011. Please email the researcher at shellyhoover@hotmail.com if more information is needed.
Student Assent Form to Complete the Survey

Your signature below indicates that you understand this assent form and agree to participate in the research by completing the survey. Being in this study is up to you, and no one will be upset if you change your mind later. If you agree to participate in this study, please return this form to the school secretary by December 6, 2011. Please email the researcher at shellyhoover@hotmail.com if more information is needed.

Print your name: __________________________________________________________

Sign your name: ___________________________________ Date: ________________

*******************************************************************************************

_______________________________________________ ______________________
Signature of Researcher Date
Parental Consent Form to Take the Survey

Your signature below indicates that you understand this consent form and agree to allow your child to participate in the research by completing the survey. Your child’s participation in this study is up to you, and no one will be upset if you change your mind later. If you give your child permission to participate in this study, please return this form to the school secretary by December 6, 2011. Please email the researcher at shellyhoover@hotmail.com if more information is needed.

Parent Signature: _____________________________________________ Date: ______________________

Participating Student’s Name: _____________________________________________________________

************************************************************************************

_________________________________________ ______________________
Signature of Researcher Date
Student Assent Form to Participate in the Focus Group

Your signature below indicates that you understand this assent form and agree to participate in the research by participating in the focus group. Being in this focus group is up to you, and no one will be upset if you change your mind later. If you agree to participate in this focus group, please return this form to the school secretary by December 6, 2011. Please email the researcher at shellyhoover@hotmail.com if more information is needed.

Print your name: ____________________________________________________________

Sign your name: ____________________________ Date: _________________________

I agree to be videotaped as part of the focus group:  ____ yes  ____ no  (place an X on the line next to yes or no)
The video tape will only be viewed by the researcher and then destroyed within six months.

__________________________________________
Signature of Researcher  Date

Parental Consent Form to Participate in the Focus Group

Your signature below indicates that you understand this consent form and agree to allow your child to participate in the research by participating in the focus group. Your child’s participation in this study is up to you, and no one will be upset if you change your mind later. If you give your child permission to participate in focus group, please return this form to the school secretary by December 6, 2011. Please email the researcher at shellyhoover@hotmail.com if more information is needed.

Parent Signature: ___________________________________________ Date: ____________

Participating Student’s Name: ____________________________________________________________

I agree that my child can be videotaped:  ____ yes  ____ no  (place an X on the line next to yes or no)
The video tape will only be viewed by the researcher and then destroyed within six months.

__________________________________________
Signature of Researcher  Date
FORMULARIO DE CONSENTIMIENTO

Mi nombre es Shelly Hoover y yo soy un estudiante de doctorado en el Departamento de Liderazgo Educativo en la Universidad Estatal de California, Sacramento. Usted está invitado a participar en un estudio de los estudiantes latinos de secundaria con el objeto de mi investigación de tesis. Este estudio busca comprender los factores que han apoyado su experiencia educativa y los factores que han impedido su éxito académico. Por favor, lea y haga preguntas antes de actuar en esta invitación.

Objetivo de la investigación
El propósito de este estudio es entender lo que sientes ha impactado su educación en ambos sentidos positivos y negativos.

Beneficio
Que no benefician directamente de esta investigación. Sin embargo, la información proporcionada contribuirá a nuevas investigaciones y los maestros ayudan a entender cómo apoyar mejor a los estudiantes latinos de escuela secundaria.

Procedimientos
Tendrá que rellenar una encuesta de 38 preguntas relacionadas con su experiencia escolar. La encuesta deberá tomar aproximadamente 15 minutos de tiempo de clase para completar. Además, se le puede pedir a participar en una discusión de grupo durante 60 minutos. Con el permiso del grupo, el debate se grabará. El grupo de estudio y el enfoque se producirá después de la escuela y bocadillos serán proporcionados. El estudio tendra una duración de octubre 2011 a enero 2011.

Riesgos
Las preguntas que se le preguntará sobre sus experiencias educativas. Si nota alguna molestia durante la encuesta y / o discusiones de grupo, usted sera referido a su consejero escolar ubicado en el edificio de administración. Por otra parte, usted es libre de negarse a responder cualquier pregunta o dejar de participar en cualquier momento.

Confidencialidad
Todos los registros de la investigación, cintas de audio, y los formularios de consentimiento se almacenarán en un archivador cerrado in el edificio de la administración. La información recogida sera destruida dentro de los seis (6) meses después de completada el estudio. Su nombre no sera utilizado. Que se identifcan únicamente con un seudónimo en todos los informes o publicaciones que pueden resultar de este estudio.

Comensación
No hay compensación para participar en el estudio de investigación. Su participación en esta investigación es completamente voluntaria. No hay respuestas correctas or incorrectas. Usted puede decidir retirarse de la participación en este estudio, sin consecuencias. Además, el investigador puede decidir interrumpir su participación en el estudio en cualquier momento.

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo en participar en la investigación. En este estudio corresponde a usted, y nadie se molestará si usted cambia de opinion más tarde. Si usted acepta participar en este estudio, por favor devuelva este formulario a la secretaria de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com o Dr. Carlos Nevarez nevarezc@csus.edu si se necesita más información.
FORMULARIO DE CONSENTIMIENTO DE LOS PADRES

Mi nombre es Shelly Hoover y yo soy un estudiante de doctorado en el Departamento de Liderazgo Educativo en la Universidad Estatal de California, Sacramento. Su hijo ha sido invitado a participar en un estudio de los estudiantes latinos de secundaria con el objeto de mi investigación de tesis. Este estudio busca comprender los factores que han apoyado su experiencia educativa de su hijo y qué factores que han impedido el éxito académico de su hijo. Por favor, lea y haga preguntas antes de actuar en esta invitación.

Objetivo de la investigación
El propósito de este estudio es comprender lo que siente su hijo ha tenido un impacto en su educación, tanto en forma negativa o positiva.

Beneficio
Su hijo no benefician directamente de esta investigación. Sin embargo, la información proporcionada contribuirá a nuevas investigaciones y los maestros ayudan a entender cómo apoyar mejor a los estudiantes latinos de escuela secundaria.

Procedimientos
Su hijo complete una encuesta de 38 preguntas relacionadas con la experiencia de su escuela. La encuesta debería tomar aproximadamente 15 minutos de tiempo de clase para completar. Además, su hijo tendrá que participar en una discussion de grupo durante 60 minutos. Con el permiso del grupo, el debate se grabará. El grupo de estudio y el enfoque se producirá después de la escuela y bocadillos serán proporcionados. El estudio tendrá una duración de octubre 2011 a enero 2012, con limitado o no interrupciones a su enseñanza en el aula durante el día escolar.

Riesgos
Las preguntas que se le preguntará acerca de las experiencias educativas de su hijo. Si nota alguna molestia durante la encuesta y / o discusiones de grupo, su hijo será derivado a su consejero escolar ubicado en el edificio de administración. Por otra parte, su hijo es libre de negarse a responder cualquier pregunta o dejar de participar en cualquier momento.

Confidencialidad
Todos los registros de la investigación y los formularios de consentimiento se almacenarán en un archivador cerrado in el edificio de la administración. La información recogida sera destruida dentro de los seis (6) meses después de completado el estudio. Nombre de su hijo no va a utilizar. Su hijo solo estará identificado por seudónimo en todos los informes o publicaciones que pueden resultar de este estudio.

Comensación
No hay compensación para participar en el estudio de investigación. Participación de su hijo en esta investigación es completamente voluntaria. No hay respuestas correctas o incorrectas. Su hijo puede decidir retirarse de la participación en este estudio, sin consecuencias. Además, el investigador puede decidir interrumpir su participación en el estudio en cualquier momento.

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo en permitir que su hijo participe en la investigación. Participación de su hijo en este estudio corresponde a usted, y nadie so molestará si usted cambia de opinion más tarde. Si usted le da permiso a su hijo a participar en este estudio, por favor devuelva este formulario a la secretaria de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com si se necesita más información.
FORMULARIO DE CONSENTIMIENTO PARA COMPLETAR LA ENCUESTA

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo para completar la encuesta. En este estudio corresponde a usted, y nadie se molestará si usted cambia de opinión más tarde. Si usted acepta participar en este estudio, por favor devuelva este formulario a la secretaria de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com si se necesita más información.

Escriba su nombre: _____________________________________________________________

Firme con su nombre: __________________________ Fecha: _________________________

*******************************************************************************

FORMULARIO DE CONSENTIMIENTO DE LOS PADRES PARA COMPLETAR LA ENCUESTA

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo en permitir que su hijo para completar la encuesta. Participación de su hijo en este estudio corresponde a usted, y nadie se molestará si usted cambia de opinión más tarde. Si usted le da permiso a su hijo a participar en este estudio, por favor devuelva este formulario a la secretaria de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com si se necesita más información.

Firma del padre: __________________________ Fecha: _________________________

Participantes nombre del estudiante: ____________________________________________

*******************************************************************************

Firma del investigador: __________________________ Fecha: _________________________
FORMULARIO DE CONSENTIMIENTO A PARTICIPAR EN EL GRUPO DE ENFOQUE

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo en participar en la investigación mediante la participación en el grupo de enfoque. Estar en este grupo de enfoque depende de usted, y nadie se molestará si usted cambia de opinión más tarde. Si usted acepta participar en este estudio, por favor devuelva este formulario a la secretaría de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com si se necesita más información.

Escriba su nombre: _____________________________________________________

Firme con su nombre: ________________ Fecha: ______________________

Si participo en el grupo de enfoque, estoy de acuerdo que se grabadas en video: _____ Sí _____ No

La cinta de video sólo estará al alcance del investigador y destruidas en un seis meses.

Firma del investigador: ___________________ Fecha: ____________________

FORMULARIO DE CONSENTIMIENTO DE LOS PADRES A PARTICIPAR EN EL GRUPO DE ENFOQUE

Su firma indica que usted entiende esta formulario de consentimiento y de acuerdo en permitir que su hijo para participe en la investigación mediante la participación en el grupo de enfoque. Participación de su hijo en este estudio corresponde a usted, y nadie se molestará si usted cambia de opinión más tarde. Si usted le da permiso a su hijo a participar en este estudio, por favor devuelva este formulario a la secretaria de la escuela el 6 de diciembre de 2011. Por favor, correo electrónico del investigador shellyhoover@hotmail.com si se necesita más información.

Firma del padre: __________________________________________ Fecha: ______________________

Participantes nombre del estudiante: __________________________________________

Estoy de acuerdo en que mi hijo pueda ser grabadas en video: _____ Sí _____ No

La cinta de video sólo estará al alcance del investigador y destruidas en un seis meses.

Firma del investigador: ___________________ Fecha: ____________________
FWA00003873
Committee for the Protection of Human Subjects

October 23, 2011

To: Shelly Hoover
2957 Fox Den Circle
Lincoln, CA 95648

From: Maria Dinis, Chair
Committee for the Protection of Human Subjects

RE: Perceived Factors Impacting the Education of Latino High School Students

The Committee for the Protection of Human Subjects conditionally approved your application as “Minimal Risk” at its October 17, 2011 meeting. With the additional materials you have provided, your project is now approved as Minimal Risk.

This IRB approval is with the understanding that you will promptly inform the Committee if any adverse reaction should occur while conducting your research (see “Unanticipated Risks” in the CPHS Policy Manual). Adverse reactions include but are not limited to bodily harm, psychological trauma, and the release of potentially damaging personal information.

The approval applies to the research as described in your application. If you wish to make any changes with regard to participants, materials, or procedures, you will need to request a modification of the protocol. For information about doing this, see “Requests for Modification” in the CPHS Policy Manual.

Your approval expires on October 23, 2012. If you wish to collect additional data after that time, you will need to request an extension for the research. For additional information, see “Requests for Extension” (now called Continuing Review) in the CPHS Policy Manual.

If you need any further information about the use of human subjects, please contact me at 916-278-7161.

Thank you.
Appendix C

40 Developmental Assets for Adolescents
## 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people grow up healthy, caring, and responsible.

### Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

### Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, school, and in the neighborhood.

### Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

### Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

### Commitment to Learning
21. **Achievement Motivation**—Young person is motivated to do well in school.
22. **School Engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for Pleasure**—Young person reads for pleasure three or more hours per week.

### Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

### Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal Competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural Competence**—Young person has knowledge of and comfort with people of different cultural/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

### Positive Identity
37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.
REFERENCES


AVID Center. (n.d.). *What is AVID?* Retrieved from:


http://www2.ed.gov/policy/elsec/leg/blueprint/publication_pg3.html#part3


