

LUCRECIA SANTIBAÑEZ

School of Education and Information Studies (SE&IS)
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ACADEMIC APPOINTMENTS

University of California at Los Angeles (UCLA) Professor, School of Education & Information Studies	2019-present
UCLA Center for the Transformation of Schools Faculty Co-Director	2022-present
SciencesPo (France) Visiting Faculty, Center for Research on Social Inequalities (CRIS)	2025-2026
Claremont Graduate University Associate Professor, School of Educational Studies	2016-2019
Assistant Professor, School of Educational Studies	2014-2015
RAND Corporation Education Economist	2002-2006, 2010-14
Centro de Investigación y Docencia Económicas (Mexico) Assistant Professor of Public Policy	2006-2008
Universidad Centroamericana José Simeón Cañas (El Salvador) Visiting Professor	2006, 2007

EDUCATION

Stanford University
Ph.D. in Education (Martin Carnoy, Chair; Susanna Loeb, Eric A. Hanushek)
M.A. in Economics
M.A. in Latin American Studies

Tecnológico de Monterrey (Mexico)
B.A. in Economics (with honors)

MEDIA COVERAGE

NPR (All Things Considered), BBC (The World), Univision, Ed Source, Education Next, Christian Science Monitor, Mother Jones, Education Week, Reforma (Mexico), El Universal (Mex), Milenio, Telemundo, Revista Expansion (Mexico).

REFEREED JOURNAL ARTICLES

Santibañez, L., Guarino, C., and Ream, R. K. (forthcoming) “What Drives Nonstructural School Mobility? An Analysis of School Push and Pull Factors in California” *American Education Journal*.

Asson, S., Frankenberg, E., Darriet, C., **Santibañez**, L., Cervantes-Soon, C., and López, F. (2026) "Dual Language Immersion Programs and their Neighborhoods: Issues of Program Access and Representation within LAUSD Elementary Schools." *Social Science Research*, 133.

Santibañez, L. and Saint Martin, M (2025). "Exploring the Impact of COVID-19 on District Spending for English Learners" *Teachers College Record*, 126(6-7), 124-156.

<https://doi.org/10.1177/01614681251378290>

Asson, S., Frankenberg, E., Darriet, C., **Santibañez**, L., Cervantes-Soon, C., and López, F. (2025) "Racial, Linguistic, and Economic Diversity Across Schools with Two-Way Dual Language Immersion Programs: Evidence from the Los Angeles Unified School District" *AERA Open*, 11. <https://doi.org/10.1177/233285842413104>

Darriet, C. and **Santibañez** L. (2024) "Examining Two-Way Dual Language Program Dispersion in the Context of Neighborhood Change, Charter School Expansion, and Enrollment Decline" *American Journal of Education*, 131 (1), pp. 55-91. <https://doi.org/10.1086/732395>

Santibañez, L., Gottfried, M. and Freeman, J. (2024) "Absenteeism and Student Engagement for English-Learner Classified Students" *Educational Researcher*. Online July 24, 2024.

<https://doi.org/10.3102/0013189X241258770>

Saavedra, J., Maldonado, D., **Santibañez**, L. and Pardo, L. O. (2022) "Premium or Penalty? Labor Market Returns to Novice Public Sector Teachers" *Journal of Human Resources*.

<https://doi.org/10.3368/jhr.0620-10971R1>

Santibañez, L., Saavedra, J., Kattan, R.B., and Patrinos, H. (2021) "Comprehensive Private Schooling for Low-Income Children: Experimental Evidence from Mexico" *International Journal of Educational Development*, 87 (2021) 102494.

<https://doi.org/10.1016/j.ijedudev.2021.102494>

Santibañez L. and Guarino, C. (2021) "The Effects of Absenteeism on Cognitive and Social-Emotional Outcomes: Lessons for COVID-19." *Educational Researcher*. 50(6), p. 392-400.

Santibañez, L., Snyder, C., and Centeno, D. (2021) "Missed Opportunity: How Induction Policy Fails to Explicitly Address English Learner-Classified Students" *Journal of Teacher Education*, p. 1-16. *with two graduate students. <https://doi.org/10.1177/002248712110000>

López, F. and **Santibañez**, L. (2018). Teacher Preparation for Emergent Bilingual Students: Implications of Evidence for Policy. *Educational Policy Analysis and Archives*. 26 (36).

Santibañez, L. and Fagioli, L. (2016) "Nothing Succeeds Like Success? Equity, Student Outcomes, and Opportunity to Learn in High and Middle-Income Countries." *International Journal of Behavioral Development*, 40(6), 517-525. *with graduate student

Martorell, P., Miller T., **Santibañez**, L. and Augustine, C. (2016) "Parent and Student Incentives to Boost Attendance of Disadvantaged Children: Evidence from a Summer Learning Program." *Economics of Education Review*, 50, pp. 113-126

Santibañez, L. (2016) "The Indigenous Achievement Gap in Mexico: The Role of Teacher Policy under Intercultural Bilingual Education" *International Journal of Educational Development*, 47, pp. 63-75.

Santibañez, L., Abreu-Lastra, R. and O' Donoghue J. L. (2014) "School-Based Management Effects: Resources or Governance Change? Evidence from Mexico." *Economics of Education*

Review, 39, pp. 97–109.

Martinez, Jose F., **Santibañez**, L., and Servan-Mori, E. (2013) "Educational Opportunity and Immigration in Mexico: Exploring Individual and Systemic Relationships." *Teachers College Record*, 115 (10), pp. 1-24.

Santibañez, L., and Jarillo, B. (2008) "Muscle, Timing and Priorities: Teacher Unions and Education Quality in Mexico." *Well-Being and Social Policy*, 3 (2), pp. 21-40.

Santibañez, L. (2008) "Educational Reform: SNTE's Role." *Revista Mexicana de Investigación Educativa*, 13 (37), (in Spanish).

Santibañez, L. (2007) "Between Said and Done: Preparation and Professional Development of Middle School Teachers in Mexico." *Revista Mexicana de Investigación Educativa*, 12 (32), pp. 305-335 (in Spanish).

Santibañez, L., Gonzalez, G., Morrison, P., and Carroll, S. (2007) "Methods for Gauging the Target Populations that Community Colleges Serve." *Population Research and Policy Review*, 26 (1), pp. 51-67.

Santibañez, L. (2006). "Why We Should Care if Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico." *Economics of Education Review*, 25 (15), pp. 510-520. **most downloaded paper in the journal during first trimester of 2014.*

Guarino, C., **Santibañez** L. and Daley, G. (2006) "Teacher Recruitment and Retention: A Review of the Recent Empirical Literature." *Review of Educational Research*, 76 (2), pp. 173-208.

Gates, S. M.; Ringel, J. S., **Santibañez**, L., Guarino, C, and Brown A. (2006) "Mobility and Turnover Among School Principals." *Economics of Education Review*, 25 (3), pp. 289-302.

Gates, S. M., Ringel, J. S., **Santibañez**, L., and Brown, A. (2004) "Careers of School Leaders: What State and District Policy Makers Need to Know." *Spectrum*, 22 (3), pp. 39-49.

Santibañez, L. (2002) "Are Teachers Poorly Paid? Estimate of Relative Teacher Salaries in Mexico." *Revista Latinoamericana de Estudios Educativos*, 32 (2), pp. 9-41 (in Spanish).

Carnoy, M., **Santibañez**, L., Maldonado A., and Ordorika, I. (2002) "Entry Barriers to Higher Education and Professional Opportunities for Mexico's Indigenous Peoples." *Revista Latinoamericana de Estudios Educativos*, 32 (3), pp. 9-43 (in Spanish).

BOOKS, BOOK CHAPTERS, AND OTHER PUBLICATIONS

Cervantes-Soon, C. G., **Santibañez**, L., Frankenberg, E., López, F., Asson, S., & Darriet, C. (2025). Unlocking Opportunities: How Dual Language Immersion Can Promote Equity and Integration. UCLA Center for the Transformation of Schools Policy Brief. Available at: <https://escholarship.org/uc/item/41t2w8kx>

Gandara, P., **Santibañez**, L., Ee, J., Rico, J. (2023). The Impact of a Broken Immigration System on U.S. Students and Schools. UCLA Center for the Transformation of Schools, The Civil Rights Project and UCLA Latino Policy & Politics Institute. Research Brief. December, 203. Available at: <https://transformschoools.ucla.edu/research/the-impact-of-a-broken-immigration-system-on-us-students-and-schools/>

Santibañez, L. (in press) "Realidades contrastadas: cómo les afectan a los estudiantes

transnacionales las diferencias entre los sistemas educativos de México y Estados Unidos" en *Los Estudiantes que Compartimos. La formación de los educadores estadounidenses y mexicanos para nuestro futuro transnacional*, Gándara, P. and Jensen, B. (Editors). SUNY Press y Colegio de La Frontera Norte, México.

López F., and **Santibañez**, L. (in press) " Las habilidades lingüísticas y culturales de los profesores estadounidenses: la necesidad de diseñar políticas públicas para atender las necesidades de los estudiantes bilingües en *Los Estudiantes que Compartimos. La formación de los educadores estadounidenses y mexicanos para nuestro futuro transnacional*, Gándara, P. and Jensen, B. (Editors). SUNY Press y Colegio de La Frontera Norte, México.

Santibañez, L. (2021) "Contrasting Realities: How Differences Between the Mexican and U.S. Education Systems Affect Transnational Students" in *The Students we Share: Preparing US and Mexican Educators for our Transnational Future*, Gándara, P. and Jensen, B. (Editors). SUNY Press.

López F., and **Santibañez**, L. (2021) "Language and Cultural Skills of U.S. Teachers: Informing Policy to Meet the Needs of Transnational Bilingual Students" in *The Students we Share: Preparing US and Mexican Educators for our Transnational Future*, Gándara, P. and Jensen, B. (Editors). SUNY Press.

Santibañez, L. and Guarino, C. (2020) " The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19." PACE Policy Brief. CORE-PACE Research Partnership.

Santibañez, L. and Snyder, C. (2018) Teaching English Learners in California: How Teacher Credential Requirements in California Address their Needs. Technical Report (with peer review) for Getting Down to Facts II. Available at http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Santibanez.pdf

Santibañez, L. and Umansky, I. (2018) English Learners: Charting their Experiences and Mapping Their Futures in California Schools. Available at http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_EnglishLearners.pdf

Ball, C., **Santibañez**, L., and Taylor, E. (2018) Improving Teacher Practice. Research Brief. Available at: http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_ImprovingTeaching.pdf

Santibañez, L. and P. Gándara (2018). Teachers of English Language Learners in Secondary Schools: Gaps in Preparation and Support. The Civil Rights Project/Proyecto Derechos Civiles, UCLA.

Gándara, P. and **Santibañez**, L. (2016) "The Teachers our English Learners Need." *Education Leadership*. February.

Santibañez, L. and E. Zárate (2014) "Bilinguals in the U.S. and College Participation" in Callahan, R.M. and Gándara, P.C. (Eds.). *The Bilingual Advantage: Language, Literacy, and the Labor Market. Multilingual Matters: Clevedon, U.K.* (with peer review).

Santibañez, L. (2014) "School Block Grants" in Dominic Brewer and Lawrence O. Picus, (Eds.) *Encyclopedia of Education Economics and Finance*. SAGE Publications.

Fox, L., **Santibañez**, L., Nguyen, V., & André, P. (2012). *Education Reform in Mozambique*:

Lessons and Challenges. World Bank Publications.

Bruns B., and **Santibañez**, L. (2011) “Making Teachers Accountable” In *Making Schools Accountable: What Works in the Developing World*. Barbara Bruns, Deon Filmer and Harry Patrinos. The World Bank Press: Washington D.C. (with peer review).

Santibañez, L. (2010) “Teacher Incentives” in Dominic Brewer and Patrick J. McEwan (Eds.) *The Economics of Education*. 3rd Edition. Elsevier Press.

Vegas, E. and **Santibañez**, L. (2009) *The Promise of Early Childhood Development in Latin America and the Caribbean. Issues and Policy Options*. The World Bank and Palgrave MacMillan: New York, NY. (Spanish translation available) (with peer review).

Barrera-Orsorio, F., Fasih, T., Patrinos, H. A with **Santibañez**, L. (2009) *Decentralized Decision Making in Schools. The Theory and Evidence on School-Based Management*. The World Bank Press: Washington D.C.

Santibañez, L., Martínez, J. F., Datar, A., McEwan, P. J., Setodji, C. M., and Basurto-Dávila, R. (2007) *Breaking Ground: Analysis of the Assessments and Impact of the Carrera Magisterial Program in Mexico*. Santa Monica, CA: RAND/MG-141 (with peer review).

McEwan, P. J. and **Santibañez**, L. (2005) “Teacher Incentives in Mexico” in *Beyond Pay: Motivating Teachers to Raise Student Learning. Lessons from Latin America*, E. Vegas, Ed. The World Bank Press: Washington D.C. (with peer review).

WORKING PAPERS

López, F., Darriet, C., **Santibañez**, L., Asson, S., Frankenberg, E., and Cervantes-Soon, C. “Enrollment Patterns and Online Portrayals of Dual Language Programs in California: Obstacles and Promising Efforts for Equitable Access” (Revise and Resubmit from *American Educational Research Journal*).

Frankenberg, E., Asson, S., **Santibañez**, L., Darriet, C., López, F., and Cervantes-Soon, C. “Dual Language Immersion Programs within LAUSD Elementary Schools: Who Do They Enroll?” (submitted to *Educational Researcher*).

Santibañez, L., Guarino, C., and Ream, R. K. “School Mobility Among English Language Learners: Incidence and Impact.”

Guarino, C., **Santibañez**, L., and Ream, R. K. “Consequences of Student Mobility on Academic and Socioemotional Outcomes.”

Weinstein, L., **Santibañez**, L., Yamashiro, K. “Effects of Taking Ethnic Studies on High School Academic Trajectories and Socio-emotional Outcomes.”

Invited Talks / Seminars (past three years)

SciencesPo, CRIS-LIAPP, 2025. Seminar. “*Can Bilingual Education Generate Meaningful School Integration? A Case-Study of Los Angeles*,” Paris, France. November, 14 2025.

Université Paris Cité & SciencesPo, 2025. Masterclass. “*Can Bilingual Education Generate Meaningful School Integration? A Case-Study of Los Angeles*,” Paris, France. November, 25 2025.

El Colegio de México, 2025. Seminar. “*Educational Reform in Mexico: The Role of Early Childhood*,” Mexico City, Mexico, February, 2025.

Californians Together, 2024. “*The Future of Dual-Language Immersion in California*,” Sacramento, CA. June, 2024.

Campaign for Grade Level Reading, 2024. Panelist. “*Bridging the Gap: Data Insights and Global Strategies for Accelerating Educational Recovery*” Online. October, 2024.

Policy Analysis for California Education (PACE), 2024. Invited Panel. Sacramento, CA. January, 2024.

National Academy of Education/Spencer Foundation, 2023. Invited Panelist. Fall Retreat, Washington DC, Nov 2023.

University of Pennsylvania, Graduate School of Education, 2023. IES Predoctoral Training Program Seminar Series. Speaker. “*Can Two-Way Dual Language Immersion Generate Meaningful School Integration? The Case of Los Angeles from 2000-2021*,” Philadelphia, PA., October 2023.

GRANTS AND CONTRACTS (AS PI OR CO-PI)*

*Over 6 million dollars raised in grants and contracts as PI or Co-PI.

The Sobrato Philanthropies. <i>Evaluation of the Bilingual Teacher Professional Development Program (BTPDP) (2025-2027)</i>	\$500,000
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Overdeck Foundation. <i>Effects of Parent-Teacher Home Visits Program (PTHV) on Chronic Absenteeism. (2025-2027)</i>	\$333,000
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The Sobrato Philanthropies. <i>Bilingual Teachers in California: Issues of Preparation. (2024-2025)</i>	\$100,000
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UCLA Latino Applied Policy Research Award, LPPI UCLA <i>Impact of Immigration Reform on Educational Equity-Research to Policy.</i> With Patricia Gandara (co-PI). (2022-2023)	\$25,000
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Orange County Department of Education (2021-2023) <i>MTSS Implementation to support EL-classified student success in California</i>	\$187,988
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Spencer Foundation, Large Research Grants Program (2021-2025) <i>Urban Dual-Language Immersion and Linguistic Minority Students: Issues of Access and Inclusion.</i>	\$289,603
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Hewlett Foundation (2021-2025) <i>Centering Student Voice to Understand the Influence of Ethnic Studies Courses on Students’ Academic, Behavioral, and Social-Emotional Outcomes: A Cross-Case Mixed Methods Collaboration.</i> With Kyo Yamashiro (PI).	\$620,000
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W.T. Grant Foundation (2020-2024) <i>Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from Three Research-Practice Partnerships.</i> With Emily Penner (PI).	\$570,000
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Institute of Education Sciences, Department of Education (2019-23) <i>Uprooting Children: The risks and rewards of mobility for vulnerable students in California’s public schools.</i> With Cassandra Guarino (PI).	\$599,000
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National Science Foundation (2019-25)	\$718,407
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Uprooting Children: The risks and rewards of mobility for vulnerable students in California's public schools. With Cassandra Guarino (PI).

J-PAL Abdul Latif Jameel Poverty Action Lab, Post-Primary Initiative (2018) \$48,233
Effective Teacher Coaching: Improving Student Outcomes in Mexico. With Susan W. Parker (PI).

CONACYT (Mexican Science and Technology Council) (2017-18) \$20,000
Effective Teacher Coaching: Improving Student Outcomes in Mexico: Support for design/pilot phase.

Spencer Foundation, Lyle Research Grant (2016-19, awarded, not executed) \$999,000
English Learner Achievement in Elementary School: Classroom Composition and Opportunity to Learn. With Peggy Estrada (PI).

Inter-American Development Bank (2104-16) \$100,000
Teacher Labor Markets in Colombia. With Juan E. Saavedra (PI).

Strategic Impact Evaluation Fund (SIEF) - World Bank (2012-17) \$450,000
Low-Cost Private School Model in Mexico Targeting Urban Children Living in Poverty.

The World Bank (2013-14) \$67,000
Baseline evaluation of School-Based Management parental and community involvement program in Lao PDR.

Interamerican Development Bank (2011-12) \$400,000
Rural teacher incentives in Mexico's community schools program.

W. K. Kellogg Foundation (2008-10) \$150,000
Teachers in rural and bilingual indigenous schools in Mexico.

Fundación México Unido, A.C. (Mexico) (2009-10) \$125,000
Evaluation of PEC-FIDE School Based Management Program in Mexico.

Hewlett Foundation (2008-09) \$100,000
Opportunities and Challenges in Mexico's Education System.

Secretaría de Educación Pública, Mexico (2004-06) \$335,000
Evaluation of Carrera Magisterial Teacher Incentive Program.

PROFESSIONAL AND EDITORIAL SERVICE

Editorial Board Membership. AERA Open, Review of Educational Research (RER), International Journal of Educational Development (IJED), American Educational Research Journal (AERJ).

Proposal Review Member. Spencer Foundation, Large Grants Competition, Institute of Education Sciences, Panel Review Member)

HONORS AND AWARDS

AERA Fellow, 2025 Cohort

Outstanding Reviewer. Review of Educational Research (2023), American Education Research Journal (2019), International Journal of Educational Development (2019), Educational Evaluation and Policy Analysis (2016).

Technical Committee of the National Standardized Testing Program in Mexico	2014
Governing Board of Instituto Nacional para la Evaluación de la Educación (INEE) Appointed by the President of Mexico, Felipe H. Calderón	2011
OECD International Steering Committee for Teacher Evaluation (Mexico)	2008
Silver Merit Award , RAND Corporation	2005

REFeree SERVICE

Educational Researcher, Journal of Teacher Education, American Education Research Journal, Educational Evaluation and Policy Analysis, Bilingual Research Journal, Education Finance and Policy, Review of Educational Research, Economics of Education Review, Comparative Education Review, Journal of Human Capital, International Journal of Educational Development, International Journal of Educational Research, Journal of Policy Analysis & Management, Journal of Education Policy, Policy and Politics, Educational Policy Analysis Archives, Latin American Research Review, Education Policy Analysis Archives, Latin America Research Review, El Trimestre Económico (Mexico), Revista de Gestión y Políticas Públicas (Mexico), Revista Mexicana de Investigación Educativa (Mexico), The High School Journal, American Journal of Education, Teachers College Record.