

Context:

Newcomers in California's classrooms
Volume 20, No. 138, October/November, 1999

Students & Languages in California, 1999

This issue of *Context* provides you with the results of the latest census of language minority students in California. The R30 Language Census, taken each March, collects information on the language spoken (about 60 choices); the language proficiency ("EL," English learner, limited proficiency in English or "FEP," fluent proficiency in English); the type of program and the qualifications of assigned teachers. Conclusions? There's been a 3% increase in the number of English learners. Four out of five English learners speak Spanish. Half the English learners live in Los Angeles County. Sacramento County and individual districts differ from this pattern.

This issue identifies districts with more than 50 English learners of certain non-Spanish languages: Burmese, Cantonese, Hmong, Khmer, Khmu, Lahu, Lao, Mien, and Vietnamese from Southeast Asia, and Russian, Ukrainian, and Armenian from the former Soviet Union. Notes about each language group include typical names, aspects of culture, language, and availability of resources.

"Equal" is not "same"

What is the significance of this information for educators? Faced with providing "equal opportunity" for every student but avoiding the error of "same treatment" for all, planners, policy makers, teachers, and support personnel need information on differences between groups that impact educational choices and strategies. The range of differences evident in the groups identified in this issue can be found among groups from Latin America, the Philippines, China, and Africa. Important bits of info collected from the following key areas will develop into patterns

that guide planning and delivery of instructional services and strategies that provide equal, but not same, treatment.

- Recency of arrival to the US.
- Reason (refugee, immigrant, sojourner).
- Child's literacy background (years of school, language of schoolwork).
- Urban or rural school?
- Languages (oral, written).
- Parental prior occupation.
- Community's use of literacy.
- World view (religion): Why are some successful and others not?
- Who helps the family with decisions?

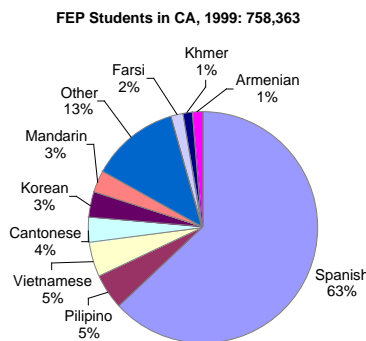
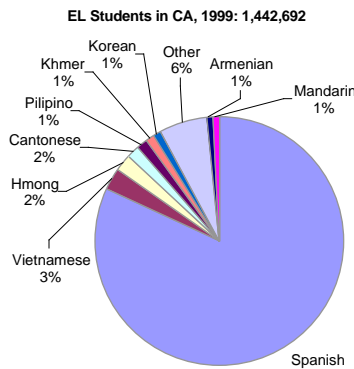
Consider that a new teacher today was probably born about the time that the helicopters landed on the American Embassy in Saigon, that the Hmong, Mien, Khmu, Lahu, and Lao fled the communist Pathet Lao, and that the Khmer Rouge began the holocaust in Cambodia. The refugee flow that has lasted more than twenty years provided many of our newest teachers with the opportunity to be classmates with children from Southeast Asia. The new kindergarten students this year could represent the beginning of the second American-born generation.

By the second American-born generation, immigrant students are expected to have overcome linguistic obstacles. That is not always the case. After examining Context, try to identify ongoing obstacles to literacy-based achievement and think of strategies that you and your staff can use to overcome them—not immediately, but within a couple of generations, without pulling students from the social context of their families.

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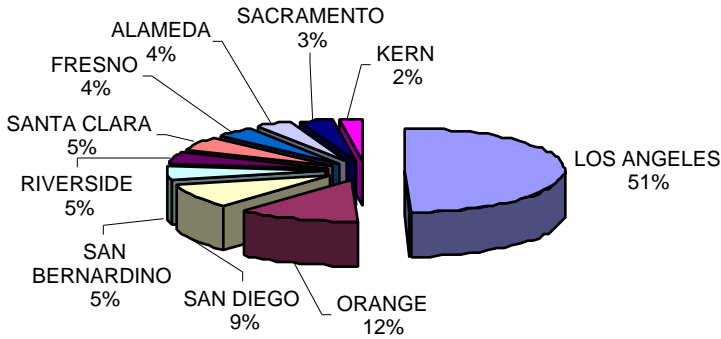
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Total English Learners (EL)		
LANGUAGE	Total	Percent
Spanish	1,181,553	81.9%
Vietnamese	41,456	2.9%
Hmong	29,474	2.0%
Cantonese	25,556	1.8%
Pilipino (Tagalog)	19,041	1.3%
Khmer (Cambodian)	17,637	1.2%
Korean	15,761	1.1%
Other non-English	13,702	0.9%
Armenian	12,726	0.9%
Mandarin (Putonghua)	10,388	0.7%
Russian	8,143	0.6%
Punjabi	7,762	0.5%
Lao	7,703	0.5%
Arabic	6,077	0.4%
Farsi (Persian)	4,985	0.3%
Japanese	4,969	0.3%
Mien	4,930	0.3%
Hindi	4,101	0.3%
Portuguese	2,299	0.2%
Urdu	2,023	0.1%
Tongan	1,963	0.1%
Ukrainian	1,942	0.1%
Ilocano	1,724	0.1%
Samoan	1,667	0.1%
Thai	1,613	0.1%
Rumanian	1,309	0.1%
Gujarati	1,136	0.1%
Indonesian	1,021	0.1%
German	799	0.1%
French	781	0.1%
Chaozhou (Chaochow)	756	0.1%
Assyrian	696	0.0%
Hebrew	620	0.0%
Pashto	580	0.0%
Lahu	529	0.0%
Burmese	526	0.0%
Chaldean	481	0.0%
Croatian	419	0.0%
Polish	399	0.0%
Taiwanese	399	0.0%
Mixteco	363	0.0%
Kurdish	318	0.0%
Cebuano (Visayan)	307	0.0%
Italian	288	0.0%
Khmu	251	0.0%
Greek	228	0.0%
Serbo-Croatian	201	0.0%
Hungarian	197	0.0%
Tigrinya	195	0.0%
Turkish	188	0.0%
Dutch	144	0.0%
Marshallese	122	0.0%
Serbian	104	0.0%
Toishanese	64	0.0%
Chamorro (Guamanian)	50	0.0%
Albanian	26	0.0%
Grand Total	1,442,692	100.0%



Total Fluent English (FEP)		
LANGUAGE	Total	Percent
Spanish	479,102	63.2%
Pilipino (Tagalog)	37,977	5.0%
Vietnamese	34,443	4.5%
Cantonese	27,992	3.7%
Korean	26,256	3.5%
Mandarin (Putonghua)	23,248	3.1%
Other non-English	20,425	2.7%
Farsi (Persian)	12,202	1.6%
Khmer (Cambodian)	10,610	1.4%
Armenian	9,945	1.3%
Arabic	7,041	0.9%
Hmong	6,453	0.9%
Russian	6,395	0.8%
Japanese	5,656	0.7%
Punjabi	5,101	0.7%
Lao	4,772	0.6%
Hindi	4,757	0.6%
Portuguese	3,670	0.5%
Urdu	2,691	0.4%
Gujarati	2,633	0.3%
Ilocano	2,344	0.3%
Thai	2,203	0.3%
Hebrew	2,083	0.3%
German	1,840	0.2%
French	1,694	0.2%
Samoan	1,657	0.2%
Rumanian	1,512	0.2%
Mien	1,396	0.2%
Taiwanese	1,117	0.1%
Assyrian	1,075	0.1%
Tongan	1,046	0.1%
Polish	1,037	0.1%
Indonesian	1,027	0.1%
Italian	942	0.1%
Chaozhou (Chaochow)	819	0.1%
Greek	750	0.1%
Ukrainian	462	0.1%
Hungarian	448	0.1%
Pashto	447	0.1%
Dutch	444	0.1%
Burmese	427	0.1%
Cebuano (Visayan)	358	0.0%
Croatian	357	0.0%
Turkish	323	0.0%
Chaldean	266	0.0%
Serbian	184	0.0%
Serbo-Croatian	159	0.0%
Khmu	153	0.0%
Tigrinya	103	0.0%
Chamorro (Guamanian)	92	0.0%
Kurdish	60	0.0%
Toishanese	53	0.0%
Marshallese	42	0.0%
Albanian	33	0.0%
Lahu	32	0.0%
Mixteco	9	0.0%
Grand Total	758,363	100.0%

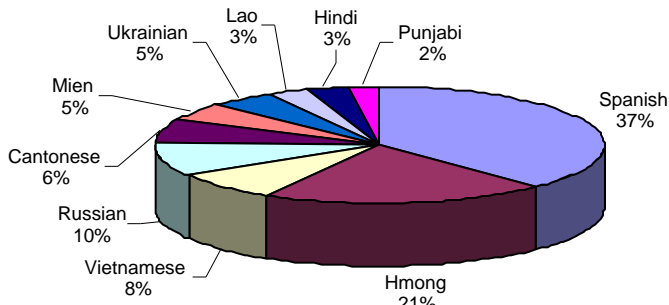
Top 10 Counties (EL Students), 1999



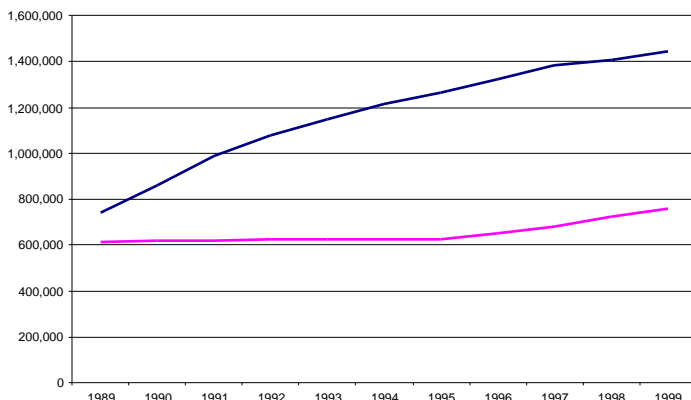
Top 10 Languages of EL in Sacramento Co.

Language	98 LEP	99 EL	% of 98 LEP
Spanish	11,151	12633	113%
Hmong	6,684	6878	103%
Vietnamese	2,670	2600	97%
Russian	2,588	3187	123%
Cantonese	2,286	2062	90%
Mien	1,761	1669	95%
Ukrainian	1,326	1652	125%
Lao	1,002	984	98%
Hindi	979	1033	106%
Punjabi	594	705	119%

English Learners in Sacramento County, 1999



English learners and former English learners in California, 10-year trend



	Mar-89	Mar-90	Mar-91	Mar-92	Mar-93	Mar-94	Mar-95	Mar-96	Mar-97	Mar-98	Mar-99
LEP	742,559	861,531	986,462	1,078,705	1,151,819	1,215,218	1,262,982	1,323,767	1,381,393	1,406,168	1,442,692
FEP	614,670	621,505	620,655	624,515	626,491	623,328	627,843	649,130	682,004	720,479	758,363

Change in Number of English Learners

LANGUAGE	99 EL	98 LEP	Change
Croatian	419	284	48%
Ukrainian	1,942	1,570	24%
Dutch	144	121	19%
Indonesian	1,021	863	18%
French	781	687	14%
Kurdish	318	285	12%
Toishanese	64	58	10%
Urdu	2,023	1,851	9%
Lahu	529	492	8%
Russian	8,143	7,598	7%
Greek	228	214	7%
Punjabi	7,762	7,323	6%
German	799	755	6%
Burmese	526	498	6%
Tongva	1,963	1,877	5%
Portuguese	2,299	2,207	4%
Mixteco	363	349	4%
Spanish	1,181,553	1,140,197	4%
Hindi	4,101	3,964	3%
Arabic	6,077	5,900	3%
Serbo-Croatian	201	196	3%
Italian	288	281	2%
Pashto	580	566	2%
Korean	15,761	15,521	2%
Serbian	104	103	1%
Cantonese	25,556	25,360	1%
Chaozhou (Chaochow)	756	755	0%
Mandarin (Putonghua)	10,388	10,380	0%
Japanese	4,969	4,967	0%
Khmu	251	253	-1%
Marshallese	122	123	-1%
Farsi (Persian)	4,985	5,028	-1%
Gujarati	1,136	1,148	-1%
Ilocano	1,724	1,753	-2%
Hebrew	620	635	-2%
Polish	399	411	-3%
Thai	1,613	1,670	-3%
Hmong	29,474	30,551	-4%
Vietnamese	41,456	43,008	-4%
Mien	4,930	5,192	-5%
Turkish	188	198	-5%
Pilipino (Tagalog)	19,041	20,062	-5%
Hungarian	197	208	-5%
Khmer (Cambodian)	17,637	18,694	-6%
Chamorro (Guamanian)	50	53	-6%
Rumanian	1,309	1,394	-6%
Armenian	12,726	13,584	-6%
Samoan	1,667	1,780	-6%
Other non-English	13,702	14,739	-7%
Chaldean	481	518	-7%
Lao	7,703	8,343	-8%
Assyrian	696	761	-9%
Taiwanese	399	455	-12%
Cebuano (Visayan)	307	383	-20%
Tigrinya	195		
Albanian	26		
Total	1,442,692	1,406,166	3%

Districts with more than 50 Cantonese English learners

County	District	Language	EL	FEP	Total	
•Chinese culture is ancient and has influenced Vietnamese, Mien, Hmong, Korean, and Japanese cultures. Many of the Vietnamese values towards scholarship, the role of children toward parents, and the nature of interpersonal relations are similar to the values of the Chinese.	SAN FRANCISCO	SAN FRANCISCO UNIFIED	Cantonese	6,715	6,426	13,141
	ALAMEDA	OAKLAND UNIFIED	Cantonese	2,815	906	3,721
•Filial piety and ancestor worship is a strong part of every family. Confucianism is a way of teaching values and behavior, not a religion.	LOS ANGELES	LOS ANGELES UNIFIED	Cantonese	2,043	1,844	3,887
	LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Cantonese	1,589	738	2,327
•Families are patrilineal, large groups of men who share a common ancestor and their wives. Kin keep track of one another by shared "generation" names.	SACRAMENTO	SACRAMENTO CITY UNIFIED	Cantonese	1,319	857	2,176
	LOS ANGELES	GARVEY ELEMENTARY	Cantonese	927	880	1,807
•The Chinese came to the United States as ethnic refugees—the Vietnamese expelled them from the country after the war ended.	LOS ANGELES	ALHAMBRA CITY HIGH	Cantonese	706	1,011	1,717
	SACRAMENTO	ELK GROVE UNIFIED	Cantonese	685	267	952
•There is no way to separate the Cantonese from Vietnam from those from Hong Kong and Guangzhou by looking at the R30 census results.	ALAMEDA	ALAMEDA CITY UNIFIED	Cantonese	592	410	1,002
	LOS ANGELES	SAN GABRIEL UNIFIED	Cantonese	488	341	829
•Chinese written language is pictographic; the symbols do not represent phonemes but concepts. In this way, speakers of different Chinese languages (Cantonese, Mandarin, Taiwanese, etc) can all read the same written language. Several romanized orthographies exist for spoken Cantonese (Pinyin is for Mandarin). There are simplified and traditional character sets. Those who grew up in mainland China after the 1960s probably do not know the traditional characters very well.	LOS ANGELES	EL MONTE CITY ELEMENTARY	Cantonese	385	199	584
	SANTA CLARA	BERRYESSA UNION ELEMENTAR	Cantonese	285	201	486
•Words are not changed for gender, tense, number, case, or for agreement with subjects. Word order is very important to meaning.	LOS ANGELES	ROSEMEAD ELEMENTARY	Cantonese	278	346	624
	ALAMEDA	SAN LEANDRO UNIFIED	Cantonese	271	240	511
•Words contain initial consonants, vowels, and 6-9 tones.	LOS ANGELES	ARCADIA UNIFIED	Cantonese	234	394	628
	ALAMEDA	FREMONT UNIFIED	Cantonese	229	581	810
•There are many Chinese dictionaries, teaching materials, computer programs, and fonts. Internet browsers can be set up for Chinese display. Chinese input systems are complex, requiring knowledge of the "radicals" (concept cores) and take as many as 5 keystrokes which the software assembles as a character.	LOS ANGELES	MONTEBELLO UNIFIED	Cantonese	222	337	559
	SANTA CLARA	EVERGREEN ELEMENTARY	Cantonese	222	161	383
•Chinese is taught at many colleges and universities.	ALAMEDA	SAN LORENZO UNIFIED	Cantonese	193	187	380
	SAN DIEGO	SAN DIEGO CITY UNIFIED	Cantonese	192	369	561
•Chinese is a language which depends on "reading between the lines" in that a statement or phrase contains many levels of meaning, most of which require deep familiarity with Chinese ways to really understand.	LOS ANGELES	EL MONTE UNION HIGH	Cantonese	157	412	569
	SAN MATEO	JEFFERSON ELEMENTARY	Cantonese	140	290	430
•There is a well-supported overseas Chinese literacy development program that produces materials for use in heritage language schools.	CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Cantonese	139	276	415
	LOS ANGELES	ROWLAND UNIFIED	Cantonese	137	299	436
•There are several Chinese proficiency tests and the Scholastic Aptitude Test produces a Chinese proficiency exam for college credits.	LOS ANGELES	HACIENDA LA PUENTE UNIFIE	Cantonese	136	281	417
	ALAMEDA	NEW HAVEN UNIFIED	Cantonese	135	187	322
•There are many Chinese dictionaries, teaching materials, computer programs, and fonts. Internet browsers can be set up for Chinese display. Chinese input systems are complex, requiring knowledge of the "radicals" (concept cores) and take as many as 5 keystrokes which the software assembles as a character.	LOS ANGELES	TEMPLE CITY UNIFIED	Cantonese	130	376	506
	SAN MATEO	SAN MATEO UNION HIGH	Cantonese	118	224	342
•Chinese is taught at many colleges and universities.	SANTA CLARA	MILPITAS UNIFIED	Cantonese	116	219	335
	LOS ANGELES	BALDWIN PARK UNIFIED	Cantonese	103	219	322
•Chinese is a language which depends on "reading between the lines" in that a statement or phrase contains many levels of meaning, most of which require deep familiarity with Chinese ways to really understand.	LOS ANGELES	WEST COVINA UNIFIED	Cantonese	103	22	125
	SAN JOAQUIN	STOCKTON CITY UNIFIED	Cantonese	100	140	240
•There is a well-supported overseas Chinese literacy development program that produces materials for use in heritage language schools.	SANTA CLARA	ALUM ROCK UNION ELEMENTAR	Cantonese	98	53	151
	SAN MATEO	SAN MATEO-FOSTER CITY ELE	Cantonese	90	368	458
•There are several Chinese proficiency tests and the Scholastic Aptitude Test produces a Chinese proficiency exam for college credits.	LOS ANGELES	COVINA-VALLEY UNIFIED	Cantonese	88	104	192
	LOS ANGELES	WALNUT VALLEY UNIFIED	Cantonese	88	359	447
•There are many Chinese dictionaries, teaching materials, computer programs, and fonts. Internet browsers can be set up for Chinese display. Chinese input systems are complex, requiring knowledge of the "radicals" (concept cores) and take as many as 5 keystrokes which the software assembles as a character.	SAN DIEGO	POWAY UNIFIED	Cantonese	78	151	229
	SANTA CLARA	EAST SIDE UNION HIGH	Cantonese	75	254	329
•Chinese is taught at many colleges and universities.	SANTA CLARA	FRANKLIN-MCKINLEY ELEMENT	Cantonese	73	52	125
	LOS ANGELES	LONG BEACH UNIFIED	Cantonese	72	114	186
•Chinese is a language which depends on "reading between the lines" in that a statement or phrase contains many levels of meaning, most of which require deep familiarity with Chinese ways to really understand.	SANTA CLARA	FREMONT UNION HIGH	Cantonese	72	209	281
	ALAMEDA	CASTRO VALLEY UNIFIED	Cantonese	70	156	226
•There is a well-supported overseas Chinese literacy development program that produces materials for use in heritage language schools.	ORANGE	IRVINE UNIFIED	Cantonese	70	94	164
	LOS ANGELES	MOUNTAIN VIEW ELEMENTARY	Cantonese	69	63	132
•There are several Chinese proficiency tests and the Scholastic Aptitude Test produces a Chinese proficiency exam for college credits.	SAN MATEO	MILLBRAE ELEMENTARY	Cantonese	69	104	173
	LOS ANGELES	LOS ANGELES CO. OFFICE OF	Cantonese	68	11	79
•There are many Chinese dictionaries, teaching materials, computer programs, and fonts. Internet browsers can be set up for Chinese display. Chinese input systems are complex, requiring knowledge of the "radicals" (concept cores) and take as many as 5 keystrokes which the software assembles as a character.	LOS ANGELES	ABC UNIFIED	Cantonese	64	136	200
	LOS ANGELES	TORRANCE UNIFIED	Cantonese	64	133	197
•Chinese is taught at many colleges and universities.	SAN MATEO	SOUTH SAN FRANCISCO UNIFI	Cantonese	63	252	315
	SANTA CLARA	SUNNYVALE ELEMENTARY	Cantonese	60	76	136
•Chinese is a language which depends on "reading between the lines" in that a statement or phrase contains many levels of meaning, most of which require deep familiarity with Chinese ways to really understand.	LOS ANGELES	POMONA UNIFIED	Cantonese	56	134	190

Chinese Family Names, by tone
(with Vietnamese equivalents)

High falling	(Vietnamese)		
Cheung, Jung	Trương	Lau	Lưu
Chau, Jew	Châu	Man	Văn
Chu	Chu	Ng, Eng	Ngô
Gong	Giang	Pang	Bành
Fong	Phương	Tang	Đặng
Van	Ôn	Wu	Hồ
So	Tô	Yu, Yee	Du
High rising		Low level	
Yuen	Nguyễn	Cheng	Trịnh
Low falling		Chiu	Triệu
Chan, Chin	Trần	Fan	Phạm
Wong	Hoàng/Huyềnh	Luk	Lục
Wong	Vương	Shum/Sam	Thẩm
Ho	Hà	Yeung, Young	Đương
Lam	Lâm		
Lai	Lê		
Fung	Phùng		
Leung	Lương		

Districts with more than 50 Vietnamese English learners

County	District	Language	EL	FEP	Total
ORANGE	GARDEN GROVE UNIFIED	Vietnamese	6,731	3,320	10,051
SAN DIEGO	SAN DIEGO CITY UNIFIED	Vietnamese	2,292	2,306	4,598
ORANGE	WESTMINSTER ELEMENTARY	Vietnamese	1,897	700	2,597
SACRAMENTO	ELK GROVE UNIFIED	Vietnamese	1,571	488	2,059
SANTA CLARA	FRANKLIN-MCKINLEY ELEMENT	Vietnamese	1,454	676	2,130
ALAMEDA	OAKLAND UNIFIED	Vietnamese	1,442	275	1,717
LOS ANGELES	LOS ANGELES UNIFIED	Vietnamese	1,338	1,634	2,972
SANTA CLARA	EAST SIDE UNION HIGH	Vietnamese	1,192	1,520	2,712
SANTA CLARA	EVERGREEN ELEMENTARY	Vietnamese	1,136	853	1,989
SANTA CLARA	BERRYESSA UNION ELEMENTAR	Vietnamese	1,029	534	1,563
ORANGE	HUNTINGTON BEACH UNION HI	Vietnamese	929	945	1,874
SAN JOAQUIN	LODI UNIFIED	Vietnamese	765	279	1,044
SACRAMENTO	SACRAMENTO CITY UNIFIED	Vietnamese	758	300	1,058
SANTA CLARA	ALUM ROCK UNION ELEMENTAR	Vietnamese	746	270	1,016
SANTA CLARA	SAN JOSE UNIFIED	Vietnamese	671	699	1,370
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Vietnamese	607	759	1,366
SANTA CLARA	OAK GROVE ELEMENTARY	Vietnamese	590	359	949
SANTA CLARA	MILPITAS UNIFIED	Vietnamese	580	804	1,384
LOS ANGELES	LONG BEACH UNIFIED	Vietnamese	532	608	1,140
ORANGE	SANTA ANA UNIFIED	Vietnamese	481	609	1,090
LOS ANGELES	ALHAMBRA CITY HIGH	Vietnamese	473	350	823
SANTA CLARA	SANTA CLARA UNIFIED	Vietnamese	460	503	963
LOS ANGELES	GARVEY ELEMENTARY	Vietnamese	437	328	765
ORANGE	ORANGE UNIFIED	Vietnamese	427	595	1,022
LOS ANGELES	ALHAMBRA CITY ELEMENTARY	Vietnamese	426	139	565
ORANGE	ANAHEIM UNION HIGH	Vietnamese	392	576	968
SAN BERNARDINO	SAN BERNARDINO CITY UNIFI	Vietnamese	365	290	655
LOS ANGELES	EL MONTE CITY ELEMENTARY	Vietnamese	349	108	457
SAN JOAQUIN	STOCKTON CITY UNIFIED	Vietnamese	337	436	773
ALAMEDA	HAYWARD UNIFIED	Vietnamese	299	277	576
ALAMEDA	ALAMEDA CITY UNIFIED	Vietnamese	267	116	383
LOS ANGELES	SAN GABRIEL UNIFIED	Vietnamese	256	104	360
ALAMEDA	NEW HAVEN UNIFIED	Vietnamese	244	172	416
ORANGE	ANAHEIM ELEMENTARY	Vietnamese	231	212	443
FRESNO	FRESNO UNIFIED	Vietnamese	226	203	429
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Vietnamese	224	167	391
ALAMEDA	FREMONT UNIFIED	Vietnamese	223	325	548
ORANGE	FOUNTAIN VALLEY ELEMENTAR	Vietnamese	221	234	455
MONTEREY	MONTEREY PENINSULA UNIFIE	Vietnamese	218	192	410
LOS ANGELES	EL MONTE UNION HIGH	Vietnamese	217	306	523
ORANGE	OCEAN VIEW ELEMENTARY	Vietnamese	216	315	531
SAN BERNARDINO	ONTARIO-MONTCLAIR ELEMEN	Vietnamese	212	67	279
LOS ANGELES	LAWDALE ELEMENTARY	Vietnamese	210	93	303
SAN DIEGO	POWAY UNIFIED	Vietnamese	188	268	456
SANTA CLARA	CAMPBELL UNION ELEMENTARY	Vietnamese	183	81	264
ORANGE	NEWPORT-MESA UNIFIED	Vietnamese	165	177	342
ORANGE	IRVINE UNIFIED	Vietnamese	161	472	633
SAN JOAQUIN	LINCOLN UNIFIED	Vietnamese	159	77	236
LOS ANGELES	TORRANCE UNIFIED	Vietnamese	157	215	372
ORANGE	MAGNOLIA ELEMENTARY	Vietnamese	156	142	298
RIVERSIDE	ALVORD UNIFIED	Vietnamese	150	106	256
LOS ANGELES	POMONA UNIFIED	Vietnamese	148	183	331
LOS ANGELES	HAWTHORNE ELEMENTARY	Vietnamese	144	43	187
LOS ANGELES	MOUNTAIN VIEW ELEMENTARY	Vietnamese	139	84	223
ORANGE	CAPISTRANO UNIFIED	Vietnamese	136	195	331
CONTRA COSTA	MT. DIABLO UNIFIED	Vietnamese	135	233	368

(See page 11 for Vietnamese names)

Vietnamese Family Names, by tone

Mid-level

Châu	choe (as in toe)
Đinh	dinh
Lê	lay
Ngô	ngo (practice <u>sing-oh</u>)
Phan	fahn (between fawn, fan)
Trương	ju-uhng (u as in book; then uh)
Vương	vu-uhng
Low, abrupt end	
Đặng	dahng (between dang, dong)
Phạm	fahm
Trịnh	jing
Low falling	
Hoàng	hwong (as in song)
Huyền	hwing (as in sing)
Trần	jun (as in fun)
High	
Lý	lee
Broken	
Lữ	lu-u
Nguyễn	ngoo-ien; (oo as in soon).
Võ	vaw-aw (as in law)



- Vietnamese language, culture, and orientation towards success has been influenced by 1,000-year Chinese rule and by 100-year colonization by the French.
- The language used today was developed in the 1600s, is alphabetic and written with roman characters marked by diacritics for tone and sometimes vowel. There are 3 dialects: Northern (standard), Central, Southern.
- Word order is subject-verb-object, with modifiers following the nouns. Rather than articles, Vietnamese uses classifiers, which identify the characteristics of the following noun. Verbs are not conjugated nor do words change for gender or number. Reduplication is frequent.
- Social status and role are reinforced every time one speaks (even the pronouns have to be chosen carefully to show the proper respect and relative status).
- Mayhana Buddhism and Catholicism are major belief systems; ancestor worship extends respect back through time. Buddhists tend to be fatalistic about life's events; the ability to endure well is important.
- Education is important in demonstrating social status. Differences in background (urban, rural) are related to education.
- Maintaining harmonious interpersonal relations is very important ("face"). "I'll try" or "We'll see" probably means "no". "Yes" may mean "I hear you."
- "Potential" is much less important than performance (which can be affected by effort).
- There are a number of dictionaries; go to the UCLA foreign language materials database to see a list of them: <http://www.lmp.ucla.edu>.
- Fonts are available online: <http://babel.uoregon.edu/yamada/fonts/vietnamese.html>.
- Vietnamese study is offered at the following local schools (for a complete listing, check <http://carla.acad.umn.edu>). Many of the schools have Vietnamese studies programs; the one at Yale has produced much.
- UC Berkeley: Elementary-Intermediate. (510) 642-4564. <http://ls.berkeley.edu/dept/sseas/dept.html>.
- UC LA: Elementary-Advanced. (310) 825-4631. <http://www.humnet.ucla.edu/humnet/al/appling.html>
- CSU Hayward: Elementary-Intermediate. (510) 885-3211. <http://www.isis.csu Hayward.edu/ALSS/MLL>
- Monterey Inst of Int'l Studies: Elementary-Advanced. (800) 995-8404.
- San Joaquin Delta College: Elementary. (209) 474-5262. <http://sunspot.sjcdcc.ca.us/acad>.
- Coastline Comm Coll (Fountain Valley): (714) 898-9871.
- Stanford Univ: Elementary-Intermediate. (650) 725-1555. <http://www.stanford.edu/class/slp>.

Districts with more than 50 Mien, Burmese, Khmu, Lahu, Lao...

- Lao are culturally more similar to the Thai and Cambodians than the Vietnamese, Chinese, Hmong or Mien.
- Lao are Theravada Buddhists, a belief system shared by only the Thai, Cambodians, Ceylonese, and Burmese.
- Lao families are organized bilaterally rather than patrilineally, like the Hmong and Mien. Khmu social structure is organized around "totems" that separate Khmu into groups with particular rules of marriage and taboo.
- The Lao had access to education, but once basic Lao literacy was learned, they used French textbooks for secondary level schooling. Village temples provided teaching literacy, math, values and behavior, especially for boys, who spent a year or so as monks.
- Lao were the ethnic majority in Laos, but the many minority groups (including Hmong and Mien) comprised almost half the population.
- "Laotian" is the nationality term that covers all ethnolinguistic groups that come from Laos. Laotians came to the US as political refugees. Burmese were not part of the Indochina War; they are here because of political repression.
- Mien culture has absorbed more Chinese influence than has Hmong. For example, Mien use Chinese characters to write their lineage history and ritual texts, eat with chopsticks, have generation names, and follow a Mien form of the Chinese belief system Taoism. Ancestor worship is important. Leaders learn Chinese characters, and associate them with Mien words, just as the same written language can be used for the orally different Cantonese, Mandarin, etc.
- "Mien" means "people"; "lu-Mien" means "lu (Yao) people". "Hmong" is also a term that refers to a particular group of people from an insider's point of view.
- There are several Roman writing systems for the Mien language. All are affiliated with missionaries, and are rejected by those Mien

(continues on page 11)

County	District	Language	EL	FEP	Total
SACRAMENTO	SACRAMENTO CITY UNIFIED	Mien	1,206	342	1,548
ALAMEDA	OAKLAND UNIFIED	Mien	917	152	1,069
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Mien	564	229	793
TULARE	VISALIA UNIFIED	Mien	332	9	341
MERCED	MERCED CITY ELEMENTARY	Mien	306	67	373
SHASTA	ENTERPRISE ELEMENTARY	Mien	226	19	245
SACRAMENTO	ELK GROVE UNIFIED	Mien	200	28	228
YOLO	WASHINGTON UNIFIED	Mien	181	45	226
SHASTA	REDDING ELEMENTARY	Mien	103	24	127
SOLANO	FAIRFIELD-SUISUN UNIFIED	Mien	97	51	148
SACRAMENTO	CENTER JOINT UNIFIED	Mien	96	23	119
SACRAMENTO	RIO LINDA UNION ELEMENTAR	Mien	84	19	103
MERCED	MERCED UNION HIGH	Mien	64	77	141
BUTTE	OROVILLE CITY ELEMENTARY	Mien	63	7	70
SACRAMENTO	GRANT JOINT UNION HIGH	Mien	56	15	71
ALAMEDA	FREMONT UNIFIED	Burmese	76	32	108
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Burmese	73	52	125
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Khmu	107	61	168
SAN JOAQUIN	STOCKTON CITY UNIFIED	Khmu	71	34	105
TULARE	VISALIA UNIFIED	Lahu	420		420
TULARE	TULARE CITY ELEMENTARY	Lahu	72	9	81
County	District	Language	EL	FEP	Total
FRESNO	FRESNO UNIFIED	Lao	1,420	547	1,967
SAN DIEGO	SAN DIEGO CITY UNIFIED	Lao	956	854	1,810
SAN JOAQUIN	STOCKTON CITY UNIFIED	Lao	477	289	766
SACRAMENTO	SACRAMENTO CITY UNIFIED	Lao	401	86	487
LOS ANGELES	LONG BEACH UNIFIED	Lao	286	212	498
CONTRA COSTA	WEST CONTRA COSTA UNIFIED	Lao	260	168	428
ALAMEDA	OAKLAND UNIFIED	Lao	214	44	258
SACRAMENTO	GRANT JOINT UNION HIGH	Lao	174	58	232
SACRAMENTO	NORTH SACRAMENTO ELEMENTA	Lao	171	23	194
STANISLAUS	MODESTO CITY ELEMENTARY	Lao	169	115	284
MERCED	MERCED CITY ELEMENTARY	Lao	116	44	160
SAN JOAQUIN	LODI UNIFIED	Lao	114	27	141
RIVERSIDE	BANNING UNIFIED	Lao	111		111
TULARE	VISALIA UNIFIED	Lao	102	13	115
SANTA CLARA	ALUM ROCK UNION ELEMENTAR	Lao	100	53	153
ORANGE	GARDEN GROVE UNIFIED	Lao	85	55	140
RIVERSIDE	MORENO VALLEY UNIFIED	Lao	84	22	106
TULARE	PORTERVILLE UNIFIED	Lao	82	112	194
SAN JOAQUIN	LINCOLN UNIFIED	Lao	81	11	92
SACRAMENTO	DEL PASO HEIGHTS ELEMENTA	Lao	77	6	83
SAN BERNARDINO	SAN BERNARDINO CITY UNIFI	Lao	70	62	132
HUMBOLDT	EUREKA CITY UNIFIED	Lao	67	26	93
SACRAMENTO	SAN JUAN UNIFIED	Lao	65	22	87
FRESNO	WEST FRESNO ELEMENTARY	Lao	64	1	65
SACRAMENTO	ELK GROVE UNIFIED	Lao	64	8	72
SOLANO	FAIRFIELD-SUISUN UNIFIED	Lao	62	14	76
SONOMA	SANTA ROSA ELEMENTARY	Lao	61	14	75
STANISLAUS	MODESTO CITY HIGH	Lao	58	137	195
ORANGE	SANTA ANA UNIFIED	Lao	55	50	105
YOLO	WASHINGTON UNIFIED	Lao	54	47	101
STANISLAUS	EMPIRE UNION ELEMENTARY	Lao	53	18	71
SONOMA	SANTA ROSA HIGH	Lao	52	88	140

Mien Clan Names, by tone

High, short, abrupt end		
Zuaq	(Sae)Chou	dzoo-ahk
High falling (!)		
Yangh	(Sae)Yang	yahng!
Bienh	(Sae)Phan	pbee-en!
Lorh	(Sae)Lo	law!
Lioh	(Sae)Liew	lee-o!
Zanh	(Sae)Chin	dzahn!
Siouh	(Sae)Sio	see-ow!
Low, abrupt end		
Dangc	(Sae)Teurn	dtahng
Bungc	(Sae)Fong	pboong
Rising		
Zeux	(Sae) Chao	dzay-oh
Falling, rising		
Leiz	(Sae)Lee	lay
Mid		
Tong	(Sae)Tong	dtong (long o)

Lao Names,

(Transliterated into English)

Surnames are multisyllable and given names have two syllables—a prefix and a main part. Friends may drop the prefix and use just the second syllable. To pronounce the names, break them up into parts.

Family names

Souk-som-boun (health, prosperity)

Vieng-kham (golden city)

Vong-kham-keaw (gold lineage)

Vong-pra-chan (moon lineage)

Luang-pra-seut (very precious)

Given names

Kham-sy

Kham-say

Kham-phanh

Other common word parts in given names: thong, sone, souk, dang, vong, boun, pheng, phone, phoun, phouang, kham, bang, bone, my, ma, manh.

Districts with more than 50 Hmong English learners

County	District	Language	EL	FEP	Total
FRESNO	FRESNO UNIFIED	Hmong	7,841	1,507	9,348
SACRAMENTO	SACRAMENTO CITY UNIFIED	Hmong	3,855	642	4,497
MERCED	MERCED CITY ELEMENTARY	Hmong	1,824	227	2,051
SAN JOAQUIN	STOCKTON CITY UNIFIED	Hmong	1,632	535	2,167
YUBA	MARYSVILLE JOINT UNIFIED	Hmong	1,618	95	1,713
FRESNO	CLOVIS UNIFIED	Hmong	1,615	368	1,983
SACRAMENTO	ELK GROVE UNIFIED	Hmong	1,056	84	1,140
SAN JOAQUIN	LODI UNIFIED	Hmong	900	86	986
SAN DIEGO	SAN DIEGO CITY UNIFIED	Hmong	534	277	811
BUTTE	CHICO UNIFIED	Hmong	529	60	589
SACRAMENTO	DEL PASO HEIGHTS ELEMENTA	Hmong	518	21	539
SACRAMENTO	GRANT JOINT UNION HIGH	Hmong	513	182	695
TULARE	VISALIA UNIFIED	Hmong	494	20	514
MERCED	MERCED UNION HIGH	Hmong	455	502	957
SACRAMENTO	NORTH SACRAMENTO ELEMENTA	Hmong	454	9	463
BUTTE	THERMALITO UNION ELEMENTA	Hmong	415	33	448
BUTTE	OROVILLE CITY ELEMENTARY	Hmong	386	13	399
RIVERSIDE	BANNING UNIFIED	Hmong	360		360
MERCED	ATWATER ELEMENTARY	Hmong	296	24	320
FRESNO	CENTRAL UNIFIED	Hmong	274	58	332
HUMBOLDT	EUREKA CITY UNIFIED	Hmong	237	11	248
SACRAMENTO	ROBLA ELEMENTARY	Hmong	222	5	227
MERCED	WEAVER UNION ELEMENTARY	Hmong	198	9	207
STANISLAUS	MODESTO CITY ELEMENTARY	Hmong	186	58	244
LOS ANGELES	LONG BEACH UNIFIED	Hmong	176	81	257
GLENN	WILLOWS UNIFIED	Hmong	170	123	293
SANTA BARBARA	LOMPOC UNIFIED	Hmong	169	77	246
BUTTE	OROVILLE UNION HIGH	Hmong	147	125	272
MERCED	WINTON ELEMENTARY	Hmong	146	1	147
ORANGE	GARDEN GROVE UNIFIED	Hmong	141	68	209
FRESNO	WEST FRESNO ELEMENTARY	Hmong	125	1	126
DEL NORTE	DEL NORTE COUNTY UNIFIED	Hmong	122	78	200
ORANGE	SANTA ANA UNIFIED	Hmong	103	39	142
FRESNO	SANGER UNIFIED	Hmong	98	36	134
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Hmong	84	61	145
SACRAMENTO	SAN JUAN UNIFIED	Hmong	84	32	116
SAN JOAQUIN	LINCOLN UNIFIED	Hmong	77	10	87
SOLANO	FAIRFIELD-SUISUN UNIFIED	Hmong	76	15	91
SACRAMENTO	RIO LINDA UNION ELEMENTAR	Hmong	74	11	85
TULARE	PORTERVILLE UNIFIED	Hmong	70	92	162
YOLO	WASHINGTON UNIFIED	Hmong	55	14	69

- Hmong are organized into patrilineal clans. The last name represents the clan. People from the same clan can never marry. Reputation for the group is important.
- Hmong believe in the power of various spirits and their ancestors. Some Hmong have converted to Christianity. There is a large church in Elk Grove.
- Hmong came to the United States as political refugees because of their affiliation with the "secret army" that fought the communists during the war.
- There are two main dialect groups: White Hmong and Green Mong. There is a written language, developed in the late 1950s, which uses roman characters and is alphabetic.
- The White Hmong language is has 8 tones, 12 vowels, and 56 consonants. Green Mong has a few different vowels and consonants, and places tones differently on some words. There is also differences in vocabulary ("trunk" v. "boot" of American and British English). "Vang" is actually the Green Mong version of "Va;" likewise Ya and Yang, Ha and Hang.
- Words are placed subject-verb-object. However, sentences can begin by naming the topic, then commenting on the topic. Sentences can also begin with verbs. The written language is still very close to the oral language, including the "uhms" and "ahs" that are part marking oral language passages.
- Most modifiers follow the nouns. There are no articles, but there is a complex system of classifiers, which precede the nouns and identify the kind of thing it is (living thing, bulky thing, abstract idea, flat thing, and so on). The verbs are not changed for tense, number, or gender. Tense is conveyed by use of auxilliary and "time" words. There are also "particles," words that function like punctuation in English and take away the need for emotional intonation on words.
- No special fonts are necessary.

(continues on page 11)

Hmong Clan Names, by tone

High, short duration

<i>Khab, Khaab</i>	Khang	kah, kahng
<i>Phab</i>	Pha	fah
<i>Tsab</i>	Cha	jah, jahng
<i>Tswb</i>	Chue	jt̩ (t̩ ~book)

High falling (like an exclamation!)

<i>Faj, Faaj</i>	Fang	fah!, fahng!
<i>Hawj</i>	Her	həh! (ah+w)
<i>Lauj</i>	Lor, Lo	low!
<i>Thoj</i>	Thao	taw! (~law)
<i>Tsheej</i>	Cheng	cheng!
<i>Vaj, Vaaj</i>	Vang	vah!, vahng!
<i>Vwj</i>	Vue	vət̩!
<i>Xyooj</i>	Xiong	shyong!
<i>Yaj, Yaaj</i>	Yang	yah!, yahng!

Mid, longer duration

<i>Koo (Kue)</i>	Kong	kong
------------------	------	------

Low, short duration

<i>Lis</i>	Ly, Lee	lee
<i>Muas</i>	Moua	moo-ah

Low, abrupt end

<i>Ham, Haam</i>	Hang	hah, hahng
<i>Kwm</i>	Kue	kt̩



White Hmong in US (1984), left, and White Hmong in Laos (1964), below.



Districts with more than 50 Khmer English learners

County	District	Language	EL	FEP	Total
LOS ANGELES	LONG BEACH UNIFIED	Khmer	4,326	3,401	7,727
SAN JOAQUIN	STOCKTON CITY UNIFIED	Khmer	1,473	638	2,111
FRESNO	FRESNO UNIFIED	Khmer	1,454	519	1,973
SAN JOAQUIN	LODI UNIFIED	Khmer	1,327	270	1,597
ALAMEDA	OAKLAND UNIFIED	Khmer	1,156	193	1,349
SAN DIEGO	SAN DIEGO CITY UNIFIED	Khmer	960	565	1,525
SAN JOAQUIN	LINCOLN UNIFIED	Khmer	693	118	811
LOS ANGELES	LOS ANGELES UNIFIED	Khmer	582	643	1,225
STANISLAUS	MODESTO CITY ELEMENTARY	Khmer	514	267	781
ORANGE	SANTA ANA UNIFIED	Khmer	399	297	696
LOS ANGELES	POMONA UNIFIED	Khmer	362	164	526
SANTA CLARA	FRANKLIN-MCKINLEY ELEMENT	Khmer	288	103	391
SANTA CLARA	ALUM ROCK UNION ELEMENTAR	Khmer	272	78	350
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Khmer	239	273	512
STANISLAUS	MODESTO CITY HIGH	Khmer	204	297	501
SANTA CLARA	EAST SIDE UNION HIGH	Khmer	170	165	335
SACRAMENTO	SACRAMENTO CITY UNIFIED	Khmer	146	57	203
SACRAMENTO	ELK GROVE UNIFIED	Khmer	134	34	168
SAN BERNARDINO	RIALTO UNIFIED	Khmer	130	89	219
SAN BERNARDINO	REDLANDS UNIFIED	Khmer	119	23	142
SAN BERNARDINO	SAN BERNARDINO CITY UNIFI	Khmer	115	114	229
ORANGE	GARDEN GROVE UNIFIED	Khmer	109	61	170
STANISLAUS	STANISLAUS UNION ELEMENTA	Khmer	104	24	128
SANTA CLARA	EVERGREEN ELEMENTARY	Khmer	103	60	163
LOS ANGELES	GARVEY ELEMENTARY	Khmer	96	73	169
YOLO	WASHINGTON UNIFIED	Khmer	91	23	114
KERN	BAKERSFIELD CITY ELEMENTA	Khmer	82	34	116
LOS ANGELES	ALHAMBRA CITY HIGH	Khmer	78	89	167
SONOMA	SANTA ROSA ELEMENTARY	Khmer	72	5	77
LOS ANGELES	ABC UNIFIED	Khmer	63	88	151
SONOMA	SANTA ROSA HIGH	Khmer	62	90	152
LOS ANGELES	PARAMOUNT UNIFIED	Khmer	61	51	112
FRESNO	CLOVIS UNIFIED	Khmer	52	28	80

- The Khmer are descendants of an ancient powerful and widespread kingdom, rich with arts and literature, that influenced the Thai and Lao cultures and scripts.
- Most Khmer follow Theravada Buddhism.
- The Khmer refugees have suffered tremendous social shattering, and most are holocaust survivors.
- Homeland political allegiances cause factions among US Cambodian communities.
- The Khmer writing system is alphabetic (letters represent sounds). There are two sets of consonant symbols. A vowel's pronunciation is changed by the consonant next to it. Vowels are placed over, under, before, after consonants.
- Khmer is *not* a tonal language. There are about 25 short and long vowels, and about 17 consonants. Native words tend to be one or two syllables. There are many loan words from Sanskrit, Pali, Thai, Vietnamese, Chinese, and French.
- Khmer nouns and verbs do not change (gender, number, tense, and so on). There are many pronouns that reflect the relative social position of speaker and listener (age, status, closeness).
- Word order is subject-verb-object. Modifiers usually follow the noun. Possessors follow the noun possessed.
- Universities that offer Khmer study:
 - CSU Stanislaus: Elementary, also Khmer literacy for native speakers. (209) 667-3317; <http://www.csustan.edu/Modernlang>.
 - San Joaquin Delta College: Elementary. (209) 474-5263; <http://sunspot.sjcdcd.cc.ca.us>.
 - Univ of Hawaii, Manoa: Elementary-Advanced. (808) 956-7452; <http://www.hawaii.edu>.
- Dictionaries: Sparse offerings. Pan-Asian Books (800 909-8088) lists a 2-way dictionary by Kem So and an English-Khmer dictionary by Sok.
- Fonts are available online: <http://babel.uoregon.edu/yamada/fonts>.

Cambodian Names

Only Cambodian names have 2 *h*'s in a row! Names are generally of two parts: the family name is one syllable and the given name is two or three syllables. Examples are:

Family Name *Given Name*

Chea Sokha

Chhom Neary

Pok Bona

Hem Chantha

Som Rattana

Examples of other family names are: Ang, Ay, Boeun, Buon, Chham, Chhan, Chhay, Chhem, Chheng, Chhoeum, Chhuon, Choem, Chuon, Hang, Hean, Heng, Hoem, Hoeun, Hoeung, Hong, Hok, Huon, Keo, Kheung, Khlok, Khoeung, Koeuh, Lim, Loeun, Loeuth, Lon, Loun, Luom, Luy, Ma, Mai, Mee, Men, Mon, Moung, Nay, Nem, O, Oeu, Ok, On, Ou, Ouk, Oum, Oun, Phen, Phoeun, Phuon, Pok, Ra, Ram, Roeun, Roem, Sam, San, Sat, Seng, Som, Sous, Ta, Thoun, Vann, Voeun, Voeuth, Vuy, Vy, Yam, Yan, Yang, Yay.



Districts with more than 50 Armenian, Russian, Ukrainian...

- Ukrainian, Belarus, and Russian: same language family. Moldovan is related to Rumanian.
- Use of Ukrainian, Moldovan, and Belarus was suppressed during Soviet era; Russian was the national language.
- Russian, Ukrainian, Belarus are written with the Cyrillic alphabet. Moldovan is now written with the roman alphabet.
- Ukrainian has 10 vowels and 33 consonants. The vowels are divided into two sets, "hard" and "soft." Stress can occur on any syllable. Belarus has a similar vowel system but fewer consonants. Russian's phonemes are similar to Ukrainian's (but Russian lacks /h/).
- Nouns differ for gender, function, case, and number. Animate and non-animates are marked differently. Verbs differ for person, number, and state of action. Subjects, verbs, and adjectives have different forms which must agree.
- Word order is variable, but is usually subject-verb-object. (The changes in word form make the grammar explicit, so the order is less important than in, for example, Vietnamese.)
- Many universities offer Ukrainian, but most are in the East. In California, only UCLA offers Elementary Ukrainian. (310) 825-2676, <http://www.humnet.ucla.edu/humnet/slavic/slavic.html>. Russian is widely available at the college level, and is taught in some high schools. Belarus is not currently taught at any college or university.
- See UCLA's materials database for Ukrainian, Belarus, and Russian dictionaries. <http://www.lmp.ucla.edu>.
- Armenian has its own alphabet. It is alphabetic, 38 symbols, although not all symbols are used in the 3 dialects (classical, Western, and Eastern). The Armenians in Southern California tend to speak Western Armenian, while those who came since 1989 to Northern California speak Eastern Armenian. Literacy is key to maintenance of Armenian cultural identity.
- Armenian word order is subject-verb-object. Words differ for number (singular and plural), but not for gender. Verbs have two base forms, one of which is used for simple past and past participles, while the other is used

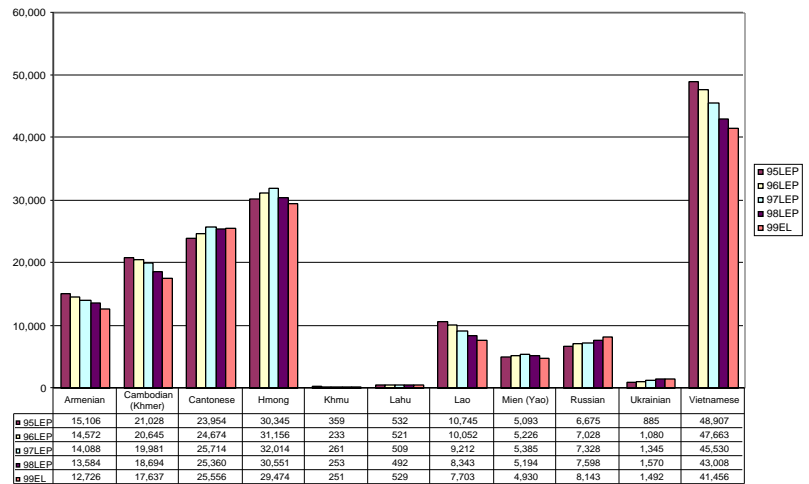
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County	District	Language	EL	FEP	Total
LOS ANGELES	GLENDALE UNIFIED	Armenian	6,163	3,890	10,053
LOS ANGELES	LOS ANGELES UNIFIED	Armenian	4,457	3,343	7,800
LOS ANGELES	BURBANK UNIFIED	Armenian	630	842	1,472
LOS ANGELES	PASADENA UNIFIED	Armenian	274	379	653
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Armenian	222	86	308
FRESNO	FRESNO UNIFIED	Armenian	184	162	346
LOS ANGELES	MONTEBELLO UNIFIED	Armenian	154	149	303
SACRAMENTO	SAN JUAN UNIFIED	Armenian	75	23	98
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LOS ANGELES	LOS ANGELES UNIFIED	Russian	1,336	1,851	3,187
SACRAMENTO	SAN JUAN UNIFIED	Russian	927	243	1,170
SAN FRANCISCO	SAN FRANCISCO UNIFIED	Russian	593	702	1,295
SACRAMENTO	SACRAMENTO CITY UNIFIED	Russian	573	75	648
YOLO	WASHINGTON UNIFIED	Russian	526	86	612
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Russian	435	62	497
SACRAMENTO	RIO LINDA UNION ELEMENTAR	Russian	326	90	416
SACRAMENTO	GRANT JOINT UNION HIGH	Russian	287	26	313
SACRAMENTO	ELK GROVE UNIFIED	Russian	244	32	276
LOS ANGELES	GLENDALE UNIFIED	Russian	155	51	206
SACRAMENTO	CENTER JOINT UNIFIED	Russian	147	32	179
SAN DIEGO	SAN DIEGO CITY UNIFIED	Russian	119	164	283
FRESNO	FRESNO UNIFIED	Russian	115	45	160
SACRAMENTO	ROBLA ELEMENTARY	Russian	99	2	101
SACRAMENTO	NORTH SACRAMENTO ELEMENTA	Russian	74	9	83
SACRAMENTO	DEL PASO HEIGHTS ELEMENTA	Russian	63	6	69
PLACER	DRY CREEK JOINT ELEMENTAR	Russian	62	12	74
SANTA CLARA	CUPERTINO UNION ELEMENTAR	Russian	60	162	222
ALAMEDA	HAYWARD UNIFIED	Russian	54	18	72
ALAMEDA	CASTRO VALLEY UNIFIED	Russian	53	32	85
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SACRAMENTO	SAN JUAN UNIFIED	Ukrainian	745	130	875
SACRAMENTO	FOLSOM-CORDOVA UNIFIED	Ukrainian	283	45	328
SACRAMENTO	RIO LINDA UNION ELEMENTAR	Ukrainian	214	66	280
SACRAMENTO	GRANT JOINT UNION HIGH	Ukrainian	119	14	133
SACRAMENTO	SACRAMENTO CITY UNIFIED	Ukrainian	96	11	107
SACRAMENTO	CENTER JOINT UNIFIED	Ukrainian	78	37	115
SACRAMENTO	NORTH SACRAMENTO ELEMENTA	Ukrainian	61	1	62

<p>Russian Names Surnames have a male and female form:</p> <table border="0"> <tr><td><i>Male</i></td><td><i>Female</i></td></tr> <tr><td>Kozlov</td><td>Kozlova</td></tr> <tr><td>Petrov</td><td>Petrova</td></tr> <tr><td>Fedorov</td><td>Fedorova</td></tr> <tr><td>Ivanov</td><td>Ivanova</td></tr> <tr><td>Zaikin</td><td>Zaikina</td></tr> <tr><td>Istomin</td><td>Istomina</td></tr> <tr><td>Bachinsky</td><td>Bachinskaya</td></tr> </table> <p>The middle name identifies the father. For example, <i>Ivan Kozlov</i> has two children (note the last name first): Kozlov Petr <i>Ivanovich</i> Kozlova Svetlana <i>Ivanova</i></p> <p>First names are the same for Ukrainians and Russians. There is a short form for most: Natalya <i>Natasha</i> Nadezhda <i>Nadya</i> Dmitry <i>Dima</i> Mikhail <i>Misha</i></p>	<i>Male</i>	<i>Female</i>	Kozlov	Kozlova	Petrov	Petrova	Fedorov	Fedorova	Ivanov	Ivanova	Zaikin	Zaikina	Istomin	Istomina	Bachinsky	Bachinskaya	<p>Ukrainian Names Tend to end with "o", "ik", "uk":</p> <p>Eryomenko Goroshko Kirichenko Lyashenko Melnik Yakimchuk Zaharchuk Ivanyuk</p>	<p>Armenian Names End with "ian": Muradyan Avagyan Ayvazyan Bunyatyán Mgeryan Deukmejian</p> <p>The "g" in Armenian names is a hard "h" sound; transliterated into Russian, which does not have the sound, it became a "g".</p>
<i>Male</i>	<i>Female</i>																	
Kozlov	Kozlova																	
Petrov	Petrova																	
Fedorov	Fedorova																	
Ivanov	Ivanova																	
Zaikin	Zaikina																	
Istomin	Istomina																	
Bachinsky	Bachinskaya																	



5-year change in selected EL languages



Subscribing Districts' ELs

For 1998-99, 12 districts provided support to keep the Southeast Asia Community Center open by purchasing mass subscriptions to *Context*. The table below shows the languages spoken by English learners in those districts.

Sum of EL Language	DelPaso	ElkGrove	FismCrd	Fresno	Lodi	Madera	MercedE	NoSac	Oakland	Riverside	SacCity	Wash'n	Grand Total
Arabic		52	2	104	93	22	12	5	276	34	36		636
Armenian	3	1	222	184		2				7	39		458
Assyrian		1		1						1			3
Burmese									3				4
Cantonese		685	11	11	7	1		7	2,815	7	1,319	3	4,866
Cebuano (Visayan)		8			3				1		2	2	16
Chaldean										1			1
Chamorro (Guamanian)					1				1				2
Chaozhou (Chaochow)		4											4
Croatian		1			2				151		9		163
Dutch		1								1			2
Farsi (Persian)	1	39	7	11	6	3			7	1	22	13	110
French		1		2	6				16		4		29
German		15		6	4	2			3		13		43
Greek		6		10					3		3		25
Gujarati		7		11	15	1	1	10		5	6	20	76
Hebrew		5	1	1	1					2			10
Hindi	8	459	33	9	55			12	37	7	417	56	1,093
Hmong	518	1,056	84	7,841	900	15	1,824	454			3,855	55	16,602
Hungarian			1										1
Ilocano		56		4	29				7		9		105
Indonesian		8	1	2	2				6		11		30
Italian		4	1										5
Japanese		13	1	4	6	1			1	6	20		52
Khmer (Cambodian)		134		1,454	1,327		1	4	1,156	17	146	91	4,330
Khmu		2		4	32							2	40
Korean		51	21	14	2	2	1		19	39	55		204
Lahu				1									1
Lao	77	64	4	1,420	114		116	171	214	47	401	54	2,682
Mandarin (Putonghua)	1	38	5	1	2	1			56	24	48		176
Marshallese											14		14
Mien	3	200		40	20		306	14	917		1,206	181	2,887
Mixteco				30		34							64
Other non-English		55	9	164	141	13	3	1	278	41	134	26	865
Pashto		37		68							3	30	138
Pilipino (Tagalog)	1	393	14	36	117	2	4	5	165	13	76	5	831
Polish		1		1					2	1	2		7
Portuguese		29	2	3	24	2	1	7	10	9	13		100
Punjabi	9	406	17	159	233	27	12	8	3	13	73	12	972
Rumanian	1	72	2	4				14	1	30	74		198
Russian	63	244	435	115	1	2		74	11	9	573	526	2,053
Samoan	50	5	2	7	12			6	11		16		109
Serbian		2		1							2		5
Serbo-Croatian											13		13
Spanish	161	2,473	231	13,539	3,240	5,655	2,165	808	10,722	5,300	5,318	788	50,400
Taiwanese		1				17							18
Thai		2	1	11		1		1	16	2	1		35
Tigrinya				18									18
Toishanese									24				24
Tongan	5	35	2		1			12	304	15	102		476
Turkish		11								1			12
Ukrainian		17	283	31				61			96	22	510
Urdu		55	3	3	103	1		3	12	7	63	26	276
Vietnamese	4	1,571	33	226	765		4	18	1,442	112	758	5	4,938
Grand Total	905	8,320	1,428	25,473	7,342	5,804	4,450	1,695	18,690	5,756	14,952	1,917	96,732

(continued from page 9, Armenian)

- for all other tenses, moods, and participles.
- Armenian dictionaries listed at the UCLA materials website at <http://www.lmp.ucla.edu>.
- Fonts are available commercially and online at <http://babel.uoregon.edu/yamada/fonts>.
- Armenian is taught at:
 - CSU Fresno: Elementary–Advanced. (209) 278-2669. <http://csufresno.edu/ArmenianStudies>.
 - CSU Northridge: Elementary–Intermediate. (818) 885-5797. <http://www.csun.edu/~fl51594>.
 - Los Angeles City College: (213) 953-4233. <http://citywww.lacc.cc.ca.us>
 - UCLA: Elementary–Advanced. (310) 825-4165. <http://www.humnet.ucla.edu/humnet/nelc/nelc/html>
 - St. Nersess Armenian Seminary, 150 Stratton Rd., New Rochelle NY 10804. (914) 636-2003. info@stnersess.edu

(continued from page 7, Hmong)

- The dictionaries are limited in overall usefulness. Heimbach (1969, rev. 1997, Cornell Univ.) is White Hmong to English only. Xiong of Eau Claire have produced a Green Mong-English-Green Mong dictionary, (414) 672-0398.
- Hmong courses may be found at:
 - CSU Fresno: Elementary–Advanced. (209) 278-2386. <http://www.csufresno.edu/linguistics>.
 - CSU Stanislaus. (209) 667-3686. <http://www.csustan.edu/Modernlang>.
 - Univ of WI Milwaukee. Elementary. (414) 229-4948.
 - Merced College. Jonas Vangay, (209) 384-6098.

(continued from page 5, Vietnamese)

LOS ANGELES	ROSEMEAD ELEMENTARY	Vietnamese	126	141	267
SAN BERNARDINO	CHAFFEY JOINT UNION HIGH	Vietnamese	122	102	224
ORANGE	FULLERTON ELEMENTARY	Vietnamese	118	76	194
SANTA CLARA	SUNNYVALE ELEMENTARY	Vietnamese	117	89	206
SOLANO	FAIRFIELD-SUISUN UNIFIED	Vietnamese	116	34	150
ORANGE	TUSTIN UNIFIED	Vietnamese	112	256	368
RIVERSIDE	RIVERSIDE UNIFIED	Vietnamese	112	162	274
SAN BERNARDINO	REDLANDS UNIFIED	Vietnamese	109	47	156
LOS ANGELES	WEST COVINA UNIFIED	Vietnamese	105	26	131
LOS ANGELES	HACIENDA LA PUENTE UNIFIE	Vietnamese	98	115	213
ALAMEDA	SAN LORENZO UNIFIED	Vietnamese	95	77	172
SANTA CLARA	MT. PLEASANT ELEMENTARY	Vietnamese	93	48	141
ORANGE	SADDLEBACK VALLEY UNIFIED	Vietnamese	88	399	487
RIVERSIDE	MORENO VALLEY UNIFIED	Vietnamese	88	66	154
ALAMEDA	SAN LEANDRO UNIFIED	Vietnamese	87	50	137
SANTA CLARA	MORELAND ELEMENTARY	Vietnamese	86	82	168
ORANGE	PLACENTIA-YORBA LINDA UNI	Vietnamese	82	240	322
ORANGE	FULLERTON JOINT UNION HIG	Vietnamese	77	149	226
SAN BERNARDINO	RIALTO UNIFIED	Vietnamese	77	70	147
LOS ANGELES	GLENDALE UNIFIED	Vietnamese	73	58	131
SAN DIEGO	ESCONDIDO UNION ELEMENTAR	Vietnamese	73	55	128
SANTA CLARA	FREMONT UNION HIGH	Vietnamese	72	170	242
MARIN	SAN RAFAEL CITY ELEMENTAR	Vietnamese	68	48	116
LOS ANGELES	ABC UNIFIED	Vietnamese	67	147	214
SACRAMENTO	GRANT JOINT UNION HIGH	Vietnamese	65	34	99
ALAMEDA	NEWARK UNIFIED	Vietnamese	64	107	171
SAN BERNARDINO	CHINO VALLEY UNIFIED	Vietnamese	64	137	201
SANTA CLARA	CAMPBELL UNION HIGH	Vietnamese	64	118	182
SACRAMENTO	RIO LINDA UNION ELEMENTAR	Vietnamese	62	42	104
SOLANO	VALLEJO CITY UNIFIED	Vietnamese	61	43	104
SAN BERNARDINO	UPLAND UNIFIED	Vietnamese	60	39	99
LOS ANGELES	BALDWIN PARK UNIFIED	Vietnamese	58	146	204
LOS ANGELES	LOS ANGELES CO. OFFICE OF	Vietnamese	56	18	74
SANTA CLARA	SANTA CLARA CO. OFF. OF E	Vietnamese	56	20	76
SACRAMENTO	SAN JUAN UNIFIED	Vietnamese	54	123	177

(continued from page 6, Mien, Khmu, Lahu, Lao)

- who see Christianity as destructive of ancient beliefs, customs, and arts. There is a worldwide Mien effort to adopt one of the systems as the standard, to form a common communication link, and begin development of dictionaries and other materials. Basic Mien literacy classes may be held in churches or schools. There is ambivalence towards roman-based literacy for the Mien language, and Mien children may be sent to Chinese heritage language schools to learn traditional characters.
- Khmu and Lahu are other ethnolinguistic groups from rural Laos, who came to the US as political refugees. They are often lumped together with ethnic Lao. Khmu and Lahu both have roman-based writing systems, but very few literacy-building resources. A Lahu dictionary and grammar was developed by James Matisoff, who is at UC Berkeley (most Lahu live in Visalia). There is more than one Khmu/Khmhu orthography in existence, which hinders development of literacy resources. Khmu leaders live in the Richmond area; one is Manh Phongboutha, 510 596-0245. [Frank Proschan, folklorist who specializes in Khmhu, will have a CD of Khmhu recordings made in the US, Laos, Vietnam, and Thailand published by the Smithsonian Institute in November (proschan@indiana.edu)]. Another little-reported group is the Lua', who live in the Santa Rosa area.
- The Lao language is written with characters that resemble Thai and Khmer. Vowel characters are placed before, after, above, and below the consonant characters. There are no spaces between words. The words are tonal, and the number of tones differs with regional dialect.
- There are still no useful dictionaries available for Lao. Mien and Khmu lack dictionaries. Hmong has two (Heimbach, White Hmong; Xioing, Green Mong), but neither are as useful or as extensive as dictionaries for other languages, say Vietnamese or Chinese. There is a Lahu-English dictionary (Matisoff), but like Heimbach's dictionary, it's corpus is traditional Lahu vocabulary.
- Fonts for Lao may be ordered commercially or downloaded for free from <http://babel.uoregon.edu/yamada/fonts>. No special font is needed for Hmong, Mien, Khmu, or Lahu.

Articles, continued

•The materials used for teaching Lao literacy are scarce. There have been sporadic attempts to develop materials for Hmong, and the internet is becoming useful for organizing the various pieces. Mien primers are not widely available. There are no materials for Khmu or Lahu.

•Lao is taught at

-Foreign Service Institute, Dept of Asian & African Languages, US Dept of State, 4000 Arlington Blvd, Arlington VA 2204-1500.

-Univ of WI Milwaukee: Elementary. (414) 229-4948.



Strategies & Skills

Normal processes

Interference of the home language in English pronunciation, syntax, morphology.

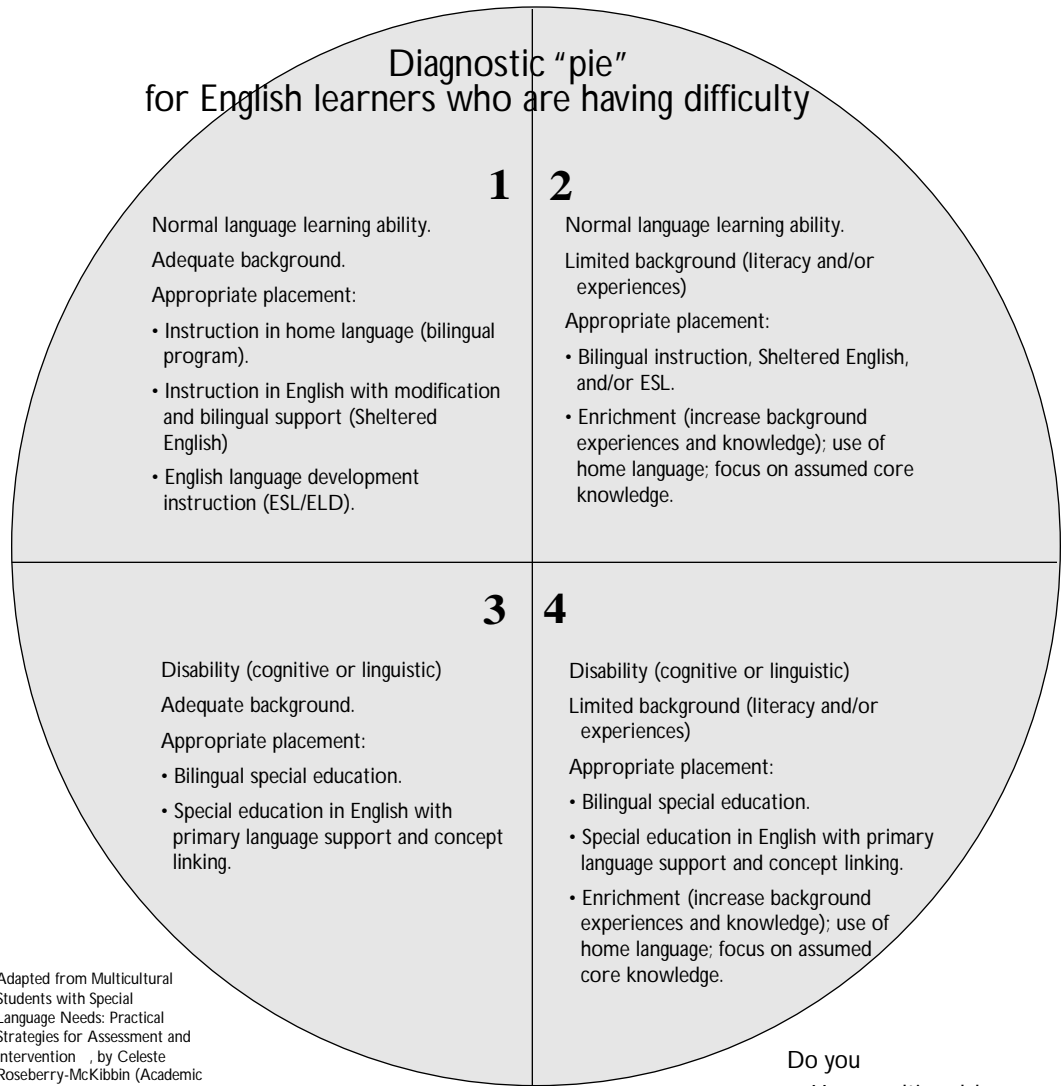
Silent period of 3-6 months.

Codeswitching between languages.

Language loss (when the home language is not developed, English will eventually replace it; during the period of shift, a learner appears to be limited in both languages).

Is it a cognitive or language learning disability?

- Learns language at a slow rate, even with assistance in both languages.
- Takes a long time to learn a new or concept skill, even when not language-based.
- Lacks vocabulary in the home language, compared to others from a similar background.
- Has communication difficulties in the home language, at home.
- Has communication difficulties when interacting with peers from a similar background.
- Has auditory processing problems in the home language (understanding, following directions).
- Has poor sequencing skills in the home language.
- Family has history of disability.
- Parent reports slower development than siblings.
- Gestures excessively in place of speech, in the home language.
- Inordinately slow in responding to questions in the home language.
- Generally disorganized and confused.
- Needs frequent repeats and prompts in the home language, even for desirable activities.



Adapted from Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention, by Celeste Roseberry-McKibbin (Academic Communication Associates, 1995). <http://www.acadcom.com>, (888) 758-9558.

Do you

- Use a multimodal approach to teaching?
- Review previous material?
- Make input comprehensible by slowing down, pausing, speaking clearly?
- Rephrase information?
- Check for comprehension?
- Focus on meaning?
- Recognize the silent period?
- Give extra time for response?
- Reduce student's anxiety?
- Find ways for students to use home language?
- Make cultural inclusion a feature of school setting and activities?

Educational Testing Service (ETS)

The ETS Policy Information Center produces a number of publications on issues related to the education of immigrant students. Examples of some of their titles include:

Diversity Among Asian American High School Students

Teaching for Diversity: Models for Expanding the Supply of Minority Teachers

Setting Performance Standards: Content, Goals, and Individual Differences

Too Much Testing of the Wrong Kind; Too Little of the Right Kind in K-12 Education

For a free catalog of publications contact ETS at 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852, (703) 3440-1400, <http://www.ets.org>.

Multicultural Conference

The National Association of Multicultural Education (NAME) will sponsor a conference entitled *Multicultural Education: Crossing Borders for Equity and Justice* scheduled for November 10-14, 1999, in San Diego. Keynote speakers include James Banks and Norma Cantu.

For more information contact NAME, 733 15th Street NW, Suite 430, Washington, D.C. 20005, (202) 628-6263 or e-mail: nameorg@erols.com.

CAFABE Summit

The California Association for Asian-Pacific Bilingual Education (CAFABE) will sponsor a conference on Asian-Pacific Islander student education. The theme is *Academic Success of the Model Minority: Looking within the U.S.* The event is scheduled for November 19, 1999, at the Furama Hotel in Los Angeles.

Information: Mai Tran (213) 763-1408 or FAX (213) 747-6920.

Indigenous Languages Interpreters

Since the early 1980s, more than 50,000 speakers of Mixteco and Zapoteco have immigrated from Mexico to California. School districts may need translation or interpretation services in these languages. Oxfam America, the California Rural Legal Assistance Foundation, and the Interpretation Resource Center of the Monterey Institute of International Studies have teamed with the *Frente Indígena Oaxaqueño Binacional* to train 15 interpreter/language specialists

whose services are available to public agencies. To request a list of interpreters and their geographic areas of service as well as further information on the project call the Alliance at (209) 394-4287 or Christopher Nugent, National Association for Public Interest Law at (619) 236-1228 or e-mail cnugent727@aol.com.

Resource Center of the Americas

This non-profit organization produces a variety of multicultural materials with a focus on Mexican and Central American heritages. Of special interest are children's books on the immigrant experience. Visit <http://www.americas.org> or write 317 Seventeenth Avenue SE, Minneapolis, MN 55414-2077. Phone (800) 452-8382.

California Educational Issues

The Summer 1999 issue of the newsletter of the University of California Language Minority Research Institute (UC-LMRI) contains annotations on a number of studies regarding the education of immigrant students. Among the titles are:

"Family Differences in Cultural Affiliations, Parents' Perceptions of Stress and School Performance of Latino Children"

"Teaching English Learners after Proposition 227: The Challenges Faced by a Former Bilingual School in Rural California"

"Educating California's Immigrant Children: An Overview of Bilingual Education"

Back issues of the newsletter may be viewed at the UC-LMRI web site located at <http://lmrnet.ucsb.edu>.

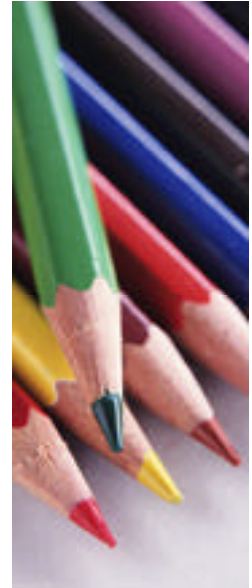
Beyond Cooperative Learning

For more information on using cooperative learning strategies, check out <http://www.kaganonline.com>, which is a comprehensive web resource site. Teaching materials are also available on ESL and multiple intelligence strategies.

Kagan, P.O. Box 72008, San Clemente, CA 92674-9208, (800) 933-2667.

Assessment in Bilingual Contexts

ProEd, an international publisher, provides materials for speech, language, and hearing for teachers. Catalogs of these materials and for psychologists' and special education products are available. One publication of particular interest is entitled *Limiting Bias in the Assessment of*



Resources

Note: Web addresses are provided in the text, but remember that there is never a final period in an internet address. The period belongs to the sentence. For example, the addresses in the adjacent text would be entered as:

<http://www.sacbee.com>

<http://www.nesonline.com>



Resources, continued

Bilingual Students by Else V. Hamayan and Jack S. Damico.

ProEd, 8700 Shoal Creek Blvd., Austin, TX 78757-6897, (800) 897-3202, <http://www.proedinc.com>.

Inter-networking

Global SchoolNet has teamed up with Lightspan Partnerships to provide information and instructional resources regarding the use of the internet for classroom purposes. Visit their website, <http://www.globalschoolhouse.com>.

Historical Perspective on Immigration and Diversity

The Population Reference Bureau (PRB) has produced a publication entitled *America's Diversity: On the Edge of Two Centuries*. The author, Daphne Spain, analyzes the tension between assimilation and pluralism as well as other immigrant issues. Obtain a copy of the report online at <http://www.prb.org> or order a paper copy for \$5.00 from PRB at (800) 877-9881. You may want to navigate around PRB's web site to browse among their many other interesting resources.

Undocumented Immigrants

Very little formal academic research has been conducted on the topic of undocumented immigrants. That is why the monograph written by Leo R. Chavez, professor at the University of California-Irvine, is so important. *Shadowed Lives: Undocumented Immigrants in American Society (1998)* contains many insights regarding the motivations and behaviors of this segment of our population. The plight of undocumented school children is described in some detail. The monograph is one of a series of case studies in cultural anthropology edited by George and Louise Spindler of Stanford University. To order a copy contact Harcourt Brace College Publishers, <http://www.hbcollege.com>, or phone (800) 782-4479.

English Learner Assessment Guide

The Northwest Regional Educational Laboratory (NWREL) has published the second edition of "Assessment: A Development Guidebook for Teachers of English-Language Learners." This comprehensive guidebook is accompanied by a trainer's manual and workshop materials.

NWREL, 101 SW Main Street, Suite 500, Portland,

OR 97204, (800) 547-6339, <http://www.nwrel.org>.

Politics and Minority Education

The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Crossfire is a new publication edited by Margarita Calderón, James Crawford, and Jim Cummins.

McGraw-Hill Higher Education, 1333 Burr Ridge Parkway, Burr Ridge, IL 60521, (630) 789-400, <http://www.mhhe.com>.

Revised ELD Curriculum

The San Francisco Unified School District Language Academy Program has published a K-12 ELD Curriculum which is aligned to state and local standards. The curriculum consists of components on course management, thematic units, teaching strategies, classroom structures, and lesson plans—organized by grade spans. You can view the curriculum at <http://sf.bilingual.net> or call the Language Academy at (415) 469-4000.

TESOL Training on ESL Standards

The TESOL (Teachers of English to Speakers of Other Languages) Association will sponsor a second conference on the topic of ESL standards on January 7-8, 2000, at the Long Beach Westin Hotel. The conference will focus on ESL standards, pre-school through grade 12, to meet local needs.

Contact: Stephen Grady, (703) 518-2514, e-mail sgrady@tesol.edu.

Multicultural Literature for Children

Get a complimentary catalogue of elementary school multicultural literature from Lee & Low Books, 95 Madison Avenue, New York, NY 10016, (888) 320-3395, <http://leeandlow.com>.

EIEP News

Institute for EIEP and Title VII Directors

The Language Policy and Leadership Office of the California Department of Education (CDE) will sponsor an institute on evaluation and accountability for districts and schools which enroll significant populations of language minority and immigrant students. The institute will be held December 6–8, 1999, at the Clarion Hotel, Burlingame, CA. All EIEP directors who oversee programs with at least 50 immigrant pupils are encouraged to attend.

The institute will address standards, assessment, data collection, data management, data analyses, and the use of data to report program findings and improve program effectiveness—all in the context of serving language minority and immigrant students.

For additional information contact Jeffrey Kitchen, (916) 657-4903, e-mail: jkitchen@cde.ca.gov.

EIEP Application and Workshops

Believe it or not, it is almost time to begin the Fiscal Year (FY) 2000-2001 EIEP application process. This year, the *application announcement* will be mailed to all district and county superintendents and non-public school directors about November 1, 1999. The *application packets*, however, will be mailed only to current EIEP and non-public school directors whose agencies participated in EIEP during FY 1999-2000. The packets will be mailed during the first week of November. Districts and non-public schools that are new to EIEP will need to request an application packet from Russ Bates (916) 654-0675, FAX (916) 657-2928, e-mail rbates@cde.ca.gov.

Draft versions of the application documents are available at the EIEP web site. Go to the EIEP Forms Library at <http://www.cde.ca.gov/cilbranch/bien/eieiep>. Around November 1, 1999, the final versions of these documents will be posted. Make sure your district uses only the final versions when preparing and submitting your EIEP application.

The tentative application workshop schedule is:

December 8, 1999—Burlingame
8:30-12:00, Clarion Hotel

January 6, 2000—Sacramento
10:00-12:30, CDE Headquarters Bldg.

January 11, 2000—San Diego

9:00-11:30, County Office of Education

January 12, 2000—Ontario
10:00-12:30,
Robert Hardy Professional Center

January 13, 2000—Los Angeles
10:00-12:30, County Office of Education

January 19, 2000—Fresno
10:00-12:30, County Office of Education

Save one of these dates on your calendar. The street addresses of the workshops will be included in the application packet and will be posted at the web site in November. Attendance will be available on a first-come-first-served basis. To reserve space(s), please call Alice Ng (916) 657-3834 and indicate which of the workshops you would like to attend.

All EIEP directors who are new to the program this year and all directors who did not attend a workshop last year are strongly encouraged to attend.

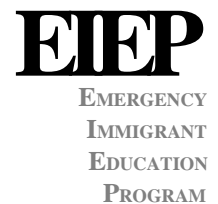
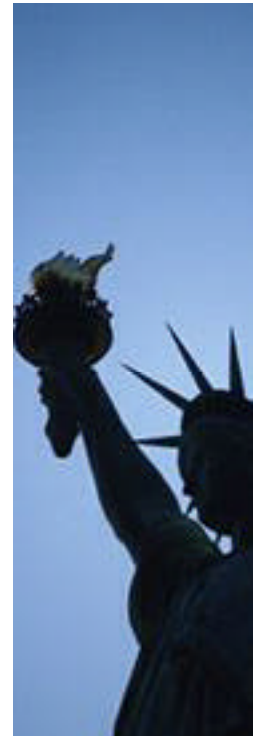
EIEP Grade Level Enrollment

For the first time in the history of EIEP, CDE staff have compiled the grade level enrollment data of program participants. In 1999-2000, EIEP pupils in public and non-public schools were distributed in the grade levels as indicated below:

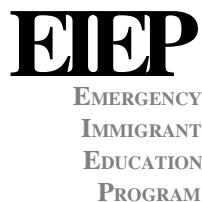
EIEP—Grade Level Enrollment, 1999

Grade	Public	Non-public
K	18,813	160
1	21,870	92
2	23,044	118
3	14,173	110
4	12,914	94
5	13,501	84
6	12,786	76
7	13,172	53
8	13,071	60
9	18,067	62
10	14,762	56
11	11,507	62
12	7,353	46
Non-Graded	332	77
Totals	195,365	1,150

A perfunctory analysis of the data lead to the conclusions that (1) immigrant students are somewhat evenly distributed throughout the



This article was developed by David P. Dolson, Coordinator of the Emergency Immigrant Education Program, California Department of Education, Sacramento, CA.



continued

grade levels—this means that significant numbers immigrant students enroll for the first time in a U.S. school at almost every grade level; (2) the number of immigrant pupils increases slightly until the third grade and then decreases slightly until the 9th grade; and (3) there is a sharp and inexplicable increase at the ninth grade and then profound decreases each year until the twelfth grade; these decreases could be related to both the restricted eligibility period for individual immigrant pupils (3 years) and/or the drop out rate.

Additional demographic data on EIEP students and participating local educational agencies are available at the EIEP web page: <http://cde.ca.gov/cilbranch/bien/eiep>.

EIEP Administrative Calendar

Some of the most important EIEP event dates are listed below. For a complete and updated listing of administrative deadlines visit the EIEP web site: <http://cde.ca.gov/cilbranch/bien/eiep>.

November 1, 1999
2000-01 Application Letter Mailed

November 8, 1999
2000-01 Application Packets Mailed

December 1, 1999
1998-99 Final Reports Due

December 6-8, 1999
Evaluation and Accountability Institute

January 1, 2000
FY 199-2000 Third Payment Issued

February 15, 2000
FY 2000-01 Non-Public School Requests Due

March 1, 2000
FY 2000-01 Public School Applications Due

LANGUAGE CENSUS 1999: PROGRAM OVERVIEW

1

Instructional settings

For the first time, the numbers of students enrolled in each of the instructional settings prescribed by Proposition 227 were collected:

- The 927,473 (64.2%) English learners considered *not* to have a “reasonable” level of English proficiency were enrolled in the following settings:

Structured English Immersion:	702,592 (75.7%)
Alternative Course of Study:	179,334 (19.3%)
- In addition, 44,947 (4.8%) of these students were withdrawn from Structured English Immersion settings and placed in English Language Mainstream classes at the request of their parents.
- There are 416, 947 (28.9%) English learners who are considered to have a reasonable level of English proficiency. These pupils were placed in English language mainstream classes and provided with additional and appropriate instruction.
- Significantly, 98,857 (6.8%) English learners are enrolled in “other” instructional settings than those established by Proposition 227.

Instructional services

There were significant changes in the proportions of English learners enrolled in the various instructional services. The numbers and percent of pupils enrolled in each type of instructional service for the school years 1998 and 1999 are shown in Table 1.

Table 1. Changes in Instructional Services

Services	1998 (Percent)	1999(Percent)
ELD	159,617 (11.3%)	152,260 (10.5%)
ELD + SDAIE	307,176 (21.8%)	410,681 (28.4%)
ELD + SDAIE + Primary Language Support	305,764 (21.7%)	472,893 (32.7%)
ELD + Primary Language Instruction	409,879 (29.1%)	169,440 (11.7%)
Not Receiving Adequate Services or Withdrawn from all English Learner Services	223,730 (15.9%)	237,418 (16.4%)

(continues on page 18)

SATURDAY, IN L.A.

Lila Silvern, Los Angeles Unified SD

One hot smoggy Saturday morning in August, I made my way slowly through the traffic of urban Los Angeles past El Salvadoran restaurants and Korean shopping malls, through neighborhoods crowded with run-down apartment buildings covered with graffiti. I followed my regular Saturday route to schools where classes being funded by the Emergency Immigrant Education Program are being held for children and their parents.

With an increase in EIEP funding, grew the idea of extending services to make it possible for parents to learn with their children on Saturdays. Twenty schools throughout the district are participating and each one is customizing their program to best serve their community. Each site was allotted three teachers, three paraprofessionals, books and materials that could go home, and a field trip of their choice.

Saturday Family School began in Los Angeles two years ago with Esperanza School setting up special classes for Konjobal-speaking families. Konjobal is an indigenous language of the native peoples from the highlands of Guatemala. A Guatemalan nurse met with mothers to discuss, in their native language, topics, which ranged from safe storage of food to domestic violence, while their children received instruction in ESL and science. As a culmination to their twelve-week session, they all (Including fathers and babies) went on a field trip to the Getty Museum. The parents expressed a profound gratitude for the opportunity EIEP provided for them to share this experience with their children.

This sentiment has been echoed in many of the twenty schools that were added to the program this past year. My Saturday itinerary now includes Wilton Place School in the Mid-Wilshire area. Forty Korean, Mexican and Central American mothers and fathers diligently repeat in halting English their newly acquired English vocabulary, "ears of corn and heads of lettuce."

Some of their children are in the computer lab writing stories, while others were getting a music lesson from a teaching assistant. The teacher in charge, fluent in Korean and Spanish, explains how for the first hour of the morning, parents and children read together. There is familial warmth in the classroom where mothers listen to older brothers and sisters reading aloud, as the baby in their lap follows along pointing to the bright pic-

tures in the books. Parents read in English or Spanish if they can, and children listen and follow along. It is a special time for families to spend time together reading and learning together.

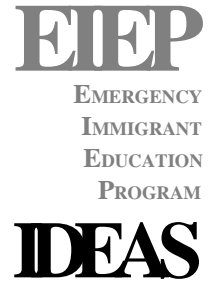
At Victory Blvd. School a wonderful partnership was established by three dedicated teachers who for the first six-week session, planned a unit that encouraged parents to share memories of their homelands with their children. Because families left with few photos and mementos, it was important to the parents that they in some way give their children some sense of their country of birth. Together they made a quilt. Fathers, mothers, and children stitched together the fabric and symbols of what they wanted to remember. Parents also made albums to show photos taken in the class along with handwritten captions. Among the photos were those taken on field trips the families enjoyed together.

A field trip to the IMAX theatre to see *Mt. Everest* had so powerful an effect that it inspired their second project. On the bus ride back to school, the teachers listened to the children and parents talking about the amazing courage it took for the climbers to set out to reach so challenging a goal. They seized the moment to discuss with the families the importance of setting goals for themselves and their children. For them the goal of a better job or a better education for their children was as challenging as climbing Mt. Everest. By the time the bus arrived back at school, the three teachers had planned their next unit, "Setting Goals and Reaching Higher".

The next week, the children talked about careers they wanted to pursue in the future. In the next room their parents talked about the skills and talents they could already detect in their young children. "My child is a good dancer," said one young mother from Mexico. Another realized how good her son was at the computer. They talked about their in-born qualities with pride and a fresh recognition of their child's talents.

The teachers invited successful professionals and their immigrant parents to speak to the Saturday school families. One of the professionals was a Cuban lawyer. Another was one of the teachers, whose parents answered questions from the children as well as the adults in the room.

The elderly parents being interviewed were asked questions like, "How could you participate in school activities when you didn't know



EIEP IDEAS

continued

Lila Silvern is the EIEP Director for the Los Angeles Unified School District (LAUSD). For more information about the EIEP Saturday Family School in LAUSD, please contact Lila at (310) 471-1303.

the language?" and a child asked the lawyer "Did you have to translate for your father at work the way I have to?"

The interviews were followed up the next week with a trip to an occupational center where they were given a tour and told of the many classes offered such as child care, cake decorating, upholstery, computers and ESL.

One of the mothers commented afterwards that now that she had been informed of opportunities available to her, there was no excuse for not getting better trained or educated. That seems to be the key to parent education ... information that will help the parents define their goals and the steps necessary to reach them..and in turn help their children in the same way.

At the end of each Saturday meeting, the parents

and their children exchanged some gift or message. On the last Saturday of the second six-week session, each child made a promise to his or her parent: "I will not take drugs, I will practice my times tables, I will read every day."

The parents promised their children- they would go back to school, become U.S. citizens, learn English. I promised the teachers that their efforts to reach base camp were realized. It was up to the parents to continue the climb.

When I left Victory Blvd. School, they were busy planning for their next session's theme, one that would concentrate on ways parents who didn't speak English could help their children learn to read at home. It is a challenge that these three intrepid educators will approach with the same determination as Himalayan trekkers.

(continued from page 17)

- While the numbers of pupils in ELD remained constant, many pupils were reassigned from ELD + Primary Language (various types of bilingual programs) and placed in either ELD + SDAIE or, to a greater extent, ELD + SDAIE + Primary Language Support. The number of pupils in ELD + Primary Language decreased by approximately 60 percent. The number of pupils not served adequately increased only slightly, but at 16.4 percent, remains at a very high level.
- The number of English Learners redesignated increased from 96,545 to 106,288, a 10.1% increase between 1998 and 1999.
- The total number of teachers assigned to provide required instruction to English learners is 117,119 in 1999, contrasted with 103,769 in 1998. The numbers of the different types of teachers assigned and in-training for 1998 and 1999 are provided below in Table 2.

Table 2. Teachers Providing Services to English Learners, 1999

Category	1998	1999
Qualified ¹ Teachers Assigned	58,436	72,807
Teachers in Training Assigned	45,333	44,197
ELD/SDAIE Qualified Teachers	42,653	62,117
Bilingual Qualified Teachers	15,783	10,690
ELD/SDAIE Teachers in Training	34,439	38,527
Bilingual Teachers in Training	10,894	5,670

The numbers of ELD/SDAIE teachers assigned and in-training increased significantly while corresponding categories of bilingual teachers decreased significantly.

¹ Developed by David P. Dolson, Language Policy and Leadership Office, California Department of Education, Sacramento, CA, September 1999.

² Qualified means teachers who are holders of a proper CTC credential or certificate or a SB 1969 certificate. In-training refers to those teachers participating in an inservice program leading to a CTC credential or certificate or to a SB 1969 certificate.

Additional Standards Needed for English Learners

Barbara Moreno and Russell Rumberger,
University of California

The California State Board of Education has recently adopted high-level learning standards in a number of subject areas, including English and Language Arts. These standards will be used to measure the educational progress of California's students and to develop instructional strategies to teach them. But these standards are neither sufficient nor appropriate to measure learning among the one-quarter of California's students who are learning English as a second language.

There are several reasons why existing standards are insufficient for English learners. First, English learners come to school with a very different set of language abilities and experiences in comparison to English monolinguals. Research has shown that most five-year old native English speakers enter school with a speaking vocabulary of between 2,000 and 8,000 words and mastery of basic English sentence structure. By the age of seven or eight, monolinguals have mastered most of the basic sounds of English. English learners have to master each of these areas in order to simply catch-up. Standards developed for a native speaking population are simply not sensitive enough to capture the initial development of English language learners.

Second, the process and pace of acquisition for English learners differs in significant ways from the experience of monolingual English speakers. One difference is the order of acquisition of grammatical structures. Although a feature such as subject-verb agreement in the third person (for example, "He goes to the store") is learned relatively early by native English speakers, research has demonstrated that it is learned late among English learners. Speakers of English as second language who come from non-literate communities appear to have still different developmental pathways. Finally, the pace of acquisition among English learners also differs by age. English learners progress much more slowly in the pathway to full competence depending on the age of onset of acquisition and on the context in which it takes place. Consequently, ELD standards must be more sensitive than established English standards in order to be able to detect progress toward English acquisition. In recognition of this fact, The American Council of Teachers of Foreign Languages found it necessary to expand their standards in learning a second language in order to capture progress at the very early levels of acquisition.

A third reason for needing standards for English learners is the role that sociocultural factors and the first language of the child play in the development of language and academic success. Many literary activities, such as telling a story, are influenced by cultural

conventions unique to different cultural groups. If the cultural conventions of the home differ significantly from those of the school, studies have found that the acquisition of English literacy constitutes a greater challenge for English learners. And languages which are formally more different than English constitute an even greater challenge. For example, research on the acquisition of English among Asian American students has shown the resistance to learning certain features which are not marked in languages such as Cantonese, such as subject-verb agreement. A recent UC Irvine study found that even after many years of exposure and high success in standardized multiple choice tests, these students had not mastered key basic features of English syntax. These limits on their performance can create a glass ceiling in their expectations.

English learners must eventually be judged against the performance of native English speakers. But in order to reach that level of performance, it is necessary to develop a comprehensive set of English Language Development standards. These standards should incorporate existing research knowledge on second language acquisition and take into account that English learners come to English through a different experience, at an older age, through the influence of a different home language and culture, and at a different pace. And they should be as detailed and rigorous as the newly-adopted English Language Arts standards so that their teachers can chart the progress of English learners in all aspects and at all levels of English development. Even with the passage of Proposition 227 and the increased use of English-only instruction, ELD standards are needed. Teaching in English is not the same as teaching English.

The major risk in not establishing standards for English learners lies in the failure to perceive progress when it is occurring and in the failure to measure a real lack of progress. This can lead to other risks, such as inappropriately evaluating teachers who may or may not be making progress with English learners, or establishing programs and schools that fail to address the needs of English learners because the standards used to measure growth fail to take into account the unique situation of second language acquisition. Finally, the risk to the English learners is failing to achieve in an essential content area such as mathematics because the linguistic demands of mathematical problem solving tasks were not diagnosed and therefore not addressed in instruction.

Comprehensive standards for English Language Development need to be part of any serious effort to improve the academic achievement of English learners in California. Adopting them will not only aid the academic success of English learners; they will help the State of California to improve its overall level of educational performance.

EIEP
IDEAS
continued

Editor's Note: Barbara Merino is professor of Education at the University of California-Davis and a member of the Faculty Steering Committee of the University of California Linguistic Minority Research Institute (UC-LMRI); Russell Rumberger is professor of Education at the University of California-Santa Barbara and director of the UC-LMRI. This article was reprinted with the permission of the UC-LMRI.

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Subscription: \$15 per year
(5 issues, Oct–Sept).
Individual copies: \$3.
Available online in "pdf"
format for printing at <http://mills.fcusd.k12.ca.us/ctrsite>

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Refugee Educators'
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Hmong Literacy Development Materials, 1999 (call or email for price list).

- #9616 *Tawm Lostsuas Mus (Out of Laos: A Story of War and Exodus, Told in Photographs)*. Roger Warner. English/Hmong. \$18.56 per copy, \$89.10 per 6-pack, \$445.48 per carton of 40.
- #9613 *Introduction to Vietnamese Culture* (Te, 1996. \$5.00. Carton price \$4.00).
- #9512 *Handbook for Teaching Armenian Speaking Students*, Avakian, Ghazarian, 1995. 90 pages. \$7.00. No carton discount.
- #9410 *Amerasians from Vietnam: A California Study*, Chung & Le, 1994. \$7.00. No carton discount. OUT OF PRINT. Will be available online.
- #9409 *Proceedings on the Conference on Champa*, 1994. \$7.00.
- #9207 *Minority Cultures of Laos: Kammu, Lua', Lahu, Hmong, and Mien*. Lewis; Kam Raw, Vang, Elliott, Matisoff, Yang, Crystal, Saepharn. 1992. 402 pages \$15.00 (carton discount \$12.00, 16 per carton)
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