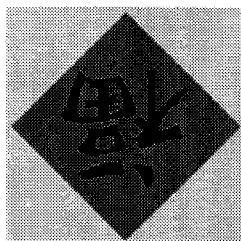


Context:

Newcomers in California's classrooms
Volume 22, No. 149, January/February 2002

Year of the Horse, 4699

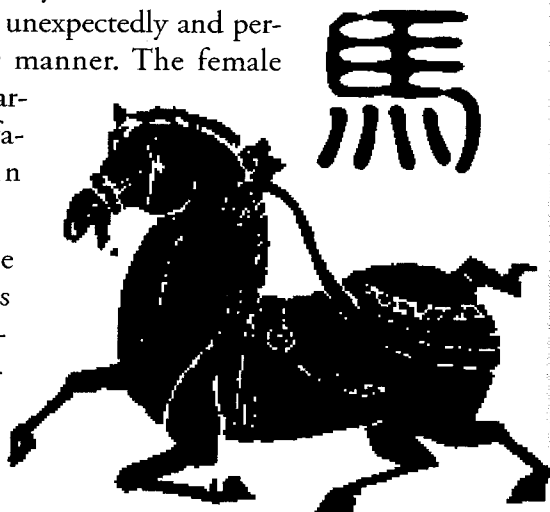


Characters like these are hung upside down, so the luck and good wishes don't run out. The character means "luck."

February 12, 2002, begins the *Year of the Black Horse* in the Chinese calendar. Every twelve years, the year of the horse comes round again, but there are five different types of horses, making a large cycle of 60 years. This year is the "Horse in the Army," (the last one occurred in 1942); other horse types are "Horse in the Clouds" (1954, 2014), "Horse on the Way" (1906, 1966), "Horse within the Gate" (1918, 1978), and "Horse in the Hall" (1930, 1990). There are those who would explain current world events in terms of the return of the "Horse in the Army" year. According to DK Books' *The Chinese Horoscopes Library: Horse* (1994), this 60-year recurrence means that the typically peaceful horse becomes involved in warfare, enduring unusual demands and following orders.

People born in the Year of the Horse in the Army are symbolized by a man carrying two buckets at the end of a long pole; if balance is maintained, all is steady, but loss of balance could cause many difficulties. These people feel opposing forces at work within themselves. In personality, horse-year people have an overdeveloped sense of loyalty, but underdeveloped sense of compassion. Horses are hard-working but the rewards are not always evident immediately. When rewards do come, they may arrive unexpectedly and perhaps in a spectacular manner. The female Horse in the Army is particularly prone to a favorable change in fortune in later years.

The general Horse personality is gregarious and loyal. Entrepreneurship is natural, fueled by inventiveness,



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馬到功成

horse come merit success

*May success come
with the speed of
horses.*

practicality, impulsiveness, and impatience. The Horse needs freedom to pursue interests but also the security of personal recognition. A Horse is driven by the desire to please and to be liked. The Horse is best suited to people born in the Year of the Dog or Tiger, but should avoid relationships with Ox, Monkey, or Rooster. The Horse enjoys competitive sports, particularly tennis and polo. Hobbies include ceramics and other manual crafts and gardening. The color red, an important good-luck color for Chinese-influenced cultures, is associated with the Horse. Weights and measures are symbols of the Horse, joy is its key emotion, and the Horse is associated with warfare of all kinds.

Long ago in China, the horse symbolized the female, but in later myths, it came to represent the male. Although many horse-related words have become unused and unknown, there are many beliefs related to horses. For example, in Buddhist texts, a white horse represents purity and loyalty. Giving a laden horse figurine as a gift symbolizes the hope for an official, well-paid position; if there's a monkey riding on the horse, the hope is that the recipient will be gain a high-ranking position. In legend from the seventh century, a white horse is swallowed by a dragon, but rather than dying, it emerged with the powers of the dragon.

Chinese New Year

Enter a Chinese home between February 11 and 26, and you will see a freshly cleaned house decorated with live blossoms and trays of oranges and tangerines. There may be Chinese words, hung

upside down, and lucky couplets brushed on red paper and hung on doors. The flowers symbolize new opportunities for wealth and high career positions. Particular luck comes with a flower that blooms on February 12. Along with branches of plum blossoms, there may be bamboo and pine sprigs; all together, these symbolize friends. Bamboo represents compatibility and flexibility, the plum blossom reliability and perseverance, and the evergreen longevity and steadiness. Other plants favored at the New Year are the pussy willow, azalea, peony, water lily, and narcissus.

When visiting a Chinese home at the New Year's, is customary to bring a bag of oranges and tangerines, with leaves attached, if possible. These represent happiness, a secure relationship, and for young couples, new relationships with new relatives and the potential of other connections through future children.

There is often a round or octagonal candy tray, called the "tray of togetherness." Eating candy gives the new year a sweet start, and those adults who take candy place a red "lai see" envelope (with money inside) in the center of the tray. The candy is all symbolic: candied melon (growth and good health); red melon seed (joy, happiness, truth and sincerity); lychee nut (strong family relationships); kumquat (prosperity); coconut (togetherness); peanuts (long life); longnan (good sons); and lotus seed (many children).

There are also taboos associated with the new year. Washing or sweeping might get rid of good luck. Likewise, use of sharp implements might cut the threads of good luck. Language choice is important; it is important not to say anything negative and to avoid arguments on New Year's Day. Words related to sickness and death should be avoided; this includes words that sound similar.



塞翁失馬

frontier man lost horse

a blessing in disguise

The old frontier man lost his female horse. People were sorry for him, but he said, "It might bring good luck to me." A few days later the horse came home with a beautiful male horse. People came to congratulate him, but he said, "It might bring bad luck to me." Two days later his son rode the male horse and fell off and broke his leg. People felt sorry for him, but he said, "It might be good luck for my family." A few weeks later a war began, and all the young men were drafted to fight in the army—and 90% of them died. Of course his son survived because of his broken leg.

一言既出 駟馬難追

one word already out four horse difficult chase

Once a word is spoken, even four horses can't get it back (mean what you say).

懸崖勒馬

overhanging cliff rein horse

Stop before it's too late.

害群之馬

harm herd by horse

One bad horse ruins the herd.

盲人瞎馬

blind person sightless horse

like a blind man riding a blind horse (full of danger)

老馬識途

old horse know way

experienced, veteran, "street smart"

心猿意馬

heart ape mind horse

of two minds, ambivalent, undecided

牛頭不對馬咀

ox head not fit horse mouth

irrelevant, beside the point

風牛馬不相及

wind ox horse not related

has nothing to do with, not concerned with

汗馬功勞

sweaty horse worthy service

distinguished military service

招兵買馬

recruit soldier buy horse

raise an army, call up troops

走馬看花

run horse look flower

watch flowers from the back of a galloping horse (catch a glimpse of)

單槍匹馬

single spear one horse

single-handedly

一馬當先

one horse at first position

lead the way

千軍萬馬

1,000 soldier 10,000 horse

powerful army

萬馬奔騰

10,000 horse run gallop

thundering, roaring (like a waterfall)

快馬加鞭

fast horse more whip

speed up

非驢非馬

not donkey not horse

not a recognizable sort (neither fish nor fowl)

Activities

- Circle the character for "horse."
- Find other characters that appear more than once on the page; can you figure out what the characters mean?
- Many of these are associated with stories (see the "blessing in disguise"). Cut apart the other proverbs and idioms and pass them out. Have each person (or group) create a story to go with their selected passage. Share.
- Find proverbs from other languages that express the same meaning; for example, "a blessing in disguise" contains the same concept as "every cloud has a silver lining."

Figurative and metaphorical language is part of California's English Language Arts standards at various grade levels, so these activities can help second language learners understand the concept. Some of these are difficult for English speakers to understand—"ox head not fit horse mouth"—imagine how it might be for a new learner of English to understand, for example, "keep your power dry."

Global Horse Proverbs & Idioms

It is not enough for a man to learn how to ride;
he must learn how to fall. (Mexican)

A caballo regalado no se le mira el color.
You don't look at the color of a gift horse.
(Spanish)

The horse is God's gift to man. (Arabic)

The wind of heaven is that
which blows between a horse's ears. (Arabic)

Soft grass is for an old horse. (Bulgarian)

A long road tests a horse. (Chinese)

Misfortunes come on horseback and depart on foot.
(French)

If wishes were horses, beggars might ride. (English)

The wagon rests in winter, the sled in summer,
the horse never. (Yiddish)

I am a prince and you are a prince;
who will lead the donkeys? (Saudi Arabian)

An ass is but an ass,
though laden with gold. (Romanian)

Honey is not sweet for a donkey. (Ethiopian)

No one sees a fly on a trotting horse. (Polish)

It is not the horse that draws the cart,
but the oats. (Russian)

Judge not the horse by his saddle. (Chinese)

Hay is more acceptable to an ass than gold. (Latin)

If three people say you are an ass, put on a bridle.
(Spanish)

Don't change horses while crossing a stream.
(American: Abe Lincoln, recalling a Dutch
farmer's words.)

When you go to a donkey's house,
don't talk about ears. (Jamaican)

A horse may stumble though he has four legs.
(English)

Better ride on ass that carries me,
than on a horse that throws me. (English)

When the manger is empty,
the horses fight. (English)

Fear the goat from the front, the horse from the
rear, and man from all sides." (Russian)

My treasures do not clink together or glitter;
They gleam in the sun and neigh in the night.
(Arabic)

Donkey's lips do not fit onto a horse's mouth.
(Chinese)

The ass of a King is still but an ass. (German)

A fly can drive away horses. (Greek)

One cannot shoe a running horse. (Dutch)

Have a horse of your own and then
you may borrow another's. (Welsh)

It is the good horse that draws its own cart. (Irish)

The raggy colt often made a powerful horse. (Irish)

Trouble rides a fast horse. (Italian)

Flies flock to the lean horse. (Italian)

The donkey sweats so
the horse can be decorated with lace. (Haitian)

Yeder aizel hot lib tsu hern vi er alein hirzhet.
Every ass loves to hear himself bray. (Yiddish)

Every ass thinks himself worthy to stand with
the King's horses.

A nod is as good as a wink to a blind horse.

Don't put the cart before the horse.

Everyone lays a burden on the willing horse.

If two ride on a horse, one must ride behind.
(English: Shakespeare, 1598)

Mit ein hintn zitst men nit oif tsvet ferd.
You can't sit on two horses with one behind.
(Yiddish)

No horse goes as fast as the money you bet on him.

A donkey always says thank you with a kick.
(Kenyan)

Whoever plows with a team of donkeys
must have patience. (Zimbabwean)

It's the same donkey, but with a new saddle.
(Afghan)

Fools worship mules that carry gold. (French)

The grey mare is the better horse. (English)

The man who is born in a stable is not a horse.
(English)

Three things are not to be trusted: a cow's horn,
a dog's tooth, and a horse's hoof. (English)

Me ken nit foren oif alleh yariden oif ain mol.
You can't ride in all directions at one time.
(Yiddish)

Có chồng như ngựa có cương
have husband as horse has reins

The husband controls the freedom of the wife.
(Vietnamese)

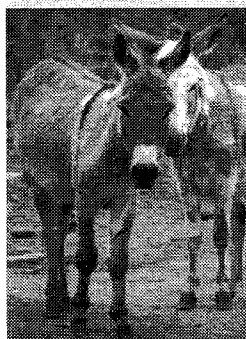
chạy như ngựa
run like horse
fast

cưỡi ngựa xem hoa
ride horse look flower
catch a glimpse of

Làm thân trâu ngựa
make body buffalo horse
work like a slave

Activities

- Are there any proverbs that mean the same thing? the opposite thing?
- What are the characteristics of a horse, as shown by the various proverbs? Do different cultures regard the horse differently?
- How is the donkey (ass) characterized by the different cultures?



Ngựa quen đường cũ
horse knew road old

The horse knows (returns to) the old road.

Thiếu voi phải dùng ngựa
no elephant must use horse

If you have no elephant to ride, then use a horse
(when circumstances change, adjust to them).

Հիւսիսային ԿԱՊԵՍ, ԿԱՍԻ ԿԻՇԵԼ, ԿԱՌՎԱՐԻ
ԿԱՍԻ ԷԼ ԳԱՅԻ ՏԱԼ:

the horse to another horse near tie, either bite
will learn or to kick

If you tie one horse near another,
it will learn either to bite or to kick. (Eastern
Armenian)

Հիւսիսային Ձեռքի ՊԻՏԻ ՊԱՆԵՍ:

horse's reins in your hands you should keep

You should always keep the reins of the horse in
your hands.

ՀԱՆԻՆԱՅԻՆԱՅԻՆ ԶԻՆԻՆ ԿԳՈՂԱՆԱ:

egg stealer horse will steal

If you stole an egg, you will steal a horse.

Հիւսիսային ԲՈՂԱՌԱՍ ԶԻՆԱՎԱՐԻ Է ԲՈՂԱՌԱՍ:

the horse is not complaining the rider is

The horse does not complain, but the rider does.

Судженого і на коні не об'їдеш.

future husband and on horse not to ride around

Marriages are made in heaven, and even a strong
horse cannot change its direction. (Ukrainian)

Коней на переправі не міняють.

horse in midstream not change

Don't change a horse in midstream.

На коні і сидить, а коня шукає.

on horse and sits but horse looks

Don't look for your horse; you're sitting on him
(In English: "It's right in front of your nose!")

Ты можешь завести коня в воду, але ти не
можеш заставити його пити.

you can lead a horse in water but you can not make
him drink

You can lead a horse to water, but you can't
make him drink.

Не замикай стайню, як коня вже вкрали.

don't lock a stable when horse already stolen.

Don't lock the stable when your horse is already
stolen.

Сильний, як кінь.

strong as horse

Strong as a horse.

**You can take a horse to water but you can't
make it drink.**

Hwa is thet mei thet hors wettrien the him self nule
drinken (who can give wather to the horse that will not
drink of its own accord?) Old English, 1175

A man may well bryng a horse to the water, But he
can not make hym drynke without he will. 1546

A man may lead his Horse to water, but he cannot
make him drink unless he list. 1658

Don't look a gift horse in the mouth.

Noli...ut vulgare proverbium est, equi dentes inspicere
donati (do not, as the common proverb says, look at the
teeth of a gift horse). Latin, 420.

A gyuen hors may not be loked in the tethe. 1510

Where gyfts be gyuen freely, est west north or south, No
man ought to loke a geuen hors in the mouth. 1546

**It is too late to shut the stable-door after the
horse has bolted** (is stolen).

When the hors is stole, steke [shut, lock] the stabull-
dore. 1350

Whan the stede ys stole, than shytt the stable-dore.
1490

It is to late to shutte the stable doore when the steede
is stolen... 1578

A good horse cannot be of a bad color.

There is a gude horse of all hewis. 1628

Good horses can't be of a bad Colour. 1732

Language change

Here are 4 proverbs that
appear in English texts over
time. Can you read 900-year
old English? 600-year old?
400-year old?

•Which words have NOT
changed over time?

•How have capitalization
rules changed over time?

•What phoneme does the
letter "u" seem to stand for?
how about "y"?

•Look at the Latin... can you
figure out any of the words
from related English words
you know?

•If you can't figure out an old
word by its letters, can you
figure out which word would
make sense in its place by
reading the rest of the
sentence?

•Find some words that have
changed over time... chart
them on a timeline... and
include more recent changes.

•Look at the old spelling of
"stable;" can you think of
how this word might have
come to be?



Language Census, 2001

Each March schools in California count every language minority student from kindergarten to grade 12, and indicate language and fluency ("English Learner," or "EL," "fluent English," "FEP"). The tables on this page show the languages counted by the state, along with the numbers of EL and FEP students. As shown on the pie chart, 84% speak Spanish.

The tables show the top 15 counties and districts, in numbers of English learners. Nearly half the state's 1.5 million English learners live in Los Angeles and Orange counties. 87% of the EL students live in 15 counties. 40% of the EL students attend one of 15 school districts, with Los Angeles Unified enrolling 1 in 5 of California's English learners.

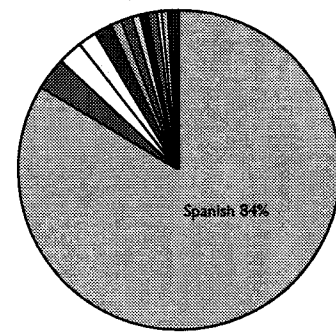
On another note, 890 districts (roughly 90% of all districts) reported EL students.

On the facing page, the table shows changes in EL students between 1998 and 2001, along with a list sorted by percent change.

On the next pages, changes in EL numbers between 1998 and 2001 are reported for language and county.

LANGUAGE	EL	FEP	Total
Albanian	102	89	191
Arabic	6,993	7,529	14,522
Armenian	11,892	11,754	23,646
Assyrian	702	1,191	1,893
Burmese	586	499	1,085
Cantonese	25,093	30,852	55,945
Cebuano (Visayan)	535	612	1,147
Chaldean	597	189	786
Chamorro	71	104	175
Chaozhou	740	950	1,690
Croatian	364	350	714
Dutch	164	478	642
Farsi (Persian)	5,036	12,186	17,222
French	946	1,915	2,861
German	867	1,988	2,855
Greek	225	713	938
Gujarati	1,142	2,782	3,924
Hebrew	654	2,158	2,812
Hindi	4,415	5,342	9,757
Hmong	27,150	6,756	33,906
Hungarian	195	479	674
Ilocano	1,610	2,174	3,784
Indonesian	1,192	1,235	2,427
Italian	303	926	1,229
Japanese	5,092	5,641	10,733
Khmer (Cambodian)	14,613	12,189	26,802
Khmu	180	169	349
Korean	16,877	27,147	44,024
Kurdish	321	75	396
Lahu	415	54	469
Lao	6,101	4,537	10,638
Mandarin	10,368	26,712	37,080
Marshallese	147	49	196
Mien (Yao)	4,143	1,609	5,752
Mixteco	419	15	434
other Non-English	12,575	19,293	31,868
Pashto	646	526	1,172
Pilipino (Tagalog)	18,161	37,614	55,775
Polish	352	971	1,323
Portuguese	2,369	3,339	5,708
Punjabi	8,280	6,265	14,545
Rumanian	1,203	1,664	2,867
Russian	8,134	7,678	15,812
Samoan	1,747	1,500	3,247
Serbo-Croatian	305	367	672
Spanish	1,261,139	549,237	1,810,376
Taiwanese	361	926	1,287
Thai	1,611	2,224	3,835
Tigrinya	395	364	759
Toishanese	226	78	304
Tongan	1,877	1,052	2,929
Turkish	245	339	584
Ukrainian	2,267	719	2,986
Urdu	2,502	3,095	5,597
Vietnamese	38,010	35,972	73,982
Grand Total	1,512,655	844,671	2,357,326

2001 CA English Learners
(1,512,655)



2001 R30 English Learners

County	Total	Percent
Los Angeles	573,058	38%
Orange	150,653	10%
San Diego	109,260	7%
San Bernardino	70,412	5%
Riverside	68,006	4%
Santa Clara	57,968	4%
Fresno	48,057	3%
Alameda	45,650	3%
Sacramento	40,968	3%
Kern	30,254	2%
Ventura	28,535	2%
Monterey	28,370	2%
San Joaquin	24,924	2%
Tulare	22,835	2%
San Mateo	21,136	1%
Other	192,569	13%
Total	1,512,655	100%

2001 R30 English Learners

DISTRICT	Total	%
Los Angeles USD	307,594	20%
Santa Ana USD	39,934	3%
San Diego City USD	38,867	3%
Long Beach USD	31,697	2%
Garden Grove USD	24,847	2%
Fresno USD	24,491	2%
Oakland USD	19,362	1%
Compton USD	18,861	1%
San Francisco USD	18,037	1%
Pomona USD	16,153	1%
Montebello USD	15,910	1%
Sacramento City USD	15,389	1%
Anaheim ESD	13,761	1%
Ontario-Montclair ESD	13,471	1%
San Bernardino City USD	12,990	1%
Other	901,291	60%
Total	1,512,655	100%

890 districts reported EL students in 2001

English Learners, 1998-2001

LANGUAGE	01 EL	00 EL	99 EL	98 LEP	98-01 change
Spanish	1,261,139	1,222,809	1,181,553	1,140,197	11%
Vietnamese	38,010	39,447	39,447	39,447	-4%
Hmong	27,150	28,374	29,474	30,551	-11%
Cantonese	25,093	25,509	25,556	25,360	-1%
Pilipino (Tagalog)	18,161	18,193	19,041	20,062	-9%
Korean	16,877	16,278	15,761	15,521	9%
Khmer (Cambodian)	14,613	16,283	17,637	18,694	-22%
Other non-English	12,575	15,627	13,702	14,739	-15%
Armenian	11,892	12,155	12,726	13,584	-12%
Mandarin	10,368	10,102	10,388	10,380	0%
Punjabi	8,280	7,906	7,762	7,323	13%
Russian	8,134	8,029	8,143	7,598	7%
Arabic	6,993	6,565	6,077	5,900	19%
Lao	6,101	6,901	7,703	8,343	-27%
Japanese	5,092	4,927	4,969	4,967	3%
Farsi (Persian)	5,036	4,840	4,985	5,028	0%
Hindi	4,415	4,294	4,101	3,964	11%
Mien	4,143	4,594	4,930	5,192	-20%
Urdu	2,502	2,327	2,023	1,851	35%
Portuguese	2,369	2,248	2,299	2,207	7%
Ukrainian	2,267	2,117	1,942	1,570	44%
Tongan	1,877	1,926	1,963	1,877	0%
Samoa	1,747	1,758	1,667	1,780	-2%
Thai	1,611	1,575	1,613	1,670	-4%
Ilocano	1,610	1,663	1,724	1,753	-8%
Rumanian	1,203	1,261	1,309	1,394	-14%
Indonesian	1,192	1,107	1,021	863	38%
Gujarati	1,142	1,094	1,136	1,148	-1%
French	946	860	781	687	38%
German	867	864	799	755	15%
Chaozhou	740	753	756	755	-2%
Assyrian	702	685	696	761	-8%
Hebrew	654	603	620	635	3%
Pashto	646	603	580	566	14%
Chaldean	597	532	481	518	15%
Burmese	586	566	526	498	18%
Cebuano (Visayan)	535	452	307	383	40%
Mixteco	419	388	363	349	20%
Lahu	415	435	529	492	-16%
Tigrinya	395	344	195		
Croatian	364	452	419	284	28%
Taiwanese	361	369	399	455	-21%
Polish	352	388	399	411	-14%
Kurdish	321	340	318	285	13%
Serbo-Croatian	305	150	201	196	56%
Italian	303	312	288	281	8%
Turkish	245	227	188	198	24%
Toishanese	226	112	64	58	290%
Greek	225	250	228	214	5%
Hungarian	195	173	197	208	-6%
Khmu	180	207	251	253	-29%
Dutch	164	158	144	121	36%
Marshallese	147	144	122	123	20%
Albanian	102	86	26		
Chamorro	71	47	50	53	34%
Serbian		118	104	103	
English Learners	1,512,655	1,480,527	1,440,683	1,402,605	8%

English Learners, 1998-2001

LANGUAGE	98-01 change
Toishanese	290%
Serbo-Croatian	56%
Ukrainian	44%
Cebuano (Visayan)	40%
Indonesian	38%
French	38%
Dutch	36%
Urdu	35%
Chamorro	34%
Croatian	28%
Turkish	24%
Mixteco	20%
Marshallese	20%
Arabic	19%
Burmese	18%
Chaldean	15%
German	15%
Pashto	14%
Punjabi	13%
Kurdish	13%
Hindi	11%
Spanish	11%
Korean	9%
Italian	8%
Portuguese	7%
Russian	7%
Greek	5%
Hebrew	3%
Japanese	3%
Farsi (Persian)	0%
Tongan	0%
Mandarin	0%
Gujarati	-1%
Cantonese	-1%
Samoa	-2%
Chaozhou	-2%
Thai	-4%
Vietnamese	-4%
Hungarian	-6%
Assyrian	-8%
Ilocano	-8%
Pilipino (Tagalog)	-9%
Hmong	-11%
Armenian	-12%
Rumanian	-14%
Polish	-14%
Other non-English	-15%
Lahu	-16%
Mien	-20%
Taiwanese	-21%
Khmer (Cambodian)	-22%
Lao	-27%
Khmu	-29%
Tigrinya	
Albanian	
Serbian	
Total	8%

Changes in English Learners, 1998 to 2001

On pages 8-10, the difference between English learners in 2001 and 1998 is listed by county and language. Of an increase of 148,000 English learners, 132,000 speak Spanish. Los Angeles County had the largest increase, about 19,000 Spanish-speaking EL students.

County	Albanian	Arabic	Armenian	Assyrian	Burmese	Cantonese	Cebuano	Chaldean	Chamorro	Chaozhou	Croatian	Dutch	Farsi	French	German	Greek	Gujarati	Hebrew	Hindi	Hmong	Japanese
Alameda	4	178	4	7	76	(58)	1		0	5	87	4	(190)	37	43	5	33	0	248	6	1
Amador						2														5	
Butte		5				11							1		0				1	(120)	1
Calaveras		0																			
Colusa																	4		6		
Contra Costa	1	73	5	1	6	33	16		1	2	3	5	41	18	23	8	12	18	96	(4)	3
Del Norte															2		1			13	
El Dorado		4				1	0						7	1	3		0				
Fresno	1	64	5	3	1	41	2	2	1				11	5	4	4	5	3	16	(835)	
Glenn																	3			(110)	
Humboldt						4						1			2		1			227	1
Imperial		5				(7)									3		1		4		
Inyo														1			1			1	
Kern		65	0		4	5	35					2	3	5	7	3	7	2	3		1
Kings		25	1			(2)											1			(61)	
Lake																	1				
Lassen						1														(2)	
Los Angeles	43	469	(1513)	49	73	476	35	6	4	(5)	24	18	35	161	105	25	98	90	173	(3)	58
Madera		3	2												3					(2)	
Marin	4	0	1			9	1				2	0	16	23	5	3	(2)	2	3		1
Mariposa											1				2					1	
Mendocino		1				5								1	5		11		1		
Merced		4		1	1	2								2	5		2		11	(802)	
Modoc																					
Mono																				1	
Monterey		10		3		17	32	1	2		2	1	8	3	19	3	5	1	41	1	1
Napa		18	2			5					1	1	4	4	8	4			0		
Nevada															1	1					
Orange	7	201	45	6	15	77	10		8	5	9	20	293	91	71	14	83	6	63	2	17
Placer		6	1	1		10							20	8	5		0		8	(1)	
Plumas																					
Riverside	2	120	10	4	4	32	1	5	0	2	1	3	51	19	21	1	32	6	19	39	8
Sacramento	5	76	42	3		(339)	13		4	2	13	6	150	23	29	5	14		218	525	2
San Benito		0											5	3				1			
San Bernardino	11	142	41	3	4	51	6			8	2	4	36	12	19	14	36	2	39	29	9
San Diego	13	224	15	15	2	81	10	87	9	2		12	52	61	53	7	20	13	51	(133)	13
San Francisco	2	42	4	1	15	166	110		1	33	34			10	2	5	10	1	10		3
San Joaquin		57		3	1	(9)	(10)		3				44	10	11	3	8		18	(359)	
San Luis Obispo		8				6	1				2		2	4	4		4		2	3	1
San Mateo		80	0	1	19	67	15		2	3	5	10	29	24	22	14	8	10	(9)		8
Santa Barbara	1	14	3			28		3	1		2	7	8	16	6		1	0	2	(89)	1
Santa Clara	7	122	19	24	33	47	14	1	23	8	16	34	67	95	70	16	35	56	114	15	7
Santa Cruz		7				18						2	2	2	4		2	1	1		1
Shasta						1										1	1	3		3	
Sierra		17																			
Siskiyou						1											1				
Solano		21		2		15	3		1	0		3	13	4	8	1	7		24	(15)	1
Sonoma		34	1	1		39	1					3	8	10	11		8	1	3	10	2
Stanislaus		44	6	(17)		20							17	3	2	2	5	1	(26)	(47)	1
Sutter		5				1							1		2				(2)	(15)	
Tehama						1											2				
Tulare		58			1	6	2					1	8		3		1		14	(181)	
Tuolumne						1							2	1							
Ventura	1	37	4	1		25	1			0		4	31	10	8	2	11	7	9	2	5
Yolo		15			4	3					2	1	0	13	3		6	1	24	6	3
Yuba		1				0							2		2		0	4	1	(497)	
Grand Total	102	2255	(1302)	112	259	893	299	105	60	65	206	142	777	680	597	141	481	226	1186	(2387)	157

Increases in EL students may be the result of in-migration, movement between counties, high numbers of incoming kindergarteners, fewer dropouts, or better identification by schools. Decreases might be due to out-migration, increased rates of redesignation to fluent status, poorer identification of EL students, greater numbers of dropouts, and so on.

County	Ilocano	Indonesian	Italian	Japanese	Khmer	Khmu	Korean	Kurdish	Lahu	Lao	Mandarin	Marshallese	Mien	Mixteco	Other	Pashto	Pilipino/Tagalog	Polish	Portuguese	Spanish
Alameda	35	37	14	75	(165)		206			(58)	102		(134)		260	33	73	12	45	101
Amador	1				3					6			2		1					1
Butte				4	1		3			(14)	5		(41)		6		4		1	22
Calaveras										1										
Colusa					1															1
Contra Costa	19	19	6	18	8	(14)	66	2	0	(43)	37	2	(56)		237	9	70	10	71	63
Del Norte			1							4									3	
El Dorado	(4)		1		1		2				1				4		(38)	1	6	1
Fresno	3	14	1	6	(189)		30			(416)	4		20	14	55		35	1	9	164
Glenn		1				1				(24)					1				1	(1)
Humboldt			3		3		3			39	1		2		9		4	1	7	4
Imperial				21	3		28				1				6		3			2
Inyo											1				6					0
Kern	118	1	1	3	(18)		18			(34)	6	1		19	46		40		8	112
Kings				4	2		3				1				3		10		12	5
Lake										(1)					1					
Lassen																	1			
Los Angeles	38	259	55	110	(1271)	5	304	10		(56)	(2)	4	6	3	1244	10	(265)	62	101	185
Madera				1							1			6	40		2		(1)	11
Marin			6	10	2		10			(3)	8				16		(1)	1	30	7
Mariposa																				
Mendocino				14	1		0				2				2		3		10	4
Merced			1	4	1		7			(47)			(132)		30		16	1	25	85
Modoc																				
Mono																				
Monterey	3	(1)	4	15	4	1	42	1		2	4			2	46		38	3	5	12
Napa	0		3	10	1		5				0				5		15	2	6	5
Nevada			1	2	(1)										1				1	1
Orange	7	92	15	186	(80)	1	859	4		30	48	15		1	687	38	150	32	84	92
Placer		1		11			23			3	3		3		31		8		4	38
Plumas															4					
Riverside	13	16	8	38	36		74	1		17	33		1	1	122		168	9	29	53
Sacramento	16	15	4	28	27	4	44			(85)	19	31	(276)		90	32	90	7	32	328
San Benito	3				1		3								2		0			2
San Bernardino	12	20	6	42	(114)	2	94	4	2	20	146	4		3	117	4	109	6	34	55
San Diego	16	36	36	151	(276)	1	213	50	2	(271)	93	2	1	0	259	6	(358)	19	38	11
San Francisco	4	27	1	(2)	(30)		(39)			(10)	63				482		(253)	6	66	5
San Joaquin	(10)	1	2	13	(673)	(28)	20			(145)	22		10		164	94	110	1	21	142
San Luis Obispo	2	0		1	11		3			3	5			1	8		13			5
San Mateo	14	26	10	(30)	4		21	1		2	(102)				16	1	2	8	129	19
Santa Barbara	7	3	2	9	4		24			1	11			70	19	(2)	9	2	2	9
Santa Clara	(100)	23	22	156	(176)	7	191			33	103	4	(6)		798	7	(519)	27	15	64
Santa Cruz	3		1	8	1		18				3			1	18		1	2	6	4
Shasta			(1)				3			(16)	7		(87)		12		4			5
Sierra																				
Siskiyou				1	1					(20)							3			
Solano	1	6	5	7	3		20			(1)	10	1	(20)		87		165	1	4	60
Sonoma	2	6	2	14	(10)		35			(33)	35			(1)	7		21	4	9	20
Stanislaus	(2)		1	5	(286)		15			(97)	3		5		25		7	1	20	85
Sutter	0			1	1		7						7		13	1	4		2	(30)
Tehama			0								1				2		1			1
Tulare	24		2	3	17		6		(20)	(4)	32	2	(99)	2	33		23		24	14
Tuolumne					1		1								1					
Ventura	(1)	4	5	29	7		21			3	19				35	3	(91)	1	8	11
Yolo	4	2	2	3	(12)		11			0	25		(48)		36	(2)	2		2	20
Yuba				1	10		4			4					6	3	7			(3)
Grand Total	228	608	220	972	(3146)	(16)	2398	73	(16)	(1210)	751	66	(842)	122	5093	237	(314)	220	869	1802

In other words,

•The number of English learners increased by almost 150,000 between 1998 and 2001. The greatest growth was seen by Los Angeles,

Orange, Riverside, San Bernardino, and San Diego counties,

•Four counties saw a net decrease: Glenn, Shasta, Sutter, and Yuba—but Shasta and Sutter's numbers were so small this could have been due to a couple of families moving away.

•Southeast Asian languages showed a decline, most likely due to the end of the refugee flow from the camps, and the increasing fluency in the families.

•The Ukrainian presence is in Sacramento County, unless other counties still identify them as "Russian."

County	Rumanian	Russian	Samoan	Serbo-Croatian	Spanish	Taiwanese	Thai	Tigrinya	Toisanese	Tongan	Turkish	Ukrainian	Urdu	Vietnamese	Grand Total
Alameda	18	70	29	9	6347	6	26	118	4	46	5	8	102	(92)	7838
Amador		2	2		123					1				6	155
Butte	(5)	4	2		560		(1)	1			1		6	3	461
Calaveras		1			13										15
Colusa					202										214
Contra Costa	9	81	13	7	3539	6	14	1	4	64	9	1	45	(35)	4643
Del Norte					24										48
El Dorado	2	6			35									3	37
Fresno	9	24	11		3312		9	12		1		17	12	(30)	2465
Glenn					(32)										(160)
Humboldt		1	3		315		1						4	3	639
Imperial					953	2	1							3	1029
Inyo					59							1	0		70
Kern	2	11	13	3	3854		6	1					13	10	4376
Kings	2		1		713		2							1	723
Lake					157										158
Lassen		2			18										20
Los Angeles	71	(341)	127	35	18280	9	254	4	29	55	40	31	288	(555)	19550
Madera		2			939				1				8	1	1017
Marin		18		1	252	2	(1)				3		3	3	435
Mariposa					23		0							1	28
Mendocino		4			454		1			1				1	521
Merced		2			2243		2					1	0	2	1467
Modoc					1										1
Mono		1			95										97
Monterey		13	8	2	4620		2			8	3		2	(12)	4977
Napa		4			1060								7	0	1170
Nevada	1	5			6										19
Orange	(38)	125	60	28	12897	55	79	5	1	32	22	(1)	120	(855)	15834
Placer	14	60			298		4				1	22	5	12	599
Plumas					29										33
Riverside	38	53	40	2	13719	5	29			17	3	17	39	55	15016
Sacramento	43	848	18	44	4755	3	14	2	2	68	15	651	125	(167)	7618
San Benito		1			318	1	1								341
San Bernardino	7	171	35	5	13391	22	16	8	2	27	8	4	63	(27)	14766
San Diego	13	20	55	45	10292	11	34	12	1	2	20	8	35	(555)	10629
San Francisco	1	(187)	(8)		(4)	1	17	8	140	4	1	2	53	(89)	708
San Joaquin	2	20	20	4	2911	1	7	1		4	1		63	(454)	2104
San Luis Obispo		9	1		276		1			0			2	9	387
San Mateo	2	37	(15)	5	1519	2	15	1	1	(6)	12	1	28	15	2046
Santa Barbara	2	11	2	1	2264	2	5				7	3	3	11	2485
Santa Clara	16	84	63	81	3585	15	30	81		21	20	4	79	(1027)	4524
Santa Cruz		12	1		382	2	5				1		1	4	514
Shasta		3			51									0	(10)
Sierra		200			6										223
Siskiyou					18		1								6
Solano	5	7	11		1694		4			11	2		18	7	2196
Sonoma	1	10	10	1	2314	1	13	132		3	6	2	14	36	2786
Stanislaus	5	33	18		5166	3	1			1	1	24	17	(15)	5047
Sutter	4				(38)								5	3	(28)
Tehama					75								4		87
Tulare					5800			6		3			8	6	5795
Tuolumne		1			(6)										2
Ventura	2	24	(4)	2	1744	(1)	3			6	2		8	16	2014
Yolo	2	0	1		220	2	3	2		1	1	12	5	6	381
Yuba	(5)	4			(37)					1				0	(492)
Grand Total	223	1456	517	275	131804	150	598	395	185	371	184	808	1185	(3696)	147624

County	District	School	Language	1998-2001 Change
Sierra	Sierra-Plumas Joint USD	Sierra Summit Acad (Charter)	Russian	200 new
San Bernardino	Snowline Joint USD	California Charter Academy	Russian	118 new
Sacramento	Folsom-Cordova USD	Shields P. J.) Elementary	Russian	71
Sacramento	Folsom-Cordova USD	Mills Middle	Russian	66
Sacramento	Folsom-Cordova USD	Cordova High	Russian	62
Sacramento	San Juan USD	Visions In Education	Russian	46 new
Sacramento	Folsom-Cordova USD	Rancho Cordova Elementary	Russian	40
Sacramento	Folsom-Cordova USD	White Rock Elementary	Russian	38
Sacramento	Sacramento City USD	Winn (A.M.) Elementary	Russian	36
Yolo	Washington USD	Southport Elementary	Russian	35 new
Los Angeles	Los Angeles USD	Burroughs Middle	Russian	-27
Sacramento	Rio Linda Union ESD	Aero Haven Elementary	Russian	-27
Yolo	Washington USD	Westfield Village Elementary	Russian	-29
Yolo	Washington USD	Golden State Middle	Russian	-30
Sacramento	Sacramento City USD	Jefferson Elementary	Russian	-45
Los Angeles	Los Angeles USD	Laurel Elementary	Russian	-52
Los Angeles	Los Angeles USD	Bancroft Middle	Russian	-53
Los Angeles	Los Angeles USD	Fairfax Senior High	Russian	-58
Sacramento	Grant Joint Union HSD	Highlands High	Russian	-65
Los Angeles	Los Angeles USD	Gardner Street Elementary	Russian	-145
Sacramento	San Juan USD	Skycrest Elementary	Ukrainian	53
Sacramento	San Juan USD	Holst Elementary	Ukrainian	45
Sacramento	Folsom-Cordova USD	Mills Middle	Ukrainian	39
Sacramento	North Sacramento ESD	Smythe Elementary	Ukrainian	31
Sacramento	Center Joint USD	Dudley Elementary	Ukrainian	30
Sacramento	Folsom-Cordova USD	Shields P. J.) Elementary	Ukrainian	29
Sacramento	San Juan USD	Carmichael Elementary	Ukrainian	27
Sacramento	San Juan USD	Rogers (Will) Middle	Ukrainian	27
Sacramento	Center Joint USD	Center High	Ukrainian	26
Sacramento	San Juan USD	Visions In Education	Ukrainian	26 new
San Bernardino	Victor ESD	Green Tree East Elementary	Ukrainian	-5
Sacramento	Folsom-Cordova USD	White Rock Elementary	Ukrainian	-6
Sacramento	Rio Linda Union ESD	Hillsdale Elementary	Ukrainian	-7
Sacramento	Center Joint USD	North Country Elementary	Ukrainian	-10
Sacramento	Folsom-Cordova USD	Williamson Elementary	Ukrainian	-11
Sacramento	San Juan USD	Carriage Drive Elementary	Ukrainian	-12
Sacramento	San Juan USD	Pasadena Avenue Elementary	Ukrainian	-13
Placer	Roseville City ESD	Sierra Gardens Elementary	Ukrainian	-15
Sacramento	Rio Linda Union ESD	Sierra View Elementary	Ukrainian	-15
Sacramento	Grant Joint Union HSD	Highlands High	Ukrainian	-30
Los Angeles	Glendale USD	Clark Magnet High	Armenian	60 new
Los Angeles	Burbank USD	Muir (John) Middle	Armenian	32
Los Angeles	Glendale USD	Glendale Alternative High	Armenian	32 new
Los Angeles	Los Angeles USD	Monlux Elementary	Armenian	31
Los Angeles	Glendale USD	Glenoaks Elementary	Armenian	28
Los Angeles	Glendale USD	Verdugo Woodlands Elementary	Armenian	28
Los Angeles	Los Angeles USD	Valley Magnet	Armenian	25
Los Angeles	Los Angeles USD	Bravo Medical Magnet High	Armenian	24
Los Angeles	Burbank USD	Emerson (Ralph) Elementary	Armenian	23
Los Angeles	Burbank USD	Miller (Joaquin) Elementary	Armenian	23
Los Angeles	Glendale USD	Marshall (John) Elementary	Armenian	-67
Los Angeles	Los Angeles USD	Grant Elementary	Armenian	-71
Los Angeles	Los Angeles USD	King (Thomas Starr) Middle	Armenian	-93
Los Angeles	Los Angeles USD	Le Conte (Joseph) Middle	Armenian	-94
Los Angeles	Los Angeles USD	Hollywood Senior High	Armenian	-98
Los Angeles	Glendale USD	Muir (John) Elementary	Armenian	-101
Los Angeles	Los Angeles USD	Ramona Elementary	Armenian	-108
Los Angeles	Glendale USD	Roosevelt (Theodore) Middle	Armenian	-113
Los Angeles	Glendale USD	Hoover (Herbert) Senior High	Armenian	-115
Los Angeles	Glendale USD	Mann (Horace) Elementary	Armenian	-152

EL Shifts: Which California schools have seen the greatest change?

The tables on pages 11 and 12 show the schools with the greatest growth and greatest loss of EL students between 1998 and 2001 (the "top 10" and "bottom 10"). "New" indicates that there were no EL students in 1998 for that particular school. For Russian-speakers, three of the new programs are charter schools.

The languages listed are **Russian** and **Ukrainian** (of particular interest to Sacramento area schools), **Armenian** (both Eastern and Western Armenian), **Hmong**, **Mien**, and **Khmer**. Other selected languages will be available at www.seacrc.org, or can be derived from data files available at www.cde.ca.gov (educational demographics, "R30 language census").

County	District	School	Language	1998- 2001 Change
Fresno	Fresno USD	Sunnyside High	Hmong	295 new
Fresno	Fresno USD	Greenberg Elementary	Hmong	185 new
Fresno	Clovis USD	Reyburn Intermediate	Hmong	114 new
Sacramento	Sacramento City USD	Burbank (Luther) High	Hmong	106
Fresno	Clovis USD	Clovis East High	Hmong	103 new
Sacramento	Elk Grove USD	Florin High	Hmong	82
Fresno	Clovis USD	Clovis Elementary	Hmong	75 new
Humboldt	Eureka City USD	Eureka Senior High	Hmong	69 new
Fresno	Fresno USD	Duncan Polytechnical High	Hmong	66
Fresno	Fresno USD	Gateway Academy	Hmong	65 new
Fresno	Fresno USD	Lane Elementary	Hmong	-83
Merced	Merced City ESD	Hoover (Herbert) Middle	Hmong	-83
Fresno	Fresno USD	Hidalgo (Miguel) Elementary	Hmong	-90
San Joaquin	Stockton City USD	Montezuma Elementary	Hmong	-95
Yuba	Marysville Joint USD	Alicia Intermediate	Hmong	-95
Fresno	Fresno USD	Balderas Elementary	Hmong	-96
Yuba	Marysville Joint USD	Cedar Lane Elementary	Hmong	-97
Fresno	Fresno USD	Roosevelt High	Hmong	-108
Fresno	Fresno USD	Winchell Elementary	Hmong	-108
Yuba	Marysville Joint USD	Linda Elementary	Hmong	-112
Sacramento	Elk Grove USD	Florin High	Mien	31
Alameda	Oakland USD	Fremont Senior High	Mien	21
Shasta	Enterprise ESD	Alta Mesa Elementary	Mien	15
Contra Costa	West Contra Costa USD	Kennedy High	Mien	13
Sacramento	Sacramento City USD	Sacramento High	Mien	13
Alameda	Oakland USD	Oakland Senior High	Mien	12
Sacramento	Elk Grove USD	Florin Elementary	Mien	12
Merced	Weaver Union ESD	Weaver Elementary	Mien	11 new
Sacramento	Elk Grove USD	Reese (David) Elementary	Mien	11
Shasta	Cascade Union ESD	Meadow Lane Elementary	Mien	11 new
Merced	Merced City ESD	Chenoweth Elementary	Mien	-29
Sacramento	Rio Linda Union ESD	Oakdale Elementary	Mien	-30
Shasta	Shasta Union High	Shasta High	Mien	-30
Sacramento	Sacramento City USD	Elder Creek Elementary	Mien	-32
Alameda	Oakland USD	Manzanita Elementary	Mien	-33
Merced	Merced City ESD	Peterson (Allan) Elementary	Mien	-37
Yolo	Washington USD	Golden State Middle	Mien	-38
Sacramento	Sacramento City USD	Wood (Will C.) Junior High	Mien	-43
Sacramento	Sacramento City USD	Johnson (Hiram W.) High	Mien	-46
Alameda	Oakland USD	Garfield Year-Round Elem	Mien	-52
Fresno	Fresno USD	Greenberg Elementary	Khmer	179 new
Fresno	Fresno USD	Sunnyside High	Khmer	97 new
Orange	Santa Ana USD	Villa Fundamental Intermediate	Khmer	37 new
San Joaquin	Lodi USD	Lodi Usd Alternative Center	Khmer	34 new
Los Angeles	Long Beach USD	Wilson High	Khmer	28
Los Angeles	Long Beach USD	Franklin Middle	Khmer	25
San Joaquin	Lodi USD	Tokay High	Khmer	24
San Joaquin	Lincoln USD	Brookside Elementary	Khmer	23
Alameda	Oakland USD	Oakland Senior High	Khmer	21
Alameda	Oakland USD	Dewey/Baymart Sr Hi (Cont.	Khmer	19
Orange	Santa Ana USD	Sierra Intermediate	Khmer	-57
Los Angeles	Long Beach USD	Harte Elementary	Khmer	-59
Santa Clara	Franklin-McKinley ESD	Santee Elementary	Khmer	-60
Fresno	Fresno USD	Roosevelt High	Khmer	-63
Stanislaus	Modesto City ESD	Marshall (James) Elementary	Khmer	-65
Los Angeles	Long Beach USD	Lincoln Elementary	Khmer	-94
Los Angeles	Long Beach USD	Willard Elementary	Khmer	-104
Fresno	Fresno USD	Storey (Edith B.) Elementary	Khmer	-124
Los Angeles	Long Beach USD	Whittier Elementary	Khmer	-144
San Joaquin	Stockton City USD	Cleveland Elementary	Khmer	-193

Refugee Educators' Faire Sessions

Dia Cha	Gabrielle Guedet	George Spindler	Elizabeth Kirton	Rosalie Amer	Tony Water	Carol Sharp	Nguyen Dang & Bob Saari
Ethnic Studies, St. Cloud Univ.	MFCC Counselor	Anthro/Educ. Stanford	UNHCR, Laos	Librarian, Cosumnes River College	Sociology CSU, Chico.	Principal, Anthony SCUSD	Elk Grove USD
Motivating the Multi-cultural Student	Psychology Across Cultures	Educators as Ethnographers	The Hmong in Laos: A UNHCR perspective	Muslim peoples in SW and SE Asia	Crime and Immigrant Youth	Home Visits	Teaching English through Culture
Rosalie Baker	William Collins	Lorie Hammond	Luda Hedger	Avi Black	Stephen Magagnini	Nasreen Aboobaker	Minh Do
CSUSB, International Institute	Center for Southeast Asia Studies, UC Berkeley	Multicultural Ed., CSU	Parent Advisor SCUSD	H-SS Coord. SFCUSD	Sacramento Bee Reporter	Islamic Speakers' Bureau of SALAM	Professor Cosumnes River College
Teaching with the Story of Mah	Cambodia Cultural Insights	Mien Garden Projects, etc.	Working with Russian Students	Teaching SEA in the K-12 Curriculum	Hmong, Orphans of History	Islam	Vietnamese Culture
Dia Cha	Sith Oriyavong & Bounma Thongthep	Chiem-Seng Yaangh	Shirley Climo	Della Peretti Prof, Ed. UC Berkeley	May Ying Ly & la Moua	John Burns	N. Dang, L. Vang A. Tan, N. Kalinyuk
Ethnic Studies, St. Cloud Univ.	GJUSD & Advisor for Lao Community	Sacramento City USD	Author	UC Berkeley Student Teachers	Hmong Women's Heritage Association	History-Social Science, CDE	EGUSD SCUSD FCUSD
Will Your Child Find Success?	Teaching in Laos and America	Mien Cultural Insights	Cinderella Stories Across Cultures	Make It Take It	Role as a Cultural Broker	H-SS Framework and SEAsia	Pronouncing Students' Names
Fred Baker	Sharp, Kalinyuk, Kennedy, Lee	Ka Va, Harold Murai	Eric Crystal	Della Peretti	Bruce Pierini	Elizabeth Kirton	Sovanra Koert
College of Ed. & Integrative Studies, Cal Poly	SCUSD FCUSD WUSD (Central Valley Fdn)	Multicultural Educ. CSU, Sacramento	Ctr for SEA Studies, UCB	UC Berkeley Student Teachers	Anthro. Sacramento City College	UNHCR, Laos	Asian Pacific Self-Dev. & Residential Association.
Globalizing Secondary Education... Asian Projects	Extended Learning Time for EL Learners	Hmong Teacher Panel	Hilltribes in Vietnam	Make It Take It	Islamic Revitalization	The Hmong in Laos: A UNHCR Perspective	Concept of Us and They in Cambodian Society

Southeast Asia: Crossroads of the World

• March 9, 2002 • Cosumnes River College • Sacramento

The grid above shows the variety of sessions available at the upcoming conference. Content of most sessions aligns with the History/Social Standards, making this day an option for districts' "buy back" offerings to teachers (each district approves eligibility). Organized by Refugee Educators' Network members Carol Dunstan and Peter Whittlesey, this event brings back the Southeast Asia Education Faire of old. Proceeds, if any, support the Southeast Asia Community Resource Center, through the Refugee Educators' Network, Inc. Tickets are \$75 (general) and \$40 (student, with ID), and include a coffee, tea, morning snack, lunch, and a packet of materials. No tickets sold at the door. **Deadline for ticket purchase is February 22.** Appropriate district funding sources include Title I, SIP, SB1882, EIA, and EIEP.



Laos Study Tour, June 20–July 17

This summer the International Studies Project at Sacramento is sponsoring a Laos Summer Study Tour that will provide important insights into the history of Laos, with a particular emphasis on Hmong, Mien and Lao cultures. The study tour's goals will be to: 1) enhance and deepen teachers' content **knowledge** about Laotian (Hmong, Mien, and Lao) history and culture in alignment with California's History-Social Science content standards; 2) develop integrated curricula and culturally-relevant **digital projects** that will promote meaningful connections for students in order to motivate and improve their learning; and 3) include within projects ways that will help **create bridges** between parents and school staffs, and provide children of those who came to this country from Laos with the means to understand and better appreciate their parents' world.

For more information contact Peter Whittlesey, the Study Tour Leader at peterlaos@hotmail.com or Maggie Beddow DeLeon, ISPAS Site Director, CSU, Sacramento, CA 95819-6107, (916) 278-4964 deleonm@csus.edu or check out the ISPAS web site www.csus.edu/ispas.

Teacher's Book Choices for 2001

The International Reading Association (IRA) has recognized several children's publications of exceptional literary quality, some of which were developed for or about immigrant students such as:

- *Crazy Horse's Vision* by Joseph Bruchac
- *Yoshi's Feast* by Kimiko Kajikawa
- *Dreaming of America: An Ellis Island Story* by Eve Bunting

The complete list is published by the IRA and available at www.reading.org.

CREDE Research Report

The Center for Research in Education, Diversity & Excellence (CREDE) has released research report #10 entitled, *Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes Toward School and College*, by Kathryn J. Linholm-Leary and Graciela Borsato.

www.crede.ucsc.edu.

Worldwide Language Education

In the bilingual wars, the proponents of monolingual policies often advance the argument that it is only the U.S. that provides bilingual schooling for language minority students. Of course, any "educated" person knows that bilingual schooling is more the norm than the exception in many areas of the world. A recent publication by the Center for Applied Linguistics (CAL) illustrates this point. Entitled *Expanding Educational Opportunity in Linguistically Diverse Societies*, the article describes dual language schooling in locations from Bolivia, Mexico, and Guatemala in the Americas to Cameroon, Ethiopia and Namibia in Africa to Indonesia, Philippines, and Vietnam in Asia.

Also available from CAL is a publication entitled *Foreign Language Teaching: What the United States Can Learn from Other Countries*, by Ingrid Pufahl, Nancy Rhodes, and Donna Christian.

www.cal.org.

Immigration and Education

The *Harvard Educational Review* (Vol. 71, No. 3) has a special fall 2001 edition dedicated to education of immigrant children.

<http://gseweb.harvard.edu/~hepg/her.html>

Cambodians in California

The *Long Beach Press Telegram* ran a series of articles on the Cambodian American community entitled "Living the American Dream."

Heritage Languages in California

The California Tomorrow Organization has published "And Still We Speak...The Story of Communities Sustaining and Reclaiming Their Languages and Cultures," by Laurie Olsen with Jhumpa Bhattacharya, Mamie Chow, Ann Jaramillo, Dora Pulido, and Jesus Solorio. Examples of groups described include Khmer, Navajo, Spanish, Armenian, Yiddish, Igbo, Korean, French (Cajun and Creole), plus heritage programs for Chicanos, Muslims, Chinese, (East) In-

dian, and African-Americans.

www.californiatomorrow.org

Immersion Case Studies

Multilingual-Multicultural Matters has published "Learners Experiences of Immersion Education: Case Studies of French and Chinese," by Michèle de Courcy.

www.multilingual-matters.com

Consejos Para Padres de Familia

The U.S. Department of Education has published "Reading Tips for Parents/Consejos Practicos de Lectura Para Los Padres," a bilingual guide for parents and guardians.

www.ed.gov/pubs/edpubs.html

Southeast Asian Studies Summer Institute

The Southeast Asian Studies Summer Institute (SEASSI) at the University Wisconsin will offer a 8-week intensive language and cultural institute designed for teachers, focused on Khmer, Lao, Hmong, and Vietnamese languages and cultures.

<http://wiscinfo.doit.wisc.edu/seassi/home.htm>

NAAPAE Conference

The National Association for Asian & Pacific American Education (NAAPAE) will hold its 24th Annual National Conference in Chicago, IL, during the period of April 10-13, 2002. The theme of the conference this year is "One Vision: Asian Voices in Leadership."

For more information contact Susan Paik at susanpaik@hotmail.com

UC-LMRI

The University of California-Linguistic Minority Research Institute (UC-LMRI) produces a number of studies on educational programs for English learners and the language minority community in general. You can keep abreast of these research activities through the UC-LMRI Newsletter or by visiting the Institute's Web site at <http://lmri.ucsb.edu>.

NABE 2002

The National Association for Bilingual Education (NABE) has announced its 31st Annual Conference on International Bilingual Multicultural Education to be held March 19-23, 2002, in Philadelphia, PA. The theme is "History Meets the Future." The U.S. Department of Education will conduct an institute in conjunction with the NABE Conference.

Information and registration forms call 330.425.9330.

Translation/Interpreting Services

Transcend Translation Matters is a private firm that provides translation and interpretation services.

www.transcend.net

Talk Systems provide electronic equipment for simultaneous interpretation at meetings and events.

www.talksystems.com

Reports on Immigrant and Immigration Issues

The National Immigration Forum produces a variety of reports on contemporary immigration issues.

www.immigrationforum.org

Catalogues Available

The following agencies, organizations, and commercial houses provide catalogues of educational publications and materials that may be of special interest to educators who work with language minority and immigrant populations:

Cambridge University Press: ESL
www.cambridge.org

Harcourt Educational Measurement:
Quality Assessments Online and On Paper. www.HEMWEB.com

The Psychological Corporation: Psychological Assessment Products.
www.PsychCorp.com





Air America in the Early 1960's, the Laos Years

Video by Ed Eckholdt (1999, 120 min.), \$34.95.

More than 500 slides of Air America pilots who flew in Laos have been compiled on a video.

Hmong Arts, Book & Crafts, 298 University Avenue West, Saint Paul, MN 55103, 651.293.0019, fax 651.293.3994.
www.hmongabc.com

Air Commando One: Heine Aderholt and America's Secret Air Wars

Warren A. Trest, 2000. \$29.95.

Book about the 1960s American air war over Laos and Vietnam and the Hmong "secret army."

Hmong Arts, Book & Crafts, 298 University Avenue West, Saint Paul, MN 55103, 651.293.0019, fax 651.293.3994.
www.hmongabc.com

Hmong Studies Internet Resource Center: www.hmongstudies.org

Online research center includes theses and dissertations about the Hmong, bibliographies of works related to the Hmong from 1978 to the present, as well as bibliographies for Cambodian and Lao, and the 2000 census data related to the Hmong and other Southeast Asians. Included in that report are the following facts:

- the Vietnamese population grew from 593,213 to 1,122,528 between 1990 and 2000;
- the Hmong, 94,439 to 169,428;
- the Cambodian, 149,047 to 171,937;
- the Lao, 147,375 to 168,707.

Contact: Mark E. Pfeifer, Coordinator, Hmong Resource Centre, Hmong Cultural Center, 995 University Avenue, Suite 214, Saint Paul, MN 55104, 651.917.9937, hmongcultural@hotmail.com, www.hmongcenter.org

Teaching with Folk Stories of the Hmong: An Activity Book

Dia Cha, Norma J. Livo, 2000.

Tragic Mountains: The Hmong, the Americans, and the Secret War for Laos, 1942-1992

Jane Hamilton-Merritt, Indiana University Press, 1999.

Now available in paperback. Amazon sells this book with Roger Warner's *Shooting at the Moon: The Story of America's Clandestine War in Laos* (Steerforth Press, 1997).

ThingsAsian: Explore the Cultures of Asia

This site contains sections for stories, photos, gallery, travel, and community. The site publishes original stories about their destinations, along with photos and artwork. The emphasis is on first person accounts that reveal the appeal of Asian travel destinations. Topics include 20th century history, adoption, adventure, ancient history, architecture, art, beaches and resorts, ecotourism, festivals, "for kids," literature, music, people, food, traditions, and much more. There are 38 articles that contain the word "Tet" (Vietnamese new year), and 123 that contain "Chinese new year." The store offers picture note cards, books, music, and even a "xich lo" (cyclo). A site to visit often.

www.thingsasian.com

Dalley Book Service

The George Dalley's amazing collection is now online. This is a super-speciality collection of books, magazines, and monographs on Vietnam, Cambodia, Laos, and Thailand. There's also a search service of out-of-print books.

www.dalleybookservice.com.

gdalley@dalleybookservice.com, 540.382.8949 (7 p.m. to 10 p.m. EST)

New Federal Legislation for Immigrant Students: An Unofficial Overview

In an effort to keep directors of Emergency Immigrant Education Programs (EIEP) and others who work with immigrant students informed of the latest developments, we are providing this preliminary analysis of the reauthorization of the Elementary and Secondary Education Act (ESEA) for the readers of *Context*.

Congress has approved and the President has signed the *No Child Is Left Behind Act* which reauthorizes federal financial assistance for education. Title III of the Act is entitled "Language Instruction for Limited English Proficient and Immigrant Students," and radically changes the way Local Educational Agencies (LEAs) will receive federal funds for supplementary programs and services for these two groups of students.

Federal to State Allocations

State Educational Agencies (SEAs) such as the California Department of Education (CDE) are scheduled to receive a proportion of the \$675 million allocated to Title III, based on the total enrollment of limited English proficient (LEP) and immigrant students in the state. The enrollment of LEP students (known as English learners in California) is weighted 80 percent and the enrollment of immigrant students is weighted at 20 percent.

Programs previously funded by Title VII will be allowed to complete their grant cycles. As the Title VII programs phase out, Title VII

funds will be shifted to augment the amount available for Title III formula subgrants.

The definition of eligible immigrant students remains the same—those pupils born outside of the U.S. and its territories and who have been enrolled in any U.S. school for a period of three years or less.

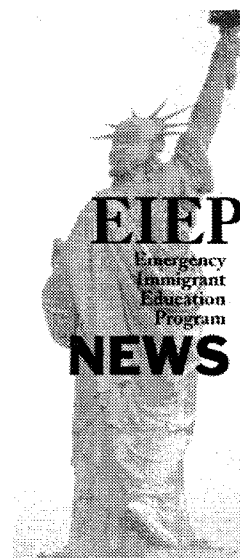
State to LEA Subgrants

The CDE may reserve up to 5 percent of the funds it receives for technical assistance and administrative purposes. It may reserve up to another 15 percent to provide set-aside subgrants to LEAs for immigrant education programs and services. All remaining Title III funds are to be allocated via subgrants to LEAs based on the numbers of LEP students enrolled in each LEA.

To receive a subgrant for LEP students, LEAs must have an approved Local Assistance Plan with an approved Title III component which addresses the needs of LEP students and their families. To continue to receive Title III LEP student funds, LEAs must also demonstrate adequate progress of LEP students according to the number of years that such students are enrolled in school in the U.S.

LEAs with very small enrollments of LEP students—in cases where the enrollment would generate a grant of less than \$10,000—will not receive a subgrant unless the LEA applies as part of a cooperative with other LEAs and the cooperative generates a subgrant allocation of at least \$10,000.

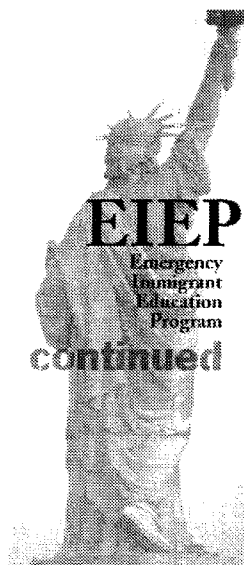
LEAs will have considerable flexibility on how they use their Title III funds for LEP students. Generally, the funds may be used for instruction and instructional support activi-



This section of the newsletter contains notices and features from the Emergency Immigrant Education Program (EIEP), California Department of Education (CDE).

This article was developed by
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Coordinator of the Emergency
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California Department of
Education, Language Policy &
Leadership Office:
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ddolson@cde.ca.gov
www.cde.ca.gov/eiep





ties related to English language development and access to the core curriculum.

Funds for Immigrant Students

The SEA may set aside up to 15 percent of the Title III grant for subgrants to LEAs which experience a “significant” increase in their eligible immigrant populations of the preceding two school years. “Significant” is not defined in the statute and the SEA is authorized to set this criterion. We predict that “significant” will be defined as an average increase over the preceding two years of 5 to 25 percent of the total eligible immigrant students enrolled in a LEA. LEAs that qualify for and wish to receive a subgrant for immigrant students must develop an immigrant education component as part of their Local Assistance Plan. The duration of the immigrant student subgrants is to be set by the SEA.

Immigrant program funds may be used for the general purposes of assisting eligible immigrant students with English language acquisition and adequate progress in the core curriculum.

Implications

Some of the primary implications for LEAs in California are:

1. Most LEAs will be eligible for a Title III subgrant for LEP students. The amount of these subgrants should be significant (perhaps \$75-\$125 or more for each LEP student enrolled). Since schools already count and report the number of English learners enrolled each March as part of the R-30 Language Census, no new reporting will be necessary to receive a grant.
2. LEAs which wish to receive a Title III subgrant for LEP students will have to

develop a Title III component for their Local Improvement Plan and will have to report on the progress of LEP students according to the number of years such pupils are enrolled in U.S. schools.

3. All LEAs, not just those eligible for an immigrant student program subgrant, will be required to count and report the numbers of eligible immigrant students enrolled each year. The number of LEP *and* immigrant students enrolled in the state determines the amount of Title III funds that will be granted to the SEA and in turn, determines the amount of funds LEAs will receive for their LEP student subgrants.
4. Fewer LEAs will be eligible for an immigrant program subgrants than in past years. These subgrants will not be based on the total number of immigrant students enrolled in a LEA but rather on the average increase that a LEA has experienced in their immigrant enrollment over the preceding two years.

Additional Information

The full text of the Act is available at www.ncbe.gwu.edu/library/policy/legislation.htm and [http://thomas.loc.gov/cgi-bin/cpquery/R?cp107:FLD010:@1\(hr334\)](http://thomas.loc.gov/cgi-bin/cpquery/R?cp107:FLD010:@1(hr334)). The CDE will be providing more detailed information on Title III and the other parts of the No Child Left Behind Act in the coming weeks and months. Most official communications will be sent directly to Superintendents with courtesy copies to selected program directors. Alternatively we suggest that you check the English Learner Programs Web pages at the CDE Website periodically (www.cde.ca.gov/el) for additional announcements and news.

Sacramento County English Learners, 2001

LANGUAGE	Arcohe Union Elem	Calif Educ Authority	Center Joint	Del Paso Hgts Elem	Elk Grove	Elverta Joint Elem	Folsom-Cordova	Galt Jr Union Elem	Galt Jr Union High	Grant Jr Union High	Natomas	No Sacramento Elem	Rio Linda Union Elem	River Delta Joint	Robla Elem	Sacramento City	Sac Co. Office of Educ	San Juan	Grand Total
Albanian																1		4	5
Arabic			3		70		4	1	1	4		1	3			64	1	30	182
Armenian					1	1	210			24			22			60	1	48	367
Assyrian																2		1	3
Cantonese			4		729		6	2		3	3	5	3	6		1,114	2	10	1,887
Cebuano					11								4			1		4	20
Chamorro					4											1			5
Chaozhou					4														4
Croatian																9		6	15
Dutch					3									1		2			6
Farsi (Persian)			5		129		11	1		1			1			25		65	238
French					2		6							6		6		5	25
German			2		10		2			5	1		1			15		14	50
Greek					6											1		5	12
Gujarati			4		7					2	5	4				7		2	31
Hindi	1	12		9	561		27	7		44	9	11	25		22	399	1	16	1,144
Hmong	2			567	1,199	4	63	3	5	594	11	450	72		236	3,886	5	58	7,155
Hungarian					1					1								7	9
Ilocano					66		2			1						10		1	80
Indonesian					8											14		7	29
Italian					6														6
Japanese					13		3						1		1	18		15	51
Khmer				2	132		1			3	2				1	136		6	283
Khmu					4														4
Korean			6		64		18	4		1	5		2			43		53	196
Lao			1	80	72		2	1		166		128	9		15	354	4	50	882
Mandarin			2		40		10	1			1				1	34		17	106
Marshallese					6											29		1	36
Mien			69	8	246		1	2		52		4	63		10	993	4	2	1,454
Other Non-English			11		70		13			17	17	8	11	1	1	193	1	52	395
Pashto			4		45					2	1		2		1	6			61
Pilipino (Tagalog)			18	3	404		7	6	1	25	12	1	19	6	10	55	1	31	599
Polish					2											4		3	9
Portuguese					27		2	7	5	1		3				17		8	70
Punjabi			61	8	493		20	8	3	37	46	5	21	2	45	73	1	42	865
Rumanian			13		57		5			37		9	41		6	86		123	377
Russian			134	53	287		492			327	6	93	415		89	602	3	867	3,368
Samoan			2	35	6			1		17	4	3	3		10	17		3	101
Serbo-Croatian					7											19		26	52
Spanish	11	31	63	256	3,116	6	364	937	313	737	330	973	513	766	321	6,081	30	1,024	15,872
Taiwanese					1					1						1		1	4
Thai			3		4		1			6			3			1			18
Tigrinya					2														2
Toishanese																2			2
Tongan			4	10	44		4			19		5			7	121		8	222
Turkish					16														16
Ukranian			165	17	33	1	313			155		76	226		24	165		784	1,959
Urdu			1	7	92		2			10	41	5			8	72		14	252
Vietnamese	2	16	5	1,592			35	1	2	32	6	11	40		2	650	2	43	2,439
Grand Total	11	36	603	1,060	9,692	12	1,624	982	330	2,324	500	1,795	1,500	788	810	15,389	56	3,456	40,968
Percent	0%	0%	1%	3%	24%	0%	4%	2%	1%	6%	1%	4%	4%	2%	2%	38%	0%	8%	100%

Publication information:

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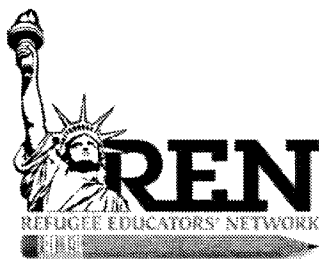
Subscription: \$17 per year (5 issues, Oct-Sept). Individual copies: \$3. Available online in "pdf" format for printing at <http://www.seacrc.org>

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Subscriptions to *Context* provide the annual operating funds for the Southeast Asia Community Resource Center. We welcome contributions to keep this regional information resource center open and circulating its 6,000 items.

2001-02 Supporters:

- Dept of Education, Emergency Immigrant Education Program
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- Folsom Cordova USD
- North Sacramento ESD
- Del Paso ESD
- Washington USD
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- Natomas USD



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<http://www.seacrc.org>

Refugee Educators' Network. This group of educators meets at the above address five times per year to share information and oversee the operation of the nonprofit corporation. Meetings are 9:00-11:30, on the 4th Thursdays of the month. Notes are posted on the website.

September 27, 2001

November 29, 2001

January 24, 2002

March 21, 2002

May 23, 2002

- 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. Available online.
- #9409 *Proceedings on the Conference on Champa*, 1994. \$7.00. Available online.
- #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)
- #S8801 *Handbook for Teaching Hmong-Speaking Students* Bliatout, Downing, Lewis, Yang, 1988. \$4.50 (carton discount for lots of 58: \$3.50) Available online.
- #S8802 *Handbook for Teaching Khmer-Speaking Students* Ouk, Huffman, Lewis, 1988. \$5.50 (carton discount for lots of 40: \$4.50). Available online.
- #S8903 *Handbook for Teaching Lao-Speaking Students* Luangpraseut, Lewis 1989. \$5.50. Available online.
- #S8904 *Introduction to the Indochinese and their Cultures* Chhim, Luangpraseut, Te, 1989, 1994. \$9.00. Carton discount: \$7.00.
- #S8805 *English-Hmong Bilingual Dictionary of School Terminology* Cov Lus Mis Kuj Txhais ua Lus Hmoob. Huynh D Te, translated by Lue Vang, 1988. \$2.00 (no carton price)

Make checks and purchase orders payable to **Refugee Educators' Network, Inc.** Add California tax from your city, if applicable. For orders under \$30.00 add \$2.00 per copy shipping and handling. For orders over \$30.00, add 15% shipping/handling. Unsold copies are not returnable.

- #S9999 **CONTEXT: Southeast Asians & other newcomers in California, annual subscription. \$17.00 (5 issues, October to September).** Available online.

Context:

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