

# Context:

Newcomers in California's classrooms  
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FINAL ISSUE

## My, how time flies....

This is the final issue of *Context*. It's been an interesting 22 years, and the refugee children who were my introduction to linguistic and cultural diversity are now doctors, computer programmers, or restaurant owners, and their children are themselves in elementary school. Those who first taught me have moved on to other areas—Elk Grove, Meadowview, and the Stockton Boulevard corridor—and in their place came refugees from the opposite side of the globe.

This last issue contains current year statistics on limited- and fluent-English proficient students in California (R30 annual language census, 2002) and immigrant students who have been in school for fewer than three years (Student National Origin Report, 2002). The rest of the issue contains an issue-by-issue listing of topics for *Context* volumes 8 through 22, and a partial listing of presenters for the upcoming Refugee Educators' Faire scheduled for March 15, 2003.

What are my parting thoughts?

Not long ago, a young Hmong woman traveled from across town to visit the Southeast Asia Community Resource Center with a list of titles from the website. She was looking for research materials for her doctoral dissertation. She brought her two young sons with her, boys of about second or third grade age. On their next visit, I tried to interest the boys in some of our few books in Hmong and English. "Oh, they don't know Hmong at all. We speak English all the time." I thought of the

1970s journalist who wrote that the Hmong climbed into a plane and traveled (eyes squeezed shut) for 24 hours and 200 years to arrive in the United States. In twenty-five years, a four-thousand year old language has died out in this Hmong woman's family; in Europe, it takes three generations for complete language shift to occur, but here, it can take as little as one generation.

My parents recently returned from a trip to Malta, and brought me a gift packed in a local newspaper. In the classified section, there was an ad for an entry-level technician to work at a casino; required languages (spoken and written) were English and Maltese, plus one other, preferably Italian, and preference was to be given to fluency in additional languages.

I wish that our multicultural society could have influenced the two Hmong boys to grow up fluent and literate in English and Hmong, and maybe even Spanish.

I see a role in public education for anthropology. Applied educational anthropology. Ongoing, day-to-day study of how people live similar lives differently. Understanding of how languages and cultures reflect one another. Curriculum that includes explicit teaching of culture—its elements and hidden rules—just as we teach the sounds and syntax of the English language. Districts spend millions of categorical dollars to run compliant programs for immigrants and English learners, but not for specialists that integrate learning, language, and culture. It's time.

### In this issue

- 2• How many recent immigrants in CA (2002)?
- 4• Immigrant-sending countries.
- 4• 2002 English learners by CA county.
- 5• 2002 LEP and FEP by language.
- 6• Districts with more than 50 LEP students for Khmer, Mienh, Lao, Hmong, Vietnamese, Russian, Ukrainian, Armenian.
- 8• LEP students in Sacramento County districts
- 10• *Context*, Vol. 8, No. 64 thru Vol. 22, No. 151.

## How many recent immigrant students are in California?

Country	Year	Total	Country	Year	Total	Country	Year	Total	Country	Year	Total	Country	Year	Total
Afghanistan	2002	526	Botswana	2002		Cyprus	2002	9	Greenland	2002		Korea, N.	2002	689
	2001	388		2001	4		2001	8		2001			2001	557
	2000	271		2000	7		2000	11		2000	1		2000	595
Albania	2002	53	Brazil	2002	1,096	Czech Republ	2002	86	Grenada	2002	5	Korea, S.	2002	9,121
	2001	40		2001	797		2001	70		2001	3		2001	6,732
	2000	35		2000	707		2000	53		2000	4		2000	6,058
Algeria	2002	41	Brunei	2002	11	Denmark	2002	128	Guatemala	2002	4,012	Kuwait	2002	98
	2001	79	Darussalam	2001	6		2001	74		2001	3,485		2001	68
	2000	32		2000	4		2000	71		2000	3,410		2000	66
Andorra	2002	3	Bulgaria	2002	268	Djibouti	2002		Guinea	2002	1	Kyrgyzstan	2002	33
	2001			2001	243		2001	1		2001	3		2001	39
	2000			2000	224		2000			2000	7		2000	28
Angola	2002	5	Burkina Faso	2002	1	Dominica	2002	1	Guyana	2002	13	Laos	2002	116
	2001	4		2001	1		2001	1		2001	17		2001	222
	2000	2		2000			2000			2000	13		2000	256
Antigua/ Barbuda	2002		Burundi	2002	4	Dominican Republic	2002	76	Haiti	2002	66	Latvia	2002	68
	2001			2001	6		2001	29		2001	42		2001	74
	2000	1		2000	1		2000	32		2000	40		2000	95
Argentina	2002	1,210	Cambodia	2002	371	Ecuador	2002	546	Honduras	2002	1,654	Lebanon	2002	306
	2001	499		2001	408		2001	399		2001	1,482		2001	165
	2000	353		2000	452		2000	329		2000	1,378		2000	145
Armenia	2002	2,030	Cameroon	2002	21	Egypt	2002	611	Hong Kong	2002	9	Lesotho	2002	1
	2001	1,916		2001	22		2001	492		2001	2,311		2001	0
	2000	1,849		2000	21		2000	426		2000	2,607		2000	1
Aruba	2002	4	Canada	2002	1,891	El Salvador	2002	6,333	Hungary	2002	125	Liberia	2002	42
	2001	2		2001	1,359		2001	5,446		2001	99		2001	35
	2000	3		2000	1,193		2000	4,981		2000	83		2000	31
Australia	2002	441	Cape Verde	2002	2	Equat'r'l Guin	2002		Iceland	2002	26	Libya	2002	16
	2001	318		2001	3		2001	1		2001	43		2001	12
	2000	263		2000	2		2000	1		2000	23		2000	10
Austria	2002	71	Cayman Is	2002		Eritrea	2002	33	India	2002	5,701	Lithuania	2002	73
	2001	43		2001	1		2001	37		2001	4,788		2001	58
	2000	62		2000	1		2000	34		2000	4,600		2000	60
Azerbaijan	2002	72	Centr. Afr. R	2002	7	Estonia	2002	36	Indonesia	2002	979	Luxembourg	2002	1
	2001	63		2001	2		2001	62		2001	743		2001	6
	2000	77		2000	5		2000	39		2000	696		2000	5
Bahamas	2002	4	Chad	2002	4	Ethiopia	2002	379	Iran	2002	3,193	Macau	2002	
	2001	2		2001	74		2001	279		2001	2,477		2001	114
	2000	7		2000	19		2000	389		2000	1,630		2000	124
Bahrain	2002	14	Chile	2002	419	Fiji	2002	915	Iraq	2002	625	Macedonia	2002	8
	2001	13		2001	309		2001	949		2001	540		2001	4
	2000	13		2000	250		2000	962		2000	368		2000	13
Bangladesh	2002	271	China	2002	9,188	Finland	2002	132	Ireland	2002	74	Madagascar	2002	4
	2001	252		2001	6,010		2001	97		2001	32		2001	4
	2000	269		2000	5,595		2000	69		2000	39		2000	4
Barbados	2002	4	Colombia	2002	1,251	Former Sov. Union	2002		Israel	2002	740	Malawi	2002	11
	2001	1		2001	1,010		2001			2001	554		2001	5
	2000	6		2000	750		2000	95		2000	488		2000	10
Belarus	2002	235	Comoros	2002		France	2002	601	Italy	2002	323	Malaysia	2002	255
	2001	194		2001	1		2001	827		2001	236		2001	212
	2000	234		2000			2000	699		2000	215		2000	190
Belgium	2002	105	Congo, Dem	2002	9	Gabon	2002	2	Ivory Coast	2002	14	Mali	2002	4
	2001	80		2001	24		2001	1		2001	11		2001	1
	2000	78		2000	14		2000			2000	7		2000	2
Belize	2002	250	Congo, Rep	2002	35	Gambia	2002	7	Jamaica	2002	143	Malta	2002	6
	2001	160		2001	8		2001	7		2001	101		2001	1
	2000	136		2000	17		2000	11		2000	60		2000	2
Benin	2002	2	Cook Is	2002	2	Georgia	2002	79	Japan	2002	3,369	Marshall Is	2002	2
	2001	2		2001	1		2001	95		2001	2,928		2001	9
	2000			2000			2000	52		2000	2,590		2000	
Bermuda	2002	7	Costa Rica	2002	265	Germany	2002	1,652	Jordan	2002	270	Mauritania	2002	1
	2001	3		2001	234		2001	1,124		2001	183		2001	1
	2000	6		2000	203		2000	1,110		2000	183		2000	
Bolivia	2002	257	Croatia	2002	53	Ghana	2002	59	Kazakhstan	2002	133	Mauritius	2002	6
	2001	199		2001	35		2001	49		2001	90		2001	3
	2000	122		2000	39		2000	38		2000	117		2000	2
Bosnia/ Herzegovina	2002	374	Cuba	2002	183	Greece	2002	98	Kenya	2002	212	Mexico	2002	147,613
	2001	449		2001	151		2001	94		2001	167		2001	119,884
	2000	574		2000	161		2000	86		2000	82		2000	108,858

## How have immigration trends changed over three years?

Country	Year	Total	Country	Year	Total	Country	Year	Total	Country	Year	Total
Micronesia	2002	104	Peru	2002	1,893	St. Vincent/	2002		Vanuatu	2002	1
	2001	16		2001	1,155	Grenada	2001			2001	3
	2000	19		2000	974		2000	1		2000	
Moldova	2002	435	Philippines	2002	11,829	Sudan	2002	75	Venezuela	2002	329
	2001	419		2001	9,458		2001	121		2001	221
	2000	342		2000	9,812		2000	93		2000	184
Monaco	2002	4	Poland	2002	335	Suriname	2002	9	Vietnam	2002	5,113
	2001	4		2001	124		2001	3		2001	5,130
	2000	1		2000	124		2000	4		2000	5,638
Mongolia	2002	77	Portugal	2002	130	Swaziland	2002	6	Virgin Islands	2002	1
	2001	31		2001	65		2001	11		2001	7
	2000	26		2000	97		2000	2		2000	4
Morocco	2002	69	Qatar	2002	16	Sweden	2002	272	Yemen	2002	277
	2001	46		2001	10		2001	183		2001	227
	2000	36		2000	4		2000	170		2000	303
Mozambique	2002	2	Romania	2002	455	Switzerland	2002	174	Yugoslavia	2002	236
	2001	1		2001	359		2001	162		2001	193
	2000	2		2000	423		2000	140		2000	207
Myanmar	2002	280	Russia	2002	2,818	Syria	2002	332	Zambia	2002	8
	2001	341		2001	2,415		2001	240		2001	8
	2000	364		2000	2,546		2000	184		2000	13
Namibia	2002	2	Rwanda	2002	8	Taiwan	2002	2,712	Zimbabwe	2002	48
	2001	1		2001	4		2001	2,315		2001	26
	2000	2		2000	22		2000	2,472		2000	31
Nepal	2002	42	Samoa, W.	2002	191	Tajikistan	2002	4	<b>Total 2002</b>		<b>252,858</b>
	2001	19		2001	141		2001	1	<b>Total 2001</b>		<b>207,239</b>
	2000	29		2000	132		2000	4	<b>Total 2000</b>		<b>192,540</b>
Netherlands	2002	214	Saudi Arabia	2002	425	Tanzania	2002	22			
	2001	141		2001	311		2001	10			
	2000	109		2000	265		2000	7			
Netherland	2002	4	Senegal	2002	10	Thailand	2002	1,297			
Antilles	2001	1		2001	7		2001	1,275			
	2000			2000	13		2000	1,848			
New Zealand	2002	160	Seychelles	2002	1	Togo	2002	7			
	2001	141		2001			2001	5			
	2000	100		2000			2000				
Nicaragua	2002	1,078	Sierra Leone	2002	63	Tonga	2002	165			
	2001	1,086		2001	39		2001	176			
	2000	750		2000	22		2000	141			
Niger	2002	22	Singapore	2002	205	Trinidad,	2002	30			
	2001	0		2001	125	Tobago	2001	33			
	2000	2		2000	116		2000	17			
Nigeria	2002	214	Slovakia	2002	41	Tunisia	2002	6			
	2001	156		2001	33		2001	3			
	2000	167		2000	25		2000	4			
Norway	2002	104	Slovenia	2002	7	Turkey	2002	173			
	2001	71		2001	3		2001	132			
	2000	83		2000	5		2000	104			
Oman	2002	16	Solomon Is.	2002	11	Turkmenistan	2002	9			
	2001	5		2001	4		2001	8			
	2000	8		2000	1		2000	7			
Pakistan	2002	1,726	Somalia	2002	208	Uganda	2002	23			
	2001	1,219		2001	389		2001	13			
	2000	1,149		2000	271		2000	22			
Palau	2002		South Africa	2002	411	Ukraine	2002	2,570			
	2001	6		2001	367		2001	2,340			
	2000	4		2000	309		2000	2,427			
Palestine	2002	40	Spain	2002	207	United Arab	2002	163			
	2001	5		2001	152	Emirates	2001	102			
	2000	7		2000	163		2000	71			
Panama	2002	219	Sri Lanka	2002	175	United	2002	1,265			
	2001	158		2001	135	Kingdom	2001	806			
	2000	119		2000	119		2000	769			
Papua New	2002	2	St. Kitts,	2002	2	Uruguay	2002	53			
Guinea	2001	4	Nevis,	2001	1		2001	26			
	2000	6	Anguilla	2000			2000	9			
Paraguay	2002	74	St. Lucia	2002	1	Uzbekistan	2002	144			
	2001	48		2001			2001	144			
	2000	31		2000			2000	123			

### 2002 California National Origin Census

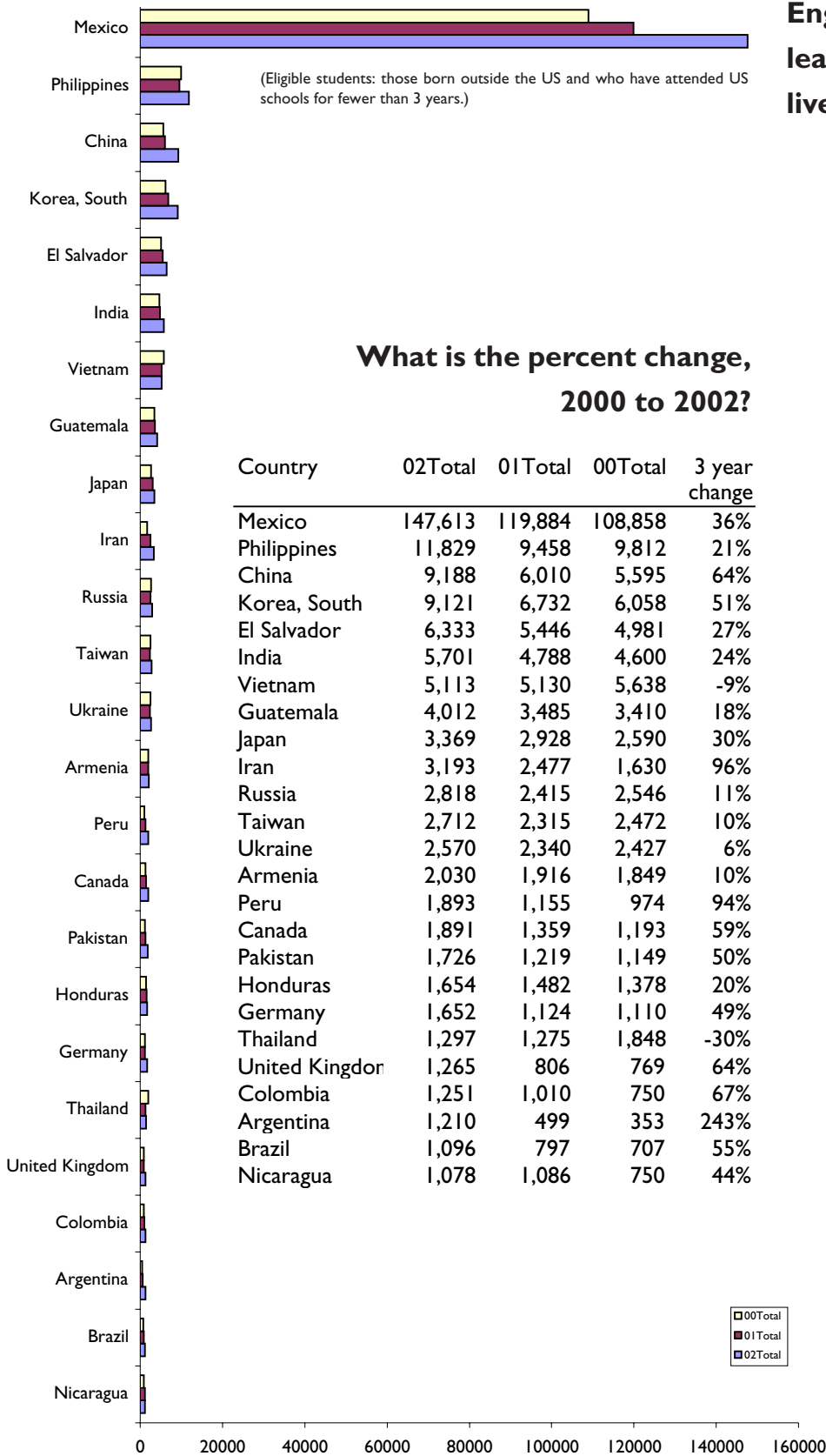
Each March, California schools report the numbers of students who were born outside the United States and who have been in US schools for less than 3 years. These students are reported by country of origin. The results for 2002, 2001, and 2000 are shown on this page.

The next page shows the top 25 sending countries.

Two-year increases of more than 50% (for countries with more than 1,000) are seen for Argentina, Iran, Peru, Colombia, United Kingdom, China, Canada, Brazil, and South Korea.

(A major limitation to this data is that schools cannot require evidence of immigration status when enrolling students, so collecting dates of US entry can be difficult.)

### Top 25 sending countries for recent immigrant students, 2002



### What is the percent change, 2000 to 2002?

### Where do English learners live?

County	02 LEP
Los Angeles	570,635
Orange	156,725
San Diego	114,498
Riverside	74,416
San Bernardino	74,203
Santa Clara	59,451
Fresno	51,582
Alameda	47,699
Sacramento	44,455
Kern	31,613
Ventura	30,654
Monterey	28,933
San Joaquin	26,162
Tulare	24,452
Stanislaus	21,999
Contra Costa	21,925
San Mateo	21,059
Santa Barbara	19,691
Merced	17,388
San Francisco	17,018
Imperial	16,550
Sonoma	12,348
Santa Cruz	10,936
Solano	8,370
Madera	7,292
Yolo	6,275
Napa	5,258
Kings	4,684
Butte	4,154
San Luis Obispo	3,742
Sutter	3,075
Marin	3,024
Placer	2,601
Mendocino	2,401
Yuba	2,276
San Benito	2,203
Colusa	1,798
El Dorado	1,495
Tehama	1,169
Glenn	927
Humboldt	831
Shasta	818
Lake	620
Del Norte	326
Inyo	293
Mono	287
Modoc	255
Siskiyou	206
Lassen	107
Plumas	93
Calaveras	78
Amador	58
Nevada	56
Tuolumne	54
Mariposa	17
Sierra	8
Trinity	5
<b>Grand Total</b>	<b>1,559,248</b>

Language	2002 LEP	2002 FEP	2002 Total
Albanian	119	101	220
Arabic	7,545	7,834	15,379
Armenian	11,946	12,218	24,164
Assyrian	791	1,153	1,944
Bosnian	253	145	398
Burmese	562	535	1,097
Cantonese	24,945	31,866	56,811
Cebuano (Visayan)	545	620	1,165
Chaldean	638	224	862
Chamorro (Guamanian)	59	87	146
Chaozhou (Chaochow)	754	932	1,686
Croatian	185	308	493
Dutch	196	481	677
Farsi (Persian)	5,558	12,077	17,635
French	980	1,964	2,944
German	829	2,024	2,853
Greek	214	704	918
Gujarati	1,132	2,852	3,984
Hebrew	784	2,134	2,918
Hindi	4,548	5,347	9,895
Hmong	26,801	7,003	33,804
Hungarian	203	439	642
Ilocano	1,572	2,068	3,640
Indonesian	1,234	1,338	2,572
Italian	288	863	1,151
Japanese	5,122	5,791	10,913
Khmer (Cambodian)	13,475	10,172	23,647
Khmu	172	193	365
Korean	18,002	27,806	45,808
Kurdish	331	83	414
Lahu	452	36	488
Lao	5,745	4,386	10,131
Mandarin (Putonghua)	11,793	28,523	40,316
Marshallese	111	47	158
Mien	3,947	1,667	5,614
Mixteco	500	13	513
Other non-English	13,278	20,096	33,374
Pashto	697	505	1,202
Pilipino (Tagalog)	19,813	36,403	56,216
Polish	352	995	1,347
Portuguese	2,383	3,374	5,757
Punjabi	8,914	6,464	15,378
Rumanian	1,204	1,617	2,821
Russian	7,977	8,526	16,503
Samoan	1,748	1,412	3,160
Serbo-Croatian	363	372	735
Spanish	1,302,383	578,347	1,880,730
Taiwanese	334	979	1,313
Thai	1,643	2,186	3,829
Tigrinya	371	303	674
Toishanese	240	79	319
Tongan	1,984	1,257	3,241
Turkish	275	327	602
Ukrainian	2,364	888	3,252

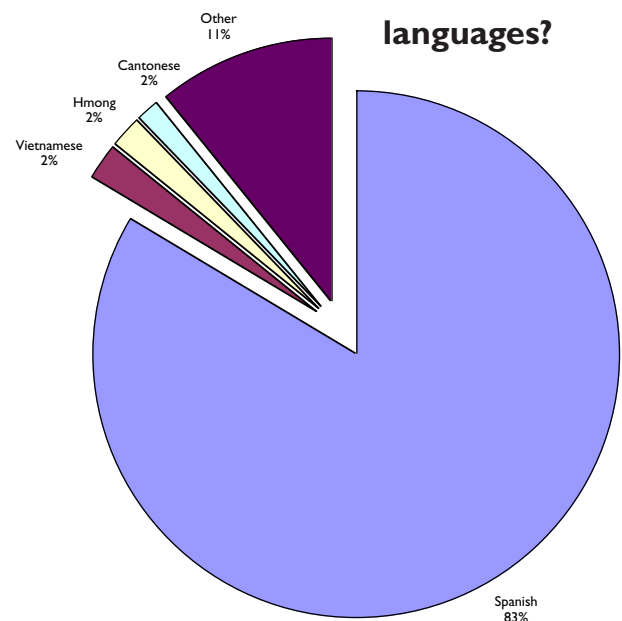
## How many languages do English learners speak?

("other" may contain as many as 30 different languages)

In short:

- 1.6 million students are English learners.
- 8 of 10 English learners speak Spanish.
- 2 of 100 each speak Cantonese, Hmong, or Vietnamese.
- 1 out of 10 speak one of about 100 other languages.
- A third of English learners live in Los Angeles.
- Counties range from 5 to 500,000 English learners.

## 2002 English learners in California are most likely to speak which languages?



**Districts enrolling the majority of Khmer, Mienh, Lao, Hmong English learners in 2002...**

**2002 Khmer English Learners**

District	02 LEP
Long Beach Unified	3,151
Fresno Unified	1,291
Lodi Unified	1,201
Stockton City Unified	925
Oakland Unified	850
San Diego City Unified	648
Lincoln Unified	515
Los Angeles Unified	372
Modesto City Elementary	348
Santa Ana Unified	267
Pomona Unified	234
Franklin-McKinley Elem	223
Modesto City High	215
Alum Rock Union Elem	185
East Side Union High	151
San Francisco Unified	149
Sacramento City Unified	136
Elk Grove Unified	124
Garden Grove Unified	104
San Bernardino City Unified	89
Evergreen Elementary	87
Garvey Elementary	86
Redlands Unified	79
Rialto Unified	76
Alhambra City High	65
Washington Unified	63
Moreno Valley Unified	62
Santa Rosa High	60
ABC Unified	53
Bakersfield City Elementary	51
All other districts	1,615
<b>Grand Total</b>	<b>13,475</b>

**2002 Hmong English Learners**

District	02 LEP
Fresno Unified	6,974
Sacramento City Unified	3,928
Clovis Unified	1,647
Merced City Elementary	1,327
Elk Grove Unified	1,308
Stockton City Unified	1,203
Marysville Joint Unified	1,102
Lodi Unified	871
Grant Joint Union High	681
Chico Unified	591
Del Paso Heights Elementary	512
Merced Union High	457
Thermalito Union Elem	407
North Sacramento Elem	398
Central Unified	387
San Diego City Unified	379
Oroville City Elementary	340
Visalia Unified	323
Banning Unified	290
Eureka City Unified	218
Robla Elementary	218
Atwater Elementary	217
Weaver Union Elementary	191
Del Norte County Unified	153
Oroville Union High	142
Modesto City Elementary	139
Long Beach Unified	137
Sanger Unified	135
West Fresno Elementary	127
Garden Grove Unified	120
Washington Unified	116
Winton Elementary	110
Lompoc Unified	100
Lincoln Unified	87
Rio Linda Union Elementary	76
Santa Ana Unified	75
Palermo Union Elementary	68
Modesto City High	62
Fairfield-Suisun Unified	61
Willows Unified	60
Folsom-Cordova Unified	50
All other districts	1,014
<b>Grand Total</b>	<b>26,801</b>

**2002 Lao English Learners**

District	02 LEP
Fresno Unified	1,045
San Diego City Unified	655
Sacramento City Unified	358
Stockton City Unified	291
Long Beach Unified	209
West Contra Costa Unified	179
Grant Joint Union High	178
North Sacramento Elem	135
Oakland Unified	130
Modesto City Elementary	113
Garden Grove Unified	91
Moreno Valley Unified	90
Lincoln Unified	75
Lodi Unified	74
Elk Grove Unified	72
Del Paso Heights Elem	64
Visalia Unified	62
Modesto City High	62
San Bernardino City Unified	62
Alum Rock Union Elem	60
Merced City Elementary	57
Banning Unified	53
Washington Unified	51
All other districts	1,579
<b>Grand Total</b>	<b>5,745</b>

**2002 Mienh English Learners**

District	02 LEP
Sacramento City Unified	1,074
Oakland Unified	649
West Contra Costa Unified	446
Visalia Unified	252
Enterprise Elementary	230
Elk Grove Unified	222
Merced City Elementary	167
Washington Unified	94
Fairfield-Suisun Unified	71
Rio Linda Union Elementary	60
Center Joint Unified	53
Grant Joint Union High	51
All other districts	578
<b>Grand Total</b>	<b>3,947</b>

The tables on these two pages show the names of California districts that enroll more than 50 English learners (LEP students) for selected languages.

In addition to identifying districts that share similar populations, take a look at the degree of spread by comparing those in “all other districts” to the total. For example, the Vietnamese list is long, but about 90% of the students attend one of those districts, while for the Russians, about a quarter of the students attend a district not listed—more districts enroll groups of less than

## 2002 Vietnamese English Learners

District	02 LEP
Garden Grove Unified	6,775
San Diego City Unified	1,884
Elk Grove Unified	1,623
Westminster Elementary	1,621
Franklin-McKinley Elem	1,408
Evergreen Elementary	1,264
Berryessa Union Elementary	1,069
East Side Union High	1,053
Los Angeles Unified	975
Oakland Unified	973
Sacramento City Unified	680
Alum Rock Union Elem	649
Milpitas Unified	602
Lodi Unified	598
Oak Grove Elementary	594
Huntington Beach Un. High	590
San Francisco Unified	516
San Jose Unified	454
Alhambra City Elementary	446
Garvey Elementary	436
Santa Ana Unified	403
Orange Unified	400
Alhambra City High	377
El Monte City Elementary	339
New Haven Unified	334
Long Beach Unified	315
Santa Clara Unified	315
Anaheim Union High	277
Hayward Unified	275
Fountain Valley Elementary	273
San Bernardino City Unified	269
Anaheim Elementary	269
Alameda City Unified	259
Ocean View Elementary	254
San Gabriel Unified	247
Fremont Unified	206
Magnolia Elementary	198
Irvine Unified	191
Poway Unified	189
West Contra Costa Unified	188
El Monte Union High	185
Tustin Unified	183
Monterey Peninsula Unified	169
Stockton City Unified	168
Ontario-Montclair Elem	166
Lawndale Elementary	165
Campbell Union Elementary	159
Mountain View Elementary	158
Fresno Unified	156
Rosemead Elementary	139
Hawthorne Elementary	134

Torrance Unified	132
Lincoln Unified	131
Alvord Unified	129
Capistrano Unified	129
Mt. Pleasant Elementary	122
Mt. Diablo Unified	114
Sunnyvale Elementary	114
San Leandro Unified	113
Moreno Valley Unified	112
Pomona Unified	112
San Lorenzo Unified	109
Fairfield-Suisun Unified	108
Newport-Mesa Unified	107
Riverside Unified	94
West Covina Unified	89
Fullerton Elementary	87
Redlands Unified	85
Baldwin Park Unified	81
Pittsburg Unified	72
Newark Unified	72
ABC Unified	71
Vallejo City Unified	71
Santa Clara Co. Off. of Educ	70
Saddleback Valley Unified	69
Orchard Elementary	68
Hacienda la Puente Unified	65
Placentia-Yorba Linda Unified	64
Rialto Unified	64
Centinela Valley Union High	61
Upland Unified	59
Chino Valley Unified	59
Savanna Elementary	57
Huntington Beach City Elem	56
Rowland Unified	55
San Rafael City Elementary	54
Chaffey Joint Union High	53
Dublin Unified	51
Clovis Unified	50
All other districts	3,018
Grand Total	37,797

**...Vietnamese,  
Russian,  
Ukrainian,  
Armenian**

## 2002 Russian English Learners

District	02 LEP
Los Angeles Unified	946
San Juan Unified	903
Sacramento City Unified	663
Folsom-Cordova Unified	465
Rio Linda Union Elementary	459
Washington Unified	401
San Francisco Unified	386
Grant Joint Union High	318
Elk Grove Unified	276
Center Joint Unified	144
Oro Grande Elementary	132
Glendale Unified	111
San Diego City Unified	98
Robla Elementary	91
Fresno Unified	85
Dry Creek Joint Elementary	81
North Sacramento Elem	80
Castro Valley Unified	66
Cupertino Union Elementary	61
Walnut Creek Elementary	58
Del Paso Heights Elementary	57
All other districts	2,096
Grand Total	7,977

## 2002 Ukrainian English Learners

District	02 LEP
San Juan Unified	792
Folsom-Cordova Unified	346
Rio Linda Union Elementary	264
Grant Joint Union High	173
Sacramento City Unified	154
Center Joint Unified	102
North Sacramento Elem	78
Dry Creek Joint Elementary	51
All other districts	404
Grand Total	2,364

## 2002 Armenian English Learners

District	02 LEP
Glendale Unified	5,809
Los Angeles Unified	3,908
Burbank Unified	789
Folsom-Cordova Unified	212
Pasadena Unified	201
Fresno Unified	184
Montebello Unified	118
Sacramento City Unified	64
All other districts	661
Grand Total	11,946

## How many 2002 English Learners are there in Sacramento County districts?

Sacramento City USD enrolls 37% of the EL students; Elk Grove USD 24%; San Juan USD 8%. Spanish speakers make up 41% of the English learners; Hmong 16%; Russian and Ukrainian 12%.

Language	Archoe Union Elem	Center Joint Union	Del Paso Hgts Elem	Elk Grove Unif	Elverta Joint Elem	Folsom C'rd'va Unif	Galt Joint Union Elem	Galt Joint Union High	Grant Joint Union High	Nato-mas Unif	North Sac Elem	Rio Linda Union Elem	River Delta Joint Unif	Robla Elem	Sac City Unif	Sac Co. Office of Educ	San Juan Unif	Grand Total	
Albanian															3		8	11	
Arabic		13		95		13	1	2	4	1	1	9			70	1	39	249	1%
Armenian		3		1		212			15			27			64		40	362	1%
Assyrian				2											3		1	6	
Bosnian			7	5								9			7		19	47	
Cantonese		3		775	1	24	1	1	5	6	6	6	6		1,215	2	8	2,059	5%
Cebuano (Visayan)				15				1				4					1	21	
Chamorro (Guamanian)				4					1									5	
Chaozhou (Chaochow)				8														8	
Croatian				1					4						11		4	20	
Dutch				1											11			12	
Farsi (Persian)		4		157		12			1	1	1	2			24		85	287	1%
French		1		7		2				1			5		7		6	29	
German		1		6		3		1	4			2			10		10	37	
Greek				4		1									1		5	11	
Gujarati		1		9		1			1	8	6				7		7	40	
Hebrew		1		1						1								3	
Hindi		11	12	620		35	5	1	51	14	12	20		22	422		13	1,238	3%
Hmong		1	512	1,308	4	50	4	3	681	18	398	76		218	3,928	6	43	7,250	16%
Hungarian				1						2							7	10	
Ilocano		1		57		1			1	1			2		9		1	73	
Indonesian				9		6			2						9		3	29	
Italian		2		7					1			1			4		2	17	
Japanese				15		7			1	1					24		15	63	
Khmer (Cambodian)				124		2			3			3		2	136		6	276	1%
Khmu				3														3	
Korean		8		77		21	2		3	5		4			49		50	219	
Lao			64	72		2		1	178	1	135	10		15	358	3	39	878	2%
Mandarin		2		53		17			1					1	40		9	123	
Marshallese				1					2						27		2	32	
Mien		53	6	222			3		51		6	60		11	1,074	3		1,489	3%
Mixteco									1									1	
Other non-English		11	1	72		35	6		23	74	4	13		6	149		60	454	1%
Pashto		5	1	56					2			1			9			74	
Pilipino (Tagalog)		34		516		24	4	1	19	21		27	6	9	95	1	37	794	2%
Polish															5			5	
Portuguese				24			5	1	4		2				15		5	56	
Punjabi		58	8	581		23	7	3	45	66	8	30		46	62	1	37	975	2%
Rumanian		9	4	62		8			51	1	11	50			71		136	403	1%
Russian		144	57	276	4	465	2		318	11	80	459		91	663	6	903	3,479	8%
Samoan		1	41	5					13	1	7	3		12	19		2	104	
Serbo-Croatian				8					1						9		23	41	
Spanish	32	59	233	3,594	8	482	965	335	907	423	1,115	715	800	434	6,810	27	1,205	18,144	41%
Taiwanese				1					1								1	3	
Thai		5		5		3			3	1	1	1		1	9			29	
Tigrinya				2													1	3	
Toishanese				1											2			3	
Tongan		1	9	56		1		2	17	4	5	1		5	120		7	228	1%
Turkish				23		6												29	
Ukrainian		102	19	32		346			173		78	264		22	154		792	1,982	4%
Urdu		1	3	94		9			10	33	4			9	67		20	250	1%
Vietnamese		13	6	1,623		30		1	30	14	7	39		9	680	2	37	2,491	6%
Grand Total	32	555	976	10,691	17	1,841	1,005	353	2,628	709	1,887	1,836	819	913	16,452	52	3,689	44,455	100%
		1%	2%	24%		4%	2%	1%	6%	2%	4%	4%	2%	2%	37%		8%	100%	



# WE ARE FAMILY: REFUGEES THEN & NOW

15th annual Refugee Educators' Faire  
 Saturday, March 15, 2003  
 Sacramento City College  
 \$75 (\$40 with student ID)

## Partial list of Presenters

**Hoang Nguyen.** Economics in Vietnam during the war and now, and the economic status of Vietnamese refugees in California today. Hoang works for the State Board of Equalization, and teaches economics at Cosumnes River College.

**Chinh Le,** Medical Doctor. Health issues in the Sacramento Vietnamese community and in Vietnam. Dr. Chinh is currently in Vietnam as a consultant to the US Embassy/CDC, working with the Vietnamese government to prevent maternal to child transmission of HIV.

**Lorie Hammond and Lew Saeteurn.** Photos and observations of Mien life in a village. Lorie and her daughter joined Lew in her reunification with her mother and family in northern Thailand last year. Lorie teaches student teachers at CSUS and Lew is coordinator for the school garden at Evergreen Elementary in West Sacramento.

**Sue Mote.** Child-rearing in Hmong and other cultures. Sue is a free-lance journalist, author, and has been an observer/participant in the Hmong community for twenty years.

**May Ying Ly.** Social work with Hmong families in Sacramento. May Ying is director of Hmong Women's Heritage Association.

**Kevin Saephan.** Social work with Mien families in Sacramento. Kevin works for the department of social services and is instrumental in starting a Mien agency for working with Mien families.

**Bao Lor.** Hmong teen girls. Bao runs the Hmong Women's Circle program at Sacramento senior and junior high schools. She will bring some of the girls to discuss their issues.

**Lue Vang.** Hmong Radio in Sacramento and its impact on Hmong families, particularly in learning about schools and educational issues.

**Peter Kunstadter.** Health education implications for health care professionals and for refugees of the cultural, socioeconomic and epidemiological conditions of refugees and other recent migrants. Dr. Kunstadter is a professor in medical anthropology at UCSF and one of the world's foremost research authorities on the highland tribes of Thailand.

**Michael Lokteff.** Mike is a respected leader in the Russian/Ukrainian community in the Sacramento area. He was instrumental in helping many refugees from the former Soviet Union resettle in this area.

**Luda Hedger.** Understanding Russian and Ukrainian students. Luda is a parent advisor at Albert Einstein Middle School in Sacramento.

**Shayma Hassouna.** Shayma teaches classes on Egyptian culture with a focus on family life, and adaptation to American life.

**Judy Lewis.** Proverbs cross-culturally; the Hmong primer. In the Hmong primer presentation, she will be joined by a local Hmong teacher who is currently using the primer in teaching Hmong literacy to elementary students.

**George Spindler.** Central role of schools and teachers in influencing the nature of cultural transmission. Educational anthropologist, Professor Emeritus of Education and Anthropology, Stanford University. Field work has included studies of diverse classroom settings, including those in the San Francisco Bay Area, in rural Wisconsin, among the Menominee Indians of Wisconsin, the Blood Indians of Alberta, Canada, the Mistassini Cree of Quebec, and the natives of the Rems Valley in Germany.

**Panel of 4 (Laura Sheffield, Kabee Lee, Nadia Kalinyuk, Sharon Kennedy).** Attracting parents to elementary schools and how to integrate them into school life. Each person directs an innovative program within their school which has sought out parents of refugee students to participate in the educational experience of their children.

**Kao-Ly Yang.** Socialization of the child in Hmong communities. Colleague of Peter Kunstadter in the Asian Health Program at UCSF-Fresno Medical Education Program and teacher at CSU Fresno. She has done research among Hmong in France, and is currently working with Dr. Kunstadter on a nurse education project that involves Hmong students in California.

**Jeanine Pfeiffer.** Engaging underrepresented communities and enhancing biocultural diversity education in disadvantaged schools. Jeanine is Director of the Ethnobotanical Conservation Organization for Southeast Asia (ECO-SEA), which is dedicated to the collaborative study and active preservation of native Southeast Asian plants and customs.

**Supriya Goswami.** Children's literature crossculturally. Shupriya is from Calcutta and is in her first year as a Professor of English at CSUS.

**Pam Milchrist.** Play in Hmong villages. Pam is a professor in the P.E. Department at CSU Sacramento.

Note: the date published in the issue 151 has been changed to March 15.

**Context  
Articles  
1988 to 2002,  
Volumes 8-22**

Many past issues of *Context* are already available online at [www.seacrc.org](http://www.seacrc.org). Through the generous support of the Capital Region September 11 Fund of the Sacramento Regional Foundation, the other issues will be converted to Acrobat (pdf) format, and all the issues will be text-searchable.

Each issue of *Context* contains a variety of RESOURCES—books, videos, articles, research, teaching materials, and internet links.

Context:

**Vol 22, No. 151, May/June 2002**

Competing the circle: A Mien woman's journey home (Hammond, Saetern)

Project FIELD

Teaching in the 21<sup>st</sup> century (Dunstan)

Southeast Asian high school student tutors

Refugee Educators' Faire #15: We are Family: Refugees Then and Now

Hmong, Vietnamese, Russian English learners in California; 2001 CELDT results

**Vol 22, No. 150, March/April 2002**

Beyond the registration form

Academic language: English Language Arts standards K-8

Title III \$\$\$: Will you get it?

NCBE No. 5: What are the most common (US) language groups for LEP students?

**Vol 22, No. 149, January/February 2002**

Year of the horse, 4699

Chinese horse proverbs and idioms

Global horse proverbs and idioms

Language census (R30), March 2001

Changes in English learners by language and (California) county, 1998-2001

English learner shifts: Which California districts have seen the greatest change? (1998-2001: Russian, Ukrainian, Armenian, Hmong, Mien, Khmer)

Refugee Educators' Faire 14 Grid

New federal legislation for immigrant students

Sacramento county English learners, 2001

**Vol 22, No. 148, October/November 2001**

Different cultures, different kids: Children's native wiring interacts with each culture's lessons to shape the young (Sue Mote)

Child-rearing study (Oberg et. al)

Finding out about students from Afghanistan

2001 Hmong Population Facts

One Story's Words

Reauthorization of IASA

Education code advocacy for immigrant students

Common mistakes: EIEP annual program performance reports

**Vol 21, No. 147, August/September 2001**

Cats and mice: Forming generalizations

Drawing conclusions about the SAT-9, 2001, LEP vs. non-LEP

Refugee Educators' Faire #14

Quick guide to English language development

Dickenson's vocab program for newcomers

Lessons: True or false or a bit of both?

Community heritage language schools, 2000-01

**Vol 21, No. 146, April/May 2001**

Global Learning Networks (Orillas)

Universe of proverbs: A global learning network project

Human universals

Interesting language tidbits

Echoes from the Wall (Vietnam War)

Excerpts from census 2000

**Vol 21, No. 145, February/March 2001**

Hmong come in bunches, like grapes: How acculturation through schooling widens the generation gap (Mote)

Raising children, educating children: Understanding different socialization goals

"Lost boys" of Sudan

Emergency Immigrant Education Program (EIEP), March 2001

Grammar background for English language development: Infinitives and gerunds as nouns

Immigrant Voices, 2001-02 (Jefferson Union High School District)

Refugee Educators' Network goals, budget, and progress to date.

**Vol 21, No. 144, December 00 / January 2001**

Year of the Snake

Proverbial snakes

Mythical snakes

Fabled snakes

Storied snakes

From Peter in Laos

Child-rearing proverbs

Refugee Children Assistance Program (California's 9 grants)

"Abuse or Discipline? Observations from the Field" (Magagnini)

**Vol 20, No. 143, October/November 2000**

Refugee students find their voices in two midwestern communities (Harrison)

Concept of refuge (activity)

Linguistic olympics (Nahuatl, Hausa)

Academic English: Key to long-term school success (Scarcella, Rumberger)

**Vol 20, No. 142, August/September 2000**

When reading is not reading (4 characteristics of English text that affect

English learners' reading comprehension)

Survival Strategies: ELD beginning level—Key word assignments

March 2000 Language Census (R30)

English learners in Sacramento County districts, 2000

English learners and the SAT-9 2000

World wise schools: More than meets the eye (Peace Corps)

Fast facts: Today's newcomers (National Immigration Forum, 2000)

Southeast Asian Parents' Conference

**Vol. 20, No. 141, April/May 2000**

Newcomers 2000 (Graphs and charts on immigrants to the US)

Refugees admitted to the US, FY 98-99

Refugee priorities, FY 2000

Illegal aliens FY96

Emergency Immigrant Education Program, March 2000

Research and essay topics (immigration)

Map activity: refugees

My day in Yogaville: A lesson in who I am (Pahwa)

State accommodation policies for students of limited English proficiency (LEP) in high stakes assessment.

**Vol. 20, No. 140, February/March 2000**

Community heritage language schools; Ukrainian and Armenian Saturday schools in Folsom Cordova USD  
Heritage languages initiative

Strategies and lesson ideas for newcomer students

A lesson learned: Help others, help yourself (Sacramento Bee, November 1999)

Highlights from the Children of Immigrants Longitudinal Study (Rumbaut), part 2

Then and now: A comparative perspective on immigration and school reform during two periods in American history (Olsen)

**Vol. 20, No. 139, December 99/January 2000**

Year of the Dragon

Dragon proverbs & idioms

Dragons culturally

Dragon resources

Dragons cross-culturally (activity)

Key findings from the Children of Immigrants Longitudinal Study (Rumbaut), part I

Selected bibliography of immigrant studies

Selected research about the Hmong, 1995-99

**Vol. 20, No. 138, October/November 1999**

Students and languages in California, 1999: Total EL/FEP by language; top ten counties; top ten languages in Sacramento County; ten-year trend in EL/FEP; one-year changes in EL by language

Districts with 50 or more English learners for Cantonese, Vietnamese, Lao, Mien, Khmu, Lahu, Burmese, Hmong, Khmer, Armenian, Russian, Ukrainian

English learners for SEACRC-supporting districts

Diagnostic "pie" for English learners who are having difficulty (adapted from Roseberry-McKibbin)

Saturday, in LA (Silvern)

Additional standards needed for English learners (Merino and Rumberger)

**Vol. 19, No. 137, August/September 1999**

Effective programs for English learners (from August & Hakuta)

SAT-9 reading results for EO/FEP & LEP students in California and Sacramento County

ELD standards adopted

Cooperative Learning: A Positive Response to Language Diversity (Holt)

**Vol. 19, No. 136, April/May 1999**

Immigrants, refugees, sojourners: A newcomer update

Emergency Immigrant Education Program 1999 census data

FY97 immigrant data

Refugee ceilings and admissions

Albanian situation map (UNHCR May 1999)

Albanian phonemes, surnames, dictionaries, and online resources

The case for enrolling immigrant students in two-way bilingual immersion education (Dolson)

**Vol. 19, No. 135, February/March 1999**

"Do-it-yourself" Hmong literacy development materials

Ups and downs of native language instruction in American public schools, 1830s to 1990s

Teaching second-language students to identify and edit writing errors (terHaar)

Children's literature for immigrant students

Laos for teachers (summer travel)

Identifying effective instructional interventions for immigrant students

**Vol. 19, No. 134, December/January 1998-9**

Year of the Rabbit

Rabbits and hares across languages (Chinese)

A cunning rabbit has three holes (Chinese)

Cooking the hounds once the hares are caught

Aesop's hares

Reading is an unnatural act...

The wonderful tar-baby (Harris, 1881)

The rabbit and the tiger (Vietnamese)

Coyote goes hunting (Apache)

The old woman and the hare (Cambodian)

New study on native-language instruction (Dolson)

**Vol. 19, No. 133, October/November 1998**

Newcomer Programs: English Immersion and the SAT-9

High frequency words by phoneme; by function

High frequency verbs with tenses

Phrasal verbs with high frequency words

**Vol. 18, No. 132, August/September 1998**

1997-98 demographics: Second language speakers in CA March 1998

LEP students in districts with more than 50: Russian/Ukrainian/Armenian; Burmese/Cantonese; Hmong; Lao/Mien; Khmer/Khmu/Lahu; Vietnamese

Languages with the highest percentage of LEP

10-year trend in CA LEP and FEP, 1988-98

1998 immigrant students in grades K-12: top 30 countries of origin

**Vol. 18, No. 131, May 1998**

Cognitive Skills in Cultural Context (from Cole)

Checkpoints for Progress in Reading and Writing for Parents: English and Hmong; Comparison of Ethnocultural Groups, pt 2

**Vol. 18, No. 130, March 1998**

Out of Africa

Refugee admissions, FY 96, 97, 98

Refugee Resources for Teachers

Comparison of Ethnocultural Groups pt 1

Conjunctions: English, Russian, Armenian, Spanish, Hmong, Vietnamese

Chinese Heritage Community Language Schools

**Vol. 18, No. 129, January 1998**

Year of the tiger

Cats (English, Latin, Spanish, Hmong, Vietnamese, Chinese, Russian, Armenian)

Tiger and lion proverbs

Tus pojniam thiab tus tsov (The woman and the tiger) (Hmong)

The fox borrowing the tiger's might (Chinese)

A tyrannical government is more fearful than tigers (Chinese)

The jaguar and the little skunk (Mayan)

Why the tiger has stripes (Vietnamese)

Puma and the bear (Native American)

Educated cat (Russian)

The kingdom of the lion (Aesop)

The lost wig (Aesop)

The cunning jackal (Russian)

Chinese parents' influence on academic performance (Zhang, Carrasquillo)

Recommended books for the reluctant young adult reader

Hmong, Mien, Lao literacy materials (Merced City USD)

**Vol. 18, No. 128, November 1997**

The sounds of literacy: Comparative phonemes

Consonant charts for English, Spanish, Hmong, Vietnamese, Russian, Ukrainian, Armenian

Near equivalents for English phonemes: English,

Spanish, Hmong, Vietnamese, Russian, Ukrainian, Armenian

Vowel charts: English, Spanish, Hmong, Vietnamese, Russian, Ukrainian, Armenian

Minimal Pairs

**Vol. 17, No. 127, July 1997**

By the Numbers

Top 10 LEP Languages California 1997

Changes in LEP language groups from 1993 to 1997

Total for languages (LEP and FEP) 1996, ranked by percent LEP

Top 10 districts for LEP languages

Immigrants and their educational attainment: Some facts and findings (from Schwartz)

Cinderella crossculturally

**Vol. 17, No. 126, April 1997**

Not all Mexicans Speak Spanish; Languages Spoken in Mexico, El Salvador, Guatemala, Honduras, Nicaragua (Summer Institute of Linguistics)

Diversity of Latin-American Born Population in the US (US Census)

FY96 Immigration to US and to CA

March 1997 Recent Immigrants in CA (EIEP), Sacramento County; School Districts

Browsing the Amazon for recent materials about Cambodia, Vietnam, Lao, and Hmong

Southeast Asia Community Resource Center description and report for 5-year period

1996-97 Refugee Educators' Network members

**Vol. 17, No. 125, February 1997**

Year of the bovine

Buffalo cross-linguistically (English, Latin, Chinese, Hmong, Vietnamese, Spanish)

The water buffalo and the tiger (Vietnamese tale)

How the buffalo were released on Earth (Native American)

Farmer Chin and the ox (Chinese)

Example of background knowledge (Chinese)

Aesop on oxen

Ox proverbs and idioms

Emergency Immigrant Education Program Workshops

Amulets, Omens, and Talismans (Luck Crossculturally): 13th annual Immigrant Education Faire.

**Vol. 17, No. 124, November 1996**

California Reading Initiative for English learners: Key topics, implications for LEP students, strategies

English reading charts: initial consonants plus short vowels and final "t"; long vowels; special vowels; r-controlled vowels

I-Poly International High School (Baker)

Immigrant Education Faire 13 flyer

**Vol. 17, No. 123, September 1996**

ESL Standards (TESOL): Pre-K to 3rd; 4th to 8th; 9th to 12<sup>th</sup>

Resources from NCRCDSSL

Hmong professional degrees, by clan and area

Mexican cultural groups

Intergenerational relationships among lu-Mien (Chao)

Tawm Lostsuas Mus: Out of Laos flyer.

**Vol. 16, No. 122, June 1996**

What is the "right" age for marriage?

Human themes: Marriage (activity)

Arab resources.

Sources for bilingual materials for Chinese, Korean, Spanish, and Vietnamese students

Out of Laos

**Vol. 16, No. 121, April-May 1996**

Resiliency

Successful mentoring

Resilience resources

Membership in violent gangs...deterred through respect

Coping strategies of resilient African American adolescents

Gangs and schools

Emergency Immigrant Education Program, April 1995 (map)

Student achievement and the changing American family (RAND)

**Vol. 16, No. 120, February-March 1996**

Character education

Common moral elements

Character education by the book

Uncle Noel's Fun Fables Program

Context

Universal declaration of human rights  
 Global values survey  
 Human themes: Respect  
 MegaSkills  
 Character development resources  
 California, Sacramento county K-12 LEP and FEP students (R30 1995)  
 Trip to Laos  
 Humorous English mistranslations,  
 SEACRC Update  
 Yamada Language Center (web)

**Vol. 16, No. 119, December 1995**

Year of the big mouse  
 Proverbs  
 A hatred for rats (Vietnamese)  
 Why the rat is first  
 The lion and the mouse  
 The mouse and the frog  
 Rats on the 'net  
 Vietnamese New Year  
 Chinese new year's foods  
 The mice daughter's dowry (Chinese)  
 The mice and the rooster (Ukrainian)  
 Dictionary of Cultural Literacy online  
 Refugee Educators' Faire: Journeys

**Vol. 16, No. 118, October 1995**

From village to commencement (Dr. Lue Vang)  
 One orphan story (Hmong)  
 Hmong in America: Refugees from a Secret War  
 Fonts & Languages on the 'net  
 SEA Community Resource Center and borrowers 1993-95.

**Vol. 16, No. 117, September 1995**

Life as a Natoma Boy (Vietnamese Gangs)  
 Vietnamese gangs: Bibliography  
 Study questions  
 Human themes: proverbs (same messages)  
 Vietnam on the 'net

**Vol. 15, No. 116, May 1995**

Language: speaking in tongues (Weiss)  
 LEP Groups in Sacramento 1994 v. 1989  
 Human themes: Want v. need v. have

**Vol. 15, No. 115, March 1995**

Myths, legends, and folktales  
 Southeast Asian cultural core  
 Hmong folktale, 1900  
 Same story, 1985  
 Hmong alternating songs: Stories with style  
 Modern Hmong sung verse  
 Mien verbal dueling  
 Paj ntaub, Hmong "flower cloth"  
 Orality vs. literacy: Implications for educators

**Vol. 15, No. 114, January 1995**

Year of the pig  
 The lion and the boar (Aesop)  
 The eagle, the cat, and the wild sow (Aesop)  
 The wild boar and the fox (Aesop)  
 The piglet, the sheep, and the goat (Aesop)  
 Tseng-tzu kills the pig (Chinese)  
 Proverbs  
 Foreign-born stats 1990  
 World holidays (Jan/Feb)

**Vol. 15, No. 113 November/December 1994**

Hmong in America: Refugees from a secret war  
 Semiotics and language arts  
 Southeast Asia Education Faire (11): Legends, myths, folktales  
 Instructional conversation  
 Developing metacognition

**Vol. 15, No. 112, October 1994**

Questions asked at Phanat Nihom refugee processing center, Thailand, July 1994  
 Empowering culturally and linguistically diverse students with learning problems (ERIC)  
 Recalling magic of their old names (Lam)  
 Human themes: Thanks (etiquette around the world)

**Vol. 14, No. 111, September 1994**

The "code of the streets" (from Anderson)  
 Schools attack the roots of violence (ERIC)  
 LEP students in California, 1994  
 Instructional conversation  
 Human themes: Fears, death, memorials

**Vol. 14, No. 110, April/May 1994**

Intercultural harmony in the schools (Cotton)  
 Asian/Pacific Islander needs, Sacramento County, 1992

**Vol. 14, No. 109, February-March 1994**

From past issues  
 Intercultural programs: Two approaches  
 Teachers & acquisition of language, culture, reading  
 Krashen's model...Acquisition of culture  
 Why do you....? Characteristics of American culture  
 Vietnamese family and given names; characteristics  
 Chinese family and given names; characteristics  
 Hmong family and given names; characteristics  
 Lu-Mien family names; characteristics  
 Lao names; characteristics  
 Cambodian names; characteristics  
 Ukrainian, Armenian, Russian names  
 Soviet refugees, from nyet to da  
 Learning to read, 500 high-frequency words (Sitton)  
 Things we keep hearing...  
 Language minority students in California, selected counties 1993 R30

**Vol. 14, No. 108, January 1994**

Year of the dog  
 It's a dog's life (proverbs)  
 American and Chinese zodiac  
 Lunar new year customs  
 Lu-Mien and P'an Hu  
 Yang Sheng's dog (Chinese)  
 Southeast Asia Education Faire (10), 1994

**Vol. 14, No. 107, November 1993**

Holidays in the classroom: Dealing with a diversity of beliefs  
 Appropriate and inappropriate activities

Multicultural resources

Sacramento ethnic and cultural organizations, 1994  
 Learning a second language: Helpful lists from the research  
 Language learning strategies

**Vol. 14, No. 106, October 1993**

Read with your child: what does it mean? (English, Vietnamese, Armenian, Russian, Spanish, Hmong)  
 Background knowledge for all: Equalizing opportunities  
 Dragons

**Vol. 14, No. 105, September 1993**

15 easy & effective efforts  
 Ten most useful words  
 50 most frequent words in reading  
 Continuum of tolerance  
 Rubber stamps for communicating with parents  
 Signs of the times in Vientiane (Giacchino-Baker)  
 Proverbs from other cultures.

**Vol. 13, No. 104, May/June 1993**

Crosscultural understanding: Activities for the classroom  
 Refugees, 1993-94

**Vol. 13, No. 103, April 1993**

Bits of research (theses, dissertations to 1991)

**Vol. 13, No. 102, February 1993**

Neural networks: Simulated language acquisition (Allman)  
 Literacy tutors' checklist  
 Southeast Asia Community Resource Center  
 Cultural common denominators  
 Most common family names  
 Socializing skills.

**Vol. 13, No. 101, January 1993**

Year of the Chicken  
 How to raise chickens (Chinese)  
 Rats, cats, and chickens  
 Polecat and the rooster (Cambodian)

Rooster and wise wife cause the husband to become chief of a village (Hmong)

New year pictures

Proverbs (same idea, different cultures)

Southeast Asian Education Faire (9), 1993

How many Indochinese students in California schools? 1990-1992

China Boy (excerpt, Gus Lee)

Tragic Mountains (Hamilton-Merritt)

**Vol. 13, No. 100, November 1992**

Songs of the new year (Hmong)

Hmong new year paj ntaub (activity)

Attribution retraining

**Vol. 13, No. 99, October 1992**

Competence: Teacher's role in the acquisition of language, reading, culture

Using Krashen's model for language acquisition for acquisition of culture

**Vol. 13, No. 98, September 1992**

Window closes in 1994 (Language Development Specialist)

Pronouncing names: Vietnamese, Hmong, Chinese, lu-Mien

**Vol. 12, No. 97, May 1992**

Common questions: Former Soviet Union, pronouncing Nguyen, "speak English at home"?, peanuts/public, copying from the board, "you should...", when is dating a life choice?

**Vol. 12, No. 96, April 1992**

Meeting the challenge of language diversity: Evaluation report (BW Associates, 1992)

Proposed SB2026: California language minority education act

Conflict resolution

Ukrainian folktale (and drawings)

**Vol. 12, No. 95, March 1992**

Selected Resources 1992

What language does he speak? Last name gives a clue (lu-Mien, Hmong, Khmu, Lao, Cambodian, Vietnamese, Overseas Chinese (Vietnam), From the Commonwealth of Independent States (Rus-

sian, Ukrainian, Armenian)

What are the major value contrasts between Vietnamese, Lao, Khmer, Hmong, Mien, and Chinese cultures and American culture?

**Vol. 12, No. 94, January 1992**

Ta' one an' pass de res' bag (accent)

Southeast Asia Education Faire, 1992

Hmong at the Turning Point (Yang Dao)

Indochinese Refugee Families and Academic Achievement (Caplan et. al)

**Vol. 12, No. 93, November/December 1991**

Year of the monkey

Three in the morning and four in the evening (Chinese)

Monkey business (proverbs and idioms)

Sun Wu-kung (Chinese)

Wang Yani, Chinese brush artist

More monkey business

Red-bottomed monkeys (Vietnamese)

What can you do with a monkey? (excerpt from Huynh Quang Nhuong)

The Yao of South China (Lemoine)

NAFEA 13<sup>th</sup> annual conference

**Vol. 12, No. 92, October 1991**

"At risk" youth: Who are they? And then what?

Core knowledge (Hirsch)

Classification

**Vol. 11, No. 91, September 1991**

Of cockroaches and landlords (Elliott) (Lua')

Satisfaction in culture 1 equals satisfaction in culture 2 (Cato)

Sovereignty and Rebellion: The White Hmong of Northern Thailand (Tapp)

Reading in a language you don't understand (activity with Hmong)

Modifying lessons for LEP students

**Vol. 11, No. 90, April/May 1991**

When text is a test

Dolch words, 95 most common nouns, 500 high frequency words



Samples of text (high frequency words)  
 Separable and non-separable verbs  
 Most common newspaper words  
 These are memories of war (Chhan)  
 Amerasian program, 1988-1991  
 Happenings

**Vol. 11, No. 89, March 1991**

Lao & Cambodian new year  
 Guidelines for diversity & equality  
 Ching Ming (Chinese)  
 Cold food festival (Chinese)  
 Two valedictorians (Hun Saechao; Lue Xiong)  
 Happenings  
 UNHCR Films

**Vol. 11, No. 88, February 1991**

Selected resources: Vietnam, Cambodia, Laos (1991)  
 What language does he speak? Last name gives a clue  
 (Lu-Mien, Hmong, Khmu, Lao, Cambodian, Vietnamese,  
 Overseas Chinese (Vietnam), Vietnamese  
 Montagnard

**Vol. 11, No. 87, January 1991**

Year of the yang (sheep)  
 Sheep/goat/lamb expressions  
 A story about sheep for the Year of the Sheep (in  
 Chinese)  
 The goat who could not be tricked (Chinese)  
 The monkey judge (Chinese)  
 Ban Me Sot (Thailand), 1990  
 Creative conflict resolution  
 New at the SEACRC  
 Southeast Asia Education Faire (7), 1991  
 Tet customs (Vietnamese)

**Vol. 11, No. 86, November/December 1990**

Human mirrors and self-worth  
 Essay by Diana Ho  
 What do you mean when you say that?  
 Refugee ceilings FY91  
 Refugee arrivals FY90  
 Armenians (bookstores, organizations, people)  
 Lu-Mien, Yiu Mien, Kim Mun, Yao

NAFEA conference  
 Culturgrams  
 New immigration law  
 Window of opportunity (Language Development  
 Specialist)

**Vol. 11, No. 85, October 1990**

Lucky thirteen (Dr. Nam, Kennedy)  
 New at the SEACRC  
 Cultural diversity and health beliefs: A bibliography  
 Hmong new year/Noj Peb Caug

**Vol. 11, No. 84, September 1990**

Literacy and cognition  
 Is it true that a lot of Indochinese have January 1<sup>st</sup> as  
 their birthday?  
 Passages (Howard)  
 American culture (books); major American themes  
 Teaching the Vietnam War through Literature  
 1st language acquisition: Exposure + interaction =  
 cognition

**Vol. 10, No. 83, May/June 1990**

The Boat People and Achievement in America  
 (Kaplan et. al)  
 Using interpreters  
 New at the SEACRC  
 Music and dance of Cambodia  
 Soviet refugees  
 Sacramento numbers (non-Southeast Asian refugees  
 receiving public assistance)  
 Language needs in Sacramento county (by zip code)  
 Southeast Asia Community Resource Center:  
 Hmong 1, Hmong 2  
 Little Hoover Commission: K-12 education in Cali-  
 fornia  
 Five-year study of LEP students' progress  
 Laotian Handcraft Center  
 New Soviet refugee students in the schools

**Vol. 10, No. 82, April 1990**

Legends and tales  
 The tbal kdoong (Cambodian)  
 Building a fire of beanstalks for boiling beans (Chi-  
 nese)

Context

About the Mien charter  
 The flood: How Hmong names began  
 The story of the flood (Khmu)  
 The story of the betel leaf and the areca nut (Vietnamese)  
 The beginning (Lao)

**Vol. 10, No. 81, March 1990**

Becoming a Nation of Readers: What about language minority students?  
 50 most common words  
 Boehm relationship words  
 Do the Hmong really believe in ghosts?  
 Christian refugees from the Soviet Union  
 How were Hmong *paj ntaub* squares used in traditional village life in Laos?  
 ABI441: Toll-free hot line for reporting crimes in the Southeast Asian communities  
 Recommended literature, grades 9-12 (Asia and Pacific Island regions)

**Vol. 10, No. 80, February 1990**

Selected resources: Vietnam, Cambodia, Laos (1990)  
 What language does he speak? Last name gives a clue (lu-Mien, Hmong, Khmu, Lao, Cambodian, Vietnamese, Overseas Chinese (Vietnam), Vietnamese Montagnard)

**Vol. 10, No. 78, January 1990**

New American face with fading European traces (Rodriguez, Sacramento Bee, 1990)  
 Refugees yet to come  
 Language Census 1989: Students in the Sacramento area  
 Southeast Asia Education Faire (6), 1990  
 Lunar New Year (Vietnamese, Chinese)

**Vol. 10, No. 77, November/December 1989**

Learning a second language (from Hakuta)  
 Amazon-ing!  
 Teachers, counselors, principals: Can you identify Vietnamese gang members in your school? (Munks)

**Vol. 10, No. 76, October 1989**

Experts turn to "learning teams" to combat racism  
 Teaching English reading to the literate newcomer

student  
 English vowel and consonant sounds; charts  
 Thailand: A first asylum country for Indochinese refugees  
 Refugee admissions FY89, proposed FY90  
 LEP students in California, March 1989  
 Parents and children: Asian and American views

**Vol. 10, No. 75, September 1989**

The acculturation process and refugee behavior (Berry)  
 Language Development Specialist  
 Poems of childhood  
 Classroom hints: can/can't  
 LEP students in Sacramento and Yolo counties, 1988  
 Amerasians

**Vol. 9, No. 74, May/June 1989**

Traditional Vietnamese music  
 Southeast Asia and the Indochina wars (Dalley Bookstore)  
 Research  
 Refugee mental health training videos  
 Papers on mental health  
 An ESL communicative curriculum guide for the preliterate high school student (Henderson)  
 New at the Center  
 Cultural literacy (Hirsch): l thru z

**Vol. 9, No. 73, April 1989**

Language census findings, 1988  
 Southeast Asians in Sacramento County (by zip), 1988  
 Hmong summer class  
 Newcomers to America videos  
 Slide set: Food habits of the Hmong in Central California  
 New at the Center

**Vol. 9, No. 72, March 1989**

Boon Pee Mai: Lao new year celebration  
 ASEAN nations suspend automatic "refugee" status to seekers  
 International Association for Yao Studies  
 Stop, look, and listen (communicative styles, Hmong

and American)

Therapists find emotions vary from society to society

Teresa P. v. Berkeley Unified School District

**Vol 9, No. 71, February 1989**

Selected resources: Vietnam, Cambodia, Laos (1989)

What language does he speak? Last name gives a clue (Iu-Mien, Hmong, Khmu, Lao, Cambodian, Vietnamese, Overseas Chinese (Vietnam), Vietnamese Montagnard)

**Vol. 9, No. 70, January 1989**

Year of the snake

Adding legs to a snake (Chinese)

Reflections of an American woman on Tet (Coutant)

Rice cakes, square and round (Truong Chinh)

Month 1, day 1 of the lunar calendar

Mien new year

Cultural literacy: g through k

Southeast Asia Education Faire (5), 1989

Hmong population in California, 1982/1987

Ceilings and actual admissions, FY75-89

New at the Center

**Vol. 9, No. 69, November/December 1988**

The “concentration camp syndrome” among Cambodian refugees (Kinzie)

Lyrics from a new experience (Hmong song, “Picking Up Nightcrawlers”)

1988 session bills signed by the governor

Conference: Ethiopian immigrants

Story cloth

Amerasians

High lead and arsenic levels

Cultural literacy: d through f

Recent additions to the Center

**Vol. 9, No. 68, October 1988**

Two Vietnamese artists

Cultural literacy: a through c

Lecture series: Asian immigrants and refugees

New at the Center

**Vol. 9, No. 67, September 1988**

Cambodia in the news

NAVAE conference

Cambodian alphabet for the Macintosh

Recent additions to the Center

**Vol. 9, No. 66, May/June 1988**

The adaptation of Southeast Asian refugee youth: A comparative study (Rumbaut and Ima)

The Ravens (Robbins)

Equal access to success: Minimal services to language minority students

Prudent approaches to bilingual education in California (Winger)

Southeast Asians and cultural conflicts: Why can't they be like us? (Cryer)

The will of the Mien people (Saephan)

Brushwriter 2 for IBM and Macintosh (Chinese)

**Vol. 8, No. 65, April 1988**

Crossing the schoolhouse border (California Tomorrow)

Year of the dragon

Thailand pushes refugees back to sea

**Vol. 8, No. 64, March 1988**

Old wine in a new bottle

Selected resources: Vietnam, Cambodia, Laos

The first 7 volumes were titled “Refugee Update,” and date to 1980, when our district first enrolled Vietnamese and Sino-Vietnamese refugees, and joined with Elk Grove Unified in a staff development consortium funded by federal Title VII dollars. Most issues were cut-and-paste typed articles with rub-on-type headlines—difficult to convert to pdf format! They're available for reading/copying at the Southeast Asia Community Resource Center.

—Judy Lewis, Editor

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**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 3rd Thursdays of the month.

September 19, 2002

November 21, 2002

January 16, 2003

March 20, 2003

May 15, 2003

Faire! March 15, 2003

## Context:

Refugee Educators' Network, Inc.  
Transitional English Programs Office  
10850 Gadsten Way  
Rancho Cordova CA 95670

- 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)

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