

# UC Berkeley

## Newsletters

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## STATISTICAL BRIEF

## Where California's English Learners Attend School and Why it Matters

California's public schools enrolled more than 1.5 million English learners (ELs) in 2005, more than any state in the nation. Successfully educating these students remains an important challenge for the state and all the schools that enroll them. The strategies that schools can use to meet this challenge depend, in part, on the number and language backgrounds of their English learner students. This statistical brief uses data from the 2004-05 California Basic Education Data System (CBEDS) and the 2005 Language Census collected from all California public schools to examine the distribution and concentration of English learners in California's public schools and to draw some implications for state policy.

**Segregation**

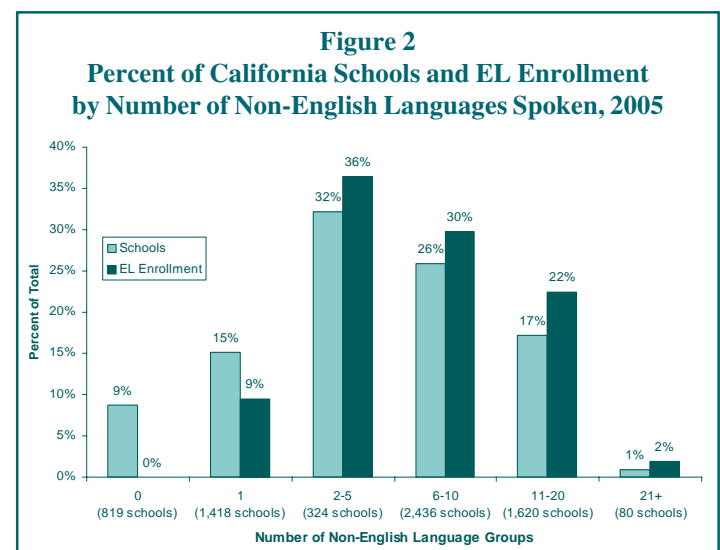
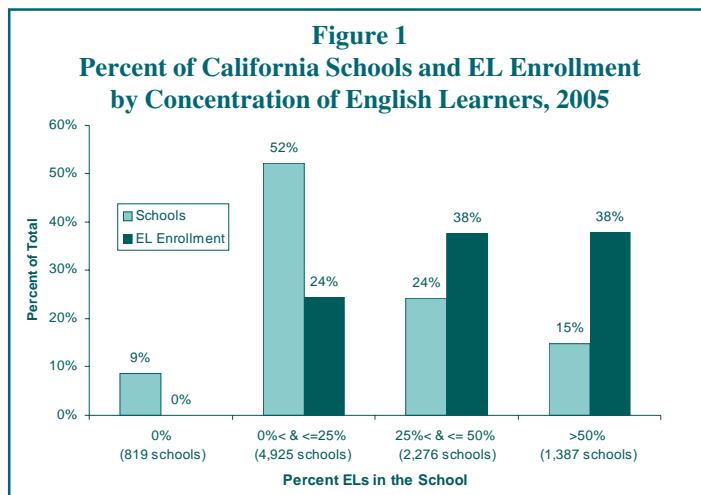
English learners are highly segregated among California's schools. While most schools have some English learners, the vast majority of these students attend a relatively small percentage of public schools. Thus, English learners are much more likely than their English-only peers to attend schools with large concentrations of EL students. In 2005, more than a third of California's English learners attended just 15 percent of the state's public schools (1,387 schools) where they comprised more than 50 percent of the student body (Figure 1). At the elementary level, more than half of California's English learners attended 21 percent of the state's public schools (1,164 schools) where they comprised more than 50 percent of the student body (not shown).

This information is significant for several reasons. First, learning English is easier when English learners are exposed to native English speakers who serve as language "role models." Thus, many English

learners in California are handicapped by their lack of access to native English speakers. Second, most English learners in California come from low-income homes, so high concentrations of English learners also means many English learners attend low-income schools, a significant disadvantage. Research has demonstrated that low-income students attending middle-income schools actually outperform middle-income students attending low-income schools. Third, schools with high concentrations of English learners are less likely to have fully-certified teachers than schools with low concentrations of English learners, even after accounting for differences in school poverty. These schools are also more likely to have inadequate facilities and materials, creating inadequate learning environments for all students.

**Language Diversity**

English learners in California come from more than 50 language backgrounds, although 85 percent of California's English learners speak one language—Spanish. Most schools in California serve a number of language groups. Forty-four percent—or 4,136 California schools, serving more than 50 percent of the state's English learners—have English learners from at least six language backgrounds (Figure 2). Eighty schools have EL students from more than 20 language backgrounds.

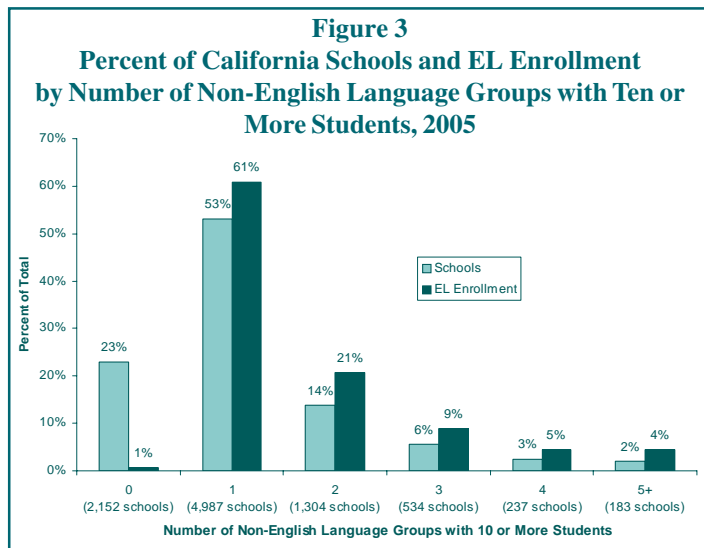


Schools where the majority of English learners come from a single language background have a greater opportunity to address the needs of their English learner students, as they are more likely to

have the language resources to communicate with students, parents, and communities. Serving a large number of languages presents a different challenge for schools, for instance locating and organizing staff and volunteers who can communicate with all the various language communities may be difficult. Moreover, grouping students for instruction by teachers able to communicate with them in their own language is organizationally much more challenging. This is true even if schools provide English-only programs, as addressed below.

### Language Concentration

While many languages are represented in California schools, the number of languages is not as important as their concentration. Most schools in California have a concentration of English learners from only one or two language groups. In 2005, half of the schools in California—enrolling 62 percent of the state's English learners—had at least 10 students in only one language group; another 14 percent of the schools—enrolling another 21 percent of the state's English learners—had two language groups (Figure 3). In other words, nearly two-thirds of all schools with English learners have 10 or more students in only one or two language groups. Schools with large numbers of English learners from many diverse language groups are relatively rare—only two percent (or 183 schools) in California have 10 or more students in five or more language groups. Yet those schools face a much greater challenge in meeting the needs of their English learners than schools with only one or two language groups.

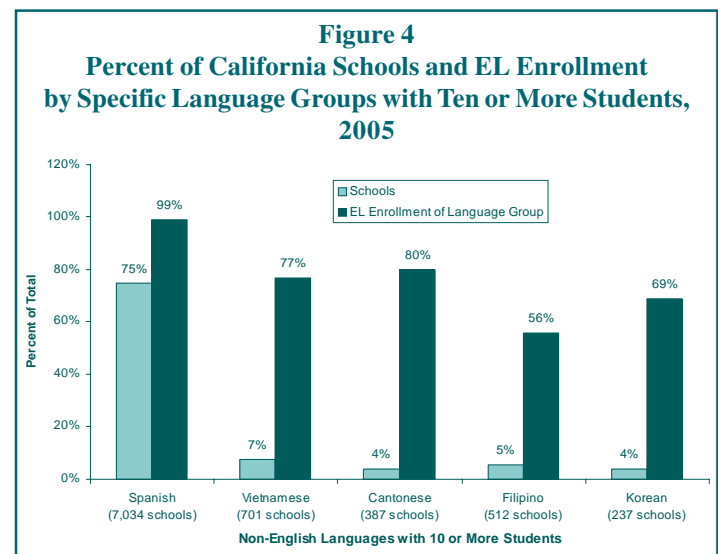


Schools where the vast majority of English learners come from one or two language groups have more educational options for meeting the needs of their students. Such schools can more easily offer primary language instruction if the parents request it. Even if schools only provide English immersion programs, schools with a concentration of only one or two non-English language groups may be able to provide bilingually-certified teachers who can communicate with all of the children, can more readily assess the educational needs of all of their students, and can more easily communicate with students' parents. A recent survey of California's teachers revealed that teachers with bilingual certification were more likely to report feeling qualified to teach these students (see *UC LMRI Spring 2005 Newsletter, Vol. 14, No. 3*). Another recent survey conducted by the California Commission on Teacher Credentialing found that most

teachers and administrators in schools serving English learners—regardless of the EL programs they offered—believed there was a need for more bilingual teachers in their schools.

### Language Background

Students from certain language backgrounds are more likely to attend schools with a concentration of English learners from the same language background. In 2005, more than 99 percent of Spanish-speaking English learners attended 7,034 (or 53 percent of all) schools with at least 10 Spanish-speaking students (Figure 4). Among Vietnamese-speaking students—the second largest non-English language group in California—77 percent attended 701 (or seven percent of all) schools with at least 10 Vietnamese-speaking students. Among Filipino (Pilipino or Tagalog)-speaking students—the fourth



largest non-English language group in California—only 56 percent attended 512 (or five percent of all) schools with at least 10 Filipino-speaking students. Thus, Filipino students are more likely to be linguistically isolated than other English learners, creating an additional statewide challenge in meeting their needs.

The specific language backgrounds of English learners are important for at least two reasons. One is that students from some language groups come to school with more developed native and English language skills than other students. For example, in the 2005 administration of the California English Language Development Test (CELDT) given to incoming kindergarteners, only 18 percent of Spanish-speaking students were proficient in English, compared to 26 percent for Cantonese speakers and 31 percent for Korean speakers. Additionally, students from some language backgrounds have more family and community resources to support their language and cognitive development than other students. For example, Spanish-speaking students are twice as likely to come from low-income families than students from other language backgrounds.

### Implications for State Policy

Both the segregation of English learners and their language concentration in schools have important implications for state policy. First, widespread segregation puts many English learners in California at an educational disadvantage relative to other students, because students in highly segregated schools are less likely to have access to English-language role models and more socially and economically advantaged classmates. They are also less likely to

have qualified and experienced teachers. The state should develop more choice options for English learners to reduce their segregation, and provide improved working conditions and additional incentives for qualified teachers to teach in schools with high concentrations of English learners.

Second, the allocation of resources to schools should not only be based on more than simply the number of English learners, but should also consider the concentration and language backgrounds of the English learners in the schools, since these factors also influence the opportunities and constraints that exist in meeting the needs of English learners. Other factors, such as student mobility and whether students are recent immigrants or long-term English learners, should also be considered.

Third, the state should support the training of more bilingually-certified teachers. Not only are bilingually-certified teachers able to provide primary language instruction and support in schools that continue to offer such programs, these teachers are the most skilled at working with English learners and their families irrespective of the type of instructional program they are in. It is widely recognized that parent involvement is a key to improving educational outcomes for students. Bilingual teachers who speak the language of their English learner students and their parents are the most qualified to establish and promote the home-school connection that is critical to helping their English learner students succeed.

Changes in the state's current policies for serving California's growing population of English learners would not only improve the educational opportunities and outcomes for these students, it would improve the state's long-term social and economic welfare.

—Russell W. Rumberger, Patricia Gándara,  
and Barbara Merino

## Research Grants Awarded

Twelve grant proposals, received in the February 2006 UC LMRI Call for Proposals, were reviewed by the Faculty Steering Committee in their February meeting. One Dissertation Grant in the amount of \$13,875 was awarded. Also, in December, the Steering Committee awarded \$15,000 for a revised Dissertation Grant proposal originally submitted in the October 2005 grant call. UC LMRI has now awarded a total of \$43,875 in research grants for fiscal year 2005-06.

## DISSERTATION GRANT AWARDS

### Language Ideologies and Academic Identities: Making Sense of Bilingual Children's Talk About Learning English in School

CHERYL FORBES, *UC SAN DIEGO*  
DISSERTATION GRANT #06-05CY-04DG-SD  
FUNDED: JANUARY 2006

An urgent need exists for the growing English learner (EL) population to acquire academic English. Recent reforms such as the California High School Exit Exam accentuate the consequences for students of learning – or not learning – the type of language used in

schools. Increasing accountability for accelerating English learner achievement, particularly in the form of requirements of the No Child Left Behind legislation, creates pressure on schools.

The goal of the proposed study is to examine linguistic minority children's attitudes and beliefs about language as these views are enacted within and shaped by language practices in the classroom. Drawing upon socio-cultural and socio-linguistic frameworks, I focus on analysis of children's language ideologies because they are key to understanding the development of their academic identities.

The aim of my study is to add to our understanding of how linguistic minority students think about learning English and using or maintaining their home languages as they develop their academic identities. The analysis of bilingual children's emerging language ideologies can illuminate the reproduction of social inequities in the classroom. Such an analysis may also provide an opening for teachers and students to disrupt this process through critical reflection and action.

\* \* \*

### Learning Words for School Success: A Vocabulary Instructional Intervention in Kindergarten

PAMELA SPYCHER, *UC DAVIS*  
DISSERTATION GRANT #06-06CY-01DG-D  
FUNDED: FEBRUARY 2006

This quasi-experimental case study will examine the efficacy of two different approaches to English oral language development in young children. The principal research question guiding this study focuses on how teachers can enlarge and enrich the English academic vocabulary knowledge of young English learning (EL) children by teaching academic words intentionally.

This study builds on previous vocabulary research by implementing and evaluating an explicit approach to teaching vocabulary to young EL children in the content area of science. The main theoretical frameworks guiding this study are a comprehensive approach to vocabulary development, a sheltered constructivist approach to science instruction, and perspectives on second language development from Systemic Functional Linguistics.

The subjects for this study are from lower socio-economic backgrounds in two classrooms in an ethnically and linguistically diverse urban school in Los Angeles. The children in the two classrooms are comparable based on a variety of factors. This study will use a mixed-methods design. The intervention will take place over five-weeks in the spring of kindergarten. The first part of this study uses quantitative methodology; qualitative methodology will also be used. The language data collected will be used for cross-case analysis of language and science knowledge development.

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distributing research information affecting linguistic, ethnic,  
and racial minorities and immigrants

<http://lmri.ucsb.edu/mailman/listinfo/lmresearch>

## Completed Research Grants

Below are the abstracts from completed UC LMRI Research Grants received since September 2005.

### FINAL GRANT REPORT ABSTRACTS

#### Taking Back the Standards: Toward a Theory of Critical Professional Practice For Specially Trained Teachers

JAMY STILLMAN, *UCLA*  
DISSERTATION GRANT #04-04CY-06DG-LA  
COMPLETED: SEPTEMBER 2005

In California, the state academic content standards dominate language arts instruction for K-12 English learners (ELs). In addition, alignment between K-12 language arts standards, high-stakes accountability schemes, mandated language arts curricula, and teacher education policies, increasingly requires that teachers, especially those who work in “underperforming” schools, implement these standards with fidelity. Yet evidence suggests California’s language arts standards advance content and pedagogies that may put ELs at considerable risk.

This dissertation offers three in-depth case studies of teachers who have been specially trained to serve English learners, and details their interpretations and instantiations of California’s language arts standards in state-identified underperforming schools, largely comprised of Spanish-speaking ELs.

Findings indicate that while teachers did not criticize the standards per se, they opposed the *standardization* of the language arts curriculum, which resulted from the state’s numerous mechanisms for enforcing them.

As such, this study showcases these teachers’ efforts to “take back the standards,” and provides the beginning elements of a *Critical Professional Practice*—a stance towards one’s work and a collection of specific strategies—that specially trained teachers can use to adapt standards-based policies to be consistent with their training. Notably, such a practice promotes meaningful learning amongst specially trained teachers and their linguistically diverse students, even in contexts where the prescribed practices would suggest otherwise.

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#### Investigating and Improving Science Learning and Assessment for Middle School Linguistic Minority Students

MARCELLE SIEGEL, *UC BERKELEY*  
TEACHER GRANT #03-03CY-01TG-B  
COMPLETED: OCTOBER 2005

Research-based development of useful assessments, and tools for teachers to use them, are needed in many areas. This project investigated classroom assessments for linguistic minority students in middle school life science courses in two San Diego schools. We focused on ways to improve written assessments to be more accessible and equitable for English learners.

In the resource development part of the study, 22 assessments were tested during the year with 30 students.

The seventeen effective/revised assessments were organized in a guide for other teachers to use, called *Life Science Assessments for English Learners: A Teacher’s Resource*. Along with each assessment, the guide provides links to learning goals, scoring rubrics, teacher tips, and student work samples.

The resource guide can be used by teachers and professional developers to improve assessment practices. Sessions could include the guide as a basis for discussion of accommodations for English learners, ways to improve the assessments further, how to score student work, what the student work indicates about understanding and communication, and evidence needed for various purposes. Future work is planned to enhance the guide based on such use.

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#### Language Socialization in the Korean American Community

ADRIENNE LO, *UCLA*  
TEACHER GRANT #03-03CY-03DG-LA  
COMPLETED: DECEMBER 2005

This dissertation examines interactions at four Korean American community-based educational organizations in a multi-ethnic community in California. I use discourse analysis to understand the ways in which 2nd generation children learn culturally-specific frameworks of morality, affect, and hierarchy through interactions with their immigrant caregivers. I examine different ideologies that members of this community hold regarding the kinds of assessments or evaluations that students should hear and make, with particular attention to preferred participation structures (e.g., praising children in dyadic contexts vs. as overhearers to a narrative; beliefs about comparing children to one another).

I also look at how children are socialized through narratives in the classroom not to hurt other people’s feelings; how moral stances become linked to Korean vs. English through codeswitching; how teachers use different kinds of evidential frames when assessing children positively or negatively; and how caregivers hold children morally accountable for what they should have known through the use of Korean epistemic particles.

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#### Perceptions of Ghanaian Teachers and Teachers-in-Training of the New Language Policy and its Implications for Linguistic Minority Primary School Students

STEVEN L. FAISON, *UCLA*  
TEACHER GRANT #04-04CY-02DG-LA  
COMPLETED: JANUARY 2006

The study examined the challenges and opportunities arising from Ghana’s new language policy on education through the perspectives of teachers and teachers-in-training, with an emphasis on linguistic minority students at the primary school level. As the first in-depth investigation into the new language policy from those who are most

responsible for implementing it, the study provided insights into the new language policy and its impact on teaching and learning from the viewpoint of teachers and teachers-in-training.

Qualitative methods were used for the study. The participants included 31 Ghanaian primary school teachers and teachers-in-training. One-on-one interviews were conducted with the participants, as they were asked, among other things, to answer a series of questions pertaining to their opinions on the new language policy. In addition, classroom observations were utilized to provide insights into the challenges and/or opportunities that the new language policy presents to student learning, including minority students, from classroom practice.

The major findings included:

- 1) Ghana's new language policy on education presents both challenges and opportunities to the practice of teaching and student learning.
- 2) The new language policy on education presents opportunities and challenges to linguistic minority students at the primary school level.

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## UC LMRI Co-hosts Conference on Language-Minority Children

UC LMRI, along with partners **UC Davis School of Education**, the **National Center for Research on Evaluation, Standards, and Student Testing (CRESST)** at UCLA, and the **National Center for Education Statistics**, held a conference January 27, 2006 on "Early Educational Experiences of Language-Minority Children."

The conference, held at the Sheraton Grand Hotel in Sacramento, featured 11 presentations by faculty and graduate students from across the United States who were funded by the National Center for Education Statistics to conduct research studies on the educational experiences of language minority students in early elementary school.

The studies (listed below) are based on data from two national databases: the Early Childhood Longitudinal Study of the Kindergarten Class of 1998-99 (ECLS-K) and the National Household Education Survey (NHES).

**Russell W. Rumberger & Loan Tran** (*University of California, Santa Barbara/UC Linguistic Minority Research Institute*): The Impact of Preschool on the Cognitive and Social Development of Language-Minority Children

**Martha Thurlow** (*University of Minnesota/National Center on Educational Outcomes*): Before- and After-School Care Arrangements and Activities of School-Age Language-Minority Children

**Graciela N. Borsato & Elizabeth Grant** (*Stanford University*): Language-Minority Parents' Involvement in the Schooling of Their Children

**Brenda D. Arellano** (*University of California, Santa Barbara*): Exploring Group Differences Among Language-Minority Students on Dimensions of Parent Involvement in Early Elementary School

**Joseph P. Robinson** (*Stanford University*): Ability Grouping in Kindergarten and First Grade Language-Minority Students

**Jennifer Samson** (*Harvard Graduate School of Education*): Language-Minority Children and Special Education Identification

**Marcel Paret** (*University of California, Berkeley*): Early Academic Achievement Among Language-Minority Students: Disentangling the Effects of Social Background and Academic Engagement

**Young-Suk Kim** (*Harvard University*): Relationships Between Home Literacy Practices for Language-Minority and Non-Language-Minority Children at Kindergarten Entry and Grade Three

**Hiromi Ishizawa** (*University of Illinois at Urbana-Champaign*): Child Care Arrangements of Language-Minority Children: Care Provider's Language Use

**Douglas Ready & Gerald Tindal** (*University of Oregon*): An Investigation of Language-Minority Children: Demographic Characteristics, Initial Performance, and Growth in Achievement

**Linda M. Espinosa & James M. Laffey** (*University of Missouri-Columbia*): Language-Minority Children Analysis: Focus on Technology Use

The agenda, abstracts, presentation slides, and photos from the conference are all available on the CRESST web site (<http://cresst.org/>). The completed research study reports will be posted on the UC LMRI and CRESST web sites as they become available.

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## New UC LMRI Technical Report (Co-published by CRESST)

### Preschool Participation and the Cognitive and Social Development of Language Minority Students

by Russell W. Rumberger and Loan Tran

This study examined participation in preschool and its relationship with the cognitive and social development of language minority students from the beginning of kindergarten to the end of third grade. The study was based on data from the Early Childhood Longitudinal Study of the Kindergarten Class of 1998-99 (ECLS-K), which included a representative sample of students and parents who did not speak English.

The study found that the majority of students who entered kindergarten in the fall of 1998 had attended some form of preschool; yet language minority students were not only less likely than non-language minority students to attend non-Head Start preschool programs the year before kindergarten, they were also less likely to attend such programs for more than one year. The study also found that, on entry to kindergarten, both language minority and non-language minority students who attended non-Head Start preschool programs had higher literacy levels and less likelihood of repeating kindergarten and being identified as having a disability, but also an increased likelihood of exhibiting external behavior problems.

By the end of third grade, the cognitive and social effects faded to inconsequential levels, but the effects on retention and special education persisted at low levels.

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## BILITERACY RESEARCH INITIATIVE

UC LMRI hosted its third annual Bilingual Development Research Forum in Santa Barbara, CA on January 20-21, 2006, bringing together U.S. and Canadian researchers engaged in conducting longitudinal studies of bilingual development in children and adolescents.

This year's forum featured presentations and discussions of five ongoing research studies, including methodological considerations and emerging findings. There was also a panel presentation and discussion of current and future research, including the recently completed national literacy panel (**Diane August**), NICHD research funding (**Peggy McCardle**), and the research agenda for the new IES research center on English Language Learners (**David Francis**).

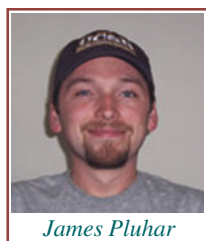
The following individuals participated in this year's forum: **Diane August** (CAL), **Richard Durán** (UC Santa Barbara), **Lisa Figueroa** (student, UC Santa Barbara), **Alexis Filippini**, (student, UC Santa Barbara), **David Francis** (University of Houston), **Michael Gerber** (UC Santa Barbara), **Esther Geva** (University of Toronto), **Claude Goldenberg** (CSU Long Beach), **Alexandra Gottardo** (Wilfrid Laurier University), **Kenji Hakuta** (UC Merced), **Carol Hammer** (Penn State University), **Mark Innocenti** (Utah State University), **Terese Jimenez** (Loyola Marymount University), **Michael Kieffer**, (student, Harvard University), **Adele Lafrance**, (student, University of Toronto), **Nonie Lesaux** (Harvard University), **Sylvia Linan-Thompson** (University of Texas), **Carola Matera** (student, UC Santa Barbara), **Peggy McCardle** (NICHD), **Barbara Merino** (UC Davis), **Gloria Ramirez** (student, University of Toronto), **Leslie Reese** (UC Los Angeles), **Cara Richards** (CSU Long Beach), **Barbara Rodriguez** (University of New Mexico), **Russell W. Rumberger** (UC Santa Barbara/UC LMRI), **Robin Scarcella** (UC Irvine), **Emily Solari** (student, UC Santa Barbara), **Lee Swanson** (UC Riverside), **Rosina Wright-Castro** (student, UC Santa Barbara).

The Bilingual Development Research Forum is one of five activities sponsored by the UC LMRI Faculty Steering Committee as part of its Bilingual Research Initiative, which was started in 2003 to promote and support longitudinal studies of bilingual development. For more information see <http://lmri.ucsb.edu/research/biliteracy>.

## INTRODUCING:

**James Pluhar** joined the UC LMRI staff as Systems Administrator in August 2005. James, a native of San Luis Obispo, CA, and a 2005 UCSB graduate in Statistical Science, worked as a student tech consultant for the UCSB Gevirtz Graduate School of Education (GGSE) starting in October 2000. He moved into a career position there as a Software Developer in November 2001, and then took over duties as a Help Desk Manager/Software Developer in 2002.

James now works 75% time at GGSE and 25% time at LMRI. His hobbies include sailing and skydiving, and he and his girlfriend Christina share their home with two cats, Raya and Devony, two turtles and two fish.



James Pluhar

## IN THE NEWS:



David Sanchez



Carmen Portillo



Carolyn Hofstetter

## Faculty Steering Committee Changes

There have been several changes to the UC LMRI Faculty Steering Committee this past year.

**David Sanchez** (UC San Francisco), who served on the committee from its founding in 1984, retired from the UC system in July 2005. He is now Professor Emeritus, Family and Community Medicine. We want to thank David for his 21 years of valuable service to UC LMRI on behalf of linguistic minority students and their families.

UC LMRI welcomes **Carmen Portillo**, Associate Professor of Nursing at UC San Francisco, who has agreed to serve on the Faculty Steering Committee replacing David Sanchez. Professor Portillo's research focuses on Hispanic women's health care, effects of acculturation, HIV/AIDS, clinical outcomes in home care, and grief and bereavement.

\* \* \*

**Carolyn Huie Hofstetter** (UC Berkeley) has resigned from her position as Assistant Professor in the Graduate School of Education and, therefore, will also no longer continue to serve on the UC LMRI Faculty Steering Committee. Carolyn served from 2002, and was chair of the committee in 2003-04. With her background in testing and research methods, she provided valuable service to the committee in reviewing research proposals. Carolyn is now a Senior Research Associate at WestEd. Her replacement on the committee has not yet been selected.

\* \* \*

We are pleased to announce that **Jeannie Oakes**, Presidential Professor of Education in the UCLA Graduate School of Education and Information Sciences, has joined the Faculty Steering Committee as an *ex-officio* member.



Jeannie Oakes

Professor Oakes is Director of UCLA's Institute for Democracy, Education & Access (IDEA) and UC's All Campus Consortium on Research for Diversity (ACCORD). Because of the overlapping interests in the area of educational equity between UC LMRI and UC ACCORD, Professor Oakes' appointment will strengthen the ties between these two UC multi-campus research units.

Professors Rumberger and Gándara serve on the UC ACCORD Board of Directors.

# THE 19<sup>TH</sup> ANNUAL UC LMRI CONFERENCE

## *ENGLISH LEARNERS AND HIGHER EDUCATION*

✓ ACCESS

✓ PREPARATION

✓ COMPLETION



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**MAY 5-6, 2006**

**IRVINE, CALIFORNIA**

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### KEYNOTE SPEAKERS



**LINDA HARKLAU, UNIV. OF GEORGIA**

*Associate Professor, Teaching Additional Languages  
Department of Language and Literacy Education*

**ROBIN SCARCELLA, UC IRVINE**

*Director of the ESL Program and Lecturer of the ESL  
Program / Linguistics Department*

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## Education Policy Center News

UC LMRI established an Education Policy Center at UC Davis in 1997 to disseminate research findings to policymakers. The Center sponsors research and colloquia on policy issues in the education of English learners. More news and activities can be found on the UC LMRI web site.

### Listening to Teachers of English Language Learners: Legislative Update

The UC LMRI Education Policy Center has been active over the last several months in following up on the **Survey of Teachers of English Learners**, working with the **Latino Caucus of the California Legislature** to fashion legislation that would provide better and more professional development for teachers of English learners. Currently **AB 1988**, sponsored by **State Assemblyman Joe Coto**, is moving through the legislative process in response to our report. This has been the result of many hours of testifying and working with legislative staff.

### Workshops, Seminars and Articles Continue After Publication of Survey

On other fronts, we have been active in providing workshops and presentations to a number of organizations and agencies since the publication of "Listening to Teachers of English Language Learners." We conducted a seminar in the state capitol for legislative staff and education stakeholders; an all day workshop in the **San Joaquin County Office of Education**; and wrote an article on our findings for **Language Magazine** (*January 2006, Vol 5, No. 5*).

### North State Bilingual Consortium

Two meetings of the North State Bilingual Consortium were held in the fall. As mentioned briefly in our last update (*Fall 2005 Newsletter, Vol. 15, No. 1*), **Mary Hernandez**, the lead lawyer on the Coachella lawsuit (brought against the state of California on behalf of 10 districts for the invalid use of English-only tests with English learners), provided background and an update on the case in our September 29th meeting. We have been actively involved in this suit, providing information on appropriate testing for English learners.

On December 8th, **Donna Christian**, President of the **Center for Applied Linguistics**, gave a talk on the "State of Dual Language Programs in the U.S." and discussed in detail the program self-evaluation tools that she and her colleagues have developed.

### New Studies

The Policy Center continues to work on a longitudinal study of the academic performance of English learners with the **Davis Joint Unified School District**. The study involves both quantitative and qualitative investigations of several factors that affect the achievement of these students. The Policy Center is also working on a study of the experiences and outcomes of Latino students at the California Community Colleges. This qualitative focus group study asks Latino community college students who have completed many of the requirements for transfer to a four-year college about the challenges they have encountered and overcome on the path to transfer.

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Beverly Bavaro Leaney ..... Assistant Editor

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James Pluhar ..... Systems Administrator

### Reports in This Issue

The UC LMRI Newsletter features abstracts from UC LMRI Research Grant Award recipients and—as they are completed—the abstracts from their Final Grant Reports.

Complete copies of UC LMRI-funded Final Grant Reports can be found on the UC LMRI web site. (Abstracts featured in the newsletter are edited for space considerations.)

Dissertation Grant Reports can be found on the UMI ProQuest Digital Dissertations Database at: <http://www.lib.umi.com/dissertations/fullcit/9993004>.

Back Issues: Newsletters from 1992 to the present are archived on the UC LMRI web site. A limited number of hard copies are available by request.

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