

## UC Berkeley Newsletters

**Title**

Fall 2002

**Permalink**

<https://escholarship.org/uc/item/5gs3134d>

**Author**

UC Language Minority Research Institute

**Publication Date**

2002-09-01



## STATISTICAL BRIEF

## Language Minority Students Account for Most of California's Enrollment Growth in Past Decade

Every March the California Language Census collects data on language minority students, the instructional services they receive, and the staff that provides these services. Data from the 2002 and earlier surveys reveal several important trends.

**Language minority students account for most of enrollment growth**

Enrollment of language minority students continues to outpace overall enrollment growth. In the ten-year period from 1991-92 to 2001-02, California's public schools added more than one million students, an increase of 20 percent (see Table 1). In the same period, the number of English learners (ELs) increased by 44 percent and the number of Fluent English Proficient (FEP) students increased by 41 percent. Altogether, language minority students represented more than 70 percent of the increase in student enrollment over this period!

**Table 1—California School Enrollment, 1991-92 to 2001-02**

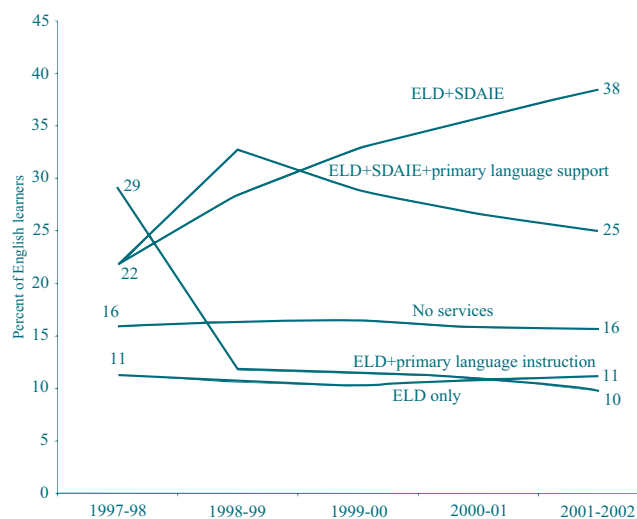
	1991-92	2001-02	Increase	
Total enrollment	5,107,145	6,147,375	1,040,230	20%
Lang. minority students	1,703,220	2,437,387	734,167	43%
--English learners	1,078,705	1,559,248	480,543	44%
--FEP students	624,515	878,139	253,624	41%

SOURCE: California Department of Education, DataQuest. Retrieved Nov. 21, 2002 from: <http://data1.cde.ca.gov/dataquest/dataquest.asp>.

In 2001-02, language minority students represented almost 40 percent of total enrollment in California schools. Among kindergarteners, they represented more than 44 percent. Increasingly, the future of California rests with the state's will and capacity to effectively educate the growing language minority population.

**Primary language instruction continues to decline**

Two main instructional approaches have been used to educate English learners in California—English language development (ELD) together with academic instruction in the primary language (bilingual education), and ELD with or without Specially Designed Academic Instruction in English (SDAIE). Since the passage of Proposition 227 in June 1998, native language instruction in California's classrooms has continued to decline. In the spring of 1998, prior to the passage of 227, 29 percent of English learners were receiving native language instruction (see Figure 1).

**Figure 1—Instructional Services for English Learners, 1997-98 to 2001-02**

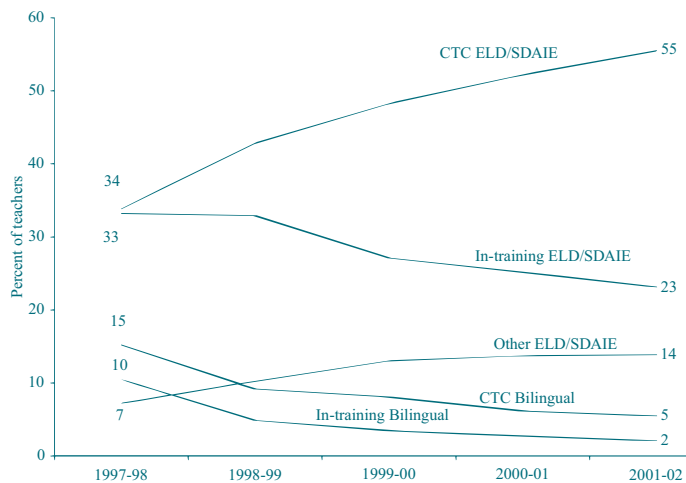
SOURCE: California Department of Education, DataQuest. Retrieved November 21, 2002 from: <http://data1.cde.ca.gov/dataquest/dataquest.asp>

The following year that figure dropped to 12 percent and has slowly declined ever since, reaching less than 10 percent in 2001-02. All other English learners have received English-only instruction with or without specific instructional services. In 2001-02, 38 percent of English learners received ELD and SDAIE, 25 percent received ELD, SDAIE, and primary language support, 11 percent received ELD only, and 16 percent received no special services.

**One-quarter of EL teachers not certified**

Although the passage of 227 reduced the demand for bilingual teachers, an acute shortage of teachers qualified to deliver needed instructional services to English learners remains. In 1998, prior to the passage of 277, 43 percent of the teachers providing instructional services to English learners were not fully certified to provide those services—33 percent of teachers were in training to provide ELD or SDAIE and 10 percent were in training to provide primary language instruction (Figure 2).

**Figure 2—Certification of Teachers Providing Instructional Services to English Learners, 1997-98 to 2001-02**



SOURCE: California Department of Education, DataQuest. Retrieved November 21, 2002 from: <http://data1.cde.ca.gov/dataquest/dataquest.asp>.

By 2001-02, 25 percent of teachers providing instructional services to English learners were not fully certified. Statewide, almost 14 percent of all teachers do not hold a full credential. So English learners are almost twice as likely as students generally to be taught by a teacher who is not fully certified. That figure is even higher if you include another 14 percent of teachers who have other than a California Teacher Commission (CTC) authorization, which can be obtained with less rigorous training through a SB1969 certificate or a district designation.

The acute shortages of teachers with proper certification are just one of several disadvantages faced by English learners in California. UC LMRI will soon publish a report documenting seven major inequities facing English learners in the state.

—Russell W. Rumberger

## 2003 CALL FOR PROPOSALS

### UC LMRI Research Grants - Deadline: February 1 and October 1, 2003

UC LMRI encourages University of California researchers to undertake comprehensive and collaborative research that improves the schooling conditions and academic achievement of language minority youth by increasing our understanding of the challenges they face as well as the resources they represent for the state.

This year, UC LMRI is funding four grant categories: Individual Research Grants for UC researchers (one year awards of up to \$25,000); Dissertation Research Grants for UC graduate students (one year awards of up to \$15,000); Collaborative Research Grants for teams of UC and CSU researchers (multi-year awards of up to \$50,000); and Teacher Research Grants for teams of UC researchers and California school teachers (one year awards of up to \$25,000).

For more information and grant applications, visit the UC LMRI web site at: <http://lmri.ucsb.edu/resact/2/grantcall.htm>

## DISSERTATION GRANT REPORT

### Chicano Families and Schools: Tensions, Transitions and Transformations

ROSARIO ORDOÑEZ JASIS, *UC BERKELEY*

GRANT #00-04-DG-B

A significant amount of educational research, policies and practices have been based upon perceived deficiencies of the Chicano child, his or her family and culture. These approaches have contributed to an overrepresentation of Chicano students placed into special education. While more recent research has demonstrated a bias towards minority and low-income parents, much time and energy is still placed in schools to “remediate” Chicano children and their families, particularly those deemed “at risk”.

This dissertation 1) offers a close examination of institutional practices that work to constrain the educational possibilities for Chicano students and restrict the role of their parents in educational decision making; 2) explores the dynamics involved in the process by which students and their families are identified as requiring “remedial” services; and 3) analyzes the emergence of transformative spaces where hierarchical structures and patterns are disrupted by parents’ and teachers’ active attempts to create common ground and jointly articulate an educational vision that encourages and validates diverse approaches to teaching and learning.

## COLLABORATIVE GRANT REPORT

### Literacy and Cognitive Functioning in Bilingual and Non-Bilingual Children at or not at Risk for Reading Disabilities

H. LEE SWANSON AND LEILANI SAEZ, *UC RIVERSIDE*

AND

MICHAEL GERBER AND JILL LEAFSTEDT, *UC SANTA BARBARA*

GRANT #01-04CG-R

The purpose of this study was to determine whether the memory processes that play a major role in predicting second language acquisition are the same as those that predict children at risk for reading disabilities. First grade L1 and L2 children were administered a battery of cognitive measures in both Spanish and English. For the total sample, the results showed that English Word Identification was best predicted by a language general working memory factor and a Spanish short-term memory factor, whereas English phonological knowledge was best predicted by Spanish phonological knowledge, as well as the general working memory and Spanish short-term memory measures. We were able to show that children at risk for reading disabilities suffer deficits in memory processing that supersede any problems that exist in language-specific knowledge.

**INTRODUCING:**

*Andy Pabst*

Andy Pabst is UC LMRI's new computer systems administrator. Currently finishing his physics degree, Andy has worked for several departments on campus including for Instructional Development as a lab technician and at Instructional Computing as a senior consultant. Andy, who is originally from Los Altos, CA, plans on staying in Santa Barbara after

he has completed school, hopefully working in the field of computer administration. In his spare time he is an avid sports fan, and plays on the intramural roller hockey team, as well as golf, tennis, and basketball.

**IN THE NEWS****Williams v. State of California**

On May 17, 2000 a class-action lawsuit was filed by a coalition of civil rights organizations, public interest law groups and private law firms alleging that State has failed in its obligation to ensure basic educational equality under the California Constitution. The suit claims that many California school children—particularly low-income, immigrant, and children of color—do not have access to qualified teachers, sufficient instructional materials, and adequate facilities that are necessary for their educational success. Over the past year, a national team of researchers has analyzed the claims of the *Williams* plaintiffs. Papers from these researchers, including a paper by Patricia Gándara and Russell Rumberger on unequal opportunities for English learners, which will soon be published by UCLA's Institute for Democracy, Education, and Access. In addition, the plaintiffs have filed a series of expert reports, including one by Kenji Hakuta on inequities for English learners. The expert reports and other information about the lawsuit can be found at: <http://www.decentschools.com/>.

\* \* \*

**UC Irvine Receives NSF Award**

UC Irvine has been awarded a five-year, \$14.2 million National Science Foundation grant for a new math and science education partnership program — Faculty Outreach Collaborations Uniting Scientists, Students and Schools, or FOCUS — to benefit high-need students at the pre-kindergarten through 12th-grade levels.

The FOCUS program will serve more than 100,000 students in three high-need Southern California school districts: Compton, Santa Ana and Newport-Mesa (westside Costa Mesa schools). Many of these students are from economically disadvantaged families and are designated as English learners, with Spanish as their first language; 82 percent are Hispanic and 11 percent are African-American.

For more information visit: [http://today.uci.edu/news/release\\_detail.asp?key=920](http://today.uci.edu/news/release_detail.asp?key=920)

**Education Policy Center News**

*(Continued From Back Page)*

The Policy Center contributed to the deliberations on the proposed new Master Plan, and some of this work was highlighted in a December 1 article by reporter **Jim Sanders** in the *Sacramento Bee*, in which he calls the proposal that all children in California be given the opportunity to learn a second language a “signal that learning to speak and read only English isn’t good enough any more.” The proposal of the Master Plan Committee should generate interesting debate in the upcoming legislative session, and the Policy Center will remain involved in those discussions.

Contact Patricia Gándara for more information on the Center: [pcgandara@ucdavis.edu](mailto:pcgandara@ucdavis.edu)

**DEAR READERS:**

We are in the process of updating our mailing list. If you wish to **continue receiving** free copies of the UC LMRI quarterly newsletter via the USPS, ~ or ~ if you would like to **change your subscription** to receive this newsletter and other information **electronically** via email instead, please take a moment to visit our web site and verify or change your data on line at: <http://tahoe.lmri.ucsb.edu/update/>.

If you are not already on our mailing list, you may add yourself to our database by visiting us at: [http://tahoe.lmri.ucsb.edu/mailling\\_list/](http://tahoe.lmri.ucsb.edu/mailling_list/).

**CALL FOR PAPERS DUE FEBRUARY 17, 2003****UC LMRI ANNUAL CONFERENCE**

**MAY 9-10, 2003**

**SAN DIEGO, CALIFORNIA**

**THE ASSESSMENT OF ENGLISH LEARNERS:  
IMPLICATIONS FOR TEACHING, RESEARCH, AND  
POLICY**

**KEYNOTE SPEAKERS:**

**DAVID BERLINER, ARIZONA STATE UNIVERSITY**

**AND**

**CHARLENE RIVERA, GEORGE WASHINGTON UNIVERSITY**

**Find out more at:**

<http://www.lmri.ucsb.edu>

## 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.*

This quarter kicked off with a Policy seminar and dinner in Davis on teacher preparation issues related to English learners. On October 17 **Alberto Ochoa** of San Diego State University, **Nadeen Ruiz** of California State University, Sacramento, and **Barbara Merino** of UC Davis gave presentations on what the research says about what teachers need to know to effectively teach English learners, and what the current and proposed CTC credentialing requirements for teachers of English learners are and will be. The speakers were outstanding and generated a great deal of discussion on this critically important topic. The Center plans to reprise this seminar in mid-December for legislative staff.

Meanwhile, **Julie Maxwell-Jolly**, UC LMRI postdoctoral scholar, has been working out of the Davis Center on a study looking at the impact of Proposition 227 on the work of bilingual teachers. She hopes to be able to report soon on her findings.

*(Continued Inside, On Page 3)*

## UC LMRI News Staff

Russell W. Rumberger ..... Editor-in-Chief  
Beverly Leaney ..... Publications Editor

## UC LMRI Faculty Steering Committee

Adalberto Aguirre Jr ..... UC Riverside  
Margaret Gibson ..... UC Santa Cruz  
Kris Gutiérrez ..... UC Los Angeles  
Carolyn Huie Hofstetter ..... UC Berkeley  
Paula Levin ..... UC San Diego  
Barbara Merino ..... UC Davis  
Giorgio Perissinotto ..... UC Santa Barbara  
David J. Sánchez ..... UC San Francisco  
Robin Scarcella ..... UC Irvine

\*\*\*

Russell W. Rumberger (Director) ..... UC Santa Barbara  
Patricia Gándara (UC LMRI Education Policy Center) ..... UC Davis  
Dante Noto ..... UC Office of the President

## UC LMRI Staff

Russell W. Rumberger ..... Director  
Valery N. Rivera ..... Management Services Officer  
Beverly Leaney ..... Publications Editor/Admin. Asst.  
Andy Pabst ..... Computer Systems Administrator  
Denise Aceves ..... Student Assistant

\*\*\*

The UC LMRI Newsletter is published quarterly and is available for distribution by electronic subscription to interested parties. Visit our web site (<http://www.lmri.ucsb.edu>) to subscribe or make any name/address changes or corrections to your current subscription.

- 2003 LMRI Conference - Call for Papers
- 2003 Call for Proposals
- Language Census Trends

## In This Issue

Non-Profit  
Organization  
U.S. POSTAGE  
PAID  
Santa Barbara, CA  
Permit No. 104

University of California  
Linguistic Minority Research Institute  
South Hall, Room 4722  
Santa Barbara, CA 93106-3220