

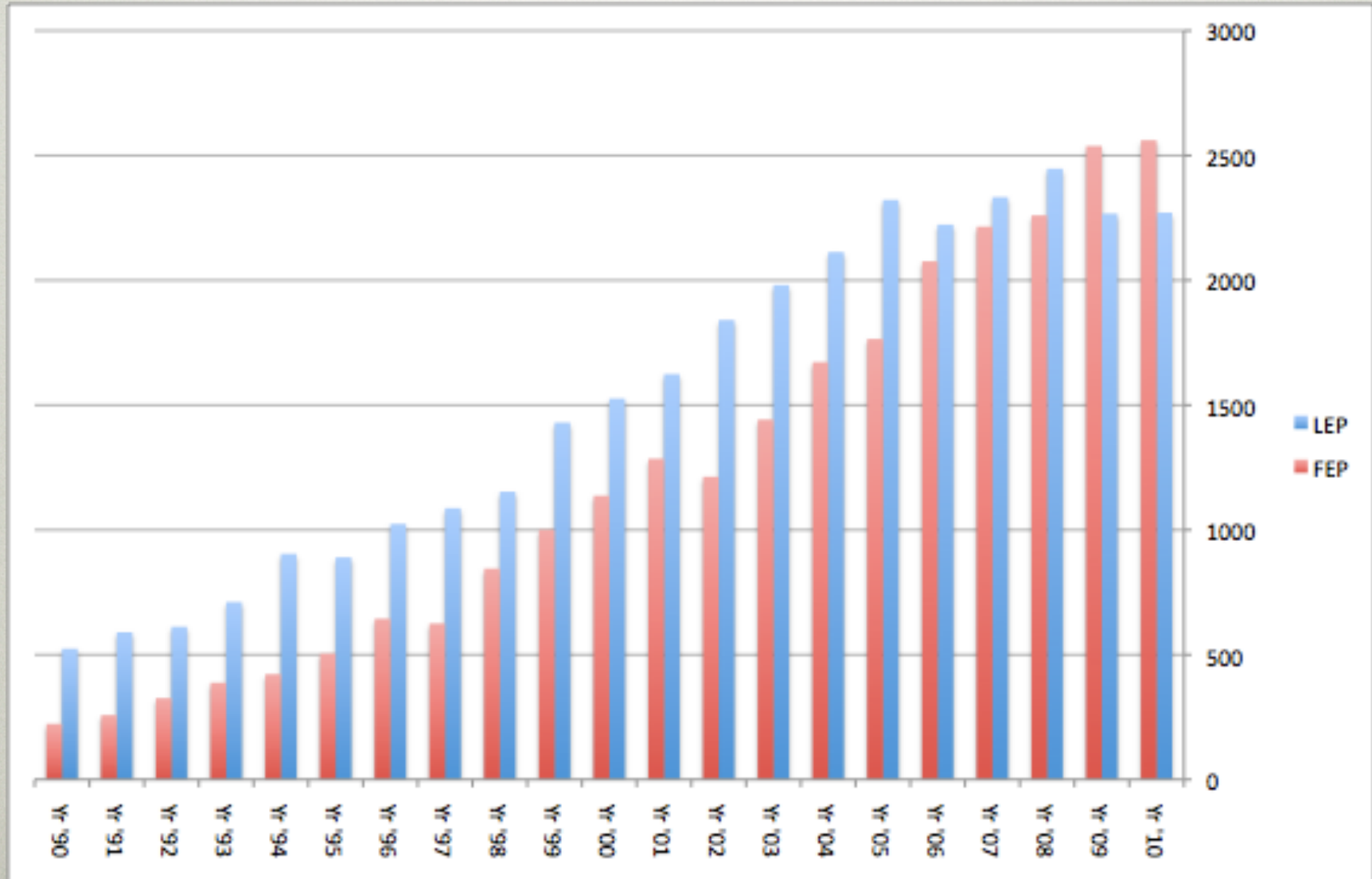
Refugees & Immigrants

in Rancho Cordova

Definitions

- **Refugee:** person seeking asylum
- **Immigrant:** person choosing to relocate
- **Language minority:** another language at home
- **English learner (EL):** not yet tested as fluent
- **FEP:** tested as fluent (initial or reclassified)

Language Minority Students, '90-'10



Languages Spoken, March 2010

<i>LM Language</i>					
Afrikaans	5	Hmong	109	Persian	14
Amharic	1	Hungarian	5	Pilipino	48
Arabic	61	Ibo	1	Polish	13
Aramiac	1	Ilocano	10	Portuguese	13
Armenian	324	Indian	2	Punjabi	120
Assyrian	2	Indonesian	15	Rumanian	38
Bangala	11	Italian	2	Russian	625
Belarus	1	Japanese	24	Samoan	6
Bengali	35	Kachi	1	Serbian	1
Bini	1	Kannada	27	Sinhalese	2
Bosnian	3	Kazakh	1	Somali	1
Bulgarian	3	Khmer	4	Spanish	1758
Cambodian	10	Kikuyu	1	Swahili	10
Cantonese	98	Kirundi	1	Swedish	4
Cebuano	2	Kiswahili	9	Tagalog	84
Chaozhou	2	Konkani	1	Tamil	58
Chinese	15	Korean	118	Telugu	96
Czech	3	Kosraean	8	Thai	7
Dari	11	Lao	8	Toishanese	4
Dutch	5	Malayalam	26	Tongan	1
Ewe	1	Mandarin	145	Turkish	9
Farsi	97	Marathi	14	Turkmen	6
Fijian	3	Micronesian	9	Ukrainian	164
French	17	Mien	1	Urdu	55
Fukienese	3	Moldovan	20	Vietnamese	174
German	18	Mongolian	2	Visayan	2
Greek	1	Nepali	12	Yoruba	2
Gujarati	35	Nigrian	4	<i>Grand Total</i>	<i>4832</i>
Hawaiian	2	Norwegian	1		
Hebrew	7	Oriya	5		
Hindi	150	Pampango	3		

Top 15 Languages (85% total)

LM Language	Folsom	RC/Mather	Sac	Other	Total
Spanish	264	1460	30	4	1758
Russian	55	551	17	2	625
Armenian	3	292	29		324
Vietnamese	71	97	2	4	174
Ukrainian	3	159	2		164
Hindi	109	40	1		150
Mandarin	140	5			145
Punjabi	82	38			120
Korean	106	10	2		118
Hmong	5	97	7		109
Cantonese	46	48	4		98
Farsi	93	3		1	97
Telugu	91	5			96
Tagalog	29	53	1	1	84
Arabic	49	10	2		61

Top 15 Birth Countries (93%)

Birth country	Folsom	RC/Mather	Sac	Other	Total
United States	1108	1995	67	7	3177
Mexico	41	340	7		388
Moldova	2	204	1		207
Ukraine	9	158	2		169
India	131	21			152
Philippines	40	50	2		92
Armenia		75	14		89
Vietnam	5	31	1	4	41
Belarus	1	36	1	1	39
Russia	14	16	4		34
China	21	5			26
Korea	23	2			25
Kazakhstan	2	19			21
Canada	19	1			20
Fiji	3	16	1		20

Language Fluency

	Folsom	RC/Mather	Sac	Other	Total
FEP	1060	1422	73	7	2562
LEP	565	1670	30	5	2270
Total	1625	3092	103	12	4832

DISTRICT GROWTH

	<i>EL</i>	<i>FEP</i>	<i>EO</i>	<i>Enrollmt</i>	<i>Percent LM</i>
Yr '03	1,981	1,442	14,031	17,454	19.6%
Yr '04	2,113	1,672	14,051	17,836	21.2%
Yr '05	2,322	1,765	14,041	18,128	22.5%
Yr '06	2,223	2,076	13,802	18,101	23.8%
Yr '07	2,333	2,216	13,900	18,449	24.7%
Yr '08	2,446	2,262	14,321	19,029	24.7%
Yr '09	2,267	2,538	14,314	19,119	25.1%
Yr '10	2,271	2,561	14,104	18,936	25.5%
03-10 change	290	1,119	73	1,482	
% change	15%	78%	1%	8%	
District grew by 1,482 over 8 years.					
Language minority (EL+FEP) increased by 1,409					
English only increased by 73					

Phase I: 1980s

- Aerojet downsizes, late 1970s
- Saigon falls, 1975, political refugees from Vietnam
- “Boat people,” 1979-1982
- Catholic Social Services resettled a large group in Redburn/Croetto apartments
- Hmong, secondary migration from Oregon, etc., 1982-86

Williamson 3rd grade, 1976-77



Redburn Lane, 1981



New Chinese refugee student, 1982



Summer school, 1982



Field trip, 1982



High school students, mid-80s



Lue Vang, summer class, 1983



Hmong New Year, Hagen Park, 1984



Hmong kids, Hagen Park, 1984



Project: Easy Information

- Southeast Asia Community Resource Center
- 14 conferences
- 6000 items for checkout (now, CSUS)
- 14 handbooks
- “Context” newsletter, 22 years

Southeast Asia Community Resource Ctr



Publishing of information

Context:
Southeast Asians in California
Volume 8, Number 6, March, 1988

(formerly "Refugee Update")
Faison Center for Ethnic Studies/Center
3900 Geneva Lane,
Rancho Cordova, CA 95670
(916) 835-0310
2007, 2008, 2009

Editor's Message
"Old wine in a new bottle"

The *Refugee Update* began in October, 1980, as a way of bringing current and relevant information to educators working with Southeast Asian refugees. Seven years have passed, and "Refugee Update" no longer accurately reflects the focus of the newsletter—browse through past issues, and you will find items about linguistic and cultural diversity and ways to improve understanding between people who interact on a regular basis. "Context" is the new name for the *Refugee Update*.

There is now a collection of print and audio-visual materials for checkout at the Southeast Asia Community Resource Center, and the annual Southeast Asia Education Faire is in its fourth year. The conference and the products of the *Refugee Educators' Network*, an int'l of school and community people who meet five times a year to share information and resources.

Why all these ventures? Very simply, to make available and relevant information easily accessible to those interested. There seems to be an on-going interest in Southeast Asians in California communities and but there are many other linguistic, cultural, and groups—the 1980 census counted over 100 different languages in the U.S., and 50 of them are of significant size. "next step" is for other school districts to develop other groups, and then to tie together the various with computer links, County Offices of Education meetings. Who's next?

(We each carry within us a set of rules and expectations about human behavior, learned as children in our particular cultural group, and we refer to this set whenever we encounter another person. When the other person's behavior does not conform to our own set of rules, we feel negatively uneasy, but cannot identify the reason why. Once the context of the behavior—our rules and their rules—is brought into conscious awareness, then contact (communication) is possible. The scope of this newsletter is items that help clarify the context of behavior so that teachers, administrators, social workers, and community members begin to ask "why?" whenever there is a problem in communicating across cultures. Future issues will carry items in various Southeast Asian languages that explain the context of "American culture".)

Minority Cultures of Laos:
Kammu, Lua', Lahu, Hmong, and Lu-Mien

Edited by
Judy Lewis

Contributors
Damrong Rajanin
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Julia Elliott
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Yang Dao
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Handbook for Teaching Hmong-Speaking Students

developed by
Bruce Thonbaou Biatou
Bruce T. Downing
Judy Lewis
Dao Yang

Learn to Read Hmong
Kawm Nyeem Ntawv Hmoob

White Hmong Primer

By Judy Lewis & Lue Yang, 1999
by the Central Valley Foundation, Sacramento, CA,
Asia Community Resource Center,
Iova Lane, Rancho Cordova CA 95670

**GRANDMOTHER'S PATH
GRANDFATHER'S WAY**

LUE YANG - JUDY LEWIS

www.reninc.org

14 annual conferences



Phase II: 1990s

- Soviet Union opens, 1988
- Mather closes, early 1990s
- Religious refugees, 1989-2000
- Russia, Ukraine, Armenia, Belarus, Moldova
- Local pastors broadcast behind the iron curtain for years

Change in population



Project: Heritage Languages

- “Bring us 20 students and an instructor, and we’ll help you with a classroom and materials.”
- 32 Saturdays x 4 hours, 8 levels
- Ukrainian, Russian, Armenian...and Spanish
- Regional
- Golden Bell winner, 2007

Ukrainian Saturday School, 1994



НІ - Я ЖИВА, Я ЖИВУ В СЕРЦІ ЖИТИ,
Я МАЮ В СЕРЦІ ТЕ, ЩО НЕВМИРА

ШКОЛА
УКРАЇНОЗНАВСТВА
САКРАМЕНТО КАЛ



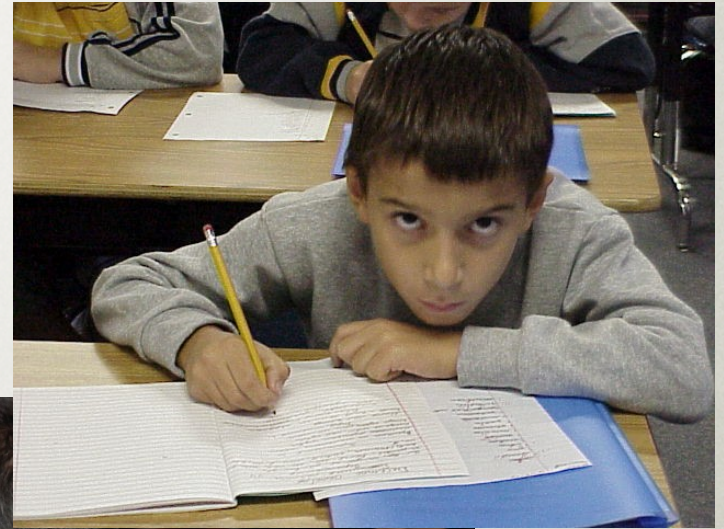
Ukrainian Saturday School, 2007



Russian Saturday School, 2006



Armenian Saturday School, 2007



Phase III: 2000s

- Wind-down of religious refugee flow
- Obstacles to refugee processing, post-2001
- Increase in construction
- Increase in Spanish-speakers, 2000
- Mostly Mexican

Spanish Saturday School, 2002



Spanish Saturday School, 2007



Effect of Heritage Language Study

Increased 1 or more levels on the CST-ELA (2005 v 2006)

(Students who were EL, and not Proficient or Advanced in 2005)

	<i>Armenian</i>	<i>Russian</i>	<i>Ukrainian</i>	<i>Spanish</i>
Attended Sat Sch	24%	20%	26%	22%
Did not attend	20%	11%	17%	7%
	N= 21, 158	N=25, 412	N=23, 129	N=78, 1104

PARTICIPATION IN SATURDAY SCHOOLS

2009-10	
Russian	115
Ukrainian	186
Spanish	200
Refugee vocab classes	20 ea

It's official!

Rancho Cordova

All-America City 2010

Feels like MAGIC!

The National Civic League tonight named RANCHO CORDOVA an All-America City, bestowing its highest honor for civic engagement, innovation and citizen-driven democracy.

Rancho Cordova was one of 10 cities to be named All-America City 2010 winners from a field of 25 finalists who all traveled to Kansas City for the final competition.

Rancho Cordova's 25-member delegation built their presentation around the theme "We Make the Magic" and spotlighted three signature projects to demonstrate collaboration, innovation, civic engagement and more in local problem-solving. The Rancho Cordova application was crafted by the Cordova Community Council.



Rancho Cordova

Local projects included:

- **Project 680**, the grassroots effort led by Cordova Towne neighborhood activist Ryan Lundquist, which collects everyday items such as socks, underwear and shoes to benefit homeless children in the Folsom Cordova Unified School District. The project draws its name from the 680 children who have been identified as homeless in the FCUSD.
- **Rancho Cordova Cultural Heritage (Saturday) Schools**, a collaborative effort of immigrant parents and the Folsom Cordova Unified School District to preserve and honor arts and culture of mother countries. The project builds bridges between immigrant groups and the community at-large, has improved academic performance among immigrant children and has provided for cultural enrichment for the entire population of the city.

Phase IV: 2010s

- ???????
- Iraqi and Afghan political refugees?
- No mosque in Rancho Cordova
- No local community
- Impact of creative mortgages?
- Impact of slowed construction?
- Impact of border security?