

Asian Pacific Islander Student Issues

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Agenda

1. Overview of the top three Asian student subgroups' academic performance in Santa Clara County
2. Challenges for Asian Students: Chinese, Japanese, Korean, and Vietnamese
3. Considerations for School Board Policies

Who are the API Students?

1. East Asia

Chinese, Japanese and Korean

2. South Asia

Indian and Pakistani

3. Southeast Asia

Burmese, Cambodian, Laotian, Malaysian, Filipino, Thai, and Vietnamese

4. Pacific Islander

Guamanian, Hawaiian, Tahitian, and Samoan

Student Enrollment by Ethnicity in Santa Clara County

County	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Enroll.
SANTA CLARA TOTAL	1,640 (0.6 %)	62,540 (24.6 %)	2,017 (0.8 %)	12,776 (5.0 %)	91,012 (35.7 %)	8,534 (3.4 %)	69,985 (27.5 %)	6,118 (2.4 %)	254,622
State Total:	50,758 (0.8 %)	517,167 (8.2 %)	40,386 (0.6 %)	165,571 (2.6 %)	3,003,726 (47.6 %)	495,012 (7.8 %)	1,915,449 (30.3 %)	124,324 (2.0 %)	6,312,393

Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools.
Starting in 2000-01, enrollment figures include State Special Schools.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam).

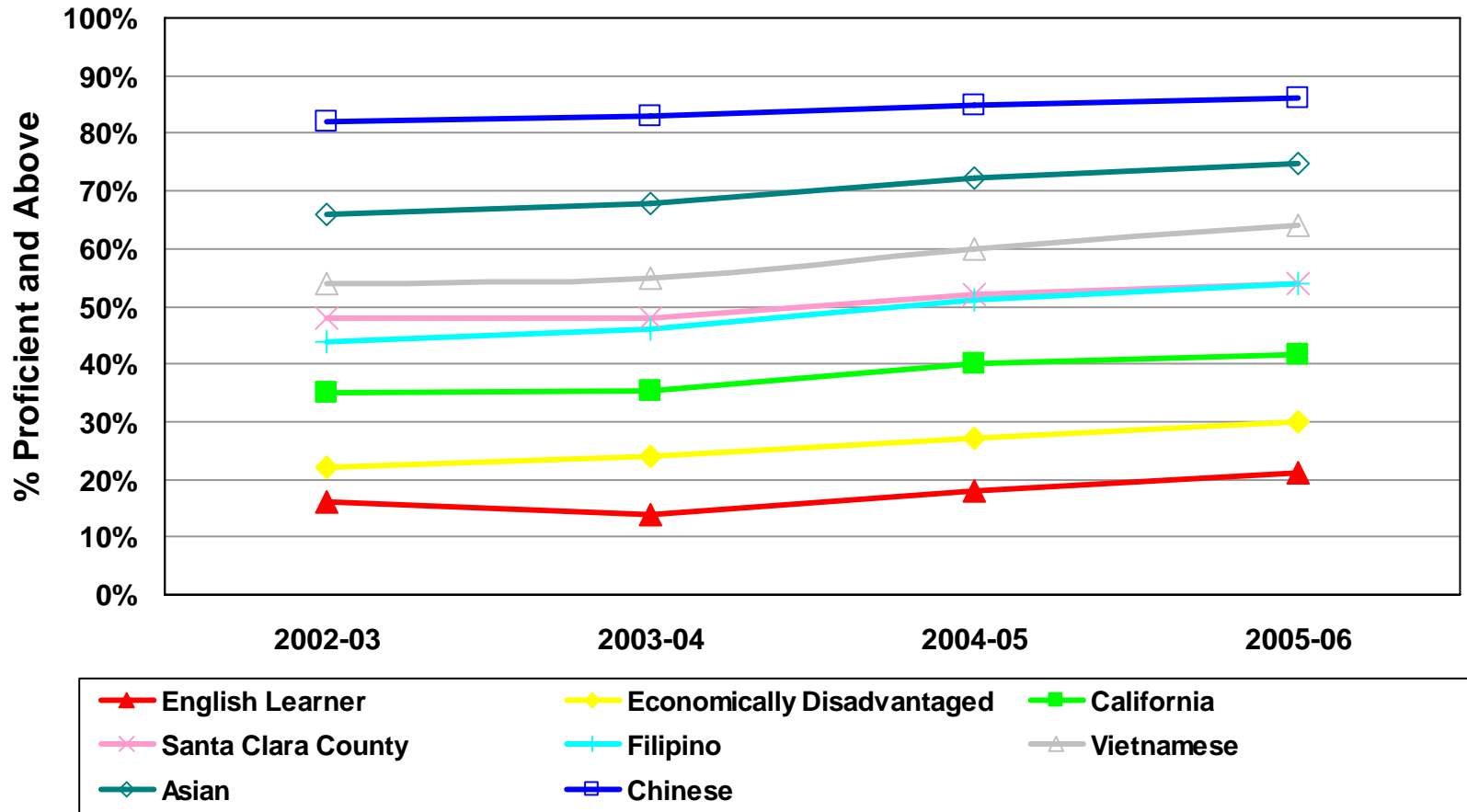
The Top 10 API EL Student Demographics in Santa Clara County

	Language Name	Total	% of Total
1.	Vietnamese	7,900	12.1 %
2.	Filipino	2,249	3.5 %
3.	Mandarin	2,234	3.4 %
4.	Cantonese	1,218	1.9 %
5.	Korean	1,053	1.6 %
6.	Punjabi	972	1.5 %
7.	Japanese	742	1.1 %
8.	Khmer (Cambodian)	560	0.9 %
9.	Hindi	345	0.5 %
10.	Ilocano	275	0.4 %
	API EL Totals	17,548	26.9 %
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	EL Totals	65,110	100.0 %

Santa Clara County CST Results

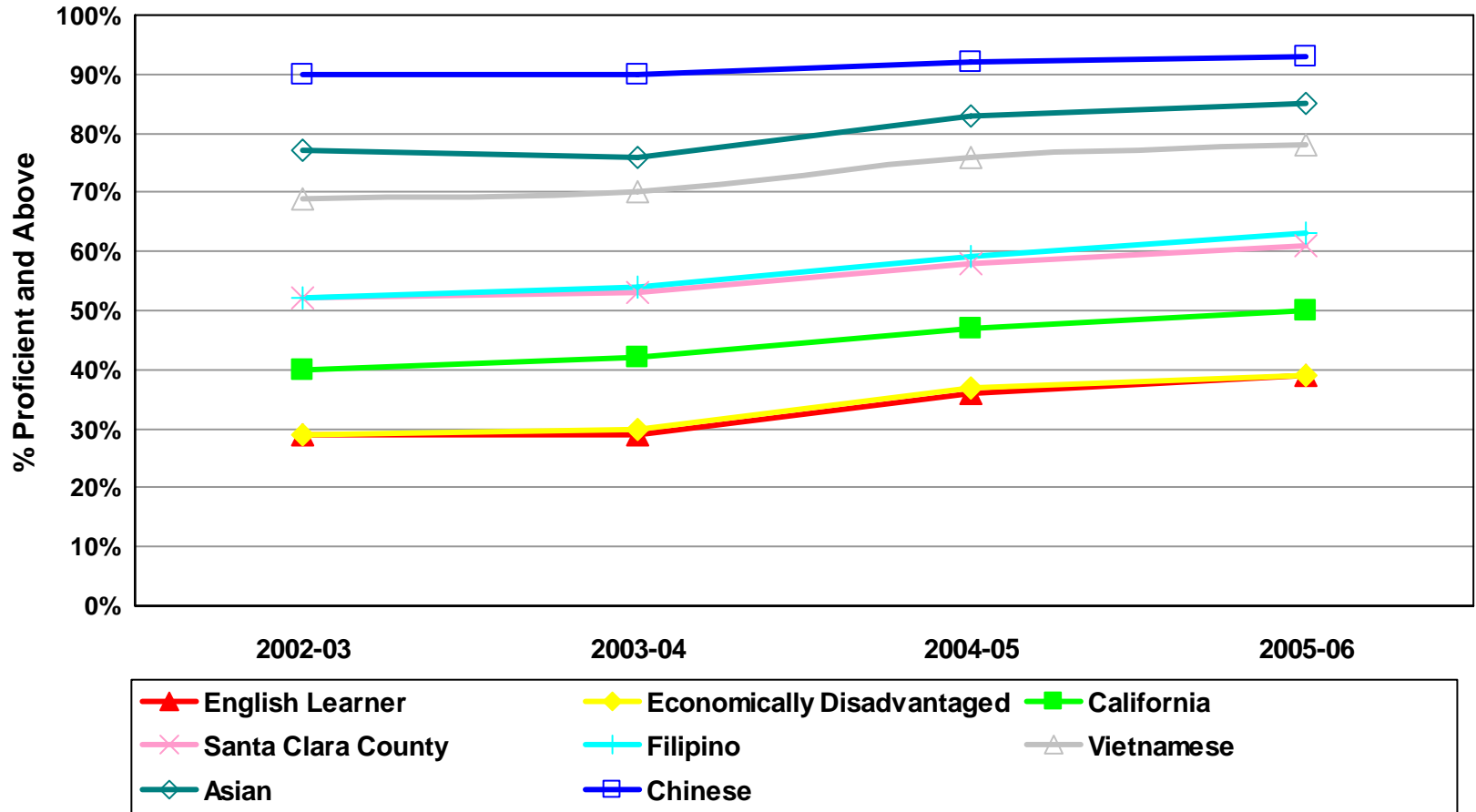
English-Language Arts: Grades 2 - 11

Percent Proficient and Above



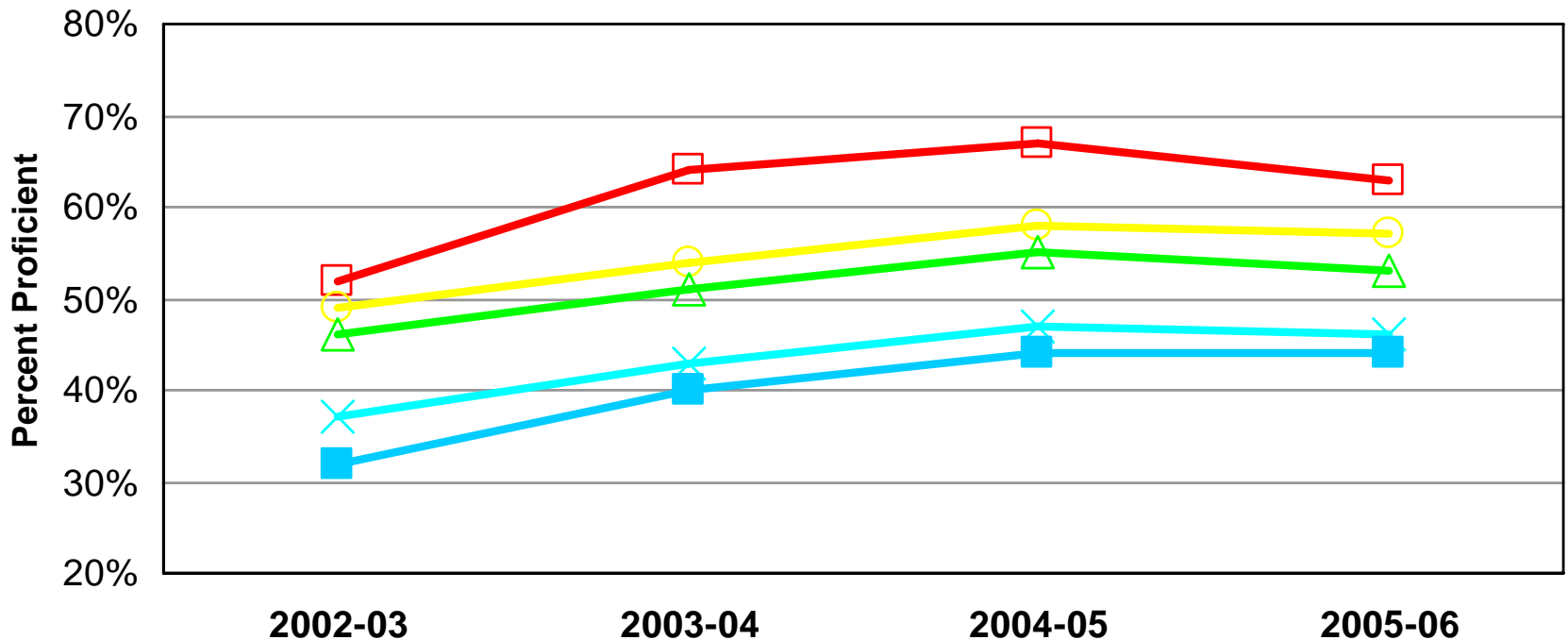
Santa Clara County CST Results

Mathematics: Grades 2 - 7 Percent Proficient and Above



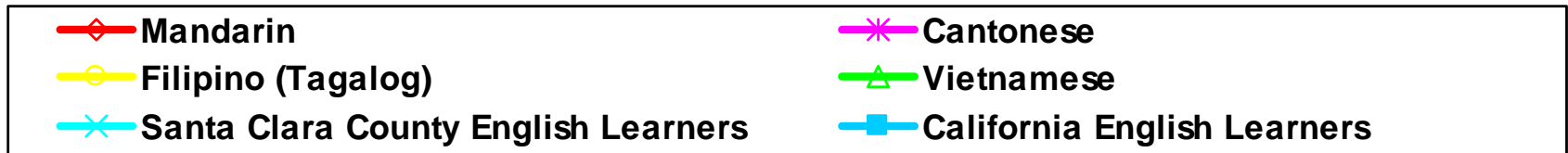
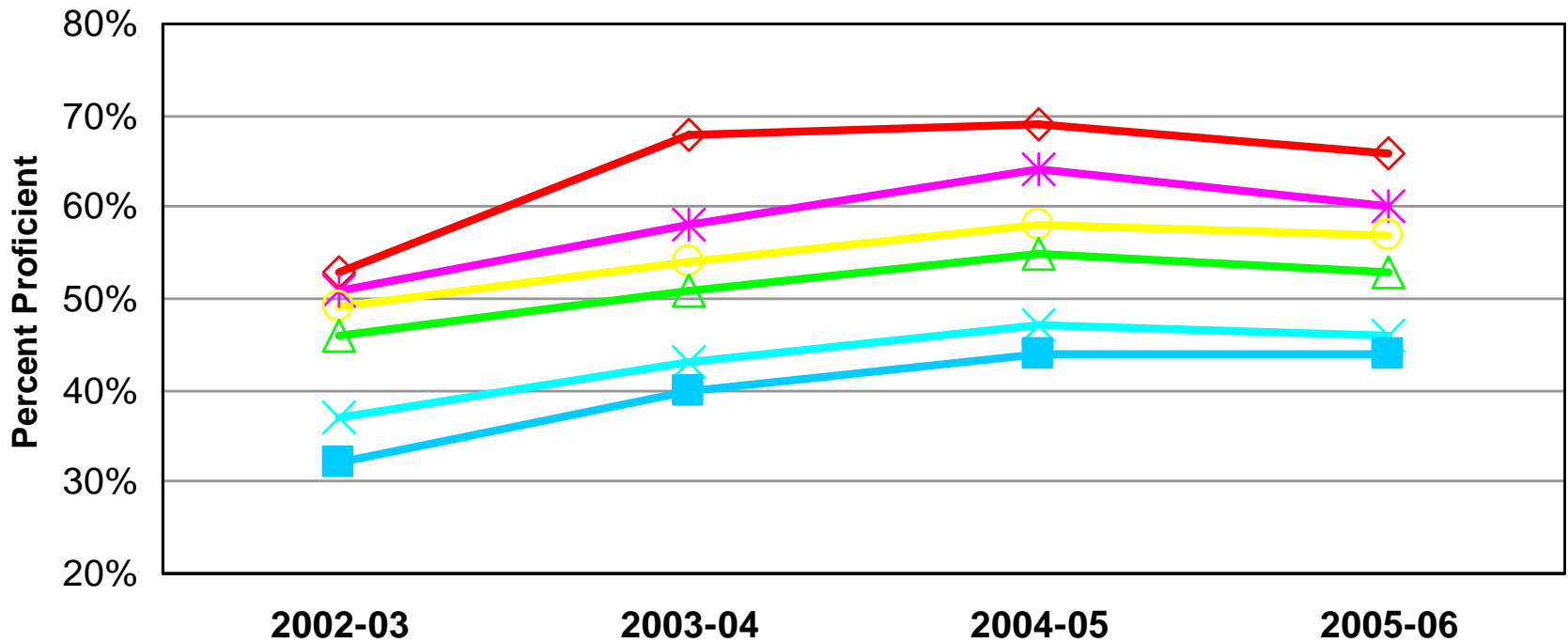
Santa Clara County CELDT

Percent of K - 12 Students who met the State Board of Education's Proficiency Criteria



Santa Clara County CELDT

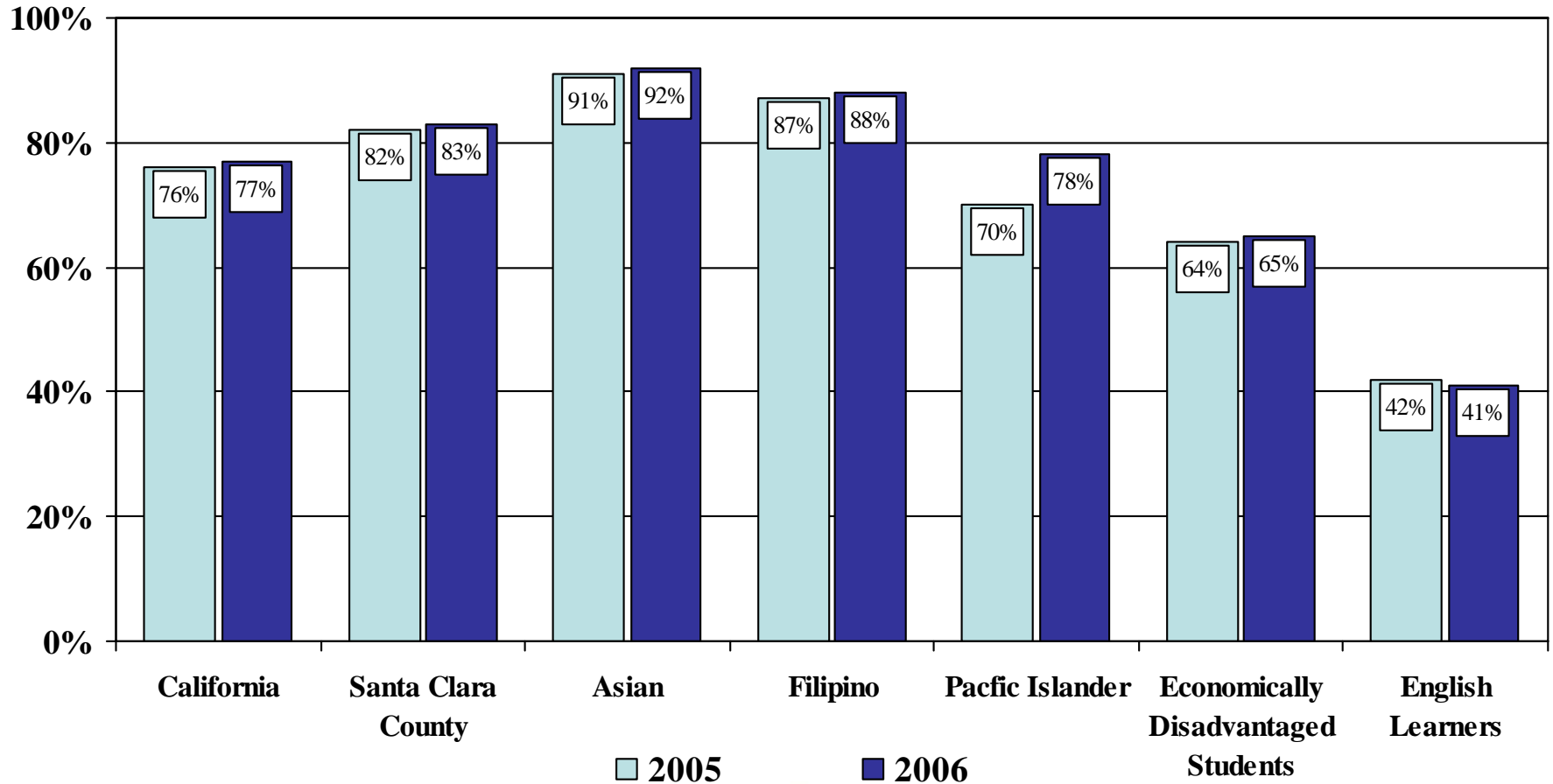
Percent of K - 12 Students who met the State Board of Education's Proficiency Criteria



Santa Clara County CAHSEE Results

10th Grade Passing Rates: English-Language Arts

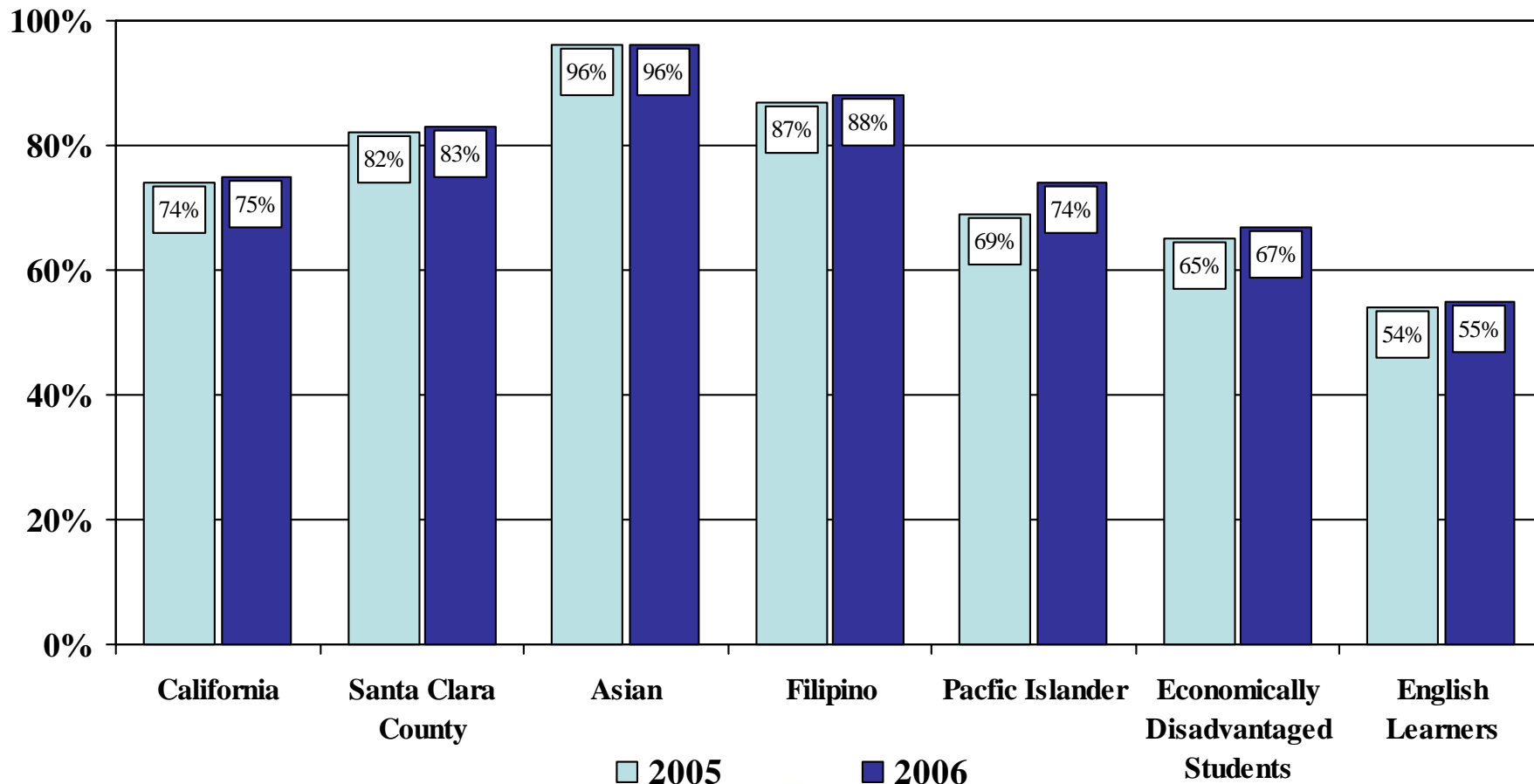
2004-05 and 2005-06



Santa Clara County CAHSEE Results

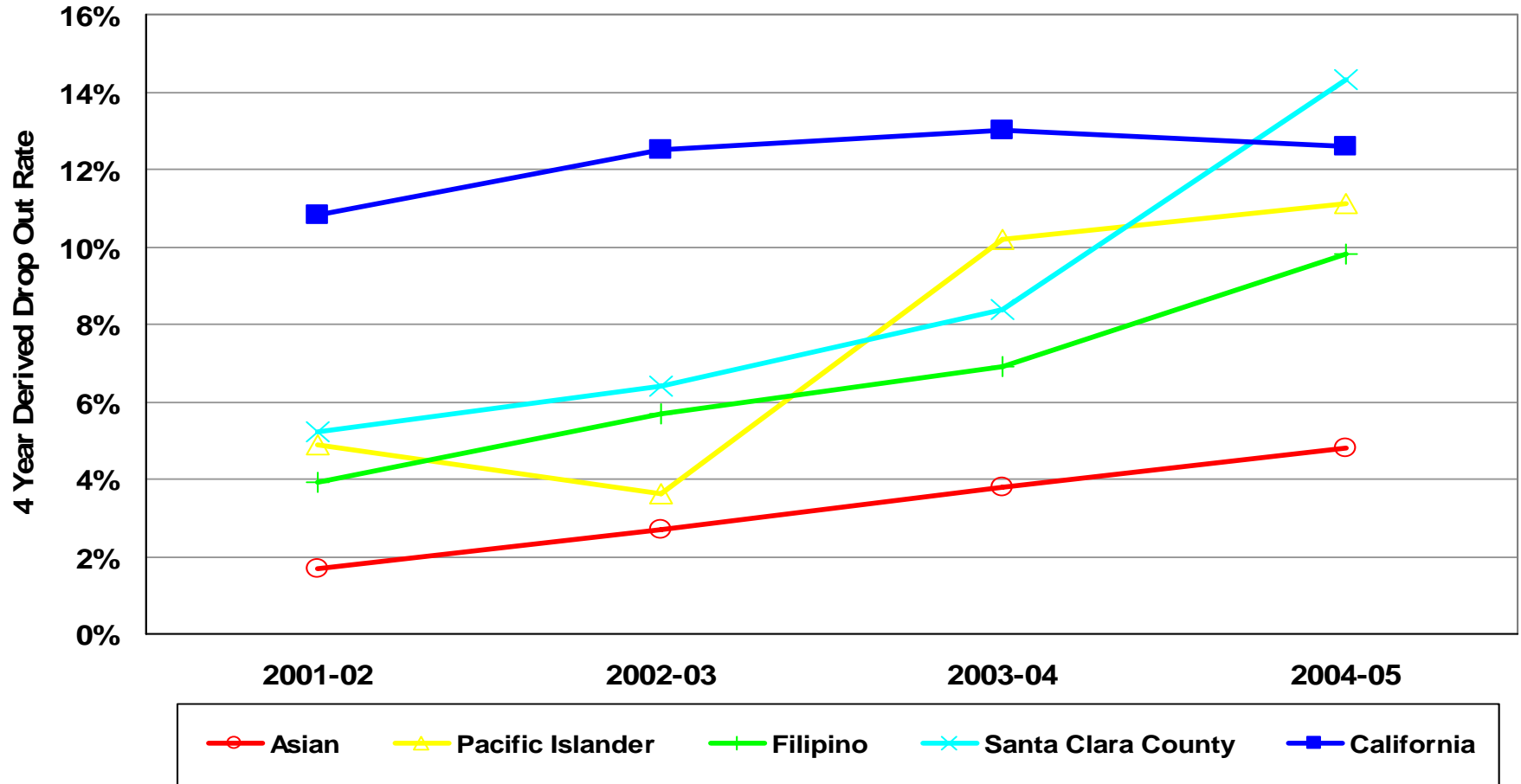
10th Grade Passing Rates: Mathematics

2004-05 and 2005-06



Four Year Derived Drop Out Rate

Santa Clara County 2001-02 to 2004-05



Challenges for these Asian Students: Chinese, Japanese, Korean and Vietnamese

1. Pressured to excel academically to avoid bringing shame to the family.
2. Burdened from the “Asian whiz kid” stereotype.
3. Tend to become involved in many extra curricular activities such as native-language classes, art, music, math, science, kung fu, etc.
4. Struggle with the differences in expectations and values of American society and their own families.

Considerations for School Board Policies

1. Student Identification

- a. Who are the high, middle and at-risk students?
- b. Are these students English Learners (ELs), Initial Fluent English Proficient (IFEP), or English only (EO)?

For ELs, what is their English proficiency and proficiency in their native language?

- c. What data system is in place to track student progress?
- d. What are the current procedures for identifying students who are at risk?

Considerations for School Board Policies (cont'd)

2. Program Placement

How are the current student placement procedures meeting the students' language and academic needs?

3. Instructional Services

- a. What services are available for students who need academic support in content areas?
- b. For English Learners, what services are available for students who need support in English Language Development (ELD)?

Considerations for School Board Policies (cont'd)

4. Primary Language Resources

What primary language resources are available to support students who are literate in their primary language?

5. Home-school Communication

- a. How can parents learn more about their children's academic progress and instructional support services?
- b. What steps can parents take when they feel that their children are not succeeding at school?
- c. Where can parents find resources to help support their children in their learning?
- d. How will the School Board evaluate the effectiveness of the home-school communication system?
- e. Is translation provided for important school meetings and documents?

Considerations for School Board Policies (cont'd)

6. Home Language Maintenance

How can the School Board encourage students to continue to speak and use their native language at home (and if applicable, at school)?

7. Parent Resources

- a. What training opportunities are provided to parents on their rights, their children's rights, and ways to be involved?
- b. What classes can be offered to parents to support their children's academic achievement?
- c. How do districts utilize the resources and services from local Asian community-based organizations?

Considerations for School Board Policies (cont'd)

8. Professional Development Opportunities for Administrators and Teachers

What professional development opportunities are available to increase cultural competency?

Other Factors to Consider

1. Data limitation. We do not have breakdown on the percentage of Asian subgroups in these areas: first vs. second generation; parents' level of education; percent received free and reduced lunch; number of years in the U.S. schools, etc.
2. Students' degree of academic preparation prior to enrolling in a U.S. school (if applicable).
3. Students' age of arrival in the U.S. (if applicable).

References

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7. Reis, Rick . *Teaching Concerns of Asian American Students*. (2000). Retrieved November 27, 2006, from <http://sll.stanford.edu/projects/tomprof/newtomprof/postings/244.html>