

---

## Gap Between English and non-English Fluent Students Increases in California

**Denis O'Leary**  
**League of United Latin American Citizens (LULAC)**  
**(for immediate release)**

---

According to recently released Stanford 9 data, the gap between English fluent and non English fluent students has increased in California since Mr. Ron Unz's anti bilingual education proposition came into affect.

Since California's Proposition 227 passed in 1998, 88% of California's non English fluent students have been placed into English immersion classes which are designed to not normally exceed one year. Since 1998, Stanford 9 test scores have shown a widening gap between non English fluent and English fluent students.

### The Achievement Gap

SAT9 Reading Scores Academic Years 1998 and 2001 Limited English Proficient Students (ELL) Compared With Fluent English and native English Speakers (E Pro)

Gr ...ELL98... E Pro 98....98 diff... ELL 01... E Pro01....01 diff

2.....	19.....	39.....	20.....	31.....	60 .....	29
3.....	14.....	36.....	22.....	23.....	57 .....	34
4.....	15.....	40.....	25.....	21.....	59 .....	38
5.....	14.....	40.....	24.....	18.....	55 .....	37
6.....	16.....	43.....	27.....	21.....	57 .....	36
7.....	12.....	41.....	29.....	16.....	55 .....	39
8.....	15.....	44.....	29.....	19.....	56 .....	37
9.....	10.....	34.....	24.....	12.....	41 .....	29
10.....	8.....	32.....	24.....	9.....	40 .....	31
11.....	10.....	37.....	27.....	11.....	42 .....	31

Besides a growing gap between students, a total 992,126 limited English immigrant students in grades 2 through 11 have failed to become mainstreamed in English only classes after the third year of the passage of Prop. 227.

The restrictive English immersion law has allowed administrators to oppose parental rights to chose bilingual instruction and forced students to repeat the one year curriculum two, three, and even four years. LULAC believes that this is denying a future based upon solid academics, will not allow equal access to education nor advance our community and in the end will not make students more American.

According to Denis O'Leary, Far West Region of the League of United Latin American Citizens, the largest and oldest hispanic rights organization in the country, even these poor results understate the facts. "Success would be obvious. California's students would be English fluent. Instead, a massive failure is being denied by those who have the most to gain from this oppressive law."

While proclaiming success, proponents of "one year of intensive English immersion" are now suggesting that standards be lowered. "This is a deliberate ploy to detract the public from the English immersion failure to make close to one million Californian immigrant students English fluent. This calculated distraction from massive failure in California is intended to promote the same oppressive methodology in other states."

According to Denis O'Leary, LULAC supports bilingual education because it allows the student to learn English from the first day of school, as well as academic standards at par with all American children, it does not deny academics. Bilingual instruction does not condemn students to a future of remedial service jobs with little requirements other than speaking basic English. English immersed students are not keeping up academically and they are not becoming fluent in English as promised."

---

CONTACT: DENIS O'LEARY, Education Advisor  
League of United Latin American Citizens (LULAC)  
Far West Region, (AZ, CA, CO, HI, NV, OR, UT, WA)  
Tel: 805-815-4442 Fax: 805-815-4442  
Web: [www.lulac.org](http://www.lulac.org)  
e-mail: <[denis@latinosonline.com](mailto:denis@latinosonline.com)>

---