



Loyola Marymount University
Center for Equity for
English Learners

2024-2025 ANNUAL REPORT

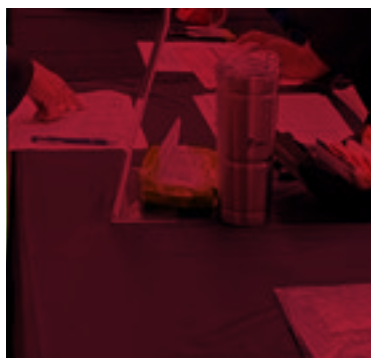
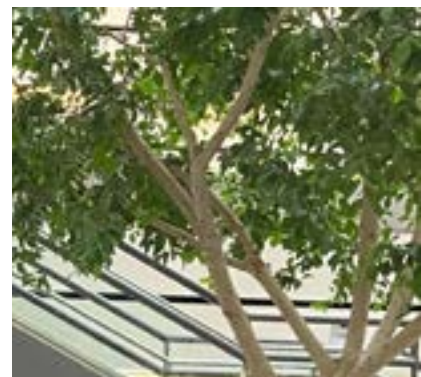


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Message From the Executive Director

Dear Colleagues and Partners,

In 2024–2025, the Center for Equity for English Learners (CEEL) advanced its mission to foster equity and excellence for Multilingual Learners through high-impact research, policy, and professional learning. We were privileged to serve 2,086 educators across preschool through higher education through the expansion of our [professional learning programs](#) and events. We celebrated the launch of our [Transitional Kindergarten \(TK\)/ECE Academy](#) extension program and the fourth year of our powerful partnership with the Los Angeles Unified School District and the Sobrato Early Language program through the [Purposeful Engagement in Academic Rigor and Language Learning \(PEARLL\)](#) National Professional Development Grant Project. As part of our technical assistance efforts, CEEL supported 20 Local Education Agency teams in developing [English Learner and Multilingual Learner Master Plans](#). CEEL’s over 279 professional engagements included conference presentations, partnership presentations, advocacy convenings. These collective efforts advanced culturally and linguistically responsive teaching and leadership across diverse educational settings.

Our strategic partnerships expanded to 117 networks across California and the United States. CEEL serves as a strategic leader and thought partner within the [High-Quality Instructional Materials \(HQIM\) Learning Partners Coalition](#) to promote and ensure that the selection and adoption of instructional materials center the needs of multilingual learners. Our collaborative relationships have strengthened our collective capacity to support and uplift diverse English Learner and Multilingual Learner communities.

As part of our [policy and research agendas](#), CEEL led the 2024-2027 [Local Control and Accountability Plan \(LCAP\)](#) study with 38 district, advocacy, and policy leaders. and continued our role as the external evaluator of the California Newcomer Education and Well-Being (CalNEW) program. Our [Education and Policy Briefs and reports](#) are downloaded and cited across the globe, 4,300 downloads across our publications!

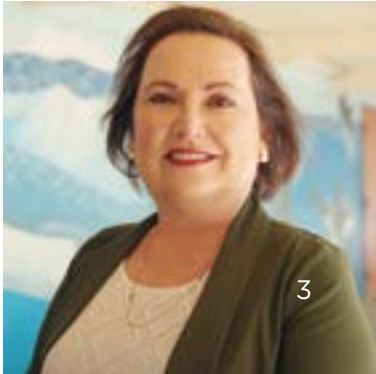
CEEL also launched its communications plan to disseminate our resources and strengthen engagement with diverse audiences. As part of this effort, the organization introduced a [Newcomer Support and Resources](#) webpage designed to provide accessible tools and information for educators and stakeholders serving Newcomer students. Our digital platforms reached nearly 100,000 individuals, and our website welcomed visitors from 102 countries.

CEEL’s strength and sustainability is in large part ensured by your support, partnership, shared commitment to and unity in advancing educational equity for multilingual learners, families and our communities. In these particularly trying times, our unity is our strength.

With warm regards,

Magaly Lavadenz

Magaly Lavadenz, Ph.D.
Executive Director, Center for Equity for English Learners
Leavey Presidential Endowed Chair in
Ethics and Moral Leadership
School of Education
Loyola Marymount University





CEEL Overview

MISSION

CEEL ensures equity and excellence in English Learner and Multilingual education by transforming educational systems and practices as leaders who collaborate in research, professional learning, and policy to positively impact generations of students and communities.

VISION

English Learner and Multilingual education is research- and evidence-based, and fully integrated into the U.S. education system. Language, literacy, and all content instruction for English Learner and Multilingual students is assets-based, equitable, and just. English Learner and Multilingual students and their families are valued and engaged as partners in the education process.

STRATEGIC PLAN

Following a comprehensive and inclusive process that engaged CEEL’s many stakeholders, the team created a [five-year plan](#) that charts a course through 2028. The plan builds on CEEL’s more than 16 years of steady growth and innovation, positioning it for a future of continued growth, increased impact, and heightened visibility as a critical partner in English Learner and Multilingual student education.

Impact Highlights

2,086

Educators Served Across Professional Learning



100K

Audience Reached Across Communications Platforms



117

Strategic Partnerships to Date Across California and the United States



23

Partners in Northern California



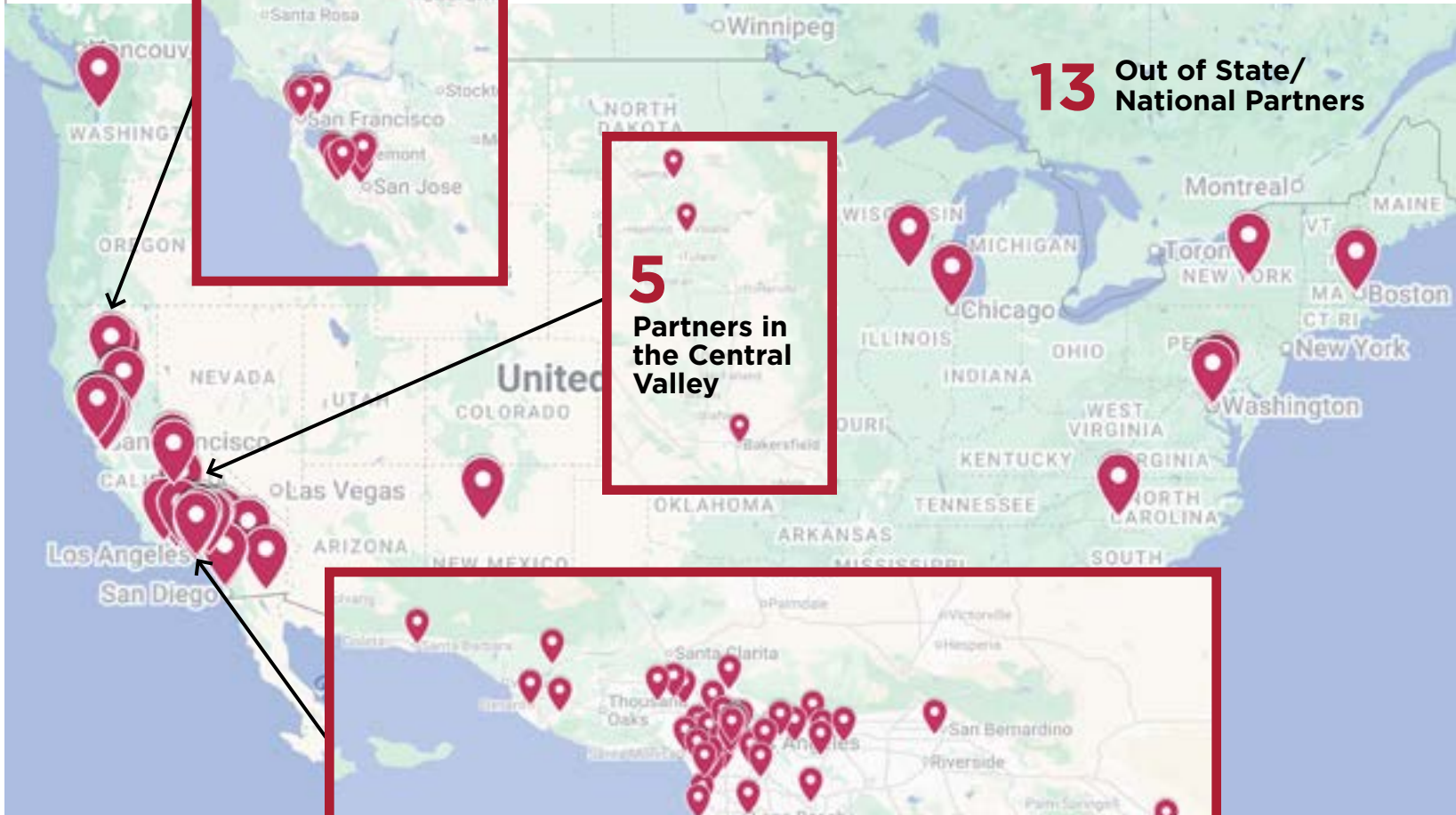
5

Partners in the Central Valley



13

Out of State/ National Partners



76

Partners in Southern California



Research Highlights

At CEEL, we prioritize equity-driven research that informs policy and strengthens professional learning for English Learner and Multilingual students. We expanded our research and evaluation efforts through strategic partnerships that elevate culturally and linguistically responsive practices. We also published one education and policy brief as well as six brief insights. The following highlights showcase how our work centers the experiences of educators, students, and families to build more inclusive, just, and effective educational systems across California, the nation, and globally.



CalNEW Evaluation Study

CEEL deepened its role as the external evaluator of the California Newcomer Education and Well-Being (CalNEW) program, administered by the California Department of Social Services' Office of Immigrant Youth in partnership with Californians Together. The program supports school and district sites in delivering linguistically and culturally responsive services to Newcomer students, English Learners, and immigrant families. CEEL's evaluation spanned 21 districts, including 6 districts where CEEL conducted 19 student focus groups with 84 students and 10 focus groups with 36 adults to elevate on-the-ground experiences. The evaluation continues to focus on implementation, technical assistance, and participant perspectives to inform responsive and equitable practices across

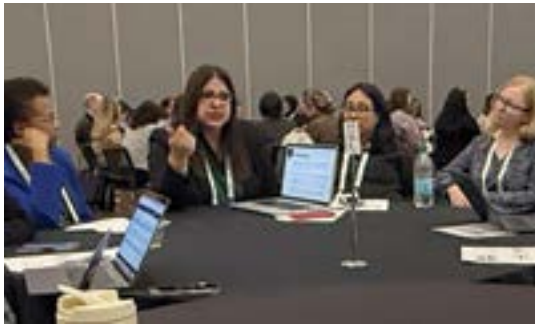
Education-Policy Briefs & Insights

In addition to publishing a new Brief, [CEEL launched Policy Brief Insights](#), a new series of one-page summaries that distill key takeaways from our Education and Policy Briefs into concise, actionable insights.

- [Examining English Learners' College Readiness and Postsecondary Enrollment in California Brief Insights](#)
- [Co-Designed English Learner Improvement Networks Brief Insights](#)
- [Bilingual Teacher Professional Development Program: Expanding Opportunities to Grow the Profession Brief Insights](#)
- [Bilingual Teacher Residencies in California Brief Insights](#)
- [California's Treasures: Supporting Superdiverse Youth through Research, Policy and Practice](#)
- [Supporting Superdiverse Youth Through Research, Policy, and Practice Brief Insights](#)
- [Expanding Educational Opportunity: Highlights from a Multilingual/English Learner-Focused Research, Practice, Policy Partnership](#)

473 WEB VIEWS

Policy Briefs and Brief Insights Viewed Internationally



Research and Professional Learning Highlights:

Bridging Research and Practice

Presentations and Publications



At CEEL, we utilize publications and public scholarship to influence educational practice, shape policy, and promote equity for English Learner and Multilingual students. Our reach expanded through over 279 professional engagements including conference presentations, partnership presentations, advocacy convenings, spotlighting the voices of educators and research-based strategies. Our research publications continued to have a substantial reach, with over 4,300 downloads and more than 540 views of our research web pages. The following highlights demonstrate how our contributions are advancing a more inclusive, informed, and equitable educational ecosystem.



4.3K+ Downloads of All of CEEL's Publications



540+ Page Views for CEEL's Research Webpages

CONFERENCE AND PRESENTATION REACH



23 Nationwide Conferences



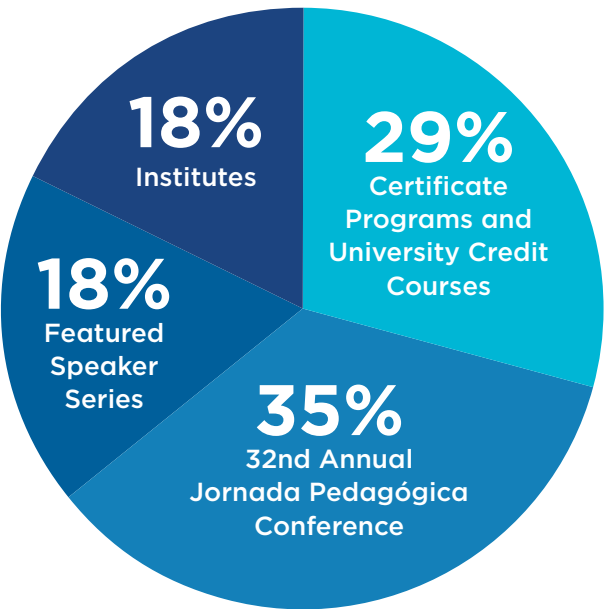
279 Professional Engagements



1.34K+ Participants Impacted

Professional Learning Highlights

At CEEL, specialized professional learning offerings are a cornerstone of our mission to advance equity for [English Learner and Multilingual students](#). We directly served over 520 educators across California through a diverse suite of programs, including certificate courses, institutes, conferences, and featured speaker events. These offerings provided educators with tools, strategies, and inspiration grounded in culturally and linguistically responsive pedagogy. The highlights below reflect our continued commitment to building educator capacity and transforming practice through research and evidence based, equity-driven learning experiences.



Percentage of participants across CEEL Programs (2024-25)

CEEL Launches TK/ECE Academy

Building on our ongoing Transitional Kindergarten/Early Childhood Education (TK/ECE) Certificate and Practicum programs, CEEL launched the TK/ECE Academy in 2024 as an additional professional development opportunity for educators. This fully online academy is designed to deepen participants' ability to collaborate, apply, and refine developmentally, culturally, and linguistically appropriate practices for Dual Language Learners in Transitional Kindergarten and Early Childhood Education settings.

“A colleague suggested I enroll in the LMU ECE courses since this is my first year teaching TK. I was a little reluctant, but I am very happy that I did and have learned a wealth of information and strategies. Since I have taken this course, I feel that I am a better teacher for my students.”
— TK Program Participant

JORNADA CONFERENCE TESTIMONIAL

“It sparked my spirit and throughout the keynote presentation it continued to ignite my need to reject silencing my native tongue and seek to reconnect with my roots. The presentation was quite inspiring!”
— Jornada Conference Attendee



Professional Learning Highlight: Project PEARLL

Since 2021, CEEL has led Project PEARLL, a federally funded National Professional Development grant in partnership with Los Angeles Unified School District (LAUSD) and [Sobrato Early Academic Language \(SEAL\)](#) to improve outcomes for English Learners/Multilingual Learners (ELs/MLs). PEARLL includes a rigorous research and evaluation component conducted by the Wexford Institute. CEEL welcomed the second cohort of LAUSD teachers and supported leaders and educators in implementing research-based strategies that integrate language development with academic content promoting an asset-based school approach. The cumulative data below highlights the impact of this multi-year effort to build sustainable educator capacity for EL/ML student success.

New America Policy Brief

In October 2024, New America released an educational policy brief that elevated the work of Project PEARLL-SEAL to a national audience, sharing key components of the project. The brief featured interviews with Project leadership and educators on the positive impact on a systemwide approach to EL-focused professional learning. The full feature can be accessed here: [Professional Development to Prevent Long-Term English Learners in LA Unified](#).

520+
CEEL
Program
Participants

“Learning about the mini lecture, draw and label, and narrative input was amazing. It opened my eyes to the possibilities for my lessons. I have begun planning the implementation of these strategies. The language functions booklet was very helpful too. It really is a gold mine.”
— PEARLL Teacher



PEARLL PARTICIPANTS SERVED



39

Districts and School Leaders



218

Educators and Pre-Service Teachers



2.2K+

Families



4K+

Students

Policy Highlights

CEEL’s policy impact continued to expand through a range of efforts that spanned local, national, and global contexts. Our advocacy engagements and partnerships across multiple coalitions, consortia, and organizations include collaboration on advocacy letters submitted to state governmental agencies, California legislators, the State Board of Education, and the California Practitioners Advisory Council. Key issues such as the equitable and developmentally appropriate English language assessments of Dual Language Learners in Transitional Kindergarten, disaggregated data to monitor the performance of long-term English Learners on the state Dashboard, protection for immigrants in sensitive locations, and state budget recommendations for 2025-26 that included funding for implementation of the English Learner Roadmap and Educator Workforce Investments were all part of CEEL’s collective impacts. Additionally, CEEL provided direct services to 20 LEA teams, helping them strategically plan for the development and revision of their district plans to support English Learner and Multilingual Learner students. These services were provided through institutes, with extensive support tailored to meet LEA needs, as well as through conference presentations. Building on statewide collaboration for mathematics equity, CEEL’s High-Quality Instructional Materials (HQIM) engagement has elevated policy and practice conversations to ensure that Multilingual/English learners are at the heart of California’s instructional materials and curriculum adoption efforts.

These activities reflect CEEL’s commitment to advancing equity-driven education policies that center the needs of English Learner and Multilingual students.

High-Quality Instructional Materials (HQIM) for ML/ELs

CEEL continued to serve as a strategic leader and thought partner within the High-Quality Instructional Materials (HQIM) Learning Partners Coalition. CEEL amplified Multilingual/English Learner’s voices in state-level policy discussions, developed advocacy tools such as the HQIM-LPC Infographic and Resource Menu, and co-presented at statewide conferences, including CABE, CALSA, CLSBA and the Equity Conference, to promote the adoption of high-quality instructional materials and the equitable implementation of the California Mathematics Framework. These collective efforts strengthened statewide understanding of what defines HQIM, expanded professional learning for educators and district leaders, and mobilized partners to ensure that the selection and adoption of instructional materials center the needs of multilingual learners.

LCAP Study (2024 – Ongoing)

CEEL and Californians Together engaged 38 district, advocacy, and policy leaders to support the analysis of LCAPs from districts across California, examining how well they reflect a comprehensive focus on meeting the state’s funding policy mandates for English Learners. This analysis aimed to provide targeted programs, actions, and services that meet the needs of this population for effective language development and academic achievement.

38 EXPERT READERS

Analyzed District LCAPs Across California

20 SCHOOL DISTRICTS

Received Technical Assistance to Develop and Revise their English Learner Master Plan



84.5K

Social Media Impressions and Reach in the Last Year



1K+

Social Media Followers To Date

6.8K+

Listserv Contacts To Date

SOCIAL MEDIA AND NEWSLETTERS

Sustainability: Communications Highlights

CEEL expanded its communications reach to nearly 100,000 users across platforms, with website visitors from 102 countries and over 6,800 Listserv contacts. This growth was supported by the launch of CEEL’s comprehensive Communications Plan, designed to strengthen visibility, alignment, and engagement across research, policy, and professional learning initiatives. Our growing digital presence reflects a sustained commitment to advancing equity for English Learner and Multilingual communities locally and globally.

Website Reach

The heat map depicted below identifies the concentration of CEEL’s 2024-2025 website visitors globally.

15.5K

Website Visitors From

100+

Countries This Year Alone

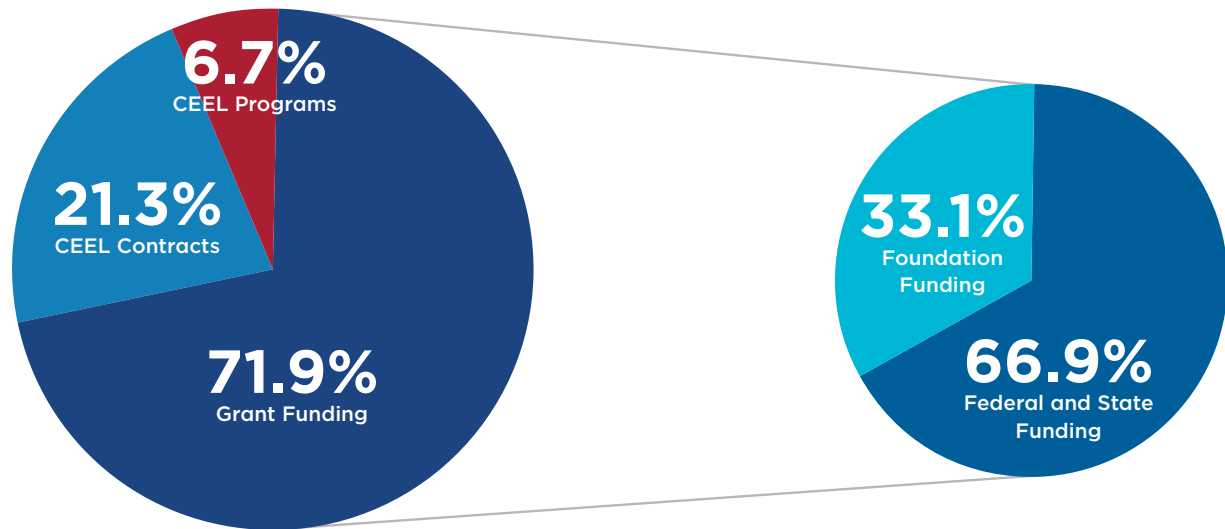


Sustainability: Financial Highlights



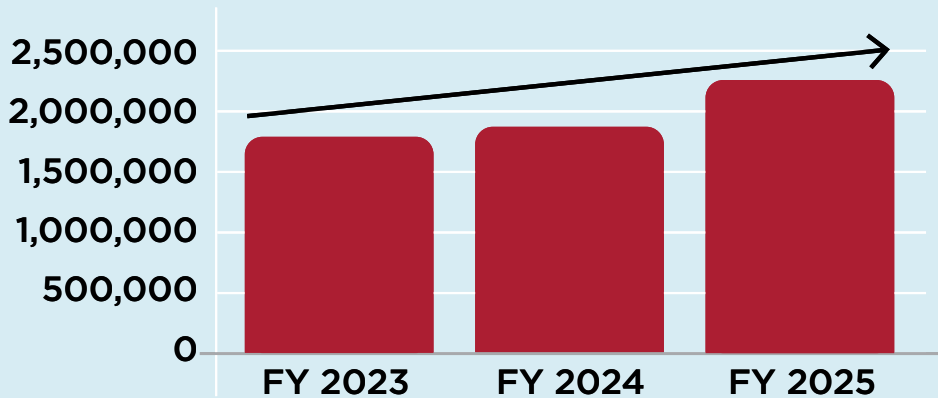
CEEL FY2025 Funding Source Composition

CEEL has achieved steady growth in funding from numerous and diverse sources, including fiscally generative programs and contracts, as well as private and public grants. This is highlighted for FY2025 in the pie charts below.



Revenue Growth FY2023-2025

CEEL continued on its trajectory of financial growth and sustainability.



27%
Growth Rate
from 2023 - 2025

Partnerships

With a total of 117 partners to date, we continued to cultivate and grow collaborations that enhance our collective impact. The following list reflects the breadth and depth of these partnerships across the field.

Partners

Alliance College-Ready Public Schools
Alliance for a Better Community
Ambassador of Global Education
Anaheim Elementary School District
Annenberg Foundation
ARCO Foundation
Azusa Unified School District
Bank of America
Bassett Unified School District
Boston College
Butte County Office of Education
Cal State University, Channel Island
Cal State University, Chico
California Association for Bilingual Education
California Association for Bilingual Teacher Education
California Community Foundation
California Department of Education
California Department of Social Services
California Reading and Literature Project (CRLP)
Californians Together
Californians Dedicated to Education Foundation (CDEF)
Camino Nuevo (Pueblo Nuevo Education and Development Group)
Catalyst California (previously Advancement Project)
California Council on Teacher Education
Center for Applied Linguistics (CAL)
Center for Catholic Education
Colton Union School District
Culver City School District (El Marino Language Academy/FLAP Grant)
Desert Sands Unified School District
Dinuba Unified School District
Doing What Works
Dominguez Dream Foundation
Early Edge California
Education Analytics
El Monte City School District
Ellen Ochoa Learning Center
Engagement Institute
English Learner Success Forum (ELSF)
Environmental Charter Schools
Families in Schools

Gates Foundation
Great Public Schools Now
Imperial County - SELPA
LAUSD - 61st Street Elementary School
LAUSD - 95th Street Elementary School
LAUSD - Bassett Elementary School
LAUSD - Cantara Elementary School
LAUSD - Castelar Elementary School
LAUSD - Dayton Heights Elementary School
LAUSD - Esperanza Elementary
LAUSD - Harmony Elementary School
LAUSD - Mack Elementary School
LAUSD - Maple Primary Center
LAUSD - Marvin Elementary School
LAUSD - Normandie Elementary School
LAUSD - Park Elementary School
LAUSD - Ramona Elementary School
LAUSD - Trinity Elementary School
LAUSD - Western Elementary School
LAUSD Achieving A+ Summit
LAUSD Multilingual and Multicultural Education Department
Lawndale Elementary School District
Lennox Unified School District
Lizarraga Elementary School
LMU Center for Urban Resilience (CUREs)
LMU Extension
LMU Family of Schools
LMU-SOE Counseling Department
Local Control Funding Formula (LCFF)
Equity Coalition
Local Control Funding Formula (LCFF)
Research Collaborative
Long Term English Learners Project (El Monte District)
Los Angeles County Office of Education - Multilingual Academic Support (MAS) Unit
Los Angeles Unified School District - Special Education Division and Early Childhood Education Division
Los Angeles Unified School District (English Learner Master Plan)
Montebello Unified School District
Mountain View Elementary School District
National Committee on Effective Literacy
National Science Foundation
National Security Agency

New Academy Charter Schools (New Academy Canoga Park)
New Academy Charter Schools (New Academy of Science and Arts)
Oakland Unified School District
Oxnard School District
Palos Verdes Unified School District
PIVOT Learning (HQIM thru Gates Grant)
Policy Analysis for California Education (PACE)
Pomona Unified School District
Preschool California
PROMISE Initiative
Public Policy Institute of California (PPIC)
Sacramento County Office of Education
San Diego County Office of Education
San Juan Unified School District
Santa Barbara Unified School District
Santa Clara University
Santa Paula Unified School District
Silver Giving Foundation
Sobrato Family Foundation
Sobrato Early Academic Language Model
Stanford University - Policy Analysis for California
Stretch to Kindergarten at Foothill College's Family
Stuart Foundation
The Education Success Project (TESP)
The Education Trust West
The Sobrato Family Foundation/Sobrato Philanthropies
Tulare County Office of Education
Unidos US
Union Bank
University of California, San Diego
Urban School Districts Reform Initiative (Weingart Foundation-Lennox)
US Department of Education
Walnut Valley Unified School District
Weingart Foundation
West Ed
Wexford Institute
Wiseburn Unified School District
Youth Policy Institute (YPI)

117
LEAs, Districts,
COEs and
Education
Partners to Date

Advisory Board

CEEL's Advisory Board brings together a diverse group of dedicated educators, advocates, and leaders who share a deep commitment to advancing English Learner education and policy. Serving as a thought partner to CEEL's leadership and staff, the board provides guidance on long-range planning, research initiatives, professional development, and outreach strategies. Through their expertise and advocacy, Advisory Board members help shape CEEL's priorities, ensure the relevance and impact of its offerings, and support the Center's mission to promote equity and excellence for English Learner and Multilingual students.

Kerry Franco
President and Chief Deputy of Strategic Partnerships and Innovation
The Greater LA Education Foundation

Hilda Maldonado, Ed.D.
Superintendent
Santa Barbara Unified School District

Monica Rodriguez
Councilwoman, 7th District
Los Angeles City Council

Adam Sawyer, Ed.D.
Director, Liberal Studies; Coordinator, Bilingual Authorization
Department of Teacher Education, California State University Bakersfield

Araceli Simeon
Executive Director
California Family Engagement Network
Parent Organization Network

Brissa Sotelo-Vargas
Director, Community Relations and Government Affairs
Valero Energy Corporation

Kaiven Yuen, Ed.D.
Assistant Superintendent, Educational Services
Montebello Unified School District



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Executive Director and Leavey
Presidential Chair in Ethics and
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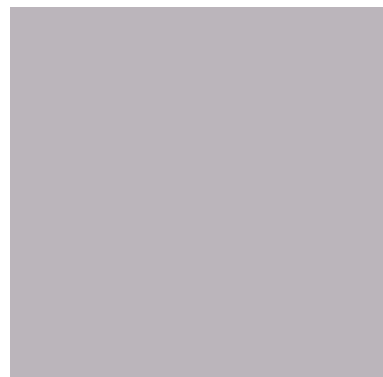
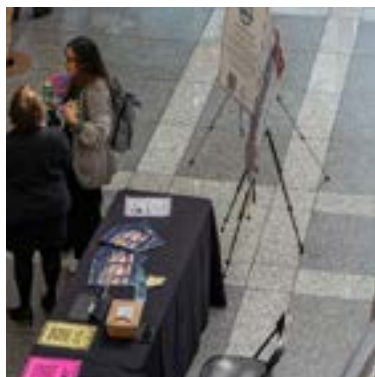
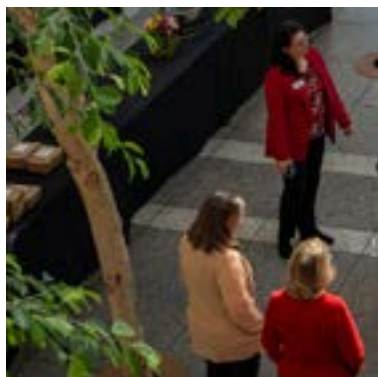
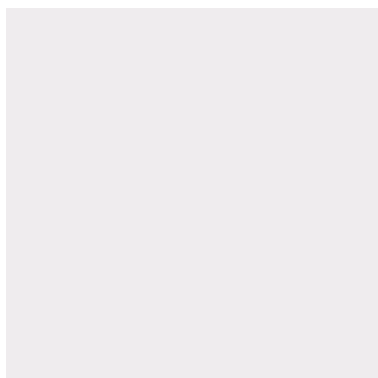
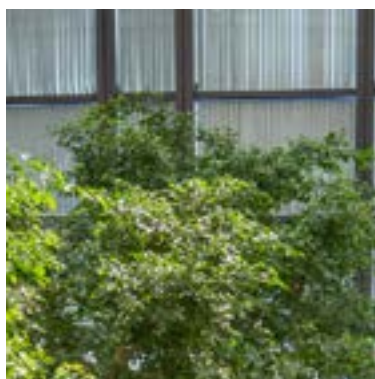
Hannah Catron, M.A.
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Grant and Budget Analyst



Thank You

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CenterforEquityforEnglishLearners



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