Loyola Marymount University
Center for Equity for English Learners

CALIFORNIA'S TREASURES: SUPPORTING SUPERDIVERSE YOUTH THROUGH RESEARCH, POLICY AND PRACTICE

Magaly Lavadenz, Ph.D.
Leavy Presidential Chair of Ethics and Moral Leadership and Executive Director

Linda Kaminski, Ed.D.
Director of Research and Policy and Affiliate Faculty

Elvira G. Armas, Ed.D.
Director and Affiliate Faculty

Dayna Mitchell, Ed.D.
Education Support Specialist

INTRODUCTION

More than California's history of treasures of gold, produce, and technology, the state's most valuable and enduring treasure is its people. Contributions of people from almost every language and culture throughout the world have created opportunities for shared appreciation of the state's rich diversity as the world's fifth-largest economy.   In 2019, California issued Global California 2030 (California Department of Education, 2019), a clarion call for educators that complements the English Learner Roadmap policy (California Department of Education, 2017) and bolsters opportunities to expand California's multicultural, multilinguistic diversity through educational experiences that welcome, recognize, and enhance the assets of students' diverse languages, cultures, backgrounds, and perspectives.

In 2021, the United States Department of Education reported that English Learners made up 10.6% of students in this country's public schools.[1] In California, that figure is even greater. According to the California Department of Education (CDE), California public schools served over 5.8 million students — 1.1 million of which were English Learners (ELs)in the 2022-23 school year[2]. Those 1.1 million represented 19% of total enrollment, the largest number of ELs in the United States. California's English/Multilingual Learners are diverse in many ways, including language, country of origin, and culture.[3] These students speak over 108 different languages. While over 900,000 (82%) speak Spanish as their primary language, Vietnamese, Mandarin, Arabic, Cantonese, Russian, and Farsi are spoken by over 10,000 students each.[4]

In addition to linguistic diversity, English/Multilingual Learner students' countries of origin range from the United States to the countries represented by the wide diversity of languages and culture reflective of their family traditions in each of these countries. Additionally, the students embody diverse life, education, socio-economic class, identity, and immigration experiences. They reside in urban, suburban, and rural communities located throughout the state. The intersection of these students' diverse backgrounds leads to the use of the term "superdiverse" to highlight the extensive diversity among California's English/Multilingual Learner students. The term "superdiversity" is used to extend beyond more narrow and traditional conceptualizations of diversity (Vertovec, 2023). Superdiversity crosses boundaries of language, culture, generational immigration patterns, socio-economic class, and individual identities (Álvarez-Pérez & Harris, 2022).

As evidenced by superdiverse adolescents' academic and well-being outcome data, a problem of practice exists in how schools can more effectively understand and serve the needs of culturally and linguistically diverse students (Berkowitz et al., 2017). To center student voice and deeply understand their experiences, this brief is a culmination of 26 Superdiverse youth who shared their insights about schooling experiences, peer and family relationships, and their language and cultural backgrounds through a series of interviews. We highlight key facets of CEEL's Superdiverse Adolescent Multilingual Learners Resource Guide (Lavadenz et al., 2024) to share how educators can listen, learn, reflect, and act to respond to the important messages these youth share.

BACKGROUND

Many typologies of students speak a primary language other than English. Among these are Newcomers, recently arrived students who are emerging English Learners, and more advanced or normatively progressing English Learners. Other typologies include Long-Term English Learners (LTEL) and former English Learners who are called Reclassified Fluent English Proficient (RFEP). These students are known collectively as "Ever ELs." California's 2,040,073 Ever ELs include 927,743 reclassified English/Multilingual Learner students and 1,112,135 current ELs. Ever ELs are not only linguistically diverse; they may be multi-generational and transnational as they live in both the U. S. and their many countries of origin.

Long-Term English Learners (LTELs) are adolescents who have been enrolled in U.S. public schools for six or more years but have not made sufficient progress to become Reclassified Fluent English Proficient (Artigliere, 2019; Olsen, 2010). These adolescents in middle and high school speak conversational English, but they do not meet criteria comparable to English-only students for academic English performance, despite their years of education in California schools. One consequence of this classification can be limited access to college preparatory courses or electives due to LTELs' continued enrollment in English Language Development courses. Both Newcomers and LTEL adolescents face the challenge of self-identity and rapid acquisition of English to succeed in their academic preparation for the transition to post-secondary college and career options.

To address the knowledge gap about California's diverse secondary students, we posed the following question: *What are the school experiences of culturally and linguistically diverse adolescents in California*?

The adolescents we interviewed represent a variety of racial and ethnic groups. The literature on minority youth indicates these students may face perpetual foreigner syndrome, usually based on their physical appearance, even if they were born in the U.S. While they may identify as hyphenated-Americans, they may also be invested in exploring their ethnic identities (Schwartz et al., 2015). Many of these adolescents, particularly Newcomer students and Long-Term English Learners (LTELs), face significant hurdles. Adolescent Newcomers — including immigrants, refugees, and asylees — may have varying levels of prior schooling and English proficiency. They may have experienced significant deprivation or trauma prior to their arrival in the U. S. and may face significant economic hurdles and cultural challenges in their new setting in our schools and communities.

OUR APPROACH

To better learn about our Superdiverse students, we began with an environmental scan of district EL enrollment data to identify potential districts for participation. Following district, site, parent, and student approvals, we conducted multi-sited interviews at three northern and southern California school districts and five school sites. We then identified and interviewed 26 students, analyzed the interview data, and created Superdiverse Adolescent student profiles (see Appendix).

Interviewing students was key to understanding the perspectives of superdiverse adolescent Multilingual Learners. When students are provided with opportunities to share their genuine voice, educators gain deeper understanding and appreciation of students' cultural, economic, and geographic circumstances and are better able to serve students' diverse needs, leading to improved outcomes. Incorporating student voice fosters culturally responsive learning environments, which is especially important for superdiverse adolescent Multilingual Learners to enhance educational equity, access, opportunity, and success (Gay, 2018) by validating their "experiences, perspectives, and expertise" (Cook-Sather, 2020, p.183).

We include student profiles to uplift student voice in the creation of the Superdiverse Adolescent Multilingual Learners Resource Guide. These students are from five continents and represent a variety of immigrant experiences. They include Newcomers, current and former ELs, along with several other types of diversity. All 26 Superdiverse student profiles are included in the Superdiverse Adolescent Multilingual Learners Resource Guide. Overall, they represent:
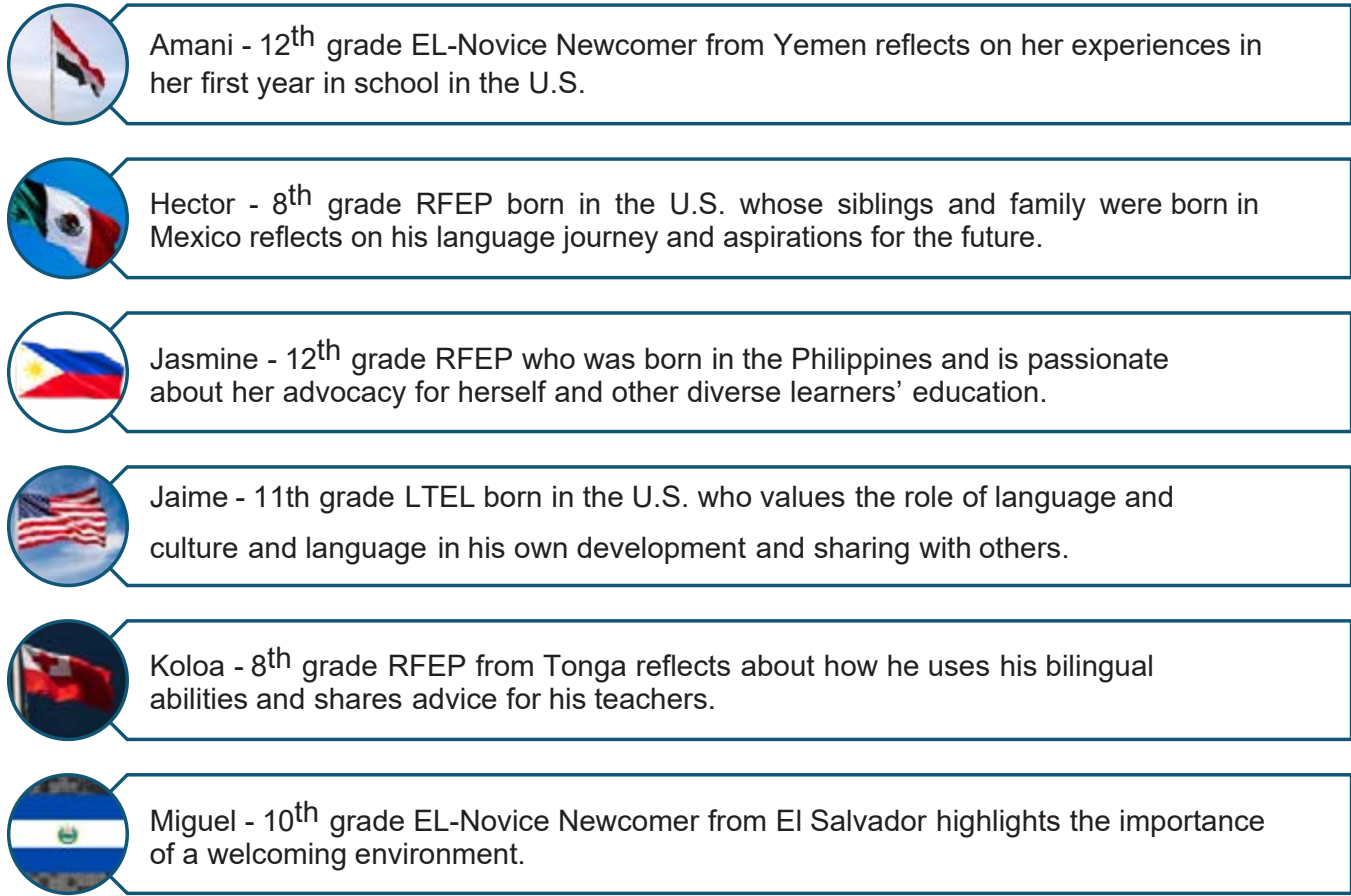
- students in grades 7-12 in fall 2022 or 2023;
- a proportionate number of males and females;
- all major race/ethnic groups in the districts;
- all language typologies: Initial Fluent English Proficient, English Learners, Reclassified Fluent English Proficient;
- for the EL student group, inclusion of both recent immigrants/recent arrivals and Long-Term English Learners.

All identifying and demographic information remained confidential. We gathered parent consent and student assent and interviewed 26 middle and high school adolescents about their school experiences (see Appendix).

CALIFORNIA'S TREASURES: OUR SUPERDIVERSE MULTILINGUAL YOUTH

We selected six of the profiles to highlight key findings from our cross-case analysis (Figure 1). The themes and youth's stories are described below.

Figure 1. *Highlights from our California Treasures*

Amani - 12th grade EL-Novice Newcomer from Yemen reflects on her experiences in her first year in school in the U.S.

Hector - 8th grade RFEP born in the U.S. whose siblings and family were born in Mexico reflects on his language journey and aspirations for the future.

Jasmine - 12th grade RFEP who was born in the Philippines and is passionate about her advocacy for herself and other diverse learners' education.

Jaime - 11th grade LTEL born in the U.S. who values the role of language and culture and language in his own development and sharing with others.

Koloa - 8th grade RFEP from Tonga reflects about how he uses his bilingual abilities and shares advice for his teachers.

Miguel - 10th grade EL-Novice Newcomer from El Salvador highlights the importance of a welcoming environment.

Amani and Jasmine - Youth Identity and Advocacy

Amani started her senior year of high school two years after moving to the United States from Yemen. She is the first girl in her extended family to attend high school. Her home language is Yemeni Arabic, and she has an extensive linguistic repertoire of 22 Arabic accents. She began learning English for the first time when she moved to the U.S. by watching television shows prior to her first year attending school.

As a young woman, the opportunity to attend school has always been important for Amani. Women attending school is not something that is always supported in her home country. She is an advocate and fighter for her own education and the education of others. She has engaged in youth and academic leadership in her home country, an example of the connection between voice and advocacy (Cook-Sather, 2020). She shares: "My country, like, that's an Arabic community. The girl doesn't need to study like I tell you. So, I was like, no, we need to study, because I remember when I was maybe in second grade, I go to my mom, and she don't know how to read and write in Arabic."

She shares how she taught other women how to read and write:

> I was teaching the people who didn't know how to read and write, even in Arabic…I did this for five years, like almost five. And that was very great for me, because I see how those people, like most of them are women, so they will like, "I want to know, because when my, when my baby comes to me and ask me something, I can be able to talk to him and explain to him the math, maybe, and then show him the letters.

Through her advocacy and leadership in education in her home country, Amani appears to have become a strong and confident learner. While she does face language barrier challenges, she has acclimated well to learning and has plans to pursue a career in medicine.

Born in the Philippines, Jasmine came to the U.S. when she was three years old. A community activist for change, Jasmine actively participates at the school, city, state, and national levels advocating for systematic implementation of anti-racist pedagogy within classrooms and encouraging dialogue centered on racial relations and identities to help all students navigate the world, especially those who are marginalized.

To further this passionate work, she participates in state and national grassroots social justice movements to disrupt racism through organizing and participating in anti-hate campaigns. She not only advocated at the state level for the passage of the AB 101 Ethnic Studies bill, but she also participated in a national and local student campaign. This resulted in a collaborative school district committee of students, teachers, and administrators to co-construct and implement more diverse curricula in the district's high school courses.

> *I had to take a step back. I was crying a little because I worked really hard at implementing Ethnic Studies in our high school. We have Ethnic Studies in our history classes; we also implemented them in English classes, as well as its own general curriculum at [the college]. So having to do all that work without knowing if I would ever be in that Ethnic Studies cohort was really a moment for me, and I was like, Wow! This really happened! We don't do things for ourselves; we do them for other people. But to be able to create, facilitate, and experience the curriculum was a very cathartic moment.*

Jasmine is also an advocate for including culturally diverse topics and multiple curricular areas in schools. She believes that including a diverse curriculum in high school coursework provides students with an opportunity to discuss and navigate the topic of racism. She stated, "The fact that we are having a conversation about it [racism] legitimizes its existence. That conversation was very eye-opening for me because these are the people that I interact with on a daily basis, and I never knew that they had those perspectives but also bigotry."

Koloa and Miguel – Language Support and Opportunity Through Welcoming and Supportive Environments

Koloa is an eighth grader who was born in a Northern California city near where he attends middle school and is the child of first-generation Tongan immigrants. He is bilingual and speaks his native Tongan language at home with family and translates school information for his parents. He also attends a Tongan-language church and community cultural events. Koloa reflects on his academic journey noting "Learning a lot of meanings from the word to further add to my vocabulary taught me that there's more to life than what you just [the word knowledge that] have."

He experienced the most challenges in learning English in elementary school. Upon entering middle school, Koloa enrolled in ELD classes, and his teacher highlighted the value of being multilingual. She helped him become a more proficient English speaker and he eventually met all criteria to be a Reclassified Fluent English Proficient student.

Koloa's experience in ELD illustrates how support systems for Multilingual Learners build opportunities for classroom and teacher engagement. He recognizes how his teachers encouraged persistence, and he converted his persistence into a positive mindset.

At the age of 14, Miguel traveled from El Salvador to Mexico where he waited for two years and eight months to cross the border to the United States. He has been enrolled in high school for one month and placed in 10th grade after not having attended school during his time in Mexico. His home language is Spanish.

Miguel describes the school context as a place where, "all are equal, all are welcome." He expressed keen awareness of the diversity of cultures, languages, and other factors among students and acknowledges that although many of his classmates are of Latinx backgrounds, there are variations in their countries of origin, Spanish varieties, accents, and world perspectives. He reports that the school is a welcoming place, indicating that he sees himself represented in his surroundings and feels that although he may have a different language and accent, he is welcomed as an equal participant and contributor to the learning community.

Miguel describes his experience in a school advisory period that helped him feel welcome in the school community. His school clusters Newcomer students in course sequences that include an advisory period designed to provide an overall orientation to U.S. school systems, connect with other Newcomer students, and become familiar with academic and other resources. Miguel feels this opportunity helped him make friends and build camaraderie with other

young adolescent Multilingual Learners.

He also discussed how teachers provide assignments and support that connects to student interests and experiences. He eagerly shared about a recent assignment, "que me gustó bastante hacerlo" [that I really enjoyed doing]. It involved a project in his English Language Arts class where students identified a person who inspired them and had to describe why they are an inspiration, first orally and then in writing.

Hector and Jaime – Multilingual and Multicultural Family Pride

Hector is an 8th grade student who grew up speaking Spanish and English, which he learned from his older brother. While he grew up with the challenge of not being fluent in either English or Spanish, he is now a Reclassified Fluent English Proficient and is proud of his multilingual abilities.

Hector talked about his bilingual skills and how he handled linguistic challenges. He also spoke about the translation support he provides for his parents:

> I help my parents out with translation. My dad works in installation. Born in Guerrero, Mexico, same as my mom, from the same village. He works in installation, like I said. He needs help with his clients, and I help him with work, but I also do translation with English and Spanish because there are so many people that don't speak Spanish and it's a main language to this country.

Hector values his cultural and family background and appreciates classroom experiences that allow him to explore his heritage. For example, he described what he learned through a Day of the Dead project in his Spanish for Spanish Speakers class. Hector's family and extended family live nearby; however, he never met his grandmother who lived in Mexico. During this project, Hector learned about his grandmother, primarily from his mother, including his grandmother's accomplishments for her village. Projects like this help promote a sense of pride and cultural identity.

Jaime is a bilingual, bicultural 11th grade student who is a Long-Term English Learner. He is appreciative of his culture, observing, "I am most proud of being close to my culture." He sees culture as essential to who he is. "Culture builds you. It's who you are today. It builds character, the way I speak, and the way I act." Jaime actively works to preserve his bilingual abilities:
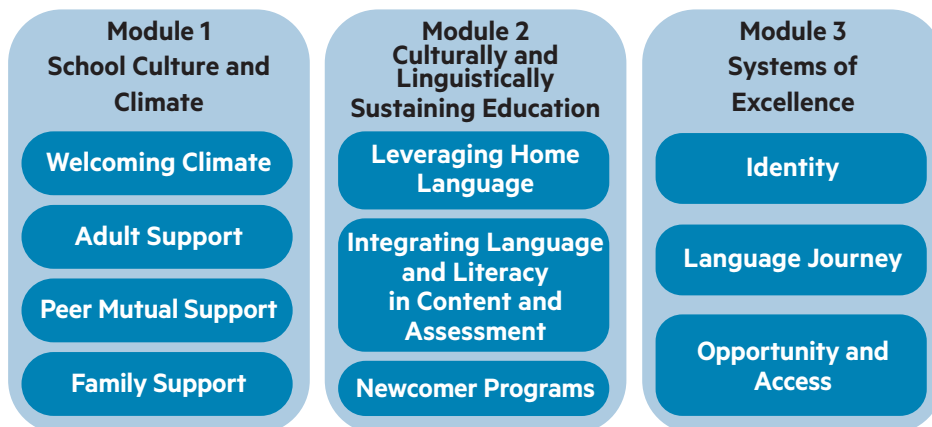
> At home, I speak Spanish. At school it's English... then I started speaking English at home, but I noticed my Spanish wasn't as good, so I made the commitment to speak Spanish at home, even with my sister who speaks English well.

Jaime views cultural sharing at school as a learning opportunity. "For example, Nov. 1 – Day of Dead, ...people who are of that culture [already know] but showing [our] culture to other people [is important]."

FROM LISTENING TO PRACTICE: APPLYING YOUTH VOICE FOR SCHOOL TRANSFORMATION

During the interviews, students shared what was important to them and provided insights about what educators are doing well and how we can better support them in the post-pandemic era. These student voices yielded important insights about their educational experiences. We categorized the student findings into three overarching thematic modules and identified corresponding elements within each module (Figure 2 below). We aligned the module themes with the research literature and categorized student interview data into the appropriate thematic module. Our cross-case analysis of student interview themes is designed to produce tools and processes to enact school transformation to respond to their insights.

Figure 2. *Toolkit Overview: Modules and Corresponding Elements*

Module 1 School Culture and Climate	Module 2 Culturally and Linguistically Sustaining Education	Module 3 Systems of Excellence
Welcoming Climate	Leveraging Home Language	Identity
Adult Support	Integrating Language and Literacy in Content and Assessment	Language Journey
Peer Mutual Support	Newcomer Programs	Opportunity and Access
Family Support		

Module 1: School Culture and Climate

The essence of culture and climate are the beliefs, attitudes, behaviors, and the established practices and interactions among the adults, students, and families in the school system (Darling-Hammond & DePaoli, 2020). Policies that establish practices for opportunity and access for Multilingual Learners can influence the school environment. School climate refers to the quality and character of school life and can be identified by indicators of engagement, belonging, and mattering (White et al., 2023). Through policies, practices, and interpersonal interactions, schools develop and communicate beliefs and perceptions about English Learners. We ascribe the following themes to Module 1: welcoming climate, adult support, peer mutual support, and family support (Mapp & Bergman, 2019, Martin-Beltrán, 2017; Matsumura et al., 2008).

Module 2: Culturally and Linguistically Sustaining Education

Our definition of culturally and linguistically sustaining education is based on and extends the research related to the importance of culturally relevant education (Gay, 2002; Paris, 2012; Paris & Alim, 2014; Paris & Alim, 2017) to recognize the important role that student native language plays in the development and enactment of culture (Ruiz, 2008). The implications of this research are clear: (1) all students, particularly historically marginalized students of color, merit the right to receive an education that builds on their culture and is focused on paying back the debt of educational systems marked by inequity and lack of inclusivity (Ladson-Billings, 2006) and (2) all students, particularly students who come to school with a native language other than English, merit an education based on the recognition that developing and sustaining their language is a right (Ruiz, 1984) that each Multilingual Learner deserves. Module 2 includes the following themes: leveraging home language, integrating language and literacy in content and assessment, and Newcomer programs (Flint & Jaggers, 2021; Foster, 2019; García, 2009; Gonzalez, 2012; Jafee, 2018; Walqui & Van Lier, 2010).

Module 3: Systems of Excellence

To ensure equitable, coherent, and effective education for diverse adolescents, the many components of an educational system's policies and practices need to be designed to support superdiverse adolescents, including

Multilingual Learners, and monitored to ensure systemic implementation (Colón-Muñiz & Lavadenz, 2016; Reville & Sacks, 2021). This requires an understanding of the multifaceted aspects of an educational system and the ability to lead and enact exemplary programs that build on the strengths and address the needs of superdiverse adolescent Multilingual Learners. Research continues to show the effectiveness of system-wide reform in contrast to individual initiatives that are neither coordinated nor sustained across systems (Hill et al., 2019). Module 3 comprises the following themes: identity, language journey, and opportunity and access (Flores et al., 2015; Lee et al., 2020; Omogun, 2018; Schwartz et al., 2015; Wu, 2002).

Within each module in the Superdiverse Adolescent Multilingual Learners Resource Guide, we include reflective questions to deepen understanding of the implications for educational systems. Each module also provides a 3-step Listen, Learn, and Lead process and instructions. The tools and resources support the Listen, Learn, and Lead process to move from understanding of the profile students' perspectives to understanding one's own context of strengths and needs, and ultimately to implementation of a collaboratively and strategically designed Equity Action Plan.

CONCLUSIONS AND IMPLICATIONS

The Superdiverse Adolescent Multilingual Learners Resource Guide was created after gathering and listening to youth voices and encourages the development of programs and services to meet and enhance the educational needs of these students. The guide engages researchers and practitioners in expanding their awareness of diversity among these students. The Guide helps to expand professionals' understanding of the diversity of student backgrounds beyond race/ethnicity, culture, and language. It provides educators with the tools needed to allow them to lead their organization's efforts for implementing improvements in the services, programs, and opportunities necessary to enhance education for superdiverse adolescent Multilingual Learners.

RECOMMENDATIONS

Based on the research and insights gleaned from the student interviews, we recommend the following to support superdiverse adolescent Multilingual Learners.

State-Level Recommendations for Policymakers

- Utilize our students' profiles to influence legislative decision-making, funding allocations, and policy initiatives that prioritize the enactment of California's Global 2030. Speak. Learn. Lead. (California Department of Education, 2019) to develop biliteracy and bicultural understanding, capacities, and success in the global economy.
- Expand the California Data Dashboard to provide more detailed EL data (e.g., newcomers, LTELs) in English Language Arts (ELA) and mathematics assessment domains to enhance the utility of the English Learner Progress Indicator (ELPI).
- Provide opportunities for state policymakers and district-level leaders to engage and collaborate with superdiverse youth to co-create innovative programming.
- Align career technical education and internships, as well as modify graduation requirements to remove barriers and provide new pathways for superdiverse learners.

District-Level Recommendations

- Create school and district-wide student engagement initiatives that promote equity and are outcome-driven.
- Ensure superdiverse youth and facilities have access to a rigorous, culturally, and linguistically-affirming curriculum.
- Develop active monitoring of student progress and early warning sign mechanisms.
- Create hiring protocols and/or incentives to ensure a multilingual educational staff to support the linguistic needs of students.

- Develop a research-informed and differentiated professional development system that addresses the strengths and needs of superdiverse students and families.
- Utilize the Superdiversity Resource Guide Modules during professional learning sessions with site administrators, aligning this equity work with strategic planning (e.g., Local Control Accountability Plan, English Learner Master Plan, state and federal school improvement plans).

School-Level Recommendations

- Engage teachers in monthly professional learning sessions, in alignment with the district's strategic planning and school improvement plan (e.g., School Plan for Student Achievement, Local Control Accountability Plan, English Learner Master Plan, state and federal school improvement plans).
- Co-design programs and curricula with teachers and students that are specifically designed to support Superdiverse Learners' academic and well-being outcomes.
- Deepen empathy interview practices to inform curricular and instructional practices.

Educator Preparation Preservice Programming Recommendations

- Use the Superdiverse Adolescent Multilingual Learners Resource Guide modules to align with specific course objectives in support of student learning outcomes, equipping emergent teachers and administrators to support superdiverse Multilingual Learners' academic and well-being outcomes.

REFERENCES

Artigliere, M. (2019). The proficiency, instructional and affective domains of Long-Term English Language Learners: A review of the research. *TESL-EJ*, 23(1).

Álvarez-Pérez, P. & Harris, V. W. (2022). Personal social networks as a superdiversity dimension: A qualitative approach with second-generation Americans. *Current Sociology Monograph*, 70(2), 227-257. https://doi.org/10.1177/0011392120983342

Berkowitz, R., Moore, H., Astor, R. A., & Benbenishty, R. (2017). A research synthesis of the associations between socioeconomic background, inequality, school climate, and academic achievement. *Review of Educational Research*, 87(2), 425–469. https://doi.org/10.3102/0034654316669821

California Department of Education (2017). *English learner roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners* https://www.cde.ca.gov/sp/el/rm/

California Department of Education. (2019). *Global California 2030. Speak. Learn. Lead.* https://www.cde.ca.gov/sp/ml/documents/globalca2030.pdf

Colón-Muñiz, A., & Lavadenz, M. (Eds.). (2016). *Latino civil rights in education: La lucha sigue.* (1st ed.). Routledge.

Cook-Sather, A. (2020). Student voice across contexts: Fostering student agency in today's schools. *Theory Into Practice*, 59(2), 182-191. https://doi.org/10.1080/00405841.2019.1705091

Darling-Hammond, L., & DePaoli, J. (2020). Why school climate matters and what can be done to improve it. *State Education Standard*, 20(2), 7. https://files.eric.ed.gov/fullt4ext/EJ1257654.pdf/

Flint, A. S., & Jaggers, W. (2021). You matter here: The impact of asset-based pedagogies on learning. *Theory Into Practice*, 60(3), 254–264. https://doi.org/10.1080/00405841.2921.1911483

Flores, N., Kleyn, l., & Menken, K. (2015). Looking holistically in a climate of partiality: Identities of students labeled long-term English Language Learners. Journal of *Language, Identity, and Education*, (1492), 113-132. https://doi.org/10.1080/15348458.2015.1019787

Foster, E. (2019). How assessment supports English learners. *The Learning Professional*, 40(2), 22-25. https://learningforward.org/wp-content/uploads/2019/04/how-assessment-supports-english learners.pdf

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In A. Mohanty, M. Panda, R. Phillipson & T. Skutnabb-Kangas (Eds.), *Multilingual education for social justice: Globalising the local.* (pp. 128-145). Orient Blackswan.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116. https://doi.org/10.1177/0022487102053002003

Gonzalez, V. (2012). Assessment of bilingual/multilingual Pre-K-grade 12 students: A critical discussion of past, present, and future issues. *Theory Into Practice*, 51(4), 290-296. https://doi.org/10.1080/00405841.2012.726058

Hill, L., Betts, J., Hopkins, M., Lavadenz, M., Bachofer, K. V., Hayes, J., Lee, A., Murillo, M. A., Vahdani, T., & Zau, A. C. (2019). *Academic progress for English learners: The role of school language environment and course placement in grades 6–12*. Public Policy Institute of California.

Jaffee, A. T. (2018). Developing culturally and linguistically relevant historical thinking skills: Lessons from U.S. history teachers for Newcomer English language learners. In L. C. de Oliveira & K. M. Obenchain (Eds.), *Teaching history and social studies to English Language learners: Preparing pre-service and in-service teachers* (pp. 7–37). Springer. https://doi.org/10.1007/978-3-319- 63736-5

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3–12. https://www.jstor.org/stable/3876731

Lavadenz, M., Kaminski, L., Armas, E. G., Mitchell, D., & Haught, L. (2024). *Superdiverse Adolescent Multilingual Learners Resource Guide*. Loyola Marymount University, Center for Equity for English Learners.

Lee, V., Grant, K., & Hoekje, B. (2020). Social justice leadership: A case study of engagement practices with multilingual families. *Journal of Educational Leadership in Action*, 6(3). https://doi.org/10.62608/2164-1102.1012

Mapp, K. L. & Bergman, E. (2019). *Dual capacity-building framework for family-school partnerships* (Version 2). www.dualcapacity.org

Martin-Beltrán, M. (2017). Exploring peer interaction among multilingual youth: New possibilities and challenges for language and literacy learning. *International Multilingual Research Journal*, 11(3), 131–136. https://doi.org/10.1080/19313152.2017.1328968

Matsumura, L. C., Slater, S. C., & Crosson, A. (2008). Classroom climate, rigorous instruction and curriculum, and students' interactions in urban middle schools. *The Elementary School Journal*, 108(4), 293–312. https://doi.org/10.1086/528973

Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long-term English Learners*. Californians Together.

Omogun, L. (2018). Immigrant students' identities in literacy spaces. *Texas Education Review*, 6(2), 70-81. http://hdl.handle.net/2152/68275

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. https://doi.org/10.3102/0013189X12441244

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

Paris, D., & Alim, H.S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85-100.

Reville, P., & Sacks, L. (2021). *Collaborative action for equity and opportunity: A practical guide for school and community leaders*. Harvard Education Press.

Ruiz, R. (1984). Orientations in language planning. In N.H. Hornberger (Ed.), *Honoring Richard Ruiz and his work on Language Planning in Bilingual Education* (pp. 13-32). Multilingual Matters.

Ruiz, R. (2008). The knowledge base of bilingual education. In N.H. Hornberger (Ed.), *Honoring Richard Ruiz and his work on Language Planning and Bilingual Education* (pp. 191-202). Multilingual Matters.

Schwartz, S. J., Cano, M. A., & Zamboanga, B. L. (2015). Identity development. In C. Suarez-Orozco, M. M. Abo-Zena, & A. K. Marks (Eds.), *Transitions. The development of children of immigrants*. (pp. 142-164). NYU Press.

Vertovec, S. (2023). *Superdiversity*: *Migration and social complexity* (p. 251). Taylor & Francis.

Walqui, A., & Van Lier, L. (2010). *Scaffolding the academic success of adolescent English Language Learners: A pedagogy of promise*. WestEd. https://www.wested.org/resources/scaffolding-the-academic-success-of-adolescent-english-language-learners-a-pedagogy-of-promise/

White, R. S., Schneider, J., & Mavrogordato, M. (2023). bELonging: Do students classified as English Learners feel included? *AERA* Open, 9. https://doi.org/10.1177/23328584231179171

Wu, F.H. (2002). Where are you really from? Asian Americans and the perpetual foreigner syndrome. *Civil Rights Journal*, 6(1), 14+. https://link.gale.com/apps/doc/A106647778/AONE?u=anon~bf290dc6&sid=googleScholar&xid=197f6c7a

APPENDIX

Superdiverse Student Profiles

Student Pseudonym	Native Country	Native Language	English Learner Status*
Amani+	Yemen	Arabic	EL - Novice
Belén	United States of America	English	IFEP
Bisrat	Eritrea	Tigrinya	EL - Novice
Carolina	Venezuela	Spanish	EL
Daniel	United States of America	Vietnamese	LTEL
Diana	United States of America	Spanish	RFEP
Emma	Mexico	Spanish	RFEP
Esrin	Afghanistan	Farsi	LTEL
Francisco	Mexico	Spanish	EL
Gloria	United States of America	Spanish	RFEP
Hector+	United States of America	Spanish	RFEP
Hossein	Afghanistan	Farsi	EL - Novice
Jaime+	Mexico	Spanish	LTEL
Jasmine+	Philippines	Tagalog	RFEP
Jian	China	Cantonese	EL - Novice
Koloa+	United States of America	Tongan	RFEP
Leticia	Honduras	Spanish	EL - Novice
María	El Salvador	Spanish	EL - Novice
Miguel+	El Salvador	Spanish	EL - Novice
Oscar	Honduras	Spanish	EL - Novice
Pedro	United States of America	Spanish	RFEP
Roberta	Guatemala	Spanish	EL - Novice
Silvia	Guatemala	Acateco	EL - Novice
Tomasa	El Salvador	Spanish	EL - Novice
Yolanda	United States of America	Spanish	LTEL
Yuxuan	China	Mandarin	LTEL

*Note: English Learner Status Terms: EL – English Learner; EL-Novice is English Learner Novice level on Initial English Language Proficiency Assessments for California (ELPAC); IFEP is Initial Fluent English Proficient; LTEL is Long-Term English Learner; RFEP is Reclassified Fluent English Proficient.

+Featured in this brief

ENDNOTES

1   U.S. Department of Education Institute of Education Sciences, National Center for Education Statistics. (2024). English Learners in Public Schools. https://nces.ed.gov/programs/coe/indicator/cgf/english-learners
2   California Department of Education (2024). English Learners in California Schools https://www.cde.ca.gov/ds/sg/englishlearner.asp
3   We use the federally-recognized term "English Learners (ELs)" to refer to students who are adding English to their home languages. We encourage and interchangeably use Multilingual Learners as a more asset-based term.
4   California Department of Education, Dataquest (2022-23). https://dq.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx

ACKNOWLEDGEMENTS

Loyola Marymount University
Center for Equity for English Learners

Center for Equity for English Learners
ceel@lmu.edu | 310.568.6117
soe.lmu.edu/centers/ceel/
1 LMU Drive Suite 1300
Los Angeles, CA 90045