

Brief Insights | California's Treasures

Supporting Superdiverse Youth Through Research, Policy, and Practice

This excerpt provides key findings from the Center for Equity for English Learner's (CEEL's) *Superdiverse Adolescent Multilingual Learners Resource Guide*. The term "superdiverse" is used to acknowledge the multifaceted identities that make up the diverse population of English/Multilingual Learners (ELs/MLs) in addition to the breadth of linguistic diversity encompassed within their language journeys. CEEL interviewed twenty-six ELs/MLs between grades seven and twelve across California, and their experiences provide invaluable insights to support the education of multilingual learners.

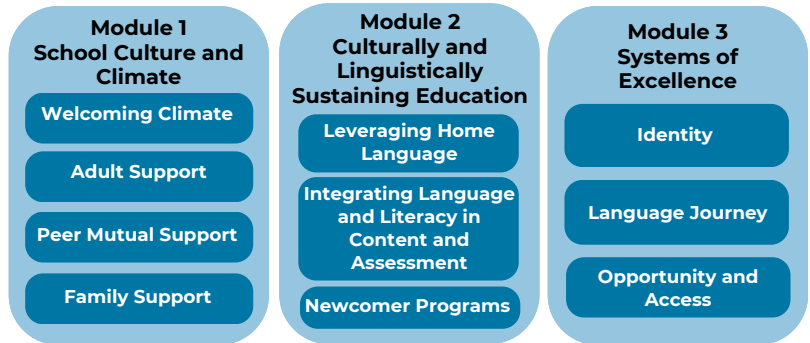
Research Question: *What are the school experiences of culturally and linguistically diverse adolescents in California?*

Key Aspects of Superdiverse Student Experiences:

- 1 ADVOCACY FOR EDUCATION AND LEADERSHIP WITHIN THEIR COMMUNITIES**
- 2 THE IMPORTANCE OF LANGUAGE SUPPORT IN GAINING CONFIDENCE AND PROFICIENCY**
- 3 THE VALUE OF WELCOMING ENVIRONMENTS TO FEEL ENGAGED IN SCHOOL**
- 4 MULTILINGUAL PRIDE AND INVALUABLE TRANSLATION SKILLS**
- 5 CULTURAL IDENTITY AND THE DISCONNECT BETWEEN HOME AND SCHOOL LIFE**

Thematic Modules of Support for Superdiverse Youth in Education

The insights provided by superdiverse youth are compiled into thematic modules of support with corresponding elements.



Why Does This Matter?

- Global California 2030:** This initiative calls on educators to recognize and promote the home languages and cultures of English Learners as valuable resources to increase multilingualism within the state.
- A Superdiverse Treasure Trove:** The 1.1 million ELs in California public schools make up nearly 20% of enrollment, speak over 108 different languages, and come from various countries and cultures.
- Multifaceted Learners:** ELs/MLs cannot be combined to a single profile of "English Learner," as their home languages, educational journeys, and English proficiency levels speak to varying strengths and needs that educators must support.
- Complexities and Resilience:** ELs/MLs, especially Newcomer students and Long-Term English Learners, overcome economic, cultural, socioemotional, and developmental challenges on their journeys to gaining English language proficiency.

Magaly Lavadenz, Ph.D.

Leavey Presidential Chair of Ethics and Moral Leadership, Executive Director

Linda Kaminski, Ed.D.

Director of Research and Policy, Affiliate Faculty

Elvira G. Armas, Ed.D.

Director of CEEL, Affiliate Faculty

Dayna Mitchell, Ed.D.

Education Support Specialist

Recommendations

Based on the research and insights gleaned from the student interviews, we recommend the following policies and practices to support Multilingual Learners:

Policy-Makers: Prioritize the enactment of California's Global 2030 and modify graduation requirements to remove educational barriers for superdiverse learners.

Districts: Collaborate with superdiverse youth to promote equity and ensure access to rigorous, culturally-, and linguistically-affirming curricula and multilingual support. Utilize CEEL's resource guide to train staff on the strengths and needs of superdiverse students.

Schools: Conduct professional development and provide curricula to support superdiverse learners. Utilize empathy interview practices to inform curricular and instructional practices.

Educator Preparation Programs: Use CEEL's resource guide modules to equip educators to support superdiverse ELs/MLs.

[Read the *Superdiverse Adolescent Multilingual Learners Resource Guide*](#)

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Loyola Marymount University
Center for Equity for English Learners

