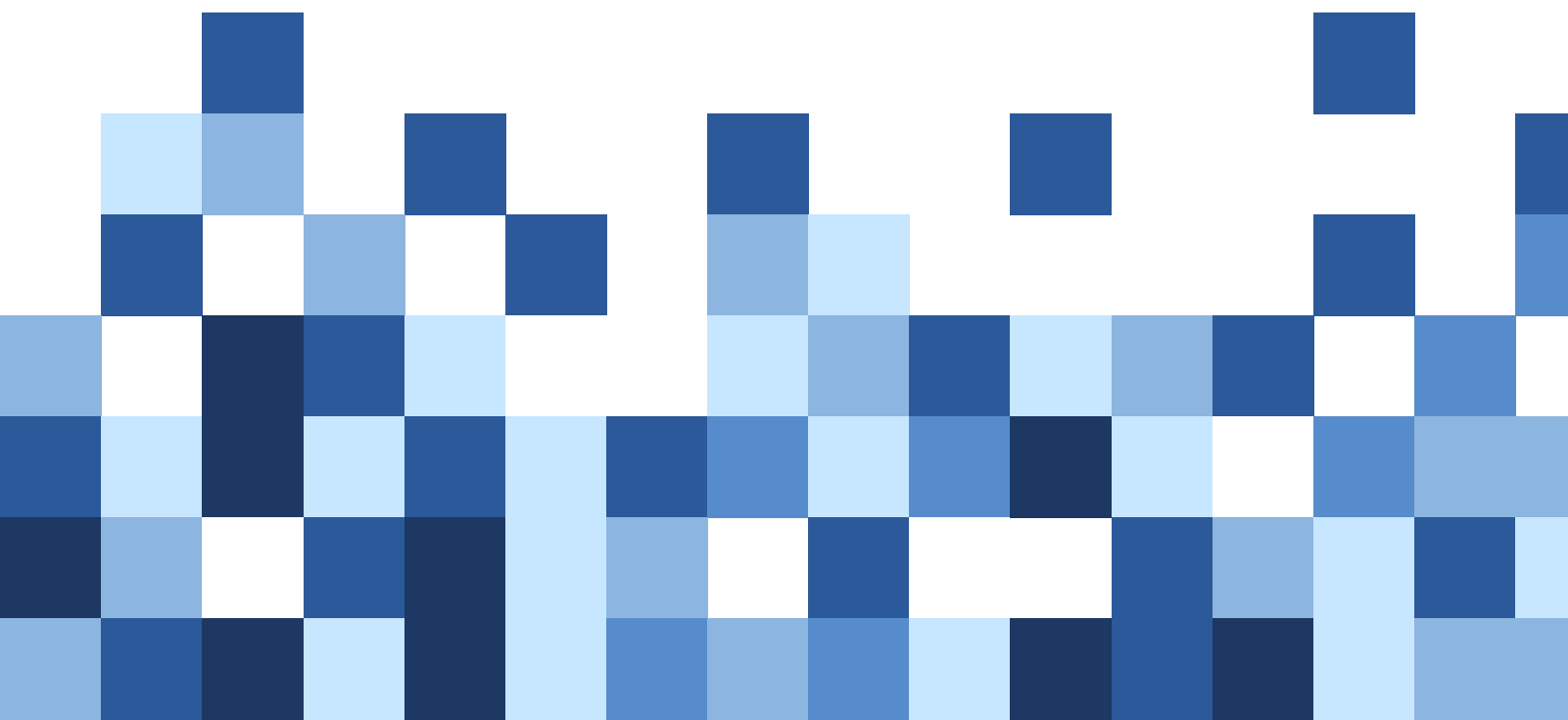


September 2026



Maximizing Block Grant Funding To Support California's Multilingual Learners

Recommendations from Teach Plus
California Teacher Leaders





Who We Are

We are educators across California and members of the 2025–2026 Teach Plus California Policy Fellowship. Together, we share a vision of a California that provides equitable access to high-quality, culturally affirming, and rigorous education for multilingual students that is anchored in research-based teacher professional learning.

Through our fellowship, we have examined the structural and instructional challenges facing multilingual learners. These range from limited access to classroom teacher training to a glaring lack of cohesion in the Local Education Agencies (LEAs) approach to English Learner reclassification. We believe that to prepare multilingual learners for college and career success, educators must receive the dedicated training required to meet these students' complex needs.

The state previously bridged this gap through Educator Workforce Investment Grants (EWIG). Programs funded by EWIG, such as EL RISE! and EPICC, allowed educators and administrators to build capacity around the [California English Learner Roadmap](#), covering crucial topics from newcomer strategies to dismantling barriers for Long-Term English Learners (LTEL).

Though EWIG expired in June 2026, the state budget's **\$5 billion allocation for the Student Support and Professional Development Block Grant** gives LEAs a key opportunity to reimagine Emergent Bilingual support. This is the moment when local leadership is essential to maintain momentum for multilingual learners.

We put forth recommendations that local leaders can turn into action as they plan for upcoming Local Control and Accountability Plan (LCAP) cycles. Using the Student Support and Professional Development Block Grant to invest in educator capacity, engaging teachers and families in meaningful decision-making, and building systems that support accountability can make a lasting difference for multilingual learners. By taking these steps, LEAs can create learning environments where teachers feel supported, and where students have equitable access to opportunities, receive the support they need to succeed, and are recognized for the strengths they bring to our schools.

Recommendations from Teach Plus Teacher Leaders

1. Provide Teachers with Continuous Coaching and Professional Development in English Language Development (ELD)

A common concern among teachers is that they feel underprepared to support their multilingual learners. This holds true across grade levels, years of experience, and subjects taught. In particular, teachers feel underprepared in supporting English acquisition, differentiating instruction for various English proficiency levels, monitoring and supporting reclassified students, and embedding ELD into content-specific lessons. However, teachers who received coaching or professional development in supporting language development express greater confidence in supporting multilingual learners.

English development happens at all stages of a child's K-12 education. It is paramount that trainings and professional learning opportunities are based on student and educator needs, and:

- + **Reflect the student population of the intended site**, recognizing that training needs differ across contexts. For example educators serving newcomer students, dually identified students, or students who repeatedly struggle to pass the reclassification assessment, have different requirements. Multilingual learners are not a monolith, and nor should training be monolithic for their teachers.
- + **Prepare educators to support students at varying stages of English Language Development**, including ensuring that secondary educators understand how to effectively support students across levels of English proficiency, particularly LTELs, in their content area.
- + **Provide sustained professional learning for teachers and paraprofessionals** through ongoing learning sessions, workshops, and/or continuous professional learning communities (PLCs) focused on effectively supporting multilingual learners.
- + **Sustain professional development for teachers at the secondary level.** Teachers across grade levels and subjects, who are typically trained in their subject area, lack consistent, up-to-date preparation to support their multilingual students for college and career readiness.
- + **Align with California's English Learner Roadmap.** The Roadmap addresses areas ranging from classroom content and instruction to educator mindsets, providing a clear guide for how LEAs can strengthen their practices to support multilingual learners and increase reclassification.
- + **Equip educators with tangible, actionable strategies** and a clear understanding of how to implement both integrated and designated ELD within their respective subject areas.

"With sustained, aligned professional development focused on supporting multilingual students, educators will become more confident and acquire skills used across subjects and also tailored to their subjects. As students read to learn instead of learning to read, teachers need the tools to help leverage language as an asset in the classroom."

— Michelle Lo,
Teach Plus Policy Fellow

When LEAs and district offices invest in sustained, aligned ELD professional learning, they build lasting educator capacity, not one-time gains. With sustained ELD training, educators develop the confidence and subject-specific skills to consistently strengthen ELD instruction across classrooms, ensuring multilingual learners benefit from sustained improvements in teaching and support leading to stronger student engagement, confidence, and success in the language reclassification process.

2. Ensure Broad-Based District Staffing and Expertise for Multilingual Learner Support

To create and lead meaningful professional development for teachers of multilingual learners, staff across the LEA, such as instructional coaches and EL coordinators, must have extensive experience and expertise in ELD and its standards, assets of multilingualism, and the California English Learner Roadmap. To ensure a comprehensive staffing model that meets the diverse needs of multilingual learners across a district, leaders should consider the following:

- + **Targeted deployment of instructional coaches and EL coordinators** for school sites that have higher percentages of multilingual students.
- + **Instructional coaches with expertise of ELD across grade levels** for elementary schools.
- + **Instructional coaches with subject-matter expertise** (science, math, social studies, etc.) as well as expertise preparing multilingual learners for post-secondary success at the high school level.
- + **Staff with expertise communicating with families.** This involves using a culturally relevant and appropriate platform to drive family engagement, including updates on registration, testing, progress towards English proficiency, and additional resources provided by the LEA.
- + **Support staff should collaborate when designing, selecting, and implementing professional development** for teachers. Together they can evaluate the effectiveness of professional development and provide targeted support if needed.

“Coaching on English Language Development was vital to my classroom. With the on-going support I was able to see a difference in my students' engagement, understanding of concepts, and in my own confidence in teaching this important subject.”

**—Frankie Avila,
Teach Plus Policy Fellow**

With these recommendations, LEAs can prioritize supporting multilingual learners by supporting their families and teachers in the reclassification process. Teachers will be able to leverage the assets of multilingual students during instruction with the support of highly qualified instructional coaches, while also experiencing coherent training across subject areas and grade levels.

Conclusion

As LEAs plan for upcoming LCAP cycles and implement changes that support multilingual learners, we encourage district leaders to turn our recommendations into action. Using the Student Support and Professional Development Block Grant to invest in educator capacity, engaging teachers and families in meaningful decision-making, and building systems that support accountability can make a lasting difference for multilingual learners. By taking these steps, LEAs can create learning environments where teachers feel supported, and where students have equitable access to opportunities, receive the support they need to succeed, and are recognized for the strengths they bring to our schools.

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About Teach Plus

The mission of Teach Plus is to empower excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that affect their students' success. In pursuing our mission, Teach Plus is guided by our Student Opportunity Mandate: To act boldly and create the conditions where every student can imagine their future—and experience an education that delivers the opportunity to realize it. Since 2009, Teach Plus has developed thousands of teacher leaders across the country to exercise their leadership in shaping education policy and improving teaching and learning for students. teachplus.org/ca/

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