



Mountain View
Whisman
School District

Update on Multilingual Learner Program

Spring 2025

Alignment

Strategic Plan

Goal Area 1

- Effective and Consistent Instructional Practices that meet the needs of all students

Objective 1B

- Ensure targeted instructional opportunities that maximize learning for all students



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Context and Goals

Target student groups

- English Learners aka Multilingual Learners (ELs/MLLs)
- Newcomers
- Reclassified Fluent English Proficient (RFEP)
- Long Term English Learners (LTEL)

Measuring progress

- Initial ELPAC, Summative ELPAC and Alternate ELPAC, Interim ELPAC
- CAASPP, iReady, Literably

Goals

Multilingual Learners (MLLs) will...

1. Advance levels in their English speaking, listening, reading, and writing each year.
2. Reclassify as fluent within the research-backed time frame of 5-7 years.
3. Continue to perform academically at high levels after reclassification.

MLL Program components

- **Assessment and Reclassification**
 - Identifying MLLs, then assessing them each year until they meet criteria for reclassifying as fluent and no longer needing program support.
- **Integrated and Designated English Language Development**
 - General classroom instruction infused with language learning strategies and specialized group instruction matching each MLL's level.
- **Newcomer Classes**
 - Small group instruction tailored to the unique needs of newcomers in elementary and middle schools.
- **Progress Monitoring**
 - Using data to track current MLLs' progress to inform classroom-level decision-making.
 - Reclassified students (RFEP) are also monitored for four years after reclassification date.



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Goal 1:

MLLs will advance levels in their English speaking, listening, reading, and writing each year.

Measuring annual progress

Overall Summative ELPAC Score

- Scale: 1, 2, 3, 4
- Most MLLs begin at level 1 or 2 and move up over the course of several years.
- A student who remains at the same overall level in consecutive years is not necessarily stagnant.

English Learner Progress Indicator (ELPI)

- Scale: 1, 2L, 2H, 3L, 3H, 4
- **This is how we measure to measure year-to-year progress of MLLs and is what is displayed on the California Dashboard.**

ELPI Progress

The English Learner Progress Indicator (ELPI) divides the four levels of the ELPAC into six, better matching the expected year to year growth of an MLL/EL.

Summative ELPAC	2022	2023	2024
ELs Who Decreased at Least One ELPI Level	11.9%	9.8%	14.6%
ELs Who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	31.8%	36.2%	34.0%
ELs Who Maintained ELPI Level 4	0.8%	1.1%	0.9%
ELs Who Progressed at Least One ELPI Level	55.5%	52.8%	50.5%

Summative Alternate ELPAC	2023	2024
EL students who did not progress on the Summative Alternate ELPAC	75.0%	44.4%
EL students who maintained Summative Alternate ELPAC Level 3	0.0%	0.0%
EL students who progressed on the Summative Alternate ELPAC	25.0%	55.6%

Additional findings

- ELPI data suggests that most students progress consistently during their first three years in US schools (grades K-2)
- MLLs' English proficiency slows in years 4-5 (grades 2-3).
- SED and Hispanic are disproportionately represented among students who are not progressing as expected.
- Reading and Writing scores are frequently lower than Speaking and Listening scores for students who are not making adequate yearly progress.



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Goal 2

MLLs will reclassify as fluent within the research-backed time frame of 5-7 years.

Reclassification Criteria

All general education and most students with IEPs:

- Overall Level 4 on the Summative ELPAC
- Meets/exceeds standards on CAASPP, iReady, or Literably
- Teacher Recommendation
- Parent Consultation

Students with IEPs who take the Alternate ELPAC

- Overall Level 3 on the Alternate ELPAC
- Demonstrates growth over time on at least one secondary measure
- IEP Meeting and team recommendation

Reclassification Rate over time

	Reclassification Rate 2022-23	Reclassification Rate 2023-24	Reclassification Rate 2024-25	# students reclassified in 2024-25
Bubb	17.86%	13.73%	14.06%	9
Castro	4.32%	4.07%	6.67%	12
Crittenden MS	31.48%	23.53%	29.73%	22
Graham MS	33.06%	23.61%	23.29%	34
Imai	36.36%	16.07%	8.57%	6
Landels	22.97%	21.21%	23.94%	17
Mistral	14.47%	8.81%	8.06%	15
Monta Loma	15.52%	10.61%	7.59%	6
Stevenson	37.50%	32.61%	42.59%	23
Theuerkauf	14.02%	8.18%	9.68%	9
Vargas	23.29%	21.69%	21.69%	17
District Total	19.51%	15.07%	15.30%	171

Goals for Reclassification

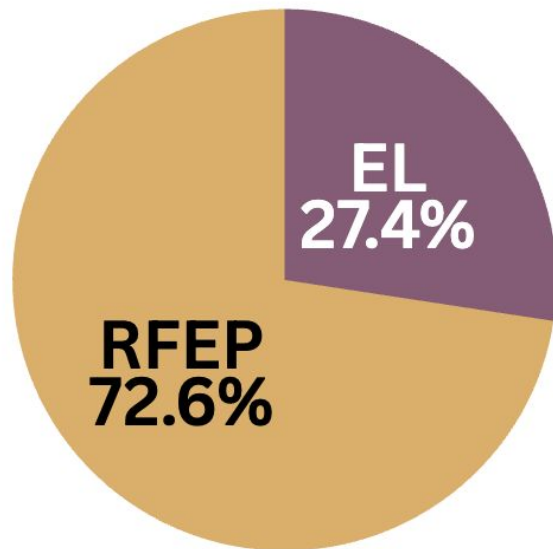
- A. 75% of ELs will be reclassified after completing 6 years in US schools.
- B. 85% of ELs will be reclassified after completing 8 or more years in US schools.

Reclassification Goal A: 75% of ELs will be reclassified after completing 6 years in US schools.

Spring 2024

2024 District-Level

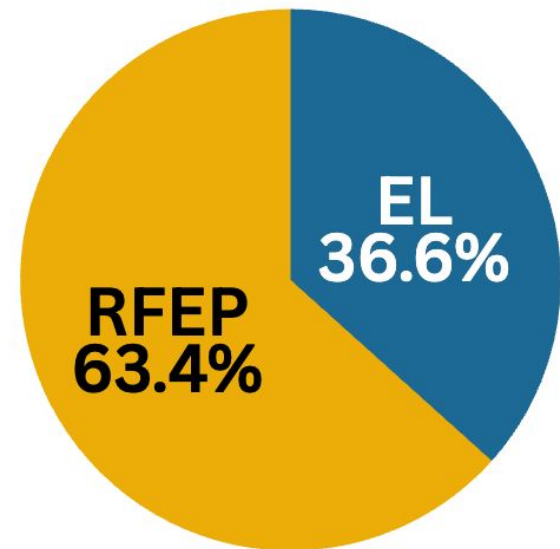
Students with 6 Years in U.S. Schools (186 Total)



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2025 District-Level

Students with 6 Years in U.S. Schools (131 Total)

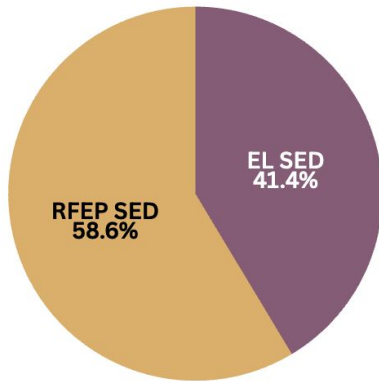


Reclassification: 6 years in US schools

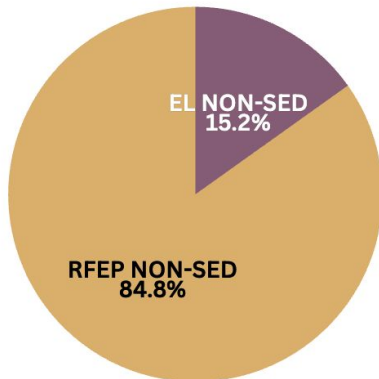
SED vs Non-SED

Spring 2024

2024 District-Level
SED Students with 6 Years in U.S. Schools (87 Total)

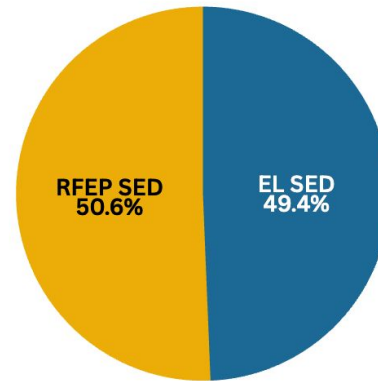


2024 District-Level
NON-SED Students with 6 Years in U.S. Schools (99 Total)

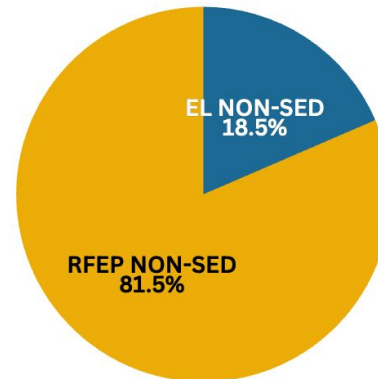


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2025 District-Level
SED Students with 6 Years in U.S. Schools (77 Total)



2025 District-Level
NON-SED Students with 6 Years in U.S. Schools (54 Total)

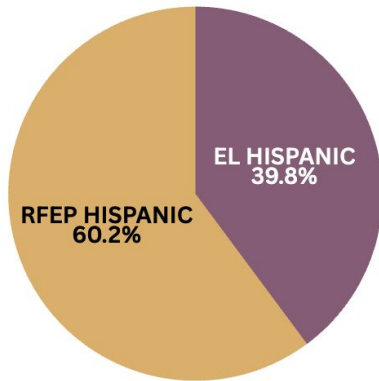


Reclassification: 6 years in US schools

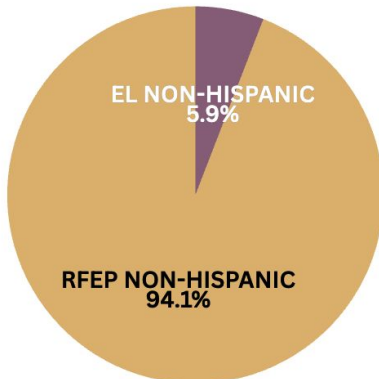
Hispanic vs Non-Hispanic

Spring 2024

2024 District-Level
Hispanic Students with 6 Years in U.S. Schools (118 Total)

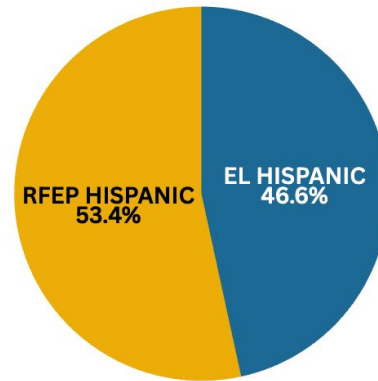


2024 District-Level
Non-Hispanic Students with 6 Years in U.S. Schools (68 Total)

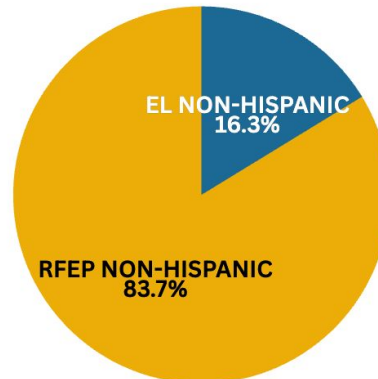


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2025 District-Level
Hispanic Students with 6 Years in U.S. Schools (88 Total)



2025 District-Level
Non-Hispanic Students with 6 Years in U.S. Schools (43 Total)



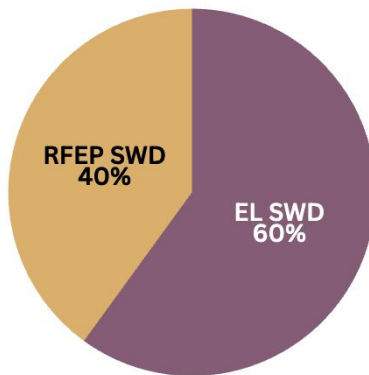
Reclassification: 6 years in US schools

SWD (Students with Disabilities) vs Non-SWD

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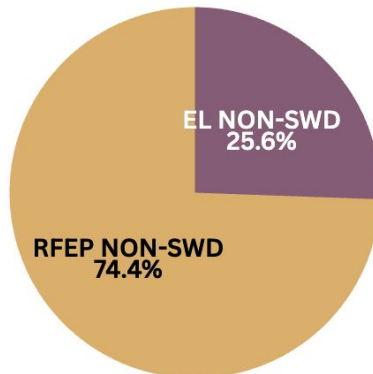
2024 District-Level

SWD with 6 Years in U.S. Schools (10 Total)



2024 District-Level

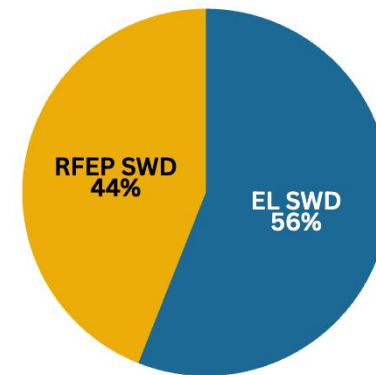
Non-SWD Students with 6 Years in U.S. Schools (176 Total)



Spring 2025

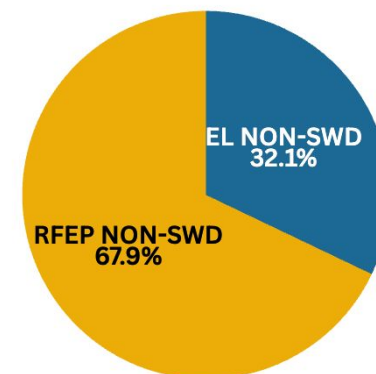
2025 District-Level

SWD with 6 Years in U.S. Schools (25 Total)



2025 District-Level

Non-SWD with 6 Years in U.S. Schools (106 Total)



Reclassification of students with 6 years in US schools, 2024 vs 2025, by school

***Small sample sizes at individual sites**

Students in the 6 year group who did not reclassify were nearly all SED and/or Hispanic.

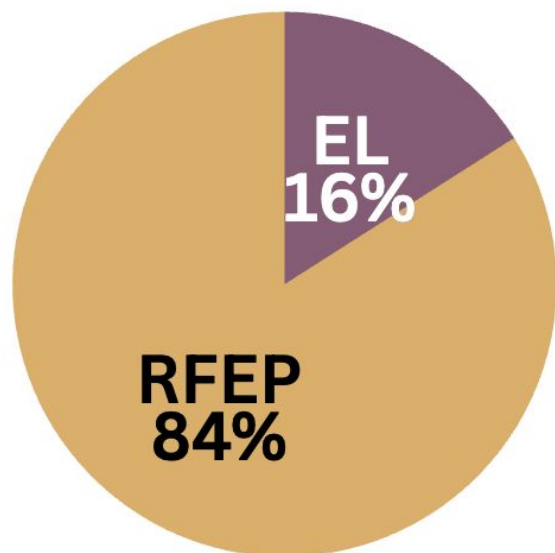
	2024	2025
Bubb	100%	100%
Castro	17%	0%
Imai	100%	0%
Landels	100%	100%
Mistral	63%	100%
Monta Loma	67%	25%
Stevenson	100%	50%
Theuerkauf	100%	0%
Vargas	80%	100%
Crittenden	74%	58%
Graham	71%	68%

Reclassification Goal B: 85% of ELs will be reclassified after completing 8 or more years in US schools.

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2024 District-Level

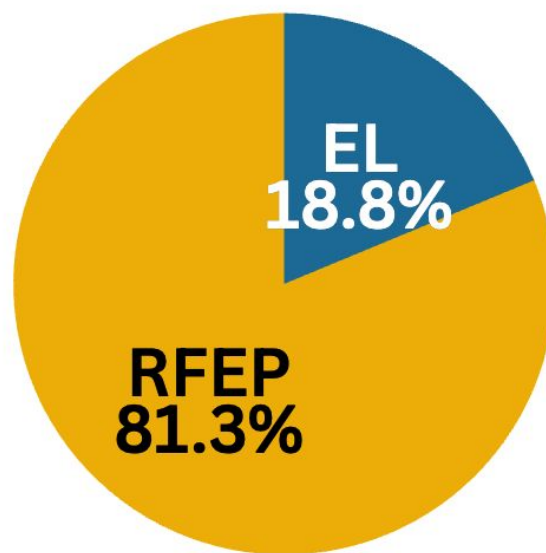
Students with 8 Years in U.S. Schools (194 Total)



Spring 2025

2025 District-Level

Students with 8 Years in U.S. Schools (176 Total)

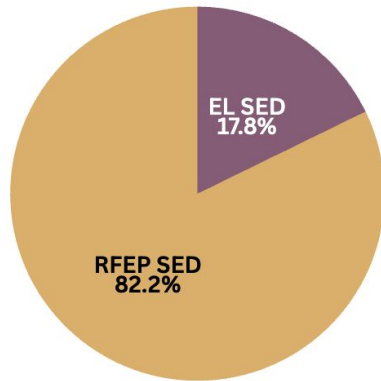


Reclassification: 8+ years in US schools

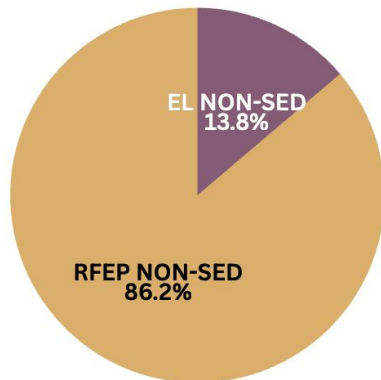
SED vs Non-SED

Spring 2024

2024 District-Level
SED Students with 8 Years in U.S. Schools (107 Total)

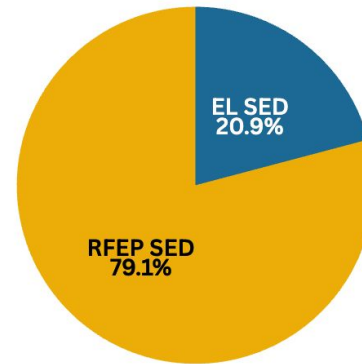


2024 District-Level
NON-SED Students with 8 Years in U.S. Schools (87 Total)

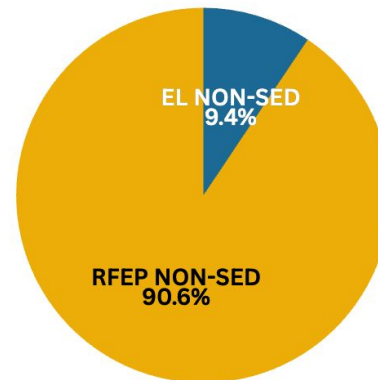


Spring 2025

2025 District-Level
SED Students with 8 Years in U.S. Schools (91 Total)



2025 District-Level
NON-SED Students with 8 Years in U.S. Schools (85 Total)

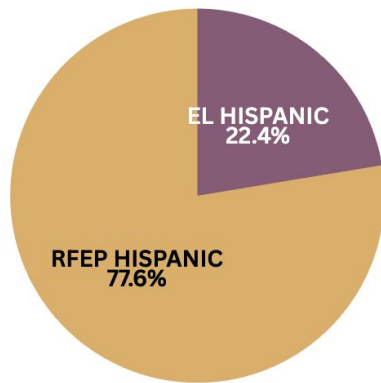


Reclassification: 8+ years in US schools

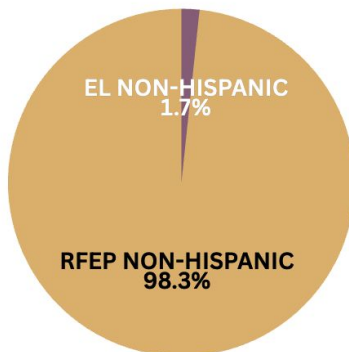
Hispanic vs Non-Hispanic

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2024 District-Level
Hispanic Students with 8 Years in U.S. Schools (134 Total)

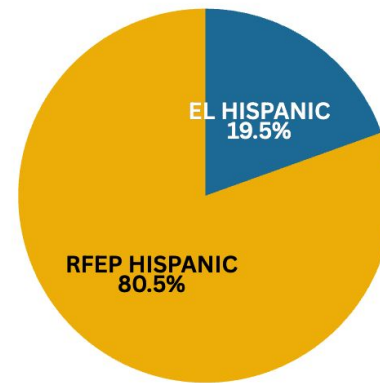


2024 District-Level
Non-Hispanic Students with 8 Years in U.S. Schools (60 Total)

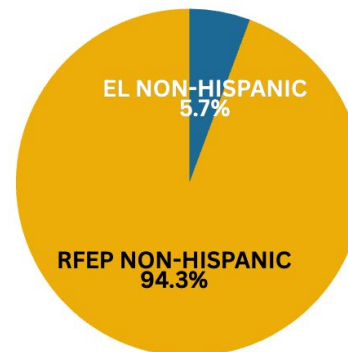


Spring 2025

2025 District-Level
Hispanic Students with 8 Years in U.S. Schools (123 Total)



2025 District-Level
Non-Hispanic Students with 8 Years in U.S. Schools (53 Total)



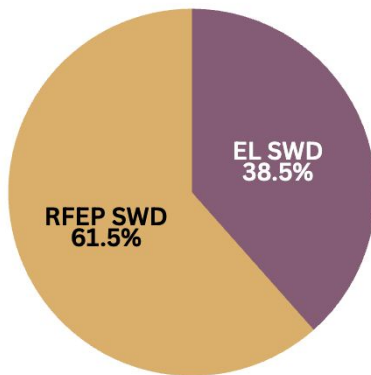
Reclassification: 8+ years in US schools

SWD (Students with Disabilities) vs Non-SWD

Spring 2024

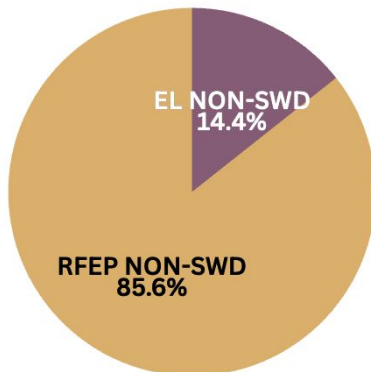
2024 District-Level

SWD with 8 Years in U.S. Schools (13 Total)



2024 District-Level

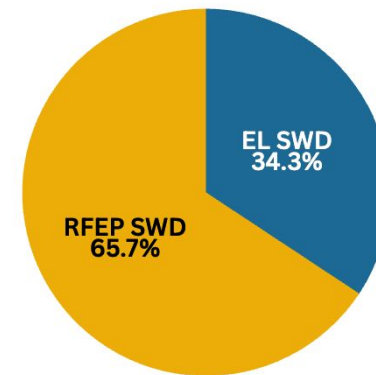
Non-SWD with 8 Years in U.S. Schools (181 Total)



Spring 2025

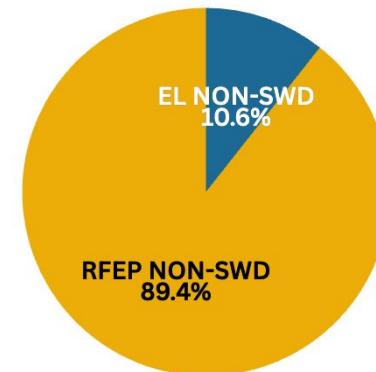
2025 District-Level

SWD with 8 Years in U.S. Schools (35 Total)



2025 District-Level

Non-SWD with 8 Years in U.S. Schools (141 Total)



Reclassification of students with 8+ years in US schools, 2024 vs 2025, by school

	2024	2025
Crittenden	84%	87%
Graham	84%	83%

- Almost all of students in the 8+ year group who did not reclassify were either SED, Hispanic, SWD or were in multiple groups.
- The state considers these Long Term English Learners (LTELS)

Long Term English Learners and student at risk of becoming LTELs

	2024	2025
At-Risk of becoming LTEL	153 / 13.7% of all ELs	156 / 14.4% of all ELs
LTELs	64/ 5.7% of all ELs	72 / 6.6% of all ELs



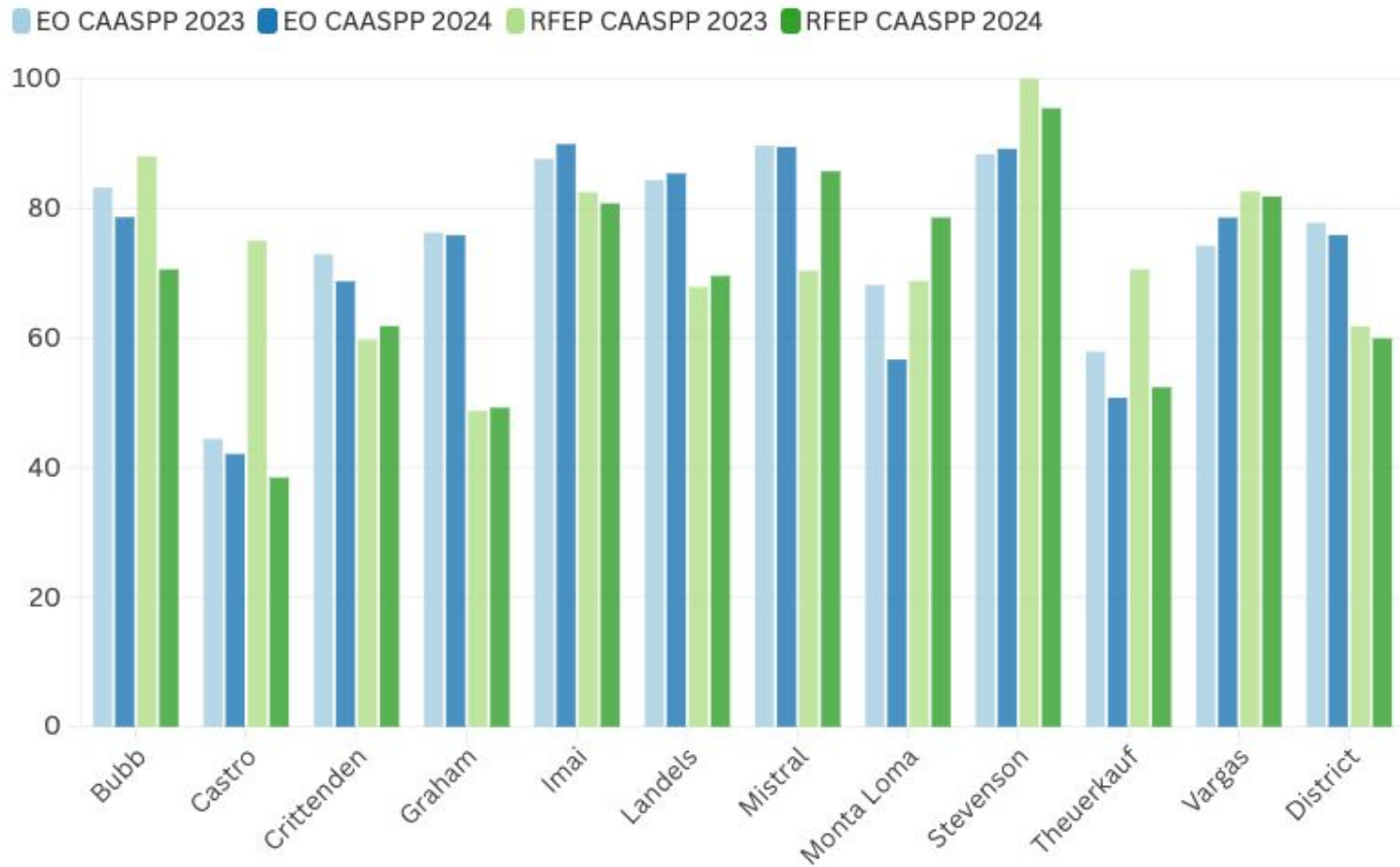
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Goal 3

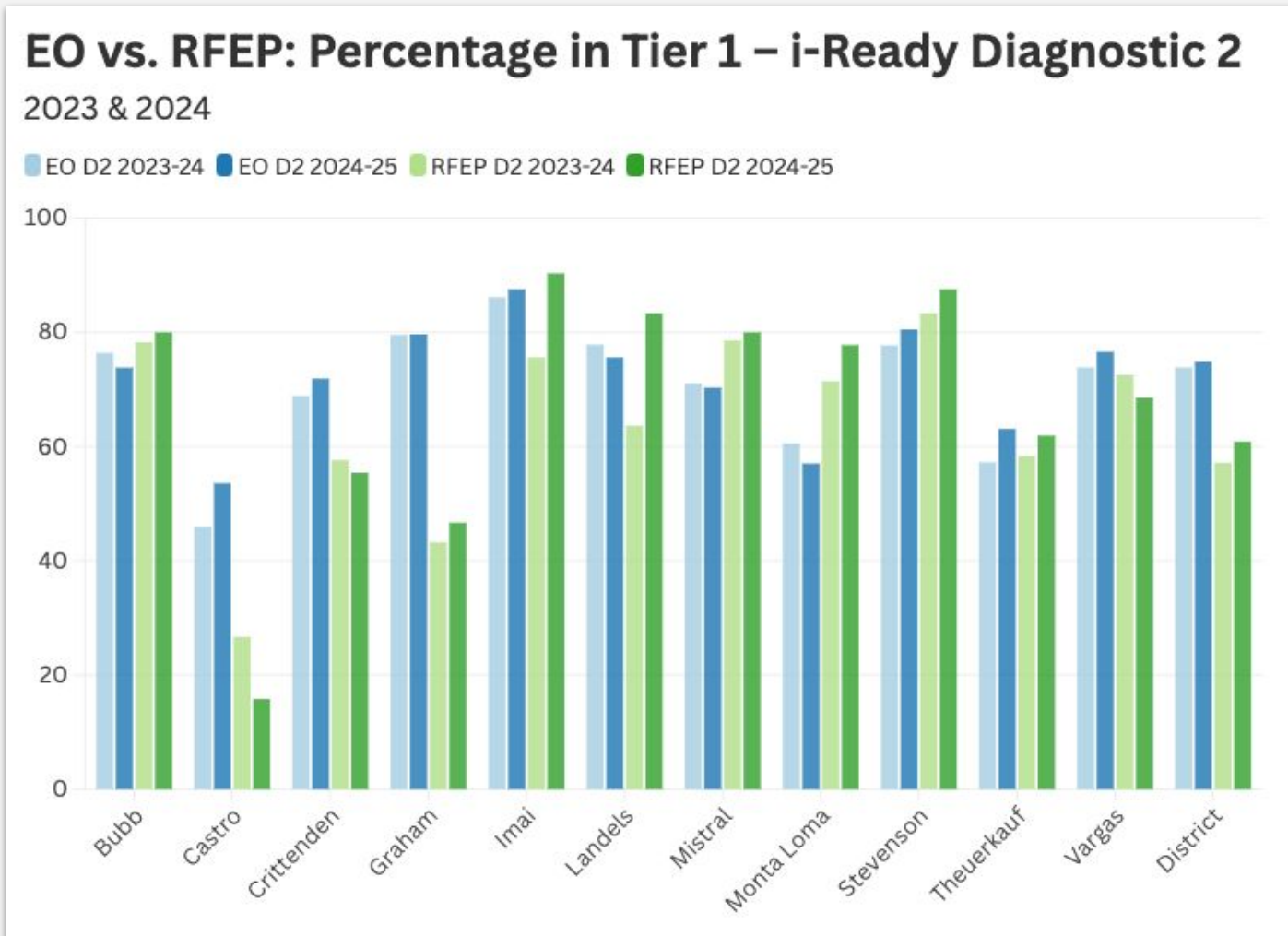
MLLs will continue to perform academically at high levels after reclassification.

EO vs RFEP performance: CAASPP/SBAC ELA

EO vs. RFEP: Percentage Met/Exceeded Standard - SBAC ELA
2023 & 2024



EO vs RFEP performance: iReady Reading Diagnostic





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Key Considerations and Analysis

Key considerations

- MLLs are a dynamic student group - same age MLLs often do not share the same general language needs.
- Each year, MLLs enter our district with a wide variance of language needs.
- Influxes of newcomers can swing MLL data significantly.
- When MLLs reclassify, they are no longer considered MLLs, which means comparing “all MLLs” with “all English Only” will, by definition, show a large gap.

Analysis

- MLLs who are SED and/or Hispanic have worse outcomes than those who are not.
- Data for MLLs with disabilities is similar to those for who are SED and/or Hispanic.
- Reading and Writing are the ELPAC sections on which many MLLs become “stuck.”
- ELPI progress drops off in 3rd grade and 6th grade, likely due to age and programmatic transitions, as well as ELPAC test difficulty.
- MLL and RFEP progress is inconsistently monitored and used at the site level.
- Recent focus: building and developing structures for newcomers and Designated ELD instead of instructional PD.



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Ongoing Efforts and Next Steps

Tasks for Spring 2025 and SY25-26

- **Assessment and Reclassification**
 - Reclassification Ceremony and Celebration.
 - Full implementation of Interim ELPAC in 25-26
 - Finalize and utilize new progress monitoring system for RFEPs in 25-26
- **Integrated and Designated English Language Development**
 - Identify instructional professional development to address needs of key student groups - Hispanic and SED
 - Improve support for RFEPs at the middle schools
 - Continue improvement of Grammar Gallery Plus and Language Studio curricula for ELD.
 - Continue site instructional leadership visits

Tasks for Spring 2025 and SY25-26

- **Newcomer Classes**
 - Continue to refine and track impact of elementary newcomer classes.
 - Support improvement of middle school transitional Language Arts courses for newcomers.
- **Progress Monitoring**
 - Develop a new progress monitoring system for all MLLs, focusing on deeper examination of Hispanic and SED students and MLLs who enter our district after kindergarten.
 - Track impact of Reading Intervention and Newcomer classes on ELPI Growth/Reclassification