

Meeting Date: February 22, 2011

Item Title: Review of Student Achievement Data: English Learners

Item Type: Information

BACKGROUND: English Learners (ELs) are initially identified when the required Home Language Survey (HLS) is completed at the time each student registers in the Alameda Unified School District. When a student new to our district indicates on the HLS that a language other than English is spoken at home, we are required to assess the child's language proficiency. If the assessment results indicate that the student is an English Learner (EL), we must provide a program of English Language Development (ELD) until redesignation.

The instrument used to assess English language proficiency is the California English Language Development Test (CELDT). For K-12 students, the CELDT is composed of the following language domain performance areas: Listening, Speaking, Reading, and Writing.

By law, the CELDT must be administered annually to an English Learner until that student is redesignated as Fluent English Proficient (FEP). All English Learners must also take the annual California Standards Tests (CSTs) and, beginning in Grade 10, the California High School Exit Exam (CAHSEE). Results of all these assessments of English Learners are reported annually by the state in the Title III Accountability Report.

For your information, data is included in tonight's report regarding the current EL identification process, EL demographic information, the administration of the CELDT, redesignations to Fluent English Proficiency (FEP) status, the 2009-2010 Title III Annual Measurable Achievement Objectives (AMAO) Report, progress of ELs toward State AYP targets, and our district goals for the continued success of AUSD ELs.

ALAMEDA UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM

**EXHIBIT
F-4**

(Continued)

FISCAL IMPLICATIONS: EIA/ELAP and Title III categorical funding is used to supplement costs incurred by our State and Federal mandates to support the needs of English Learners.

RECOMMENDATION: Information Only.

AUSD Guiding Principles:

1. All students have the ability to achieve academic and personal success
2. Teachers must challenge and support all students to reach their highest academic and personal potential
3. Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed
4. Parental involvement and community engagement are integral to the success of all students
5. Accountability, transparency, and trust are necessary at all levels of the organization
6. Allocation of funds must support our vision, mission, and guiding principles

Submitted by: Catherine Lyons, Director, Student Support Services

Approved for Submission to Board of Education


Kirsten Vital, Superintendent

ALAMEDA UNIFIED SCHOOL DISTRICT

ENGLISH LEARNERS

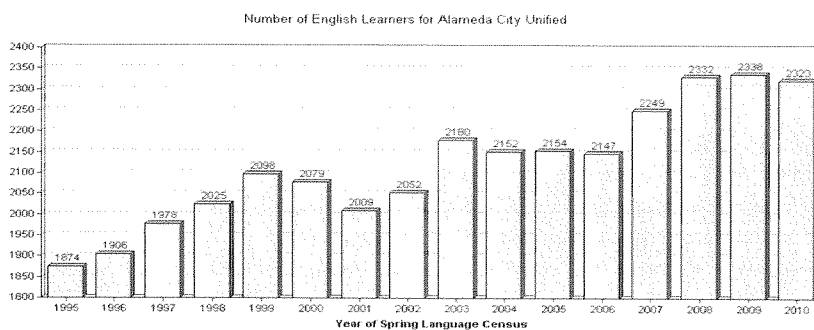
A Review of Student Achievement Data

February 22, 2011

Background

California Department of Education
Educational Demographics Unit
Prepared 1/7/2011 10:29:27 AM

Select Report Time Series - Number of English Learners



In 2010, the English Learner population in AUSD was 124% of what it was in 1995.

Demographic Information

AUSD currently has 2,119 English Learners (ELs).

As of March 2010 R-30 Census, there were 2,233 ELs (including CMS and ACLC).

23% of our student population

1,272 in ten elementary schools (29% of all ES students)

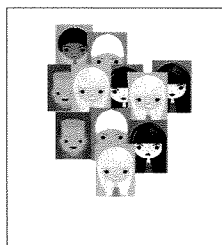
269 in two middle schools (18% of all MS students)

578 in four high schools (18% of all HS students)

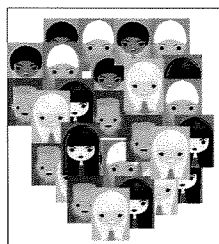
3

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

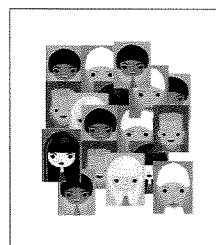
Demographic Example



Level One ELs
Year-Round Arrivals



Level Two/Three/Four ELs
Steady Growth

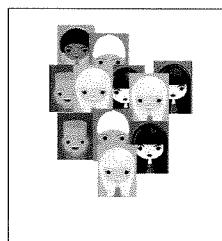


Level Five ELs
Exit of Top Performers

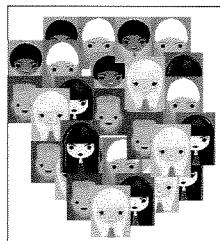
4

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

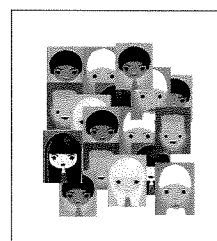
Demographic Example (continued)



Level Ones
08-09 = 244
09-10 = 208



Levels Two / Three / Four
08-09 = 236 / 527 / 821
09-10 = 235 / 515 / 832



Level Fives
08-09 = 613
09-10 = 574

5

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Languages and Redesignations

69 languages are spoken by ELs in AUSD.

(Among all AUSD students, a total of 80 languages are spoken.)

262 ELs (11.7% of all ELs) were redesignated to Fluent English Proficient in 2009-2010.

Those redesignated among our four (4) largest language groups were:

- 15.6% of our 633 Cantonese speakers**
- 9.2% of our 391 Spanish speakers**
- 12.2% of our 265 Vietnamese speakers**
- 12.2% of our 263 Tagalog speakers**

6

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Federal Title III-Mandated Reporting

All school districts are held accountable for EL annual progress by the Federal Government. According to the 2009-2010 California State Accountability Report, AUSD is performing as follows with regard to the three Annual Measurable Achievement Objectives (AMAOs):

**AMAO 1: % of ELs Making Annual Progress
in Learning English**

**AMAO 2: % of ELs Attaining English Proficient
Level on the CELDT**

-Less than 5 Years (in USA) Cohort

-5 Years or More (in USA) Cohort

**AMAO 3: Adequate Yearly Progress (AYP) for ELs at the
Local Educational Agency (LEA) Level**

-English Language Arts

-Mathematics

7

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AMAO 1: Annual CELDT Progress

Percent of ELs Making Annual Progress in Learning English:

Number of 2009 Annual CELDT Takers	1,908
Number/Percent with Required Prior Scores	1,905
	(99.8%)
Number in Cohort Meeting Annual Growth Target	1,485
Percent Meeting AMAO 1 in LEA	78%
State 2009-10 Target	53.1%
State 2013-14 Target	59%
Met Target for AMAO 1	Yes

8

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AMAO 2: CELDT English Proficiency

Percent of ELs Attaining English Proficient Level on the CELDT (split into two cohorts for 09-10)

Less than 5 Years Cohort:

<i>Number of 09-10 ELs in Cohort</i>	1,415
<i>Number in Cohort Attaining English Proficient Level</i>	613
<i>Percent in Cohort Attaining English Proficient Level</i>	43.3%
<i>State 2009-10 Target</i>	17.4%
<i>Cohort Met Target</i>	Yes

9

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AMAO 2: CELDT English Proficiency (cont.)

Percent of ELs Attaining English Proficient Level on the CELDT

5 Years or More Cohort:

<i>Number of 09-10 ELs in Cohort</i>	803
<i>Number in Cohort Attaining English Proficient Level</i>	636
<i>Percent in Cohort Attaining English Proficient Level</i>	79.2%
<i>State 2009-10 Target</i>	41.3%
<i>Cohort Met Target</i>	Yes

Met Both Targets for AMAO 2 **Yes**

10

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AMAO 3: Adequate Yearly Progress

AYP for English Learners at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup Yes

*Met Percent Proficient or Above
for English Learner Subgroup* Yes

Mathematics

*Met Participation Rate
for English Learner Subgroup* Yes

*Met Percent Proficient or Above
for English Learner Subgroup* Yes

Met Targets for AMAO 3 Yes

11

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Statewide: LEAs Meeting AMAOs

Percent of LEAs/Consortia Meeting AMAOs in 2009-10

AMAO 1 – 78 percent met AMAO 1 target

AMAO 2 – 63 percent met both AMAO 2 targets

AMAO 3 – 19 percent met all AMAO 3 targets

Only 12 percent of districts in the state met all three AMAOs.

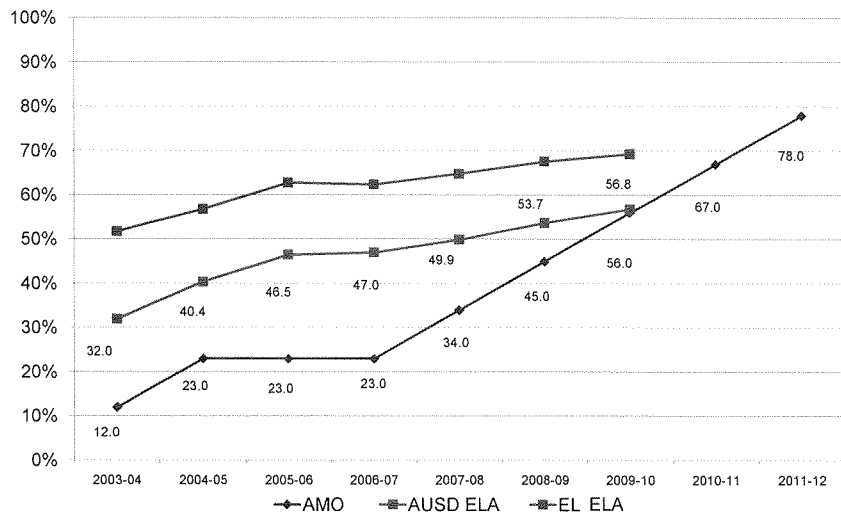
AUSD: Met All Three AMAOs!

Source: September 13, 2010, CDE Accountability Update

12

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

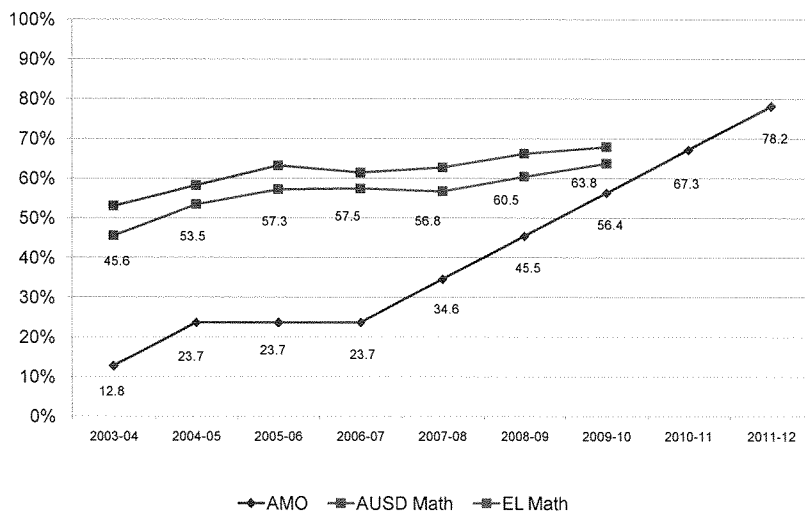
EL Performance: AYP in ELA



13

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

EL Performance: AYP in Math



14

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Local Observations

- We are exceeding all current state and federal targets.*
- We cannot relax with state AYP targets increasing so greatly each year.*
- Our Spanish-speaking ELs continue to need heightened instructional focus and culturally responsive pedagogy to enable them to better acquire proficiency in English and achieve success in the core curriculum.*

15

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AUSD EL Goals: 2009-2010

- AMAO 1 (Annual Progress): 3.4% increase to 80%*
Actual Result: 1.4% increase to 78%
(State Target: 53.1%)
- AMAO 2 (English Proficiency): 5% increase to 60%*
Actual Result: Cohort Split by State.
Less than 5 Years in USA: 43.3%
(State Target: 17.4%)
5 Years or More in USA: 79.2%
(State Target: 41.3%)
- AMAO 3 (AYP): 5% CST increases in ELA and Math*
Actual Results: ELA: 3.1% and Math: 3.3%
(State Targets: ELA: 2.3% and Math: already met)
- Redesignation of Spanish speakers: 3.2% increase*
Actual Result: 2.8% increase to 9.2% (No State target.)

16

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

AUSD EL Goals: 2010-2011

- AMAO 1 (Annual Progress): remains 80% to continue growth
(Currently, AUSD at 78% with State Target: 53.1%)**
- AMAO 2 (English Proficiency):**
 - **45% for ELs here less than 5 years
(Currently, AUSD at 43.3% with State Target: 17.4%)**
 - **83% for ELs here 5 years or more
(Currently, AUSD at 79.2% with State Target: 41.3%)**
- AMAO 3 (AYP):**
 - **10.2% growth in ELA (to meet AYP Target of 67% Proficient)**
 - **3.5% in Math (to meet the AYP Target of 67.3% Proficient)**
- The Goal for redesignation of Spanish speakers is to increase
by 3.2%. (Spanish speaker redesignations increased 2.8 %
in the current year. There is no State target.)**

17

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Site Actions Being Taken

- Principals analyzing EL data in regular learning groups**
- Teachers monitoring progress of specific ELs**
- Interventions:**
 - Daily differentiated English Language Development (ELD) instruction
 - K-5 ELD Resource Teacher push-in/pull-out
 - 6-12 ELD and Sheltered Classes for Levels 1, 2 and 3
 - Bilingual Paraprofessional support
 - ELAC parent/guardian meetings to involve families
- Professional development to support ELs' academic progress**
 - Math coaches
 - SIM coaches
 - ACOE conference on the Special Education needs of ELs for
40 AUSD teachers (1/29/2011)

18

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Final Notes

- ❑ *English Learners comprise one of our largest subgroups in high stakes testing.*
- ❑ *Included in that subgroup are almost 500 of our 800 RFEP (Redesignated Fluent English Proficient) students.*
- ❑ *Those 500 RFEP students remain in the EL subgroup until they have been proficient on the English Language Arts portion of the CSTs for three (3) years.*
- ❑ *Therefore, our obligation to sustain ELs' academic success carries over into their mainstream programs for multiple years beyond their Redesignation.*

ADDENDUM

to
***A Review of Student Achievement
Data: English Learners***

February 22, 2011

English Learner (EL) Identification

- All students complete a Home Language Survey (HLS) upon enrollment.*
- Students with another language on any line of the HLS are referred to the English Language Development (ELD) Testing Specialist or K-5 ELD Resource Teachers for assessment.*
- Students are assessed in English on the California English Language Development Test (CELDT) and in their heritage languages through quick informal assessments or parent/guardian questionnaires.*
- Based on CELDT results, EL identification is determined, and academic placement recommendations are made to sites.*

2

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

English Learner Assessment

The California English Language Development Test (CELDT) is the State's means of

- Identifying students who are limited English proficient*
- Determining their level of English language performance*
- Annually assessing all English Learners' progress in acquiring the skills of listening, speaking, reading, and writing in English*

3

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Assessment (continued)

Since July 1, 2010, the following CELDT assessments have been administered:

1,856 CELDT Annual Assessments

539 CELDT Initial Assessments (new students)

TOTAL: 2,395 CELDT assessments since 7/1/2010

**NOTE: 25% of each Grade 2-12 test must be given 1-on-1.
100% of each K-1 test must be given 1-on-1.**

4

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Redesignation Criteria

In order to consider an English Learner as Fluent English Proficient (FEP), the student must meet Redesignation (Reclassification) criteria.

Those criteria include:

- Attaining an overall proficiency level of 5 (Advanced) on the CELDT with no skill area below a 4 (Early Advanced)**
- California Standards Test (CST) or CAHSEE results of "Proficient" in the areas of language arts and math**
- A score of 20 out of 25 on the Student Oral Language Observation Matrix (SOLOM) completed by classroom teacher**
- Proficient on District or State writing assessment or writing samples**
- Grade Point Average (GPA) of 2.0 or higher in grades 6-12**
- Teacher and administrator input indicating that the student is achieving grade level standards**
- Consultation with the parents/guardians plus signatures**

5

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

School Sites' Plans for ELs

Selected excerpts of EL-related goals and action steps from school site Single Plans for Student Achievement (SPSAs):

- Franklin Goal: Then we will see the 58 ELL students improve their CELDT scores, and the proficiency rate will increase by 4% to meet the districtwide percentage.*

- Otis Goal: The percentage of ELLs proficient in ELA will increase by 13%.*

- Paden Goals: 80% of English Learners at CELDT levels 1 and 2 in grades 1 – 5 will increase at least 1 CELDT level in overall scores as measured by the annual CELDT test. English Learners at CELDT levels 3-5 will not plateau at one level for more than 2 years.*

- Washington Action Plan: Schedule staff meeting dates for presentations by specialists on ELD and literacy strategies that support student engagement.*

- Haight Action Plan: More effectively integrate GATE, ELD, and intervention strategies into the core curriculum and provide students with opportunities for an enriching and challenging curriculum.*



2009-10 Title III Accountability Data

Local Educational Agency (LEA) Data

Release Date: January 10, 2011
LEA: Alameda City Unified
County: Alameda
CDS Code: 01-61119-0000000

[School-level Data](#)

[DataQuest Help](#)

The Title III Accountability Report indicates the status of each Title III-funded local educational agency (LEA) or consortium in meeting the three annual measurable achievement objectives (AMAOs).

AMAO 1 - Percent of ELs Making Annual Progress in Learning English

Number of 2009 Annual CELDT Takers	1,908
Number with Required Prior CELDT Scores	1,905
Percent with Required Prior CELDT Scores	99.8%
Number in Cohort Meeting Annual Growth Target	1,485
Percent Meeting AMAO 1 in LEA	78%
2009-10 Target	53.1%
Met Target for AMAO 1	Yes

AMAO 2 - Percent of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2009-10 English Learners in Cohort	1,415
Number in Cohort Attaining the English Proficient Level	613
Percent in Cohort Attaining the English Proficient Level	43.3%
2009-10 Target	17.4%
Cohort Met Target	Yes

5 Years or More Cohort

Number of 2009-10 English Learners in Cohort	803
Number in Cohort Attaining the English Proficient Level	636
Percent in Cohort Attaining the English Proficient Level	79.2%
2009-10 Target	41.3%
Cohort Met Target	Yes

Met Targets for AMAO 2

Yes

AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Mathematics

Met Participation Rate for English Learner Subgroup	Yes
Met Percent Proficient or Above for English Learner Subgroup	Yes

Met Target for AMAO3

Yes

Met All AMAO Criteria

Met all AMAOs

Yes

Number of Consecutive Years Not Meeting AMAOs

Number of Years

0

Note: If less than 65 percent of the 2009 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet AMAO 1.

Yes* – Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort).

For more information on Title III accountability, refer to the CDE [Title III Accountability Web](#) page.

Questions: AMAO Team | AMAO@cde.ca.gov | 916-319-0784

Web Policy

ALAMEDA UNIFIED SCHOOL DISTRICT

ENGLISH LEARNERS

A Review of Student Achievement Data

February 22, 2011

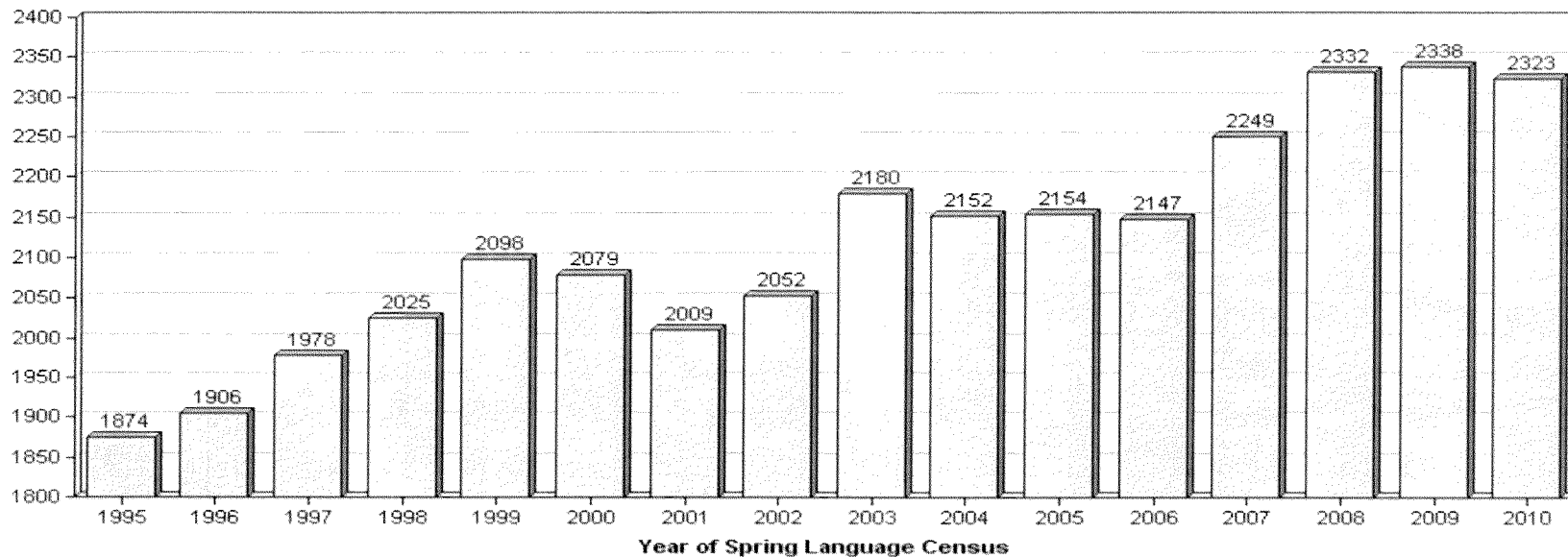
Background



California Department of Education
Educational Demographics Unit
Prepared: 1/7/2011 10:29:27 AM

Select Report

Number of English Learners for Alameda City Unified



In 2010, the English Learner population in AUSD was 124% of what it was in 1995.

Demographic Information

AUSD currently has 2,119 English Learners (ELs).

As of March 2010 R-30 Census, there were 2,233 ELs (including CMS and ACLC).

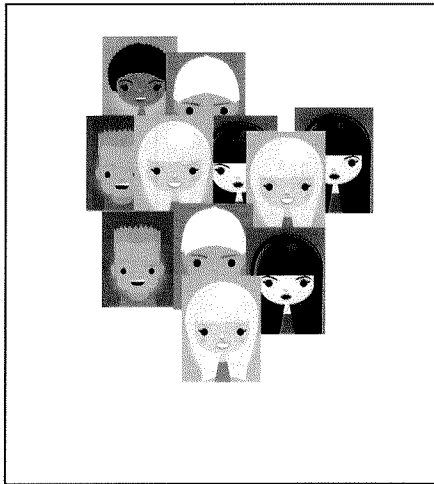
23% of our student population

1,272 in ten elementary schools (29% of all ES students)

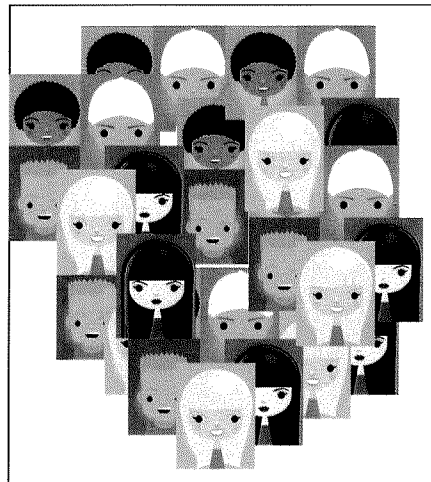
269 in two middle schools (18% of all MS students)

578 in four high schools (18% of all HS students)

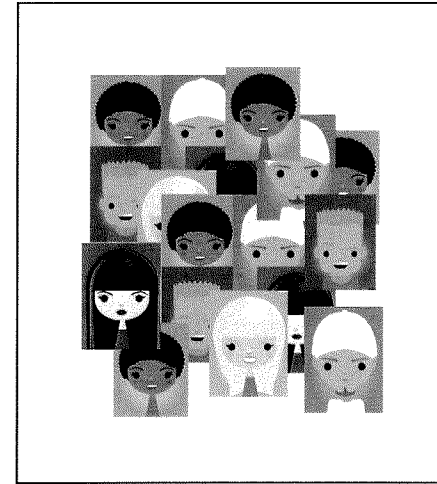
Demographic Example



Level One ELs
Year-Round
Arrivals

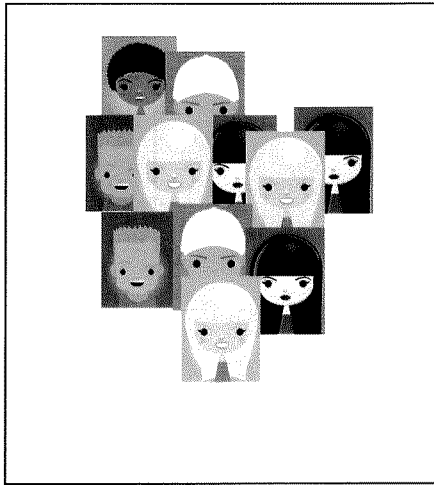


Level Two/Three/Four ELs
Steady Growth

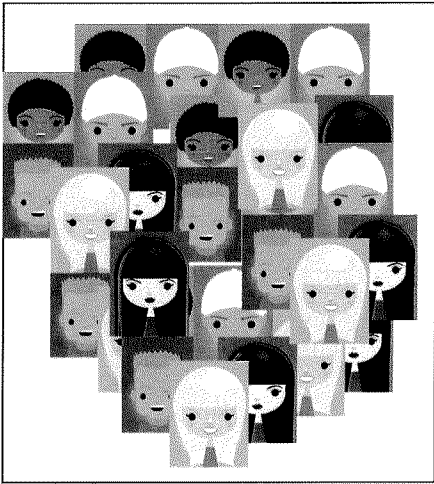


Level Five ELs
Exit of Top
Performers

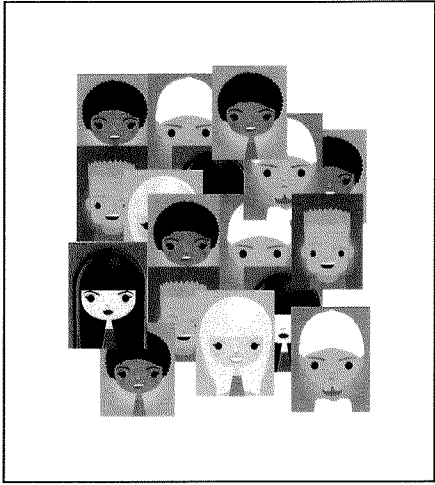
Demographic Example (continued)



Level Ones
08-09 = 244
09-10 = 208



Levels Two / Three / Four
08-09 = 236 / 527 / 821
09-10 = 235 / 515 / 832



Level Fives
08-09 = 613
09-10 = 574

Languages and Redesignations

69 languages are spoken by ELs in AUSD.

(Among all AUSD students, a total of 80 languages are spoken.)

262 ELs (11.7% of all ELs) were redesignated to Fluent English Proficient in 2009-2010.

Those redesignated among our four (4) largest language groups were:

- 15.6% of our 633 Cantonese speakers**
- 9.2% of our 391 Spanish speakers**
- 12.2% of our 265 Vietnamese speakers**
- 12.2% of our 263 Tagalog speakers**

Federal Title III-Mandated Reporting

All school districts are held accountable for EL annual progress by the Federal Government. According to the 2009-2010 California State Accountability Report, AUSD is performing as follows with regard to the three Annual Measurable Achievement Objectives (AMAOs):

***AMA0 1: % of ELs Making Annual Progress
in Learning English***

***AMA0 2: % of ELs Attaining English Proficient
Level on the CELDT***

-Less than 5 Years (in USA) Cohort

-5 Years or More (in USA) Cohort

***AMA0 3: Adequate Yearly Progress (AYP) for ELs at the
Local Educational Agency (LEA) Level***

-English Language Arts

-Mathematics

AMA0 1: Annual CELDT Progress

Percent of ELs Making Annual Progress in Learning English:

<i>Number of 2009 Annual CELDT Takers</i>	1,908
<i>Number/Percent with Required Prior Scores</i>	1,905 (99.8%)
<i>Number in Cohort Meeting Annual Growth Target</i>	1,485
<i>Percent Meeting AMA0 1 in LEA</i>	78%
<i>State 2009-10 Target</i>	53.1%
<i>State 2013-14 Target</i>	59%
<i>Met Target for AMA0 1</i>	Yes

AMAO 2: CELDT English Proficiency

***Percent of ELs Attaining English Proficient Level
on the CELDT (split into two cohorts for 09-10)***

Less than 5 Years Cohort:

Number of 09-10 ELs in Cohort **1,415**

Number in Cohort Attaining English Proficient Level
613

Percent in Cohort Attaining English Proficient Level
43.3%

State 2009-10 Target **17.4%**

Cohort Met Target **Yes**

AMAO 2: CELDT English Proficiency (cont.)

***Percent of ELs Attaining English Proficient Level
on the CELDT***

5 Years or More Cohort:

Number of 09-10 ELs in Cohort **803**

Number in Cohort Attaining English Proficient Level
636

Percent in Cohort Attaining English Proficient Level
79.2%

State 2009-10 Target **41.3%**

Cohort Met Target **Yes**

Met Both Targets for AMAO 2 **Yes**

AMAO 3: Adequate Yearly Progress

AYP for English Learners at the LEA Level

English-Language Arts

Met Participation Rate for English Learner Subgroup **Yes**

***Met Percent Proficient or Above
for English Learner Subgroup*** **Yes**

Mathematics

***Met Participation Rate
for English Learner Subgroup*** **Yes**

***Met Percent Proficient or Above
for English Learner Subgroup*** **Yes**

Met Targets for AMAO 3 **Yes**

Statewide: LEAs Meeting AMAOs

Percent of LEAs/Consortia Meeting AMAOs in 2009-10

AMAO 1 – 78 percent met AMAO 1 target

AMAO 2 – 63 percent met both AMAO 2 targets

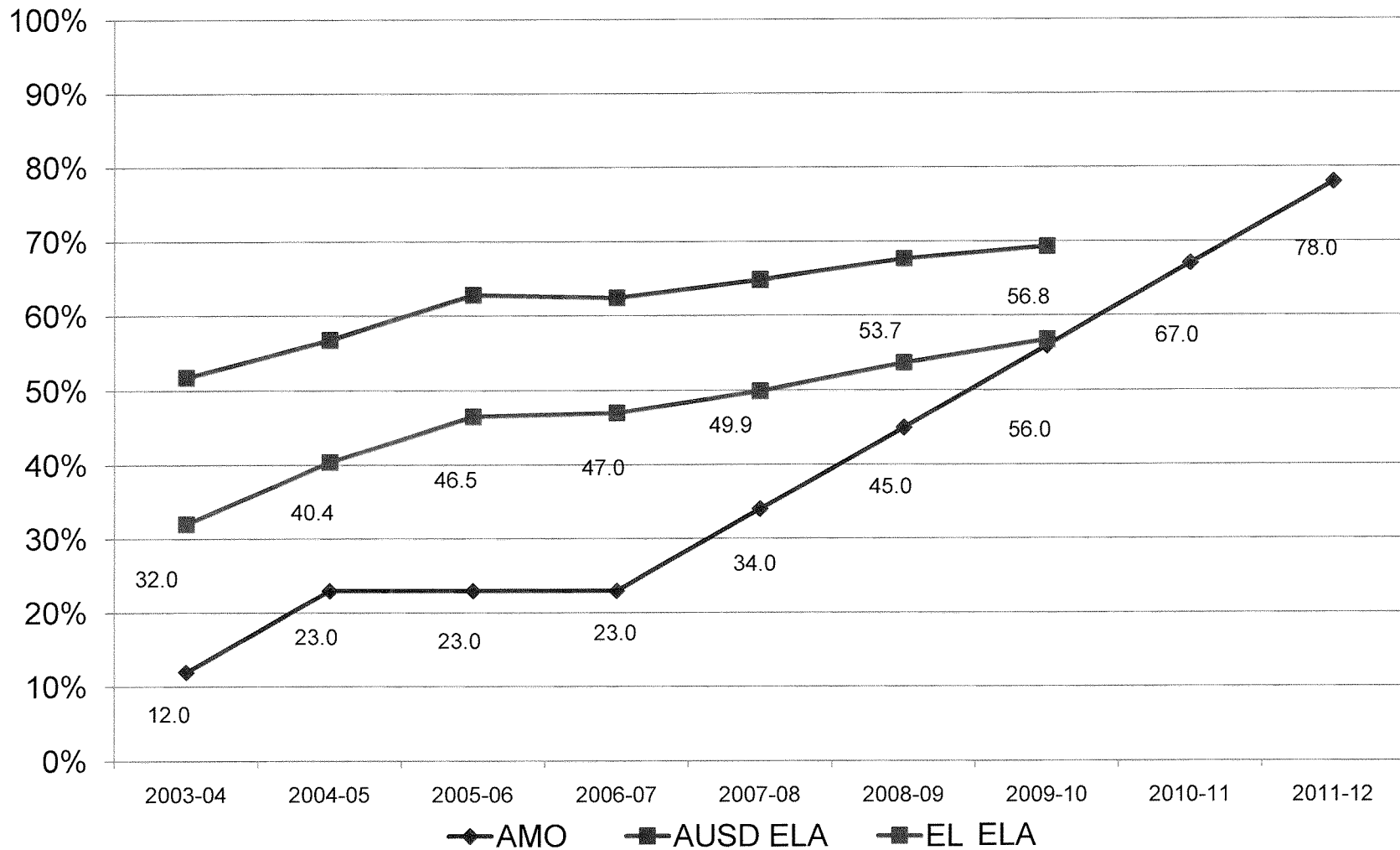
AMAO 3 – 19 percent met all AMAO 3 targets

Only 12 percent of districts in the state met all three AMAOs.

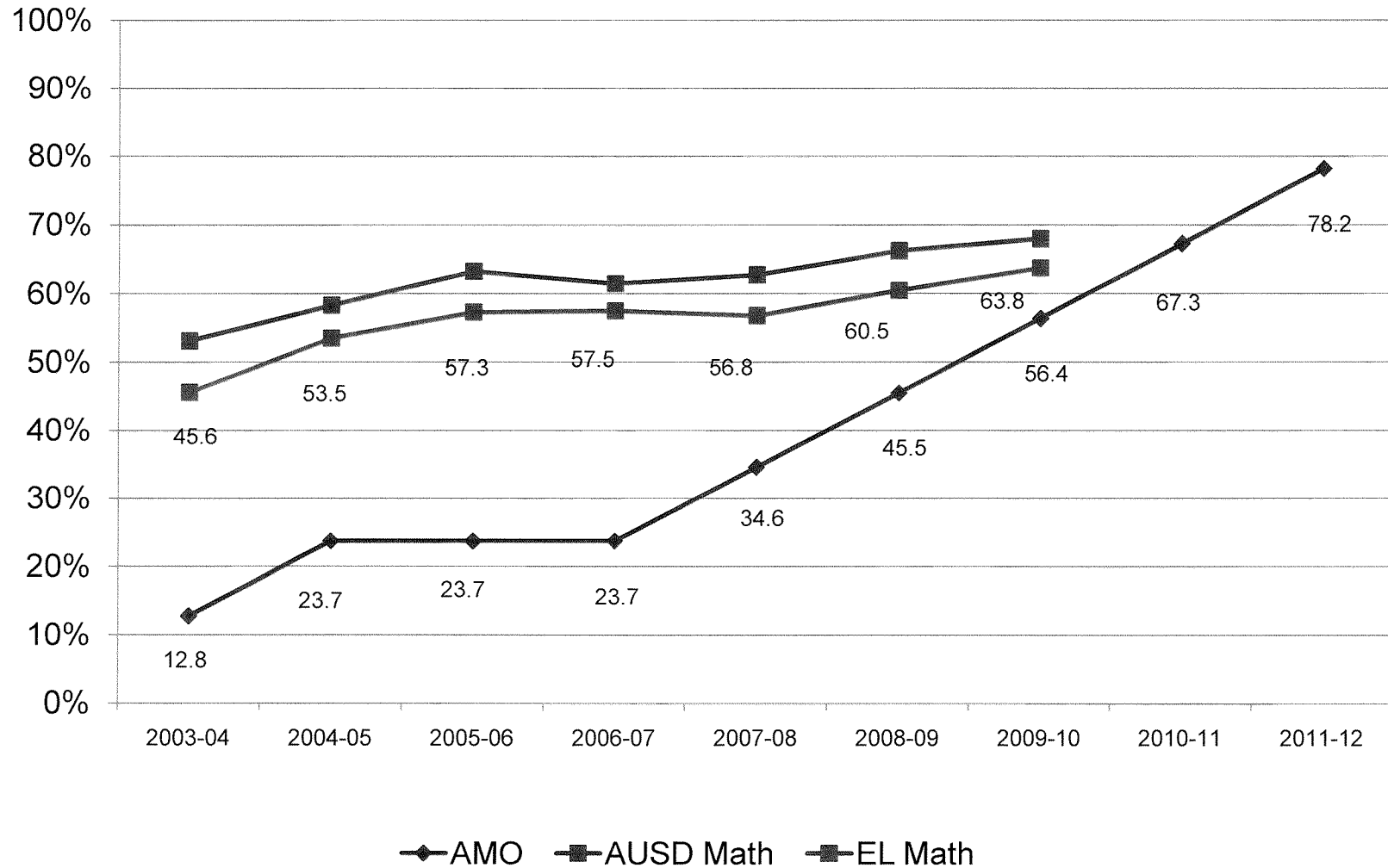
AUSD: Met All Three AMAOs!

Source: September 13, 2010, CDE Accountability Update

EL Performance: AYP in ELA



EL Performance: AYP in Math



Local Observations

- We are exceeding all current state and federal targets.***
- We cannot relax with state AYP targets increasing so greatly each year.***
- Our Spanish-speaking ELs continue to need heightened instructional focus and culturally responsive pedagogy to enable them to better acquire proficiency in English and achieve success in the core curriculum.***

AUSD EL Goals: 2009-2010

- **AMAO 1 (Annual Progress): 3.4% increase to 80%**
Actual Result: 1.4% increase to 78%
(State Target: 53.1%)

- **AMAO 2 (English Proficiency): 5% increase to 60%**
Actual Result: Cohort Split by State.
Less than 5 Years in USA: 43.3%
(State Target: 17.4%)
5 Years or More in USA: 79.2%
(State Target: 41.3%)

- **AMAO 3 (AYP): 5% CST increases in ELA and Math**
Actual Results: ELA: 3.1% and Math: 3.3%
(State Targets: ELA: 2.3% and Math: already met)

- **Redesignation of Spanish speakers: 3.2% increase**
Actual Result: 2.8% increase to 9.2% (No State target.)

AUSD EL Goals: 2010-2011

- ❑ AMAO 1 (Annual Progress): remains 80% to continue growth
(Currently, AUSD at 78% with State Target: 53.1%)**

- ❑ AMAO 2 (English Proficiency):**
 - 45% for ELs here less than 5 years
(Currently, AUSD at 43.3% with State Target: 17.4%)**
 - 83% for ELs here 5 years or more
(Currently, AUSD at 79.2% with State Target: 41.3%)**

- ❑ AMAO 3 (AYP):**
 - 10.2% growth in ELA (to meet AYP Target of 67% Proficient)**
 - 3.5% in Math (to meet the AYP Target of 67.3% Proficient)**

- ❑ The Goal for redesignation of Spanish speakers is to increase
by 3.2%. (Spanish speaker redesignations increased 2.8 %
in the current year. There is no State target.)**

Site Actions Being Taken

- Principals analyzing EL data in regular learning groups***
- Teachers monitoring progress of specific ELs***
- Interventions:***
 - Daily differentiated English Language Development (ELD) instruction***
 - K-5 ELD Resource Teacher push-in/pull-out***
 - 6-12 ELD and Sheltered Classes for Levels 1, 2 and 3***
 - Bilingual Paraprofessional support***
 - ELAC parent/guardian meetings to involve families***
- Professional development to support ELs' academic progress***
 - Math coaches***
 - SIM coaches***
 - ACOE conference on the Special Education needs of ELs for 40 AUSD teachers (1/29/2011)***

Final Notes

- ❑ *English Learners comprise one of our largest subgroups in high stakes testing.*
- ❑ *Included in that subgroup are almost 500 of our 800 RFEP (Redesignated Fluent English Proficient) students.*
- ❑ *Those 500 RFEP students remain in the EL subgroup until they have been proficient on the English Language Arts portion of the CSTs for three (3) years.*
- ❑ *Therefore, our obligation to sustain ELs' academic success carries over into their mainstream programs for multiple years beyond their Redesignation.*