Burlington School District Lau Plan

August 2021

Introduction - The Purposes of this Document

A Lau Plan, named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, resulted in the requirement of public school districts to provide equitable access to high quality education for students who are English Learners by outlining actionable steps to meet specific goals in the form of a plan. The plan describes what a school district will do:

- to identify English Learners
- to design an effective program reflective of their needs
- to employ appropriate personnel with specialized knowledge to serve the needs of EL students
- to align the instruction of ELs to state and local content standards
- to provide ongoing, authentic assessments to ascertain their growth in English language proficiency and in the comprehension of academic content

Each Lau Plan is developed using the specialized expertise of district personnel, but is ultimately approved and adopted by the local board of education as policy. As with any policy, no administrator or other staff member of the school district may veto, alter, or abandon implementation in a way that is contrary to the Lau Plan. They may, however, submit revisions and updates as necessary. A Lau Plan is a "working document" that should be revisited frequently.
(https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/policy/lau-plan)

Thus the Lau Plan for Burlington School District for 2021-22 represents the **policy** of the Burlington School District Board of Commissioners. It also outlines BSD **procedures** for the identification, placement, and program options for English Learners; qualifications of staff; assurances and expectations for equitable access to all educational and extracurricular opportunities for EL students; communication and partnership with families; and plans for assessment, exit, monitoring, and follow-up of all students initially identified as EL. In order to contextualize both the policy and its procedures, as well as to orient our district towards growth, information is included to help highlight both the present and desired outcomes for English Learners as seen through data. Finally, goals for future growth and support for multilingualism are addressed as values which guide the implementation of all procedures in this document.

Table of Contents

Who are English Learners?

In Vermont, the term EL refers to those students who have not yet met the State's definition of proficiency in English, as measured by the State's English language proficiency assessments which are also linked to grade appropriate academic standards.

ELs in Vermont range in academic language proficiency from Level 1 (Entering) all the way to Level 6 (Reaching), and can have varying levels of proficiency in the different domains of language—i.e., listening, speaking, reading, writing, and comprehension.

ELs need different types and degrees of support in acquiring and using the English language in the classroom, particularly with the complex academic language that leads to successful high school graduation and higher education opportunities.

Multilingual Student Demographics for Burlington School District*

- 16% of BSD Students Receive English Learner Services
- 20% of families are Multilingual
- 48 Home Languages
- Most common languages
  Somali (37)
  Swahili/Kiswahili (93)
  Nepali (123)
  Maay Maay (138)

*Data is from 2020-2021. Demographic data is posted on the District website each October at: https://www.bsdvt.org/district-goals-and-data/
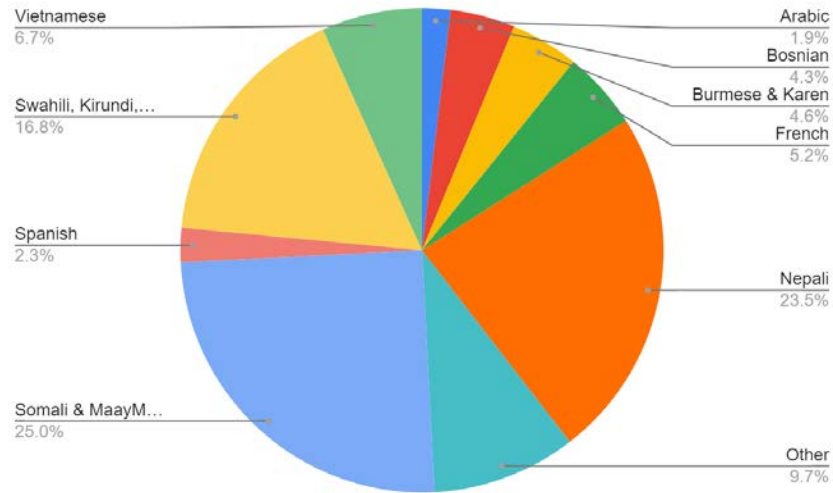
The above chart shows the most common languages spoken in BSD, excluding English.

Mission and Vision of BSD EL Program
The mission of BSD's English Learner (EL) programs is to provide instruction, support and advocacy to ensure that ELs gain all of the linguistic, social and academic skills they need as members of the Burlington school community.
Our vision is that all students learn in a school community that values its multicultural and multilingual student body. ELs access a rigorous academic curriculum and receive support to learn English and achieve at school. We view our students as emergent bilinguals; that is, we encourage students to maintain and even strengthen their primary language(s) while learning English. Current and former ELs are productive, fully included members of the Burlington community.

Federal Legislation

Every Student Succeeds Act (2015) - Provides for strong accountability for the education of all children and for certain provisions specific to limited English proficient students, especially under Titles I and III of the Act.
http://www.ed.gov/policy/elsec/leg/esea02/index.html (full text)
https://www2.ed.gov/policy/elsec/leg/essa/index.html
(U.S. Department of Education's official ESSA website)

Title VI of the Civil Rights Act of 1964 - Prohibits discrimination on the basis of national origin (and other civil rights).
http://www.usdoj.gov/crt/cor/coord/titlevistat.htm (full text)

Equal Education Opportunities Act of 1974 - Requires schools to "take appropriate steps" to assure equal access as stipulated in the Lau opinion below.
http://www.law.cornell.edu/topics/education.html

Dear Colleague Letter (2015) - Provides additional guidance to assist schools in meeting the legal obligations to ensure meaningful and equal participation for ELs in educational programs and services.
https://www.colorincolorado.org/sites/default/files/colleague-el-201501.pdf

Supreme Court Decisions

Lau vs. Nichols (1974) - Ruled that providing the same access to curriculum, instruction, and materials for students of limited English proficiency as is provided to English dominant students is not in effect equitable:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0414_0563_ZS.html

Plyler vs. Doe (1981) - Ruled that all students in public schools must be appropriately served, including any students who may not be documented as legal immigrants:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0457_0202_ZO.html

Castañeda vs. Pickard (1981) - Case precedent requires schools to use a three-pronged approach to assure that they are following the spirit of the above decisions vis-à-vis: a practice grounded in sound educational theory; effective implementation of an appropriate program; assurance that the program is working through an evaluation and subsequent program modification to meet this requirement.
https://web.stanford.edu/~hakuta/www/LAU/IAPolicy/IA1bCastanedaFullText.htm

Section 2: English Learner Identification

In BSD, English Learners are identified in accordance with federal and state requirements. The following graphics demonstrate the process of identification. EL students should be assessed and placed in an appropriate school and program in less than a week.

1 When a new student registers in the BSD, the family fills out the Vermont Home Language Survey (HLS).

2 All potential EL students are referred to the BSD Intake and Assessment Specialist for screening.

4 If a student qualifies for services, the student is placed in an appropriate learning environment as quickly as possible.

3 A WIDA screener assessment is administered to determine eligibility for EL services (see following chart for further information).

During initial testing, the Intake and Assessment Specialist may administer the STEP screener to elementary-aged students.
STEP (Studying Towards English Proficiency) is a temporary sheltered classroom program designed to help newly-arrived ELs with beginning proficiency gain familiarity with school, content-area concepts, and English simultaneously. STEP is currently housed at IAA.

If the student is STEP eligible, the Director of EL Programs is notified, and sets up a visit with the family.

If space is available, the family is offered - with Liaison support - the STEP program for their child.

English Language Proficiency Screening Assessment Requirements		
Grade	**Screening Assessment**	**Minimum Score Required to be Non-EL**
1st semester K	Kindergarten MODEL	Oral language proficiency 5.0 (Literacy MODEL administered early 2nd semester)
2nd semester K/1st semester 1st grade	Kindergarten MODEL	Composite proficiency level 5.0
2nd semester 1st grade- 12th grade	WIDA Screener Online	Composite proficiency level 5.0

Section 3: Development of Individualized Language Acquisition Programs

All English Learners benefit from an individualized educational program to meet their English language acquisition and academic content learning needs. BSD provides an effective, evidence-based program relative to each student's current level of English proficiency, native language proficiency, educational background, disability status, and other factors.

Burlington School District has a variety of programs to best fit the needs of our diverse English Learners.

All EL Students receive age appropriate instruction while learning English. We search for social emotional entry points, cultural entry points, and linguistic adaptation.

❑ English Learners Studying Towards English Proficiency (STEP) is a self-contained program for

elementary students new to the US, and is housed at the Integrated Arts Academy at H.O. Wheeler Elementary School. This program is an option for the families of students who score at the beginning level of proficiency and have been in the country for a limited time. To qualify for STEP, EL students must be both relative "beginners" and "newcomers."
- ❏ Other EL eligible students who are not in the STEP program receive push-in, pull-out, or co-teaching services, based on grade level and proficiency.
- ❏ New arrivals also have special classes or programs at the middle and high school levels, where teachers work to meet students' language learning, academic, and school adjustment needs based on their prior experiences with formal schooling and with English. Class offerings change based on demand, but have included sheltered newcomer immersion programs, pull-out and push-in models, and co-taught content area courses.

All EL students receive support from an EL teacher to address language and content needs using any of the models described above.

- ❏ The duration and frequency of programs is differentiated based on an understanding of individual student needs.
- ❏ A predictable schedule is created by EL teachers in collaboration with all classroom teachers.

If a family chooses to decline EL services, this decision is documented after a meeting with the Director of EL programs.

- ❏ Students whose families decline services are monitored by their teachers. Classroom teachers collaborate with EL teachers to draw attention to any challenges related to language proficiency.

All EL students must be assessed annually with the WIDA ACCESS to determine progress, whether or not they are receiving EL services. Parents and school personnel are informed annually of the results of these assessments, and supports are adjusted accordingly. Families receive translated letters in the mail alerting them of these results. Students who demonstrate proficiency in all language domains enter Monitor status.

- ❏ Results from WIDA ACCESS testing, as well as other forms of assessment, are stored in Ellevation, PowerSchool, and the data wall for each school.
- ❏ EL teachers collect information about student proficiency levels from these sources to create goals to guide their instructional practices.

Our mission is to provide a complete and equitable educational experience which stretches far beyond the teaching of English. To accomplish this we offer:

Newcomer Programs - Designed for students new to US school system and who are beginners to English. Programs offer sheltered content, accelerated English, and cultural adjustment to American schools and schooling. (STEP, MS Newcomer, and Accelerated English Program at BHS)

Congruent/Parallel Teaching - EL teachers pull students out of classrooms to offer language support that parallels mainstream instruction in terms of content and skills. Emphasis on literacy and oral language for academic purposes, with other content areas addressed.

Push-in/pull-aside - Specialist teachers and instructional assistants support EL students in mainstream classrooms, collaborating with other educators to address specific needs.

Stand-alone EL Classes - Generally Language Arts and content classes taught in Middle and High school by EL specialists certified in the content area. (EL 1, or EL Math, EL Science, etc. in BSD - (*please note these classes are being re-named, see below*)

Co-taught Classes - EL specialist and classroom/content teacher work together to provide content instruction that is appropriate for EL students (currently offered through a grant in BSD.)

Resourcing, organizing, and appropriately matching students with these diverse supports is an equity-focused imperative that requires consistent, predictable funding.

Section 4: Meaningful and Equitable Access to Academic and Extracurricular Programs

English Learners are entitled to equitable access
to all academic and extracurricular programs that their schools offer.

In BSD we monitor both present ELs as well as all students who were *ever ELs*, to ensure that they are represented across programs and educational opportunities, and that all programs and educational opportunities are made accessible. A commitment is made to supporting students wherever they are, from in-house programs such as SUCCEED, Burlington City and Lake, Horizons, and OnTop, to external programs at Lund.

Some examples of how this looks throughout the district are as follows:
❏ Burlington Technical Center offers EL support to students.
❏ Burlington High School employs a guidance counselor dedicated to the EL students in the building so that all students have equitable access to support and advice.
❏ An EL staff member is on the team at SUCCEED.
❏ Burlington City and Lake, an immersive semester-long program, was constructed with the goal of being accessible to EL students.

The following figures demonstrate the District's monitoring of both current EL and former EL students in various academic offerings at the high school level.

Opportunity to Learn Data
Source: Equity & Inclusion Data Report 2018 - 2019

Figure 1.

Honors Classes

Group	Number of high school students	Percentage of high school students	Individuals who completed one or more honors classes	Percentage of high school students who are honors class takers	Honors classes completed	Honors classes completed with a final grade of a B or above	Honors classes completed with a final grade of a B or above Percent
TOTALS	920		323	35%	627	588	94%
Non-EL	765	83%	317	N/A	N/A	N/A	N/A
EL	155	17%	N/A	N/A	N/A	N/A	N/A
Former EL	129	14%	37	11%	66	64	97%

Figure 2.

AP Classes

Group	Number of students (juniors & seniors)	Percentage of juniors & seniors	Individuals who completed one or more APs	Percentage of juniors and seniors who are AP takers	AP classes completed	AP classes completed with a 3 or higher on the exam	Percentage of classes with 3 or higher out of all AP classes
TOTALS	430		122	28%	264	192	73%
Non-EL	357	83%	N/A	N/A	N/A	N/A	N/A
EL	73	17%	N/A	N/A	N/A	N/A	N/A
Former EL	60	14%	N/A	N/A	19	11	58%

Section 5: Equitable Personnel, Facilities, and Materials

English Learners must be provided with sufficient, qualified teaching staff to meet their language learning and academic content acquisition needs, as well as facilities and materials of comparable quality to those of their peers. While all EL teachers possess credentials affirming their specialized knowledge, particular care is given to providing the most vulnerable students with teachers who are the most knowledgeable about their needs and most skilled in addressing them.

EL support in BSD is delivered by specially trained and certified EL professionals.

❏ An EL Instructional Assistant assigned to support "newcomer" programs is also a licensed EL professional.

BSD uses a [Weighted Formula to determine EL Staffing levels](#) and ensure that teachers serving English Learners are able to effectively meet all student needs.

❏ The system creates an array based on present levels of proficiency (as determined by the most recent WIDA ACCESS results). This allows teachers to match what we know about a student's proficiency level with the type and degree of support each student will receive.

This system also supports equitable staff placement, as the number of units of support that are needed at each school is used to determine how many EL teachers should be deployed at each school.

While EL teachers support multilingual students identified as EL as described above, providing equitable access to learning and belonging for English Learners is the responsibility of ALL BSD educators. Mainstream and content area teachers are provided professional learning opportunities at both the school and district level to ensure that EL students are receiving accessible and meaningful

instruction when in their general education classrooms.

- ❏ Professional learning opportunities are offered to teachers and others who are not EL specialists. Examples include: Co-teaching, Working with Emergent Multilinguals, Collaboration for English Learners, book study for all teachers, and planned online training on the needs of English Learners for Fall 2021
- ❏ Through the ELLevation platform, the ELLevation Strategies resource allows all classroom teachers to search for differentiated lesson plans in all content areas. These lessons support EL students at all proficiency levels, and facilitate scaffolded lesson plans to benefit all students in the classroom.

Equitable classroom spaces and materials are made available to English Learners.

- ❏ Surveys are conducted periodically to determine whether EL teaching spaces are adequate for the needs of oral language development and literacy.
- ❏ A budget of local funds is used to make instructional materials available to EL teachers, weighted by needs at each school.
- ❏ The EL department supports school personnel in researching materials most appropriate for students at a variety of proficiency levels
- ❏ Resources are divided equitably based on needs at individual school building
- ❏ Local funds are supplemented with grant funds from an RSIG grant specific to refugees, as well as with Title III funds

In BSD, we avoid segregating English learners from their non-English Learner peers

- ❏ EL teachers provide push in support and coteaching whenever possible
- ❏ Newcomer programs and newcomer strands are designed to keep a group of students for no more than a year, at which point they receive EL services using a more fully integrated design.

Section 6: Annual English Language Proficiency Test Administration

All English Learners in Vermont public schools, as well as publicly-funded English Learners in non-public schools, must be administered theWIDA ACCESS for ELLs
(or Alternate ACCESS, if applicable) annually.

All current EL students are administered WIDA ACCESS for ELs/Alternate ACCESS annually. EL teachers at each school administer this assessment, with support from the Intake & Assessment Specialist and EL Program Director.

Families do have an opportunity to opt out of EL services after a conversation with the EL Program Director, although this is not recommended. Should they choose to refuse EL services, an opt-out document is completed and filed. Even if a family elects not to have EL services provided for their child, the student is still required to take the WIDA ACCESS assessment annually until they score at least a 5.0 overall.

BSD personnel analyze the results of the WIDA ACCESS test for each individual student as well as by grade level, school, and first language background. These data are used to and implement changes to both teaching practice and program design in response to patterns in achievement.

❏ Careful attention is placed on data regarding what programs seem to be most successful, where students seem to be struggling most, and where common vulnerabilities are, so that decisions can be made about how to best assist students across all schools and programs.

In addition to WIDA ACCESS testing, EL students also participate in the same assessments as their non-EL peers. This data is also considered and analyzed to ensure that students are making progress and receiving the necessary support.

The following figures demonstrate some of this analysis, and the ways in which student data is considered following key testing and data collection.

Student Data
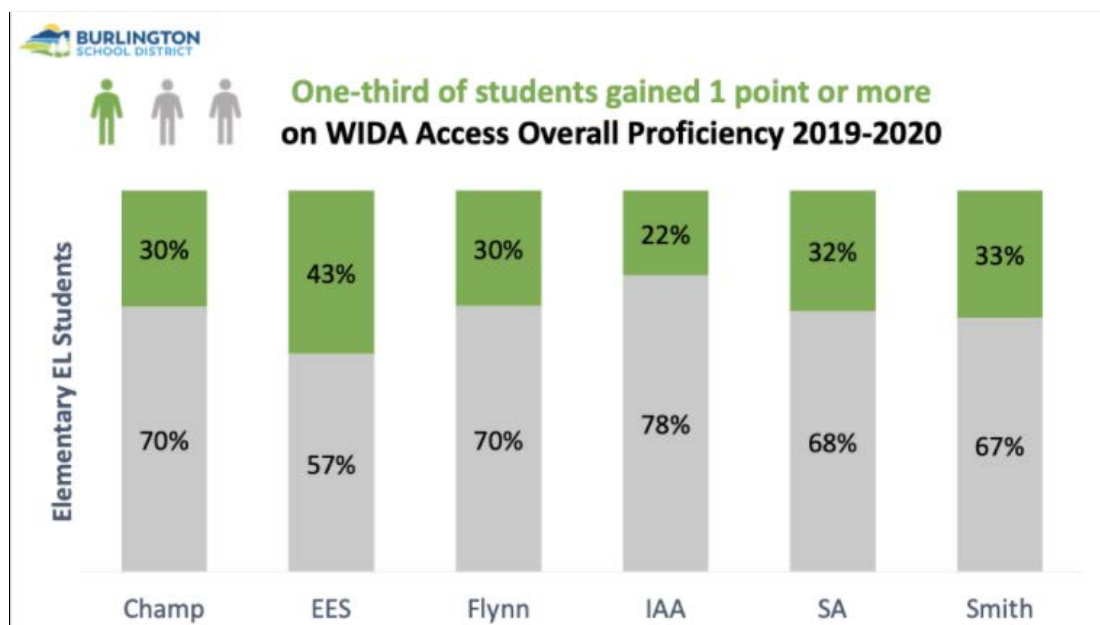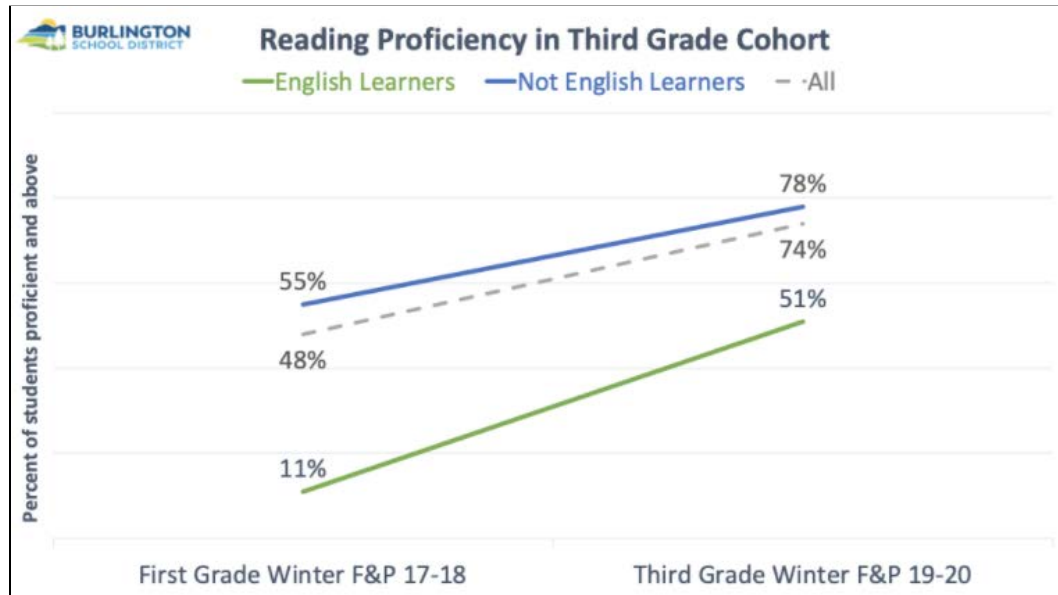**Source: Which source is this from? Equity Report 2019???**

Figure 3.

Figure 4.

Reading Proficiency in Third Grade Cohort
—English Learners —Not English Learners – ·All

Percent of students proficient and above

78%
74%
55%
51%
48%
11%

First Grade Winter F&P 17-18   Third Grade Winter F&P 19-20

Figure 5.

Home Language	Initially in STEP?	WIDA SY 15-16 Overall Prof	WIDA SY 16-17 Overall Prof	WIDA SY 17-18 Overall Prof	WIDA SY 18-19 Overall Prof	WIDA SY 19-20 Overall Prof	WIDA Overall Growth Line
Farsi		1.5	4	4.5	4.2	4.8	
MaayMaay		1.7	2.9	2.3	2.8	3.7	
MaayMaay		1.8	2.5	3.1	3.4	3	
Nepali		1.9	4.7	4.5	5.1		
MaayMaay	Y	1.7	3.2	4	3.4	4.7	
French		2.3	2.8	3.9	4	4.8	
MaayMaay		3.5	2.9	3.8	5.1		
Nepali		3.1	4	4.1	4.9	5.9	
Nepali		3.4	4.2	4.4	5.1		

Section 7: Exit and Monitoring

When an English Learner meets Vermont's definition of English language proficiency on ACCESS for ELLs/Alternate ACCESS, the student is exited from English Learner status. LEAs must monitor the academic performance of all former English Learners to ensure that English language support services are no longer needed.

Exit criterion for EL programming in Vermont is a score of 5 overall on the WIDA ACCESS 2.0 (comprehensive score on all 4 domains).

Former English Learners are monitored by the EL department for 2 years after exiting the program. The classroom teachers of these monitored students report on student progress and proficiency twice annually, using a Monitor Feedback Form developed in the ELLevation data system.

Information from these monitor forms goes to the Intake & Assessment Specialist, as well as to the EL Program Director, for review. If there is concern about lack of progress or proficiency:
- ❏ The EL teacher and classroom teacher collaborate to determine gaps
- ❏ Students can be included in small groups with the EL teacher to focus on specific language skills and proficiencies

If a concern arises about a student who was screened for EL status at enrollment, but did not qualify, EL teachers are notified by the classroom teacher.
- ❏ The EL teacher and classroom teacher collaborate to determine gaps, and students can be included in small group EL services to address language proficiency needs

Section 8: Ongoing Program Evaluation

LEAs must regularly evaluate the effectiveness of their programs for English learners and make modifications if the desired outcomes, both academic and linguistic,
are not being achieved.

Program evaluation is conducted by Vermont Title III/EL Program Director Jim McCobb from the Vermont Agency of Education, as well as by Burlington School District Superintendent and School Board. BSD's EL Program delivers a presentation annually to the school board members.

As can be seen in the following figures, former EL students are a group taken into account in longitudinal data collection and analysis, in order to ensure that long-term outcomes are comparable to those of students who were never EL Learners.

Student Data

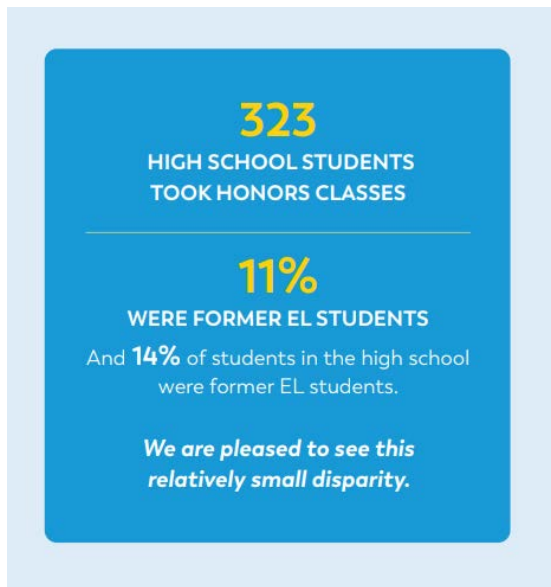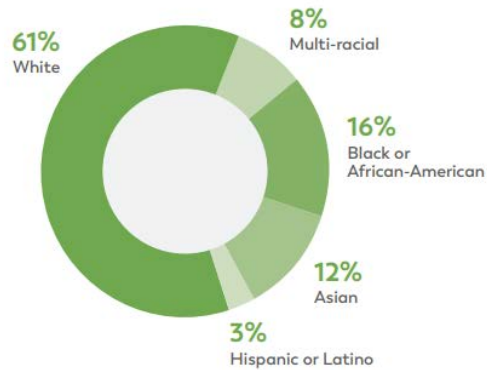Source: Equity & Inclusion Data Report 2018 - 2019

Figure 6.

Figure 7.

Figure 8.

Student Demographics

SCHOOL	Number of Students ▾	Percent FRL	Percent with IEPs	Percent EL	Percent Global Majority
DISTRICT	3,253	51%	20%	16%	38%
Burlington High School	909	45%	13%	15%	38%
Hunt Middle School	378	54%	26%	15%	35%
Edmunds Middle School	365	48%	18%	15%	36%
JJ Flynn Elementary School	290	57%	26%	20%	48%
Champlain Elementary School	260	42%	22%	13%	43%
CP Smith Elementary School	253	42%	17%	11%	38%
Edmunds Elementary School	236	55%	18%	19%	44%
Integrated Arts Academy	231	58%	18%	26%	60%
Sustainability Academy	159	63%	25%	28%	58%
Pre-K	116	0%	44%	-	60%
Horizons	32	59%	-	-	38%
On Top	25	76%	-	-	32%

.

Section 9: Meaningful Communication with Parents and Guardians

School districts have an obligation to ensure meaningful communication with parents with a primary/home language other than English in a language they can understand and to adequately notify multilingual parents of information about any program, service, or activity of a school or the district that is called to the attention of monolingual/English-speaking parents.

This essential information includes but is not limited to information regarding: language assistance programs, special education and related services, IEP meetings, grievance procedures, notices of nondiscrimination, student discipline policies and procedures, registration and enrollment, report cards, requests for parent permission for student participation in district or school activities, parent-teacher conferences, parent handbooks, and any other school and program choice options.

In BSD, full-time Multilingual Liaisons support communication between student families and schools. These Liaisons speak the languages of the largest groups present in BSD, but support is offered for ALL home-school and home-district communication.

- ❏ The school district frequently reviews whether or not parents and guardians, by self-description, require translation services so that we can be confident we are being as inclusive as possible of the language groups in our community.
- ❏ On-call interpreters are available for lower incidence languages. If a language need cannot be adequately addressed by BSD staff, a professional service is used to provide interpretation and translation to families.
- ❏ With the assistance of School Messenger, all messages that go out by phone to BSD families are translated into the native languages of parents in the community, so that they receive all information necessary from the schools

The Home Language Survey (HLS) is completed for every student enrolled in the District, and our intake system contains questions about whether or not the parents/guardians of a student require translation and interpretation services.

- ❏ BSD is careful to note that there is no definite correlation between a student's EL status and whether or not their parent is in need of these services.

❏ In PowerSchool, BSD's student information system, a special icon on a student's page designates whether or not the parent requires interpretation; this is different from the indication of whether or not a student qualifies as an EL student.

All BSD teachers and staff are trained on the Multilingual Liaison Ticket system.
❏ This link provides step by step instructions for completing a Multilingual Liaison request ticket.
❏ At new teacher orientation an explanation is provided about both the use of the Multilingual Liaisons, and how to request interpretation and translation services
❏ A set of guidelines for communicating with multilingual families is provided to every District Leader for use within schools. Guide to Communicating with Multilingual Families - Revised DRAFT May 2021

The multilingual community has a representative voice in all advisory groups that help support the district. For example, multilingual parents and students are members of the Superintendent's Student Advisory Community, Superintendent's Parent Advisory Committee, and School Safety Committee. Budget meetings were held with Nepali-speaking, Maay Maay-speaking, and Swahili-speaking communities in November 2020, and Multilingual Liaisons provided language support so that all families could access the information at the September 2020 Town Hall meetings. The superintendent has vowed to meet with members of the highest incidence language communities (Nepali, Maay Maay/Somali, Swahili/Kirundi, and Arabic/Vietnamese/Burmese) at least twice annually.

In addition, BSD's Parent University continues to engage multilingual parents and families. While the changing themes of this group have included everything from information about American schools to supporting literacy at home, using technology, and even cooking, recent focus has been on parents using their first languages to communicate with and offer support to one another around those issues, and others. Restorative Circles within Parent University have shifted from BSD staff facilitation to parent facilitation, and the support of Multilingual Liaisons ensures that these channels of communication between and among parents and the District remain not only open but authentic.

Section 10: Support for Multilingualism

While Burlington School District, like Burlington itself, is rich in diversity of languages and cultures, there has traditionally not been an adequate enrollment of students from any one language group to support the development of a bilingual program of instruction. However, we are firm in our belief, supported by research (Dana Foundation, 2012; Kodaheart, 2017) that bilingualism and multilingualism provide cognitive advantages, social and emotional advantages, and cultural advantages not only to learners but to the entire community. Therefore we support emergent multilingualism in all its forms, and work to ensure that English Learners are viewed as learners with assets rather than deficiencies. These core beliefs undergird decisions and initiatives such as:

- ☐ Supporting rather than just "allowing" the use of students' other languages in classroom settings to assist in understanding and manipulating concepts and developing parallel skills.
- ☐ Developing strands within Parent University which address family questions and concerns such as what "respect" looks like across cultures, and how to prevent language loss among second generation multilinguals.
- ☐ Hiring Multilingual Instructional Assistants (2.5 planned for the 2021-22 school year) to offer students in-classroom support through their native languages in hopes of increasing engagement and offering a bridge to understanding across both languages.
- ☐ Supporting the new Heritage Languages Acquisition Program at Burlington High School through exchange of ideas, resources, and potential students and teachers. One goal is to increase the number of BSD students who can graduate with the Seal of Biliteracy.
- ☐ The deliberate re-naming of courses, particularly at Burlington High School, to "Multilingual" rather than "EL." This important shift in terminology is also reflected in the ways we refer to students and families in our community, although we recognize that English Learners are a subset of Multilingual Learners:
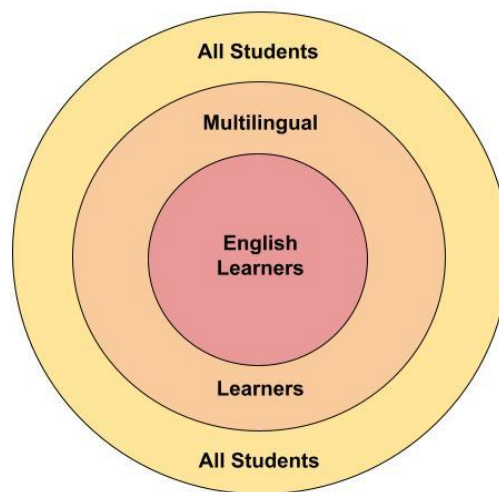
Adapted from *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* (Snyder & Staehr Fenner, 2021)

Additional Resources

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Resource for general ed/content teachers AND EL teachers
https://www.colorincolorado.org/

Resources about co-teaching
http://coteachingforells.weebly.com/

Resources about equity-focused education for ELs
https://getsupported.net/about-supported/