



Lau Plan Supports for School Systems

January 28, 2022

Agenda

- Objective
- Lau Plans-Background
- Common Issues
- Lau Plan Support Categories
- Instructional Implications
- Wrap-Up

Objective

To understand how Lau Plans can be used to provide support to school systems in improving their EL programming and instruction.

Lau Plans

Lau v Nichols is a Supreme Court case that set the foundation for EL education in the U.S.

There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for student who do not understand English are effectively foreclosed from any meaningful education.

Lau set the groundwork for EL programming that includes:

Identification

Means to assess/monitor EL progress

Sound educational approach

Access to resources and qualified staff

Bulletin 741

LEAs must establish a written policy to provide for the placement in school and for the education of any child who is an English learner.

[Bulletin 741](#) outlines the policies for

- identifying,
- supporting,
- assessing, and
- exiting ELs.

The [EL Program Handbook](#) breaks down each of these and describes additional factors that are part of both federal and state requirements.

Both reference either an EL or Lau Plan.

Lau Plan Support Categories

Exemplary School

School system's Lau Plan and corresponding systemwide data indicates that ELs are being supported in a way that is exemplary and far exceeds all state and federal compliance. LDOE support will be minimal. Certain aspects of this system's EL programming may be used to highlight best practices in Louisiana.

Beyond Compliance

School system's Lau Plan and corresponding systemwide data indicates that ELs are being supported in a way that exceeds state and federal compliance. LDOE support will be minimal and LDOE will point out areas where the system can create exemplary practices for its ELs.

Compliance

School system's Lau Plan and corresponding systemwide data indicates that ELs are being supported in a way that meets state and federal requirements. LDOE support will be targeted to get the school system to move beyond compliance.

Ineffective (non-compliance)

School system's Lau Plan and corresponding systemwide data indicates that ELs are being supported in an ineffective way. LDOE support will be targeted to get the school system to meet federal and state requirements while also creating an effective EL program.

Elements of the Lau Plan

| | | | | | |
|----------------|---------------------|----------------|----------|------------|------------|
| Goals | Identify ELs | EL Programming | EL Staff | Assessment | Monitoring |
| Programming | HLS | Direct ELD | | ELPT | Exited ELs |
| EL Proficiency | ELPS | | | Data | |
| EL Achievement | Parent Notification | | | | |





Common Issues

EL Identification

1. Home language surveys are a pre-screening tool that should be used to identify potential ELs.
 - It needs to ask basic questions about home language use.
 - It cannot ask questions about immigration/citizenship
2. Enrollment paperwork needs to be vague about identification requirements/birth certificates.
 - Might want to include statements about how this information will or will not be used
3. All students should receive a home language survey and it should be part of any enrollment paperwork (digital or physical).

EL identification needs to be standardized and routine to ensure potential ELs are being identified accurately and timely.

EL Programming

All EL programming needs to meet the Casteñada Standards which means they are:

1. Based on sound educational theory;
2. Implemented effectively with sufficient resources and personnel; and
3. Evaluated to determine whether they are effective in helping students overcome language barriers.

LDOE recommends programs that meet these standards. These are listed in the:

[EL Program Handbook](#)

[EL Programming One-Pager](#)

Staffing

Many school systems are primarily staffed with paraprofessionals and/or uncertified EL teachers.

- Paras need to be supervised by a certified teacher
- Certified teachers working exclusively with ELs need to be EL certified
- All teachers need to have at least a basic understanding of language acquisition and effective strategies for diverse learners.

While it is admirable to have bilingual staff, it is not mandatory. Having staff that is EL trained is preferable. Next would be to look at individuals who have experience teaching:

| | | |
|---------------------|---------------------|-----------------------|
| reading | special education | interventionists |
| reading specialists | world languages | mentor teachers |
| English/ELA | elementary teachers | instructional coaches |

Curriculum

All ELs must have an opportunity to access the general curriculum with appropriate [EL supports](#).

If your EL programming provides opportunities for supplemental direct English language development (ELD), then you may need to consider additional curriculum for these purposes.

See the [Supporting Newcomer and Beginner ELs Curriculum Guidance](#) for some suggestions.

- If you choose something like Rosetta Stone, make sure it is supplemental, for a certain period of time, and only for students who demonstrate a very low level of proficiency.
- Always look for something that addresses **academic English, literacy**, and is **grade/age-appropriate**.

Funding

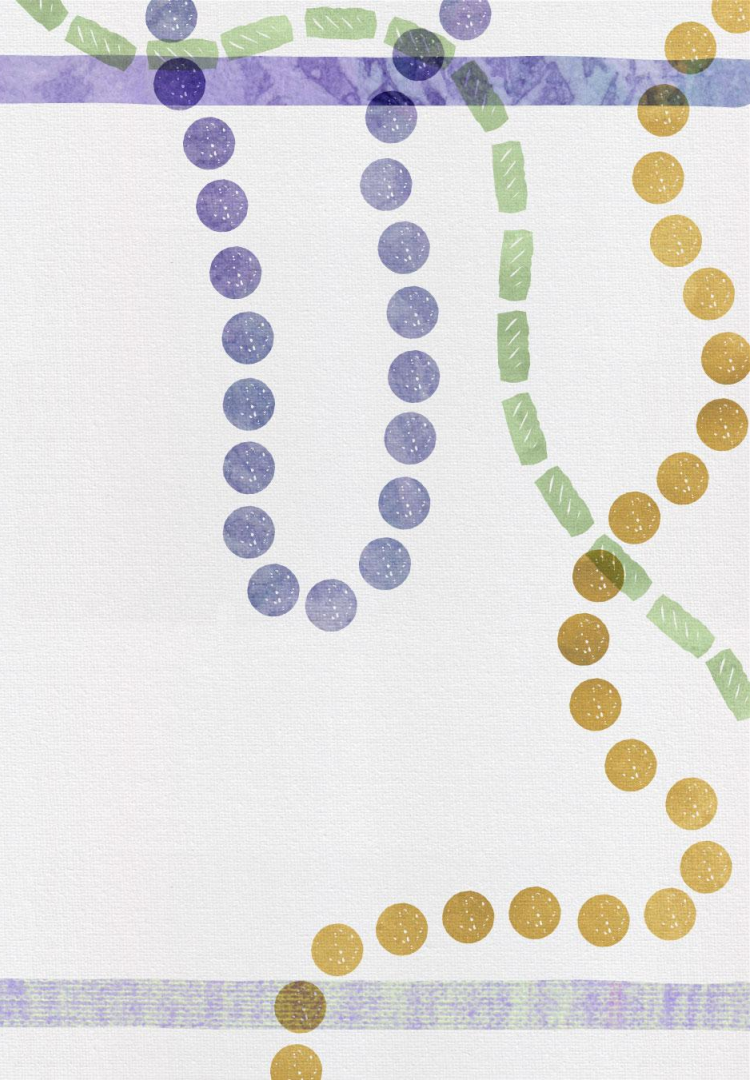
EL Programming is primarily funded by the following:

- General Funds
 - Local/District funds
- Federal Funds
 - Title I
 - Title III*

Title III: Immigrant Funding is another funding source set-aside for students (ELs and non-ELs) who have been in the country for less than 3 years. These funds can be used for a variety of supports but should extend beyond ELD. See the [Title III Immigrant Funds Guidance](#).

*can only be used to supplement programming already paid for by other sources

Lau Plan Support Categories



Exemplary School

These schools/school systems were identified as such because they-

- far exceeded all the state and federal requirements
- demonstrated a level of EL support that surpassed the **Castañeda Standard**
- had higher than average SPS for several years

Representatives from these schools/school systems will be asked to share best practices.

Beyond Compliance

These schools/school systems were identified as such because they

- Exceeded state and federal requirements for ELs
- demonstrated a level of EL support that met the **Castañeda Standard**
- had at least an average SPS for several years

The goal is to identify the areas where this school system can become exemplary by highlighting a particular aspect of EL programming and/or instruction.

Next Steps

Discuss:

1. What is working in your school system?
2. What would you like to highlight?
3. In what area(s) do you need more help?

Review your school system's EL data and look at either other program options or how to improve the programming with additional supplemental or targeted supports.

Compliance

These schools/school systems were identified as such because they:

- met state and federal requirements for supporting ELs
- demonstrated a level of EL support that met the **Castañeda Standard**
- had at least an average SPS for several years

These school systems are in a good position to move to the next category of support by adding extra/supplemental programming or extending parental outreach.

Next Steps

- Identify goals for programming and support that measure their effectiveness.
- Emphasize the inclusion of ELs in all areas
- Build the capacity of your content teachers

Discuss

1. In what area(s) do you need more help?
2. In what area(s) are you doing well but could do even better?

Review your school system's EL data and look at either other program options or how to improve the programming with additional supplemental or targeted supports.

Ineffective

These schools/school systems were identified as such because they-

- failed to meet state and federal requirements
- did not demonstrate a level of EL support that surpassed the Castañeda Standard
- had lower than average SPS for several years

In most cases, school systems in this support category are missing key pieces needed to be compliant such as a home language survey with all required components, an identifiable EL program, or indicated a lack of parent notification.

Next Steps

School systems identified as ineffective based on their Lau Plans should:

- Submit any documentation as requested in the feedback to alice.garcia@la.gov within 60 days of receiving feedback.
- Review requirements and guidance in the [EL Program Handbook](#).
- Reach out to neighboring school systems who are in other support categories to form partnerships.

The ineffective label is in regards to the different areas of compliance; therefore, there are usually very specific steps your school system can take to meet the requirements of a compliant school system.

Lau Plans 2022

We plan to change the Lau Plan template for 2022 to highlight the specific areas of concern such as:

- EL programming
- Instruction
 - Indirect ELD (CBI, SEI)
 - Direct ELD (ESL, Newcomers, TWI)
- Monitoring
 - What other tools/data points are available to monitor ELs and EL programming besides ELPT/LEAP 2025?



Instructional Implications

ESL Content-based Instruction (CBI)

- Makes content accessible and comprehensible.
- Includes strategies and scaffolds that maintain the academic integrity of the classroom tasks.
- Includes both a content and language objective for every lesson.
- Engages all students in various cooperative learning groups.
- Allows frequent practice with all four language domains.

Bilingual Supports

Bilingual supports:

1. Promote literacy skills in both languages and academic development in the target language.
2. Need to be delivered systematically. A routine must be established for when the student receives it, who provides it, and in what contexts.
3. Provide students who have the highest need and in the areas in which they need it the most.
4. Include a long-term plan specifying how they will be provided and removed as the student progresses.

Bilingual Support are NOT:

1. An EL program model;
2. Simultaneous translation of lesson delivery, texts and/or activities;
3. A long-term support.

Wrap-Up



Resources

[LDOE EL Library](#)

[EL Program Handbook](#)

[EL Programming One-Pager](#)

[Title III Immigrant Funding Guidance](#)

[EL Classroom Differentiation Plan 2.0](#)

[EL Accommodations Checklist](#)

[EL Toolkit](#)

[Supporting Newcomer and Beginner English Learners Curriculum Guidance](#)

[ELPT Proficiency Trajectory Table](#)

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