K-12 Lau Plan for Serving English Learners (ELs)

A Lau Plan is required of both public and nonpublic accredited school systems in accordance with Title III of the ESEA (PL 107-110) and federal civil rights law[1].

The **Lau Plan** is named for the court decision Lau v. Nichols (1974) that established the civil rights of English learners (ELs) to receive adequate access to participate in a public education program.

This document is to be used to organize the components of the Lau Plan for submission through the Lau Plan Submission Form 2022-2023. If a school system is unable to access the online form, please contact alice.garcia@la.gov. Paper forms can be downloaded from the Federal Support and Grantee Relations Library and emailed to alice.garcia@la.gov.

Purpose: School systems are required to have a plan to identify and serve the educational needs of ELs.

The school system's Lau Plan is designed to meet the linguistic, academic, social, and emotional needs of ELs. The Lau Plan should be collaboratively written by the K-12 team, to include: school system administrator(s), building administrator(s), SBLC, EL teacher(s), classroom /content teacher(s) and any other stakeholders.

School systems are required to provide EL support services to all identified ELs. LDOE does not require school systems to provide a specific EL Program, but we do provide a list of recommendations in our EL Program Handbook and the EL Programming One Pager.

The program must:
1. Identify ELs
2. Be an effective program reflective of the needs of ELs
3. Employ appropriate EL or bilingual certified personnel (or both)
4. Align the instruction of ELs to state content and EL standards
5. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content

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[1] https://www2.ed.gov/about/offices/list/ocr/ell/legal.html

The Lau Plan is composed of four (4) parts:

Part I: Goals for EL Programming-Review the goals from last year and note if they were met or not. If not, why? Then write goals for this school year.

Part II: Implementation Table-Lists out the specific components of the school system's EL programming, instruction, and support.

Part III: Funding-Explain how specific funds are used to support EL programming.

Part IV: Tracking Lau Plan Support Status-This is a way for school systems to track their Lau Plan Support Status.

Part I: Goals for EL Programming

Goal	2021-2022 Goals	2022-2023 Goals	Next Steps
Programming	Were the goals met for programming? If not, why?		
English Language Proficiency (ELP)	Were the goals met for ELP? If not, why?		
EL achievement on content assessments	Were the goals met for content assessment achievement? If not, why?		

Part II: Implementation Table

School systems should link or attach supporting evidence of any element that is not state provided.

Requirement-A required element of the Lau Plan.

Description-Details what needs to be provided to meet the requirement.

School System-List out what additional or specific steps the school system is taking to fulfill the requirement.

Notes-Add any explanation or information to identify attached evidence.

Identification			
Requirement	**Description**	**School System**	**Notes**
1. Identify ELs	School systems must use a standardized method of identifying students as ELs and determining appropriate program placement and supports. ● Identification must take place within 30 days of initial enrollment ● Per Bulletin 741, LEAs must The state approved standardized entrance and exit procedures must be followed, as referenced in LAC 28:CXI.	a. Indicate which of the following is true in your school system (Select all that apply): ☐ We use the Home Language Survey posted to LDOE's website. ☐ We use our own/another HLS ☐ We use another method to identify potential ELs. (Explain in Notes.) ☐ We use a family interview to gather additional information about home language use. b. Indicate which of the following is true in your school system. (Select all that apply): ☐ We use ELPS to screen potential ELs. ☐ We use another EL screener in addition to/instead of ELPS. (Include name in Notes) ☐ We don't use a test to screen potential ELs.	
	School systems must notify parents of	c. Indicate which of the	

	child's EL status- ● Within 30 days of initial identification ● Annually, within 30 days of school beginning	following is true in your school system. (Select all that apply): ☐ We use the parent notification letters posted to the LDOE website. ☐ We use our own parent notification letters. (Include copies of letter and translations) ☐ We do not notify parents annually.	
	Parents may choose to opt out of supplemental or separate EL services for their child(ren), but that child will continue to be an EL and to receive appropriate classroom supports.	d. How are parents who have chosen to opt out of EL specific programming notified of their child's rights? (Select all that apply) ☐ We do not contact the parent beyond the point when they opt out. ☐ We contact the parent to discuss what opting out means and offer explanations. ☐ We monitor the student's progress and maintain a list of classrooms supports and accommodations.	

Resources: Home Language Survey   Family Interview Questions   EL Identification Flowchart   ELPS Assessment Guidance   Parent Notification Letter

Programming			
Requirement	**Description**	**School System**	**Notes**
2. EL Programming	School systems must provide ELs with a research based EL program that meets their needs.	a. Select which program(s) your school system provides. ☐ Content Based English Instruction ☐ Sheltered English Instruction ☐ ESL Program ☐ Structured English Immersion Program ☐ Newcomer Program ☐ Dual Language/Two Way Immersion ☐ Transitional Bilingual Program ☐ Other (Describe in Notes) ☐ We do not provide a specific EL program b. How are students placed into programs? c. What grade levels are included in each program?	

		d. How are students transitioned to or out of a specific program? Give an example.	
	EL program(s) must be staffed with individuals who meet the definition of highly qualified. In Louisiana this means a certified teacher. *If paraeducators are part of the program, they must be supervised by a certified teacher.*	e. Our program is staffed primarily with (Select all that apply): ☐ EL certified teachers ☐ Certified teachers ☐ Certified teachers who have received PD on instructing ELs ☐ Paraeducators ☐ Bilingual paraeducators ☐ Paraeducators who are supervised by a certified teacher ☐ We have no dedicated EL staff.	

Resources: EL Program Handbook   EL Programming One-Pager   SIFE One-Pager   ESL Add-on Certification Check-List

	Instruction		
Requirement	**Description**	**School System**	**Notes**
3. Instructing ELs	Direct English Language Development (ELD) is when ELs are given specific instruction to address their language and literacy needs. Direct ELD programs include: ● ESL ● Newcomers ● Transitional Bilingual ● Sheltered English Immersion	a. Does the EL program(s) include direct ELD? ☐ Yes ☐ No Describe in Notes b. Who provides Direct ELD? Describe any applicable training they have received. c. How are ELs identified as needing direct ELD?	
	Indirect English Language Development is when ELs are taught English in combination with/or through content instruction. Indirect	d. Does the EL program(s) include indirect ELD? ☐ Yes ☐ No*Explain in Notes	

	ELD programs include: ● Content Based English Instruction ● Content Based ESL ● Sheltered English Immersion	e. What training has anyone providing Indirect ELD received?	
	Align the instruction of ELs to state and local content standards.	f. Describe how ELs have access to Louisiana Student Standards, EL Connectors, and all general curriculum. ☐ Building content teacher capacity for EL support ☐ EL Coach ☐ EL specialist push-in ☐ Differentiated instruction ☐ Small groups ☐ Translated materials ☐ Other (Describe in Notes)	
	Use appropriate supplemental resources in the instruction of direct ELD.	g. Identify the supplemental resources, curriculum, or other materials used in direct ELD. This **does not** include Tier 1 curriculum.	

		h. If bilingual supports are provided, in what program, to which students, and how?	

Resources [Louisiana Student Standards](#) [Louisiana Connectors for ELs One-Pager](#) [Supporting Newcomer and Beginner ELs Curriculum Guidance](#) [EL CLassroom Differentiation Plan 2.0](#) [ELA-Connector for ELs Crosswalk](#) [Task Analysis Tool Condensed Version](#) [LA Glossary of Strategies for English and World Language Acquisition and Instructional Best Practices](#)

Assessments			
Requirement	**Description**	**School System**	**Notes**
4. Provide ongoing authentic **assessments** to monitor student progress toward EL proficiency and comprehension of academic content	Administer the English Language Proficiency Test (ELPT) annually to all identified ELs to assess English proficiency in a standardized way.	a. Describe the annual EL assessment training offered in your school system. ❏ ELPT/ELPT Connect TA Training ❏ ELPS TA Training ❏ Other (Describe in notes) ❏ We provide no assessment training.	
	Administer all statewide assessments to identified ELs with applicable and approved accommodations.	b. Does your school system use the [EL Accommodations Checklist](#) for each applicable EL? ☐ Yes ☐ No ☐ We use our own form. (Please upload	

		a copy and/or explain in Notes.) c. How and When are EL Accommodation Checklists made available to teachers?	
	Describe any training and/or dedicated time to interpret and evaluate results from assessments.	d. We provide training/dedicated time to interpret and evaluate results from assessments. ❏ Yes (Describe how often and who facilitates in Notes) ❏ No	
	Describe how data is used to guide instruction and planning for ELs.	e. We use data to guide instruction and planning for ELs. ❏ Yes (Describe how often and who facilitates in Notes) ❏ No	
	Describe how ELs are reclassified as Fully English Proficient.	f. List exit procedures (Select all that apply)- ❏ Student scores proficient on ELPT. ❏ Parent is notified of exiting with LDOE's notification letter. ❏ Parent is notified of exiting through other means. (Describe in Notes) ❏ ELs are exited based on teacher suggestion.	

		❏ ELs are not exited.	
Resources: [ELPT Assessment Guide](#)   [Assessment Library](#)   [EL Accommodation Checklist](#)   [EL Reclassification Letter](#)   [ELPT Proficiency Trajectory Table](#)

Monitoring and Evaluating			
Requirement	**Description**	**School System**	**Notes**
5. Monitoring and Evaluating ELs and EL programing	After a student achieves full English proficiency and is no longer an EL, they must be monitored for at least 2 years to see if additional language supports are needed.	a. How are exited ELs monitored? (Select all that apply) ☐ We use a school system created form (upload a copy). ☐ We review their grades periodically and meet with student if they begin to drop. ☐ We send a progress report to their teachers to see if the student is struggling. ☐ We do not monitor exited ELs. ☐ Other(Explain in Notes)	
	LEAs must monitor the effectiveness of their EL programs beyond what the state requires for accountability and calculation of school performance scores (SPS).	b. How are EL programs in your school system monitored for effectiveness? ☐ We use SPS only. ☐ We have our own evaluation system in place. (Describe in Notes) ☐ We use LDOE's *School System EL Programming*	

		Self-Evaluation Tool. ☐ We don't monitor our EL programs. c. Describe how your school system uses the results of the monitoring tool.	

Resources:	[School System EL Programming Self-Evaluation Tool](#) [EL Language Check-up](#)

Other Measures				
Requirement	**Description**	**School System**		**Notes**
6. Professional Development (PD)	School systems must provide PD to prepare EL and content teachers to administer the identified EL program effectively.	a. What type of EL PD has your school system provided for this school year? (Select all that apply.) ☐ Redelivery of LDOE EL meetings ☐ SIOP ☐ Project BeGLAD ☐ Curriculum specific training for ELs ☐ Vendor from the EL PD Vendor Guide ☐ Other (Describe in Notes)		

7. Identifying ELs for additional services	ELs cannot be excluded from participating in additional programs such as special education, gifted and talented, and/or homeless.	a. How does your school system identify ELs who may be in need of special education/504 services? b. How many ELs are identified as ELs with disabilities? c. How many ELs are identified as gifted and talented? d. Does your school system include ELs when evaluating for students experiencing homelessness? ☐ Yes ☐ No	
8. ELs participate in all aspects of school programming.	ELs must be given opportunities to participate in all areas of education including accelerated classes, remediation, extracurricular and PBIS activities.	a. How does your school system ensure that ELs are participating in all areas of education such as sports, extracurricular activities, field days, and/or PBIS activities?	

9. Parental Engagement	School systems have an obligation to communicate meaningfully with non-English speaking parents.	a. How are non-English speaking parents given the opportunity to engage with the school and school activities? (Select all that apply) ☐ We provide translators. ☐ We have a language line. ☐ We have bilingual staff available. ☐ We translate all relevant materials to go home. ☐ We provide handbooks and policies in multiple languages. ☐ We have a translated website or the ability for parents to translate the site. ☐ We do not provide any of the above services. ☐ Other (Describe in Notes)	

Resources: EL PD Vendor Guide   Identifying and Supporting ELs with Disabilities Guidance   ELs with Disabilities Identification Flowchart

Part III: Funding
This section is about funding that is used exclusively to support ELs and EL programming.

Next to the appropriate funding source, describe how the funds are being used to support ELs. No specific amounts are needed. Some school systems may not receive all of the listed funding sources.

Funding Source	Description of How Funds are Used for ELs
1. General/District Funds	
2. Title I	
3. Title III	
4. Title III: Immigrant	
5. Title V	
6. Other (Explain what the source is.)	

☐ **We do not use any specific funds to support ELs**

Part IV: Tracking Lau Plan Support Status

2021-2022 Support Category	2022-2023 Goal	What have you done to achieve this?