

Local Education Agency Consolidated Accountability Plan (L-CAP) Implementation Guide

Overview

The LEA Consolidated Accountability Plan (L-CAP) Implementation Guide provides information for completing the [online L-CAP template](#) and provides suggestions for how to complete each section.

Additional Guidance:

- [L-CAP Checklist](#)
- [What is the L-CAP Webinar](#)

Background and Purpose of the L-CAP

This section provides context for what the L-CAP is and why it needs to be completed.

In accordance with Washington's ESSA Consolidated Plan, each Local Education Agency (LEA) that contains one or more schools identified as eligible for Tier 1, Tier 2, Tier 3, or Tier 3 Plus improvement supports must complete an LEA Consolidated Accountability Plan (L-CAP). By completing the L-CAP with [the online tool](#), you should receive via email a pdf copy of your completed L-CAP and the LEA's L-CAP will be sorted into the district's folder on the [OSSI Basecamp site](#).

The purpose of the L-CAP and progress monitoring is to grow equitable opportunities and outcomes for students by:

- Increasing transparency of improvement supports for leadership teams and learning communities;
- Aligning district goals and resources to support goals of identified schools based on their comprehensive needs assessments;
- Identifying opportunities and resource inequities for additional supports within systems for students where they are most needed;
- Guiding effective, evidence-based interventions (EBIs), documenting progress toward systems-level goals, and making data-informed adjustments to support implementation;
- Documenting areas of opportunity to elevate and strengthen student, family, and community voice within the school improvement process.

LEAs' school improvement strategies should be informed by both state and local data. These strategies should: demonstrate a reliance on [evidence-based interventions \(EBIs\)](#), highlight the



cultural relevance of their supports, and elevate equitable opportunities for students by improving academic outcomes, reducing opportunity and achievement gaps for identified student groups, and cultivating safety, belonging, and emotional well-being.

OSSI Supports for Schools

All schools identified as eligible for supports under Tier 1, Tier 2, Tier 3, and Tier 3 Plus designations may choose to request some or all the following supports from OSSI to assist the ongoing development and implementation of district and school improvement plans with no negative budget impact for schools and districts:

- Continuous Improvement Partners for Tier 3 and Tier 3 Plus: systems-level support and technical assistance from our contracted team of executive level educational specialists working throughout the state.
- Research-based resources and trainings focused on promising practices for district and school improvement, data support and implementation, bridging opportunity gaps, and improving more equitable student outcomes for all students, as well as specific student groups, are available from OSPI for all schools in Washington State.
- LEAs with Tier 3 and 3 Plus schools are eligible for OSSI Improvement grants. Upon completion of the L-CAP Survey, the .pdf report provided to your email (and automatically uploaded to Basecamp) is a required upload to EGMS for OSSI 25-26 Grants applications.

To learn more or request these supports, contact OSSI@k12.wa.us.

Section 1: District Information

This section begins the information entry portion of the L-CAP and asks you to enter logistical information about your LEA.

- Provide the name and contact information for an LEA representative who can respond to questions about the submitted L-CAP that OSPI may have.
- Provide the name and contact information for the LEA contact who leads school improvement for the district.

Section 2: The Improvement Process

This section provides an overview of the WSIF school identification timeline to help you situate the L-CAP in the larger school identification process.

LEAs must complete an L-CAP will carry out the following activities:

1. **Identification:** Schools receive their WSIF identification and become eligible for various tiered supports as described in Washington's ESSA Consolidated Plan.
2. **Comprehensive Needs Assessment (CNA):** After WSIF identification, all schools identified as eligible for improvement support are required to complete a Comprehensive Needs Assessment (CNA). The CNA assists in:

- Evaluating disaggregated student-level strengths and needs, including root causes;
 - Identifying system-level strengths and needs, including root causes;
 - Identifying improvement priorities and;
 - Mapping resources to address strategic priorities.
3. **School Improvement Plan (SIP)**: Using data from the CNA, identified schools generate a SIP outlining building-level goals, as well as associated activities, measures, progress monitoring, and budget.
 4. **Local Education Agency Consolidated Accountability Plan (L-CAP)**: LEAs will support each school developing or implementing a SIP, for which the LEA receives section 1003 funds, review all relevant SIPs in their district, and generate a district-level plan that outlines the goals, associated EBIs, progress monitoring, and budget that will support identified schools.
 5. **Progress Monitoring (by schools, LEAs, SEA)**: LEAs will monitor schools served by section 1003 funds and use a rigorous review process to recruit, screen, select, and evaluate any external partners with which the LEA will partner in carrying out activities supported with section 1003 funds. The LEA will align other Federal, State, and local resources to carry out the activities supported with section 1003 funds and modify practices and policies to provide operational flexibility, which may include flexibility with respect to school budgeting and staffing, that enables full and effective implementation of school and district improvement plans.
Schools, LEAs, and SEA engage in regular and ongoing review of the improvement work completed and documented at each level of the education system, according to 2025-26 WSIF Cycle 3 Year-at-a-Glance
 6. **Federal Program Review and Support and OSSI Resource Allocation Review (RAR)** - *(if applicable)* If an LEA has 50% or more of their schools identified for any level of Tiered support, they must undergo a Federal Program Review process, the OSPI Federal Program Review Lead will be in communication with LEA leadership to assist in the facilitation of that progress monitoring process.

Section 3: School Leader Collaboration

Collaboration should focus on districts ensuring that schools have what they need to conduct useful CNAs and create strong SIPs and that they have the support they need to achieve their SIP goals.

Describe your required procedures or processes for notifying all schools of tiered status and collaborating with school leaders on the development, selection, and progress monitoring of evidence-based interventions for their SIP goals. Provide an example of past collaboration, outlining the results and plans for improvement in the upcoming school year.

Section 4: Community Feedback and Involvement

This section is where you can elaborate on how you will engage with the community in support of identified schools.

The district must provide evidence of commitment to family and community engagement including evidence of support from the parents, families, and staff in schools to be served is required (e.g. holding community meetings to review school performance; discussing the interventions to be implemented and developing School Improvement Plans; surveying students and parents to gauge needs, communicating with students, families, and the community about support and improvement plans and school improvement 1003 funds through newsletters, announcements, parent and family outreach coordinators, hotlines, and direct mail.)

Describe the policies and procedures your LEA uses to ensure input and feedback from students, staff, families, and community members are incorporated in the design and implementation of your LEA system improvement supports.

Section 5: Tribal Consultation

This section asks you to examine applicable/required [ESSA Section 8538 Tribal Consultation](#) in identified schools and across your district. **Check this document to see if Tribal Consultation (Affirmation of Tribal Consultation & Strengthening Tribal Consultation) is applicable/required by ESSA Section 8538 in your district:** [ESSA Affected School Districts with American Indian/Alaska Native Enrollment over 50% and/or Title VI Indian Education Grants over \\$40,000*](#)

The purpose of Tribal Consultation is to ensure that Tribal governments or representatives **and** state or federal education agencies have meaningful opportunities to provide input, feedback, and recommendations on education policies, programs, and services that impact the success of American Indian/Alaska Native (AI/AN) students. This includes but is not limited to curriculum development, teacher training, student assessment, special education, language, and cultural preservation.

Tribal Consultation is a crucial component of ensuring that AI/AN students receive a high-quality education that is responsive to their cultural and linguistic backgrounds, and that respects their sovereignty and self-determination as Indigenous peoples. During Tribal Consultation, state and federal education agencies must engage in a government-to-government relationship with Tribal governments. This means that education agencies must respect and consider the unique cultural, linguistic, and educational needs of AI/AN students, families, and communities.

How does your district use timely, meaningful, and ongoing Tribal Consultation in the planning and implementation of the district priorities and School Improvement Plans across your district to support American Indian/Alaskan Native students, families, and communities?

Section 6: Examining Resource Inequities

This section asks you to examine equity and address inequities in identified schools and across your district.

Equity is defined as: Each child receives what they need to develop their full potential.

It is the act of developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable (not equal) opportunity for all people. Equity is distinct from equality which refers to everyone having the same treatment without accounting for differing needs or circumstances. Equity has a focus on eliminating barriers that have prevented the full participation of historically and currently oppressed groups. (add footnote [Diversity, Equity and Inclusion – Glossary of Equity](#))

SIPs and L-CAPs must identify resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of the plan, as required by ESEA section 1111(d)(1)(B)(iv) and (2)(C).

LEAs must:

- Address resource inequities by analyzing key data. This includes but is not limited to per-pupil expenditures, teacher qualifications, access to specialized instructional staff, and participation in rigorous coursework. All findings must guide efforts to eliminate disparities and improve educational opportunities.
- Provide details on how your planning addresses inequities of access, opportunity, and attainment identified in your needs assessment(s) for districts and specific student groups. Ensure the plan clearly articulates your service and commitment to eliminating opportunity gaps for those specific student groups identified in your needs assessment(s). This is required for all school improvement plans within the district (see [WAC 180-16-220 \(2\)\(d\)\(iii\)](#)).

What methods, measures, and data are being used to determine where resource inequities exist in your LEA?

How will the LEA create urgency and communicate the need for change?

How will the impact of new resource allocations be measured?

Resources to evaluate:

- Fiscal resources: school and district budgeting; per-pupil expenditures from Federal, State, and local sources,

Non-fiscal resources: school leadership quality and diversity; teachers; teaching quality and diversity (i.e., rates at which “low-income students and minority students [are] taught... by ineffective, inexperienced, or out-of-field teachers); staff; learning-ready facilities, access to and participation in comprehensive and rigorous coursework; instructional time and attention; access

to specialized instructional support personnel; rates of access to and participation in preschool and full-day kindergarten programs for elementary school students; high quality early learning and early interventions; diverse and inclusive schools and classrooms; family academic engagement; community engagement; graduation pathways; access to experienced, effective school leaders; access to out-of-school time programs, including high-quality before-school, afterschool, and summer learning and enrichment programs; access to arts education; access to instructional materials or technology, including multilingual materials; access to technology, including access to devices and high-speed internet in schools and students' homes; information on school facilities; disparities in discipline practices; measures of school climate; availability of student support services; and teacher and leader information such as compensation, retention, access to mentoring/induction programs) available to the LEA or school that would be helpful to examine as part of its review.

What do data about these resources reveal about:

- Strengths and areas for improvement across all students and specific student groups;
- Strengths and areas for growth among teachers and educators;
- Evidence-based interventions in the current school and district improvement plans and how they address identified needs;
- Resource distribution to student support programs;
- Disparities in access or outcomes for student groups and how this relates to the distribution of resources;
- Resources going toward programs that are not having the intended effect;
- Resources needed to address root causes and improve performance of targeted student groups;
- Resource inequities addressed in alignment across LEA and school plans?

***Civil Rights Note**

- While on one hand, efforts may (and in targeted supports, in many cases should) be focused on a particular category of students in the spirit of addressing educational inequities, goods and services may not be denied to any other students based on their "protected class status(es)" per anti-discrimination and equal educational opportunity statutes/regulations.
- That is to say: goals may focus on a federal race/ethnicity category; but, activities and expenditures may only be provided based on need, not racial/ethnicity category and all services/supports must be made available to all students who qualify, again - based on need.
- This must be made clear in the application materials. All students, based on race/ethnicity (or other legally protected class status) are eligible to receive the service if they meet qualifications based on need. To address a specific racial/ethnicity group with an expenditure, it is advised to find a highly correlated "need" to address through the activity/service.

Summarizing Resource Inequities

After investigating resource inequities summarize priorities for improvement that will be addressed in this plan.

Section 7: LEA Goals and Improvement Activities (Evidence-Based Interventions)

This section is where you will identify the high-leverage SMARTIE goals aligned with data-based priorities and the evidence-based interventions (EBIs) your LEA will use to support Tier 1, Tier 2, Tier 3, and Tier 3 Plus schools in your district.

An LEA may use section 1003 funds to implement interventions aimed at improving school performance, such as by providing professional development or collaborative learning communities for educators in identified schools. In addition, an LEA could provide math and literacy coaches, academic acceleration opportunities, tutoring opportunities, before-school, afterschool, and summer programming for identified schools. An LEA might also consider activities that improve student engagement and attendance initiatives, including developing or enhancing early warning interventions systems, and community engagement activities that are implemented for identified schools. If an LEA uses section 1003 funds to pay for an evidence-based intervention, activity, or strategy, ESEA section 8101(21)(B) requires that the evidence-based intervention, activity, or strategy meet the first three tiers of evidence outlined in question B-10 (i.e., be based on strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes). The funds may not be used for an evidence-based intervention, activity, or strategy with the lowest tier of evidence (requiring it only demonstrate a rationale that such intervention is likely to improve student outcomes or other relevant outcomes).

Goals should indicate strategies toward supporting specific student groups within your system that, according to your data, have historically been or are currently being unserved/underserved. Consider how serving specific student groups may improve outcomes for all students. **Please include at least two (2) SMARTIE goals**, although there is the option to document up to four (4) goals. You will then describe the specific evidence-based interventions (EBIs) the LEA will implement to support each of their goals.

- Describe at least two (2) high-leverage LEA priorities/goals and improvement activities (evidence-based interventions) that will support the priority SIP goals of identified schools in your LEA, though there is space in the template for up to four (4) goals. A goal may be focused on an individual school or more than one school (e.g., all Tier 3 schools) depending on how your LEA is approaching their supports.

OSPI recommends using the SMARTIE format when writing goals to ensure they contain all necessary elements for guiding and progress monitoring school improvement processes (see below for SMARTIE goal criteria). Goals should also explicitly identify student groups within your LEA that have historically been, or are currently being, unserved/underserved according to your data.

SMARTIE Goals

A **SMARTIE Goal** is a specific, measurable, attainable, realistic, time-bound, inclusive, and equitable goal that should answer the questions:

- *What will be improved?*
- *By how much?*
- *By when?*
- *And, for whom/what?*

The question “For whom/what?” in a SMARTIE goal is an opportunity for you to evaluate if your goal is both inclusive and equitable. Use the following questions as an equity check to make sure your goal contains the “IE” components of a SMARTIE goal:

- *Will achieving this goal build success and/or shrink disparity gaps for the specific student groups most in need of supports in each of our district's schools?*
- *Does the goal ensure that historically underserved/unserved students have equitable access to resources and supports as your system works toward that goal?*
- *If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?*
- *Who have we consulted to check for unintended consequences? Who needs to be consulted?*
- *Are there specific community groups that should be included as partners from the beginning and throughout?*

The high-leverage SMARTIE goals should be clear and visible to all stakeholders in the educational community, revisited regularly for progress monitoring, and revised as necessary. All SMARTIE Goals for plans developed by Tier 1, Tier 2, Tier 3, and Tier 3 Plus schools should specifically address the WSIF Identification data.

Example of a SMARTIE Goal

This example details a SMARTIE goal at the school level. All specifics in this example, including school name are fictional, though we feel it represents a typical goal that one would encounter, adjusted for grade level, school type, and student context.

What specifically are we trying to accomplish?

- What will be improved?
- By how much?
- By when?

- For whom/what? Will achieving this goal build success and shrink disparity gaps for specific student groups in our learning community?
 - Who needs to be consulted?
- In partnership with the parent leadership team and through ongoing Tribal consultation, Shiny Vale School will increase technology and virtual learning supports to all students from 65% to 100% and for AI/AN students from 45% to 100% by December 1st, 2025.
 - By the end of the 2025-2026 academic year, we will increase the four-year cohort graduation rate of low-income students by 25% from the five-year average of 47% and raise the graduation rate of all our students to 75%. By developing/ implementing a multi-tiered system of supports, in partnership with the district and school community, improved onboarding with a focus on student relationships, reviewing data for equitable practice, professional learning that targets trauma informed practices, and revising student withdrawal procedures we will raise the graduation rate of all students."
 - In partnership with student and community leadership, by June of 2026 100% of certificated staff will have participated in Race and Equity Conversations through discussions, readings, and reflections in order to reduce exclusionary discipline incidents by 5% for the students who are African American and/or identified as low income.

Improvement Activities: Evidence-Based Interventions and Data Measures Table

The prompts offer an opportunity to outline how the LEA will assist in the implementation and monitoring of School Improvement Plans (SIPs) for schools designated for support (e.g., review, approve, assess impact). This includes the development and execution of SIPs for schools in each WSIF identification tier within the district (e.g., Tier 1, Tier 2, Tier 3, Tier 3 Plus). LEAs must work with schools to complete their Comprehensive Needs Assessments (CNAs) and SIPs, detailing the support they will provide for the implementation and ongoing monitoring of improvement efforts in schools needing support.

Each school must complete:

- (1) Comprehensive Needs Assessment (CNA): The results of the CNA will inform the 2025-26 School Improvement Plan.
- (1) 2025-26 School Improvement Plan (SIP): Develop, update, and/or adjust the 2024-25 School Improvement Plan based on the results of the CNA, use evidence-based interventions (EBIs) to support implementation and explicitly call out resource inequities and how they will be addressed.

Identify the improvement activities (evidence-based interventions, (EBIs)) you will implement to achieve the high-leverage goals previously described. An improvement **activity/EBI** is specific and actionable, measurable, **grounded in evidence-based research**, and designed to help you achieve your **goal**. Each improvement activity/EBI listed should directly support the overarching goal described. **(Data + Evidence-Based Intervention = Support of SMARTIE Goal)**

A separate text box is provided where you can describe the **data** source(s) you will use to **measure effectiveness and impact** of each EBI in support of achieving the goal. For a list of common summative and formative data sources used across the state, please consider the [OSPI Washington State Common Data Sources List](#), or add others not listed that have informed your assessment. When describing your measures, be sure to include how frequently data will be collected.

Section 8: School Improvement Plan Development, Implementation, and Progress Monitoring

This section is where you will describe the data measures used to support the development, implementation, and progress monitoring of SIPs for effectiveness and impact.

An LEA must:

- Support the development and implementation of SIPs in **WSIF Tier 1, WSIF Tier 2, WSIF Tier 3, and WSIF Tier 3 Plus** schools.
- Review all school improvement plans to determine that the plans meet requirements.
- Review plans promptly to ensure schools can begin implementing them as soon as possible. (An LEA could, for example, set a timeline and process by which a school develops its SIP and submits it to the LEA.)
- Progress monitor all **WSIF Tier 1 and WSIF Tier 2** schools' implementation of and progress on SIP goals.
- Outline how the LEA will address and improve inequities of access, opportunity, and attainment for the specific student groups in all schools identified in your district for each level of Tiered supports.

You only need to complete the progress monitoring section for those tiers in which your schools fall; if there are no schools in your LEA in a particular tier (e.g., Tier 2), simply select "No" to the prompt.

OSSI Continuous Improvement Partners will also provide feedback on SIPs for Tier 3 and 3 Plus schools at the beginning of each school year and for their biannual progress monitoring (Mid-Year Progress Review (MYPR) and End-of-Year Review (EOYR)).

OSPI recommends **using a variety of data sources** such as process, outcome, and balancing measures:

- **Process measures** determine whether the successful implementation of an improvement activity (evidence-based intervention) is occurring before outcomes are known.
- **Outcome measures** determine the intended results of your activities.
- **Balancing measures** determine possible unintended consequences from implementing change ideas.

It is also helpful to describe how frequently progress monitoring will occur (e.g., monthly, at the end of each semester).

Section 9: Funding

Describe how the LEA is using funds OUTSIDE OF OSSI SCHOOL IMPROVEMENT FUNDS, to support improvement activities described in this plan. Use the table below to detail how the district is using additional state and federal funding to support implementation of improvement activities across the district. Outline an estimated budget for the programs and/or resources identified in the *Evidence-Based Interventions and Data to Measure Effectiveness and Impact Table*. Specifically:

1. Detail all federal and state funding related to school improvement outside of OSSI grants, i.e., Sec. 1003 Federal Funds.
2. Provide the *Estimated Funding Amount* for each improvement activity (evidence-based intervention), program, and/or resource.
3. Describe the intent and purpose of the funding.
4. Provide a Total Estimated Funding Amount by summing the *Estimated Funding Amount* column.

Next Steps

Thank you for completing the Local Education Agency (LEA) Consolidated Accountability Plan (L-CAP). Once you have completed the L-CAP, you should receive via email a pdf copy of your completed L-CAP. Next, your L-CAP will receive review from our office, and a report of this feedback will be provided to your district contacts via email to enhance and inform your district's improvement journey.

Additional supports, such as grant funding and collaboration with Continuous Improvement Partners (CIPs) (for districts and eligible Tier 3 and Tier 3 Plus schools), can be found by connecting with the [Continuous Improvement Team, within The Office of System and School Improvement \(OSSI\)](#) at Office of Superintendent of Public Instruction (OSPI).