

Learning Assistance Program (LAP) Report User Guide

2025–26



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Guide Preparation and Contact

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Revision Log

The Learning Assistance Program (LAP) Report is undergoing changes to accommodate new legislative requirements through [Substitute House Bill \(SHB\) 1208](#) (2021) and to streamline agency data collection. The following table summarizes changes in the report to help Local Education Agencies (LEAs) and participating schools prepare accordingly.

No change	Added	Removed
<ul style="list-style-type: none"> • Student Lists (<i>literacy, math, behavior, academic readiness</i>) • Graduation Assistance 	<ul style="list-style-type: none"> • Implementation Activities: <ul style="list-style-type: none"> ○ Protocol Self-Assessment ○ Innovations ○ Community Agreements • Language changes to align with SHB 1208 (2021) requirements on the Home page 	<ul style="list-style-type: none"> • Academic Growth and Progress Monitoring Narratives • Services: <ul style="list-style-type: none"> ○ Professional Learning ○ Family Engagement ○ Community Partnerships* ○ Summer School • Fund Distribution

*Students receiving LAP-funded support from a community partner should still be reported to CEDARS under code 73. Starting in 2027–28, this information will be captured as a provided support rather than a separate program code.

Future Changes

The following additional changes are planned for the next two years:

2026–27

- CEDARS: Change to the name for code 37 from English language arts (ELA) to Literacy to ensure it is inclusive of supports provided in dual language programs and/or supports provided in other languages.
- EDS: Enhancements to new and existing tabs based on user feedback.

2027–28

- CEDARS: Changes to LAP codes and elements in CEDARS to reduce redundancy and increase clarity and consistency in reporting on supports provided.
- EDS: Changing the way student data is displayed in the LAP Report to promote systems-level thinking focused on equity; student-level reporting will still be required via CEDARS.

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Introduction

The [Learning Assistance Program \(LAP\)](#) is a state-funded program designed to provide the most effective and efficient supplemental instruction and services to TK–12 students who are not yet meeting academic standards (see the [LAP Guide](#) for more information on student eligibility, identification, and participation).

Each year, LEAs and schools receiving LAP base and LAP high poverty funds are required to report information on participating students, implementation activities, and funds ([RCW 28A.165.100](#)).

This user guide is intended for district and school staff supporting LAP reporting, and includes information on requirements, business rules, step-by-step instructions, and planning resources to support accurate and complete reporting.

Reporting Terms, Requirements, and Rules

Key Terms

The following terms are used throughout this document.

CEDARS – Comprehensive Education Data and Research System

EDS – Educational Data System

LAP – Learning Assistance Program

LEA – Local Education Agency, often referred to as a school district. An LEA may be a school district, tribal compact, charter or local Educational Service District operating as a school district

SIS – Student Information System

Requirements

LAP requirements guide program data collection and how OSPI uses this data to monitor, report to the legislature, and provide technical assistance to LEAs.

Reporting

LEAs are required to report the annual entrance and exit performance for each student participating in LAP according to the specifications from OSPI. LEAs must also report:

- the amount of academic growth gained by participating students
- the number of students who gained at least one year of growth
- the specific practices, activities, and programs used by each school building that received LAP funds

- the percentage of LAP funds used to engage community partners, the number of students receiving direct supports/services from those partners, and the types of supports and services provided
- other data if required by OSPI to demonstrate the efficacy of LAP ([RCW 28A.165.100](#))

Monitoring

To ensure requirements are met, OSPI must monitor LAP at least every four years using the data reported (at minimum) in the LAP Report. This monitoring is designed to evaluate effectiveness (*impact*) and fidelity in implementing best practices (*implementation*) using the Washington Integrated Student Supports (ISS) Protocol. OSPI may provide technical assistance to increase the efficacy of LAP ([RCW 28A.165.065](#)).

The Center for the Improvement of Student Learning (CISL) is also required to review data submitted in the LAP Report and provide the legislature with a summary of the innovations made by LEAs to reduce barriers to the academic achievement of students participating in LAP ([RCW 28A.300.130](#)).

Business Rules

Students participating in LAP supplemental instruction and services during the reporting school year are submitted to CEDARS by each LEA and populated to the LAP Report. LEAs are required to provide additional program information in the report following the guidance provided in the [Step-by-Step Instructions](#) section and directly in each tab in the report.

Pre-populated data sourced from CEDARS

All students participating in LAP supplemental instruction and services must be submitted by their LEA to CEDARS. Students with multiple enrollment segments in LAP or who received LAP supplemental instruction and services in more than one area during the reporting school year will be populated to the report with a separate record for each service provided. In order for multiple enrollment, or program services, to populate correctly, unique enrollment and program service records must be submitted to [CEDARS](#) that reflect each occurrence.

If the data populated from CEDARS is incomplete or inaccurate, that data must be added or corrected in the district's SIS and resubmitted to CEDARS. Once the data is successfully resubmitted and loaded to CEDARS, it will be refreshed/reloaded in the application after the CEDARS load is completed.

Students receiving LAP services should be submitted to CEDARS according to the following guidance.

Students must be enrolled and submitted to [CEDARS](#) in the reporting school year with all required data submitted to:

1. District Student File (B)
2. School Student File (C)
3. Ethnicity File (L)

4. Race File (M)
5. Attributes and Programs File (I)
 - a. Element I06 - Attribute or Program Code submitted with a valid value that identifies the LAP supplemental instruction and service provided to the student
 - i. 37 – LAP English Language Arts
 - ii. 6 – LAP Math
 - iii. 7 – LAP Academic Readiness
 - iv. 38 – LAP Behavior
 - v. 11 - Extended Learning Opportunities (Graduation Assistance)
 - vi. 73 – Community Partnerships
 - b. Element I07 - Start Date, identifying when students' program participation began
 - c. Element I08 - Exit Date, identifying when the student exited the program, if exit occurred during the reporting school year
 - d. Element I09 – Exit Reason code
 - i. The exit reason code identifying why the student exited the program is required
 - e. Student Growth File (Q)
 - i. Element Q06 – Program Code submitted with a valid value that identifies the LAP supplemental instruction and service provided to the student for which assessment and growth data is normally collected
 1. 37 – LAP English Language Arts
 2. 6 – LAP Math
 3. 7 – LAP Academic Readiness
 4. 38 – LAP Behavior
 - ii. Element Q07 – Start Date, identifying when students program participation began
 - iii. Element Q08 – Identification Assessment
 - iv. Element Q09 – Amount of Academic Growth
 - v. Element Q10 – Progress Monitoring Assessment
 - vi. Element Q11 – Beginning Score
 - vii. Element Q12 – Date of Beginning Score
 - viii. Element Q13 – End Score
 - ix. Element Q14 – Date of End Score
 - x. Element Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day
 - xi. Element Q16 – Intervention During Regular School Day
 - xii. Element Q17 – At Grade Level

Step-by-Step Instructions

Access

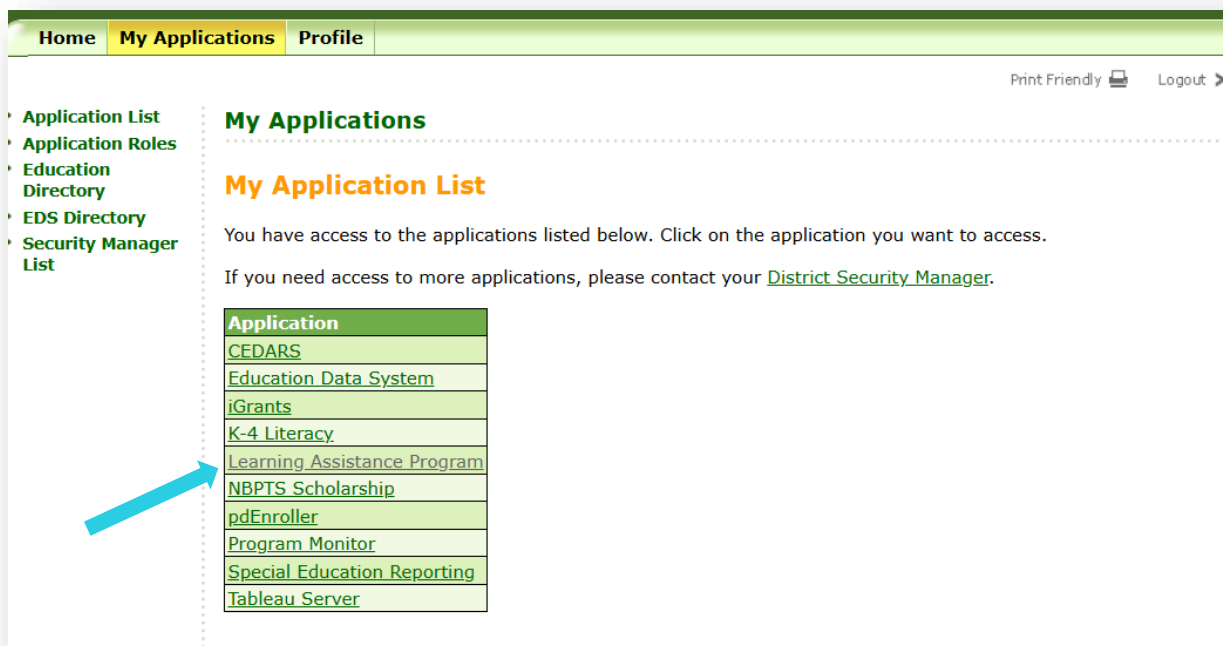
Overview

The LAP Report is stored in the [EDS](#). To complete LAP reporting in EDS, authorized LEA and school staff must first have an account and a LAP user role.

Step-by-step instructions

Step 1: Navigate to [EDS](#) and log in with your username and password.

- If you don't have an account yet, select "Create an Account" from the log-in screen. Each EDS user should have only one account; the username and email address should be updated when the EDS account holder moves from one organization to another.



Step 2: Select "View My Applications" from the options in the green box.

Step 3: Click on "Learning Assistance Program" under your applications.

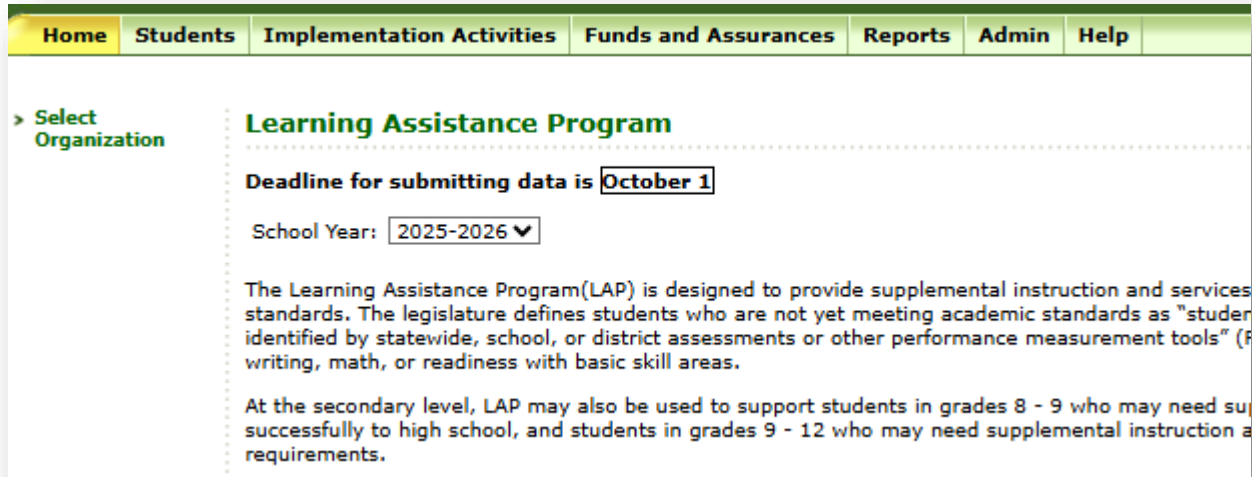
If the Learning Assistance Program does not appear under your applications, it means you do not have access yet. Please contact your [District Security Manager](#) so they can give you a LAP user role. District Security Managers manage account access for all individuals within their district. The addition of a role to a user's account can only be performed by an authorized District Security Manager, not OSPI.

Home

Overview

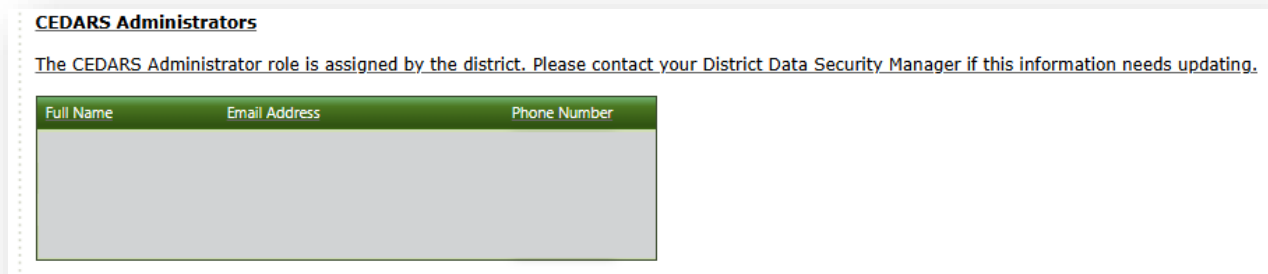
The home tab is the landing place for LAP users once they access the report. This page provides information on LAP requirements, CEDARS Administrators, and a reporting status at the LEA and school level (depending on the user's access).

Step-by-step instructions



Step 1: Make sure you are in the appropriate reporting year. Review the summary of LAP reporting requirements and access the LAP webpage for additional resources, if needed.

Step 2: Review your list of CEDARS Administrators and reach out to them for support with CEDARS as needed. Update this information through your [District Security Manager](#) if staffing changes have occurred.



CEDARS Administrators can provide critical support to program directors and other staff supporting the report through CEDARS submissions. The following information is included for each LEA's CEDARS Administrators and should be used to seek support for CEDARS throughout the reporting process.

Step 3: Check the LEA-level and school-level reporting statuses each time the report is opened.

Completion Status

District: **In Progress**

LEA-Level Row			
Implementation Activities	Fund Allocation Assurances	Last Updated By	
Not Started	Not Started		
School-Level Rows			
School	Student List	Graduation Assistance	Last Updated By
	In Progress	Not Started	
	In Progress	Not Started	
	In Progress	In Progress	
	In Progress	In Progress	

The table above helps LEAs monitor the completion of their report. There are two levels that LEAs should monitor:

- 1. LEA-Level Row:** The first layer in the table shows progress on LEA-level tabs. This row, and their related tabs in the report, can only be accessed and completed by the LEA-level user.
- 2. School-Level Rows:** The second layer in the table shows progress on school-level tabs. The rows and related tabs can be accessed and completed by users assigned either a LEA- or school-level user role. School level users will be able to see only the progress of their specific school.

Statuses: There are three statuses in the table:

- 1. Not Started:** the tab has not been accessed
- 2. In Progress:** the tab has been accessed and some progress has been made
- 3. Complete:** the tab has been filled out and marked complete

When all tabs for a school are complete, the school’s row will be highlighted in gold. When the entire LEA is complete, the status for the entire table will read “Complete” and everything will be highlighted in gold.

- Missing Schools:** If a school is missing from the school-level section, this most likely means that student data—submitted through CEDARS and populating to the LAP Report in EDS—is missing. The LEA should work with their CEDARS Administrator and specific school reporting lead to review their CEDARS data, capture the required student data in their SIS, and request another submission for the reporting school year.

Student Participation and Outcomes

Overview

Student data populates from CEDARS to two sections of the LAP Report: (1) Student Lists and (2) Graduation Assistance. Staff must review each of these sections and mark them complete once they accurately display the data of participating students at each building receiving LAP funds.

Students ► Student List

Rules and requirements

Students submitted to CEDARS as served with any of the following LAP services – Academic Readiness (7), Behavior (38), English Language - Reading, Writing and Communication (37) or Math (6), during the reporting school year, will populate to the Student List tab. Data on the Student List tab cannot be entered by hand. All data is pre-populated from CEDARS. The LAP application is updated nightly with CEDARS data, unless the page is marked as Complete.

Students will only appear on the student list if they are enrolled in LAP for a minimum of 14 consecutive days, including weekends and holidays but excluding the Start Date (CEDARS element I07) and Exit Date (CEDARS element I08). For example, a student who has a LAP Start Date of September 1 and an Exit Date of September 14, has only been enrolled 12 days when you exclude the Start and Exit Date. September 1-September 16 is 14 days in program.

For each student populated in the Students List tab, the following CEDARS File Q data is **required**:

Assessment Used for Identification of LAP Eligibility	Amount of Growth	Assessment Used for Progress Monitoring	Beginning Score (Scale)	Date of Beginning Score	End Score (Scale)	Date of End Score	Extended Learning Time	Tutoring	At Grade Level
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- Identification Assessment (CEDARS Element Q08)
- Amount of Growth (CEDARS Element Q09)
 - Students assessed with a pre- and post-test during the reporting school year must have the Amount of Growth submitted for each enrollment/service segment
 - Refer to the Guidance and Resources section on the [Learning Assistance Program](#) (LAP) page for guidance on calculating student growth
 - Students who were unable to be assessed with a pre-test and/or a post-test during the reporting school year must be submitted with a valid value indicating this
- Progress Monitoring Assessment (CEDARS Element Q10). This element identifies the assessment provided to students or the assessment that *would* have been used if the district had the opportunity to assess the student
- Extended Learning Time Intervention Outside of Regular School Year/Day (CEDARS Element Q15)
 - Must have a valid value other than “NE – No Extended Learning Time Offered” *if* Element Q16 – Intervention During Regular School Day valid value is “NTP – No Tutoring Programs Offered”
- Intervention During Regular School Day (CEDARS Element Q16)

- Must have a valid value other than “NTP – No Tutoring Programs Offered” *if* Element Q15 – Extended Learning Time Intervention Outside of Regular School Year/Day valid value is “NE – No Extended Learning Time Offered”

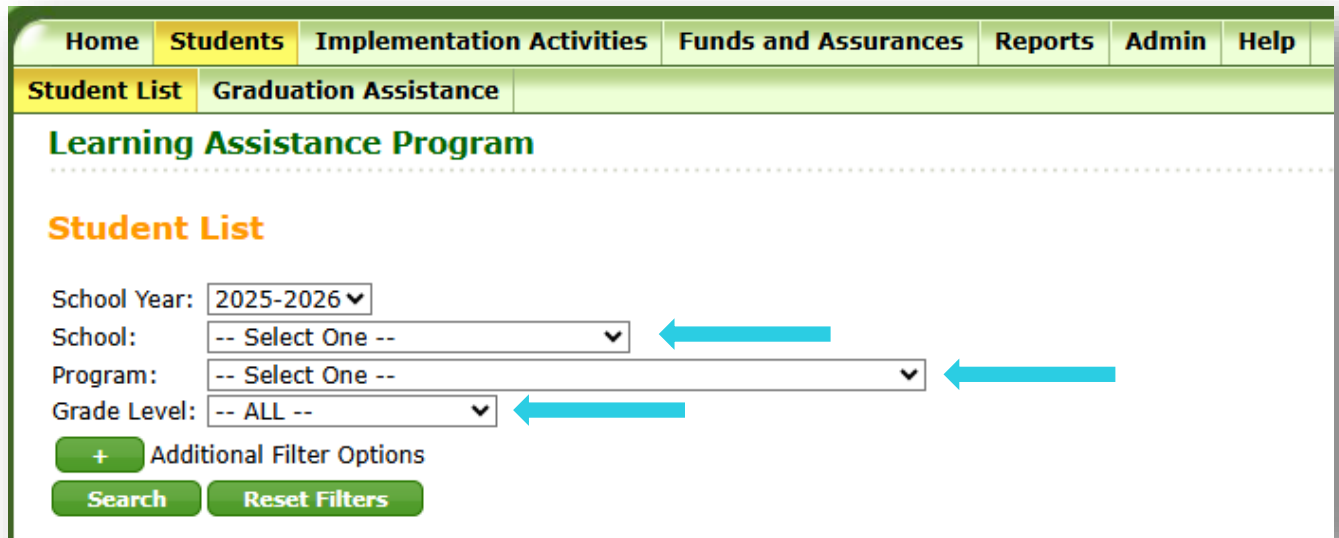
For each student populated in the Students List tab, the following data is **conditional**, dependent upon the valid value submitted in Amount of Growth (CEDARS Element Q09).

Assessment Used for Identification of LAP Eligibility	Amount of Growth	Assessment Used for Progress Monitoring	Beginning Score (Scale)	Date of Beginning Score	End Score (Scale)	Date of End Score	Extended Learning Time	Tutoring	At Grade Level
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- Beginning Score (CEDARS Element Q11)
 - Required if student was assessed with a pre-test
 - If Amount of Growth (CEDARS Element Q09) is Null or has a valid value of 22 through 27, that indicates ‘no pre-test’ this field will be Null or blank
 - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q11
- Date of Beginning Score (CEDARS Element Q12)
 - Required if student was assessed with a pre-test
 - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates ‘no pre-test’, this field will be Null or blank
 - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q12
- End Score (CEDARS Element Q13)
 - Required if student was assessed with a post-test
 - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates ‘no post-test’ this field will be Null or blank
 - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q13
- Date of End Score, blank/Null (CEDARS Element Q14)
 - Required if student was assessed with a post-test
 - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates ‘no post-test’ this field will be Null or blank
 - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q14
- At Grade Level (CEDARS Element Q17)
 - required if student was assessed with both pre- and post-test
 - If the valid value in Amount of Growth (CEDARS Element Q09) is Null or is a valid value of 22 through 27, that indicates ‘no pre- or post-test’ this field will be Null or blank
 - If Amount of Growth (CEDARS Element Q09) valid value of 1 through 21, data is required in Element Q17

Step-by-step instructions

Step 1: To review the Student List tab, navigate to “Students” and select “Student Lists” as shown below.



Step 2: Select each school and program service area (literacy, math, behavior, or academic readiness) to review for completion and accuracy. Additional filters are available as needed. Student records are color-coded to help you review:

- **Green:** A record highlighted green is incomplete and active. Data is either still required or invalid.
- **Gold:** A record highlighted gold is complete.

Step 3: Check the progress of each school and program service area to ensure accurate reporting. Staff may find it helpful to navigate to the Reports section of the LAP Report to download these lists and check for:

- **Accuracy:** Even if the data shows as 100% complete, ensure the number of students matches the number of students expected to appear for each building and program service area. Exceptions in CEDARS can prevent data from populating to this section in the report. Specific school staff will likely need to support this process unless the information was gathered and monitored at the LEA level.
- **Missing data:** If data is missing, please ensure required elements for participating students are captured in your SIS.
 - *For students missing entirely from EDS:* Navigate to CEDARS with the support of your CEDARS administrator to view LAP exceptions (File I: Programs and File Q: Growth) for the specific academic year and most recent submission.

- For students with missing information and appearing in the list in EDS: Navigate to the Reports section, filter by program service area and download the file. Additional filtering can be done to identify the specific information missing by building and student, which then can be shared with the appropriate staff to address in their SIS.

Step 4: Once the number of students populating to the report matches the district’s expected number of participating students and the student list shows as 100% for each program service area, as shown below, the Student List tab can be marked complete for the specific building. Repeat as necessary for all other buildings receiving LAP funds until all are marked complete.

49 out of 49 total active records for Academic Readiness, Behavior, English Language Arts - Reading, Writing & Communication or Math completed for this school (100% complete).

If the pre-populated list of students is not accurate, correct the list by resubmitting CEDARS data with the corrected information. For questions regarding your CEDARS data, please contact your CEDARS district administrator(s) listed on the Home tab of this application.

SSID	District Student Id	Last Name	First Name	Middle Name	Grade Level	Program Start Date	Program End Date	Exit Reason	Number of Days Enrolled	Assessment Used for Identification of LAP Eligibility	Amount of Growth	Assessment Used for Progress Monitoring	Beginning Score (Scale)	Date of Beginning Score	End Score (Scale)	Date of End Score	Extended Learning Time	Tutoring	Gr Le

- **Changes:** If updates or changes are needed after this tab has been marked complete, please navigate back to the tab and click on “Edit” to reopen the tab. Once all final changes have been made, click on “Save” and “Mark Complete”, again, to finalize the tab.

Students ➤ Graduation Assistance

Overview

Students submitted to CEDARS with the program service code of Graduation Assistance (Extended Learning Opportunities, 11) will be included in the total count on the Graduation Assistance tab in the LAP Report.

For each student receiving Graduation Assistance, the following CEDARS File I information is **required**—

- a. Attributes and Programs File (I)
 - xiii. Element I06 – Attribute or program code (11 – Graduation Assistance)
 - xiv. Element I07 - Start Date
 - xv. Element I08 - Exit Date
 - xvi. Element I09 – Exit Reason code

File Q information is not required and should not be submitted for students receiving Graduation Assistance.

Even if a school did not use LAP funds for graduation assistance, this section still needs to be marked complete to ensure the report status can change to complete at the end.

Step-by-step instructions

Home Students Implementation Activities Funds and Assurances Reports Admin Help

Student List Graduation Assistance

Learning Assistance Program

Graduation Assistance

School Year: 2025-2026
 School:

Search Reset Filters

Save Mark Complete

The count you provide in the fields below must add up to at least the number of students enrolled in graduation assistance: 15

Credit retrieval (online)	10
Credit retrieval (person)	
Content instruction to pass state assessment	
Graduation Specialist	5
Enrollment in an alternative school or skill center (partial day)	
Enrollment in an alternative school or skill center (Full day)	
Content instruction to pass required course	5
EL support	
Extended enrollment (i.e., enrolled in a 5th, 6th, or 7th year)	
Transition services from 8th to 9th grade	
Total Currently Entered	20
Total Remaining	0

Save Mark Complete

The total currently entered must be **equal to or greater than** the total populated above via CEDARS.

Step 1: To review the Graduation Assistance tab, navigate to “Students” and select “Graduation Assistance” as shown above.

Step 2: Check the number of students populating at the top of the tab, as in the example above (e.g., 15). Make sure this number matches the number of students each school provided Graduation Assistance services to during the school year.

- **Missing data:** If data is missing, please ensure participating students are captured accurately in your SIS. You may need to contact your CEDARS Administrator and review any exceptions that may be preventing students with this code from populating to the report accurately. Include any missing information in your SIS and check this tab again after another CEDARS submission processes.

Step 3: Next, provide a headcount of students for each support that was provided during the school year. Click “Save” as you make updates to ensure your progress is saved.

- **Multiple services:** Students may be reported as served in multiple categories in alignment with their identified needs.

Step 4: Once your headcount is complete, check the total currently entered at the bottom of the table. Ensure this number is either equal to or greater than the total populated by CEDARS at the top of the tab.

Step 5: Select “Mark Complete” once the data populating from CEDARS at the top, and your entered headcount in the table, are both accurate.

- **Changes:** If updates or changes are needed after this tab has been marked complete, please navigate back to the tab and click on “Edit” to reopen the tab. Once all final changes have been made, click on “Save” and “Mark Complete”, again, to finalize the tab.

Implementation Activities

Starting in September 2025, school boards of directors must budget and expend the appropriations of LAP, under RCW [28A.165.005](#) through [28A.165.065](#), using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#). OSPI is required to monitor Washington Integrated Student Supports Protocol implementation (RCW [28A.165.065](#)). To support this process, OSPI developed a self-assessment aligned with the steps and activities in [protocol implementation guidance](#). This section of the report collects information on protocol implementation, innovations (or intentional changes) made during implementation, and funds used for agreements with community partners.

Implementation Activities ► Self-Assessment

Overview

Each school receiving LAP funds must complete the school-level self-assessment on p. 24 of the implementation guidance. An editable version of this self-assessment is available as well as a template to support district collection of self-assessment results.

Schools automatically populate in this tab based on student reporting through CEDARS. If a school is missing from this tab, it means that they are missing student reporting from their SIS. They will need to create LAP records for participating students in their SIS and make submissions to CEDARS for their school to appear in the table.

Step-by-step instructions

Home Students **Implementation Activities** Funds and Assurances Reports Admin Help

Self-Assessment Innovations Community Agreements Logout >

Learning Assistance Program

Washington Integrated Student Supports Protocol Self-Assessment

To what extent did your schools implement the Washington Integrated Student Supports Protocol to budget (plan) and expend (implement) LAP funds this school year? Please use the school-level self-assessment embedded in the Protocol Implementation Guidance on the [LAP page](#) to complete the table below.

Save Mark Complete

School	Getting started (teams)	Assess strengths and needs	Build community partnerships	Plan integrated student supports	Deliver integrated student supports	Use data to drive growth
	Partially In Place	Partially In Place	Partially In Place	Partially In Place	Partially In Place	Fully In Place
	Partially In Place	Partially In Place	Not Yet In Place	Partially In Place	Partially In Place	Fully In Place
	Fully In Place	Fully In Place	Partially In Place	Partially In Place	Partially In Place	Partially In Place
	Fully In Place	Fully In Place	Partially In Place	Partially In Place	Partially In Place	Partially In Place

Save Mark Complete

Step 1: To complete the Self-Assessment tab, navigate to “Implementation Activities” and select “Self-Assessment” as shown above.

Step 2: Review the schools automatically populated to the table and ensure it reflects the schools that received LAP base and/or LAP high poverty funds in your LEA for the reporting year.

- **Missing schools:** If there is a school missing, this means the school is missing student data. School staff will need to create LAP records for participating students in their SIS and make submissions to CEDARS for their school to appear in the table.
- **Schools with no LAP funds:** If a school with no LAP funds is accidentally populating to this tab, select “No LAP funds” for each step in the process.

Step 3: To complete the ratings for each school, make the appropriate selections in the drop-down menu under each step from the protocol implementation guidance. It is important for these selections to be accurate; they will help inform universal and targeted technical assistance, as well as legislative reporting. Remember to save work if completing over multiple sessions.

Step 4: Select “Mark Complete” once all ratings have been entered and reviewed for accuracy.

- **Changes:** If updates or changes are needed after this tab has been marked complete, please navigate back to the tab and click on “Edit” to reopen the tab. Once all final changes have been made, click on “Save” and “Mark Complete”, again, to finalize the tab.

Implementation Activities ➔ Innovations

Overview

In addition to monitoring implementation of the Washington Integrated Student Supports Protocol, OSPI is also required to summarize innovations made by LEAs to reduce barriers to academic achievement of students participating in LAP ([RCW 28A.300.130](#)). This section of the report encapsulates innovations—defined as intentional changes—LAP-funded schools made across the LEA to reduce barriers to growth and achievement for participating students.

Step-by-step instructions

The screenshot shows the 'Innovations' tab in the LAP report interface. The navigation menu includes 'Home', 'Students', 'Implementation Activities', 'Funds and Assurances', 'Reports', 'Admin', and 'Help'. The 'Implementation Activities' sub-menu is open, showing 'Self-Assessment', 'Innovations', and 'Community Agreements'. The 'Innovations' section is titled 'Learning Assistance Program' and asks: 'What innovations (changes) were made during the implementation of the protocol to reduce barriers and improve the well-being and growth of participating students? Select all that apply.' Below this are 'Save' and 'Mark Complete' buttons. A table lists innovation categories with checkboxes for 'New' and 'Adjusted'.

Innovations	New	Adjusted
Evidence-based intervention program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Intervention environment and structure (timing, tiers, location, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Data-based decision-making process	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Data sources (needs assessment, screeners, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative team structure and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Family engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Community Partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 1: To complete the Innovations tab, navigate to “Implementation Activities” and select “Innovations” as shown above.

Step 2: Review the innovation categories carefully, then check the appropriate box under “New” or “Adjusted” for each category of innovation within your LEA.

- **New:** If an innovation is an entirely new program, procedure, practice, partnership, etc. in the school/LEA, select “New” for the category.

- **Adjusted:** If an innovation is an adjustment of an existing program, procedure, practice, partnership, etc., select “Adjusted” for the category.
- **Other:** If the innovation does not fit into one of the prepopulated categories, select “New” or “Adjusted” under “Other” and briefly describe the innovation.

Step 3: Respond to the question about sharing examples of the innovations selected. If the response is “Yes,” provide the name and email of the staff to contact.

Would you be willing to share examples of your innovations (changes) and the results with other LEAs and schools in the state of Washington?

Yes
 No

Name

Contact email address

Step 4: Select “Mark Complete” once all innovations have been selected and reviewed for accuracy.

Implementation Activities ➤ Community Agreements

Overview

In this section, LEAs report the percentage of LAP base and LAP high poverty funds used for community partners to provide direct supports and services to participating students ([RCW 28A.165.100](#)).

Step-by-step instructions

The screenshot shows a web application interface with a navigation menu at the top containing: Home, Students, Implementation Activities (highlighted), Funds and Assurances, Reports, Admin, and Help. Below the navigation menu are sub-tabs: Self-Assessment, Innovations, and Community Agreements (highlighted). The main content area is titled "Learning Assistance Program" and "Community Agreements". It features two buttons: "Save" and "Mark Complete". Below the buttons is a question: "Did any schools within your LEA use LAP funds to provide supplemental instruction and services to participating students through community partners or other out-of-school organizations?" with radio button options for "Yes" (selected) and "No".

Step 1: To complete the Community Agreements tab, navigate to “Implementation Activities” and select “Community Agreements” as shown above.

Step 2: Enter the percentage of the total LAP base allocation expended and total LAP high poverty school allocation expended in the appropriate boxes.

What percentage of LAP base funds were used to provide direct, supplemental instruction and services to participating students through community partners? %

What percentage of LAP high poverty funds were used to provide direct, supplemental instruction and services to participating students through community partners? %

Step 3: Select “Mark Complete” once both percentages have entered and reviewed for accuracy.

Funds and Assurances

Overview

LEAs accept program funds and assurances for the upcoming school year in this section. This information will be provided to School Apportionment and Financial Services (SAFS). **To avoid errors in apportionment, please make sure the responses in this section are accurate.**

Funds and Assurances ➤ Acceptance of Funds and Assurances

Rules and requirements

Each LEA is required to complete this section to initiate funding for LAP in the upcoming school year. Schools eligible for LAP high poverty funds are automatically populated in this section based on the annual LAP Budget Calculator published on the [Budget Preparations Page](#). Authorized LEA staff must review the eligible schools, provide a determination on their acceptance of LAP high poverty funds, and review and agree to program assurances.

Step-by-step instructions

The screenshot shows a web application interface with a navigation menu at the top containing 'Home', 'Students', 'Implementation Activities', 'Funds and Assurances', 'Reports', 'Admin', and 'Help'. The 'Funds and Assurances' tab is highlighted. Below the navigation, there is a sub-header 'Acceptance of Funds and Assurances' and a 'Logout >' link. The main content area is titled 'Learning Assistance Program' and 'Acceptance of Funds and Assurances'. A 'School Year' dropdown menu is set to '2025-2026'. Below this are two green buttons: 'Save' and 'Mark Complete'. The section is titled 'Acceptance of Base Allocation for the Upcoming School Year 2026-2027' and contains two radio button options: 'We accept the LAP base allocation for the upcoming school year.' (selected) and 'We do not accept the LAP base allocation for the upcoming school year.'

Step 1: To complete the Acceptance of Funds and Assurances tab, navigate to “Funds and Assurances” and the tab will automatically open as shown above.

Step 2: Select the appropriate response to indicate whether the LEA plans to accept LAP base funds for the upcoming school year.

- **Yes:** If “yes” is selected, this will populate additional required questions.
- **No:** If “no” is selected, the LEA will simply need to “Mark Complete”. **Selecting this response means the LEA will not be approved for LAP apportionment in the upcoming school year.**

Step 3: When the next set of questions populate, select the appropriate response to indicate whether the LEA plans to accept any LAP high poverty school allocations for eligible schools.

- **Yes:** If “yes” is selected, this means the LEA has at least one eligible school and they plan to accept the LAP high poverty school allocation for at least one of their eligible schools in the upcoming school year.
- **No:** If “no” is selected, this means the LEA has at least one eligible school and they plan to decline **all** LAP high poverty school allocations for the upcoming school year.
- **N/A:** If “N/A – no eligible schools” is selected, this means the LEA does not have any eligible schools for a LAP high poverty school allocation for the upcoming school year.

Step 4: If LAP high poverty funds are being accepted, a green table will automatically populate with all schools eligible for LAP high poverty school allocations in the upcoming school year. For all eligible schools accepting these funds, change the response to “yes” for “Receiving High Poverty School-Based Allocation” as outlined in the table.

Acceptance of High Poverty Allocation for the Upcoming School Year 2026-2027

Our LEA accepts the high poverty school allocation(s). In doing so, we understand that the funding must be provided to the school that generated the funds to operate a LAP program.

NOTE: Any high poverty schools funding not accepted will stay with the state.

Yes

Directions: Indicate acceptance of high poverty school allocation for each school.

A school eligible for high poverty allocation once the 'School receiving high poverty school-based allocation' is selected. Eligible schools auto populate here; do not add any schools. (SAFS) with the final list will be used to provide School Apportionment and Financial Services (SAFS) to calculate the upcoming school year's apportionment starting in January.

If one of the schools merged with another school or if a new school has opened and is appearing on the table, note in the comment under 'If Merged or New, Please Explain'.

School Name	School Code	Grade Span	Receiving High Poverty School-Based Allocation	Merged or New School	If Merged or New, Please Explain
			Yes		

- **Missing Schools:** If an eligible school is not automatically appearing in the table as it should, based on the published LAP Budget Calculator, please contact the LAP team. **Do not add any schools to the table.**
- **Merged Schools:** If an eligible school has merged with another school, the funds may follow the students who generated them to the merged school. The LEA may accept the LAP high poverty school allocation under the former name (populated automatically to the green table), then respond to the additional columns regarding the merge. The LEA is responsible for allocating and monitoring these funds to ensure they follow the students who generated them.

Step 5: Review program assurances and respond to specific questions regarding community partnerships and early literacy screening and intervention. The following requirements apply when the LEA agrees to follow LAP laws and rules:

- **LAP Funds:**
 - All LAP funds must be expended for the purposes of RCW [28A.165.005](#) through [28A.165.065](#), which outline LAP intent and purpose and requirements.
 - As RCW [28A.165.005](#) indicates, the purpose of LAP is to: (1) promote the use of data when developing programs to assist students who are not meeting academic standards; and (2) guide school districts in providing the most effective and efficient practices when implementing supplemental instruction and services to assist students who are not meeting academic standards (RCW [28A.165.005](#)).
 - LAP high poverty allocations must supplement not supplant LAP base allocations a school may normally receive, and must be expended for the schools that generated the funding (RCW [28A.165.055](#)).

- **Using the Washington Integrated Student Supports Protocol:**

Starting in September 2025, school boards of directors must budget and expend the appropriations of LAP, under RCW [28A.165.005](#) through [28A.165.065](#), using the Washington Integrated Student Supports Protocol, established under RCW [28A.300.139](#).

As part of this process, LEAs may use up to 15% of their LAP base allocation and up to 15% of their LAP high poverty allocation to provide direct, supplemental instruction and services to participating students through community partners or other out-of-school organizations. LEAs must include the following components in agreements with these community partners or other out-of-school organizations when LAP funds are used:

- Specify that learning assistance program funds may be used only to provide direct supports and services to students;
- Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to the needs of the students as identified in the student-level needs assessment required by [RCW 28A.300.139](#); and
- Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

- **Reporting and Monitoring of LAP:**

In accordance with [RCW 28A.165.100](#) and [RCW 28A.165.065](#), LEAs will report LAP data according to the specifications of OSPI. OSPI will use data submitted in the LAP Report to monitor the effectiveness of LAP and fidelity in implementing best practices using the Washington Integrated Student Supports Protocol, established under [RCW 28A.300.139](#).

Step 5: Enter the name, title, and date for the authorized individual agreeing to follow LAP laws and rules in the box at the end of the page. Check the box to indicate the acceptance of this assurance.

<input checked="" type="checkbox"/> Check this box to indicate that district officials have read and assure their Learning Assistance Program will comply with the above laws and rules.	
Authorized Representative Name:	Jane Goodall
Authorized Representative Title:	LAP Director
Date:	5/14/2026
<input type="button" value="Save"/> <input type="button" value="Mark Complete"/>	

Step 6: Select "Mark Complete" once all sections of this page are complete and reviewed for accuracy.

Submission

There is no official submission process included in the LAP Report in EDS at this time. Once the entire report status indicates "Complete" on the Home page, the LEA's LAP Report is considered complete. LAP staff monitor these statuses through an internal report, so LEA staff do not need to notify the team unless they would like to do so.

Reporting Tips and Resources

Tips and Reminders

Develop guidelines and tools for reporting based on the implementation plan developed through the Washington Integrated Student Supports Protocol for LAP. These guidelines and tools should help staff track required information throughout the school year, including but not limited to all student data elements and implementation activities (self-assessment, innovations, community agreements).

Provide training on LEA guidelines and tools to support accurate and timely data collection throughout the school year.

Ensure Access for staff supporting reporting have the level of access they need to the report.

Save Often when working in the LAP Report. This practice prevents the loss of information if tasks are completed in multiple sessions.

Reporting Checklist

	Section Reminders	Notes
<input type="checkbox"/>	Status Check (Home) <input type="checkbox"/> Check CEDARS Administrator information for accuracy. Connect with District Security Manager with any staffing updates. <input type="checkbox"/> Review LEA and school reporting statuses (Not Started / In Progress / Complete). Make sure the list of schools on this page reflects the schools receiving LAP base and/or LAP high poverty funds in the LEA for the reporting year. If a school is missing from the list, work with the CEDARS Administrator to update SIS data and resubmit to CEDARS.	
<input type="checkbox"/>	Student Participation and Outcomes <input type="checkbox"/> Ensure all student lists for each program code (academic readiness, behavior, math, and literacy) have been reviewed for accuracy and completion by each school. Reach out to the CEDARS Administrator for help with submissions if data is missing and/or inaccurate. <input type="checkbox"/> Check number of students populating to Graduation Assistance for accuracy, coordinating with schools as appropriate. Enter headcounts	

	<p>by services. Reach out to the CEDARS Administrator for help with submissions if data is missing and/or inaccurate.</p>	
<input type="checkbox"/>	<p>Implementation Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enter self-assessment results for each school receiving LAP base and/or LAP high poverty funds. <input type="checkbox"/> Check off innovations (changes) implemented across the LEA to reduce barriers to academic achievement for participating students. Share LEA contact for OSPI to learn more about your work. <input type="checkbox"/> Report percentages of funds expended for LAP-funded agreements with community partners to provide direct supports to participating students. 	
<input type="checkbox"/>	<p>Funds and Assurances</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on your plan for the upcoming year, accept each funding source as appropriate (base and high poverty). This information directly affects LAP apportionment and needs to be accurate. <input type="checkbox"/> Review LAP laws and rules in this guide and/or via LAP Page and ensure shared understanding in your LEA. Respond to questions related to specific requirements prior to signing the assurance box. 	
<input type="checkbox"/>	<p>Confirm Completion (Home)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Return to the Home page to review the status of each school and the entire LEA. If the LEA status indicates, "Complete," then the report is complete. 	

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