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

Overview

The LEA Consolidated Accountability Plan (L-CAP) Implementation Guide provides information and suggestions for completing each section of the L-CAP.

Background and Purpose of the L-CAP

In line 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 school improvement supports must complete LEA Consolidated Accountability Plan (L-CAP). When completed, the L-CAP will need to be uploaded to Basecamp.

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 school's improvement plans based on their comprehensive needs assessments;
- Identifying resource inequities and opportunities for additional supports for students within systems;
- 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.

OSPI 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 OSPI assistance for the ongoing development and implementation of district and school improvement plans with no negative budget impact for schools and districts. OSPI also provides 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.

To learn more or request support, contact ossi@k12.wa.us.

Requirements

- **Complete the L-CAP**
  - You must complete ALL applicable questions.
  - This is required under federal law (ESEA §1111).
- **Submit the plan**
  - Upload the completed L-CAP to your district's Basecamp folder.
  - Due date: **August 28, 2026**.
- **Identify at least two priority resource inequities**
  - Resource inequities must pertain to the student groups identified by the Washington School Improvement Framework (WSIF).
  - Resources are fiscal, human, time organization/structure, equipment/materials, programs/services, or community collaboration/partnership. See Identifying Resource Inequities for additional information.
- **Provide at least two goals with evidenced-based interventions**
  - Goals and interventions must address identified priority resource inequities.

Completing the L-CAP

Introduction

Provide at least one contact person and their contact information for the L-CAP on the title page.

Understand Your Identified Schools (WSIF Tables)

Table 1a–1d shows all identified schools in your district. Schools are grouped by support levels. If the district has no schools at that support level, you will see NA.

- **Know why each school was identified.** Look across each row for "X" marks. These show which student groups or indicators led to identification.
- **Know what the "X" means.** An "X" means the group scored below the WSIF threshold (2.25). This signals a need to support this student group (or area).
- **Use these tables to prioritize needs across schools.** Identify which student groups need the most support. Use this information to guide the rest of your L-CAP decisions.

Section 1: Examining Resource Inequities

Your job is to find where students do **not have equal access** to teachers, programs, coursework, services, or other resources. The prompts provided in the L-CAP cover resources that districts

are required by ESEA section 1111(d)(1)(B)(iv) and (2)(C) to review; the LEA is not limited to examining only this data and may identify additional inequities outside the federal minimum.

How to Analyze the Data (Across All Sections)

Use the data provided and your own local data. Note that Report Card data given in Section 1A may not reflect recent changes in student and teacher population and participation data. Use local data to help explain gaps.

- **Look for patterns.** Compare across schools, student groups, and support tiers. Compare identified schools to schools in the district that are not identified.
- **Look for gaps.** Ask: Who has less access? Which schools are most impacted? Why are students receiving different outcomes at the same school?
- **Name potential root causes (not just the problem).** For every disparity, explain policies, staffing decisions, scheduling, and/or access barriers

Notes for Specific Report Card Data (Section 1A)

- Student vs. Teacher Demographics: Note: Teachers' and students' demographic information are on different update cycles in the Report Card. Teacher data is from 2024–25, while student data is from 2025–26.
- Dual Credit Access: Groups are highlighted if completion rate is less than 70%. Identify barriers (e.g. prerequisites, advising, awareness, scheduling, etc.).
- Access to High-Quality & Appropriately Licensed Educators: Note: Teacher data is from 2024–25.

Notes for Additional Data (Section 1B)

- Access to Student Support Services (Table 4): Enter FTE for counselors, nurses, social workers, psychologists, librarians and other support staff such as paraprofessionals.
- Instructional Materials & Time (Table 5): List all core curriculum and usage. Include curriculum adopted for student groups, such as multilingual students or students with IEPs.
- Access to Pre-K Programs (Table 6): Not all districts have information available on the Washington State Department of Children, Youth & Families Child Care and Early Learning Need and Supply Dashboard Suite. If your district's information is not available, use local data to answer question 7.

Identify Priority Inequities

You must identify at least 2 priority resource inequities. Resource inequities must relate to the student groups identified by WSIF and addressed in a through line from the LCAP to the SIP. Resources can be fiscal, human, time organization/structure, equipment/materials, programs/services, or community collaboration/partnership. See Identifying Resource Inequities for additional information.

Some examples:

- Unequal access to experienced teachers in Tier 3 schools *(human resources)*
- Low dual credit participation for multilingual learners *(program resources)*
- Special education teachers are not included in professional learning opportunities for general education curriculum *(time organization/structure)*

Section 2: Community Engagement

In this section, describe specifically how feedback was or will be collected. Include methods (e.g. surveys, listening sessions, focus groups) and explain how the information was or will be used. Be honest about the representation of family and community engagement. There may be barriers in communication with families that are contributing to resource inequities and should be addressed. Note: When the district is subject to Resource Allocation Review (RAR), evidence of engagement will be required, so keep sign in sheets, survey responses, etc.

Section 3: LEA Goals

At least two goals are required; your goals must directly address priority resource inequities identified in Section 1. The goals must support the student groups and/or areas of concern identified by WSIF. Each goal should target a clear problem, name the student group(s) impacted, and describe the improvement you want to see.

Notes for the goal tables

Evidence-Based Interventions (EBIs)

- Must be research-based
- Must directly address the inequity
- Must be able to clearly identify what funding is being used for (e.g. coaching, professional learning, curriculum supports, stipends)

Resource Inequity Addressed

- Select a priority resource inequity from Section 1; you may write "1" or "2", etc.
- Make sure it clearly connects to your goal and at least one student group or area of concern that was identified by WSIF (see identification charts in Introduction).

Stakeholders Involved

- List who provided input on the goal, resource inequity, and/or interventions selected; educators, students, families, and other community members should be included.

Rationale

- Explain why the stakeholders believe this intervention will be effective.

Funding

- If the district has applied for 1003 (school improvement) grant funds, at least a portion of these funds must be used to address one of the LEA priority resource inequities and be represented in at least one goal table.

- Regardless of whether the district receives 1003 (school improvement) grant funds, a source of funding for interventions other than 1003 funds should be identified. These could include Title I, Part A, Title II, LAP funds, local levy funds, etc.
- Include the estimated amount for each intervention.

Progress Monitoring Plan

- Progress monitoring must be ongoing, not once a year.

Section 4: School Improvement Plans

Tier 1 & Tier 2 Schools (Section 4A)

You are only required to complete this subsection if you have schools identified for Tier 1 or Tier 2 support in your district. The LEA is responsible for **oversight, approval, and progress monitoring** of these plans. Explain how Tier 1 and Tier 2 schools create their school improvement plans (SIP) and how the district supports that process. Include:

- who leads the SIP writing at the school level
- how the district provides guidance or templates
- how alignment to WSIF identification is checked
- how SIPs are reviewed and approved by the district

Explain how the district will track implementation and monitor progress of SIPs. Include:

- specific types of data you will use (e.g. attendance, course completion, behavior)
- how often data is reviewed (must be more than once annually)
- who will conduct biannual progress monitoring

Note: When a district undergoes Resource Allocation Review (RAR), all Tier 1 and Tier 2 identified school improvement plans will need to be submitted, and they must meet all state and federal requirements.

Tier 3 & Tier 3 Plus Schools (Section 4B)

You are only required to complete this subsection if you have schools identified for Tier 3 or Tier 3 Plus support in your district. Include:

- how SIPs are developed for Tier 3 and Tier 3 Plus schools
- how the LEA supports and reviews those plans
- who submits SIPs to OSPI

L-CAP Review

Beginning September 1 through December 31, 2026, OSPI will conduct L-CAP reviews and provide feedback. L-CAPs will be returned to districts for revision if any of the following are true:

- Applicable questions are not answered
- Priority resource inequities do not meet criteria: they do not address identified student groups, or do not address a clear inequity
- There are not at least two priority resource inequities and at least two goals
- It is unclear that the chosen intervention(s) would address the needs of at least one of the identified student groups/areas of concern
- The reviewer is unable to determine what the funding is going to be used for
- The district has applied for 1003 (school improvement) grant funding, and none of this funding is addressed in the L-CAP