

**Los Angeles Unified School District**  
**Inter-Office Correspondence**  
**Federal and State Education Programs**

**TO: Targeted Assistance Schools**

**DATE: May 30, 2024**

**FROM: Gerardo Cervantes, Executive Director**

**SUBJECT: Guidelines and Procedures for Identifying Title I-Eligible Students at Targeted Assistance Schools**

**I. BACKGROUND**

In Targeted Assistance Schools, only students identified as Title I-eligible may receive services funded by Title I. Students eligible for Title I services are (i) children not older than age 21 who are entitled to a free public education through grade 12; and (ii) children who are not yet at a grade level at which the District provides a free public education. A student is eligible for Title I services if identified by the school staff as failing or most at-risk of failing to meet state academic achievement standards. The identification of Title I-eligible students must be based on multiple, educationally related, objective criteria established by the District and supplemented by the school, except that children from pre-school through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, or other developmentally appropriate measures.

**II. TITLE I ELIGIBILITY CRITERIA FOR STUDENTS IN TARGETED ASSISTANCE SCHOOLS**

Title I-eligible students should be identified at the beginning of the school year or whenever they enroll. In Targeted Assistance Schools, a student is Title I-eligible if the student is identified by school staff based on multiple academic measures as performing below grade level in reading/language arts and/or mathematics. In addition, students are automatically eligible for Title I services if they meet one or more of the following criteria:

- Participated in a Head Start or Even Start program at any time in the two years preceding the year of identification
- Students in an institution for neglected or delinquent children and youth or attending a community day program for such children
- Students served in the previous two years under the Migrant Education Program as identified in My Integrated Student Information System (MiSiS)
- Identified homeless students coded in the applicable My Integrated Student Information System (MiSiS)

**III. PROCEDURES FOR IDENTIFYING TITLE I-ELIGIBLE STUDENTS**

- Step 1. Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make an informed decision about the achievement level of each student. (See Section IV of this reference guide for the selection of academic achievement assessment measures.)
- Step 2. Analyze all achievement data collected for each student in Step 1. Based on the analysis, identify each Title I-eligible student, by name, who is performing below grade level in reading/language arts and/or mathematics or who has been identified as being most at-risk of failing to meet grade-level standards based on the student's status as indicated in Section II.
- Step 3. Document the school's Title I student identification procedures as described in Section V of this inter-office correspondence.

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**IV. SELECTION OF ACADEMIC ACHIEVEMENT ASSESSMENT MEASURES**

Schools must use at least one District-identified measure at specified grade levels and a second measure developed or adopted by the school. District assessment measures have established grade-level performance criteria and if District scored, the results can be found in the applicable My Integrated Student Information System (MiSiS), MyData, FOCUS Reporting & Dashboards, Whole Child, and/or on test reports sent to schools. State academic content standards and the California curriculum frameworks should be used as guides to establish grade-level standards for local school-developed or school-adopted measures.

**A. DISTRICT-IDENTIFIED ASSESSMENT MEASURES**

- **Kindergarten Checklist\***

Below grade-level performance is a score of 22 or lower during the first semester of kindergarten, and a score of 29 or below during the second semester of kindergarten. For Kindergarten Checklist administration and scoring procedures, refer to the LAUSD Testing Notebook insert “Kindergarten Checklist 2015 Administration Guide.” The Kindergarten Checklist can only be used for kindergarten students. To obtain the Kindergarten Checklist, contact the Student Testing Branch at (213) 241-4104.

- **Academic Assessment Measures (Grades 3-12)\***

Additional District-identified assessment measures that may be used to identify Title I-eligible students include Smarter Balanced Assessment (SBA) (SBA IAB) (SBA ICA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Text Reading and Comprehension (TRC), Reading Inventory (RI), CAA (grades 3, 8, and 11), and iReady. For further information, please contact Student Testing Branch at (213) 241-4104

**\*Schools requesting to use other District assessments not listed above, must first contact Mohamed Tantawi, Plan Writing Coordinator, for approval at 213-241-2553.**

**B. SCHOOL-DEVELOPED OR ADOPTED ACADEMIC ACHIEVEMENT ASSESSMENT MEASURES - - READING/LANGUAGE ARTS AND MATHEMATICS**

One of the following school-developed/adopted measures listed below must be used in addition to one of the District-identified measures:

- **Developmentally Appropriate Measures (Grades K-2)**

Below grade-level performance may be assessed using two school-developed/adopted measures including teacher judgment, report card marks on the most recent Elementary Progress Report, District interim assessments for grades K-2, or other developmentally appropriate measures. Norm-referenced tests may not be used at the kindergarten level or for grades 1-2. For further information, please contact Student Testing Branch at (213) 241-4104

- Inventories and checklists, teacher judgment, report card marks based on District guidelines.
- Rubric-scored performance-based tests/assessments of the District’s Comprehensive Assessment Program (Periodic/Interim Assessments, Progress Monitoring, Diagnostic Assessments).

The above school-developed/adopted measures serve as documentation that must be kept on file at the school for five years. The school-developed/adopted measures administered and listed on Attachment A must match the name(s) of the supporting documentation on file at the school.

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V. DOCUMENTATION OF THE SCHOOL'S TITLE I IDENTIFICATION PROCESS AND DELIVERY OF SERVICES

1. Follow the directions and complete Attachment A (*Academic Achievement Assessment Measures Used to Identify Title I Eligible Students for the 2024-2025 School Year*). Submit Attachment A on or before October 4, 2024, to Mohamed Tantawi, Plan Writing Coordinator, Federal and State Education Programs.

**Step 1:** Complete Attachment A by using the codes provided at the bottom of the document to indicate the District and local school-developed/adopted assessment measures the school used to identify Title I-eligible students. Use test results from a minimum of two reading/language arts and mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. In the space provided, write the name of each local school-developed/adopted measure the school used in the identification process. Elementary schools or primary centers may use more than one local school-developed or school-adopted measure for kindergarten through 2<sup>nd</sup> grade identification of Title I-eligible students.

- **Step 2:** Enter student Title I eligibility on Attachment B *Title I Identification TAS Roster* and submit the roster of Title I eligible students on or before October 4, 2024 to Mohamed Tantawi, Federal and State Education Programs. Distribute rosters to classroom teachers. Teachers must maintain current rosters of the Title I participants in their classrooms. Update the rosters throughout the year as necessary.
- **Step 3:** Submit an updated Attachment A & B listing the assessment measures used and services provided to Title I eligible students on or before January 31, 2025

2. Complete and maintain time-reporting documents. Staff members who provide direct supplemental services to Title I-eligible students must complete a semi-annual certification if funded fully by Title I. Staff providing direct supplemental services to students funded from a combination of district, and federal sources must complete a Multi-Funded Time Reporting form and maintain a daily log. For further information, please refer to *Documentation for Employees Paid from Federal and State Categorical Programs* (BUL-2643.15).

**Assistance:** For Assistance, contact:

Mohamed Tantawi  
Plan Writing Coordinator  
Federal and State Education Programs  
Email: [mkt3216@lausd.net](mailto:mkt3216@lausd.net)  
Phone: 213-241-2553

# ATTACHMENT A *Academic Achievement Assessment Measures Used to Identify Title I Eligible Students for the 2024-2025 School Year*

School: \_\_\_\_\_ School Location Code: \_\_\_\_ \_ \_ \_ Region: \_\_\_\_\_ Date: \_\_\_\_\_

Each school must complete the sections below for Reading/Language Arts and Mathematics. Use the assessment codes listed below to indicate the two measures used by each grade level to identify Title I-eligible students. District assessments must be used for at least one measure. The second assessment must be a local school developed/adopted measure. Write the name of each District-identified and school developed/adopted measure. Submit this completed form along with the MiSiS Title I Student Identification Rosters to Federal and State Education Programs by **Wednesday, October 4, 2024.**

**Reading/Language Arts**

**Mathematics**

Grade Level	Assessment Code	District Assessment/School-Developed/Adopted Measure	Grade Level	Assessment Code	District Assessment/School-Developed/Adopted Measure
_____	1. _____	_____	_____	1. _____	_____
	2. _____	_____		2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
	2. _____	_____		2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
	2. _____	_____		2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
	2. _____	_____		2. _____	_____
_____	1. _____	_____	_____	1. _____	_____
	2. _____	_____		2. _____	_____

Assessment Codes for District-Identified Measures				Assessment Codes for Local School Developed/Adopted Measures	
	<u>Code</u>		<u>Code</u>		<u>Code</u>
Kindergarten Checklist	A	Reading Inventory (RI)	E	On-line report card marks based on District guidelines	1
SBA / SBA IAB / SBA ICA	B	CAA for ELA and Math, grades 3-8, 11	F	Teacher Judgment (K-2)/Inventories and Checklists	2
DIBELS	C	iReady	G	Interviews with Parents (K-2)	3
Text Reading and Comprehension (TRC)	D			Rubric scored performance assessments/tests	4

Name of person completing Attachment A: \_\_\_\_\_ Position: \_\_\_\_\_ Telephone number: \_\_\_\_\_  
Typed name

**I hereby certify that the assessment measures listed above were used to determine the school's Title I eligible students at each grade level for the 2024-2025 school year:**

\_\_\_\_\_ Typed name of Principal      \_\_\_\_\_ Signature of Principal      \_\_\_\_\_ Date

**NOTE: ATTACHMENT A MUST BE SIGNED AND IS DUE ON OR BEFORE Wednesday, OCTOBER 4, 24**