



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 15, 2022

The Honorable Linda Darling-Hammond
President
California State Board of Education
1430 N Street, Room 5111
Sacramento, CA 95814

The Honorable Tony Thurmond
State Superintendent of Education
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Dr. Darling-Hammond and Superintendent Thurmond:

I am writing in response to the California Department of Education's (CDE's) request on October 22, 2022, for a waiver of section 1111(b)(2)(D)(i)(I) of the Elementary and Secondary Education Act of 1965 (ESEA) of the requirement that a State may not assess more than 1.0 percent of the total number of students in the State using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS). Based on State data for the 2021-2022 school year, CDE has concluded that it will need to assess more than 1.0 percent of students using an AA-AAAS in reading/language arts (R/LA), mathematics, and science in the 2022-2023 school year.

After reviewing CDE's request, I am declining to exercise my authority under section 8401(b) of the ESEA, for school year 2022-2023, for a one-year waiver of section 1111(b)(2)(D)(i)(I) of the ESEA. I am declining the request for all subjects because CDE did not meet several requirements:

- 34 CFR § 200.6(c)(4)(ii), which requires the State to assess at least 95 percent of all students in R/LA, mathematics, and science, and to likewise assess at least 95 percent of all students with disabilities in each of these subjects. Based on CDE's submission, the State did not meet the 95 percent threshold for all students in science and did not meet the 95 percent threshold for students with disabilities for all three subjects.
- 34 CFR § 200.6(c)(4)(iii)(A), which requires assurances from the State that it has verified that **each local educational agency (LEA)** with more than 1.0 percent participation in the alternate assessment has followed participation guidelines. In the 2021-2022 school year, it appears that over 500 LEAs did not complete the required 1.0 percent justification form.
- 34 CFR § 200.6(c)(4)(iii)(B), which requires assurances from the State that it has verified that **each LEA** with more than 1.0 percent participation in the alternate assessment will

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<http://www.ed.gov/>

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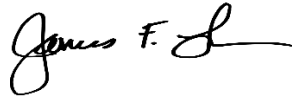
address any disproportionality. As noted above, in the 2021-2022 school year, it appears that over 500 LEAs did not complete the State’s required 1.0 percent justification form, and it is unclear that LEAs that did complete the form verified that they would address any disproportionality.

- 34 CFR § 200.6(c)(4)(iv)(B), which requires a plan and timeline by which CDE will take additional steps to support and provide appropriate oversight to each LEA that the State anticipates will assess more than 1.0 percent of its assessed students with an AA-AAAS to ensure that only students with the most significant cognitive disabilities take an AA-AAAS. CDE did not sufficiently describe how it would monitor and regularly evaluate each such LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the State so that all students are assessed appropriately.

If CDE can otherwise demonstrate that it met the 95 percent assessment participation requirements for all students and students with disabilities in the 2021-2022 school year and also otherwise show how it has met the additional three requirements listed above, it may revise its waiver request, consistent with section 8401(b)(4)(B)(ii) of the ESEA, to meet the requirements under 8401(b)(1)(C) and (F) and 34 CFR § 200.6(c)(4)(ii). The revised waiver request must be submitted no later than 60 days from the date of this letter.

I appreciate the work you are doing to improve your schools and provide a high-quality education for students in your State. If you have any questions, please contact my staff at ESEA.Assessment@ed.gov.

Sincerely,



James F. Lane, Ed. D.
Senior Advisor, Office of the Secretary
Delegated the Authority to Perform the
Functions and Duties of the Assistant Secretary
Office of Elementary and Secondary Education

cc: Mao Vang, Director Office of Assessment



California Department of Education

Tony Thurmond, *State Superintendent of Public Instruction*
1430 N Street, Sacramento, CA 95814-5901
916-319-0800

California State Board of Education

Linda Darling-Hammond, *State Board President*
1430 N Street, Room 5111, Sacramento, CA 95814
916-319-0827

October 12, 2022

Patrick Rooney, Director
School Support and Accountability
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Valerie Williams, Director
Office of Special Education Programs
Office of Special Education and Rehabilitative Services
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Director Rooney and Director Williams:

Please find attached California's waiver request pursuant to *Code of Federal Regulations* Title 34 Section 200.6(c)(4), which requires that, for each subject for which assessments are administered, the total number of eligible students assessed in that subject using an alternate assessment aligned with alternate academic achievement standards (AA-AAAS) may not exceed 1.0 percent of the total number of students in California who are assessed in that subject. Data analysis indicates that the submission of a waiver is warranted for English language arts, mathematics, and science for the 2022–23 school year.

October 12, 2022

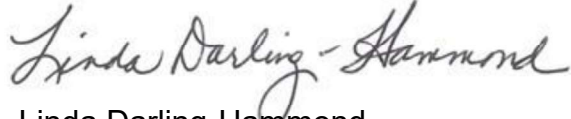
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For more information or questions about the attached waiver requests for the 2022–23 school year, please contact Cheryl Cotton, Deputy Superintendent of the Instruction, Measurement, and Administration Branch, at CCotton@cde.ca.gov or 916-323-6398.

Sincerely,



Tony Thurmond
State Superintendent of Public Instruction
California Department of Education



Linda Darling-Hammond
President
California State Board of Education

TT/LDH:tdb

Attachment

Waiver Requests

California Department of Education
Alternate Assessment Aligned with Alternate Academic Achievement Standards
Pursuant to *Code of Federal Regulations*, Title 34, Section 200.6 (c)(4)

October 12, 2022

Title 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) (ESEA Section 111[b][2][D] and *Code of Federal Regulations* Title 34 [34 *CFR*] sections 200.6[c] and [d]) modifies the provision that eligible students with the most significant cognitive disabilities may participate in alternate assessments based on alternate academic achievement standards (AA-AAAS). ESSA places a 1.0 percent cap on the number of eligible students who may participate in alternate assessments. States that anticipate exceeding the 1.0 percent cap must submit a waiver request to the U.S. Department of Education (ED).

The California Alternate Assessments (CAAs) are California's AA-AAAS. On behalf of the California State Board of Education (SBE), the California Department of Education (CDE) is submitting the required waiver request for the anticipated greater than 1.0 percent participation rate in the CAAs for English language arts/literacy (ELA), mathematics, and science for the 2022–23 school year. The CDE anticipates that participation rates for the CAAs for the 2022–23 school year will exceed 1.0 percent for ELA, mathematics, and science.

The CDE and SBE are requesting a waiver of the requirement in 34 *CFR* Section 200.6(c)(2) to assess less than 1.0 percent of eligible students with an AA-AAAS for the 2022–23 test administration.

Overview

The 2021–22 test participation data in tables 1 through 7 reflect 2021–22 overall participation rates.

Table 1 and Table 2 display the 2021–22 overall participation rates for all students and overall participation rates for students with disabilities by content area.

Table 1. Overall Participation Rates for All Students by Content Area, 2021–22

Content Area	Number of Eligible Students, 2022	Number of Students Assessed, 2022	Participation Rate, 2022
ELA	3,132,019	3,002,859	95.88%
Math	3,132,019	3,006,461	95.99%
Science	1,708,173	1,564,213	91.57%

Table 2. Overall Participation Rates of Students with Disabilities by Content Area, 2021–22

Content Area	Number of Students with Disabilities, 2022*	Number of Students with Disabilities Assessed, 2022†	Participation Rate, 2022
ELA	417,042	383,620	91.99%
Math	417,042	381,877	91.57%
Science	218,295	187,134	85.73%

* Includes students with an Individuals with Disabilities Education Act indicator who are eligible for general and alternate assessments.

† Includes both general and alternate assessments.

Estimated Participation Rates for 2022–23

The CDE has reviewed alternate assessment registration and participation data from 2021–22. After reviewing that and other relevant data, the CDE estimates that the state will exceed the 1.0 percent cap on the percentage of eligible students with the most significant cognitive disabilities who may be assessed with an AA-AAAS.

Table 3 shows the CAA participation rate estimates for all eligible students in 2022–23.

Table 3. Estimated CAA Participation Rates of Eligible Students by Content Area, 2023

Content Area	Estimated Number of Students Eligible for CAA, 2023 (based on 2022 enrollment/registration)	Estimated Number of Students Assessed with CAA, 2023 (estimate based on 95% participation)	Participation Rate, 2023 (estimate)
ELA	417,042	396,190	95.00%
Math	417,042	396,190	95.00%
Science	218,295	207,381	95.00%

Table 4 shows the overall participation rate estimates for all students in 2022–23.

Table 4. Estimated Overall Participation Rates for All Students, 2023

Content Area	Estimated Number of Eligible Students, 2023 (based on 2022 enrollment/registration)	Number of Students Assessed, 2023 (estimate based on 95% participation)	Participation Rate, 2023 (estimate)
ELA	3,132,019	2,975,419	95.00%

Content Area	Estimated Number of Eligible Students, 2023 (based on 2022 enrollment/registration)	Number of Students Assessed, 2023 (estimate based on 95% participation)	Participation Rate, 2023 (estimate)
Math	3,132,019	2,975,419	95.00%
Science	1,708,173	1,622,765	95.00%

The 1.0 Percent Waiver Request Requirements

Requirement 1—34 CFR Section 200.6(c)(4)(i): Submit the waiver request at least 90 days before testing window starts for the relevant subject.

The state testing window for reading/language arts and mathematics alternate assessments opens on January 10, 2023. Ninety days prior to January 10, 2023, will be October 12, 2022; therefore, the 1.0 percent waiver request meets the 90-day requirement for reading/language arts and mathematics.

The CAA for Science testing window opens on September 6, 2022, per *Education Code (EC)* Section 855(a)(2). Ninety days prior to September 6, 2022, would have been June 8, 2022; therefore, California requests a waiver of 34 *CFR* Section 200.6(c)(4)(i) for the CAA for Science.

Requirement 2—34 CFR Section 200.6(c)(4)(ii): Provide state-level data, from the current or previous year, to show: (A) the number and percent in each student group who took the AA-AAAS in the subject area; and (B) the state has measured the achievement of at least 95 percent of all students and students with disabilities in the previous year who were enrolled in the grades for which the AA-AAAS is required.

Where applicable, the state will also provide a credible estimate of the number and percentage of students (including by student group, if possible) it expects to take the alternate assessment in 2022–23.

Tables 5 through 7 show detailed student group CAA participation rates for eligible students by content area for 2021–22 as well as estimated test registration numbers for the 2022–23 school year.

Table 5. CAA for ELA Participation Rates by Student Group

Student Group	Number of Students Assessed, 2022	Number of Eligible Students Assessed with CAA, 2022	Percentage of Eligible Students Assessed with CAA, 2022	Number of Students Assessed, 2023 (estimate based on number of students assessed in prior year)	Number of Eligible Students Assessed with CAA, 2023 (estimate based on 2022 test registration)	Percentage of Eligible Students Assessed with CAA, 2023 (estimate)
All Students	3,002,859	33,189	1.1%	3,002,859	39,303	1.3%
Females	1,459,772	10,373	0.7%	1,459,772	12,414	0.9%
Males	1,541,472	22,813	1.5%	1,541,472	26,884	1.7%
Black	151,972	2,508	1.7%	151,972	3,086	2.0%
Hispanic	1,687,995	19,339	1.1%	1,687,995	22,342	1.3%
Asian	292,896	2,864	1.0%	292,896	3,408	1.2%
White	618,818	5,727	0.9%	618,818	7,081	1.1%
American Indian or Alaska Native	13,046	180	1.4%	13,046	222	1.7%
Filipino	71,177	963	1.4%	71,177	1,161	1.6%
Native Hawaiian or Pacific Islander	12,785	149	1.2%	12,785	178	1.4%
Two or more races	154,170	1,459	0.9%	154,170	1,825	1.2%
English learners	537,700	8,691	1.6%	537,700	10,075	1.9%
Economically disadvantaged	1,798,571	21,325	1.2%	1,798,571	24,496	1.4%

Table 6. CAA for Mathematics Participation Rates by Student Group

Student Group	Number of Students Assessed, 2022	Number of Eligible Students Assessed with CAA, 2022	Percentage of Eligible Students Assessed with CAA, 2022	Number of Students Assessed, 2023 (estimate based on number of students assessed in prior year)	Number of Eligible Students Assessed with CAA, 2023 (estimate based on 2022 test registration)	Percentage of Eligible Students Assessed with CAA, 2023 (estimate)
All Students	3,006,461	32,989	1.1%	3,006,461	39,303	1.3%
Females	1,461,080	10,310	0.7%	1,461,080	12,414	0.8%
Males	1,543,773	22,676	1.5%	1,543,773	26,884	1.7%
Black	151,202	2,479	1.6%	151,202	3,086	2.0%
Hispanic	1,690,865	19,239	1.1%	1,690,865	22,342	1.3%
Asian	294,569	2,844	1.0%	294,569	3,408	1.2%
White	618,168	5,699	0.9%	618,168	7,081	1.1%
American Indian or Alaska Native	13,003	176	1.4%	13,003	222	1.7%
Filipino	71,044	955	1.3%	71,044	1,161	1.6%
Native Hawaiian or Pacific Islander	12,764	148	1.2%	12,764	178	1.4%
Two or more races	154,846	1,449	0.9%	154,846	1,825	1.2%
English learners	549,111	8,653	1.6%	549,111	10,075	1.8%
Economically disadvantaged	1,799,459	21,189	1.2%	1,799,459	24,496	1.4%

Table 7. CAA for Science Participation Rates by Student Group

Student Group	Number of Students Assessed, 2022	Number of Eligible Students Assessed with CAA, 2022	Percentage of Eligible Students Assessed with CAA, 2022	Number of Students Assessed, 2023 (estimate based on number of students assessed in prior year)	Number of Eligible Students Assessed with CAA, 2023 (estimate based on 2022 test registration)	Percentage of Eligible Students Assessed with CAA, 2023 (estimate)
All Students	1,564,213	14,653	0.9%	1,564,213	20,136	1.3%
Females	761,085	4,801	0.6%	761,085	6,613	0.9%
Males	801,964	9,851	1.2%	801,964	13,521	1.7%
Black	77,249	1,057	1.4%	77,249	1,603	2.1%
Hispanic	877,439	8,769	1.0%	877,439	11,532	1.3%
Asian	154,489	1,133	0.7%	154,489	1,643	1.1%
White	329,446	2,598	0.8%	329,446	3,778	1.1%
American Indian or Alaska Native	6,785	72	1.1%	6,785	100	1.5%
Filipino	40,525	418	1.0%	40,525	592	1.5%
Native Hawaiian or Pacific Islander	6,744	69	1.0%	6,744	84	1.2%
Two or more races	71,536	537	0.8%	71,536	804	1.1%
English learners	216,500	3,478	1.6%	216,500	4,694	2.2%
Economically disadvantaged	919,532	9,473	1.0%	919,532	12,483	1.4%

Requirement 3—34 CFR Section 200.6(c)(4)(iii): Provide assurances that the state has verified that each local educational agency (LEA) that the state anticipates will assess more than 1.0 percent of its assessed students in a subject using the AA-AAAS followed the state's guidelines for students with the most significant cognitive disability.

California has all LEAs in the state submit a two-page One Percent Justification Survey. Part A of the form is completed by all the LEAs and provides participation projections for the spring assessment administration. If the LEA is anticipating to exceed the 1.0 percent threshold of students who would be assessed using the AA-AAAS, the LEA is required to complete Part B and provide a written justification. The CDE's One Percent Threshold on Alternate Assessments web page at <https://www.cde.ca.gov/ta/tg/ca/aaonepercent.asp> provides information on this requirement.

The justification form includes assurances that the LEA has ensured that its educators have been trained on the state guidelines and that individual education program (IEP) teams are adhering to the state's identified criteria of eligibility in making participation decisions for students who participate in the AA-AAAS. Allowance is made for the LEA to provide further explanation of the reasons for exceeding the 1.0 percent cap.

By submitting the justification form, the LEA certifies that eligible students identified to take the CAAs have met the criteria below (34 CFR Section 200.6) for students with the most significant cognitive disabilities enrolled in the LEA.

- All students identified for alternate assessment have been determined to be the most significantly cognitively impaired, including factors related to cognitive functioning and adaptive behavior, within the LEA.
- All students identified for alternate assessment have been shown to require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging state alternate academic achievement content standards for the grade in which the student is enrolled.
- Students with the most significant cognitive disabilities are not identified solely on the basis of the student's previous low academic achievement or the student's previous need for accommodations to participate in general state or districtwide assessments.

Requirement 4—(\$200.6[c][4][iv]): Submit a plan and timeline by which the following will be accomplished: (A) State will improve the implementation of its participation guidelines, including if necessary, revising its definition of "students with the most significant cognitive disabilities"; (B) State will take additional steps to support and provide appropriate oversight to each LEA that the state anticipates will assess more than 1.0 percent with the AA-AAAS to ensure that only students with the most

significant cognitive disabilities take the AA-AAAS (this must include a description of how the state will monitor and regularly evaluate each of these LEAs to ensure that the LEA provides sufficient training for IEP team members); and (C) state will address any disproportionality in the percentage of students taking the AA-AAAS.

California's Waiver Plan for 2022–23

The state will continue to meet all other requirements of Section 1111 of the ESEA as well as implement regulations with respect to all state-determined academic standards and assessments, including reporting student achievement and school performance disaggregated by student groups to parents and the public.

The state plan and timeline intended to address the reduction of percentages exceeding the 1.0 percent cap of alternate assessment participation will be included, pursuant to the additional federal requirements detailed in 34 *CFR* Section 200.6(c)(4). This plan will also include clarification of state guidelines, professional development, oversight, and support for identified areas of need. Consistent with the plan submitted in this waiver request, the CDE will implement system improvements and monitor future administrations to avoid exceeding the 1.0 percent cap.

- A. A clear description of how the state will improve the implementation of its guidelines for participation in the AA-AAAS, including by reviewing the definition of students with the most significant cognitive disabilities (see 34 *CFR* 200.6[c][4][iv][A]), so that the state meets the 1.0 percent cap in each subject for which assessments are administered in future school years.

The CDE revised its guidelines to clarify that students identified with a specific learning disability do not meet the criteria for identification as significantly cognitively impaired. The guidelines also clarify that a student who is registered for the alternate assessment in one subject must take the alternate assessment for all eligible subjects. This revised guidance has been added to the state decision-making tool.

The Alternate Assessment Decision Confirmation Worksheet is posted on the CDE CAAs for ELA and Math web page at <https://www.cde.ca.gov/ta/tg/ca/altassessment.asp> and on the CDE CAA for Science web page at <https://www.cde.ca.gov/ta/tg/ca/caascience.asp>. The decision to participate in the CAAs is made by students' IEP team and documented accordingly in each student's IEP. The CDE also created the following accompanying resources for IEP teams:

- “IEP Teams Resources” flyer, which provides information on identifying the correct assessment for students and identifying appropriate accessibility resources for students (<https://www.cde.ca.gov/ta/tg/sa/documents/iepedresource.pdf>)

- “Alternate Assessment IEP Team Guidance,” which provides basic information on alternate assessments in California and specific participation criteria (<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>)

B. A clear description of how it will monitor and regularly evaluate each LEA to ensure that the LEA provides sufficient training such that school staff who participate as members of an IEP team or other placement team understand and implement the guidelines established by the state for participation in an AA-AAAS so that all students are appropriately assessed (see 34 *CFR* 200.6[c][4][iv][B]).

The CDE will annually monitor and address all LEAs that have exceeded the 1.0 percent threshold on participation in the AA-AAAS. Current CDE procedures require all LEAs to report their specific participation rates regardless of whether they have exceeded the threshold. The CDE will engage with LEAs that exceeded the 1.0 percent threshold. That engagement may include the dissemination of information on the appropriate identification of students, the dissemination of general IEP team guidance, the use of targeted strategies for confirming and reducing participation rates in the alternate assessment, and the use of potential findings of noncompliance.

C. A clear description of how the state will address any disproportionality in the percentage of students taking an AA-AAAS as identified through the data provided (see 34 *CFR* 200.6[c][4][iv][C]).

To determine a risk for disproportionality, the CDE will examine the participation in the CAAs of each subgroup compared to the participation in the CAAs of students not in the subgroup. The analysis of this risk will identify whether any of the subgroups are more likely than others not in the subgroup to participate in the CAAs. Information from this analysis will provide the CDE with anticipated participation and potential risk of disproportionality of student subgroups taking the CAAs. In turn, this information will be used to provide the basis for engaging affected LEAs to provide oversight and monitoring through the implementation of the CDE’s monitoring requirements under 34 *CFR* 300.600.

California's Timeline

Description of Activity	2022 Completion Date	2023 Completion Date
1. Presentation to the Advisory Commission for Special Education for awareness and input	February 2022	February 2023
2. Presentation of 1.0 percent threshold requirements to LEA coordinators at the annual statewide Assessment Information Meeting	August 2022	August 2023
3. Notification to LEA superintendents about the requirement to test all students and the importance of reporting and providing justification for potentially exceeding the 1.0 percent threshold; Administration of the 1.0 Percent Threshold Survey to LEAs https://www.cde.ca.gov/ta/tg/ca/caaonepercent.asp	August–September 2022	August–September 2023
4. Analysis of assessment data to identify LEAs that exceeded the 1.0 percent cap and did not complete the 1.0 Percent Threshold Survey	Fall 2022	Fall 2023
5. Submission of the request for a waiver of the 1.0 percent cap if a review of the spring 2022 administration data indicates a need for such a request	Fall 2022	Fall 2023
6. Review of guidelines and provision of guidance on eligibility for participation in the AA-AAAS included as part of pretest workshops throughout the state to ensure the appropriate identification of students for alternate assessments	September 2021–February 2022	September 2022–February 2023
7. Review of data to determine LEAs exceeding the 1.0 percent cap and potential disproportionality; engage with LEAs that exceed the 1.0 percent cap and/or indicate potential disproportionality	January 2022–July 2022	January 2023–July 2023

D. Fulfillment of requirements in Section 8401 of the ESEA related to public comment.

California provided to the public and to LEAs notice and reasonable time for comment in the manner in which California customarily provides similar notice and opportunity for comment. The agenda for the July 2022 SBE meeting was uploaded 10 days prior to the SBE's monthly meeting along with any supporting materials that were electronically available. All supporting materials for the agenda items were available for public inspection at the SBE, 1430 N Street, Suite 5111, Sacramento, California, 95814. Public comments that impact this waiver will be included before submission to the ED.

From: [Joseph Saenz](#)
To: [Peasley, Donald](#)
Cc: [Mao Vang](#); [OESE.ESEA.Assessment](#)
Subject: RE: [EXTERNAL] RE: California 2023 1.0% CAA Waiver Request
Date: Monday, October 24, 2022 7:18:51 PM
Attachments: [image001.png](#)

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello Don,

We can confirm that there were no public comments received.

Thank you,
Joe

From: Peasley, Donald <Donald.Peasley@ed.gov>
Sent: Monday, October 24, 2022 7:01 AM
To: Joseph Saenz <JSaenz@cde.ca.gov>
Cc: Mao Vang <MVang@cde.ca.gov>; OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>
Subject: [EXTERNAL] RE: California 2023 1.0% CAA Waiver Request

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Good morning again.

In reviewing the waiver request there is a reference made to public comment gathered as part of the board meeting where the request was reviewed.

Could you please provide the public comments that were received (it is a required part of these waiver requests)? If no public comments were received, could you confirm that in an email reply?

Thanks

Don
Donald Peasley, Ph.D.
Assessment Team Lead, School Support and Accountability (SSA)
Office of Elementary and Secondary Education (OESE)
US Department of Education
Donald.peasley@ed.gov Ph. 202 453 7982

Email the OESE Assessment team at ESEA.Assessment@ed.gov
See ED Standards and Assessments Information at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/standards-and-assessments/>

From: Joseph Saenz <JSaenz@cde.ca.gov>
Sent: Friday, October 21, 2022 7:31 PM
To: OESE.ESEA.Assessment <ESEA.Assessment@ed.gov>
Cc: Sara Pietrowski <SPietrowski@sbe.ca.gov>; Linda Darling-Hammond <ldh@educationresearch.org>; Tony Thurmond <TThurmond@cde.ca.gov>; Mary Nicely <MNicely@cde.ca.gov>; Mao Vang <MVang@cde.ca.gov>; Amy Tang-Paterno <ATangPaterno@cde.ca.gov>; Chad Portney <CPortney@cde.ca.gov>; Brooks Allen <BrAllen@sbe.ca.gov>; Mao Vang <MVang@cde.ca.gov>; Linda Hooper <LHooper@cde.ca.gov>; Cheryl Cotton <CCotton@cde.ca.gov>; Mao Vang <MVang@cde.ca.gov>; Malia Vella <MVella@cde.ca.gov>
Subject: California 2023 1.0% CAA Waiver Request

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Good Afternoon,

Attached to this e-mail you will find California's 2023 1.0% CAA Waiver request letter. Please let me know if you have any questions.

Have a wonderful day.

Sincerely,
Joe Saenz

Joseph Saenz
Federal Policy Liaison
1430 N Street, Sacramento, CA 95814
Phone: 916-591-6391|Email: JSaenz@cde.ca.gov

