



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

January 12, 2022

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

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

Dear Superintendent Thurmond and Dr. Darling-Hammond:

I am writing in response to the California's request to the U.S. Department of Education (Department) on November 17, 2021, to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving California's amended State plan. A summary of the California's amendment is enclosed. This letter, as well as California's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend California's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please note the submission of the approved amendment regarding how low-income and minority students in Title I, Part A schools are not served at a disproportionate rate by ineffective teachers to the consolidated State plan also fulfills the terms of the condition the Department placed on California's Title I, Part A grant in a letter dated July 12, 2018. As a result of the approval of this amendment, the condition is removed.

As a reminder, California assured in its request to waive accountability, school identification, and related reporting requirements for school year 2020-2021 that it will next identify schools for comprehensive, targeted, and additional targeted support and improvement in fall 2022 based on its system of annual meaningful differentiation for school year 2021-2022.

Finally, please be aware that approval of this amendment to California's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with

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

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

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Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is California's responsibility to comply with these civil rights requirements.

Thank you for all of the work that California has put into its consolidated State plan under the ESEA. If you need any assistance regarding the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,



Ian Rosenblum  
Deputy Assistant Secretary for Policy and Programs  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary

Enclosure

cc: Joseph Saenz, California Department of Education

**Amendment to the California Consolidated State Plan**

The following is a summary of California’s amendment request. Please refer to the Department’s website <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/> for California’s complete consolidated State plan.

- *Disproportionate Rate of Access to Educators*  
California amended its plan to provide information on access to ineffective teachers for: Title I schools by quartiles of percentage of minority student enrollment, Title I schools by quartiles of percentage of socioeconomically disadvantaged student enrollment, and Title I and non-Title I schools overall alongside information on socioeconomically disadvantaged student enrollment.