

Teacher Supply in California 2018-19

A Report to the Legislature

(submitted pursuant to AB471 chap 381, stats. 1999)

Commission on Teacher Credentialing

April 2020

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Executive Summary

Determining teacher supply in California is essential for policymakers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Education Code §44225.6 (Assembly Bill 471, Chap. 381, Stats. 1999) requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, authorizations, permits and waivers. The report includes the type and number of documents initially issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2018-19. The report responds to the requirements specified in statute and provides a tool for policymakers and others interested in teacher supply.

This report is organized with the following headings:

- Teacher Supply Data: New Teaching Credentials Issued in California
- New Teaching Credentials Issued by Type
- Distribution of Credentials Issued by Preparation Pathway and Type of Program Sponsor
- Teachers Prepared Through Alternative Certification Pathways (Intern Programs)
- Other Types of Teaching Credentials Issued (Career Technical Education and Designated Subjects Special Subjects)
- Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data
- Number of English Learner Authorizations Issued
- Number of Teaching Permits and Waivers Issued
- Comparison of Fully Credentialed Teachers Serving in California Public Schools versus New Intern Credentials, Permits, and Waivers Issued
- Demographic Data: Average Age for Holders of New Teaching Credentials
- Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce
- Teacher Demand: Estimated Teacher Hires by Region, County, and Subject Areas

Overall findings for the fiscal year 2018-19 are summarized below:

- There was a small increase in the number of newly issued credentials for both Multiple Subject and Single Subject credentials while there was a decrease for Education Specialist credentials.
- After a steady decline in the total number of initial teaching credentials for the past several years, 2018-19 was the fifth year in which there was a small increase over the prior year. The number of initial teaching credentials issued in 2018-19 was higher than the number of initial credentials issued five years ago.
- There was an increase in the number of teaching permits (Short-Term Staff Permit, Provisional Intern Permit, and Limited Teaching Assignment Permit) issued and based on these data it was estimated that there was a decrease of 0.2 percent in the number of fully credentialed teachers serving in California public schools.

Teacher Supply in California, 2018-19

A Report to the Legislature

Introduction

This report provides information on Multiple Subject, Single Subject, and Education Specialist credentials awarded by the Commission in 2018-19. The report also includes information on other certificates, authorizations, permits and waivers issued in 2018-19. The summary tables are presented within the report and detailed data tables are provided in the [Appendix](#). Additional information is available in the dashboards at [Educator Supply Dashboards](#).

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Background

Education Code §44225.6 requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually regarding teacher supply in California. The requirements of the report are detailed in Education Code §44225.6 (see page 29 of this item) and must include the following:

- (1) The number of individuals recommended for credentials by institutions of higher education and each type of credential, certificate, or authorization for which they were recommended, including authorizations issued pursuant to Sections 44253.3 and 44253.4.
- (2) The number of individuals recommended by school districts operating district internship programs and each type of credential, certificate, or authorization for which they were recommended, including authorizations issued pursuant to Sections 44253.3 and 44253.4.
- (3) The number of individuals receiving an initial credential based on a program completed outside of California and each type of credential, certificate, or authorization for which they were recommended, including authorizations issued pursuant to Sections 44253.3 and 44253.4.
- (4) The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).
- (5) The number of individuals receiving the certificate of completion of staff development in methods of specially designed content instruction delivered in English pursuant to subdivision (d) of Section 44253.10 and, separately, pursuant to paragraph (1) of subdivision (e) of Section 44253.11.
- (6) Statewide, by county, and by school district, the number of individuals serving in the following capacities and as a percentage of the total number of individuals serving as teachers statewide, in the county, and in the school district:
 - (A) University internship.
 - (B) District internship.
 - (C) Preinternship.
 - (D) Emergency permit.
 - (E) Credential waiver.
 - (F) Preliminary or clear credential.
 - (G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) by category of authorization.
 - (H) An authorization issued pursuant to Section 44253.3.
 - (I) Certificates or authorizations issued pursuant to Section 44253.3, 44253.4, 44253.10, or 44253.11, if available.
 - (J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under Section 44253.3, 44253.4, 44253.10, or 44253.11, or under another statute, if available. The commission may utilize data from the department's Annual Language Census Survey to report the data required pursuant to this paragraph.
- (7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.

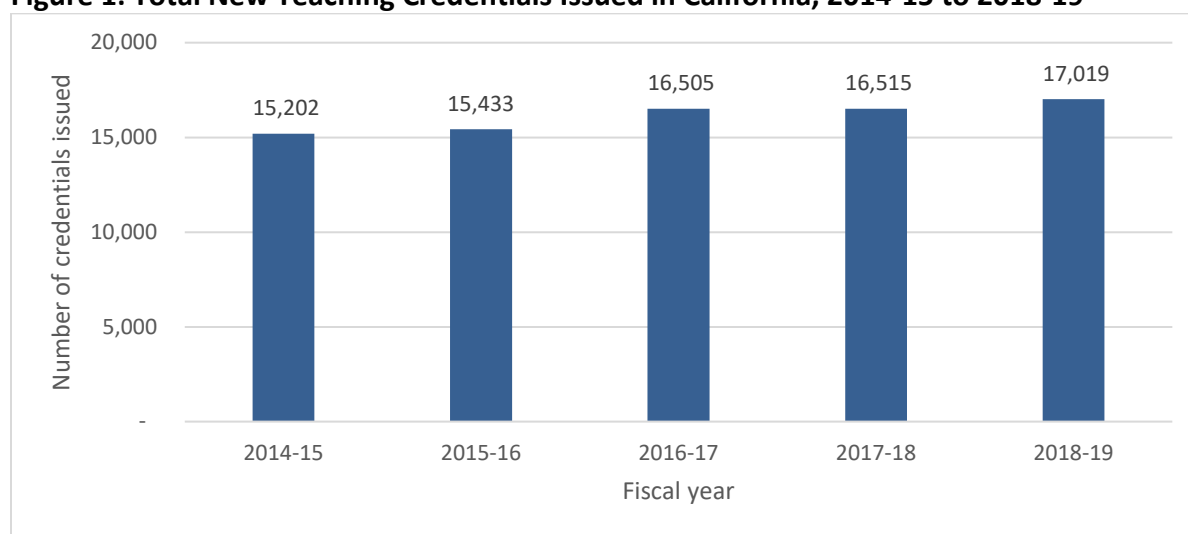
Teacher Supply Data: New Teaching Credentials Issued in California

Teachers may earn a California teaching credential through a variety of programs offered by an institution of higher education (IHE) or through intern programs offered by a school district, county office of education, or a consortium of local education agencies (LEAs). All teacher

preparation programs must meet the same teacher preparation standards and be accredited by the Commission. Teachers prepared in other states may obtain a California credential based on their certification in another state or with different options available depending on their years of teaching experience. In 2007, Senate Bill (SB) 1209 (Chap. 517, Stats. 2006) streamlined the process for teachers prepared out-of-state to obtain a credential in California.

Figure 1 shows the numbers of teachers initially issued a California teaching credential for fiscal years 2014-15 through 2018-19. The numbers reflect the number of teachers earning a first time or new type of credential, which may not be their initial credential in California. There has been a steady increase in the number of new teaching credentials issued in the past five years.

Figure 1: Total New Teaching Credentials Issued in California, 2014-15 to 2018-19



The following tables show the types of teaching credentials earned in California through the various pathways – California IHE programs, school district/county office of education programs, and teachers prepared in other states and countries. Each table presents data for the past five years and the last column in each table indicates the percent change in the number of teaching credentials issued between 2017-18 and 2018-19.

Table A displays the number of new teaching credentials issued for the past five years. In 2018-19, California IHE programs issued 12,787 credentials, California District Intern programs issued 553 credentials, and 3,679 credentials were issued to teachers who were prepared Out-of-State/Out-of-Country. In 2018-19, the number of new credentials issued for California IHE-prepared increased by five (5) percent and for California District-Prepared by 35.5 percent. There was a decrease of 6.4 percent in the number of credentials issued to Out-of-State/Out-of-Country-Prepared teachers. Overall, when all three pathways are combined, there was an increase of 3.1 percent in the number of new teaching credentials between 2017-18 and 2018-19.

Table A: New Teaching Credentials Issued in California by Pathway, 2014-15 to 2018-19

Pathway Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
California IHE-Prepared*	11,215	11,105	11,752	12,178	12,787	5.0%
District-Prepared**	308	346	570	408	553	35.5%
Out-of-State/ Out-of-Country Prepared	3,679	3,982	4,183	3,929	3,679	-6.4%
Total	15,202	15,433	16,505	16,515	17,019	3.1%

*IHE prepared includes both traditional and intern delivery models.

**District prepared includes only the intern delivery model.

This report focuses on three basic types of teaching credentials issued by the Commission for service in K-12 academic settings:

- Multiple Subject teaching credentials authorize service in self-contained classrooms that are commonly offered in most elementary schools and in core settings offered in grades 5 through 8;
- Single Subject teaching credentials authorize service in departmentalized classes that are most commonly offered in middle and high schools; and
- Education Specialist Instruction credentials authorize special education instruction in a variety of settings for students with special needs.

Table B below displays the number of credentials issued by three types of teaching credentials for the past five years. In 2018-19, there were 5,453 Multiple Subject, 5,053 Single Subject, and 2,281 Education Specialist credentials issued. There is an increasing pattern for Multiple Subject and Single Subject teaching credentials: 3.2 percent and 11.1 percent, respectively. Education Specialist credentials issued showed a decrease of 2.7 percent. Overall, when all three types of teaching credentials are combined, there was an increase of five (5) percent between 2017-18 and 2018-19.

Table B: New Teaching Credentials Issued by California Institutions of Higher Education,* 2014-15 to 2018-19

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Multiple Subject	4,710	4,667	5,071	5,283	5,453	3.2%
Single Subject	4,312	4,416	4,477	4,550	5,053	11.1%
Education Specialist	2,193	2,022	2,204	2,345	2,281	-2.7%
Total	11,215	11,105	11,752	12,178	12,787	5.0%

*IHE prepared includes both traditional and intern delivery models.

Detailed information on types of credentials issued by higher education segments and individual higher education institutions is available in Table 1 of the Appendix.

Table C provides data on the number of teaching credentials issued to individuals who were prepared within a district/county office of education intern program. In 2018-19, there were 154 Multiple Subject, 150 Single Subject, and 249 Education Specialist credentials issued. There was an increase for all three types of teaching credentials: 2.7 percent for Multiple Subject teaching credentials, 70.5 percent for Single Subject, and 46.5 percent for Education Specialist credentials. Overall, when all three types of teaching credentials are combined, there was an increase of 35.5 percent between 2017-18 and 2018-19.

Table C: New Teaching Credentials Issued by Type for Candidates Prepared in District/County Office of Education Intern Programs, 2014-15 to 2018-19

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Multiple Subject	37	56	82	150	154	2.7%
Single Subject	75	92	108	88	150	70.5%
Education Specialist	196	198	380	170	249	46.5%
Total	308	346	570	408	553	35.5%

Detailed information on types of credentials issued by district/county office of education intern programs is available in Table 2 of the Appendix.

Table D provides data on the number of credentials issued to teachers who were trained Out-of-State and Out-of-Country. In 2018-19, there were 1,518 Multiple Subject, 1,435 Single Subject, and 726 Education Specialist credentials issued to these applicants. There were decreases for Multiple Subject and Single Subject teaching credentials: 8.3 percent and 10.6 percent, respectively. However, there was an increase of 8.7 percent for Education Specialist credentials issued. Overall, when all three types of teaching credentials are combined, there was a decrease of 6.4 percent between 2017-18 and 2018-19.

Table D: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2014-15 to 2018-19

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Multiple Subject	1,532	1,713	1,756	1,656	1,518	-8.3%
Single Subject	1,572	1,623	1,709	1,605	1,435	-10.6%
Education Specialist	575	646	718	668	726	8.7%
Total	3,679	3,982	4,183	3,929	3,679	-6.4%

Detailed information on types of credentials issued by Out-of-State and Out-of-Country prepared teachers is available in Table 3 of the Appendix.

New Teaching Credentials Issued by Type

This section of the report focuses on three basic types of new teaching credentials issued by the Commission for service in California’s K-12 classrooms: Multiple Subject, Single Subject, and Education Specialist credentials. As shown in Table E below, of the 17,019 new credentials issued in 2018-19, new Multiple Subject teaching credentials comprised 41.9 percent, Single Subject teaching credentials comprised 39 percent, and Education Specialist teaching credentials comprised the remaining 19.1 percent of the total.

Table E: New Teaching Credentials Issued by Type, All Preparation Pathways, 2018-19

Credential Type	Number Issued	Percent of Total
Multiple Subject	7,125	41.9%
Single Subject	6,638	39.0%
Education Specialist	3,256	19.1%
Total	17,019	100.0%

Distribution of Credentials Issued by Preparation Pathway and Type of Program Sponsor

Table F displays the number of initial credentials by preparation pathway. There are two sub-pathways for California IHE-Prepared: the student teaching (traditional) pathway or the alternative (intern) pathway. In the District/County Office Prepared pathway, teacher candidates go through intern programs sponsored by LEAs. In the third pathway, initial credentials are issued to teachers who are trained Out-of-State or Out-of-Country.

California IHEs prepared three-fourths (75.1 percent) of the newly credentialed teachers in California during fiscal year 2018-19. Of the 75.1 percent, 53.1 percent came through the student teaching (traditional) pathway and 22 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in California comprised 21.6 percent, and the remaining 3.3 percent of teachers were prepared through District/County Office Intern programs.

Table F: New Credentials Issued by Preparation Pathway and Credential Type, 2018-19

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Number of Total credentials	Percent of Total
California IHE-Prepared (Traditional)	4,349	3,868	819	9,036	53.1%
California IHE-Prepared (Intern)	1,104	1,185	1,462	3,751	22.0%
District/County Office Prepared (Intern)	154	150	249	553	3.3%
Out-of-State/Out-of-Country-Prepared	1,518	1,435	726	3,679	21.6%
Total	7,125	6,638	3,256	17,019	100.0%

Table G below displays the distribution of new teaching credentials by preparation pathways for the past five years. More than half were prepared through the California IHE traditional pathway and more than one-fifth through the California university intern pathway. For the California traditional pathway, there has been a decrease of seven (7) percent in the past five

years, from 60 percent in 2014-15 to 53 percent in 2018-19. For the California university intern pathway, there has been an increase of eight (8) percent in the past five years, from 14 percent in 2014-15 to 22 percent in 2018-19. The district intern pathway stayed steady at between two (2) and three (3) percent of the total new teaching credentials issued. For the Out-of-State/Out-of-Country prepared pathway, there was a decrease of two (2) percent in the past five years, from 24 percent in 2014-15 to 22 percent in 2018-19.

Table G: New Credentials Issued by Preparation Pathway, 2014-15 to 2018-19

Preparation Pathway	2014-15	2015-16	2016-17	2017-18	2018-19
California IHE-Prepared (Traditional)	60%	57%	54%	52%	53%
California IHE-Prepared (Intern)	14%	16%	18%	22%	22%
District/County Office Prepared (Intern)	2%	2%	3%	3%	3%
Out-of-State/Out-of-Country-Prepared	24%	25%	25%	24%	22%
Total	100%	100%	100%	100%	100%

Table H below provides data on the number of new credentials issued by California IHE colleges and universities. Of the three IHE systems – California State University (CSU), University of California (UC), and Private/Independent colleges and universities – the CSU system prepared nearly half (46.8 percent) of the new credentials in fiscal year 2018-19. Private/Independent Colleges and Universities prepared about another half (46.2 percent) and UC institutions prepared seven (7) percent of the new teachers.

Table H: New Teaching Credentials Issued by Type of Higher Education System, 2018-19

IHE Segment Type	Number of Total new credentials issued	Percent of Total new credentials issued
California State University	5,983	46.8%
University of California	895	7.0%
Private/Independent College and Universities	5,909	46.2%
Total	12,787	100.0%

Teachers Prepared Through Alternative Pathways (Intern Programs)

California offers a variety of preparation pathways to provide flexibility for individuals interested in becoming teachers. The traditional pathway to teaching typically comprises up to two years of post-baccalaureate preparation courses, including field experience and student teaching or teacher residency. Alternative pathways such as intern delivery models allow subject matter-competent candidates to complete preservice preparation and begin service as the teacher of record in a paid position while completing the additional preparation coursework and field experience.

Many IHEs offering teacher preparation programs also offer an intern program, while a school district, county office of education, or a consortium of LEAs may only offer intern preparation programs. All programs must meet the same Commission-adopted standards and must be

approved by the Commission. Each program must demonstrate how it prepares interns prior to their classroom service as well as how the program’s interns are supervised, mentored and assessed in addition to providing continued teacher preparation coursework for the interns.

Table I below displays the number of intern credentials issued based on both IHE and school district/county office of education (COE) programs over a five-year period. In 2018-19, there were 4,346 university intern and 818 district intern credentials issued. There has been a steady increase in the past five years for university intern credentials. After a steady increase in the first four years there was a decline between 2017-18 and 2018-19 for the district/COE intern credentials. The number of university intern numbers increased by 7.6 percent while the district/COE intern credentials decreased by 7.4 percent. Overall, when both types of intern credentials are combined, there was an increase of 4.9 percent between 2017-18 and 2018-19.

Table I: New Intern Credentials Issued in California, 2014-15 to 2018-19

Intern Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
University Intern	2,459	3,222	3,771	4,039	4,346	7.6%
District/COE Intern	484	571	585	883	818	-7.4%
Total	2,943	3,793	4,356	4,922	5,164	4.9%

Intern programs may be one, two or three years in length. Intern credentials are issued for a length of two years (three years for an Education Specialist District Intern). Therefore, the data in Table I represents only those intern credentials initially issued in that fiscal year, and not the total population of interns holding a valid document and serving in California public schools. Upon successful completion of an intern program, candidates are recommended for a preliminary teaching credential.

Detailed information on types of intern credentials issued by higher education systems and individual IHEs are available in Table 1A of the Appendix.

Other Types of Teaching Credentials Issued: Designated Subjects Career Technical Education (CTE) Teaching Credentials

Substantial changes have been made to both the structure and the requirements for the issuance of Designated Subjects (DS) teaching credentials over the past five years. Previously, the Commission issued DS Vocational Education teaching credentials in 175 different subject areas aligned with a variety of occupations. The provisions of Senate Bill 52 (Chap. 520, Stats. 2007) and Senate Bill 1104 (Chap. 576, Stats. 2008), as well as several recommendations made by the Commission-appointed Career Technical Education (CTE) advisory panel, led to significant changes and restructuring for these credentials. The most significant changes included an update in the title from (DS) Vocational Education to Career Technical Education and a reduction of the 175 vocational subjects listed on the DS Vocational Education teaching credential to 15 broad “industry sectors.” During the transition between the various bills and regulations, the Commission issued eight different types of Designated Subjects CTE and Vocational Education teaching credentials between January 1, 2009 and August 31, 2013.

Since January 1, 2009, the Commission has had the authority to issue a Three-Year Preliminary DS CTE Teaching Credential upon recommendation by a CTE program sponsor approved under the revised standards. The *Standards of Quality and Effectiveness for Career Technical Education Teachers* were adopted by the Commission in August 2008. This report focuses on data only for the DS CTE teaching credential issued in the 15 industry sectors.

The **Preliminary** Designated Subjects CTE teaching credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults in career technical education, trade or vocational courses. The **Clear** Designated Subjects CTE teaching credential retains the same authorization but also includes an authorization to provide Specially Designed Academic Instruction in English (SDAIE) for students identified as English learners within career technical education, trade or vocational courses.

The Preliminary credential is valid for three years, providing time for the educator to complete a Commission-accredited program and all requirements for the Clear credential. The Clear credential is valid for five years and must be renewed every five years.

Available subjects, also known as “industry sectors” are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Table J below provides data on the number of preliminary CTE credentials issued in the past five years. There was a steady increase in the first three years, but the number has been decreasing starting with 2017-18. The number of preliminary credentials issued decreased by 6.8 percent between 2017-18 and 2018-19. For additional information, see the [CTE Dashboards](#).

Table J: CTE Credentials Issued: 2014-15 to 2018-19

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Preliminary	1,247	1,432	2,129	1,937	1,806	-6.8%

Note: The Preliminary credential is issued after 3 years work experience and early orientation.

Table K below displays the number of preliminary CTE credentials issued by industry sectors in 2018-19. More than 1,800 CTE preliminary credentials were issued in 15 different industry sectors in 2018-19. Nearly one-fifth of CTE credentials were issued in the industry sector of Arts, Media, and Entertainment (17.1 percent), followed by Information and Communication Technologies (12.2 percent), Education, Child Development, and Family Services (11.7 percent), Business and Finance (11.6 percent), and Health Science and Medical Technology (11.5 percent). Together these five industry sectors accounted for two-thirds of the CTE credentials issued in 2018-19. The following five industry sectors – Marketing, Sales, and Service (7.6 percent), Building and Construction Trades (4.7 percent), Engineering and Architecture (4.5 percent), and Public Service (4.2 percent), Hospitality, Tourism, and Recreation (4.0 percent) - accounted for one-fourth of the credentials issued. The remaining credentials were issued in the following five industry sectors: Manufacturing and Product Development (3.7 percent), Agriculture and Natural Resources (2.4 percent), Transportation (2.1 percent), Energy, Environment and Utilities (1.4 percent), and Fashion and Interior Design (1.3 percent) of the credentials issued.

Table K: CTE Preliminary Credentials Issued by Industry Sectors, 2018-19

Name of Industry Sector	Percent of CTE credentials issued by Industry Sector
Agriculture and Natural Resources	2.4%
Arts, Media, and Entertainment	17.1%
Building and Construction Trades	4.7%
Business and Finance	11.6%
Education, Child Development, and Family Services	11.7%
Energy, Environment, and Utilities	1.4%
Engineering and Architecture	4.5%
Fashion and Interior Design	1.3%
Health Science and Medical Technology	11.5%
Hospitality, Tourism, and Recreation	4.0%
Information and Communication Technologies	12.2%
Manufacturing and Product Development	3.7%
Marketing, Sales, and Service	7.6%
Public Services	4.2%
Transportation	2.1%

Other Types of Teaching Credentials Issued: Designated Subjects Special Subjects Credentials

The Designated Subjects Special Subjects (DSSS) teaching credentials (Preliminary or Clear) authorizes the holder to teach the subject named on the credential in grades K-12 inclusive, and

in classes organized primarily for adults in six special subjects: Aviation Flight Instruction; Aviation Ground Instruction; Basic Military Drill (BMD); Reserve Officers Training Corps (ROTC); Driver Education and Training; and Limited Driver Training. The majority of DSSS teachers serve in middle school and high school settings.

Changes in regulations for DSSS Teaching Credentials became effective as of January 1, 2015. Candidates for an initial preliminary DSSS credential with a requested issuance date of January 1, 2015 or later must now complete a Commission-approved CTE program of individualized preparation for Preliminary and Clear DSSS credentials. Commission-approved CTE program sponsors have the option of offering the personalized preparation for the DSSS candidates aligned with the CTE program standards. Individuals completing the personalized CTE program will also earn the SDAIE authorization on their Clear credential for serving students identified as English learners.

Table L below provides data on the number of DSSS credentials issued in the past five years. The number of credentials is fairly small and stayed steady for the five years, with a decrease (18 percent) in the number between 2017-18 and 2018-19. For additional information, see the [Designated Subjects Dashboard](#).

Table L: Designated Subjects Special Subjects (DSSS) Credentials Issued: 2014-15 to 2018-19

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Preliminary	51	51	51	61	50	-18.0%

Table M below displays preliminary DSSS credentials issued by subject area. ROTC represents the highest number of all DSSS credentials issued in each of the five years.

Table M: Designated Subjects Special Subjects (DSSS) Credentials Issued by Subject

Credential Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Aviation Flight Instruction	0	2	0	1	1	0.0%
Aviation Ground Instruction	0	1	1	1	1	0.0%
Basic Military Drill	8	4	7	4	2	-50.0%
Limited Driver Training	0	0	1	0	0	0.0%
Reserve Officer Training	43	46	42	56	46	-17.9%

Note: Data include preliminary credentials only.

As the number of credentials is small, the percentage change should be viewed with caution.

Effective January 1, 2015, holders of a DSSS teaching credential in BMD or ROTC may elect to add a Special Teaching Authorization (STA) in Physical Education upon completion of specified requirements. The STA in Physical Education added to a DSSS credential in BMD or ROTC will provide the holder with a distinct physical education authorization limited to the areas of basic military drill and physical fitness training. The STA does not authorize instruction in any physical education courses that are offered outside of BMD and ROTC programs.

Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data

Tracking teacher preparation program enrollment can serve as one indicator of potential future teacher supply in California. Federal Title II regulations require all states to report data on teacher preparation. The enrollment data for all California teacher preparation programs for the past five years is provided in Table N.

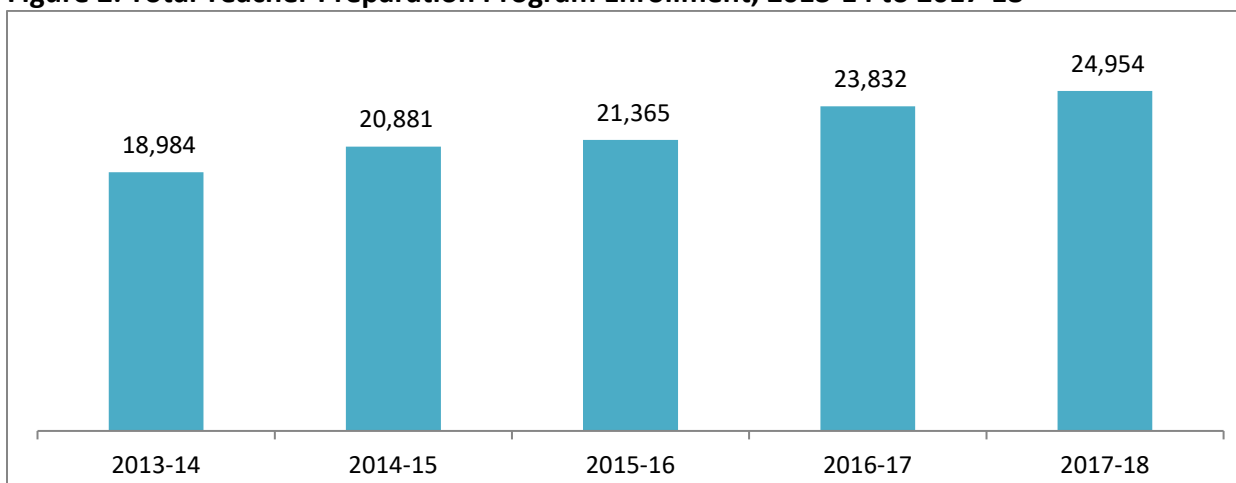
As depicted in Table N, there have been increases in the past five years in new teacher candidates’ enrollment in teacher preparation programs. Between 2016-17 and 2017-18, there was an increase of about 1,100 candidates, or 4.7 percent. When looking at the total teacher preparation enrollment in the past five years, overall the enrollment increased by about 6,000 candidates between 2013-14 and 2017-18. Figure 2 represents an overall increase of 31.4 percent in the past five years.

Table N: Total Teacher Preparation Program Enrollment, 2013-14 to 2017-18

	2013-14	2014-15	2015-16	2016-17	2017-18	Percent Change from 2016-17
Enrollment Totals	18,984	20,881	21,365	23,832	24,954	4.7%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2017-18 as required by Title II of Higher Education Act.

Figure 2: Total Teacher Preparation Program Enrollment, 2013-14 to 2017-18



Note: 2017-18 is the most recent data available. Enrollment data for 2018-19 will not be available until summer 2020. Enrollment data represent candidates enrolled for their initial teaching credentials during the timeframe of September 1 to August 31. Data do not include second credentials, added

authorizations or teacher candidates who finished all requirements and are considered as program completers.

Table O below shows that more than half (55.2 percent) of the total enrollment in 2017-18 was in Private/Independent Colleges and Universities and more than one-third (37.8 percent) were enrolled in the CSU system. The UC system enrolled three (3) percent and District Intern programs enrolled the remaining four (4) percent.

Table O: Total Enrollment by Teacher Preparation Program Segments, 2017-18

IHE Segment Type	Number of Enrolled candidates	Number of Program Completers	Total Enrolled and Program Completers	Percent of Total
California State University	7,960	6,252	14,212	37.8%
University of California	374	756	1,130	3.0%
Private/Independent College and Universities	15,564	5,153	20,717	55.2%
District Intern/COE	1,056	442	1,498	4.0%
Total	24,954	12,603	37,557	100.0%

Note: Data include program enrollment and program completers in Academic Year 2017-18.

Though there is a relationship between enrollment of teacher candidates in teacher preparation programs and the number of teaching credentials issued by IHE segments, not all teacher candidates enrolled in teacher preparation programs in a specific fiscal year will earn teaching credentials in the same fiscal year. Teacher preparation programs may be one, two, or three years in length. In addition, information gathered through the accreditation data system indicates that many candidates enrolled as part-time in the programs. In cases of part-time enrollment, some candidates may take several years to earn their credential. Teacher preparation enrollment data is collected as part of the federal mandate (Title II) by which the teacher preparation programs are required to report enrollment data for September 1 to August 31 of each school year. However, the number of teaching credentials issued is reported for July 1 to June 30 of each fiscal year, a distinctly different timeframe from the Title II reporting.

Number of English Learner Authorizations Issued

California’s K-12 students who are English learners (EL) require teachers with the specialized knowledge and skills to support English language acquisition as well as access to academic content across the curriculum. According to the California Department of Education (CDE), there were about 1.2 million EL students in California public schools in 2018-19.

(See [CDE DataQuest EL data for 2018-19](#)).

The Commission has focused a variety of recent activities on addressing and improving preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required of individuals who teach or provide services to these students. The Commission has approved several pathways for an individual to gain or demonstrate that he or she has the knowledge, skills, and abilities to teach English learners:

- Complete a Commission-approved Preliminary Multiple Subject, Single Subject or Education Specialist Teacher preparation program where EL pedagogy is embedded in the program;
- Complete a Commission-approved California Teacher of English Learners (CTEL) program or a Commission-approved Bilingual Authorization program;
- Pass the Commission’s California Teacher of English Learners (CTEL) Examination or the Commission’s California Subject Matter Examination for Teachers; World Language: English Language Development examination; or
- Complete a Commission-approved Certificate of Completion of Staff Development (CCSD): now available only for holders of Designated Subjects Career Technical Education credentials.

Currently, all new California-prepared teachers (Multiple Subject, Single Subject, and Education Specialist) earn an EL authorization based on their teacher preparation program coursework. Individuals admitted to California Multiple and Single Subject teacher preparation programs on or after July 1, 2002 are required to complete the requirements for an EL authorization for issuance of a preliminary credential. In addition, California-prepared individuals recommended for Education Specialist Instruction credentials on or after July 1, 2007 must also complete the requirements for an EL authorization for issuance of a Level I, or preliminary credential. The CTET examination and approved CTET preparation programs as well as the CSET: World Language: English Language Development examination are available to individuals who were prepared in California prior to this requirement as well as individuals initially prepared as teachers outside of California without appropriate preparation or authorization to serve EL students who need to earn this authorization. The examination(s) and the approved programs address the same subject matter requirements. There are ten approved CTET programs. In 2018-19, one thousand and nine teachers passed all three sections of the CTET examination.

The Emergency Cross-cultural, Language and Academic Development (CLAD) Permit is required for the types of fully credentialed teachers described below when these teachers are assigned to instruct English learners in California’s public schools before they have earned an EL authorization. An Emergency CLAD Permit authorizes the holder to provide English Language Development (ELD) and SDAIE instruction to English learner students in self-contained classrooms while completing the requirements for a CLAD Certificate/EL authorization. The CLAD Permit is typically needed by a teacher in California for one of the following reasons:

- The teacher was admitted to a California preparation program before July 1, 2002 and earned a Preliminary or Clear Multiple/Single Subject teaching credential without an English learner authorization; or
- The teacher earned an Education Specialist Instruction credential prior to July 1, 2007 without an English learner authorization; or
- The teacher was prepared Out-of-state/Out-of-country without an EL Authorization; or
- The teacher holds a Services credential with a Special Class authorization, Designated Subjects teaching credential, or other type of permit that serves as a prerequisite for the emergency permit when additional specified requirements are met.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit plus content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite teaching credential. An Emergency Bilingual Permit is appropriate for fully credentialed teachers who do not yet hold a Bilingual Authorization but who are assigned to positions requiring content instruction delivered in the primary language of the student other than English.

The Commission took action in December 2012 to amend regulations in order to reduce the number of emergency permit reissuances from four to two in order to limit the potential time an individual may teach EL students without full preparation. Regulations were approved by the Office of Administrative Law and became effective on January 1, 2014.

Table P provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. In 2018-19, there were 1,862 Emergency CLAD permits and 159 Emergency Bilingual Authorizations issued. There was a decrease of eight (8) percent in the number of Emergency CLAD permits issued and an increase of 10.4 percent in the number of Emergency Bilingual Authorizations issued between 2017-18 and 2018-19.

Table P: Emergency CLAD and Bilingual Authorization Permits, 2014-15 to 2018-19

Permit Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Emergency CLAD	1,635	1,657	2,060	2,024	1,862	-8.0%
Emergency Bilingual	80	109	158	144	159	10.4%

The Certificate of Completion of Staff Development (CCSD) allows individuals to complete a staff development program to earn an authorization to provide Specially Designed Academic Instruction in English (SDAIE) to EL students within the subject matter content and grade level of the holder’s prerequisite credential. Assembly Bill 2913 (Chap. 169, Stats. 2004) established a sunset date of January 1, 2008 for the issuance of the CCSD to most teachers (Multiple Subject, Single Subject and Education Specialist). The decrease in CCSD authorizations beginning in the 2008-09 year is due to the implementation of this bill.

Senate Bill 1292 (Chap. 752, Stats. 2006) added section 44253.11 to the Education Code, which authorizes teachers with Designated Subjects Career Technical Education and Special Subject teaching credentials, and holders of service credentials with a special class authorization, to be assigned to provide SDAIE to English learners based on completion of a staff development program. The bill did not include a sunset date for this population of teachers. However, the Commission took action in 2008 to embed SDAIE content within the preparation program standards for earning a Clear Designated Subjects Career Technical Education Credential. The SDAIE authorization (equivalent to the CCSD) is included on documents for individuals who complete CTE programs under the new clear credential standards upon recommendation by an approved program sponsor. If a program sponsor had not yet transitioned to the new program standards, candidates could not be enrolled under the prior standards beyond August 31, 2010. Candidates must have completed any program based on prior standards by August 31, 2013.

Therefore, the number of individuals holding a Designated Subjects credential and enrolling in CCSD programs in the future should continue to diminish.

Table Q displays the number of new CCSD issued in the past five years. The dramatic decline in the number of CCSD started in 2016-17 has continued in the last two years. There was a decrease by 25 percent in the number of CCSD between 2017-18 and 2018-19.

Table Q: Certificate of Completion of Staff Development, 2014-15 to 2018-19

2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
93	93	30	36	27	-25.0%

**As the number of credentials is small, the percentage change should be viewed with caution.*

For detailed data on all EL and Bilingual Authorizations, refer to Table 4A in the Appendix. CLAD and Bilingual authorization permits and waivers requested by school districts are presented in Tables 4B and 4C.

Number of Teaching Permits and Waivers Issued

No Child Left Behind (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965. The federal law required states to develop subject matter assessments. To align with NCLB, California’s State Board of Education established that teachers of NCLB core academic subjects must have:

- a bachelor’s degree; and
- a state credential or an intern credential (for no more than three years); and
- core academic subject matter competence.

Although in 2015, the *Every Student Succeeds Act* (ESSA) reauthorized ESEA, the criteria above are still in place for California’s teachers.

Short-Term Staff Permits, Provisional Internship Permits, and Teaching Permit for Statutory Leave
Prior to 2005, the Commission issued Emergency Multiple Subject, Single Subject and Education Specialist teaching permits at the request of California public school employers. An individual could hold a maximum of five permits of each type as long as the renewal requirements were met. With the passage of the Federal NCLB Act, the Commission took action on December 4, 2003 to discontinue the issuance of Emergency Multiple Subject, Single Subject and Education Specialist teaching permits effective July 1, 2006, with the understanding that there would be a continuing need for documents to address staffing needs. Thus, the Commission developed the Short-Term Staff Permit (STSP) and the Provisional Internship Permit (PIP) in 2005 to address the two distinct types of staffing needs identified – acute and anticipated.

A STSP may be requested by an employing agency when there is an acute staffing need. An “acute staffing need” exists when an employer needs to fill a classroom immediately based on an unforeseen need. STSPs are restricted to service in the employing agency that requests issuance of the permit, are valid for one school year and are not renewable.

A PIP may be requested by an employing agency when there is an anticipated staff need. An “anticipated staffing need” exists when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one. PIPs are restricted to service within the employing agency that requests issuance of the permit and are issued for one calendar year. Prior to October 1, 2013, the PIP could be renewed once; however, the Commission took action to eliminate this onetime option for renewal and regulations were approved to implement the change.

Table R provides data on STSPs and PIPs issued in the past five years. In 2018-19, there were 3,635 STSPs and 2,538 PIPs issued. There have been dramatic increases in both STSPs and PIPs starting from 2014-15. In 2018-19, the number of STSPs and PIPs issued has increased by 0.7 percent and 11.4 percent, respectively. When both STSPs and PIPs are combined there was an increase of 4.9 percent between 2017-18 and 2018-19.

Table R: Short-Term Staff Permit and Provisional Internship Permit Issued, 2014-15 to 2018-19

Permit Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Short-Term Staff Permit	1,879	2,772	3,421	3,608	3,635	0.7%
Provisional Internship Permit	511	1,292	2,286	2,278	2,538	11.4%
Total	2,390	4,064	5,707	5,886	6,173	4.9%

Note: PIP includes first-time, new type, and reissuance. As of October 1, 2013, PIPs are no longer reissued.

Teaching Permit for Statutory Leave (TPSL)

In spring 2016, the Commission developed the Teaching Permit for Statutory Leave (TPSL) to address the teacher shortage. The TPSL allows an employing agency to fill a position where the teacher of record is unable to teach due to a statutory leave (medical or otherwise) with a temporary teacher of record for the duration of the leave. A TPSL may be issued with one or more authorizations in the areas of Multiple Subject, Single Subject, and Education Specialist, depending on the individual’s qualifications. The permit is renewable upon verification from the employing agency that specific requirements have been completed. In 2018-19, more than 850 TPSLs were issued, which was an increase of 19.3 percent over 2017-18.

Limited Assignment Teaching Permits

Limited Assignment Teaching Permits were designed to allow fully credentialed teachers to teach outside their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. Limited Assignment Teaching Permits are issued at the request of, and are restricted to service with, a California public school employer to fill vacancies. These permits allow employing agencies flexibility, especially in rural and remote areas of the state, to assign individuals to teach in more than one subject area.

The Commission issues General Education Limited Assignment Teaching Permits (GELAPs) in any statutory subject area available on a Single Subject or Multiple Subject teaching credential. An individual must hold a valid California general education teaching credential to qualify for a GELAP. The Multiple Subject GELAP authorizes the holder to teach self-contained classes, such

as those generally found in elementary schools. The Single Subject GELAP authorizes the holder to teach departmentalized courses within the authorized content area(s) named on the document, such as those generally found in the middle and high schools. The GELAP is valid for one year and may be reissued twice in any one specific subject.

The Special Education Limited Assignment Teaching Permit (SELAP) was added to Title 5 Regulations effective July 3, 2009. A SELAP may be issued in any of the seven Education Specialist Instruction Credential specialty areas while the holder completes the requirements for an added authorization in special education or a full Education Specialist authorization. An applicant for the SELAP must hold a valid California special education teaching credential or a clear or life Speech Language Pathology or Clinical or Rehabilitative Services credential with a Special Class Authorization. A SELAP is valid for one year and may be reissued twice in any one specific specialty area.

Table S provides data on the number of Limited Assignment Teaching Permits issued for the past five years. In 2018-19, there were 124 GELAP: Multiple Subject, 1,603 GELAP: Single Subject, and 416 SELAP permits issued. There was an increase of 0.8 percent for GELAP Multiple Subject and 15.2 percent for GELAP Single Subject. The number of SELAP showed a decrease of 4.8 percent between 2017-18 and 2018-19. Overall, there was an increase of 9.8 percent in the number of Limited Assignment Teaching Permits between 2017-18 and 2018-19.

Table S: Number of Limited Assignment Teaching Permits Issued, 2014-15 to 2018-19

Permit Type	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
GELAP: Multiple Subject	76	113	126	123	124	0.8%
GELAP: Single Subject	1,173	1,266	1,365	1,391	1,603	15.2%
SELAP	485	398	382	437	416	-4.8%
Total	1,734	1,777	1,873	1,951	2,143	9.8%

Note: Data include first-time, new type, and reissuance.

Variable Term Waivers

Waivers are the final option for public school employers within the hiring priority. Since July 1994, the Commission has had the authority to issue waiver documents related to educator preparation and credentialing and address the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment. Variable Term Waivers give the employer the ability to meet staffing needs when a suitable fully qualified credentialed employee cannot be found. Employing agencies must complete a diligent search for a suitable credentialed teacher or qualified intern teacher before requesting a credential waiver.

Criteria for Variable Term Waivers are set by the Commission and include specific requirements for designated high and low incidence credentialing areas, including verification of recruitment efforts, evidence of qualifications to teach in the assignment and a commitment to meet the credentialing goals. Waivers are issued or denied based upon the criteria and factors such as an employer's continuing needs; the support the employer will provide to the applicant; or extenuating, extraordinary and unanticipated circumstances.

Table T depicts the number of teaching credential waivers issued for past five years. After a large jump in the number of waivers in 2016-17, the number of teaching credential waivers issued in the past two years stayed steady at around 400. The number of waivers issued showed an increase of 11.9 percent between 2017-18 and 2018-19.

Table T: Number of Teaching Waivers Issued, 2014-15 to 2018-19

2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
124	283	404	386	432	11.9%

Note: Data include first-time, new type, and reissuance of waivers for Multiple Subject, Single Subject and Education Specialist credentials. Waiver data includes added authorization in Special Education.

Tables 5A, 5B, and 5C in the Appendix provide detailed information about various types of documents (intern credentials, permits and waivers) requested by counties and school districts by credential type and subject area. At the state level, about 14,000 documents of this type were requested by 57 counties in 2018-19. More than half (60 percent) of the documents issued were permits; about two-fifths (37 percent) were intern credentials and about three (3) percent were waivers.

Los Angeles county alone requested one-fifth (20 percent) of the documents. Another two-fifth (39 percent) were requested by seven counties: Kern, Alameda, Fresno, San Diego, San Joaquin, Santa Clara, and San Bernardino. These seven counties requested between 600 and 1,000 documents each. More than one-fourth (27 percent) were requested by another ten counties: Contra Costa, Sacramento, Tulare, Riverside, San Francisco, Monterey, Stanislaus, Solano, Merced, and San Mateo, each ranging from 200 and 560 documents. Thus, at the state level, more than four-fifths (86 percent) of all permits and waivers were requested by eighteen counties only. The following counties – Orange, Sonoma, Kings, Santa Barbara, Imperial, and Madera – each requested between 100 to 200 documents. Ventura, Santa Cruz, Mendocino, Lake, Placer, Yolo, Shasta, and San Benito each requested between 50 and 90 documents. The remaining twenty-five counties requested less than 50 documents each. At the state level, when the total number of documents (intern credentials, permits, and waivers) requested was compared with the current teaching workforce, the percentage of intern credentials, permits and waivers accounted for 4.5 percent of the current teaching workforce.

Further analysis of the documents by county indicated that there were 56 counties with university intern credentials and 27 counties with district intern credentials. Ten counties (Los Angeles, Kern, San Bernardino, San Joaquin, Fresno, Alameda, Santa Clara, Riverside, San Diego, and Contra Costa) accounted for more than two-thirds (68 percent) of the university intern credentials issued. For the district intern credentials, more than four-fifths (89 percent) were in the following ten counties: Los Angeles, Tulare, Sacramento, San Francisco, Sonoma, San Diego, Santa Clara, Alameda, Fresno, and Yolo.

When permits were analyzed by county, data indicated that 52 counties requested Provisional Internship permits, 54 counties requested Short-term Staff permits, and 49 counties requested Limited Assignment Teaching Permits. The following ten counties - Los Angeles, Kern, Alameda,

Fresno, San Diego, Santa Clara, San Joaquin, San Bernardino, Tulare, and Contra Costa - accounted for nearly two-thirds (65 percent) of the total permits requested.

When waivers were analyzed by county, 33 counties requested waivers. The following ten counties – Alameda, San Francisco, Kern, Contra Costa, Los Angeles, Santa Clara, San Joaquin, Solano, San Bernardino, and Sacramento - accounted for more than three-fourths (77 percent) of the waivers requested. Seven counties (Del Norte, El Dorado, San Diego, Santa Cruz, Siskiyou, Tehama, and Tuolumne) each requested only one waiver in 2018-19.

Table U below displays the top ten counties that requested the highest number of intern or permit or waiver (IPW) documents in the 2018-19 year.

For additional information on Interns, Permits, Waivers by county, school district, credential type and subject area, see the [Interns Permits Waivers Dashboards](#)

Table U: Top 10 counties that requested highest number of IPW documents in 2018-19

Top Ten	University Interns	District Interns	Provisional Internship Permit	Short Term Staff Permit	Limited Teaching Assignment Permit	Waivers
1	Los Angeles	Los Angeles	Los Angeles	Los Angeles	Los Angeles	Alameda
2	Kern	Tulare	Kern	Kern	San Diego	San Francisco
3	San Bernardino	Sacramento	Fresno	Alameda	Sacramento	Kern
4	San Joaquin	San Francisco	Alameda	Fresno	Alameda	Contra Costa
5	Fresno	Sonoma	San Joaquin	San Joaquin	Santa Clara	Los Angeles
6	Alameda	San Diego	Tulare	Santa Clara	Riverside	Santa Clara
7	Santa Clara	Santa Clara	San Bernardino	San Bernardino	Fresno	San Joaquin
8	Riverside	Alameda	Santa Clara	Contra Costa	Kern	Solano
9	San Diego	Fresno	Contra Costa	Tulare	San Francisco	San Bernardino
10	Contra Costa	Yolo	Solano	Monterey	Contra Costa	Sacramento

Table V below summarizes the total number of intern credentials, permits, and waivers by credential type in 2018-19. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, about one-third (28 percent) of the intern credentials were issued in Multiple Subject, another one-third (29 percent) were issued in Single Subject, and more than two-fifths (43 percent) were issued in Education Specialist credentials. For permits, more than one-fourth (27 percent) were issued in Multiple Subject, more than one-third (39 percent) in Single Subject, and another one-third (34 percent) in

Education Specialist specialty areas. For waivers, one-fifth (20 percent) were issued in Multiple Subject, one-third (33 percent) in Single Subject and more than two-fifths (47 percent) in Education Specialist credentials.

Table V: Distribution of Intern credentials, Permits, and Waivers by Credential Type, 2018-19

	Interns	Permits	Waivers
Number of documents issued	5,164	8,316	432
Multiple Subject	28%	27%	20%
Single Subject	29%	39%	33%
Education Specialist	43%	34%	47%

Comparison of Fully Credentialed Teachers Serving in California Public Schools

Table W shows the total number of full-time equivalent individuals holding teaching documents who were employed in California public schools during fiscal years 2017-18 and 2018-19. The table also shows these numbers as a percentage of the total teaching staff¹. Taking into account the total number of certificated teaching staff in California’s schools, the number of university and district intern credentials accounted for 1.4 percent and 0.3 percent, respectively. There was a small increase of 0.1 percent in university intern credentials. For permits, STSPs accounted for 1.2 percent and PIPs accounted for 0.8 percent of the total teaching workforce. There was a small increase in PIPs of 0.1 percent and Limited Assignment Teaching Permits of 0.1 percent. The proportion of waivers stayed at less than 0.1 percent. Overall, it was estimated that there was a decline of 0.2 percent in the number of fully credentialed teachers in 2018-19.

Table W: Comparison of Teachers Serving in California Public Schools with Full Authorization versus Intern Credentials, Permits, and Waivers Issued, 2017-18 and 2018-19

	2017-18 Number	2017-18 Percent of Total	2018-19 Number	2018-19 Percent of Total
Fully Credentialed Teachers (Preliminary and Clear)	293,116	95.7%	293,558	95.5%
University Intern Credentials	4,039	1.3%	4,346	1.4%
District Intern Credentials	883	0.3%	818	0.3%
Limited Assignment Teaching Permit	1,951	0.6%	2,143	0.7%
Provisional Intern Permit (PIP)	2,278	0.7%	2,538	0.8%
Short-Term Staff Permit (STSP)	3,608	1.2%	3,635	1.2%
Variable Term Waivers	386	0.1%	432	0.1%
Total	306,261	100.0%	307,470	100.0%

The following sections - demographic data (age, gender, and ethnicity) and projected teacher hires- are not mandated by Education Code §44225.6. However, since the report focuses on teacher supply, related factors such as age of new teaching credential holders, gender and

¹ Data Source: California Department of Education 2018-19.

ethnicity of current teaching workforce and projected teacher hires are discussed here to provide a statewide picture of teacher demand. All new applicants provide date of birth information to the Commission as part of their application process. Data on gender and ethnicity of current teachers as well as projected teacher hire data are published by the California Department of Education. It is important to note that the gender and ethnicity data are self-reported and educators have the option to decline to state.

Demographic Data: Average Age of Holders of New Teaching Credentials

An analysis of average age of holders of new preliminary teaching credentials and intern credentials indicated that there are differences by credential types. Table X below shows that for university interns, both Multiple Subject and Single Subject credential holders had the same average age of 33 years. Education Specialist university interns had an average age of 35.2 years. For district interns, both Multiple Subject and Single Subject credential holders had similar average age of 34.9 and 35.3, respectively. Education Specialist district intern credential holders had an average age of 38.7 years. For Preliminary credential holders, the average age for Multiple Subject and Single Subject credential holders was similar – 30.4 years and 30.5 years, respectively. New Education Specialist preliminary credential holders were older by about 3 years (33.6 years) compared to new Multiple subject and Single Subject preliminary credential holders.

In summary, the average age of new credential holders differed by type of teaching credentials – ranging from 30.4 years for Multiple Subject preliminary credential holders to 38.7 years of age for Education Specialist district intern candidates.

Table X: Average Age in Years by Initial Credential Type, 2018-19

Credential Type	University Intern	District Intern	Preliminary
Multiple Subject	33.0 years	34.9 years	30.4 years
Single Subject	32.7 years	35.3 years	30.5 years
Education Specialist	35.2 years	38.7 years	33.6 years

Note: Data include initial credentials only; do not include renewals.

Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

In 2018-19, more than 307,000 teachers taught in California’s K-12 public schools. Of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths (73 percent) of these teachers were female while less than one-third (27 percent) were male. Approximately two-thirds (61 percent) identified themselves as White and more than one-fifth (21 percent) identified as Hispanic. Asians constituted eight (8) percent and African American four (4) percent. American Indian was less than one percent and teachers belonging to two or more races constituted another one percent. The remaining five (5) percent of teachers did not respond to the race question.

Table Y: Gender and Race/Ethnicity Distribution of Current Teaching Workforce, 2018-19

Gender and Race/Ethnicity category	Percent of Total Voluntary Respondents
Female	73%
Male	27%
African American	4%

Gender and Race/Ethnicity category	Percent of Total Voluntary Respondents
American Indian	1%
Asian/Filipino	8%
Hispanic	21%
No Response	5%
Two or more races	1%
White	61%

Data Source: [CDE DataQuest Teacher Data for 2018-19](#)

State Summary, Number of teachers by ethnicity. Asian/Filipino category includes Pacific Islander also.

Teacher Demand

Currently there is no statewide method of collecting data that quantifies teacher demand. While estimations of teacher hires, Declarations of Need, and numbers of intern credentials, STSPs and PIPs and Waivers issued can be useful in understanding teacher demand, to date, the only estimations available are those published by the California Department of Education (CDE) for estimated teacher hires. According to the most recent data published by the CDE, at the state level more than 20,000 full-time equivalent (FTE) teachers were estimated to be hired in eighteen different subject areas for the 2019-20 year. Fifty-seven counties projected teacher hires while Sierra county did not report planned teacher hires for 2019-20. For counties that estimated teacher hires, the numbers ranged from two for Modoc to 3,852.1 for Los Angeles.

Table Z below provides the estimated teacher hires data for the past six years. The estimated teacher hires numbers have been steadily increasing in the most recent years, with the largest increase between the 2014-15 and 2015-16 school years. However, after a steady increase in the past few years, there was a decrease of about 2,500 estimated teacher hires between 2017-18 and 2018-19 and another 400 decrease between 2018-19 and 2019-20.

Table Z: Estimated Number of Teacher Hires during School Years, 2014-15 to 2019-20

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Estimated Teacher Hires	17,149.3	21,482.7	22,315.1	23,451.4	20,917.8	20,481.1
Number Change from prior year		+4,333.4	+832.4	+1,136.3	-2,533.6	-436.7

Data Source: [CDE Dataquest Teacher Hires](#)

California's fifty-eight counties have been grouped within eleven geographic regions for aggregating and reporting purposes (WestEd, 2008). To gain a statewide picture of teacher hires in the future, the data for estimated teacher hires in 2019-20 were analyzed by these geographic regions. Table AA below provides CDE's Estimated Teacher Hires data by geographic regions for 2018-19. About one-third (32.3 percent) of the estimated teacher hires would occur in the South Coast region, followed by more than one-fourth (24.6 percent) in the Bay Area. More than one-tenth (12.8 percent) was estimated in the Inland Empire region followed by another one-tenth (11.1 percent) in the South San Joaquin Central Valley. In other words, more than four-fifths (80.8%) of the estimated teacher hires would occur in four regions – South Coast, Bay Area, Inland Empire, and South San Joaquin Central Valley.

Table AA: Estimated Teacher Hires by Geographic Regions, 2019-20

Region	County	Percent of Estimated Teacher Hires
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	24.6%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	4.2%
East Inland	Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, Tuolumne	0.5%
Inland Empire	Riverside, San Bernardino	12.8%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	0.8%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	5.1%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, *Sierra, Siskiyou	0.5%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	6.1%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	32.3%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	11.1%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	1.9%

Note: Regional categories of California counties are sourced from [Trends in California teacher demand: a county and regional perspective, REL 208-No. 057](#).

**Counties without Estimated Teacher Hires for 2019-20*

An analysis of the estimated teacher hires by county and subject areas provided some interesting findings. Table AB shows that more than two-thirds (68.9 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, San Bernardino, Riverside, Alameda, Contra Costa, Santa Clara, Orange, Fresno, and Sacramento. About one-fifth (18.8 percent) of the estimated teacher hires would occur in Los Angeles county.

Table AB: Estimated Teacher Hires by County, 2019-20

County	Estimated Teacher Hires	Percent of Total Estimated Teacher Hires
Los Angeles	3,852.1	18.8%
San Diego	1,608.1	7.9%
San Bernardino	1,395.6	6.8%
Riverside	1,230.0	6.0%
Alameda	1,186.9	5.8%
Contra Costa	1,146	5.6%
Santa Clara	1,142.5	5.6%
Orange	871.3	4.3%
Fresno	870.1	4.2%
Sacramento	801.3	3.9%
Total of Ten Counties	14,103.9	68.9%
Statewide Total	20,481.1	100.0%

Data Source: [CDE Datquest Teacher Hires](#)

Table AC shows nearly one-third (30.6 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another 19 percent. English/Drama teachers would account for another one-tenth (9.2 percent). The number of estimated teacher hires in Social Sciences would account for 5.2 percent. Mathematics, Life Sciences and Physical Sciences teachers together would account for another 16.3 percent. In other words, more than four-fifths (80.3 percent) of the estimated teacher hires in 2019-20 would occur in seven subjects.

Table AC: Estimated Teacher Hires by Subject Areas, 2019-20

Subject Area	Estimated Teacher Hires	Percent of Total Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	6,267.2	30.6%
Special Education (Education Specialist)	3,885.0	19.0%
English/Drama (Single Subject-English)	1,885.0	9.2%
Mathematics (Single Subject-Mathematics)	1,836.8	9.0%
Social Sciences (Single Subject-History/Social Sciences)	1,056.8	5.2%
Life Sciences (Single Subject-Biology)	786.6	3.8%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	720.1	3.5%
Total of Seven Subject Areas	16,437.4	80.3%
Statewide Total	20,481.1	100.0%

Data Source: [CDE Dataquest Teacher Hires](#)

In summary, in 2019-20, more than two-thirds of the estimated teacher hires would be in ten counties and in seven subject areas. This pattern was fairly similar in prior years as well.

Summary of Selected Findings from the Full Report

Selected findings provided below summarize the information contained in the full report for California during fiscal year 2018-19:

- Overall, there was a small increase in the number of newly issued credentials for Multiple Subject and Single Subject, but a decline for Education Specialist credentials.
- After a steady decline for ten consecutive years, 2018-19 was the fifth year in which there was an increase in the new teaching credentials. (Table A)
- The number of new credentials issued showed an increase for California IHE-Prepared (five percent), and for California District-Prepared (35.5 percent) while showing a decline for Out-of-State-Prepared (6.4 percent). (Tables B, C and D)
- California IHEs prepared nearly three-fourths (75.1 percent) of the total new teaching credentials issued in 2018-19. (Table F)
- After a steady decline for a number of years in the number of candidates enrolled in teacher preparation programs, there was an increase of 4.7 percent between 2016-17 and 2017-18 (Table N). Overall, teacher preparation program enrollment increased by about 6,000 candidates in the past five years. (Figure 2)
- There has been a steady increase of candidates enrolled in intern programs in the past five years. There was an increase of 7.6 percent for University Intern programs while there was a decrease of 7.4 percent for District Intern programs, with an overall increase of 4.9 percent between 2017-18 and 2018-19. (Table I)
- There has been a dramatic increase in teaching permits (PIP and STSP) issued in the past five years. But, both STSPs and PIPs showed a small increase (0.7 percent and 11.4 percent, respectively) between 2017-18 and 2018-19. (Table R)
- GELAP for Multiple Subjects and GELAP for Single Subjects showed a small increase (0.8 percent and 15.2 percent, respectively). SELAP showed a decline (4.8 percent) between 2017-18 and 2018-19. When all three types of Limited Assignment Teaching Permits are combined, there was an increase of 9.8 percent between 2017-18 and 2018-19. (Table S)
- There was an increase in the number of waivers issued for teaching credentials by 11.9 percent between 2017-18 and 2018-19. (Table T)
- Due to the increase in intern credentials, permits, and waivers, the proportion of fully credentialed teachers at the state level was estimated to decline by 0.2 percent. (Table W)
- The average age of new credential holders differed by teaching credentials, ranging from an average age of 30.4 years for new Multiple Subject preliminary credential holders to 38.7 years for new Education Specialist district intern candidates. (Table X)
- Nearly three-fourths (73 percent) of the current teaching force are female and nearly two-thirds (61 percent) were White. (Table Y)

- The estimated teacher hires data for 2019-20 indicate that more than two-thirds of the estimated teacher hires would occur in ten counties and in seven subject areas. (Table AC)

Education Code Reporting Requirements–Table Numbers

44225.6. Annual report on teacher availability relative to credentials, internships, and emergency permits; contents; public access to report on Web site. By April 15 of each year, the Commission shall report to the Legislature and the Governor on the availability of teachers in California. This report shall include the following information:

Sections of 44225.6	Table #
(1) The number of individuals recommended for credentials by institutions of higher education and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to sections 44253.3 and 44253.4.	1 1A
(2) The number of individuals recommended by school districts operating district internship programs and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	2
(3) The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	3
(4) The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S. C. Sec. 6301 et seq.).	4 4A 4B 4C
(5) The number of individuals receiving the certificate of completion of staff development in methods of specially designed content instruction delivered in English pursuant to subdivision (d) of Section 44253.10 and, separately, pursuant to paragraph (1) of subdivision (e) of Section 44253.11.	4D
(6) Statewide, by county, and by school district, the number of individuals serving in the following capacities and as a percentage of the total number of individuals serving as teachers statewide, in the county, and in the school district: (A) University internship (B) District internship (C) Preinternship (D) Emergency permit (E) Credential waiver (F) Preliminary or professional clear credential. (G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S. C Sec 63-1 et seq.) by category authorization. (H) Certificate issued pursuant to Section 44253.3. (I) Certificates issued pursuant to Section 44253.3 and 44253.4, 44253.10 or 44253.11, if available. (J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under Section 44253.3, 44253.4, 44263.10, or 44253.11, or under another statute, if available. The Commission on Teacher Credentialing may utilize data from the department’s Annual Language Census Survey to report the data required pursuant to this paragraph.	5A 5B 5C
(7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.	Table 4