



Teacher Supply in California 2019-20

A Report to the Legislature

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

Commission on Teacher Credentialing

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State of California
Commission on Teacher Credentialing

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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 2019-20. 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 Child Development Permits Issued
- 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 2019-20 are summarized below:

- After a steady decline in the total number of initial teaching credentials for the past several years, 2019-20 was the sixth year in which there was a small increase over the prior year. The number of initial teaching credentials issued in 2019-20 was higher than the number of initial credentials issued almost ten years ago.
- There was an increase in the number of newly issued credentials for two types of teaching credentials - Multiple Subject and Education Specialist credentials, while there was a small decrease for Single Subject credentials.
- There was a small decrease in the number of teaching permits and intern credentials issued and based on these data it was estimated that there was an increase of 0.1 percent in the number of fully credentialed teachers serving in California public schools.

Teacher Supply in California, 2019-20

A Report to the Legislature

Introduction

This agenda item reports on Multiple Subject, Single Subject, and Education Specialist credentials awarded by the Commission on Teacher Credentialing (Commission) in 2019-20. The report also includes information on other certificates, authorizations, permits, and waivers issued in 2019-20. The summary tables are presented within the report and detailed data tables are provided in the Appendix. Additional information is available in the [California Educator Supply Dashboards](#).

Background

Education Code §44225.6 requires the 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](#) 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 sections 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 sections 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.

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 2018-19 and 2019-20.

Table 1a displays the number of new teaching credentials issued for the past five years. In 2019-20, California IHE programs issued 14,117 credentials, California District Intern programs issued 539 credentials, and 3,323 credentials were issued to teachers who were prepared Out-of-State/Out-of-Country. In 2019-20, the number of new credentials issued for California IHE-Prepared increased by 10.5 percent while for California District/County-prepared decreased by 7.9 percent. There was a decrease of 9.6 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 5.5 percent in the number of new teaching credentials between 2018-19 and 2019-20.

Table 1a: New Teaching Credentials Issued in California by Pathway, 2015-16 to 2019-20

Pathway Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
California IHE-Prepared*	11,101	11,736	12,173	12,776	14,117	10.5%
District/County-Prepared**	355	592	470	585	539	-7.9%
Out-of-State/ Out-of-Country Prepared	3,981	4,179	3,927	3,676	3,323	-9.6%
Total	15,437	16,507	16,570	17,037	17,979	5.5%

*IHE prepared includes both traditional and intern delivery models.

**District/County 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 1b below displays the number of credentials issued by three types of teaching credentials for the past five years. In 2019-20, there were 6,241 Multiple Subject, 5,137 Single Subject, and 2,739 Education Specialist credentials issued. There is an increasing pattern for all three teaching credentials issued by IHEs: Multiple Subject teaching credentials by 14.5 percent, Single Subject teaching credentials by 1.7 percent, and Education Specialist credentials by 20.3 percent. Overall, when all three types of teaching credentials are combined, there was an increase of 10.5 percent between 2018-19 and 2019-20.

Table 1b: New Teaching Credentials Issued by California Institutions of Higher Education (IHE)*, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Multiple Subject	4,666	5,068	5,283	5,450	6,241	14.5%
Single Subject	4,417	4,467	4,548	5,050	5,137	1.7%
Education Specialist	2,018	2,201	2,342	2,276	2,739	20.3%
Total	11,101	11,736	12,173	12,776	14,117	10.5%

*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 the Appendix - Table 1.

Table 1c provides data on the number of teaching credentials issued to individuals who were prepared within a district/county office of education intern program. In 2019-20, there were 158 Multiple Subject, 113 Single Subject, and 268 Education Specialist credentials issued. There was a small increase of 2.6 percent for Multiple Subject teaching credentials. The number of credentials issued in Single Subject decreased by 24.2 percent and Education Specialist Instruction credentials by 5 percent. Overall, when all three types of teaching credentials are combined, there was a decrease of 7.9 percent between 2018-19 and 2019-20.

Table 1c: New Teaching Credentials Issued for Candidates Prepared in District/County Office of Education Intern Programs, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Multiple Subject	56	82	151	154	158	2.6%
Single Subject	93	110	90	149	113	-24.2%
Education Specialist	206	400	229	282	268	-5.0%
Total	355	592	470	585	539	-7.9%

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

Table 1d provides data on the number of credentials issued to teachers who were trained Out-of-State and Out-of-Country. In 2019-20, there were 1,374 Multiple Subject, 1,255 Single Subject, and 694 Education Specialist credentials issued to these applicants. There were decreases for all three teaching credentials: Multiple Subject by 9.3 percent, Single Subject by 12.5 percent, and Education Specialist credentials by 4.4 percent. Overall, when all three types of teaching credentials are combined, there was a decrease of 9.6 percent between 2018-19 and 2019-20.

Table 1d: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Multiple Subject	1,712	1,755	1,658	1,515	1,374	-9.3%
Single Subject	1,622	1,707	1,601	1,435	1,255	-12.5%
Education Specialist	647	717	668	726	694	-4.4%
Total	3,981	4,179	3,927	3,676	3,323	-9.6%

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

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 2a below, the number of new teaching credentials showed a steady upward trend for all three types of credentials in the past five years.

Table 2a: Total New Teaching Credentials (Numbers) Issued by Type, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subject	6,434	6,905	7,092	7,119	7,773
Single Subject	6,132	6,284	6,239	6,634	6,505
Education Specialist	2,871	3,318	3,239	3,284	3,701
Total	15,437	16,507	16,570	17,037	17,979

Table 2b below displays the proportion of the three types of teaching credentials in the past five years. The proportion of teaching credentials was steady in the first four years and showed some fluctuations between 2018-19 and 2019-20. Multiple Subject teaching credentials was up by 1.5 percentage points, Single Subject teaching credentials was down by 3.5 percentage points, and Education Specialist teaching credentials went up by 2 percentage points between 2015-16 and 2019-20.

Table 2b: Total New Teaching Credentials (Percentages) Issued by Type, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subject	41.7%	41.8%	42.8%	41.8%	43.2%
Single Subject	39.7%	38.1%	37.7%	38.9%	36.2%
Education Specialist	18.6%	20.1%	19.5%	19.3%	20.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

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

Table 3a 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-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 (78.6 percent) of the newly credentialed teachers in California during fiscal year 2019-20. Of the 78.6 percent, 53.6 percent came through the student teaching (traditional) pathway and 25 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in

California comprised 18.5 percent, and the remaining three (3) percent of teachers were prepared through District/County-prepared intern programs.

Table 3a: Credentials Issued by Preparation Pathway and Credential Type, 2019-20

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Total Credentials	Percent of Total
California IHE-Prepared (Traditional)	4,781	3,806	1,042	9,629	53.6%
California IHE-Prepared (Intern)	1,460	1,331	1,697	4,488	25.0%
District/County-Prepared (Intern)	158	113	268	539	3.0%
Out-of-State/Out-of-Country-Prepared	1,374	1,255	694	3,323	18.5%
Total	7,773	6,505	3,701	17,979	100.0%

Table 3b 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-fourth through the California university intern pathway. For the California university intern pathway, there has been an increase of nine (9) percent in the past five years, from 16 percent in 2015-16 to 25 percent in 2019-20. The District/County-prepared intern pathway stayed steady at 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 seven (7) percent in the past five years, from 25 percent in 2015-16 to 18 percent in 2019-20.

Table 3b: Credentials (Percentages) Issued by Preparation Pathway, 2015-16 to 2019-20

Preparation Pathway	2015-16	2016-17	2017-18	2018-19	2019-20
California IHE-Prepared (Traditional)	57%	54%	52%	53%	54%
California IHE-Prepared (Intern)	16%	18%	22%	22%	25%
District/County-Prepared (Intern)	2%	3%	3%	3%	3%
Out-of-State/Out-of-Country-Prepared	25%	25%	24%	22%	18%
Total	100%	100%	100%	100%	100%

Table 4a below provides data on the number of new credentials issued by California IHE colleges and universities. There are three IHE segments – California State University (CSU), University of California (UC), and Private/Independent colleges and universities that prepares new teachers. Both CSU and Private/Independent colleges and universities showed a steady upward trend in the number of new teaching credentials issued, while the UC showed some fluctuations in the past five years.

Table 4a: New Teaching Credentials (Numbers) Issued by Higher Education Segments, 2015-16 to 2019-20

IHE Segment	2015-16	2016-17	2017-18	2018-19	2019-20
California State University (CSU)	5,538	5,772	5,947	5,978	6,338
University of California (UC)	837	872	630	894	792
Private/Independent Colleges and Universities	4,726	5,092	5,596	5,904	6,987
Total	11,101	11,736	12,173	12,776	14,117

Table 4b displays the proportion of the new teaching credentials recommended by the three higher education segments. Private/Independent colleges and universities prepared about half (49.5 percent) in 2019-20. CSU prepared more than two-fifths (44.9 percent) of the new teaching credentials. The proportion of new teaching credentials recommended by UC segment stayed between six (6) and seven (7) percent of the total new credentials recommended by all three IHE segments. There has been a shift of five (5) percentage points from CSU and two (2) percentage points from UC to Private/Independent colleges and universities in the past five years.

Table 4b: Teaching Credentials (Percentages) Issued by Higher Education Segments, 2015-16 to 2019-20

IHE Segment	2015-16	2016-17	2017-18	2018-19	2019-20
California State University (CSU)	49.9%	49.2%	48.9%	46.8%	44.9%
University of California (UC)	7.5%	7.4%	5.2%	7.0%	5.6%
Private/Independent Colleges and Universities	42.6%	43.4%	46.0%	46.2%	49.5%
Total	100.0%	100.0%	100.0%	100.0%	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 5a below displays the number of intern credentials issued based on both IHE and district/county programs over a five-year period. In 2019-20, there were 4,068 university intern and 816 district intern credentials issued. There has been a steady increase in the first four years in the number of university intern credentials issued. After a steady increase in the number of district/county intern credentials in the first three years there was a small decline in the recent two years. The number of university intern numbers decreased by 6.4 percent while the district/county intern credentials decreased by 0.2 percent. Overall, when both types of intern credentials are combined, there was a decrease of 5.5 percent between 2018-19 and 2019-20.

Table 5a: New Intern Credentials Issued in California by Type, 2015-16 to 2019-20

Intern Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
University Intern	3,222	3,771	4,038	4,348	4,068	-6.4%
District/County Intern	571	585	883	818	816	-0.2%
Total	3,793	4,356	4,921	5,166	4,884	-5.5%

Table 5b below displays the breakdown of university intern credentials issued by the three IHE segments. For both CSU and Private/Independent colleges and universities there has been a decrease (14.4 percent and 2.9 percent, respectively) between 2018-19 and 2019-20, while there has been an increase for UC. Overall, after a steady increase in the first four years, there has been a decrease (6.4 percent) in the total number of university intern credentials issued between 2018-19 and 2019-20.

Table 5b: New University Intern Credentials Issued by IHE Segments, 2015-16 to 2019-20

IHE Segment	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
California State University (CSU)	1,244	1,449	1,466	1,441	1,233	-14.4%
University of California (UC)	46	46	24	15	27	80.0%
Private/Independent College and Universities	1,932	2,276	2,548	2,892	2,808	-2.9%
Total	3,222	3,771	4,038	4,348	4,068	-6.4%

**The number of intern credentials issued by UC is small, so the percentage change should be viewed with caution.*

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 5b 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 Appendix – Table 1A.

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 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 CTE teaching credential issued in the 15 industry sectors.

The Preliminary 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 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 6a below provides data on the number of preliminary CTE credentials issued in the past five years. There has been a downward trend in the recent three years, with a decline of 19.9 percent between 2018-19 and 2019-20. For additional information, see the [CTE Dashboards](#).

Table 6a: CTE Preliminary Credentials Issued: 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Preliminary	1,431	2,123	1,936	1,810	1,449	-19.9%

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

Table 6b below displays the number and percentage of preliminary CTE credentials issued by industry sectors in 2019-20. More than 1,400 CTE preliminary credentials were issued in 15 different industry sectors. Nearly one-fifth of CTE credentials were issued in the industry sector of Arts, Media, and Entertainment (19.3 percent), followed by Business and Finance (12.5 percent), Education, Child Development, Family Services (10.6 percent), and Health Science and Medical Technology (10.4 percent), and Information and Communication Technologies (9.6 percent). Together these five industry sectors accounted for about two-thirds (62.4 percent) of the CTE credentials issued in 2019-20. The following five industry sectors – Marketing, Sales, and Service (8.3 percent), Building and Construction Trades (5.6 percent), Hospitality, Tourism, and Recreation (4.7 percent), Manufacturing and Product Development (4 percent), and Public Service (4 percent), - accounted for more than one-fourth (26.5 percent) of the credentials issued. The remaining credentials were issued in the following five industry sectors: Engineering and Architecture (3.1 percent), Transportation (2.7 percent), Agriculture and Natural Resources (2.2 percent), Fashion and Interior Design (1.6 percent), and Energy, Environment and Utilities (1.5 percent) of the total preliminary CTE credentials issued.

Table 6b: CTE Preliminary Credentials Issued by Industry Sectors, 2019-20

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Agriculture and Natural Resources	47	2.2%
Arts, Media, and Entertainment	414	19.3%
Building and Construction Trades	119	5.6%
Business and Finance	268	12.5%
Education, Child Development, and Family Services	227	10.6%
Energy, Environment, and Utilities	33	1.5%
Engineering and Architecture	66	3.1%
Fashion and Interior Design	35	1.6%
Health Science and Medical Technology	222	10.4%
Hospitality, Tourism, and Recreation	100	4.7%
Information and Communication Technologies	206	9.6%
Manufacturing and Product Development	85	4.0%
Marketing, Sales, and Service	179	8.3%
Public Services	85	4.0%
Transportation	58	2.7%

Note: The number of credentials by industry sector will be higher than the number of CTE credentials since one credential can have more than one industry sector authorization.

Table 6c below displays the proportion of preliminary CTE credentials issued by industry sectors in the past five years. As indicated in Table 6c, the proportions have remained steady in the five years, except for Education, Child Development, and Family Services (increase by 2.6 percent) and for Marketing, Sales, and Service (by 3.8 percent) between 2015-16 and 2019-20. The proportion for Health Science and Medical Technology was 14.2% in 2015-16, it was down to 10.4 percent in 2019-20, a decline of 3.8 percent in the past five years.

Table 6c: CTE Preliminary Credentials Issued (in %) by Industry Sectors, 2015-16 to 2019-20

Name of Industry Sector	2015-16	2016-17	2017-18	2018-19	2019-20
Agriculture and Natural Resources	2.6%	2.0%	2.5%	2.4%	2.2%
Arts, Media, and Entertainment	18.3%	20.8%	20.5%	17.0%	19.3%
Building and Construction Trades	6.5%	5.6%	6.0%	4.8%	5.6%
Business and Finance	10.4%	8.9%	9.8%	11.6%	12.5%
Education, Child Development, and Family Services	8.0%	11.2%	10.7%	11.7%	10.6%
Energy, Environment, and Utilities	1.5%	1.8%	1.9%	1.4%	1.5%
Engineering and Architecture	4.9%	4.8%	4.5%	4.5%	3.1%

Name of Industry Sector	2015-16	2016-17	2017-18	2018-19	2019-20
Fashion and Interior Design	2.0%	1.5%	1.4%	1.3%	1.6%
Health Science and Medical Technology	14.2%	12.4%	11.9%	11.5%	10.4%
Hospitality, Tourism, and Recreation	4.2%	3.8%	4.4%	4.0%	4.7%
Information and Communication Technologies	10.6%	10.8%	10.6%	12.2%	9.6%
Manufacturing and Product Development	3.8%	4.4%	3.8%	3.7%	4.0%
Marketing, Sales, and Service	4.5%	5.0%	6.0%	7.6%	8.3%
Public Services	5.6%	4.1%	4.0%	4.2%	4.0%
Transportation	2.7%	2.8%	2.0%	2.1%	2.7%

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 7a 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 small increase (two percent) in the number between 2018-19 and 2019-20. For additional information, see the [Designated Subjects Dashboard](#).

Table 7a: Designated Subjects Special Subjects (DSSS) Credentials Issued: 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Preliminary	53	51	62	50	51	2.0%

Table 7b 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 7b: Designated Subjects Special Subjects (DSSS) Credentials Issued by Subject

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Aviation Flight Instruction	2	0	1	1	0	-100%
Aviation Ground Instruction	1	1	1	1	2	100%
Basic Military Drill	4	7	4	2	11	450%
Limited Driver Training	0	1	0	0	0	-
Reserve Officer Training	46	42	56	46	38	-17.4%

Note: Data includes 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 8a.

As depicted in Table 8a below, there have been increases in the first four years in new teacher candidates' enrollment in teacher preparation programs. Between 2017-18 and 2018-19, there was a decrease of about 3,000 candidates, or 8.2 percent. When looking at the total teacher preparation enrollment in the past five years, the total enrollment has increased by about 3,000 candidates between 2014-15 and 2018-19.

Table 8a: Total Teacher Preparation Program Enrollment, 2014-15 to 2018-19

	2014-15	2015-16	2016-17	2017-18	2018-19	Percent Change from 2017-18
Enrollment Totals	31,478	32,573	35,880	37,557	34,468	-8.2%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2018-19 as required by Title II of Higher Education Act. 2018-19 is the most recent data available. Enrollment data for 2019-20 will not be available until summer 2021.

Note: Total Enrollment data represent candidates enrolled for their initial teaching credentials as well as candidates who completed all program requirements during the timeframe September 1 to August 31. Data do not include second credentials, added authorizations.

Table 8b below shows that more than half (54.1 percent) of the total enrollment in 2018-19 was in Private/Independent Colleges and Universities and more than one-third (39.2 percent) were enrolled in the CSU system. The UC system enrolled less than three (2.6) percent and district/county intern programs enrolled the remaining four (4.1) percent.

Table 8b: Total Enrollment by Teacher Preparation Program Sponsor Segments, 2018-19

IHE Segment	Number of Enrolled Candidates	Number of Program Completers	Total Enrolled and Program Completers	Percent of Total
California State University (CSU)	7,524	5,972	13,496	39.2%
University of California (UC)	158	753	911	2.6%
Private/Independent College and Universities	13,267	5,382	18,649	54.1%
District/County Intern programs	805	607	1,412	4.1%
Total	21,754	12,714	34,468	100.0%

Note: Data include enrolled candidates and program completers in Academic Year 2018-19.

Although 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 are 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 Child Development Permits Issued

California issues six levels of Child Development (CD) Permits: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Each permit level has its own set of issuance requirements and each authorizes the holder to perform different service in early learning and care programs. Specifically, these permits authorize the holder to provide services in the care, development, and instruction of children ages five and younger in a child development program; and may provide other services such as supervision and to serve as a curriculum coordinator. Table 9a below displays the number of CD Permits issued for the past five years. There has been a downward trend in the number of most CD permits issued, except for the number of CD Master Teacher showed an increase of 4.6 percent between 2018-19 and 2019-20. Overall, when all CD Permits are combined, there was a decline of 14.2 percent between 2018-19 and 2019-20.

Table 9a: Child Development Permits Issued, 2015-16 to 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
CD Assistant	995	744	661	664	471	-29.1%
CD Associate Teacher	1,949	1,880	1,740	1,798	1,494	-16.9%
CD Teacher	1,730	1,608	1,506	1,656	1,399	-15.5%
CD Master Teacher	396	389	353	373	390	4.6%
CD Site Supervisor	1,697	1,613	1,457	1,661	1,471	-11.4%
CD Program Director	543	516	474	504	487	-3.4%
Total	7,310	6,750	6,191	6,656	5,712	-14.2%

There is also a School-Age emphasis that can be added to a permit that authorizes the permit holder to provide all services authorized by the holder's CD Permit and to provide services in the care, development, and instruction of children from ages birth to 14 before-school, after-school, and other school-age childcare programs. Table 9b below displays the number of School-Age Emphasis issued on new CD Permits for past five years. There has been a downward trend in the number of school-age emphasis issued for most CD permits as well, except the number School-Age emphasis issued on Site Supervisor increased by 11.7 percent between 2018-19 and 2019-20. Overall, when all School-age emphasis issuances are combined there was a decline of 8.6 percent. For additional information, see [CD Permits Dashboard](#).

Table 9b: School-Age Emphasis Issued on new CD Permits, 2015-16 to 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
CD Assistant	19	17	28	5	1	-80.0%
CD Associate Teacher	32	38	37	12	7	-41.7%
CD Teacher	38	57	45	21	13	-38.1%
CD Master Teacher	28	24	32	25	12	-52.0%
CD Site Supervisor	101	101	94	111	124	11.7%
CD Program Director	55	46	50	36	35	-2.8%
Total	273	283	286	210	192	-8.6%

Number of English Learner Authorizations Issued

California’s TK-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 English learners in California public schools in 2019-20. (See [CDE DataQuest EL data for 2019-20](#))

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 CTEL examination and approved CTEL preparation programs, and 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 eight (8) approved CTEL programs. In 2019-20, six hundred and nine teachers passed all three sections of the CTEL 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 10a below provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. In 2019-20, there were 1,680 Emergency CLAD permits and 155 Emergency Bilingual Authorizations issued. There were decreases for both emergency authorizations between 2018-19 and 2019-20 – 9.7 percent and 2.5 percent, respectively.

Table 10a: Emergency CLAD and Bilingual Authorization Permits, 2015-16 to 2019-20

Permit Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Emergency CLAD	1,654	2,055	2,022	1,861	1,680	-9.7%
Emergency Bilingual	109	158	142	159	155	-2.5%

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 10b below displays the number of new CCSD issued in the past five years. The dramatic decline in the number of CCSD started in 2016-17 had continued in the past four years. However, there was an increase (by 22.2 percent) in the number of CCSD between 2018-19 and 2019-20.

Table 10b: Certificate of Completion of Staff Development, 2015-16 to 2019-20

2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
93	30	36	27	33	22.2%

**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 Appendix - Table 4A. CLAD and Bilingual authorization permits, and waivers requested by school districts are presented in

Appendix - Table 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 11a below provides data on STSPs and PIPs issued in the past five years. In 2019-20, there were 3,713 STSPs and 2,395 PIPs issued. There have been significant increases in both STSPs and PIPs starting from 2016-17. In 2019-20, the number of STSPs has increased (by 2.3 percent) while the number of PIPs decreased (by 5.6 percent). When both STSPs and PIPs are combined there was a decrease of one percent between 2018-19 and 2019-20.

Table 11a: Short-Term Staff Permit and Provisional Internship Permit Issued, 2015-16 to 2019-20

Permit Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Short-Term Staff Permit	2,770	3,419	3,608	3,631	3,713	2.3%
Provisional Internship Permit	1,292	2,284	2,277	2,538	2,395	-5.6%
Total	4,062	5,703	5,885	6,169	6,108	-1.0%

Note: PIP includes first-time and new type only. STSP includes first-time, new type, and reissuance.

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.

Table 11b below displays the number of TPSL issued in the past four years. Between 2016-17 and 2017-18, the number of TPSL almost doubled. There was an increase of about 140 TPSLs between 2017-18 and 2018-19. In the recent past two years the numbers remained steady with a small increase of less than one percent (0.2) between 2018-19 and 2019-20.

Table 11b. Number of Teaching Permit for Statutory Leave issued, 2016-17 to 2019-20

2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
No data	360	715	854	856	0.2%

Note: TPSL was first issued in spring 2016.

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 11c below provides data on the number of Limited Assignment Teaching Permits issued for the past five years. In 2019-20, there were 106 Multiple Subject GELAPs, 1,433 Single Subject GELAPs, and 400 SELAPs issued. There were decreases for all three types of permits – 13.8 percent for GELAP Multiple Subject, 10.5 percent for GELAP Single Subject, and 3.8 percent for SELAP between 2018-19 and 2019-20. Overall, there was a decrease of 9.4 percent in the total number of Limited Assignment Teaching Permits between 2018-19 and 2019-20.

Table 11c: Number of Limited Assignment Teaching Permits Issued, 2015-16 to 2019-20

Permit Type	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
GELAP Multiple Subject	113	126	122	123	106	-13.8%
GELAP Single Subject	1,265	1,366	1,391	1,602	1,433	-10.5%
SELAP	397	382	439	416	400	-3.8%
Total	1,775	1,874	1,952	2,141	1,939	-9.4%

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 11d depicts the number of teaching credential waivers issued in the 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 four years stayed steady at around 400. The number of waivers issued showed an increase of 3.9 percent between 2018-19 and 2019-20. In order to accommodate the candidates impacted by COVID-19, a new waiver document called Program Sponsor Variable Term Waiver (PS-VTW) was issued. The teacher preparation programs submit the waiver application and required documentation for each of their candidates. Once the PS-VTW is issued, it will give the candidate one year of additional time to complete the remaining credential requirements for a preliminary credential, while also authorizing the individual to teach or provide the services associated with their respective credential. The program may request a single renewal with appropriate verification of candidate progress. In 2019-20, there were 14 PS-VTWs issued.

Table 11d: Number of Teaching Waivers Issued, 2015-16 to 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Waiver	283	404	386	432	449	3.9%

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

The appendix (Table 5A, 5B, 5C) provides 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, more than 13,000 documents of this type were requested by 57 counties in 2019-20. More than half (60.1 percent) of the documents issued were permits; about two-fifths (36.5 percent) were intern credentials and little over three (3.4) percent were waivers.

Los Angeles county alone requested about one-fifth (17.9 percent) of the documents. Another two-fifths (39.6 percent) were requested by seven counties: Kern, Alameda, Fresno, San Bernardino, San Diego, Santa Clara, and San Joaquin. These seven counties requested between 600 and 1,000 documents each. More than one-fourth (25.6 percent) were requested by another nine counties: Contra Costa, Tulare, Riverside, Sacramento, San Francisco, Monterey, Solano, Merced, and Stanislaus, each ranging from 200 and 500 documents. Thus, at the state level, more than four-fifths (83.1 percent) of total documents (interns, permits, and waivers) were requested by seventeen counties only. The following counties – Sonoma, San Mateo, Orange, Kings, Madera, Ventura, Imperial, and Placer – each requested between 100 to 200 documents. Santa Barbara, Santa Cruz, Mendocino, Lake, Shasta, San Luis Obispo, and Yolo, each requested between 50 and 100 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, it was estimated that the percentage of intern credentials, permits, and waivers accounted for about 4.4 percent of the current teaching workforce.

Further analysis of the documents by county indicated that there were 57 counties with university intern credentials and 28 counties with district/county intern credentials. Ten counties (Los Angeles, Kern, San Bernardino, San Joaquin, Fresno, Santa Clara, Alameda, San Diego, Contra Costa, and Riverside) accounted for more than two-thirds (68.6 percent) of the university intern credentials issued. For the district/county intern credentials, more than four-fifths (84.7 percent) were in the following ten counties: Los Angeles, Tulare, Sacramento, San Diego, San Francisco, Sonoma, Fresno, Yolo, Alameda, and Placer.

When permits (PIPs, STSPs, and Limited Assignment Teaching Permit) were analyzed by county, data indicated that 53 counties requested PIPs, 56 counties requested STSPs, and 48 counties requested Limited Assignment Teaching Permits. The following ten counties - Los Angeles, Kern, Alameda, Fresno, San Diego, Santa Clara, San Bernardino, San Joaquin, Contra Costa, and Riverside -accounted for nearly two-thirds (63.7 percent) of the total permits requested.

When waivers were analyzed by county, 37 counties requested waivers. The following ten counties: Kern, Alameda, San Francisco, Santa Clara, Contra Costa, Solano, Los Angeles, Monterey, Mendocino, and San Bernardino accounted for more than three-fourths (79.7 percent) of the waivers requested. Eleven counties (Butte, El Dorado, Inyo, Kings, Madera, Napa, Placer, Siskiyou, Stanislaus, Tehama, and Tuolumne) each requested only one waiver in 2019-20.

Table 11e below displays the top ten counties that requested the highest number of intern or permit or waiver (IPW) documents in the 2019-20 year.

Table 11e: Top 10 Counties that Requested Highest Number of IPW Documents in 2019-20

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

Table 11f below summarizes the total number of intern credentials, permits, and waivers by credential type in 2019-20. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, about one-third (28.2 percent) of the intern credentials were Multiple Subject, another one-third (26.8 percent) were Single Subject, and more than two-fifths (45 percent) were Education Specialist credentials. For permits, more than one-fourth (26.4 percent) were issued in Multiple Subject, more than one-third (37.5 percent) in Single Subject, and more than one-third (36.2 percent) in Education Specialist specialty areas. For waivers, more than one-fifth (23.2 percent) were issued in Multiple Subject, about one-third (30.3 percent) in Single Subject and more than two-fifths (46.5 percent) in Education Specialist credentials. In summary, about one-fourth of the documents (intern, permit, and waivers) were issued in Multiple Subjects. The highest proportion of permits were issued in Single Subjects and nearly half of the intern credentials and nearly half of the waivers were issued in Education Specialist specialty areas.

Table 11f: Distribution of Interns, Permits, and Waivers by Credential Type, 2019-20

	Interns	Permits	Waivers
Number of documents issued	4,884	8,047	449
Multiple Subject	28.2%	26.4%	23.2%
Single Subject	26.8%	37.5%	30.3%
Education Specialist	45.0%	36.2%	46.5%

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

Comparison of Fully Credentialed Teachers Serving in California Public Schools

Table 12a below shows the total number of individuals holding teaching documents who were employed in California public schools during past five years. There has been a steady increase in the number of K-12 teachers as well as there has been increases in the number of intern credentials, PIPs, STSPs, and waivers in the past five years.

Table 12a: Number of Teachers Serving in California Public Schools with Full Authorization Versus Intern Credentials, Permits, and Waivers Issued, 2015-16 and 2019-20

Document Type	2015-16	2016-17	2017-18	2018-19	2019-20
University Intern Credentials	3,222	3,771	4,038	4,348	4,068
District/County Intern Credentials	571	585	883	818	816
Limited Assignment Teaching Permit	1,775	1,874	1,952	2,141	1,939
Provisional Intern Permit (PIP)	1,292	2,284	2,277	2,538	2,395
Short-Term Staff Permit (STSP)	2,770	3,419	3,608	3,631	3,713
Variable Term Waivers	283	404	386	432	449
Total Intern, Permits, and Waivers	9,913	12,337	13,144	13,908	13,380
Fully Credentialed Teachers (Preliminary and Clear)	288,426	292,766	293,117	293,562	Not available
Total Statewide Teaching Staff	298,339	305,103	306,261	307,470	Not available

Note: 2019-20 data not yet available on CDE's DataQuest.

Table 12b shows the numbers of intern credential, permits, and waivers as a percentage of the total teaching staff for the past five years¹. The number of university and district/county intern credentials accounted for 1.3 percent and 0.3 percent, respectively. For permits, STSPs accounted for 1.2 percent, PIPs accounted for 0.8 percent, and Limited Teaching Assignment permits accounted for 0.6 percent. The proportion of waivers accounted for less than 0.1 percent. When compared the proportion of interns, permits, and waivers to total teaching staff

¹ Data Source: California Department of Education 2015-16 to 2018-19.

in the past five years, the proportion of intern credentials, PIPs, and STSPs went up slightly, by one (1.1) percent between 2015-16 and 2019-20.

Table 12b: Percentage of Teachers Serving in California Public Schools with Full Authorization Versus Intern Credentials, Permits, and Waivers Issued, 2015-16 and 2019-20

	2015-16 Percent	2016-17 Percent	2017-18 Percent	2018-19 Percent	2019-20 Percent
University Intern Credentials	1.1%	1.2%	1.3%	1.4%	1.3%
District Intern Credentials	0.2%	0.2%	0.3%	0.3%	0.3%
Limited Assignment Teaching Permit	0.6%	0.6%	0.6%	0.7%	0.6%
Provisional Intern Permit (PIP)	0.4%	0.7%	0.7%	0.8%	0.8%
Short-Term Staff Permit (STSP)	0.9%	1.1%	1.2%	1.2%	1.2%
Variable Term Waivers	0.1%	0.1%	0.1%	0.1%	0.1%
Total of Interns, Permits, Waivers %	3.3%	4.0%	4.3%	4.5%	4.4%

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 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

Table 13a below shows average age data for the past five years for university interns. In 2019-20, both Multiple Subject and Single Subject credential holders had the same average age (31.1 and 31.3, respectively). Education Specialist university interns had an average age of 34.4 years (about 3 years older than Multiple Subject and Single Subject university interns). When the average age was compared between 2015-16 and 2019-20, the data indicate that the average age has slightly gone up for Single Subject and Education Specialist university interns.

Table 13a. Average Age in Years by Credential Type for University Intern, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subject	31.2	31.3	31.6	30.9	31.1
Single Subject	30.7	30.2	31.1	30.6	31.3
Education Specialist	34.2	34.4	34.1	34.4	34.4

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

Table 13b below displays average age data for district interns for the past five years. In 2019-20, both Multiple Subject and Single Subject credential holders had similar average age of 33.1 and 32.5, respectively. Education Specialist district intern credential holders had an average age of

36.9 years (about 4 years older than Multiple Subject and Single Subject district interns). When the average age was compared between 2015-16 and 2019-20, the data indicate that the average age has gone up by 1.7 years for Single Subject district interns.

Table 13b. Average Age in Years by Credential Type for District Intern, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subject	33.2	32.9	31.5	30.8	33.1
Single Subject	30.8	34.5	32.8	31.4	32.5
Education Specialist	37.9	38.4	38.4	37.7	36.9

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

Table 13c below displays the average age data for preliminary credential holders for the past five years. In 2019-20, the average age for Multiple Subject and Single Subject credential holders was similar – 30.9 years and 31.4 years, respectively. The average age for Education Specialist preliminary credential holders was 34.9 years (about four years older than Multiple Subject and Single Subject preliminary credential holders). When the average age was compared between 2015-16 and 2019-20, the data indicate that the average age of preliminary teaching credential holders has stayed steady in the past five years.

Table 13c. Average Age in Years by Credential Type for Preliminary, 2015-16 to 2019-20

Credential Type	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subject	30.9	30.8	31.2	31.0	30.9
Single Subject	31.4	31.7	31.7	31.5	31.4
Education Specialist	34.8	35.1	35.3	34.9	34.9

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

In summary, in 2019-20, the average age of interns and preliminary credential holders differed by type of teaching credentials – ranging from 30.9 years of age for Multiple Subject preliminary credential holders to 36.9 years of age for Education Specialist district intern candidates.

Demographic data (gender, race/ethnicity) for new teacher candidates are reported at the aggregate level in the Annual Report Card/Title II and the data are available at [Title II Dashboards](#). Accreditation Data System (ADS) also collects demographic data for all new credential candidates at the aggregate level and they are available at [Approved Program Dashboards](#).

Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

In 2018-19, more than 307,000 teachers taught in California’s TK-12 public schools. Table 13d below displays the gender and race/ethnicity distribution for teaching workforce for five years. In 2018-19, of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths (73.3 percent) of these teachers were female while less than one-third (26.7 percent) were male. Approximately two-thirds (61.2 percent) identified themselves as White and more

than one-fifth (21.1 percent) identified as Hispanic. Asian, Filipino, and Pacific Islander together constituted about eight (7.6) percent. African American about four (3.9) percent and American Indian was less than one percent and teachers belonging to two or more races constituted another one percent. The remaining teaching workforce (4.6) percent did not respond to the race question. The proportion of gender and race/ethnicity makeup of the teaching workforce was fairly steady in the past five years. The biggest change was noticed for Hispanic teachers – 18.6 percent in 2014-15 to 21.1 percent in 2018-19 (an increase of 2.5 percent) between 2014-15 and 2018-19.

Table 13d: Gender and Race/Ethnicity Distribution of Current Teaching Workforce, 2014-15 to 2018-19

Gender and Race/Ethnicity category	2014-15	2015-16	2016-17	2017-18	2018-19
Female	73.1%	73.2%	73.3%	73.3%	73.3%
Male	26.9%	26.8%	26.7%	26.7%	26.7%
Hispanic	18.6%	16.2%	20.2%	20.7%	21.1%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian not Hispanic	5.4%	5.6%	5.7%	5.8%	5.8%
Pacific Islander not Hispanic	0.3%	0.3%	0.3%	0.3%	0.3%
Filipino not Hispanic	1.5%	1.5%	1.5%	1.5%	1.5%
African American not Hispanic	3.9%	4.0%	4.0%	3.9%	3.9%
White not Hispanic	65.0%	67.6%	63.3%	62.0%	61.2%
Two or more races	0.8%	0.8%	0.9%	0.9%	1.0%
No Response for Ethnicity	4.0%	3.3%	3.6%	4.3%	4.6%

Data Source: [CDE DataQuest Teacher Data for 2015-16 to 2019-20](#)

State Summary, Number of teachers by ethnicity. Note: 2019-20 data not yet available on DataQuest.

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 teachers were estimated to be hired in eighteen different subject areas for the 2020-21 year. Fifty-four counties projected teacher hires while the following four counties – Alpine, Amador, Mariposa, and Sierra - did not report planned teacher hires for 2020-21. For counties that estimated teacher hires, the numbers ranged from one (1) in Mono to 3,557.7 in Los Angeles.

Table 14a below provides the estimated teacher hires data for the past six years. Between 2015-16 and 2016-17 years, the numbers were up by more than 800 estimated teacher hires and between 2016-17 and 2017-18, the numbers were up by more than 1,100 estimated teacher hires. Starting with 2017-18 year there has been a decrease in the number of estimated teacher hires. The biggest decrease of about 2,500 estimated teacher hires was between 2017-18 and 2018-19. Since then, there has been a decrease of more than 400 in the last two years.

Table 14a. Estimated Number of Teacher Hires, 2015-16 to 2020-21

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Estimated Teacher Hires	21,482.7	22,315.1	23,451.4	20,917.8	20,481.1	20,058.1
Number Change from prior year		+832.4	+1,136.3	-2,533.6	-436.7	-423

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 2020-21 were analyzed by these geographic regions. Table 14b below provides CDE’s Estimated Teacher Hires data by geographic regions for 2020-21. About one-third (31.1 percent) of the estimated teacher hires would occur in the South Coast region, followed by about one-fourth (23.9 percent) in the Bay Area. More than one-tenth (11.9 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley followed by another one-tenth (11.1 percent) in the Inland Empire region. In other words, about four-fifths (78 percent) of the estimated teacher hires would occur in four regions – South Coast, Bay Area, South San Joaquin Central Valley, and Inland Empire.

Table 14b: Estimated Teacher Hires by Geographic Regions, 2020-21

Region	County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	4,796.5	23.9%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	846.1	4.2%
East Inland	Alpine*, Amador*, Calaveras, Inyo, Mariposa*, Mono, Tuolumne	84.9	0.4%
Inland Empire	Riverside, San Bernardino	2,233.4	11.1%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	159.5	0.8%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	1,035.2	5.2%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra*, Siskiyou	65.5	0.3%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	1,849.4	9.2%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	6,245.4	31.1%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	2,385.6	11.9%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	356.6	1.8%

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 2020-21

An analysis of the estimated teacher hires by county and subject areas provided some interesting findings. Table 14c shows that more than two-thirds (68.2 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, Alameda, San Bernardino, Sacramento, Contra Costa, Santa Clara, Riverside, Fresno, and Kern. About one-fifth (17.7 percent) of the estimated teacher hires would occur in Los Angeles county.

Table 14c. Estimated Teacher Hires by County, 2020-21

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Los Angeles	3,557.7	17.7
San Diego	1,570.4	7.8%
Alameda	1,309.8	6.5%
San Bernardino	1,256.2	6.3%
Sacramento	1,178.5	5.9%
Contra Costa	1,053.9	5.3%
Santa Clara	1,023.6	5.1%
Riverside	977.2	4.9%
Fresno	886.8	4.4%
Kern	857.0	4.3%
Total of Ten Counties	13,671.1	68.2%
Statewide Total	20,058.1	100.0%

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

Table 14d shows nearly one-third (28.8 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another 20.5 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 5.3 percent. Mathematics, Life Sciences and Physical Sciences teachers together would account for another 16.5 percent. In other words, more than four-fifths (80.3 percent) of the estimated teacher hires in 2020-21 would occur in seven subjects.

Table 14d. Estimated Teacher Hires by Subject Areas, 2020-21

Subject Area	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	5,778.8	28.8%
Special Education (Education Specialist)	4,119.3	20.5%
English/Drama (Single Subject-English)	1,837.2	9.2%
Mathematics (Single Subject-Mathematics)	1,805.6	9.0%
Social Sciences (Single Subject-History/Social Sciences)	1,063.1	5.3%
Life Sciences (Single Subject-Biology)	794.2	4.0%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	703.1	3.5%
Total of Seven Subject Areas	16,101.3	80.3%
Statewide Total	20,058.1	100.0%

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

Table 14e below displays the estimated teacher hires by region from 2016-17 to 2020-21 to show the five-year trend. Two regions – Sacramento Metropolitan Central Valley and South San

Joaquin Central Valley – showed increase 3.9 percent, 2.7 percent, respectively. The biggest decrease (6.5 percent) was noticed for South Coast region.

Table 14e. Estimated Teacher Hires by Region – Five-year Trend, 2016-17 to 2020-21

Region	2016-17	2017-18	2018-19	2019-20	2020-21
Bay Area	25.1%	26.3%	26.7%	24.6%	23.9%
Central Coast	4.3%	3.8%	3.8%	4.2%	4.2%
East Inland	0.3%	0.4%	0.4%	0.5%	0.4%
Inland Empire	11.6%	11.4%	12.2%	12.8%	11.1%
North Coast	0.6%	0.9%	0.7%	0.8%	0.8%
North San Joaquin Central Valley	4.4%	5.4%	6.3%	5.1%	5.2%
Northeastern Inland	0.4%	0.2%	0.3%	0.5%	0.3%
Sacramento Metropolitan Central Valley	5.3%	5.8%	5.6%	6.1%	9.2%
South Coast	37.6%	36.1%	33.2%	32.3%	31.1%
South San Joaquin Central Valley	9.2%	8.5%	9.0%	11.1%	11.9%
Upper Sacramento Central Valley	1.2%	1.4%	1.8%	1.9%	1.8%

Table 14f below displays estimated teacher hires by subject area from 2016-17 to 2020-21 to show the five-year trend. The biggest increase (by 3.8 percent) was estimated for special education and a decrease (by 2.2 percent) for self-contained classrooms.

Table 14f. Estimated Teacher Hires by Subject Area – Five-year Trend, 2016-17 to 2020-21

Region	2016-17	2017-18	2018-19	2019-20	2020-21
Self-Contained Classrooms (Multiple Subject)	31.0%	30.1%	30.4%	30.6%	28.8%
Special Education (Education Specialist)	16.7%	17.5%	17.6%	19.0%	20.5%
English/Drama (Single Subject-English)	9.4%	9.5%	9.5%	9.2%	9.2%
Mathematics (Single Subject-Mathematics)	8.9%	9.2%	8.9%	9.0%	9.0%
Social Sciences (Single Subject-History/Social Sciences)	5.6%	5.3%	5.5%	5.2%	5.3%
Life Sciences (Single Subject-Biology)	4.3%	4.3%	4.2%	3.8%	4.0%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	3.7%	4.0%	3.4%	3.5%	3.5%
Total of Seven Subject Areas	79.6%	79.9%	79.5%	80.3%	80.3%

In summary, in 2020-21, more than three-fourths of the estimated teacher hires would be in ten counties and in seven subject areas. These patterns were fairly similar to prior years.

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 2019-20:

- Overall, there was an increase in the number of newly issued credentials for Multiple Subject and Education Specialist credentials, while there was a small decline in the number of Single Subject credentials issued between 2018-19 and 2019-20.
- After a steady decline for ten consecutive years, 2019-20 was the sixth year in which there was an increase in the new teaching credentials. (Table 1a)
- The number of new credentials issued showed an increase for California IHE-Prepared (10.5 percent), while showing a decline for California District/County-prepared and for Out-of-State-prepared, 7.9 percent and 9.6 percent, respectively. (Tables 1b, 1c and 1d)
- The proportion of teaching credentials issued in the past five years shifted a little bit. The proportion of Multiple Subject credentials increased by 1.5 percentage points and the Education Specialist credentials by 2 percentage points while the proportion of Single Subject credentials decreased by 3.5 percentage points. (Table 2b)
- California IHEs prepared more than three-fourths (78.6 percent) of the total new teaching credentials issued in 2019-20. (Table 3a)
- The proportion of new teaching credentials recommended by California IHE segments changed in the past five years. Both public segments showed a declining trend - California State University segment by 5 percentage points and University of California segment by 1.9 percentage points while Private/Independent Colleges and Universities showed an increasing trend by 6.9 percentage points in the past five years. (Table 4b)
- There has been a steady increase of candidates enrolled in intern programs in the past four years. However, there was a decline of 5.5 percent in the total intern enrollment between 2018-19 and 2019-20. There was a decrease for university intern programs and district/county intern programs, 6.4 percent and 0.2 percent, respectively. (Table 5a)
- More than 1,400 CTE credentials were issued in fifteen different industry sectors in 2019-20. About one-fifth (19.3 percent) of the CTE credentials were issued in Arts, Media, and Entertainment. (Table 6a, 6b)
- After a significant increase in the number of PIPs and STSPs issued in the first four years, there was a declining pattern between 2018-19 and 2019-20. STSPs showed a small increase (2.3 percent) while PIPs showed a small decrease (5.6 percent). When both PIPs were combined, there was a small decrease between 2018-19 and 2019-20. (Table 11a)
- The number of Limited Assignment Teaching Permits showed an increasing pattern in the first four years. There has been a declining trend for all three types of Limited Assignment Teaching Permits between 2018-19 and 2019-20. The decline ranged from

3.8 percent for SELAP to 13.8 percent decline for GELAP Multiple Subject. When all three types of Limited Assignment Teaching Permits were combined, there was a decrease of 9.4 percent between 2018-19 and 2019-20. (Table 11c)

- There was an increase in the number of waivers issued for teaching credentials by 3.9 percent between 2018-19 and 2019-20. (Table 11d)
- Due to the increase in the number of intern credentials, permits, and waivers in the past five years, the proportion of teachers on intern credentials, permits, and waivers at the state level was estimated to increase by one percent in the past five years. However, there was a small decline in the proportion of intern credentials, permits, and waivers between 2018-19 and 2019-20. (Table 12b)
- The average age of new credential holders differed by teaching credentials, ranging from an average age of 30.9 years for new Multiple Subject preliminary credential holders to 36.9 years for new Education Specialist district intern candidates. The average age of new IHE-prepared intern and District/County-prepared intern credential holders showed slight variation while the average age of preliminary credential holders stayed very steady in the past five years. (Table 13a, 13b, and 13c)
- Nearly three-fourths (73.3 percent) of the current teaching force were female and less than two-thirds (61.2 percent) were White. (Table 13d)
- The estimated teacher hires data for 2020-21 indicate that more than two-thirds of the estimated teacher hires would occur in ten counties and in seven subject areas. (Table 14c and 14d)

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	Appendix 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