
5A

Action

Educator Preparation Committee

Teacher Supply in California, 2014-2015 A Report to the Legislature

Executive Summary: This agenda item asks the Commission to approve a report to the Governor and the Legislature on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools. During the presentation of this agenda item, recently developed dashboards on teacher supply and demand will be demonstrated.

Policy Question: Does the Commission approve transmitting this report to the Governor and the Legislature?

Recommended Action: That the Commission approve the *Teacher Supply in California, 2014-15*, report for transmittal to the Governor and the Legislature.

Presenters: Marjorie Suckow and Lynette Roby, Consultants, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- d) Track current trends and research in learning theory, educator preparation and certification and disseminate information about high quality programs, models, and outcomes.

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 2014-15. 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 2014-15 are summarized:

- There was an increase of 2.7 percent in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist).
- After a steady decline in the total number of initial teaching credentials for the past several years, 2014-15 is the first year in which there is a small increase over the prior year. The number of new initial teaching credentials issued in 2014-15 has almost come back to the number of credentials issued in the 2012-13 year.
- There was an increase in the number of teaching permits (Short Term Staff Permit and Provisional Intern Permit) issued and therefore a decrease of 0.4 percent in number of fully-credentialed teachers serving in California public schools. The percentage was down from 98.0 percent to 97.6 percent in 2014-15.

Teacher Supply in California, 2014-2015

A Report to the Legislature

Introduction

This agenda item reports on multiple subject, single subject and education specialist credentials awarded by the Commission in 2014-15. The report also includes information on other certificates, authorizations, permits and waivers issued in 2014-15. The summary tables are presented within the agenda item and detailed data tables are provided in the Appendix <http://www.ctc.ca.gov/commission/agendas/2016-04/2016-04-5A-appendix.pdf> as follows:

Table 1	Distribution of New Credentials by Type and Institution
Table 1A	Distribution of University Intern Credentials by Type and Institution
Table 2	Distribution of Credentials Recommended by Type and District Intern Program Sponsor
Table 3	Distribution of New Credentials Issued Based on Out of State Preparation by Type and Subject
Table 3A	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Type and Institution
Table 3B	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Industry Sector
Table 4	Distribution of Credentials, Intern Credentials, Permits, and Waivers by Subject Area
Table 4A	Distribution of English Learner Authorizations Issued on Credentials, Certificates, Permits and Waivers
Table 4B	Distribution of Permits and Waivers for English Learner Authorizations by County
Table 4C	Distribution of Permits and Waivers for English Learner Authorizations by County and School District
Table 4D	Distribution of Certificates of Completion of Staff Development (CCSD) by Recommending Agency
Table 5A	Distribution of Intern Credentials, Permits and Waivers by County
Table 5B	Distribution of Intern Credentials, Permits and Waivers by County and School District
Table 5C	Distribution of Intern Credentials, Permits and Waivers by County, School District, Type and Subject Area
Table 6A	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3 by County
Table 6B	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3 by County and School District
Table 6C	Distribution of Teaching Misassignments in Schools Ranked in Deciles 1-3 by County, School District and School Site

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 31 of this item) and must include the following:

1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification pathways and the type of credential or certificate for which they were recommended

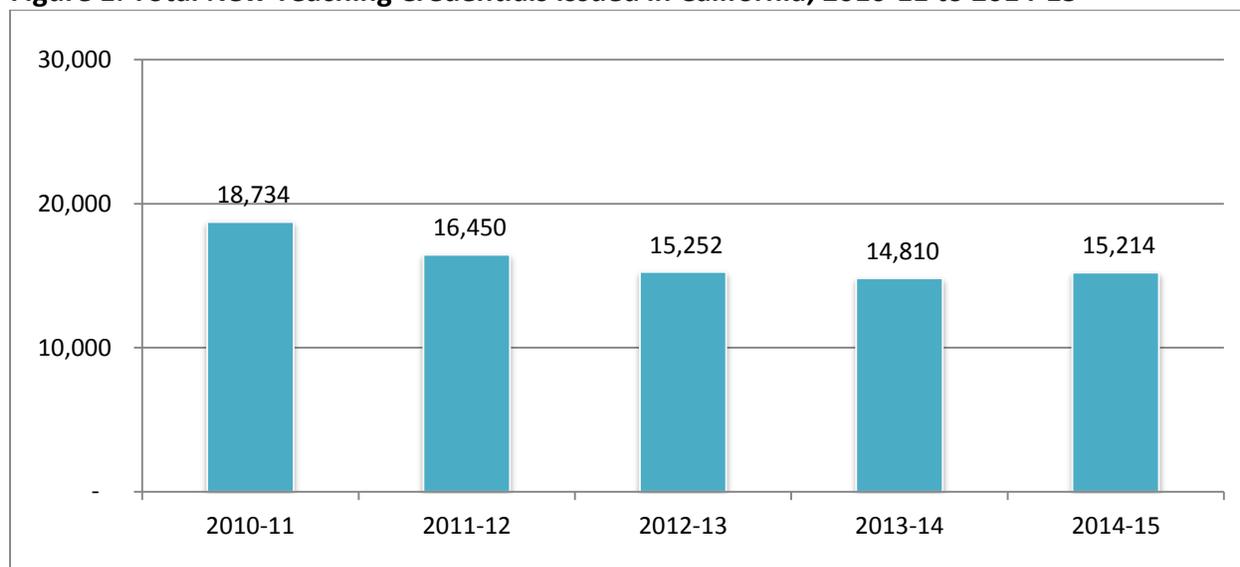
2. The number of individuals issued an initial credential based on a program completed outside of California by the type of credential or authorization issued
3. The number of individuals issued an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001
4. The number of individuals issued a Certificate of Completion of Staff Development pursuant to Education Code §44253.10
5. The number of individuals, statewide, by county and by school district, serving on the following documents and the percentage of the total number of individuals serving as teachers statewide:
 - University and District Intern Credentials
 - Emergency Permits
 - Credential Waivers
 - Preliminary and Clear Teaching Credentials
6. The number of credentials recommended by all Commission-accredited teacher preparation programs for each of the following:
 - California State University system
 - University of California system
 - Independent colleges and universities that offer teacher preparation programs approved by the Commission
 - Other institutions that offer teacher preparation programs approved by the Commission.

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 districts. 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, 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 2010-11 through 2014-15. 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.

Figure 1: Total New Teaching Credentials Issued in California, 2010-11 to 2014-15



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. The last column of each table indicates the percentage of change in teaching credentials issued between 2013-14 and 2014-15.

Table A illustrates that the new teaching credentials in 2014-15 increased by 2.7 percent over the previous fiscal year. Both California IHE prepared and out of state prepared candidate totals showed increases (0.8 percent and 10.6 percent, respectively) while district prepared candidate totals decreased by 9.1 percent between 2013-14 and 2014-15.

Table A: New Teaching Credentials Issued in California by Pathway, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
California IHE Prepared*	15,459	13,330	12,089	11,145	11,230	0.8%
District Prepared**	236	240	350	352	320	-9.1%
Out of State Prepared	3,039	2,880	2,813	3,313	3,664	10.6%
Totals	18,734	16,450	15,252	14,810	15,214	2.7%

*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 preliminary 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.

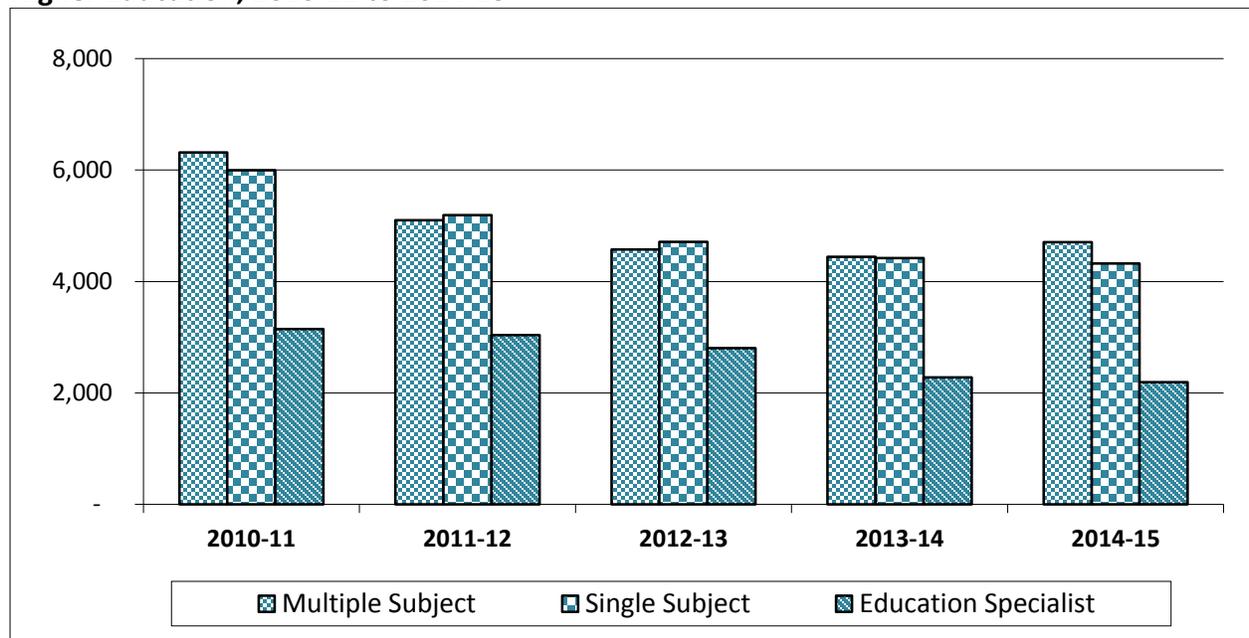
Table B shows an increasing pattern for Multiple Subject teaching credentials but a declining pattern for Single Subject and Education Specialist credentials (2.2 percent and 3.6 percent respectively). Overall, there was an increase of 0.8 percent between 2013-14 and 2014-15.

Table B: New Teaching Credentials Issued By Type Based on Preparation in a California Institution of Higher Education,* 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Multiple Subject	6,315	5,102	4,573	4,444	4,709	6.0%
Single Subject	5,995	5,190	4,713	4,423	4,325	-2.2%
Education Specialist	3,149	3,038	2,803	2,278	2,196	-3.6%
Totals	15,459	13,330	12,089	11,145	11,230	0.8%

*IHE prepared includes both traditional and intern delivery models.

Figure 2: New Teaching Credentials Issued Based on Preparation in a California Institution of Higher Education, 2010-11 to 2014-15



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. Between 2013-14 and 2014-15, there was a 9.1 percent decrease in the total number of credentials issued by district intern programs. While there was a 49.3 percent decrease for Multiple Subject and a 5 percent

decrease for Education Specialist, there was an increase of 25 percent for Single Subject credentials.

Table C: New Teaching Credentials Issued by Type for Candidates Prepared in District/County Office of Education Intern Programs, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Multiple Subject*	11	31	33	73	37	-49.3%
Single Subject	101	85	78	60	75	25.0%
Education Specialist	124	124	239	219	208	-5.0%
Totals	236	240	350	352	320	-9.1%

*As the number of Multiple Subject credentials is small, the percentage change from 2013-14 should be viewed with caution.

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

Figure 3: New Teaching Credentials Issued By Type for Candidates Prepared By District Intern Programs, 2010-11 to 2014-15

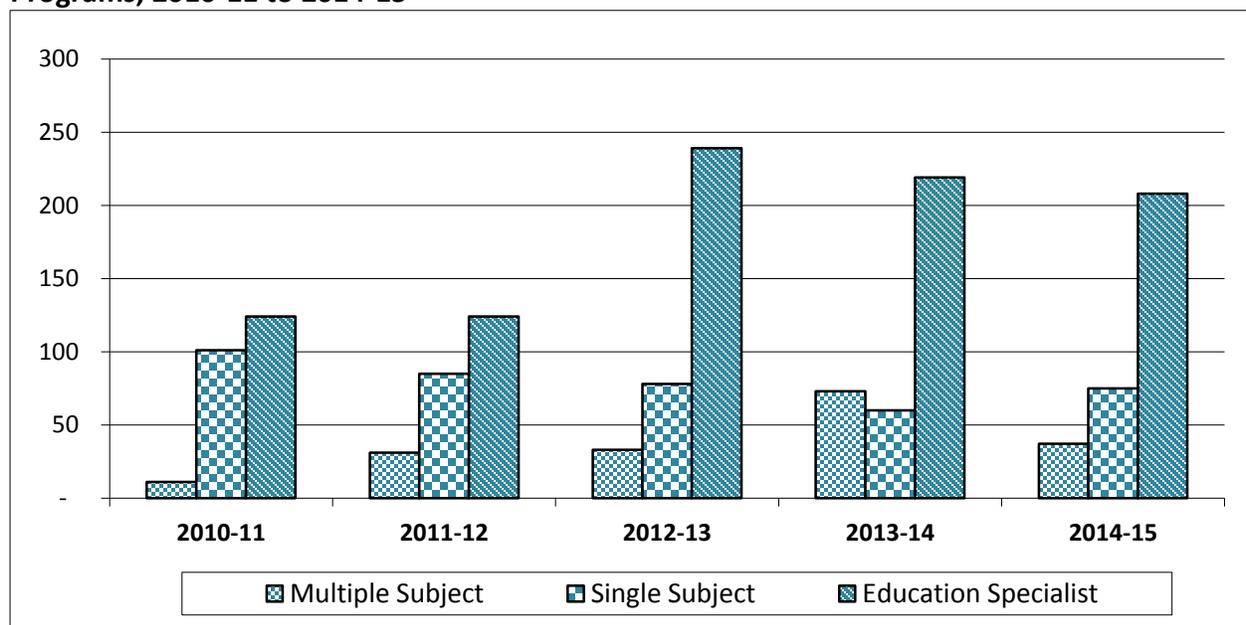


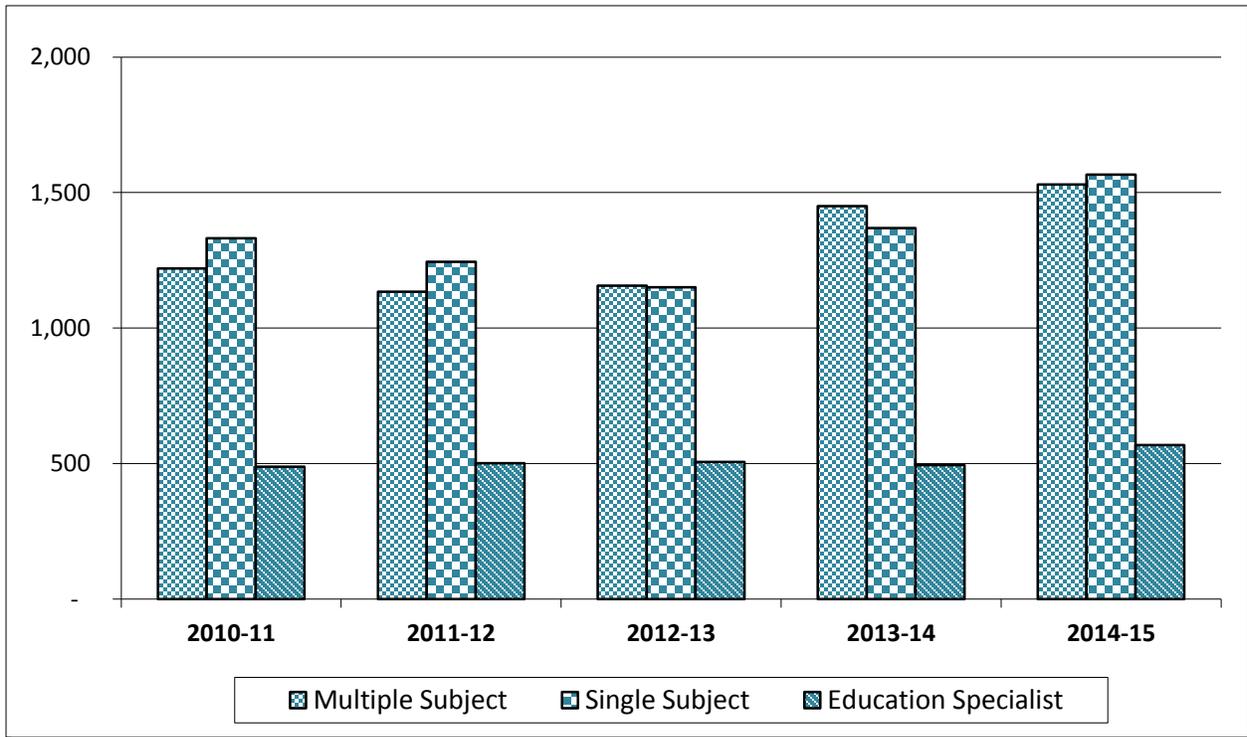
Table D provides data on number of credentials issued to teachers who were trained out of state and out of country. There was an overall increase of 10.6 percent between 2013-14 and 2014-15; there were also increases for all three types of teaching credentials: 5.5 percent for Multiple Subject credentials, 14.4 percent for Single Subject credentials and 15 percent for Education Specialist credentials.

Table D: New California Teaching Credentials Issued for Individuals Prepared Out of State and Out of Country

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Multiple Subject	1,220	1,134	1,156	1,450	1,530	5.5%
Single Subject	1,331	1,245	1,151	1,369	1,566	14.4%
Education Specialist	488	501	506	494	568	15.0%
Totals	3,039	2,880	2,813	3,313	3,664	10.6%

Detailed information on types of credentials issued by out of state prepared teachers is available in Table 3 of the Appendix.

Figure 4: New California Teaching Credentials Issued for Individuals Prepared Out of State, 2010-11 to 2014-15



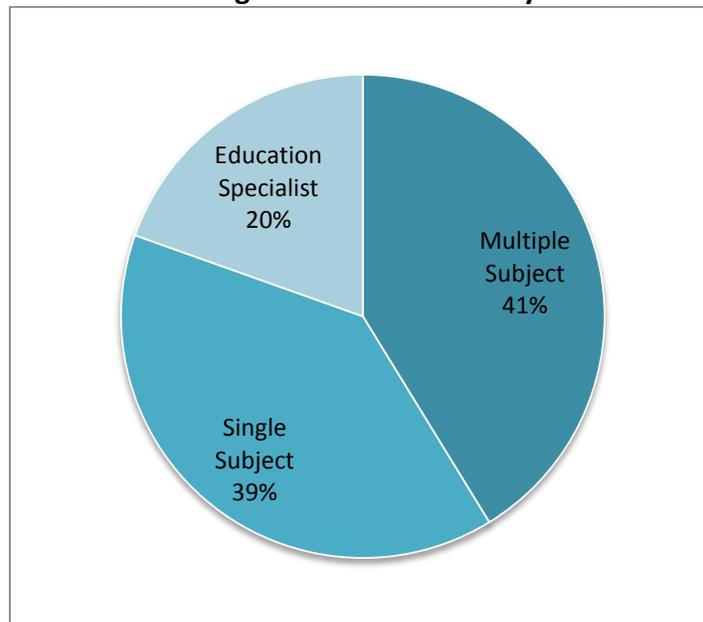
New Teaching Credentials Issued by Type

This section of the report focuses on three basic types of preliminary 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, new Multiple Subject teaching credentials comprised 41.3 percent of the total number of 6,276 new credentials issued in 2014-15. Single Subject teaching credentials comprised 39.2 percent of the total number of 5,966 new credentials issued, and Education Specialist teaching credentials comprised 19.5 percent of the 2,972 new credentials issued.

Table E: New Teaching Credentials Issued By Type, All Preparation Pathways, 2014-15

Credential Type	Number Issued	Percentage of Total
Multiple Subject	6,276	41.3%
Single Subject	5,966	39.2%
Education Specialist	2,972	19.5%
Totals	15,214	100.0%

Figure 5: Distribution of New Teaching Credentials Issued by Credential Type, 2014-15



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

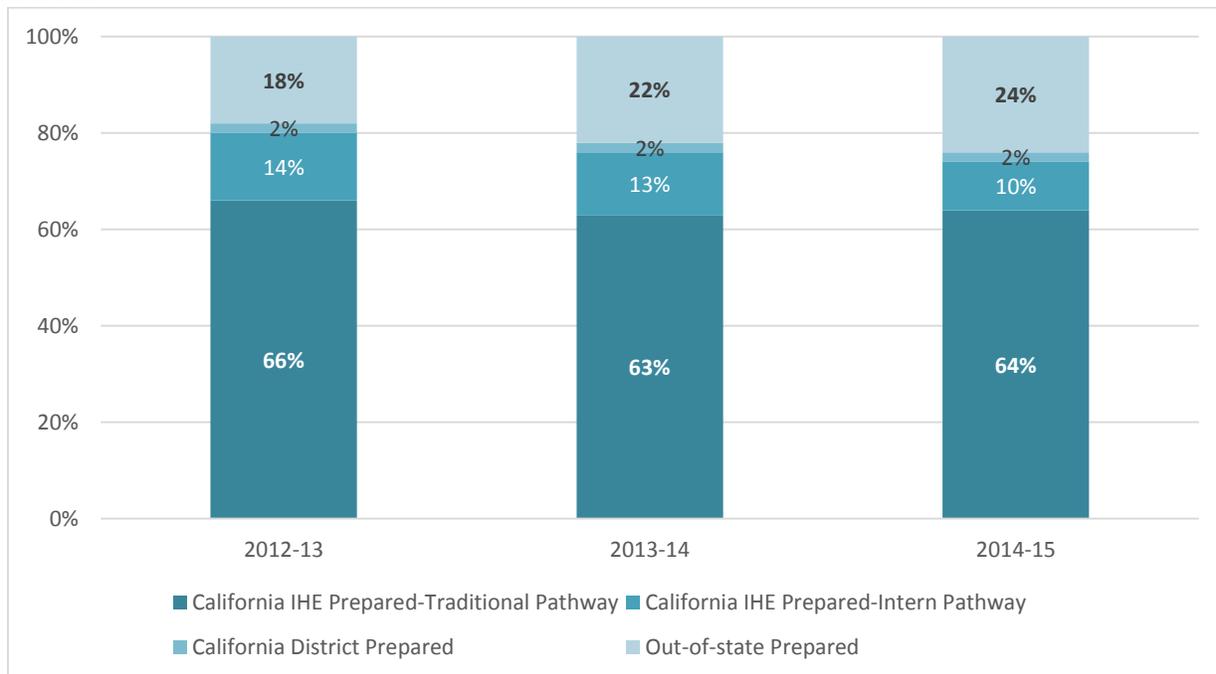
California colleges and universities prepared about three-fourths (73.8 percent) of the newly credentialed teachers in California during fiscal year 2014-15. Of the 73.8 percent, 64.4 percent came through the traditional pathway and 9.4 percent came through the university intern pathway. Teachers prepared in other states and other countries who became credentialed in California comprised 24.1 percent and the remaining 2.1 percent of teachers were prepared through district/county office of education intern programs.

Table F: New Credentials Issued By Preparation Pathway and Credential Type, 2014-15

Preparation Route	Multiple Subject	Single Subject	Education Specialist	Totals	Percent
California IHE-Prepared (traditional pathway)	4,522	4,012	1,271	9,805	64.4%
California IHE-Prepared (intern pathway)	187	313	925	1,425	9.4%
District/County Office-Prepared (intern only)	37	75	208	320	2.1%
Out of State/Out of Country-Prepared	1,530	1,566	568	3,664	24.1%
Total	6,276	5,966	2,972	15,214	100.0%

Figure 6 depicts the distribution of new teaching credentials by preparation pathways for the past three years. About two-thirds were prepared through the California IHE traditional pathway and another one tenth through the California university intern pathway. District intern pathway stayed steady around 2 percent of the total new teaching credentials issued. For the out of state/out of country prepared pathway, there was an increase of 6 percentage points in the past three years, 18 percent in 2012-13 to 24 percent in 2014-15.

Figure 6: Distribution of New Teaching Credentials Issued by Preparation Pathway, 2012-13 to 2014-15

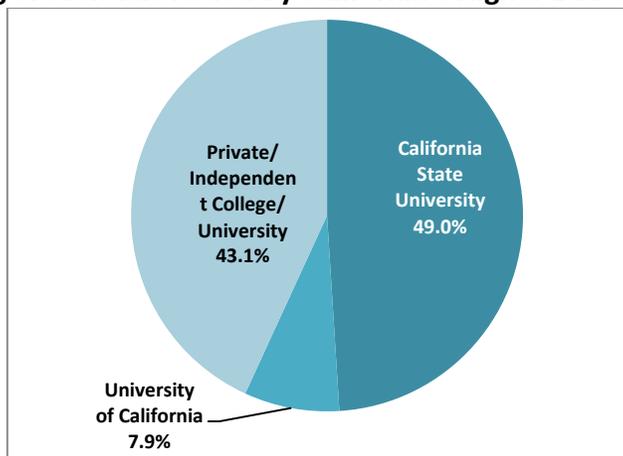


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent colleges and universities – the CSU system prepared nearly half (49.0 percent) of the new teachers in fiscal year 2014-15. Private/Independent colleges and universities prepared 43.1 percent and UC programs prepared 7.9 percent of the new teachers.

Table G: New Teaching Credentials Issued by Type of Higher Education System, 2014-15

Segment	Total	Percent
California State University	5,502	49.0%
University of California	883	7.9%
Private/Independent College/University	4,845	43.1%
Total	11,230	100.0%

Figure 7: New Teaching Credentials Issued by California’s Higher Education System, 2014-15



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. 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 districts 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 interns are supervised, mentored and assessed in addition to providing continued teacher preparation courses.

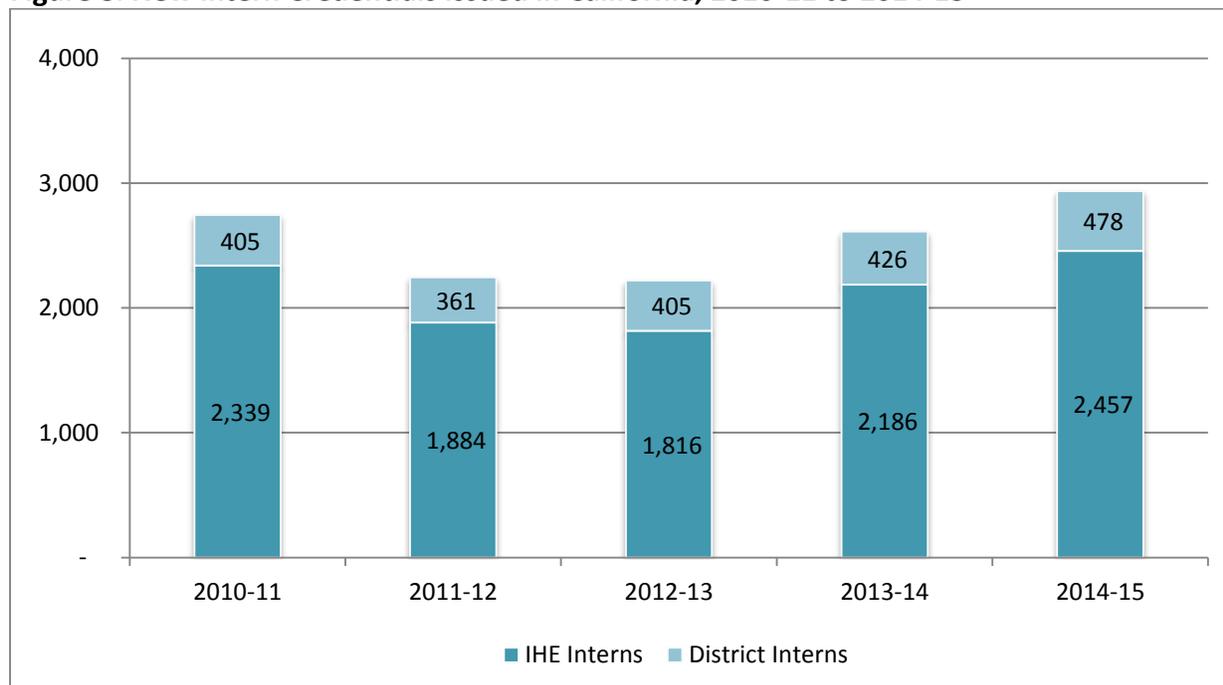
Table H shows the number of intern credentials issued based on both IHE and school district/county office of education programs over a five-year period. There was an overall increase of 12.4 percent between 2013-14 and 2014-15 in the total number of intern documents issued: district/COE intern credentials increased by 12.2 percent while the university intern numbers increased by 12.4 percent. After a steady decrease over the past three years, there was an upward trend in the number of intern credentials issued in the past two years.

Table H: New Intern Credentials Issued in California, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
IHE Interns	2,339	1,884	1,816	2,186	2,457	12.4%
District/COE Interns	405	361	405	426	478	12.2%
Totals	2,744	2,245	2,221	2,612	2,935	12.4%

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 H represent 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.

Figure 8: New Intern Credentials Issued in California, 2010-11 to 2014-15



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 were 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

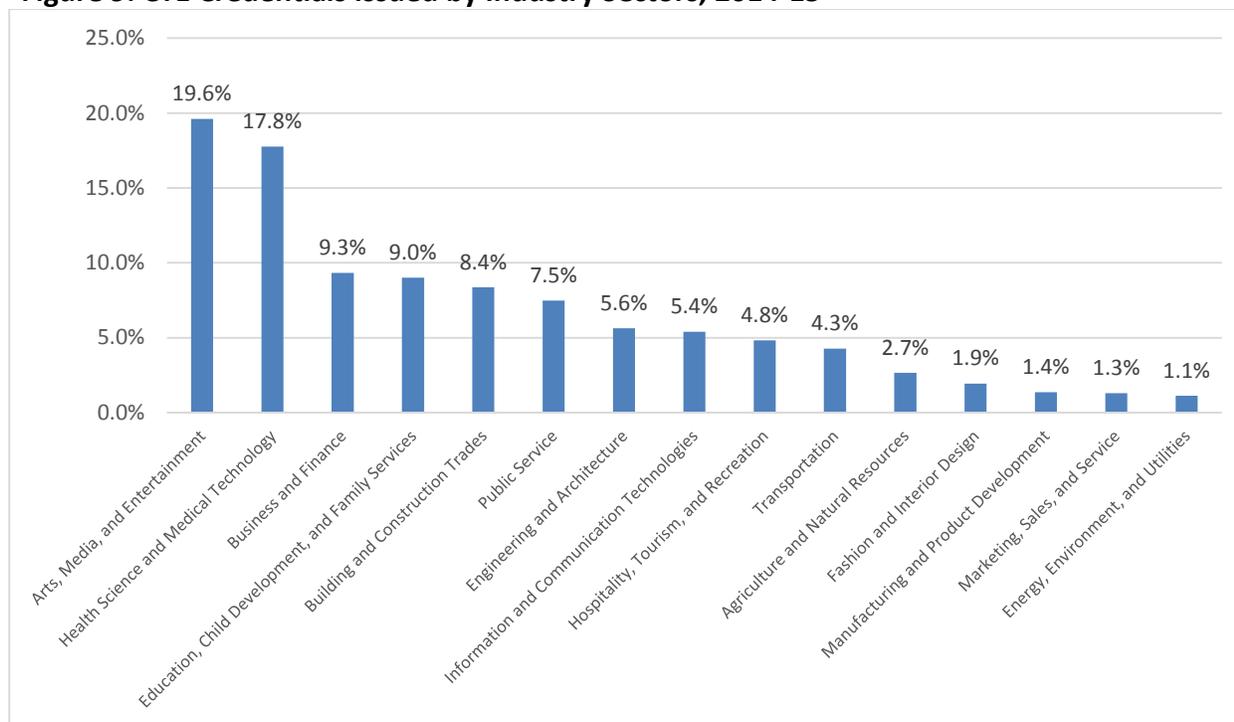
The following table provides data on the number of DS CTE credentials issued in the past five years. Between 2013-14 and 2014-15, the number of preliminary credentials issued increased by 26 percent and the number of clear credentials decreased by 38.2 percent. The data does not include the DS Vocational Education teaching credentials issued in the 175 occupational subject areas during the transition; therefore, there may be fluctuations in this first five-year data set as programs transitioned to the new CTE standards over a period of time.

Table I: CTE Credentials Issued: 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Preliminary	880	809	863	987	1,244	26.0%
Clear	364	360	619	634	392	-38.2%
Totals	1,244	1,169	1,482	1,621	1,636	0.9%

Note: The Preliminary credential is issued after 3 years work experience and early orientation; the Clear credential is issued after an individual completes an educator preparation program with embedded SDAIE content.

Figure 9: CTE Credentials Issued by Industry Sectors, 2014-15



In 2014-15, more than 1,200 CTE preliminary credentials were issued in 15 different industry sectors. Nearly one-fifth of CTE credentials was issued in the industry sector of Arts, Media, and Entertainment (19.6 percent), followed by Health Science and Medical Technology (17.8 percent), Business and Finance (9.3 percent), and Education, Child Development, and Family Services (9.0 percent). Together these four industry sectors accounted for more than half the CTE credentials issued in 2014-2015. The following four industry sectors – Building and Construction Trades (8.4 percent), Public Services (7.5 percent), Engineering and Architecture (5.6 percent), Information and Communication Technologies (5.4 percent), Hospitality, Tourism, and Recreation (4.8 percent) - accounted for more than one-fourth of the credentials issued. The remaining credentials were issued in seven industry sectors: Transportation (4.3 percent), Agriculture and Natural Resources (2.7 percent), Fashion and Interior Design (1.9 percent), Manufacturing and Product Development (1.4 percent), Marketing, Sales, and Service (1.3 percent), and Energy, Environment and Utilities (1.1 percent).

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

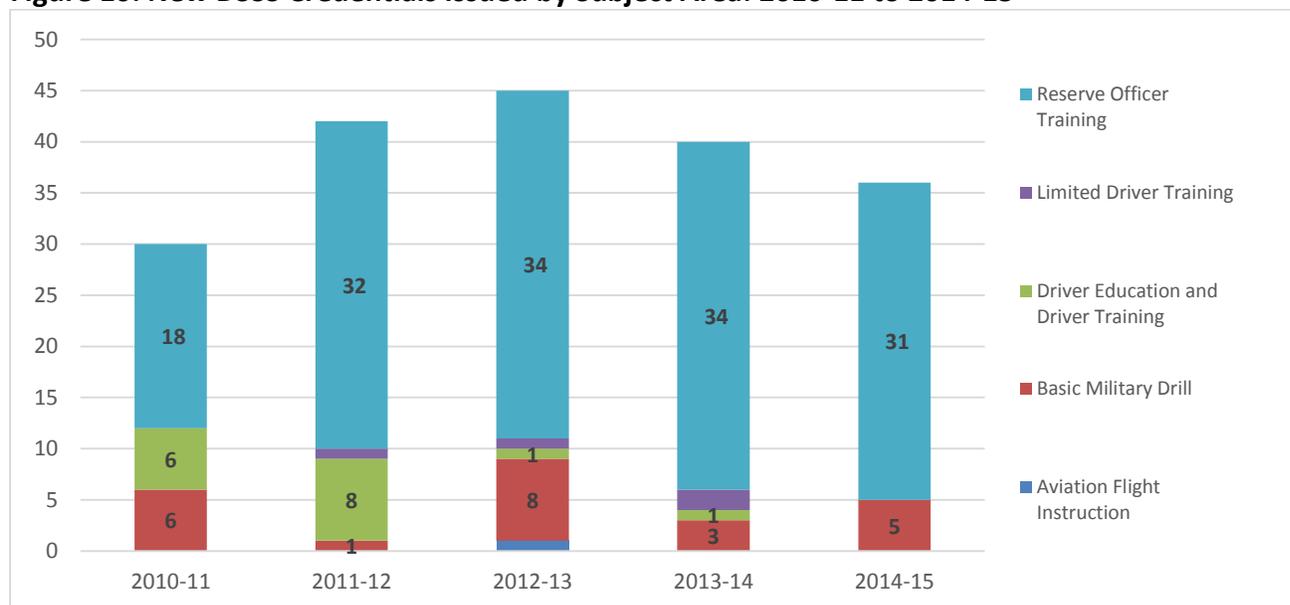
Changes in regulations for DSSS Teaching Credentials became effective as of January 1, 2015. Candidates for an initial preliminary DSSS credential with a requested issuance date of January 1, 2015 or later must now complete a Commission-approved CTE program of personalized preparation for Preliminary 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. The following table provides data on the number of DSSS credentials issued in the past five years. The percentage of both preliminary and clear credentials issued declined (10 percent and 26.1 percent, respectively) between 2013-14 and 2014-15.

Table J: DSSS Credentials Issued: 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Preliminary	30	42	45	40	36	-10.0%
Clear	26	37	41	46	34	-26.1%
Totals	56	79	86	86	70	-18.6%

The figure below displays preliminary DSSS credentials issued by subject area for 2013-14. ROTC represents the largest share of all DSSS credentials issued in each of the five years.

Figure 10: New DSSS Credentials Issued by Subject Area: 2010-11 to 2014-15



Note: Data includes preliminary credentials only.

Effective January 1, 2015, holders of a DSSS Teaching Credential in Basic Military Drill (BMD) or Reserve Officer Training Corps (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. Data on DSSS Teaching Credentials with the STA are not available in this report as the regulations did not become effective until 2015.

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 K.

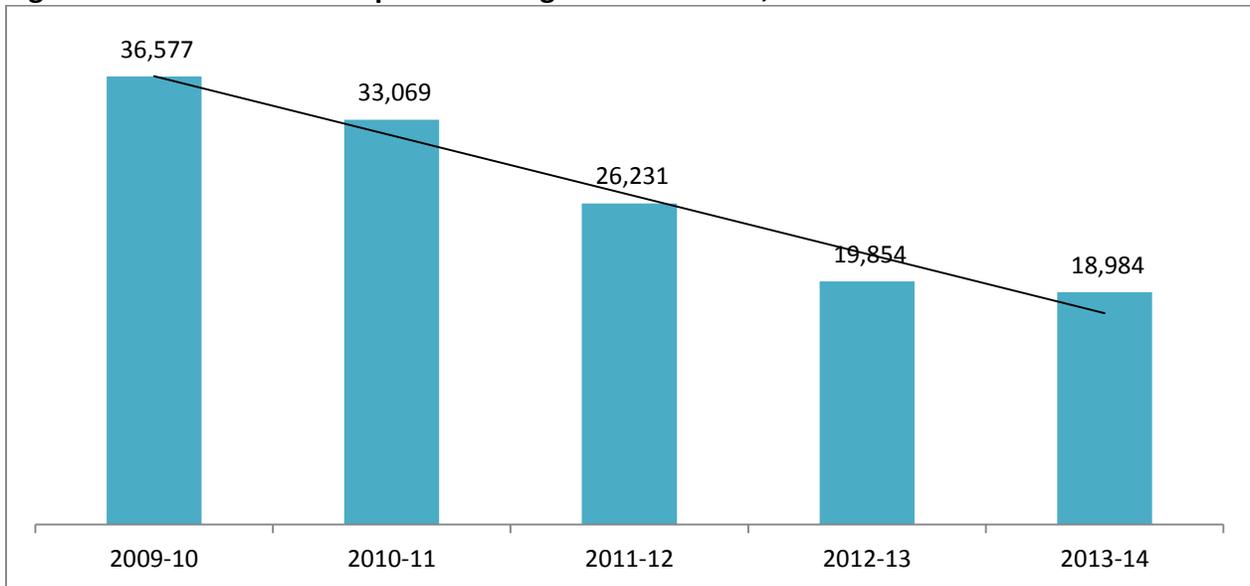
Total teacher preparation enrollment was down by 4.4 percent between 2012-13 and 2013-14. Overall, total teacher preparation enrollment declined by more than 17,000 candidates between 2009-10 and 2013-14. This figure represents an overall decrease of 48 percent in the past five years.

Table K: Total Teacher Preparation Program Enrollment, 2009-10 to 2013-14

	2009-10	2010-11	2011-12	2012-13	2013-14	% Change from 12-13
Enrollment Totals	36,577	33,069	26,231	19,854	18,984	-4.4%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2013-2014 as required by Title II of Higher Education Act. Due to the federal data collection process, enrollment data is not available by credential type starting with the 2008-09 year; so only the total enrollment is presented.

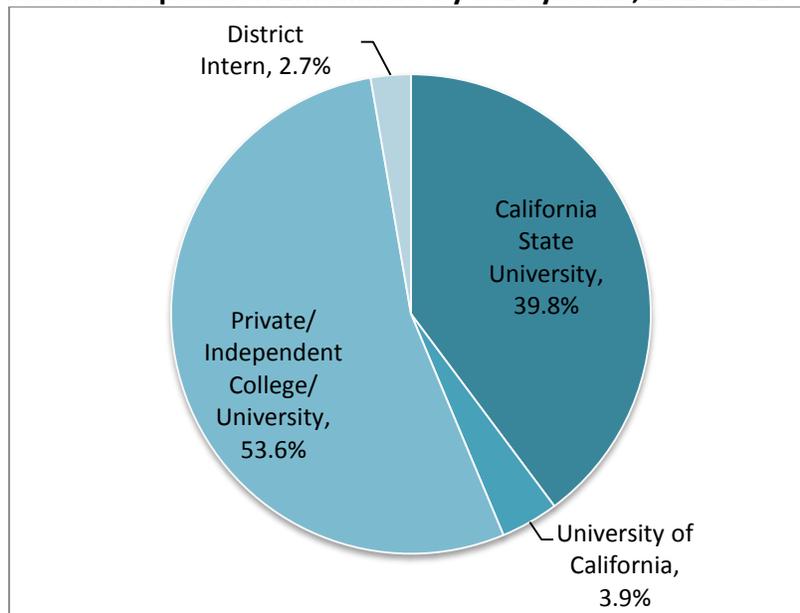
Figure 11: Total Teacher Preparation Program Enrollment, 2009-10 to 2013-14



Note: Enrollment data for 2014-15 will not be available until summer 2016. 2013-14 is the most recent data available. Enrollment data represents candidates enrolled for their initial teaching credentials during the time frame of September 1, 2013 to August 31, 2014. Data do not include second credentials or added authorizations or teacher candidates who finished all requirements and are considered as program completers.

More than half (53.6 percent) of the total enrollment in 2013-14 was in Private/Independent colleges and universities; 39.8 percent were enrolled in the CSU system. The UC system enrolled 3.9 percent and District Intern programs enrolled the remaining 2.7 percent.

Figure 12: Total Teacher Preparation Enrollment by IHE Systems, 2013-2014



Data include both program enrollment and program completers in Academic Year 2013-14.

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 reviewed as part of a series of accreditation visits indicates that many candidates may elect to pursue part-time enrollment in the program. 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 IHEs 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, 2013 to June 30, 2014, a distinctly different time frame from the Title II reporting period.

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 1.4 million EL students in California public schools in 2014-15 (<http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>).

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 CTET Examination
- 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 English learner authorization for issuance of a Level I or preliminary credential. The California Teacher of English Learners (CTEL) examination and approved CTET preparation programs 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 and the approved programs address the same subject matter requirements. There are twelve approved CTET programs. In 2014-15, more than 700 teachers passed all three sections of the CTET examination.

The Emergency Crosscultural, 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 a CLAD Certificate or EL authorization. An Emergency CLAD Permit authorizes the holder to provide English Language Development (ELD) and SDAIE instruction to English learner students 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 or 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.

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 L provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. There was an increase of 38.2 percent in the number of Emergency CLAD Permits issued and an increase of 19.4 percent in the number of Emergency BCLAD Permits issued between 2013-14 and 2014-15.

Table L: Emergency CLAD and Bilingual Authorization Permits, 2010-11 to 2014-15

Permit	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Emergency CLAD	1,466	1,168	866	1,182	1,633	38.2%
Emergency Bilingual	58	56	68	67	80	19.4%

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.

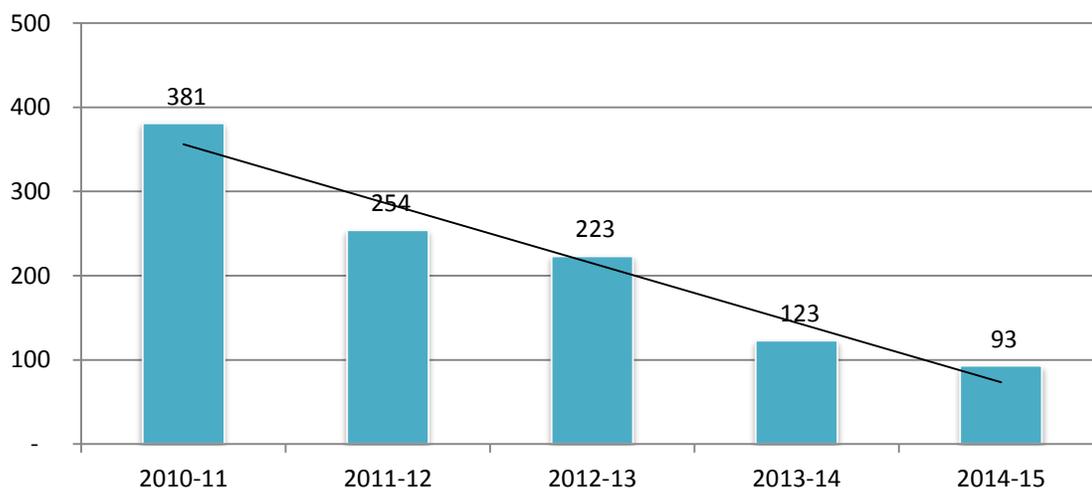
Senate Bill 1292 (Chap. 752, Stats. 2006) added section 44253.11 to the Education Code, which authorizes teachers with designated subjects career technical education and special subject teaching credentials or holders of service credentials with a special class authorization to be assigned to provide 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 M: Certificate of Completion of Staff Development, 2010-11 to 2014-15

2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
381	254	223	123	93	-24.4%

Note: Data do not include waivers totaling 121 in 2010-11, 100 in 2011-12, 111 in 2012-13, 81 in 2013-14, and 258 in 2014-15.

Figure 13: Certificate of Completion of Staff Development, 2010-11 to 2014-15



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. Data on EL and bilingual misassignments by county is presented in Tables 6A and 6B in the *Appendix*.

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

Short-Term Staff Permits and Provisional Internship Permits

This section shows the numbers of Short-Term Staff Permits (STSP), Provisional Internship Permits (PIP), and Waivers that were issued in 2014-15. These documents are not compliant with the Highly Qualified Teacher (HQT) requirement in the NCLB Act. HQT compliance falls under the authority of the State Board of Education and the California Department of Education.

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.

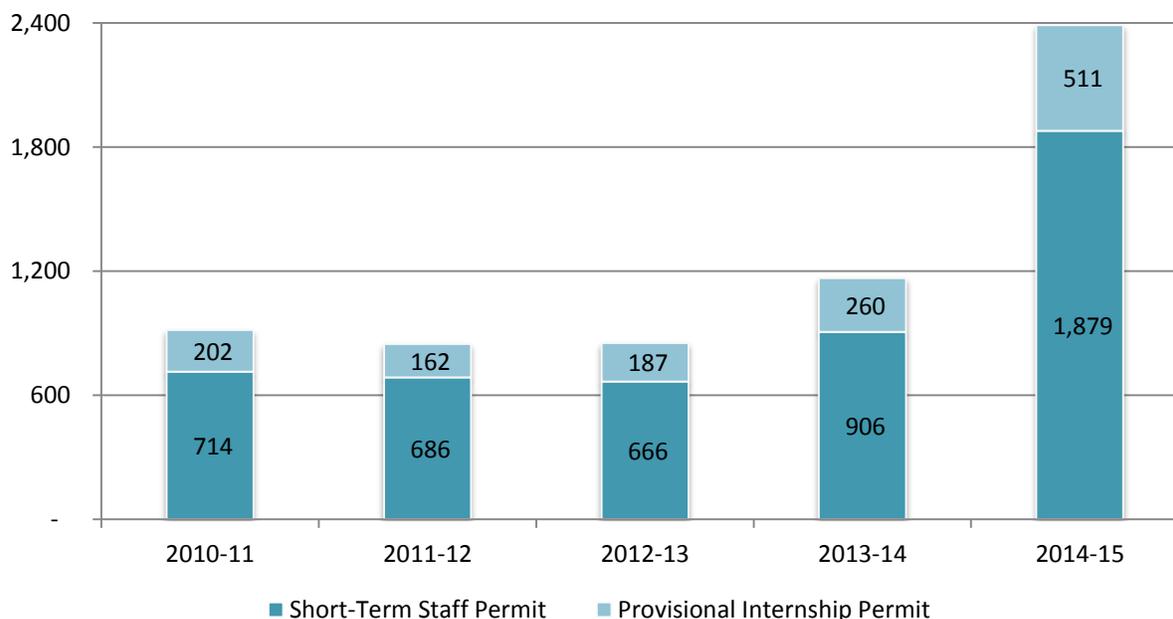
A PIP may be requested by an employing agency when there is an anticipated staff need. An “anticipated staffing need” exists when a district is aware that an opening is going to occur and conducts a diligent search for a credentialed teacher, but is unable to recruit one. PIPs are restricted to service 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 one time option for renewal and regulations were approved to implement the change.

Table N provides data on STSPs and PIPs issued in the past five years. There was a declining trend in the total number of permits issued in the first three years. However, there were dramatic increases in both STSPs and PIPs starting from 2013-14. In 2014-15, the number of STSPs and PIPs issued doubled (107.4 percent and 96.5 percent, respectively).

Table N: Number of STSP and PIP Permits Issued, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
Short-Term Staff Permit (STSP)	714	686	666	906	1,879	107.4%
Provisional Internship Permit (PIP)	202	162	187	260	511	96.5%
Total	916	848	853	1,166	2,390	105.0%

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

Figure 14: Number of STSP and PIP Permits Issued, 2010-11 and 2014-15

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 (GELAP) 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. GELAPs are 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 the 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 O provides data on the number of Limited Assignment Permits issued for the past five years. There is an increase of 13.4 percent for GELAP Multiple Subject and 30.9 percent for GELAP Single Subject. There is a decrease in SELAP (by 36.4 percent), between 2013-14 and 2014-15. Overall, there is a small increase (0.4 percent) in the number of Limited Assignment Permits in between 2013-14 and 2014-15.

Table O: Number of Limited Assignment Teaching Permits Issued, 2010-11 to 2014-15

	2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
GELAP: Multiple Subject	40	44	42	67	76	13.4%
GELAP: Single Subject	854	835	790	895	1,172	30.9%
SELAP	422	353	309	766	487	-36.4%
Total	1,316	1,232	1,141	1,728	1,735	0.4%

Note: Data include first-time, new type, and reissuance. SELAPs were first issued in 2010. Data on limited assignment teaching permit was published starting in the 2011-12 report.

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.

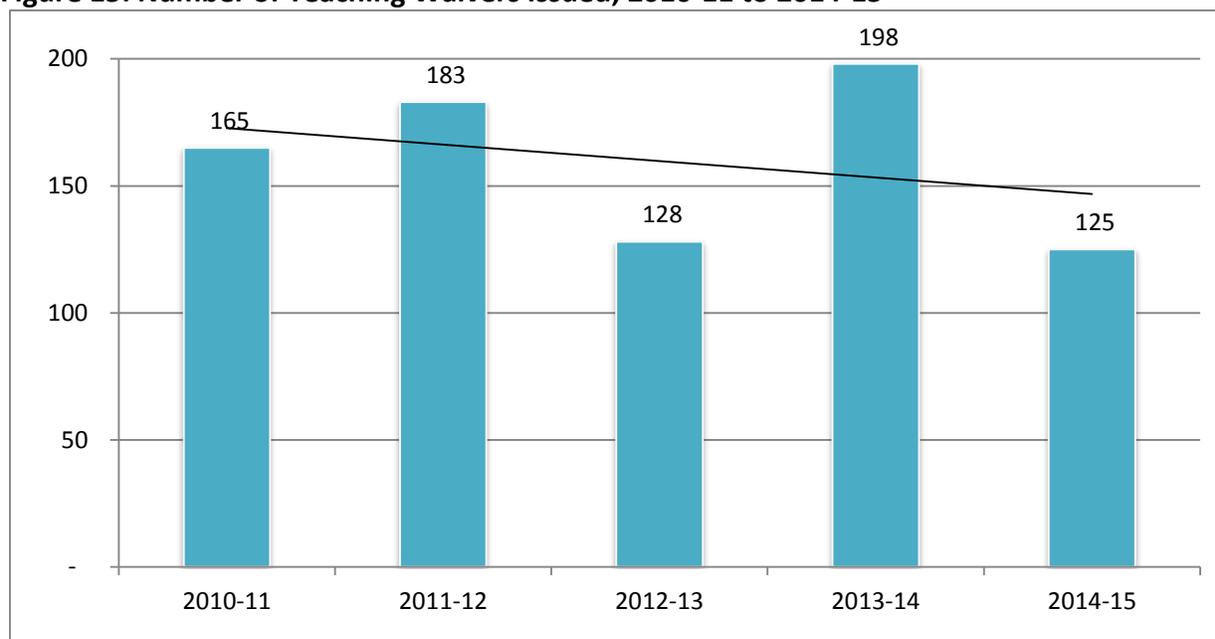
The number of teaching credential waivers issued in 2014-15 decreased by 36.9 percent between 2013-14 and 2014-15, as illustrated in Table P.

Table P: Number of Teaching Waivers Issued, 2010-11 to 2014-15

2010-11	2011-12	2012-13	2013-14	2014-15	% Change from 2013-14
165	183	128	198	125	-36.9%

Note: Data include first-time, new type, and reissuance of waivers for Multiple Subject, Single Subject and Education Specialist Credentials. 2013-14 data includes added authorization in Autism and OI.

Figure 15: Number of Teaching Waivers Issued, 2010-11 to 2014-15



Tables 5A, 5B, 5C, 5D in the Appendix provide detailed information about several types of documents (intern credentials, permits and waivers) requested by counties and school districts for individuals without full preparation. While intern credentials represent those individuals whose preparation is still in progress, holders of these documents are considered to be compliant with the federal highly qualified teacher requirements of No Child Left Behind (NCLB). The additional documents in these tables are not compliant with the highly qualified teacher requirements in NCLB.

At the state level, about 7,100 documents of this type were requested by 56 counties in 2014-15. More than half (57 percent) of the documents issued were intern credentials; more than two-fifths (41 percent) were permits and less than 2 percent were waivers. Los Angeles county alone requested nearly one-fifth (18.4 percent) of the documents. Another one-third (33.2 percent) were requested by five counties: San Diego, Alameda, Kern, Santa Clara, and Fresno. These five counties requested between 350 and 600 documents each. About one-fifth (21.3 percent) were requested by another six counties: San Joaquin, San Bernardino, Tulare, Riverside, Contra Costa, and San Francisco, each requesting between 200 and 300 documents. In other words, at the state level, nearly three-fourths (72.8 percent) of all permits and waivers were requested by twelve counties only. The following counties – Sacramento, Stanislaus, Monterey, Orange, Merced, Imperial, and San Mateo – each requested between 100 to 200 documents; Solano, Santa Barbara, Kings, Sonoma, Ventura, Madera, and Mendocino each requested between 50 and 90 documents each. The remaining thirty counties requested less than 40 documents. At the state

level, when the total number of documents (intern credentials, permits, and waivers) requested was compared with fully credentialed teachers, it accounted for 2.4 percent.

Further analysis of the documents by county indicated that there were 54 counties with university intern programs and eighteen counties with district intern programs. Ten counties accounted for nearly three-fourths (72 percent) of the total intern credentials issued and ten additional counties accounted for another 19 percent. When permits were analyzed by county, ten counties accounted for about two-thirds (64 percent) of the total permits requested. Another one-fourth (24 percent) of the permits were requested by twelve counties. When waivers were analyzed, Los Angeles county alone accounted for more than one-fourth (26 percent) of the waivers requested. Kern accounted for another fourteen percent of the waivers requested.

When the three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, more than one-fifth of the intern credentials were in multiple subject, about one-third (30 percent) in single subjects, and nearly half (49 percent) in education specialist credentials. For permits, less than one-fifth (19 percent) were issued in multiple subject, more than two-fifths (44 percent) in single subjects, and more than one-third (36 percent) for education specialist credentials. For waivers, similar to intern credentials, a little over one-tenth (12 percent) were issued in multiple subject, more than one-fourth (27 percent) in single subjects and nearly two-thirds (61 percent) in education specialist credentials.

Comparison of Fully Credentialed Teachers Serving in California Public Schools

Table Q shows the total number of full-time equivalent individuals holding teaching documents who were employed in California public schools during fiscal years 2013-14 and 2014-15. 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 intern credentials has stayed at 0.8 percent and the number of district interns increased from 0.1 percent to 0.2 percent. There was an increase in two types of permits: STSPs from 0.3 percent to 0.6 percent and PIPs from 0.1 percent to 0.2 percent. Limited Assignment Teaching Permits stayed at 0.6 percent and waivers at less than 0.1 percent.

Table Q: Comparison of Teachers Serving in California Public Schools with Full Authorization versus Intern Credentials, Permits, and Waivers Issued, 2013-14 and 2014-15

	2013-14		2014-15	
	Number	% of Total	Number	% of Total
Fully Credentialed Teachers (Preliminary and Clear)	282,535	98.0%	288,615	97.6%
University Intern Credentials	2,186	0.8%	2,457	0.8%
District Intern Credentials	426	0.1%	478	0.2%
Limited Assignment Teaching Permit	1,728	0.6%	1,735	0.6%
Provisional Intern Permit (PIP)	260	0.1%	511	0.2%
Short-Term Staff Permit (STSP)	906	0.3%	1,879	0.6%
Variable Term Waivers	198	0.1%	125	0.0%
Total	288,239	100.0%	295,800	100.0%

¹ Data Source: California Department of Education 2014-15.

Demographic Data: Average Age for Holders of New Teaching Credentials

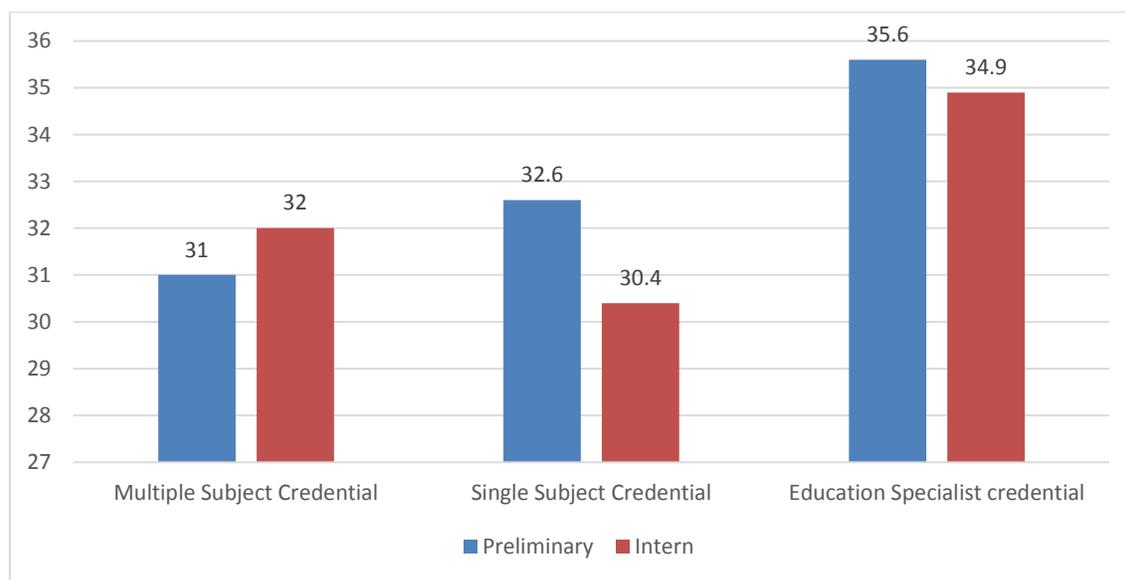
The Commission gathers information on the age of credential holders as part of the application process. An analysis of average age of holders of preliminary teaching credentials and intern credentials indicated that there is difference by credential types.

Overall, the intern credential holders are younger than the preliminary credential holders. Single subject interns are the youngest with an average of 30.4 years, followed by an average of 32 years for multiple subject credential holders. Education specialist credential holders are the oldest of all three teaching credential holders. The average age for district intern credential holders is 36.2 years.

Among the preliminary credential holders, the multiple subject credential holders are the youngest with an average of 31 years, followed by 32.6 years for single subject credential holders. Similar to the intern credential holders, the education specialist preliminary credential holders are the oldest with an average age of 35.6 years.

In summary, the average age differed by teaching credentials – ranging from 30.4 years for single subject intern credentials to 35.6 years for preliminary education specialist credentials.

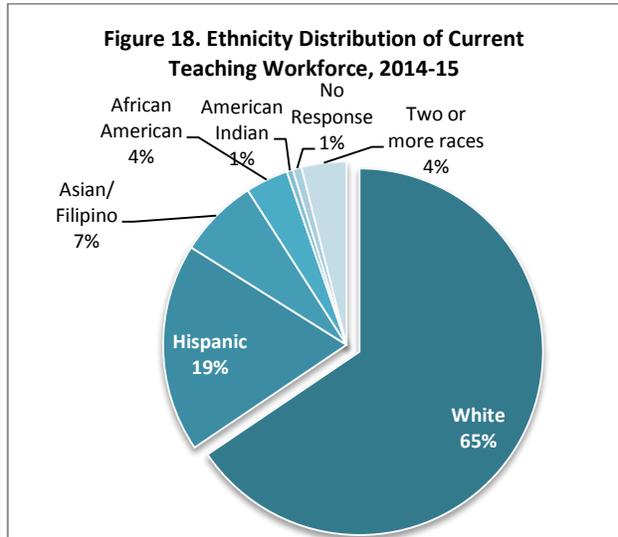
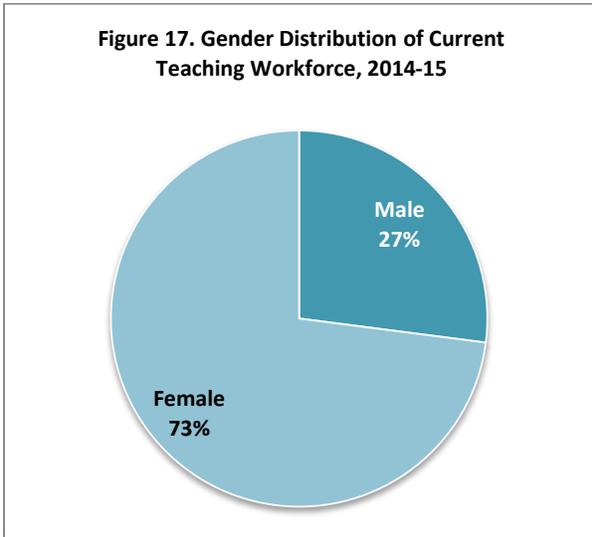
Figure 16. Average Age in Years by Credential Type, 2014-15



Note: Intern credentials include University and District intern teaching credentials. Data include initial credentials only; do not include renewals.

Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

In 2014-2015, more than 295,000 teachers taught in the California's K-12 public schools. Nearly three-fourths (73 percent) of the teachers were female while less than one-third (27 percent) were male. Approximately two-thirds (65 percent) identified themselves as White and another one-fifth (19 percent) identified as Hispanic. Asians constituted 7 percent and African American 4 percent. American Indian was less than 1 percent and teachers belonging to two or more races constituted another 4 percent and the remaining 1 percent did not respond.



Source: California Department of Education’s Data Quest; *Certificated Staff by Ethnicity for 2013-14. 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, intern credentials, STSPs and PIPs and Waivers can be useful in understanding teacher demand, to date, the only estimations available are those published by the Department of Education for estimated teacher hires. According to the most recent data published by CDE, at the state level, more than 22,000 full-time equivalent (FTE) teachers are estimated to be hired in eighteen different subject areas for the 2016-17 year. Fifty-five counties projected teacher hires and the following three (Alpine, Mono, and Sierra) do not report planned teacher hires for 2016-17.

Table R provides the estimated teacher hires data for the past seven years. Prior year’s data indicated that the estimated teacher hires in 2001-02 was the highest at 30,173.4 to lowest estimated teacher hires in 2011-12, at 10,360.9. The estimated teacher hire numbers have been steadily increasing for the most recent 5 years, with the largest increase between the 2014-15 and 2015-16 school years.

Table R. Estimated Number of Teacher Hires during School Years, 2010-11 to 2016-17

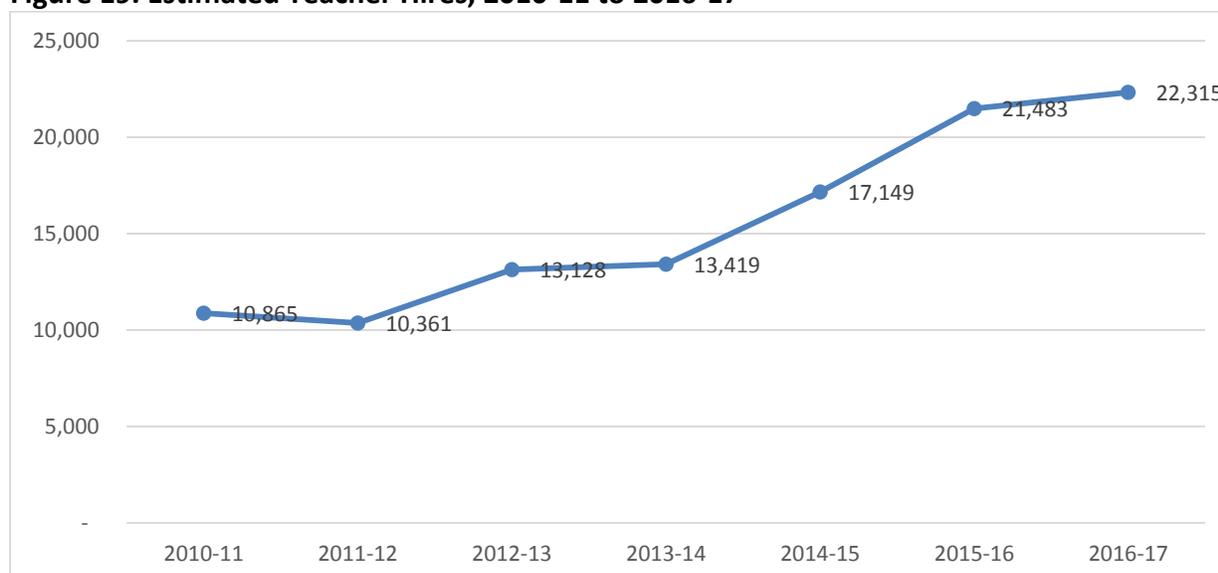
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Estimated Teacher Hires	10,865.4	10,360.9	13,127.5	13,418.8	17,149.3	21,482.7	22,315.1
Change from prior year		-504.5	2,766.6	291.3	3730.5	4,333.4	832.4

Note: 2016-17 data are the most recent data; Reported on October, 2015 CBEDS-ORA

Data Source: California Department of Education’s DataQuest

<http://dq.cde.ca.gov/dataquest/TchHires1.asp?RptYear=2016-17&TheRpt=TchHires&Submit=1>

Figure 19. Estimated Teacher Hires, 2010-11 to 2016-17



Data Source: <http://dq.cde.ca.gov/dataquest/TchHires1.asp?RptYear=2016-17&TheRpt=TchHires&Submit=1>

California’s fifty-eight counties have been grouped under eleven geographic regions (WestEd, 2008). To gain a statewide picture of the teacher hires in the future, the estimated teacher hires in 2016-17 data were analyzed by these geographic regions. Table S provides CDE’s 2016-17 Estimated Teacher Hires data by these geographic regions. More than one-third (37.6 percent) of the estimated teacher hires will occur in the South coast region, followed by more than one-fourth (25.1 percent) in the Bay area. More than one-tenth (11.6 percent) is estimated in the Inland Empire region followed by another about one-tenth (9.2 percent) in the South San Joaquin Central Valley. In other words, more than four-fifths (83.5 percent) of the estimated teacher hires will occur in four regions – South Coast, Bay Area, Inland Empire, and South San Joaquin Central Valley.

Table S: Estimated Teacher Hires by Geographic Regions, 2016-17

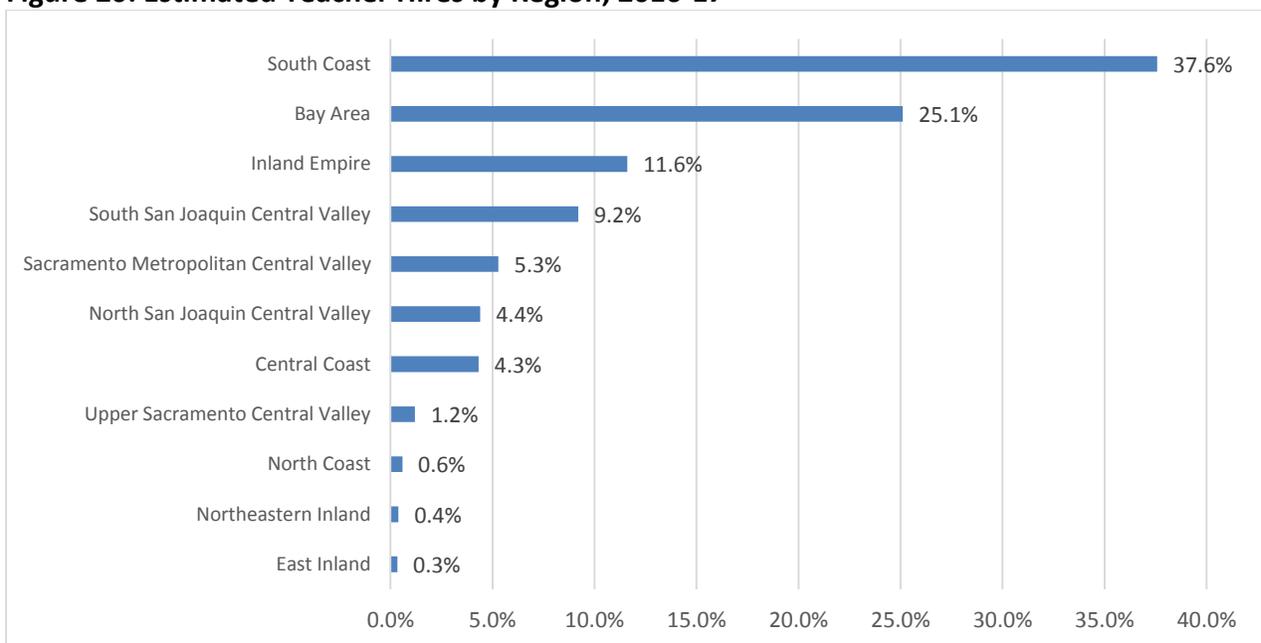
Region	County	% of Estimated Teacher Hires
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	25.1%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	4.3%
East Inland	Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, Tuolumne	0.3%
Inland Empire	Riverside, San Bernardino	11.6%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	0.6%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	4.4%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou	0.4%

Region	County	% of Estimated Teacher Hires
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	5.3%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	37.6%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	9.2%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	1.2%

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

Data Source: <http://dq.cde.ca.gov/dataquest/TchHires1.asp?RptYear=2016-17&TheRpt=TchHires&Submit=1>

Figure 20: Estimated Teacher Hires by Region, 2016-17



When the estimated teacher hires were analyzed by county and subject areas, some interesting findings were revealed. Nearly three-fourths (72.1 percent) of the estimated teacher hires will occur in ten counties: Los Angeles, San Diego, Alameda, San Bernardino, Santa Clara, Orange, Riverside, Contra Costa, Sacramento, and Fresno. Out of the ten counties, about one-fifth (19.6 percent) of the estimated teacher hires will occur in Los Angeles county.

Table T. Estimated Teacher Hires by County, 2016-17

County	Estimated Teacher Hires	% of Total Estimated Teacher Hires
Los Angeles	4,381.4	19.6%
San Diego	2,436.5	10.9%
Alameda	1,571.1	7.0%
San Bernardino	1,408.5	6.3%

County	Estimated Teacher Hires	% of Total Estimated Teacher Hires
Santa Clara	1,206.9	5.4%
Orange	1,191.7	5.3%
Riverside	1,181.4	5.3%
Contra Costa	1,020.9	4.6%
Sacramento	868.4	3.9%
Fresno	816.2	3.7%
Total of Ten Counties	16,083.0	72.1%
Statewide Total	22,315.1	100.0%

Data Source: <http://dq.cde.ca.gov/dataquest/TchHires1.asp?RptYear=2016-17&TheRpt=TchHires&Submit=1>

Nearly one-third (31 percent) of all estimated teacher hires are in self-contained classrooms (multiple subject) and special education will account for another 16.7 percent. English/Drama teachers account for another one-tenth (9.4 percent). Mathematics, Life Sciences and Physical Sciences teachers together will account for another 16.9 percent. In other words, more than three-fourths (79.7 percent) of the estimated teacher hires in 2016-17 will occur in seven subjects.

Table U. Estimated Teacher Hires by Subject Area, 2016-17

Subject Area	Estimated Teacher Hires	% of Total Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	6,918.7	31.0%
Special Education (Education Specialist)	3,737.2	16.7%
English/Drama (Single Subject-English)	2,105.3	9.4%
Mathematics (Single Subject-Mathematics)	1,977.7	8.9%
Social Sciences (Single Subject-History/Social Sciences)	1,249.7	5.6%
Life Sciences (Single Subject-Biology)	968.05	4.3%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	825.75	3.7%
Total of Seven Subject Areas	17,782.4	79.7%
Statewide Total	22,315.1	100.0%

Data Source: <http://dq.cde.ca.gov/dataquest/TchHires1.asp?RptYear=2016-17&TheRpt=TchHires&Submit=1>

In summary, in 2016-17, three-fourths of the estimated teacher hires will occur in ten counties and in seven subject areas. This pattern was fairly similar in prior years as well.

Summary of Selected Findings

Selected findings provided below summarize the information contained in the full report for California during fiscal year 2014-15:

- There was an increase of 2.7 percent (Table A) in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single

Subject, and Education Specialist). After a steady decline for ten consecutive years, 2014-15 was the first year in which there was an increase in the new teaching credentials.

- The number of credentials issued showed increases for California IHE-prepared and out-of-state-prepared (0.8 percent and 10.6 percent, respectively), while district intern-prepared teachers showed a decrease of 9.1 percent between 2013-14 and 2014-15 (Tables C and D).
- California IHEs prepared nearly three-fourths (73.8 percent) of the total new teaching credentials issued in 2014-15 (Table F).
- The overall number of candidates enrolled in teacher preparation programs continued to show a decline, specifically by 4.4 percent between 2012-13 and 2013-14 (Table K). Teacher preparation program enrollment decreased by more than 17,000 candidates in the past five years (Figure 11).
- There was a steady decrease of candidates who enrolled in intern programs in the first three years, 2010-11 to 2012-13 (Table H). However there was an increase of 12.4 percent in number of candidates enrolled in the intern programs in the recent years 2013-14 and 2014-15.
- There has been an increase in teaching permits (PIP and STSP) issued in the past year (Table N). The number of STSPs more than doubled (by 107.4 percent) between 2013-14 and 2014-15 and the number of PIPs almost doubled (by 96.5 percent).
- The limited assignment teaching permits (GELAP) increased while SELAPs declined by 36.4 percent between 2013-14 and 2014-15 (Table O).
- There was a decrease in the number of waivers issued for teaching credentials by 36.9 percent between 2013-14 and 2014-15 (Table P).
- Due to the increase in intern credentials, permits, and waivers, the proportion of fully credentialed teachers at the state level declined by 0.4 percent (98 percent in 2013-14 to 97.6 percent in 2014-15) (Table Q).
- The average age differed by teaching credentials – ranged from 30.4 years for single subject intern credentials to 35.6 years for preliminary education specialist credentials.
- Nearly three-fourths (73 percent) of the current teaching force were female and nearly two-thirds (65 percent) were White (Figures 17 and 18).
- The estimated teacher hires data for 2016-17 indicate that about three-fourths of the estimated teacher hires will occur in ten counties and in seven subject areas.

Education Code Reporting Requirements—Table Numbers and Appendix Page 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:

	Table #	Appendix Page #
(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	1-4 5-7
(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	8-9
(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	10-11
(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	14-15 16 17-18 19-29
(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	30
(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 6A 6B 6C	31-32 33-64 65-362 363 364-367 368-381
(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	14-15
(b) The commission shall make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers and shall make the report and supporting data publicly available on the commission's web site.	Full report is posted on the Commission's website	
(c) A common measure of whether teacher preparation programs are meeting the challenge of preparing increasing numbers of new teachers is the number of teaching credentials awarded. The number of teaching credentials recommended by these programs and awarded by the commission is indicators of the productivity of teacher preparation programs. The commission shall include in the report prepared for the Legislature and Governor pursuant to subdivision (a) the total number of teaching credentials recommended by all accredited teacher preparation programs, authorized by the commission and the number of recommended by each of the following: (1) The University of California system (2) The California State University system (3) Independent colleges and universities that offer teacher preparation programs approved by the commission. (4) Other institutions that offer teacher preparation programs approved by the commission. <i>(Added by Stats. 1999, c. 381 (A.B. 471), § 2. Amended by Stats. 2000, c. 135 (A.B. 2539), § 40; Stats 2001, c. 342 (S.B. 299), § 4; Stats. 2004, c. 902 (A.B.3001), § 2, eff. Sept 29, 2004; Stats 2005, c. 677 (S.B. 512), § 25 eff. Oct. 7, 2005; Stats. 2006, c. 752 (S.B. 1292), § 1; Stats.2007, c. 345 (S.B.280), § 1.)</i>	1 1A 2	1-4 5-7 8-9