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# Teacher Supply in California, 2019-20

## A Report to the Legislature

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### 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 agenda item 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



**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%



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**

<b>Intern Type</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Percent Change from 2018-19</b>
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**

<b>IHE Segment</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Percent Change from 2018-19</b>
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

















**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 - Tables 4B and 4C.

### **Number of Teaching Permits and Waivers Issued**

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

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

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

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

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

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

Table 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 years<sup>1</sup>. 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

<sup>1</sup> 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**

<b>Gender and Race/Ethnicity category</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
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**

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
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