
3G

Action

Educator Preparation Committee

Teacher Supply in California, 2020-21 A Report to the Legislature

Executive Summary: This agenda item is in response to Education Code §44225.6, which requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits, and waivers to teach in California public schools. In addition to the written Teacher Supply report, the educator supply dashboards have been updated with the most recent data.

Recommended Action: That the Commission approve the *Teacher Supply in California, 2020-21* report for transmittal to the Governor and the Legislature.

Presenters: Cara Mendoza, Administrator, and Phi Phi Lau, Research Data Specialist, 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 2020-21. 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: Designated Subjects Career Technical Education and Designated Subjects Special Subjects
- Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data
- English Learner Authorizations Issued
- Child Development Permits Issued
- 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 Trend: Gender and Ethnicity Distribution of New Enrolled Teacher Candidates, Full-Time Equivalent Teachers, Enrolled K-12 Students, and California Population
- Teacher Demand: Estimated Teacher Hires by Region, County, and Subject Areas

Overall findings for the fiscal year 2020-21 are summarized below:

- Since the ten-year decline of new teaching credentials issued between 2004-05 and 2013-14, fiscal year 2020-21 became the seventh year in which there was an increase over the prior year. The number of new teaching credentials issued in 2020-21 was higher than the number of new teaching credentials issued ten years ago.
- There was an increase in the number of newly issued credentials for all three types of teaching credentials - Multiple Subject, Single Subject and Education Specialist credentials.
- There was a decrease of the number of teaching intern, permit, and waiver documents issued; therefore, there was an estimated increase in the number of fully credentialed teachers serving in California public schools.

Teacher Supply in California, 2020-21

A Report to the Legislature

Introduction

This agenda item reports on Multiple Subject, Single Subject, and Education Specialist credentials awarded by the Commission on Teacher Credentialing (Commission) in 2020-21. The report also includes information on other teaching credentials, certificates, authorizations, permits, and waivers issued in 2020-21. 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

- (G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) by category of authorization.
 - (H) An authorization issued pursuant to section 44253.3.
 - (I) Certificates or authorizations issued pursuant to sections 44253.3, 44253.4, 44253.10, or 44253.11, if available.
 - (J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under sections 44253.3, 44253.4, 44253.10, or 44253.11, or under another statute, if available. The commission may utilize data from the department's Annual Language Census Survey to report the data required pursuant to this paragraph.
- (7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.

Teacher Supply Data: New Teaching Credentials Issued in California

Teachers may earn a California teaching credential through a variety of programs offered by a Commission-approved institution of higher education (IHE) or through intern programs offered by a school district, county office of education, or a consortium of local education agencies (LEAs). All teacher preparation programs must meet the same teacher preparation standards and be accredited by the Commission. Teachers prepared in other states may obtain a California credential based on their certification in another state or with different options available depending on their years of teaching experience. In 2007, Senate Bill (SB) 1209 (Chap. 517, Stats. 2006) streamlined the process for teachers prepared out-of-state to obtain a credential in California.

The following tables show the types of teaching credentials earned in California through the various pathways – California IHE programs, school district/county office of education programs, and teachers prepared in other states and countries. Each table presents data for the past five years and the last column in each table indicates the percent change in the number of teaching credentials issued between 2019-20 and 2020-21.

Table 1a displays the number of new teaching credentials issued for the past five years. In 2020-21, the Commission issued 16,005 credentials to candidates who completed California IHE programs, 827 credentials to candidates who completed California District Intern programs, and 2,834 credentials to teachers who were prepared Out-of-State/Out-of-Country. The number of new credentials issued for California IHE-Prepared and California District/County-prepared increased from the prior 2019-20 year (13.3 percent and 54 percent, respectively). There was a decrease of 15 percent in the number of credentials issued to Out-of-State/Out-of-Country-Prepared teachers. Overall, when all three pathways are combined, there was an increase of 9.3 percent in the number of new teaching credentials issued between 2019-20 and 2020-21.

Table 1a: New Teaching Credentials Issued in California by Pathway, 2016-17 to 2020-21

Pathway Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
California IHE-Prepared*	11,730	12,171	12,776	14,124	16,005	13.3%
District/County-Prepared**	592	470	584	537	827	54.0%
Out-of-State/ Out-of-Country Prepared	4,178	3,923	3,673	3,334	2,834	-15.0%
Total	16,500	16,564	17,033	17,995	19,666	9.3%

*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 2020-21, there were 7,607 Multiple Subject, 5,402 Single Subject, and 2,996 Education Specialist credentials issued. There is an increasing pattern for all three teaching credentials issued by IHEs: Multiple Subject teaching credentials by 21.7 percent, Single Subject teaching credentials by 5.2 percent, and Education Specialist credentials by 9.4 percent. Overall, when all three types of teaching credentials are combined, there was an increase of 13.3 percent between 2019-20 and 2020-21.

Table 1b: New Teaching Credentials Issued by California Institutions of Higher Education (IHE)*, 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Multiple Subject	5,068	5,283	5,450	6,249	7,607	21.7%
Single Subject	4,464	4,546	5,049	5,137	5,402	5.2%
Education Specialist	2,198	2,342	2,277	2,738	2,996	9.4%
Total	11,730	12,171	12,776	14,124	16,005	13.3%

*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 2020-21, there were 146 Multiple Subject, 150 Single Subject, and 531 Education Specialist credentials issued. There was a decrease of 7 percent for Multiple Subject teaching credentials. The number of credentials issued in Single Subject increased by 33.9 percent and Education Specialist Instruction credentials by 98.1 percent. Overall, when all three types of teaching credentials are combined, there was an increase of 54 percent in district/county office of education intern programs between 2019-20 and 2020-21.

Table 1c: New Teaching Credentials Issued for Candidates Prepared in District/County Office of Education Intern Programs, 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Multiple Subject	82	151	154	157	146	-7.0%
Single Subject	110	90	148	112	150	33.9%
Education Specialist	400	229	282	268	531	98.1%
Total	592	470	584	537	827	54.0%

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 2020-21, there were 1,180 Multiple Subject, 1,099 Single Subject, and 555 Education Specialist credentials issued to these applicants. There were decreases for all three teaching credentials: Multiple Subject by 14.4 percent, Single Subject by 12.9 percent, and Education Specialist credentials by 19.9 percent. Overall, when all three types of teaching credentials are combined, there was a decrease of 15 percent between 2019-20 and 2020-21.

Table 1d: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Multiple Subject	1,755	1,655	1,515	1,379	1,180	-14.4%
Single Subject	1,706	1,600	1,432	1,262	1,099	-12.9%
Education Specialist	717	668	726	693	555	-19.9%
Total	4,178	3,923	3,673	3,334	2,834	-15.0%

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

New Teaching Credentials Issued by Type

This section of the report focuses on three basic types of new teaching credentials issued by the Commission for service in California’s K-12 classrooms: Multiple Subject, Single Subject, and Education Specialist credentials. As shown in Table 2a below, the number of new teaching credentials shows a steady upward trend for all three types of credentials in the past five years.

Table 2a: Total New Teaching Credentials (Numbers) Issued by Type, 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21
Multiple Subject	6,905	7,089	7,119	7,785	8,933
Single Subject	6,280	6,236	6,629	6,511	6,651
Education Specialist	3,315	3,239	3,285	3,699	4,082
Total	16,500	16,564	17,033	17,995	19,666

Table 2b below displays the proportion of the three types of teaching credentials in the past five years. The proportion of teaching credentials for Multiple Subject shows a steady upward trend, while there were fluctuations for Single Subject and Education Specialist. Multiple Subject teaching credentials were up by 3.6 percentage points, Single Subject teaching credentials were down by 4.3 percentage points, and Education Specialist teaching credentials went up by 0.7 percentage points between 2016-17 and 2020-21.

Table 2b: Total New Teaching Credentials (Percentages) Issued by Type, 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21
Multiple Subject	41.8%	42.8%	41.8%	43.3%	45.4%
Single Subject	38.1%	37.6%	38.9%	36.2%	33.8%
Education Specialist	20.1%	19.6%	19.3%	20.6%	20.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

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

Table 3a displays the number of new teaching credentials issued by preparation pathway. There are two sub-pathways for California IHE-prepared: the student teaching (traditional) pathway or the alternative (intern) pathway. In the District/County-prepared pathway, teacher candidates go through intern programs sponsored by LEAs. In the third pathway, new credentials are issued to teachers who are trained Out-of-State or Out-of-Country.

California IHEs prepared more than four-fifths (81.4 percent) of the newly credentialed teachers in California during fiscal year 2020-21. Nearly three-fifths (59.4 percent) of newly credentialed teachers came through the student teaching (traditional) pathway, and 22 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in California comprised 14.4 percent, and the remaining 4.2 percent of teachers were prepared through District/County-prepared intern programs.

Table 3a: Credentials Issued by Preparation Pathway and Credential Type, 2020-21

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Total Credentials	Percent of Total
California IHE-Prepared (Traditional)	6,220	4,184	1,280	11,684	59.4%
California IHE-Prepared (Intern)	1,387	1,218	1,716	4,321	22.0%
District/County-Prepared (Intern)	146	150	531	827	4.2%
Out-of-State/Out-of-Country-Prepared	1,180	1,099	555	2,834	14.4%
Total	8,933	6,651	4,082	19,666	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 nearly one-fourth through the California university intern pathway. For the California university intern pathway, there has been an increase of four (4) percentage points in the past five years, from 18 percent in 2016-17 to 22 percent in 2020-21. The District/County-prepared intern pathway increased one (1) percentage point of the total new teaching credentials issued between 2016-17 and 2020-21. For the Out-of-State/Out-of-Country prepared pathway, there was a decrease of eleven (11) percentage points in the past five years, from 25 percent in 2016-17 to 14 percent in 2020-21.

Table 3b: Credentials (Percentages) Issued by Preparation Pathway, 2016-17 to 2020-21

Preparation Pathway	2016-17	2017-18	2018-19	2019-20	2020-21
California IHE-Prepared (Traditional)	54%	52%	53%	54%	59%
California IHE-Prepared (Intern)	18%	22%	22%	25%	22%
District/County-Prepared (Intern)	3%	3%	3%	3%	4%
Out-of-State/Out-of-Country-Prepared	25%	24%	22%	18%	14%
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 prepare 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, 2016-17 to 2020-21

IHE Segment	2016-17	2017-18	2018-19	2019-20	2020-21
California State University (CSU)	5,767	5,946	5,976	6,346	7,487
University of California (UC)	872	630	894	793	826
Private/Independent Colleges and Universities	5,091	5,595	5,906	6,985	7,692
Total	11,730	12,171	12,776	14,124	16,005

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 (48.1 percent) in 2020-21. CSU prepared more than two-fifths (46.8 percent) of the new teaching credentials. The proportion of new teaching credentials recommended by UC segment stayed at 5 percent of the total new credentials recommended by all three IHE segments. There has been a shift of two (2) percentage points from CSU, two (2) percentage points from UC, and five (5) to Private/Independent colleges and universities in the past five years.

Table 4b: Teaching Credentials (Percentages) Issued by Higher Education Segments, 2016-17 to 2020-21

IHE Segment	2016-17	2017-18	2018-19	2019-20	2020-21
California State University (CSU)	49.2%	48.9%	46.8%	44.9%	46.8%
University of California (UC)	7.4%	5.2%	7.0%	5.6%	5.2%
Private/Independent Colleges and Universities	43.4%	46.0%	46.2%	49.5%	48.1%
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 an eight to nine semester integrated undergraduate program, in which candidates earn both a bachelor’s degree and a teaching credential. 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. Once the interns complete their intern programs, they are issued preliminary credentials; so, interns are candidates in the teacher pipeline.

Table 5a below displays the number of intern credentials issued based on both IHE and district/county preparation programs over a five-year period. In 2020-21, there were 4,626 university intern and 1,152 district intern credentials issued. The number of university intern credentials issued increased by 13.8 percent and 40.7 percent for district/county intern credentials in 2020-21. Overall, when both types of intern credentials are combined, there was an increase of 18.3 percent between 2019-20 and 2020-21.

Table 5a: New Intern Credentials Issued by Type, 2016-17 to 2020-21

Intern Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
University Intern	3,771	4,037	4,344	4,064	4,626	13.8%
District/County Intern	584	884	819	819	1,152	40.7%
Total	4,355	4,921	5,163	4,883	5,778	18.3%

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 an increase (4.7 percent and 18.5 percent, respectively) between 2019-20 and 2020-21, while there has been a decrease (55.6 percent) for UC. Overall, after a decrease in the prior year, there was an increase (13.8 percent) in the total number of university intern credentials issued in 2020-21.

Table 5b: New University Intern Credentials Issued by IHE Segments, 2016-17 to 2020-21

IHE Segment	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
California State University (CSU)	1,449	1,466	1,439	1,231	1,289	4.7%
University of California (UC)	46	24	15	27	12	-55.6%
Private/Independent College and Universities	2,276	2,547	2,890	2,806	3,325	18.5%
Total	3,771	4,037	4,344	4,064	4,626	13.8%

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

Intern programs may be one, two, or three years in length. Intern credentials are issued for a length of two years (three years for an Education Specialist District Intern). Therefore, the data in Table 5b represents only those intern credentials initially issued in that fiscal year, and not the total population of interns holding a valid document and serving in California public schools. Upon successful completion of an intern program, candidates are recommended for a preliminary teaching credential.

Detailed information on types of intern credentials issued by higher education systems and individual IHEs are available in [Appendix](#) – Table 1A.

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

Substantial changes were made to both the structure and the requirements for the issuance of Designated Subjects (DS) teaching credentials in 2007-08. Previously, the Commission issued DS Vocational Education teaching credentials in 175 different subject areas aligned with a variety of occupations. The provisions of Senate Bill 52 (Chap. 520, Stats. 2007) and Senate Bill 1104 (Chap. 576, Stats. 2008), as well as several recommendations made by the Commission-appointed Career Technical Education (CTE) advisory panel, led to significant changes and restructuring for these credentials. The most significant changes included an update in the title from (DS) Vocational Education to Career Technical Education and a reduction of the 175 vocational subjects listed on the DS Vocational Education teaching credential to 15 broad “industry sectors.” During the transition between the various bills and regulations, the Commission issued eight different types of Designated Subjects CTE and Vocational Education teaching credentials between January 1, 2009 and August 31, 2013.

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

The Preliminary CTE teaching credential requires candidates to have at least 3,000 hours of industry experience or a combination of industry and teaching experience. The credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults in career technical education, trade, or vocational courses. The Clear CTE teaching credential retains the same authorization but also includes an authorization to provide Specially Designed Academic Instruction in English (SDAIE) for students identified as English learners within career technical education, trade, or vocational courses.

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

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

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation

- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Table 6a below provides data on the number of Preliminary CTE credentials issued in the past five years. There has been a downward trend in the past four years, with a decline of 14 percent in 2020-21. In 2016, the Career Technical Education Incentive Grant (CTEIG) state grant fund was introduced. As a result, there was a significant increase in CTE credentials issued in 2016-17.

Table 6a: Preliminary CTE Credentials Issued: 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Preliminary	2,118	1,932	1,808	1,445	1,243	-14.0%

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

There are 15 CTE program sponsors that can recommend for a Preliminary credential - CSU has 1 program, UC has 2 programs, Private/Independent Colleges and Universities have 1 program, and LEAs have 11 programs. Table 6b below displays the breakdown of Preliminary CTE credentials issued by program sponsor segments for the past five years. In the first two years after the CTEIG was introduced in 2016, program sponsors got all their teachers who had qualified for the grant to be credentialed. Now program sponsors may be facing the biggest issue with new CTE candidates - having the work experience required to be granted for the CTE credential.

Table 6b: Preliminary CTE Credentials Issued by Program Sponsors, 2016-17 to 2020-21

Program Sponsor	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
California State University (CSU)	80	48	30	32	25	-21.9%
University of California (UC)	246	178	157	89	44	-50.6%
Private/Independent College and Universities	146	129	70	32	16	-50.0%
Local Education Agencies	1,646	1,577	1,551	1,292	1,158	-10.4%
Total	2,118	1,932	1,808	1,445	1,243	-14.0%

Note: The state grant fund CTEIG was introduced in 2016.

Detailed information on Preliminary CTE credentials issued by individual program sponsors are available in [Appendix](#) – Table 3A.

Table 6c below displays the number and percentage of Preliminary CTE credentials issued by industry sectors in 2020-21. More than 1,200 Preliminary CTE credentials were issued in 15 different industry sectors. About one-fifth of CTE credentials were issued in the industry sector of Arts, Media, and Entertainment (20.1 percent), followed by Education, Child Development, and Family Services (12.2 percent), Health Science and Medical Technology (11.0 percent), Business and Finance (10.9 percent), and Information and Communication Technologies (10.1 percent). Together these five industry sectors accounted for about two-thirds (64.3 percent) of the CTE credentials issued in 2020-21. The following five industry sectors – Marketing, Sales, and Service (8.5 percent), Building and Construction Trades (4.8 percent), Engineering and Architecture (4.2 percent), Manufacturing and Product Development (4.2 percent), and Public Service (3.8 percent) accounted for more than one-fourth (25.5 percent) of the credentials. The remaining credentials were issued in the following five industry sectors: Hospitality, Tourism, and Recreation (3.2 percent), Agriculture and Natural Resources (3.0 percent), Fashion and Interior Design (1.6 percent), Transportation (1.3 percent), and Energy, Environment and Utilities (1.0 percent) of the total Preliminary CTE credentials issued.

Table 6c: Preliminary CTE Credentials Issued by Industry Sectors, 2020-21

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Agriculture and Natural Resources	53	3.0%
Arts, Media, and Entertainment	358	20.1%
Building and Construction Trades	86	4.8%
Business and Finance	194	10.9%
Education, Child Development, and Family Services	218	12.2%
Energy, Environment, and Utilities	18	1.0%
Engineering and Architecture	75	4.2%
Fashion and Interior Design	28	1.6%
Health Science and Medical Technology	196	11.0%
Hospitality, Tourism, and Recreation	57	3.2%
Information and Communication Technologies	180	10.1%
Manufacturing and Product Development	75	4.2%
Marketing, Sales, and Service	151	8.5%
Public Service	67	3.8%
Transportation	24	1.3%

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

Detailed information on Preliminary CTE credentials issued by industry sectors are available in [Appendix](#) – Table 3B.

Table 6d below displays the proportion of Preliminary CTE credentials issued by industry sectors in the past five years. The proportions have remained steady in the five years, except for

Marketing, Sales, and Service (increase by 3.5 percentage points), and Business and Finance (increase by 2 percentage points) between 2016-17 and 2020-21.

Table 6d: Preliminary CTE Credentials Issued (Percentages) by Industry Sectors, 2016-17 to 2020-21

Name of Industry Sector	2016-17	2017-18	2018-19	2019-20	2020-21
Agriculture and Natural Resources	2.0%	2.5%	2.4%	2.2%	3.0%
Arts, Media, and Entertainment	20.8%	20.5%	17.0%	19.3%	20.1%
Building and Construction Trades	5.6%	6.0%	4.8%	5.6%	4.8%
Business and Finance	8.9%	9.8%	11.6%	12.5%	10.9%
Education, Child Development, and Family Services	11.3%	10.7%	11.6%	10.6%	12.2%
Energy, Environment, and Utilities	1.8%	1.9%	1.4%	1.5%	1.0%
Engineering and Architecture	4.8%	4.5%	4.4%	3.1%	4.2%
Fashion and Interior Design	1.5%	1.4%	1.3%	1.6%	1.6%
Health Science and Medical Technology	12.4%	11.9%	11.5%	10.4%	11.0%
Hospitality, Tourism, and Recreation	3.8%	4.3%	4.0%	4.6%	3.2%
Information and Communication Technologies	10.8%	10.7%	12.2%	9.6%	10.1%
Manufacturing and Product Development	4.4%	3.8%	3.7%	4.0%	4.2%
Marketing, Sales, and Service	5.0%	6.0%	7.7%	8.4%	8.5%
Public Service	4.1%	4.0%	4.2%	3.9%	3.8%
Transportation	2.8%	2.0%	2.1%	2.7%	1.3%

For additional information, see the [Designated Subjects Dashboards](#).

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

The Designated Subjects (DS) Special Subjects 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 DS Special Subjects teachers serve in middle school and high school settings.

Changes in regulations for DS Special Subjects teaching credentials became effective as of January 1, 2015. Candidates for an initial Preliminary DS Special Subjects credential with a requested issuance date of January 1, 2015 or later must now complete a Commission-approved CTE program of individualized preparation for Preliminary and Clear DS Special

Subjects credentials. Commission-approved CTE program sponsors have the option of offering the personalized preparation for the DS Special Subjects candidates aligned with the CTE program standards. Individuals completing the personalized CTE program will also earn the SDAIE authorization on their Clear credential for serving students identified as English learners.

Table 7a below provides data on the number of DS Special Subjects credentials issued in the past five years. The number of credentials is fairly small and stayed steady for the five years, with a decrease (17.6 percent) between 2019-20 and 2020-21. For additional information, see the [Designated Subjects Dashboard](#).

Table 7a: Preliminary DS Special Subjects Credentials Issued: 2016-17 to 2020-21

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Preliminary	51	62	50	51	42	-17.6%

Table 7b below displays Preliminary DS Special Subjects credentials issued by subject area. ROTC represents the highest number of all DS Special Subjects credentials issued in each of the five years.

Table 7b: Preliminary DS Special Subjects Credentials Issued by Subject Area

Credential Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Aviation Flight Instruction	0	1	1	0	0	0.0%
Aviation Ground Instruction	1	1	1	2	0	-100.0%
Basic Military Drill	7	4	2	11	10	-9.1%
Limited Driver Training	1	0	0	0	0	0.0%
Reserve Officer Training	42	56	46	38	32	-15.8%

Note: Data include preliminary credentials only. As the number of credentials is small, the percentage change should be viewed with caution.

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

Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data

Tracking teacher preparation program enrollment can serve as one indicator of potential future teacher supply in California. Federal Title II regulations require all states to report data on initial teaching credentials prepared by teacher preparation programs. Teaching credentials include Multiple Subject, Single Subject and Education Specialist credentials, and do not include Designated Subjects. The enrollment data for all California teacher preparation programs for the past five years is provided in Table 8a.

As depicted in Table 8a below, there were increases in new teacher enrollment in teacher preparation programs between 2015-16 and 2017-18. Following a decline in 2019-20, there was an increase of about 1,600 candidates, or 4.7 percent in 2020-21. When looking at the total teacher preparation enrollment in the past five years, the total enrollment has increased by more than 3,500 candidates (10.8 percent) between 2015-16 and 2019-20.

Table 8a: Total Teacher Preparation Program Enrollment, 2015-16 to 2019-20

Enrollment	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Change from 2018-19
Enrollment Totals	32,573	35,880	37,557	34,468	36,083	4.7%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2019-20 as required by Title II of Higher Education Act. 2019-20 is the most recent data available. Enrollment data for 2020-21 will not be available until Fall 2022.

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

Table 8b below shows that more than half (53.4 percent) of the total enrollment in 2019-20 was in Private/Independent Colleges and Universities and more than one-third (39.1 percent) were enrolled in the CSU system. The UC system enrolled less than three (2.6) percent and district/county intern programs enrolled the remaining four (4.8) percent.

Table 8b: Total Enrollment by Teacher Preparation Program Sponsor Segments, 2015-16 to 2019-20

IHE Segment	2015-16	2016-17	2017-18	2018-19	2019-20	Percent Total in 2019-20
California State University (CSU)	12,745	14,074	14,212	13,496	14,120	39.1%
University of California (UC)	1,119	1,252	1,130	911	945	2.6%
Private/Independent College and Universities	17,813	19,347	20,717	18,649	19,270	53.4%
District/County Intern programs	896	1,207	1,498	1,412	1,748	4.8%
Total	32,573	35,880	37,557	34,468	36,083	100.0%

Note: Data available at [Annual Report Card \(Title II\)](#)

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

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 million English learners in California public schools in 2020-21.

(See [CDE DataQuest EL data for 2020-21](#))

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 2020-21, six hundred and fifty-seven 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 9a below provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. In 2020-21, there were 1,537 Emergency CLAD permits and 127 Emergency Bilingual Authorizations issued. The number of CLAD and Bilingual Authorizations Permits issued continues to decline, with a 8.6 percent and 18.1 percent, respectively, between 2019-20 and 2020-21.

Table 9a: Emergency CLAD and Bilingual Authorization Permits, 2016-17 to 2020-21

Permit Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Emergency CLAD	2,055	2,020	1,861	1,681	1,537	-8.6%
Emergency Bilingual	158	141	159	155	127	-18.1%

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 (CTE) 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 CTE 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 9b 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. There was fluctuation in the last four years, and a decrease (by 69.7 percent) in the number of CCSD issued between 2019-20 and 2020-21.

Table 9b: Certificate of Completion of Staff Development, 2016-17 to 2020-21

2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
30	36	27	33	10	-69.7%

**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 county and school districts are presented in [Appendix](#) - Tables 4B and 4C.

Child Development Permits Issued

California issues six levels of Child Development (CD) Permits: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Each permit level has its own set of issuance requirements, and each authorizes the holder to perform different service in early learning and care programs. Specifically, these permits authorize the holder to provide services in the care, development, and instruction of children ages five and younger in a child development program; some authorize other services such as supervision and serving as a curriculum coordinator. Table 10a below displays the number of CD Permits issued for the past

five years. There has been a downward trend in the number of most CD permits issued, except for the number of CD Master Teacher, which had an increase of 9 percent between 2019-20 and 2020-21. Overall, when all CD Permits are combined, there was a decline of 14.6 percent between 2019-20 and 2020-21.

Table 10a: Child Development Permits Issued, 2016-17 to 2020-21

Child Development Permit	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
CD Assistant	744	661	664	472	444	-5.9%
CD Associate Teacher	1,881	1,739	1,797	1,496	1,081	-27.7%
CD Teacher	1,608	1,505	1,656	1,404	1,220	-13.1%
CD Master Teacher	389	353	373	390	425	9.0%
CD Site Supervisor	1,613	1,457	1,660	1,475	1,340	-9.2%
CD Program Director	516	474	504	486	380	-21.8%
Total	6,751	6,189	6,654	5,723	4,890	-14.6%

There is also a School-Age emphasis that can be added to a permit that authorizes the permit holder to provide all services authorized by the holder's CD Permit and to provide services in the care, development, and instruction of children from ages birth to 14 before-school, after-school, and other school-age childcare programs. Table 10b below displays the number of School-Age Emphasis issued on new CD Permits for the past five years. There has been a downward trend in the number of school-age emphasis issued for all CD permits. Overall, when all School-age emphasis issuances are combined, there was a decline of 24 percent. For additional information, see the [CD Permits Dashboard](#).

Table 10b: School-Age Emphasis Issued on new CD Permits, 2016-17 to 2020-21

Child Development Permit	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
CD Assistant	17	28	5	1	0	-100.0%
CD Associate Teacher	38	37	12	7	3	-57.1%
CD Teacher	57	45	21	13	11	-15.4%
CD Master Teacher	24	32	25	12	11	-8.3%
CD Site Supervisor	101	94	111	124	96	-22.6%
CD Program Director	46	50	36	35	25	-28.6%
Total	283	286	210	192	146	-24.0%

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 the *Every Student Succeeds Act (ESSA)*, which reauthorized ESEA in 2015, removed federal highly qualified teacher requirements, the state level 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. 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 2020-21, there were 1,989 STSPs and 1,188 PIPs issued. For the first time within the past five years, there was a decrease of the number of STSPs issued (by 46.4 percent) in 2020-21. There was also a decrease of the number of PIPs issued by 50.3 percent. When both STSPs and PIPs are combined, there was a decrease of 48 percent between 2019-20 and 2020-21.

Table 11a: Short-Term Staff Permits and Provisional Internship Permits Issued, 2016-17 to 2020-21

Permit Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Short-Term Staff Permit	3,418	3,607	3,629	3,712	1,989	-46.4%
Provisional Internship Permit	2,284	2,275	2,537	2,392	1,188	-50.3%
Total	5,702	5,882	6,166	6,104	3,177	-48.0%

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 TPSLs issued in the past five years. After the steady increase of TPSLs issued starting in 2017-18, there was a decrease of 49 (5.7 percent) TPSLs issued between 2019-20 and 2020-21.

Table 11b. Number of Teaching Permit for Statutory Leave issued, 2016-17 to 2020-21

2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
360	715	854	856	807	-5.7%

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 Multiple Subject or Single 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 the number of Limited Assignment Teaching Permits issued for the past five years. In 2020-21, there were 140 Multiple Subject GELAPs, 1,488 Single Subject GELAPs, and 451 SELAPs issued. There were increases for all three types of permits – 30.8 percent for GELAP Multiple Subject, 3.7 percent for GELAP Single Subject, and 12.8 percent for SELAP between 2019-20 and 2020-21. Overall, there was an increase of 7.1 percent in the total number of Limited Assignment Teaching Permits issued between 2019-20 and 2020-21.

Table 11c: Number of Limited Assignment Teaching Permits Issued, 2016-17 to 2020-21

Permit Type	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
GELAP Multiple Subject	126	122	123	107	140	30.8%
GELAP Single Subject	1,365	1,392	1,602	1,435	1,488	3.7%
SELAP	382	439	416	400	451	12.8%
Total	1,873	1,953	2,141	1,942	2,079	7.1%

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 to address the needs 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. The number of teaching waivers issued usually stayed consistent at around 400 documents. However, the number of waivers issued doubled in 2020-21 by 481 documents, an increase of 107.4 percent, between 2019-20 and 2020-21.

Table 11d: Number of Teaching Waivers Issued, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Waiver	404	385	431	448	929	107.4%

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.

In April 2020, the Commission approved the authorization of the Program Sponsor Variable Term Waiver (PS-VTW) for credential candidates impacted by COVID-19. Teacher preparation programs submit the waiver application and required documentation for each of their candidates. Once the PS-VTW is issued, it will give a 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 the respective document. The program may request a single renewal with appropriate verification of candidate progress. The PS-VTW was eligible for issuance between March 19, 2020 and August 31, 2021.

- In 2019-20, 14 (3.1%) of the 448 waivers were issued as a PS-VTW.
- In 2020-21, 221 (23.8%) of the 929 waivers were issued as a PS-VTW.

Teaching Intern, Permit and Waiver Documents Issued by County and Type

The [appendix](#) (Table 5A, 5B, 5C) provides detailed information about various documents (intern credentials, permits and waivers) requested by counties and school districts by credential type and subject area. The TPSL is not included in this section, as it is only issued to fill in a temporary teacher of record for the duration of need and not at the capacity of a classroom teacher for the school year. Therefore, permits in the following sections will refer only to the STSP, PIP and Limited Assignment issuances. At the state level, nearly 12,000 teaching intern, permit, and waiver documents were requested by 57 out of the 58 California counties in 2020-21. Nearly half (48.3 percent) of the documents issued were intern credentials; about two-fifths (43.9 percent) were permits, and over seven percent (7.8) were waivers.

Los Angeles County alone requested about one-fifth (18.0 percent) of the documents. Another two-fifths (44.1 percent) were requested by eight counties: Kern, Alameda, Santa Clara, San Joaquin, San Diego, Fresno, San Bernardino, and Contra Costa. These eight counties requested between 500 and 1,000 documents each. Nearly one-fifth (18.5 percent) were requested by another seven counties: Riverside, Tulare, Sacramento, San Francisco, Monterey, Solano, and Stanislaus, each ranging from 200 and 500 documents. Thus, at the state level, about four-fifths (80.5 percent) of total documents (interns, permits, and waivers) were requested by only sixteen counties. The following counties – San Mateo, Orange, Merced, Sonoma, Ventura, Placer, and Kings – each requested between 100 to 200 documents. Imperial, Madera, Shasta, Lake, Mendocino, Santa Barbara, Santa Cruz, San Luis Obispo, Marin, Butte, Yolo, and El Dorado each requested between 50 and 100 documents. The remaining twenty-two counties requested less than 50 documents each.

Further analysis of the documents by county indicated that there were 56 counties with university intern credentials and 32 counties with district/county intern credentials. Ten counties (Los Angeles, Kern, San Joaquin, San Bernardino, Fresno, Alameda, Santa Clara, Contra

Costa, San Diego, and Riverside) accounted for more than two-thirds (69.3 percent) of the university intern credentials issued. For the district/county intern credentials, more than four-fifths (85.3 percent) were in the following eleven counties: Los Angeles, San Diego, San Francisco, Santa Clara, Tulare, Sacramento, Sonoma, Riverside, Alameda, Kings, and Yolo.

When permits (STSP, PIP and Limited Assignment) were analyzed by county, data indicated that 55 counties requested STSPs, 53 counties requested PIPs, and 50 counties requested Limited Assignment Teaching Permits. The following ten counties – Los Angeles, Kern, Alameda, San Diego, Santa Clara, Contra Costa, Fresno, San Bernardino, San Joaquin, and Tulare accounted for nearly two-thirds (62.9 percent) of the total permits requested.

When waivers were analyzed by county, 39 counties requested waivers. The following ten counties: Los Angeles, Kern, Santa Clara, Alameda, Contra Costa, San Francisco, Monterey, Solano, San Bernardino, and San Joaquin accounted for three-fourths (75 percent) of the waivers requested. Seven counties (Del Norte, Humboldt, Mariposa, Napa, San Benito, San Luis Obispo, and Shasta) each requested only one waiver in 2020-21. County information is not available for PS-VTW documents. Therefore, this analysis does not include PS-VTWs issued in 2020-21.

Table 11e below displays the top ten counties that requested the highest number of intern or permit or waiver (IPW) documents in the 2020-21 year.

Table 11e: Top 10 Counties With Highest Requested Number of IPW Documents in 2020-21

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

Table 11f below summarizes the total number of intern credentials, permits, and waivers by credential type in 2020-21. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, about one-fourth (25.8 percent) of the intern credentials were Multiple Subject, another one-fourth (26.9 percent) were Single Subject, and almost half (47.4 percent) were Education Specialist credentials. For permits, about one-fifth (20.6 percent) were issued in Multiple Subject, more than two-fifths (44.1 percent) in Single Subject, and more than one-third (35.4 percent) in the Education Specialist credential area. For waivers, more than one-fourth (31.2 percent) were issued in Multiple Subject, another one-fourth (27.2 percent) in Single Subject, and more than two-fifths (41.6 percent) in the Education Specialist credential area. In summary, the highest proportion of documents (intern, permit and waiver) issued were in Education Specialist followed by Single Subject, then Multiple Subject. Nearly half of intern credentials and waivers were issued in the Education Specialist credential area, and nearly half of permits were issued in the Single Subject credential area.

Table 11f: Distribution of Interns, Permits, and Waivers by Credential Type, 2020-21

	Interns	Permits	Waivers
Number of documents issued	5,778	5,256	929
Multiple Subject	1,488	1,082	290
Single Subject	1,553	2,316	253
Education Specialist	2,737	1,858	386

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 teaching intern, permit and waiver documents issued to individuals and were employed in California public schools during the past five years, and the number of certificated teachers between 2016-17 and 2018-19. Between 2016-17 and 2018-19, there has been a steady increase in the number of teaching intern, permit and waiver documents issued and certificated teachers. However, these teaching documents have started to decline starting in 2019-20.

Table 12a: Number of Teachers Serving in California Public Schools with Full Authorization Versus Intern Credentials, Permits, and Waivers Issued, 2016-17 and 2020-21

Document Type	2016-17	2017-18	2018-19	2019-20	2020-21
University Intern Credentials	3,771	4,037	4,344	4,064	4,625
District/County Intern Credentials	584	884	819	819	1,152
Short-Term Staff Permit (STSP)	3,418	3,607	3,629	3,712	1,989
Provisional Intern Permit (PIP)	2,284	2,275	2,537	2,392	1,188
Limited Assignment Teaching Permit	1,873	1,953	2,141	1,942	2,079
Variable Term Waivers	404	385	431	448	929
Total Intern, Permits, and Waivers	12,334	13,141	13,901	13,377	11,962

Document Type	2016-17	2017-18	2018-19	2019-20	2020-21
Fully Credentialed Teachers (Preliminary and Clear)	292,766	293,117	293,562	Not Available	Not Available
Total Statewide Teaching Staff	305,103	306,261	307,470	Not Available	Not Available

Note: 2019-20 and 2020-21 data are 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 four years¹. The 2020-21 percentage data are not available as the California Department of Education has not yet published the number of statewide teaching staff for 2020-21. However, due to the decrease of the number of teaching intern, permit, and waiver documents issued in 2020-21, it is estimated that there is an increase in the number of fully credentialed teachers serving in California public schools.

Table 12b: Percentage of Teachers Serving in California Public Schools Versus Intern Credentials, Permits, and Waivers Issued, 2016-17 and 2020-21

Document Type	2016-17 Percent	2017-18 Percent	2018-19 Percent	2019-20 Percent	2020-21 Percent
University Intern Credentials	1.2%	1.3%	1.4%	1.3%	*
District/County Intern Credentials	0.2%	0.3%	0.3%	0.3%	*
Short-Term Staff Permit (STSP)	1.1%	1.2%	1.2%	1.2%	*
Provisional Intern Permit (PIP)	0.7%	0.7%	0.8%	0.8%	*
Limited Assignment Teaching Permit	0.6%	0.6%	0.7%	0.6%	*
Variable Term Waivers	0.1%	0.1%	0.1%	0.1%	*
Total Intern, Permits, and Waivers	4.0%	4.3%	4.5%	4.4%	*

*The percentages are not available because the statewide teaching staff for 2020-21 data have not been published by CDE.

The following sections - demographic data (gender and ethnicity) and projected teacher hires - are not mandated by Education Code §44225.6. However, Commissioners have requested that staff include a demographic profile of the teaching workforce to provide additional context regarding teacher supply. Data on gender and ethnicity of 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: Gender and Race/Ethnicity distribution of New Enrolled Teacher Candidates

Table 13a displays the gender and race/ethnicity of teacher candidates enrolled in the teacher preparation programs for the past five years. The gender breakdown of teacher candidates stayed steady in the past five years; about three-fourths were female and a little more than one-quarter were male. The racial diversity of teacher candidates has increased in the past

¹ Data Source: California Department of Education 2016-17 to 2018-19.

years. Overall, more than half of the teacher candidates identified themselves belonging to a non-White race/ethnicity category. The proportion of teacher candidates who identified themselves as Hispanic/Latino of any race has increased from 29.8 percent in 2015-16 to 32.5 percent in 2019-20 (increase by 2.7 percentage points).

Table 13a: Gender and Race/Ethnicity Distribution of New Enrolled Teacher Candidates in the Teacher Preparation Programs, 2015-16 to 2019-20

Gender and Race/Ethnicity category	2015-16	2016-17	2017-18	2018-19	2019-20
Female	71.3%	70.6%	70.4%	71.2%	71.2%
Male	28.7%	29.4%	29.6%	27.6%	26.9%
Non-binary/Other				0.0%	0.1%
Gender not reported				0.0%	1.8%
American Indian or Alaska Native	0.7%	0.9%	0.6%	0.6%	0.7%
Asian	7.8%	7.6%	7.8%	7.7%	7.4%
Black or African American	5.1%	4.8%	5.0%	4.0%	3.9%
Hispanic/Latino of any race	29.8%	30.1%	32.2%	30.6%	32.5%
Native Hawaiian or Other Pacific Islander	0.7%	0.8%	0.7%	0.6%	0.5%
Race/Ethnicity Not Reported				8.5%	10.9%
Two or more races	7.9%	7.8%	5.0%	4.5%	4.3%
White	48.0%	48.1%	48.6%	43.6%	39.9%

Data Source: Commission on Teacher Credentialing Annual Report Card; 2015-16 to 2019-20. "Non-binary/Other" "Gender not reported" Race/ethnicity not reported" options became available starting in 2018-19 reporting year.

Note: Demographic data between 2015-16 and 2017-18 include enrolled candidates only, and 2018-19 and 2019-20 include total enrollment (enrolled candidates plus program completers) (see Title II [State Trends](#)).

For additional information on demographic data (gender, race/ethnicity) for teacher candidates at the aggregate level as well as at the institutional level, see [Title II Dashboards](#).

Demographic Data: Gender and Race/Ethnicity Distribution of Full-Time Equivalent Teachers

Table 13b below displays the number of Full-Time Equivalent (FTE) teachers by gender and race/ethnicity for the past five years. FTE, as opposed to headcount, of teachers is provided to understand the teaching capacity and time spent in public schools. In 2020-21, of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths (73.3 percent) were female while one quarter (26.7 percent) were male. More than half (59.1 percent) of FTE teachers identified themselves as White, and more than one-fifth (22.8 percent) identified as Hispanic or Latino. Asian/Filipino and Pacific Islander together constituted eight (8.0) percent, and African Americans about four (3.9) percent. American Indians were 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/ethnicity 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 or Latino teachers – 20.6 percent in 2016-17 to 22.8 percent in 2020-21 (an increase of 2.2 percent) between 2016-17 and 2020-21.

Table 13b: Gender and Race/Ethnicity Distribution of FTE Teachers, 2016-17 to 2020-21

Gender and Race/Ethnicity category	2016-17 (n=295,701)	2017-18 (n=295,466)	2018-19 (n=294,939)	2019-20 (n=304,663)	2020-21 (n=302,148)
Female	73.1%	73.0%	73.0%	73.1%	73.3%
Male	26.9%	27.0%	27.0%	26.9%	26.7%
Not Reported				0.0%	0.0%
African American	4.1%	3.9%	4.0%	3.9%	3.9%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian/Filipino	7.2%	7.3%	7.4%	7.6%	7.7%
Hispanic or Latino	20.6%	21.0%	21.5%	22.2%	22.8%
Not Reported	3.6%	4.4%	4.7%	4.5%	4.6%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%
Two or more races	0.9%	0.9%	1.0%	1.0%	1.1%
White	62.9%	61.6%	60.6%	59.9%	59.1%

Data Source: [CDE Staff Demographic Data](#)

Note: 2019-20 and 2020-21 data not yet publicly available on the CDE's website. Asian and Filipino were reported separately.

Demographic Data: Gender and Race/Ethnicity distribution of K-12 Student Enrollment in California Public Schools

Table 13c displays the gender and race/ethnicity of K-12 student enrollment for the past five years. The gender trend pattern shows that more than half of K-12 enrolled students are male. Additionally, more than half (55.3 percent) were identified as Hispanic or Latino, with an increase of one (1.1) percentage points in the proportion of Hispanic or Latino students between 2016-17 and 2020-21. Less than one-fourth (21.7 percent) of K-12 enrolled students in 2020-21 were identified as White, which was a decrease of 1.9 percentage points between 2016-17 and 2020-21.

Table 13c: Gender and Race/Ethnicity Distribution of K-12 Student Enrollment, 2016-17 to 2020-21

Gender and Race/Ethnicity category	2016-17 (n=6,228,762)	2017-18 (n=6,220,826)	2018-19 (n=6,186,628)	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)
Female	48.6%	48.6%	48.6%	48.6%	48.7%
Male	51.4%	51.4%	51.4%	51.4%	51.3%
Nonbinary				0.0%	0.0%

Gender and Race/Ethnicity category	2016-17 (n=6,228,762)	2017-18 (n=6,220,826)	2018-19 (n=6,186,628)	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)
African American	5.6%	5.5%	5.4%	5.3%	5.2%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian/Filipino	11.4%	11.6%	11.7%	11.7%	11.9%
Hispanic or Latino	54.2%	54.3%	54.6%	54.9%	55.3%
Not Reported	0.7%	0.9%	0.9%	0.9%	0.9%
Pacific Islander	0.5%	0.5%	0.5%	0.4%	0.4%
Two or more races	3.3%	3.5%	3.6%	3.9%	4.1%
White	23.6%	23.2%	22.9%	22.4%	21.7%

Data Source: CDE [Annual Enrollment](#)

Note: Nonbinary gender was collected beginning 2019–20. Asian and Filipino were reported separately.

Demographic Data: Gender and Race/Ethnicity distribution of California Population

Table 13d displays the estimated gender, race/ethnicity of the California population for the past five years. The population was made up of more females than males, and with more than three-fourths identifying as Hispanic (any race) and White. Overall, the gender and race/ethnicity groups have stayed consistent in the past five years but with a gradual increase (0.5 percent) of Hispanic (any race) population between 2016 and 2020.

Table 13d: Gender and Race/Ethnicity Distribution of California Population, 2016 to 2020

Gender and Race/Ethnicity category	2016 (n=39,254,339)	2017 (n=39,488,430)	2018 (n=39,670,349)	2019 (n=39,761,195)	2020 (n=39,782,419)
Female	50.1%	50.1%	50.1%	50.1%	50.1%
Male	49.9%	49.9%	49.9%	49.9%	49.9%
American Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%
Asian	13.1%	13.1%	13.2%	13.1%	13.1%
Black	5.8%	5.7%	5.7%	5.7%	5.7%
Hispanic (any race)	38.9%	39.0%	39.2%	39.3%	39.4%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
Multiracial	2.6%	2.7%	2.7%	2.7%	2.8%
White	38.8%	38.6%	38.4%	38.3%	38.2%

Data Source: Department of Finance: [Report P-2D: Total Population by Total Hispanic and Non-Hispanic Race](#)

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, 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 17,500 teachers were estimated to be hired in eighteen different subject areas for the 2021-22 year. Fifty-four counties projected teacher hires while the following four counties – Amador, Mariposa, Plumas, and Sierra - did not report planned teacher hires for 2020-21. For counties that estimated teacher hires, the numbers ranged from one (1) in Alpine to 3,279.2 in Los Angeles.

Table 14a below provides the estimated teacher hires data for the past six years. Between 2016-17 and 2017-18 years, the numbers were up by more than 1,100 estimated teacher hires. However, there has been a steady decline in the number of estimated teacher hires starting in 2018-19. The number of estimated teacher hires was about 2,500 teachers less in the most recent 2021-22 year as compared to 2020-21.

Table 14a. Estimated Number of Teacher Hires, 2016-17 to 2021-22

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Estimated Teacher Hires	22,315.1	23,451.4	20,917.8	20,481.1	20,058.1	17,535.4
Number Change from prior year		+1,136.3	-2,533.6	-436.7	-423	-2,522.7

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

California’s fifty-eight counties have been grouped within eleven geographic regions for aggregating and reporting purposes (WestEd, 2008). To gain a statewide picture of teacher hires in the future, the data for estimated teacher hires in 2021-22 were analyzed by these geographic regions. Table 14b below provides CDE’s Estimated Teacher Hires data by geographic regions for 2021-22. About one-third (32.2 percent) of the estimated teacher hires would occur in the South Coast region, followed by more than one-fourth (26.2 percent) in the Bay Area. More than one-tenth (12 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley followed by another one-tenth (10.3 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, 2021-22

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	4,602.3	26.2%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	701.3	4.0%
East Inland	Alpine, Amador*, Calaveras, Inyo, Mariposa*, Mono, Tuolumne	44.0	0.3%
Inland Empire	Riverside, San Bernardino	1,799.0	10.3%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	185.3	1.1%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	905.6	5.2%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas*, Sierra*, Siskiyou	465.0	0.3%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	1,241.3	7.1%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	5,637.8	32.2%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	2,102.2	12.0%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	270.1	1.5%

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 2021-22

An analysis of the estimated teacher hires by county and subject areas provided some interesting findings. Table 14c shows that more than two-thirds (68.4 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, Alameda, San Bernardino, Santa Clara, Fresno, Sacramento, Contra Costa, Riverside, and Kern. About one-fifth (18.7 percent) of the estimated teacher hires would occur in Los Angeles County.

Table 14c. Estimated Teacher Hires by County, 2021-22

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Los Angeles	3,279.2	18.7%
San Diego	1,382.9	7.9%
Alameda	1,273.8	7.3%
San Bernardino	1,062.2	6.1%
Santa Clara	988.0	5.6%
Fresno	907.5	5.2%
Sacramento	870.2	5.0%
Contra Costa	797.1	4.5%
Riverside	736.8	4.2%
Kern	701.4	4.0%
Total of Ten Counties	11,999.1	68.4%
Statewide Total	17,535.4	100.0%

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

Table 14d shows nearly one-third (27.9 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another 21 percent. English/Drama teachers would account for another one-tenth (9.5 percent). The number of estimated teacher hires in Social Sciences would account for 4.8 percent. Mathematics, Life Sciences and Physical Sciences teachers together would account for another 16.8 percent. In other words, more than four-fifths (80.1 percent) of the estimated teacher hires in 2021-22 would occur in seven subjects.

Table 14d. Estimated Teacher Hires by Subject Areas, 2021-22

Subject Area	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	4,889.1	27.9%
Special Education (Education Specialist)	3,687.6	21.0%
English/Drama (Single Subject-English)	1,663.6	9.5%
Mathematics (Single Subject-Mathematics)	1,599.2	9.1%
Social Sciences (Single Subject-History/Social Sciences)	845.6	4.8%
Life Sciences (Single Subject-Biology)	743.9	4.2%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	611.7	3.5%
Total of Seven Subject Areas	14,040.7	80.1%
Statewide Total	17,535.4	100.0%

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

Table 14e below displays the estimated teacher hires by region from 2017-18 to 2021-22 to show the five-year trend. Two regions – Sacramento Metropolitan Central Valley and South San Joaquin Central Valley – showed an increase of 1.3 percent, 3.5 percent, respectively. The

biggest decrease (3.9 percent) was noticed for South Coast region between 2017-18 and 2021-22.

Table 14e. Estimated Teacher Hires by Region – Five-year Trend, 2017-18 to 2021-22

Region	2017-18	2018-19	2019-20	2020-21	2021-22
Bay Area	26.3%	26.7%	24.6%	23.9%	26.2%
Central Coast	3.8%	3.8%	4.2%	4.2%	4.0%
East Inland	0.4%	0.4%	0.5%	0.4%	0.3%
Inland Empire	11.4%	12.2%	12.8%	11.1%	10.3%
North Coast	0.9%	0.7%	0.8%	0.8%	1.1%
North San Joaquin Central Valley	5.4%	6.3%	5.1%	5.2%	5.2%
Northeastern Inland	0.2%	0.3%	0.5%	0.3%	0.3%
Sacramento Metropolitan Central Valley	5.8%	5.6%	6.1%	9.2%	7.1%
South Coast	36.1%	33.2%	32.3%	31.1%	32.2%
South San Joaquin Central Valley	8.5%	9.0%	11.1%	11.9%	12.0%
Upper Sacramento Central Valley	1.4%	1.8%	1.9%	1.8%	1.5%

Table 14f below displays estimated teacher hires by subject area from 2017-18 to 2021-22 to show the five-year trend. The biggest increase (by 3.5 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, 2017-18 to 2021-22

Region	2017-18	2018-19	2019-20	2020-21	2021-22
Self-Contained Classrooms (Multiple Subject)	30.1%	30.4%	30.6%	28.8%	27.9%
Special Education (Education Specialist)	17.5%	17.6%	19.0%	20.5%	21.0%
English/Drama (Single Subject-English)	9.5%	9.5%	9.2%	9.2%	9.5%
Mathematics (Single Subject-Mathematics)	9.2%	8.9%	9.0%	9.0%	9.1%
Social Sciences (Single Subject-History/Social Sciences)	5.3%	5.5%	5.2%	5.3%	4.8%
Life Sciences (Single Subject-Biology)	4.3%	4.2%	3.8%	4.0%	4.2%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	4.0%	3.4%	3.5%	3.5%	3.5%
Total of Seven Subject Areas	79.9%	79.5%	80.3%	80.3%	80.0%

In summary, in 2021-22, 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 2020-21:

- Overall, there was an increase in the number of newly issued teaching credentials for Multiple Subject, Single Subject, and Education Specialist credentials issued between 2019-20 and 2020-21. This marks a seventh year in which there was an increase of new teaching credentials issued since the ten-year decline between 2004-05 and 2013-14.
- The number of new credentials issued showed an increase for California IHE-Prepared (13.3 percent) and California District/County-prepared (54 percent), and a decline for Out-of-State-prepared (15 percent). (Tables 1a)
- The proportion of teaching credentials issued in the past five years shifted a little bit. The proportion of Multiple Subject credentials increased by 3.6 percentage points and the Education Specialist credentials by 0.7 percentage points, while the proportion of Single Subject credentials decreased by 4.3 percentage points between 2016-17 and 2020-21. (Table 2b)
- California IHEs prepared more than four-fifths (81.4 percent) of the total new teaching credentials issued in 2020-21. (Table 3a)
- The proportion of new teaching credentials recommended by California IHE segments changed slightly in 2020-21. Unlike the past declining four years, California State University segment had an increase by 1.9 percentage points between 2019-20 and 2020-21. In contrast, Private/Independent Colleges and University had an increasing pattern until a decline of 1.4 percentage points between 2019-20 and 2020-21. The University of California segment continued to decline with a 2.2 percentage points in the past five years. (Table 4b)
- There was an increase in completers from university intern programs and district/county intern programs, 13.8 and 40.7 percent, respectively. (Table 5a)
- More than 1,200 Career Technical Education (CTE) credentials were issued in fifteen different industry sectors in 2020-21. About one-fifth (20.1 percent) of the CTE credentials were issued in Arts, Media, and Entertainment. (Tables 6a and 6c)
- There was a decline of Short-term Staff Permits (STSPs) and Provisional Intern Permits (PIPs) issued between 2019-20 and 2020-21 (46.4 percent and 50.3 percent, respectively). When both STSPs and PIPs were combined, there was a 48 percent decrease between 2019-20 and 2020-21. (Table 11a)
- The number of Limited Assignment Teaching Permits showed an increase between 2019-20 and 2020-21, after a prior one-year decline within the past five years. The increase ranged from 12.8 percent for SELAP to 30.8 percent increase for GELAP Multiple Subject. When all three types of Limited Assignment Teaching Permits were combined, there was an increase of 7.1 percent between 2019-20 and 2020-21. (Table 11c)
- There was a dramatic increase (by 107.4 percent) in the number of waivers issued between 2019-20 and 2020-21. (Table 11d)

- There was a small decline in the proportion of intern credentials, permits, and waivers issued between 2019-20 and 2020-21 as compared to the prior years. (Table 12a)
- 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. (Tables 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