



**Teacher Supply in California
A Report to the Legislature
Annual Report
2017-2018**

**Submitted Pursuant to AB 471
(Chap. 381, Stats. 1999)**

This report was developed by Marjorie A. Suckow and Phi Phi Lau of the Professional Services Division of the Commission on Teacher Credentialing. For more information about the content of this report, contact msuckow@ctc.ca.gov.

April 2019

This report, like other publications of the Commission on Teacher Credentialing, is not copyrighted. It may be reproduced in the public interest, but proper attribution is requested.

Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

This report is available at
<http://www.ctc.ca.gov>

Commission on Teacher Credentialing



1900 Capitol Avenue
Sacramento, CA 95811

(916) 322-6253

Mary Vixie Sandy
Executive Director

Allavie, Kathleen	School Board Member	2020
Barnes, Kirsten	Non-Administrative Services Representative	2020
Cooney, C. Michael	Public Representative	2021
De La Torre-Escobedo, Marysol	Teacher Representative	2019
Gonzalez, José	Administrative Services Representative	2019
Hartwig, Johanna	Public Representative	2020
Hinde, Alicia	Teacher Representative	2020
Jackson, Terri Alcala, Lupita Cortez	Designees, Superintendent of Public Instruction	Ongoing
Klatt, Bonnie	Teacher Representative	2021
Kung, Kevin	Teacher Representative	2020
Marks, Jane	Teacher Representative	2021
Martinez, Monica	Public Representative	2021
Redmond, Castle	Public Representative	2019
Rodriguez, Haydee	Teacher Representative	2020
Sloan, Tine	Faculty Member	2021
Ex-Officio Members		
Browne, Kathryn	California Community Colleges	
Grenot-Scheyer, Marquita	California State University	
Wall, Andrew	Association of Independent California Colleges and Universities	

Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

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 2017-18. The report responds to the requirements specified in statute and provides a tool for policymakers and others interested in teacher supply.

This report is organized with the following headings:

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

Overall findings for the fiscal year 2017-18 are summarized below:

- There was a small increase in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist).
- After a steady decline in the total number of initial teaching credentials for the past several years, 2017-18 was the fourth year in which there was a small increase over the prior year. The number of initial teaching credentials issued in 2017-18 was higher than the number of initial credentials issued five years ago.
- There was an increase in the number of teaching permits (Short-Term Staff Permit, Provisional Intern Permit, and Limited Teaching Assignment Permit) issued and based on this data it was estimated that there was a decrease of 0.3 percent in the number of fully-credentialed teachers serving in California public schools.

Teacher Supply in California, 2017-18

A Report to the Legislature

Introduction

This agenda item reports on Multiple Subject, Single Subject, and Education Specialist credentials awarded by the Commission in 2017-18. The report also includes information on other certificates, authorizations, permits and waivers issued in 2017-18. The summary tables are presented within the agenda item and detailed data tables are provided in the [Appendix](#) as follows:

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

Background

Education Code §44225.6 requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually regarding teacher supply in California. The

requirements of the report are detailed in Education Code §44225.6 (see page 32 of this item) and must include the following:

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

Teacher Supply Data: New Teaching Credentials Issued in California

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

Figure 1 shows the numbers of teachers initially issued a California teaching credential for fiscal years 2013-14 through 2017-18. The numbers reflect the number of teachers earning a first time or new type of credential, which may not be their initial credential in California. There has been a steady increase in the number of new teaching credentials issued in the past five years.

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

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

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

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

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

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

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

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

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

Number of English Learner Authorizations Issued

California's K-12 students who are English learners (EL) require teachers with the specialized knowledge and skills to support English language acquisition as well as access to academic content across the curriculum. According to the California Department of Education (CDE), there were about 1.3 million EL students in California public schools in 2017-18.

[CDE DataQuest EL data for 2017-18](#)

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 as well as the CSET: World Language: English Language Development examination are available to individuals who were prepared in California prior to this requirement as well as individuals initially prepared as teachers outside of California without appropriate preparation or authorization to serve EL students who need to earn this authorization. The examination(s) and the approved programs address the same subject matter requirements. There are ten approved CTEL programs. In 2017-18, one thousand teachers passed all three sections of the CTEL examination.

The Emergency Crosscultural, Language and Academic Development (CLAD) Permit is required for the types of fully credentialed teachers described below when these teachers are assigned to instruct English learners in California's public schools before they have earned 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 or out of country without an EL Authorization; or
- The teacher holds a Services credential with a Special Class authorization, Designated Subjects teaching credential, or other type of permit that serves as a prerequisite for the emergency permit when additional specified requirements are met.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit plus content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite teaching credential. An Emergency Bilingual Permit is appropriate for fully credentialed teachers who do not yet hold a Bilingual Authorization but who are assigned to positions requiring content instruction delivered in the primary language of the student 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 L provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. There was a decrease of 1.8 percent in the number of Emergency CLAD Permits issued and a decrease of 10.1 percent in the number of Emergency BCLAD Permits issued between 2016-17 and 2017-18.

Teaching Permit for Statutory Leave (TPSL)

In spring 2016, the Commission developed the Teaching Permit for Statutory Leave (TPSL) to address the teacher shortage. The TPSL allows an employing agency to fill a position where the teacher of record is unable to teach due to a statutory leave (medical or otherwise) with a temporary teacher of record for the duration of the leave. A TPSL may be issued with one or more authorizations in the areas of Multiple Subject, Single Subject, and Education Specialist, depending on the individual's qualifications. The permit is renewable upon verification from the employing agency that specific requirements have been completed. In 2017-18, more than 700 TPSLs were issued.

Limited Assignment Teaching Permits

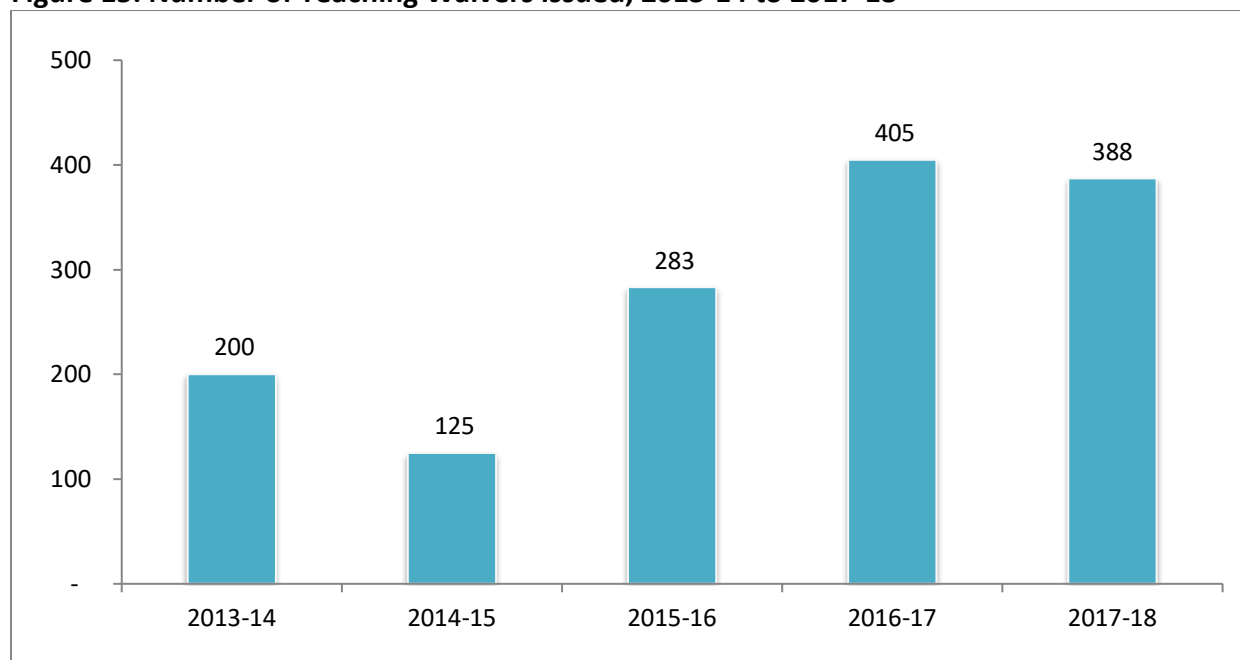
Limited Assignment Teaching Permits were designed to allow fully credentialed teachers to teach outside their authorized areas while completing the requirements to earn an added authorization, supplementary authorization, or subject matter authorization. Limited Assignment Teaching Permits are issued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

The Commission issues General Education Limited Assignment Teaching Permits (GELAPs) in any statutory subject area available on a Single Subject or Multiple Subject teaching credential. An individual must hold a valid California general education teaching credential to qualify for a GELAP. The Multiple Subject GELAP authorizes the holder to teach self-contained classes, such as those generally found in elementary schools. The Single Subject GELAP authorizes the holder to teach departmentalized courses within the authorized content area(s) named on the document, such as those generally found in the middle and high schools. The GELAP is valid for one year and may be reissued twice in any one specific subject.

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

Table O provides data on the number of Limited Assignment Teaching Permits issued for the past five years. There was a decrease of 2.4 percent for GELAP Multiple Subject while there was a small increase of 1.9 percent for GELAP Single Subject. After a continued decrease in SELAP in the middle years, there has been an increase (14.7 percent) between 2016-17 and 2017-18. Overall, there was an increase (4.2 percent) in the number of Limited Assignment Teaching Permits between 2016-17 and 2017-18.

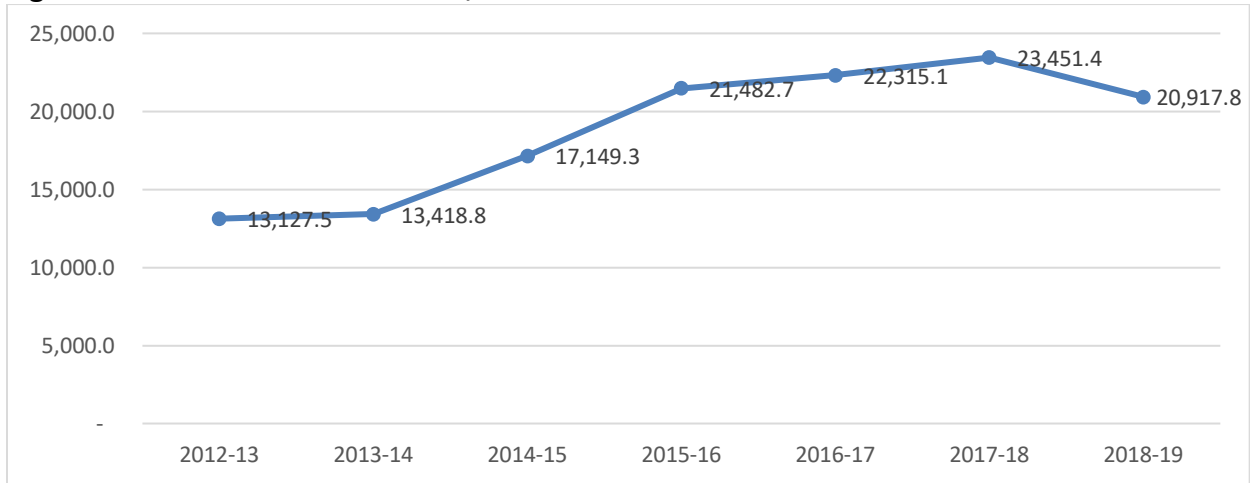
Figure 15: Number of Teaching Waivers Issued, 2013-14 to 2017-18



Tables 5A, 5B, and 5C in the Appendix provide detailed information about various types of documents (intern credentials, permits and waivers) requested by counties and school districts by credential type and subject area. At the state level, more than 13,000 documents of this type were requested by all 58 counties in 2017-18. More than half (60 percent) of the documents issued were permits; about two-fifths (37 percent) were intern credentials and about three percent were waivers. Los Angeles county alone requested nearly one-fifth (19.4 percent) of the documents. Another one-third (29 percent) were requested by five counties: Kern, Alameda, Santa Clara, Fresno, and San Joaquin. These five counties requested between 600 and 960 documents each. More than one-fourth (29 percent) were requested by another eight counties: San Bernardino, San Diego, Contra Costa, Tulare, Sacramento, Riverside, San Francisco, and Monterey, each requesting between 300 and 600 documents. Thus, at the state level, more than three-fourths (77.4 percent) of all permits and waivers were requested by fourteen counties only. The following counties – Solano, Stanislaus, Merced, San Mateo, Sonoma, Imperial, Madera, Kings, Orange, and Mendocino – each requested between 100 to 300 documents. Santa Barbara, Ventura, Santa Cruz, Lake, Placer, and Yolo each requested between 50 and 90 documents. The remaining twenty-seven counties requested less than 50 documents each. At the state level, when the total number of documents (intern credentials, permits, and waivers) requested was compared with current teaching workforce, the percentage of intern credentials, permits and waives accounted for 4.3 percent of the teaching workforce.

Further analysis of the documents by county indicated that there were fifty-seven counties with university intern programs and twenty-three counties with district intern programs. Ten counties (Los Angeles, Santa Clara, San Joaquin, Kern, San Bernardino, Alameda, Fresno, Sacramento, San Diego, and Contra Costa) accounted for more than two-thirds (68.5 percent) of the total intern credentials issued. When permits were analyzed by county, ten counties (Los

Figure 20. Estimated Teacher Hires, 2012-13 to 2018-19



Data Source: <https://dq.cde.ca.gov/dataquest/dqcensus/StfTchHires.aspx?cdcode=00&aggllevel=State&year=2018-19>

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 the teacher hires in the future, the data for estimated teacher hires in 2018-19 were analyzed by these geographic regions. Table S and Figure 21 below provide CDE’s Estimated Teacher Hires data by geographic regions for 2018-19. About one-third (33.2 percent) of the estimated teacher hires will occur in the South Coast region, followed by more than one-fourth (26.7 percent) in the Bay Area. More than one-tenth (12.2 percent) is estimated in the Inland Empire region followed by about one-tenth (9 percent) in the South San Joaquin Central Valley. In other words, more than four-fifths (81.1 percent) of the estimated teacher hires will occur in four regions – South Coast, Bay Area, Inland Empire, and South San Joaquin Central Valley.

In summary, in 2018-19, three-fourths of the estimated teacher hires would be in ten counties and in seven subject areas. This pattern was fairly similar in prior years as well.

Summary of Selected Findings

Selected findings provided below summarize the information contained in the full report for California during fiscal year 2017-18:

- There was a small increase in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist). After a steady decline for ten consecutive years, 2017-18 was the fourth year in which there was an increase in the new teaching credentials. (Table A)
- The number of new credentials issued showed an increase for California IHE Prepared (3.6 percent), while showing decreases for both California District Prepared (28.4 percent) and Out-of-State prepared (6.1 percent). (Tables B, C and D)
- California IHEs prepared nearly three-fourths (73.7 percent) of the total new teaching credentials issued in 2017-18. (Table F)
- After a steady decline for a number of years in the number of candidates enrolled in teacher preparation programs, there was an increase of 11.5 percent between 2015-16 and 2016-17 (Table K). Overall, teacher preparation program enrollment increased by about 4,000 candidates in the past five years. (Figure 11)
- There has been a steady increase of candidates enrolled in intern programs in the past five years. There were increases in both types of intern programs - an increase of seven percent for University Intern programs and an increase of 51.8 percent for District Intern programs, with an overall increase of 13 percent between 2016-17 and 2017-18. (Table H)
- There has been a dramatic increase in teaching permits (PIP and STSP) issued in the past few years. The number of STSPs showed a small increase (+5.4 percent), while the number of PIPs showed a small decrease (-0.4 percent) between 2016-17 and 2017-18. (Table N)
- General Education Limited Assignment Teaching Permits (GELAP) for Multiple Subjects showed a small decrease (-2.4 percent); while GELAP in Single Subjects showed a small increase (+1.9 percent). Special Education Limited Assignment Teaching Permits (SELAP) showed a declining trend in the first four years and showed an increase (+14.7 percent) between 2016-17 and 2017-18. When all three types of Limited Assignment Teaching Permits were combined, there was an increase (+4.1 percent) between 2016-17 and 2017-18. (Table O)
- There was a small decrease in the number of waivers issued for teaching credentials by 4.2 percent between 2016-17 and 2017-18. (Table P)
- Due to the increase in intern credentials, permits, and waivers, the proportion of fully credentialed teachers at the state level was estimated to decline by 0.3 percent. (Table Q)
- The median age differed by teaching credentials – ranging from a median age of 28 years for Multiple Subject preliminary credential holders to 38 years for Education Specialist district intern candidates. (Figure 17)

- Nearly three-fourths (73 percent) of the current teaching force were female and nearly two-thirds (62 percent) were White. (Figures 18 and 19)
- The estimated teacher hires data for 2018-19 indicate that about three-fourths of the estimated teacher hires will occur in ten counties and in seven subject areas.

Education Code Reporting Requirements–Table Numbers

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

Sections of 44225.6	Table #
(1) The number of individuals recommended for credentials by institutions of higher education and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to sections 44253.3 and 44253.4.	1 1A
(2) The number of individuals recommended by school districts operating district internship programs and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	2
(3) The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.	3
(4) The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S. C. Sec. 6301 et seq.).	4 4A 4B 4C
(5) The number of individuals receiving the certificate of completion of staff development in methods of specially designed content instruction delivered in English pursuant to subdivision (d) of Section 44253.10 and, separately, pursuant to paragraph (1) of subdivision (e) of Section 44253.11.	4D
(6) Statewide, by county, and by school district, the number of individuals serving in the following capacities and as a percentage of the total number of individuals serving as teachers statewide, in the county, and in the school district: (A) University internship (B) District internship (C) Preinternship (D) Emergency permit (E) Credential waiver (F) Preliminary or professional clear credential. (G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S. C Sec 63-1 et seq.) by category authorization. (H) Certificate issued pursuant to Section 44253.3. (I) Certificates issued pursuant to Section 44253.3 and 44253.4, 44253.10 or 44253.11, if available. (J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under Section 44253.3, 44253.4, 44263.10, or 44253.11, or under another statute, if available. The Commission on Teacher Credentialing may utilize data from the department’s Annual Language Census Survey to report the data required pursuant to this paragraph.	5A 5B 5C
(7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions currently held by individuals with emergency permits.	Table 4
(b) The Commission shall make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers and shall make the report and supporting data publicly available on the Commission’s web site.	Full report is available on the website
(c) A common measure of whether teacher preparation programs are meeting the challenge of preparing increasing numbers of new teachers is the number of teaching credentials awarded. The number of teaching credentials recommended by these programs and awarded by the commission is indicators of the productivity of teacher preparation programs. The Commission shall include in the report prepared for the Legislature and Governor pursuant to subdivision (a) the total number of teaching credentials recommended by all accredited teacher preparation programs, authorized by the Commission and the number of recommended by each of the following: (1) The University of California system (2) The California State University system (3) Independent colleges and universities that offer teacher preparation programs approved by the commission. (4) Other institutions that offer teacher preparation programs approved by the commission. <i>(Added by Stats. 1999, c. 381 (A.B. 471), § 2. Amended by Stats. 2000, c. 135 (A.B. 2539), § 40; Stats 2001, c. 342 (S.B. 299), § 4; Stats. 2004, c. 902 (A.B.3001), § 2, eff. Sept 29, 2004; Stats 2005, c. 677 (S.B. 512), § 25 eff. Oct. 7, 2005; Stats. 2006, c. 752 (S.B. 1292), § 1; Stats.2007, c. 345 (S.B.280), § 1.)</i>	1 1A 2