



Teacher Supply in California 2021-22

A Report to the Legislature

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

Commission on Teacher Credentialing

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Executive Summary

Determining teacher supply in California is essential for policymakers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives, and teacher preparation. This report provides data collected by the Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Education Code §44225.6 (Assembly Bill 471, Chap. 381, Stats. 1999) requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, authorizations, permits, and waivers. The report includes the type and number of documents initially issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2021-22. 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 2021-22 are summarized below:

- Fiscal year 2021-22 marked a first time decrease of the number of new credentials issued after a steady increase in the last seven years.
- There was a decrease in the number of newly issued credentials for all three types of teaching credentials - Multiple Subject, Single Subject and Education Specialist credentials.
- There was an increase of teaching intern credentials and permits issued, and a decrease of waiver documents issued.
- The number of intern, permit and waiver documents issued is estimated to represent about four percent of teachers in the California K-12 public schools.

It may not be surprising that in 2021-22, there was a decrease of new teaching credentials issued compared to the previous few years. Due to the COVID-19 flexibilities adopted to address the unprecedented pandemic effects on teacher preparation and TK-12 education, more candidates than normal had received credential recommendations in 2019-20 and 2020-21. These flexibilities included deferrals of program or credential requirements. By 2021-22, things were more like pre-COVID times than the previous two years, and most candidates were again expected to complete all program and credential requirements prior to obtaining their preliminary teaching credential.

Teacher Supply in California, 2021-22

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 2021-22. The report also includes information on other teaching credentials, certificates, authorizations, permits, and waivers issued in 2021-22. 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 (d) 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 2020-21 and 2021-22.

Table 1a displays the number of new teaching credentials issued for the past five years. In 2021-22, the Commission issued 12,075 credentials to candidates who completed California IHE programs, 810 credentials to candidates who completed California District Intern programs, and 3,606 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 decreased from the prior 2020-21 year (24.5 percent and 2.2 percent, respectively). There was an increase of 27 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 a decrease of 16.1 percent in the number of new teaching credentials issued between 2020-21 and 2021-22.

Table 1a: New Teaching Credentials Issued in California by Pathway, 2017-18 to 2021-22

Pathway Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
California IHE-Prepared*	12,164	12,768	14,116	15,992	12,075	-24.5%
District/County-Prepared**	470	584	538	828	810	-2.2%
Out-of-State/ Out-of-Country Prepared	3,917	3,669	3,337	2,839	3,606	27.0%
Total	16,551	17,021	17,991	19,659	16,491	-16.1%

*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 to candidates who were prepared at an IHE for the three types of teaching credentials in the past five years. In 2021-22, there were 5,083 Multiple Subject, 4,606 Single Subject, and 2,386 Education Specialist credentials issued. There was a decline for all three teaching credentials issued by IHE preparation: Multiple Subject teaching credentials by 33.1 percent, Single Subject teaching credentials by 14.7 percent, and Education Specialist credentials by 20.2 percent. Overall, when all three types of teaching credentials are combined, there was a decrease of 24.5 percent between 2020-21 and 2021-22.

Table 1b: New Teaching Credentials Issued to Candidates Prepared by California Institutions of Higher Education (IHE)*, 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Multiple Subject	5,282	5,449	6,248	7,602	5,083	-33.1%
Single Subject	4,541	5,044	5,133	5,400	4,606	-14.7%
Education Specialist	2,341	2,275	2,735	2,990	2,386	-20.2%
Total	12,164	12,768	14,116	15,992	12,075	-24.5%

*IHE prepared includes both traditional and intern delivery models.

Detailed information on types of credentials issued by higher education segments and individual higher education institutions is available in the Appendix - Table 1.

Table 1c provides data on the number of teaching credentials issued to individuals who were prepared within a district/county office of education intern program. In 2021-22, there were 134 Multiple Subject, 110 Single Subject, and 566 Education Specialist credentials issued. There was a decrease in the number of Multiple Subject and Single Subject teaching credentials (8.2 percent and 27.2 percent, respectively). However, there was a continued increase of the number of Education Specialist Instruction credentials issued by 6.6 percent. Overall, when all three types of teaching credentials are combined, there was a decrease by 2.2 percent in district/county office of education intern programs between 2020-21 and 2021-22.

Table 1c: New Teaching Credentials Issued to Candidates Prepared in District/County Office of Education Intern Programs, 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Multiple Subject	151	154	158	146	134	-8.2%
Single Subject	90	148	112	151	110	-27.2%
Education Specialist	229	282	268	531	566	6.6%
Total	470	584	538	828	810	-2.2%

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 2021-22, there were 1,472 Multiple Subject, 1,443 Single Subject, and 691 Education Specialist credentials issued to these applicants. There were increases for all three teaching credentials: Multiple Subject by 24.6 percent, Single Subject by 30.9 percent, and Education Specialist credentials by 24.3 percent. Overall, when all three types of teaching credentials are combined, there was an increase of 27 percent between 2020-21 and 2021-22.

Table 1d: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Multiple Subject	1,654	1,513	1,379	1,181	1,472	24.6%
Single Subject	1,596	1,431	1,263	1,102	1,443	30.9%
Education Specialist	667	725	695	556	691	24.3%
Total	3,917	3,669	3,337	2,839	3,606	27.0%

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, there was a decrease in all credential types in 2021-22.

Table 2a: Total New Teaching Credentials (Numbers) Issued by Type, 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22
Multiple Subject	7,087	7,116	7,785	8,929	6,689
Single Subject	6,227	6,623	6,508	6,653	6,159
Education Specialist	3,237	3,282	3,698	4,077	3,643
Total	16,551	17,021	17,991	19,659	16,491

Table 2b below displays the proportion of the three types of teaching credentials in the past five years. The proportion of teaching credentials for Education Specialist shows a steady upward trend, while there are fluctuations for Multiple Subject and Single Subject teaching credentials. Multiple Subject teaching credentials were down by 2.2 percentage points, Single Subject credentials were also down by a slight 0.3 percentage points, and there was an uptick of Education Specialist by 2.5 percentage points between 2017-18 and 2021-22.

Table 2b: Total New Teaching Credentials (Percentages) Issued by Type, 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22
Multiple Subject	42.8%	41.8%	43.3%	45.4%	40.6%
Single Subject	37.6%	38.9%	36.2%	33.8%	37.3%
Education Specialist	19.6%	19.3%	20.6%	20.7%	22.1%
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 nearly three-fourths (73.2 percent) of the newly credentialed teachers in California during fiscal year 2021-22. More than half (56 percent) of newly credentialed teachers came through the student teaching (traditional) pathway, and 17.2 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in California comprised of 21.9 percent, and the remaining 4.9 percent of teachers were prepared through District/County-prepared intern programs.

Table 3a: Credentials Issued by Preparation Pathway and Credential Type, 2021-22

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Total Credentials	Percent of Total
California IHE-Prepared (Traditional)	4,315	3,773	1,145	9,233	56.0%
California IHE-Prepared (Intern)	768	833	1,241	2,842	17.2%
District/County-Prepared (Intern)	134	110	566	810	4.9%
Out-of-State/Out-of-Country-Prepared	1,472	1,443	691	3,606	21.9%
Total	6,689	6,159	3,643	16,491	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 about one-fifth through the California university intern pathway. For the California university intern pathway, there has been a decrease of five (5) percentage points in the past five years, from 22 percent in 2017-18 to 17 percent in 2021-22. The District/County-prepared intern pathway increased by two (2) percentage point of the total new teaching credentials issued between 2017-18 and 2021-22. For the Out-of-State/Out-of-Country prepared pathway, there was a decrease of two (2) percentage points in the past five years, from 24 percent in 2017-18 to 22 percent in 2021-22.

Table 3b: Credentials (Percentages) Issued by Preparation Pathway, 2017-18 to 2021-22

Preparation Pathway	2017-18	2018-19	2019-20	2020-21	2021-22
California IHE-Prepared (Traditional)	52%	53%	54%	59%	56%
California IHE-Prepared (Intern)	22%	22%	25%	22%	17%
District/County-Prepared (Intern)	3%	3%	3%	4%	5%
Out-of-State/Out-of-Country-Prepared	24%	22%	18%	14%	22%
Total	100%	100%	100%	100%	100%

Table 4a below provides data on the number of new credentials issued by the California IHE colleges and universities preparation pathway. 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 in the past four years until a decrease in 2021-22, while the UC showed some fluctuations in the past five years.

Table 4a: New Teaching Credentials (Numbers) Issued by Higher Education Segment Preparation, 2017-18 to 2021-22

IHE Segment	2017-18	2018-19	2019-20	2020-21	2021-22
California State University (CSU)	5,940	5,972	6,341	7,485	5,729
University of California (UC)	629	892	792	825	722
Private/Independent Colleges and Universities	5,595	5,904	6,983	7,682	5,624
Total	12,164	12,768	14,116	15,992	12,075

Table 4b displays the proportion of the new teaching credentials prepared and recommended by the three higher education segments. Both CSU and Private/Independent colleges and universities prepared more than two-fifths (47.4 percent and 46.6 percent, respectively) of the new teaching credentials in 2021-22. The UC segment increased to 6 percent of the total new credentials recommended by all three IHE segments in 2021-22. There has not been a major shift of the proportions of new teaching credentials recommended by the three segments in the past five years – about one (1) percentage point from CSU, and less than one (1) percentage point from UC and Private/Independent colleges and universities.

Table 4b: Teaching Credentials (Percentages) Issued by Higher Education Segment Preparation, 2017-18 to 2021-22

IHE Segment	2017-18	2018-19	2019-20	2020-21	2021-22
California State University (CSU)	48.8%	46.8%	44.9%	46.8%	47.4%
University of California (UC)	5.2%	7.0%	5.6%	5.2%	6.0%
Private/Independent Colleges and Universities	46.0%	46.2%	49.5%	48.0%	46.6%
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 2021-22, there were 4,685 university intern and 1,127 district intern credentials issued. The number of university intern credentials issued in 2021-22 increased by 1.4 percent and decreased by 2 percent for district/county intern credentials from the prior 2020-21 year. Overall, when both types of intern credentials are combined, there was an increase of 0.7 percent between 2020-21 and 2021-22.

Table 5a: New Intern Credentials Issued by Type, 2017-18 to 2021-22

Intern Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
University Intern	4,036	4,341	4,062	4,622	4,685	1.4%
District/County Intern	884	817	820	1,150	1,127	-2.0%
Total	4,920	5,158	4,882	5,772	5,812	0.7%

Table 5b below displays the breakdown of university intern credentials issued by preparation from the three IHE segments. For both CSU and UC, there has been an increase (17.3 percent and 100 percent, respectively) between 2020-21 and 2021-22, while there has been a decrease (5.2 percent) for the Private/Independent colleges and universities. Overall, there was a slight increase (1.3 percent) in the total number of university intern credentials issued between 2020-21 and 2021-22.

Table 5b: New University Intern Credentials Issued by IHE Segment Preparation, 2017-18 to 2021-22

IHE Segment	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
California State University (CSU)	1,466	1,438	1,230	1,289	1,512	17.3%
University of California (UC)	24	15	27	12	24	100.0%
Private/Independent College and Universities	2,546	2,888	2,805	3,321	3,148	-5.2%
Total	4,036	4,341	4,062	4,622	4,684	1.3%

**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-approved 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 an increase of 520 (42 percent) CTE credentials issued between 2020-21 and 2021-22.

Table 6a: Preliminary CTE Credentials Issued: 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2019-20
Preliminary	1,933	1,809	1,444	1,241	1,761	41.9%

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

There are 17 CTE program sponsors that can recommend for a Preliminary credential - CSU has 1 program, UC has 3 programs, Private/Independent Colleges and Universities have 1 program, and LEAs have 12 programs. Table 6b below displays the breakdown of Preliminary CTE credentials issued by program sponsors for the past five years. More than ninety percent of preliminary CTE credentials issued to candidates were prepared by Local Education Agencies.

Table 6b: Preliminary CTE Credentials Issued by Program Sponsors, 2017-18 to 2021-22

Program Sponsor	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
California State University (CSU)	48	30	32	25	21	-16.0%
University of California (UC)	178	157	88	43	46	7.0%
Private/Independent College and Universities	129	70	32	16	22	37.5%
Local Education Agencies	1,578	1,552	1,292	1,157	1,672	44.4%
Total	1,933	1,809	1,444	1,241	1,761	41.9%

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 2021-22. From the 15 different CTE industry sectors available, there were more than 2,500 issued in 2021-22. Of the number of Preliminary CTE credentials issued by industry sectors, about one-fourth were issued in Arts, Media, and Entertainment (25.1 percent), followed by Health Science and Medical Technology (11.3 percent), Business and Finance (11.1 percent), Education, Child Development, Family Services (11.0 percent), and Marketing, Sales, and Service (8.9 percent). Together these five industry sectors accounted for about two-thirds (67.5 percent) of the Preliminary CTE credentials issued by industry sectors in 2021-22. The following five industry sectors – Information and Communication Technologies (8.2 percent), Building and Construction Trades (4.2 percent), Hospitality, Tourism, and Recreation (4 percent), Manufacturing and Product Development (3.7 percent), and Public Service (3.7 percent) accounted for nearly one-fourth (23.8 percent) of the credentials by industry sectors. The remaining Preliminary CTE credentials were issued in the following five industry sectors: Engineering and Architecture (2.5 percent), Transportation (2.1 percent), Fashion and Interior Design (1.6 percent), Agriculture and Natural Resources (1.5 percent), and Energy, Environment, and Utilities (0.9 percent).

Table 6c: Preliminary CTE Credentials Issued by Industry Sectors, 2021-22

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Agriculture and Natural Resources	38	1.5%
Arts, Media, and Entertainment	630	25.1%
Building and Construction Trades	105	4.2%

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Business and Finance	279	11.1%
Education, Child Development, and Family Services	275	11.0%
Energy, Environment, and Utilities	23	0.9%
Engineering and Architecture	63	2.5%
Fashion and Interior Design	41	1.6%
Health Science and Medical Technology	284	11.3%
Hospitality, Tourism, and Recreation	100	4.0%
Information and Communication Technologies	205	8.2%
Manufacturing and Product Development	93	3.7%
Marketing, Sales, and Service	225	9.0%
Public Service	92	3.7%
Transportation	53	2.1%

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 a substantial increase in the Arts, Media, and Entertainment (by 4.6 percentage points), and Marketing, Sales, and Services (by 3 percentage points) between 2017-18 and 2021-22. A notable decrease in the past five years includes Information and Communication Technologies (by 2.4 percentage points) and Engineering and Architecture (by 2 percentage points).

Table 6d: Preliminary CTE Credentials Issued (Percentages) by Industry Sectors, 2017-18 to 2021-22

Name of Industry Sector	2017-18	2018-19	2019-20	2020-21	2021-22
Agriculture and Natural Resources	2.5%	2.4%	2.2%	3.0%	1.5%
Arts, Media, and Entertainment	20.5%	17.0%	19.3%	20.1%	25.1%
Building and Construction Trades	6.0%	4.8%	5.6%	4.8%	4.2%
Business and Finance	9.8%	11.6%	12.5%	10.9%	11.1%
Education, Child Development, and Family Services	10.7%	11.7%	10.6%	12.2%	11.0%
Energy, Environment, and Utilities	1.9%	1.4%	1.5%	1.0%	0.9%
Engineering and Architecture	4.5%	4.4%	3.1%	4.2%	2.5%

Name of Industry Sector	2017-18	2018-19	2019-20	2020-21	2021-22
Fashion and Interior Design	1.4%	1.3%	1.6%	1.6%	1.6%
Health Science and Medical Technology	11.9%	11.5%	10.4%	11.0%	11.3%
Hospitality, Tourism, and Recreation	4.3%	4.0%	4.6%	3.2%	4.0%
Information and Communication Technologies	10.6%	12.2%	9.6%	10.1%	8.2%
Manufacturing and Product Development	3.8%	3.7%	4.0%	4.2%	3.7%
Marketing, Sales, and Service	6.0%	7.7%	8.4%	8.4%	9.0%
Public Service	4.0%	4.2%	3.9%	3.8%	3.7%
Transportation	2.0%	2.1%	2.7%	1.4%	2.1%

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 an increase (23.8 percent) between 2020-21 and 2021-22. For additional information, see the [Designated Subjects Dashboard](#).

Table 7a: Preliminary DS Special Subjects Credentials Issued: 2017-18 to 2021-22

Credential Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Preliminary	61	50	51	42	52	23.8%

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	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Aviation Flight Instruction	1	1	0	0	2	n/a
Aviation Ground Instruction	1	1	2	0	1	n/a
Basic Military Drill	4	2	11	10	11	10.0%
Reserve Officer Training Corps	55	46	38	32	38	18.8%

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 in the past two years. When looking at the total teacher preparation enrollment in the past five years, the total enrollment has increased by more than 3,700 candidates (10.4 percent) between 2016-17 and 2020-21.

Table 8a: Total Teacher Preparation Program Enrollment, 2016-17 to 2020-21

	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Change from 2019-20
Enrollment Totals	35,880	37,557	34,468	36,083	39,616	9.8%

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2020-21 as required by Title II of Higher Education Act. 2020-21 is the most recent data available. Enrollment data for 2021-22 will not be available until Fall 2023.

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 (53.8 percent) of the total enrollment in 2020-21 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 (2.4) percent and district/county intern programs enrolled the remaining five (4.8) percent.

Table 8b: Total Enrollment by Teacher Preparation Program Sponsor Segments, 2016-17 to 2020-21

IHE Segment	2016-17	2017-18	2018-19	2019-20	2020-21	Percent Total in 2020-21
California State University (CSU)	14,074	14,212	13,496	14,120	15,475	39.1%
University of California (UC)	1,252	1,130	911	945	955	2.4%
Private/Independent College and Universities	19,347	20,717	18,649	19,270	21,300	53.8%
District/County Intern programs	1,207	1,498	1,412	1,748	1,886	4.8%
Total	35,880	37,557	34,468	36,083	39,616	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 2021-22.

(See [CDE DataQuest EL data for 2021-22](#))

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 CTET examination and approved CTET 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 CTET programs. In 2021-22, five-hundred and one (501) teachers passed all three sections of the CTET 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 2021-22, there were 1,848 Emergency CLAD permits and 179 Emergency Bilingual Authorizations issued. The number of CLAD and Bilingual Authorizations Permits issued has increased (20.1 percent and 40.9 percent, respectively) between 2020-21 and 2021-22.

Table 9a: Emergency CLAD and Bilingual Authorization Permits, 2017-18 to 2021-22

Permit Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Emergency CLAD	2,018	1,861	1,680	1,539	1,848	20.1%
Emergency Bilingual	141	159	155	127	179	40.9%

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. There was fluctuation in the last four years, however, the number of CCSD issued in 2020-21 remained the same in 2021-22.

Table 9b: Certificate of Completion of Staff Development, 2017-18 to 2021-22

2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
36	26	33	10	10	0.0%

**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 were three types of CD permits issued that increased between 2020-21 and 2021-22 - the Associate Teacher by 3.6 percent, Teacher by 7.6 percent, and the Program Director permit by 16.8 percent. There was also a decrease of three types of CD Permits between 2020-21 and 2021-22 - the Assistant by 4.3 percent, Master Teacher by 7.5 percent,

and Site Supervisor by 0.5 percent. Overall, when all CD Permits are combined, there was an increase of 2.8 percent between 2020-21 and 2021-22.

Table 10a: Child Development Permits Issued, 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
CD Assistant	661	664	472	447	428	-4.3%
CD Associate Teacher	1,739	1,798	1,496	1,085	1,124	3.6%
CD Teacher	1,506	1,656	1,404	1,227	1,320	7.6%
CD Master Teacher	353	373	389	428	396	-7.5%
CD Site Supervisor	1,456	1,660	1,475	1,343	1,336	-0.5%
CD Program Director	475	504	486	381	445	16.8%
Total	6,190	6,655	5,722	4,911	5,049	2.8%

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 was an increase of the Master Teacher and Site Supervisor permits issued (36.4 percent and 7.3 percent, respectively) between 2020-21 and 2021-22. There was a decrease for the Associate Teacher, Teacher, and Program Director permits (66.7 percent, 50 percent, and 8 percent, respectively) between 2020-21 and 2021-22. In addition, there were three (3) CD Assistant permits issued in 2021-22 as compared to zero from the prior 2020-21 year. Overall, when all School-age emphasis issuances are combined, there was an increase of 2.7 percent. For additional information, see the [CD Permits Dashboard](#).

Table 10b: School-Age Emphasis Issued on new CD Permits, 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
CD Assistant	28	5	1	0	3	n/a
CD Associate Teacher	37	12	7	3	1	-66.7%
CD Teacher	45	21	13	12	6	-50.0%
CD Master Teacher	32	25	12	11	15	36.4%
CD Site Supervisor	94	111	124	96	103	7.3%
CD Program Director	50	36	35	25	23	-8.0%
Total	286	210	192	147	151	2.7%

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 2021-22, there were 2,736 STSPs and 1,329 PIPs issued. After a decrease from the prior 2020-21 year, the number of STSPs and PIPs issued have increased (37.5 percent and 11.7 percent, respectively) in 2021-22. When both STSPs and PIPs are combined, there was an increase of 27.8 percent between 2020-21 and 2021-22.

Table 11a: Short-Term Staff Permits and Provisional Internship Permits Issued, 2017-18 to 2021-22

Permit Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Short-Term Staff Permit	3,606	3,626	3,709	1,990	2,736	37.5%
Provisional Internship Permit	2,273	2,535	2,391	1,190	1,329	11.7%
Total	5,879	6,161	6,100	3,180	4,065	27.8%

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. The 2021-22 fiscal year marks the second consecutive year of decrease in the number of TPSLs issued since the inception of the permit in 2016-17. There was a decrease of more than 331 (41.1 percent) of TPSLs issued between 2020-21 and 2021-22.

Table 11b. Number of Teaching Permit for Statutory Leave issued, 2017-18 to 2021-22

2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
715	853	856	806	475	-41.1%

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 2021-22, there were 127 Multiple Subject GELAPs, 1,304 Single Subject GELAPs, and 375 SELAPs issued. There were decreases for all three types of permits – 9.3 percent for GELAP Multiple Subject, 12.4 percent for GELAP Single Subject, and 16.7 percent for SELAP between 2020-21 and 2021-22. Overall, there was an decrease of 13.1 percent in the total number of Limited Assignment Teaching Permits issued between 2020-21 and 2021-22.

Table 11c: Number of Limited Assignment Teaching Permits Issued, 2017-18 to 2021-22

Permit Type	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
GELAP Multiple Subject	122	123	107	140	127	-9.3%
GELAP Single Subject	1,388	1,600	1,435	1,488	1,304	-12.4%
SELAP	439	416	400	450	375	-16.7%
Total	1,949	2,139	1,942	2,078	1,806	-13.1%

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. After a big increase of waivers in the prior 2020-21 year, there were 71 waivers issued less in 2021-22, a decrease of 7.6 percent between 2020-21 and 2021-22.

Table 11d: Number of Teaching Waivers Issued, 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22	Percent Change from 2020-21
Waiver	385	431	448	930	859	-7.6%

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 930 waivers were issued as a PS-VTW.
- In 2021-22, 371 (43.2%) of the 859 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 13,000 teaching intern, permit, and waiver documents were requested by 55 out of the 58 California counties in 2021-22. The number of intern credentials and permits were nearly identical, making up 46.3 percent and 46.8 percent, respectively, of the total issuances. The remaining 6.8 percent were wavier issuances.

Los Angeles County alone requested one-fifth (20.1 percent) of the documents.

Another two-fifths (41.9 percent) were requested by the following eight counties:

- 1) Kern
- 2) Alameda

- 3) San Bernardino
- 4) San Diego
- 5) Santa Clara
- 6) Fresno
- 7) Contra Costa
- 8) Riverside

These eight counties requested between 500 and 900 documents each.

Nearly one-fifth (18.7 percent) were requested by another seven counties:

- 1) San Joaquin
- 2) Tulare
- 3) Sacramento
- 4) San Francisco
- 5) Monterey
- 6) Solano, and
- 7) Orange

These counties requested between 200 and 500 documents. Thus, at the state level, about four-fifths (80.7 percent) of total documents (interns, permits, and waivers) were requested by only sixteen counties.

The following counties each requested between 100 to 200 documents:

- 1) Stanislaus
- 2) San Mateo
- 3) Ventura
- 4) Merced
- 5) Sonoma
- 6) Placer
- 7) Mendocino
- 8) Kings
- 9) Imperial

Counties that requested between 50 and 100 documents include:

- 1) Madera
- 2) Santa Barbara
- 3) Lake
- 4) Shasta
- 5) Santa Cruz
- 6) San Luis Obispo
- 7) Marin
- 8) Yolo

The remaining twenty-two counties requested less than 50 documents each.

Further analysis of the documents by county indicated that there were 54 counties with university intern credentials and 30 counties with district/county intern credentials. Ten

counties accounted for more than two-thirds (69 percent) of the university intern credentials issued:

- 1) Los Angeles
- 2) Kern
- 3) San Bernardino
- 4) San Joaquin
- 5) Alameda
- 6) Fresno
- 7) Riverside
- 8) Contra Costa
- 9) Santa Clara
- 10) San Diego

For the district/county intern credentials, more than four-fifths (81.7 percent) were in the following ten counties:

- 1) Los Angeles
- 2) San Diego
- 3) Tulare
- 4) Santa Clara
- 5) Fresno
- 6) Sacramento
- 7) San Francisco
- 8) Riverside
- 9) Kings
- 10) Alameda

When permits (STSP, PIP and Limited Assignment) were analyzed by county, data indicated that 53 counties requested STSPs, 54 counties requested PIPs, and 50 counties requested Limited Assignment Teaching Permits.

The following eleven counties accounted for more than two-thirds (68.1 percent) of the total permits requested:

- 1) Los Angeles
- 2) Kern
- 3) San Diego
- 4) Alameda
- 5) San Bernardino
- 6) Santa Clara
- 7) Fresno
- 8) Contra Costa
- 9) Riverside
- 10) Sacramento
- 11) San Joaquin

When waivers were analyzed by county, 35 counties requested waivers. The following ten counties accounted for more than three-fourths (77 percent) of the waivers requested:

- 1) Los Angeles
- 2) Kern
- 3) Alameda
- 4) Santa Clara
- 5) Solano
- 6) Contra Costa
- 7) San Bernardino
- 8) Monterey
- 9) San Francisco
- 10) San Mateo

There were seven counties that requested only one waiver in 2021-22:

- 1) Calaveras
- 2) Colusa
- 3) Humboldt
- 4) Kings
- 5) Merced
- 6) San Diego
- 7) Santa Barbara

County information is not available for PS-VTW documents. Therefore, this analysis does not include PS-VTWs issued in 2021-22.

Table 11e below displays the top ten counties that requested the highest number of intern or permit or waiver (IPW) documents in the 2021-22 year.

Table 11e: Top 10 Counties With Highest Requested Number of IPW Documents in 2021-22

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 Bernardino	Tulare	San Bernardino	San Bernardino	Alameda	Alameda
4	San Joaquin	Santa Clara	Alameda	Alameda	Riverside	Santa Clara
5	Alameda	Fresno	Contra Costa	San Joaquin	Santa Clara	Solano
6	Fresno	Sacramento	Santa Clara	Fresno	Sacramento	Contra Costa
7	Riverside	San Francisco	Monterey	Santa Clara	Contra Costa	San Bernardino
8	Contra Costa	Riverside	Fresno	San Diego	Fresno	Monterey
9	Santa Clara	Kings	San Francisco	Tulare	Orange	San Francisco
10	San Diego	Alameda	Solano	Riverside and Sacramento	Kern	San Mateo

Table 11f below summarizes the total number of intern credentials, permits, and waivers by credential type in 2021-22. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, 29 percent of the intern credentials were Multiple Subject, another 28 percent were Single Subject, and 43 percent were Education Specialist credentials. For permits, 27.9 percent were issued in Multiple Subject, 42.6 percent in Single Subject, and 29.5 percent in the Education Specialist credential area. For waivers, 36.4 percent were issued in Multiple Subject, another 34.9 percent in Single Subject, and 28.6 percent in the Education Specialist credential area. In summary, the highest proportion of documents (intern, permit and waiver) issued were in Education Specialist closely followed by Single Subject, then Multiple Subject. About two-fifths of intern credentials were issued in the Education Specialist credential area, and another two-fifths of permits were issued in the Single Subject area, while two-fifths of waivers were issued in both the Multiple Subject and Single Subject areas.

Table 11f: Distribution of Interns, Permits, and Waivers by Credential Type, 2021-22

	Interns	Permits	Waivers
Number of documents issued	5,812	5,871	859
Multiple Subject	1,685	1,638	313
Single Subject	1,628	2,499	300
Education Specialist	2,499	1,734	246

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 who were employed in California public schools during the past five years, and the number of certificated teachers between 2017-18 and 2018-19. The number of teaching intern, permit and waiver documents issued ranged between 12,000 to 14,000 between 2017-18 and 2021-22, which suggests that about four (4) percent of individuals employed in a California public school held one of these documents. This indicates that about ninety-six (96) percent of individuals were fully credentialed teachers.

Table 12a: Number of Teachers Serving in California Public Schools with Full Authorization Versus Intern Credentials, Permits, and Waivers Issued, 2017-18 and 2021-22

Document Type	2017-18	2018-19	2019-20	2020-21	2021-22
University Intern Credentials	4,037	4,344	4,064	4,625	4,685
District/County Intern Credentials	884	819	819	1,152	1,127
Short-Term Staff Permit (STSP)	3,607	3,629	3,712	1,989	2,736
Provisional Intern Permit (PIP)	2,275	2,537	2,392	1,188	1,329
Limited Assignment Teaching Permit	1,953	2,141	1,942	2,079	1,806
Variable Term Waivers	385	431	448	929	859
Total Intern, Permits, and Waivers	13,141	13,901	13,377	11,962	12,542
Fully Credentialed Teachers (Preliminary and Clear)	293,117	293,562	Not Available	Not Available	Not Available
Total Statewide Teaching Staff	306,261	307,470	Not Available	Not Available	Not Available

Note: The 2019-20 to 2021-22 Statewide Teaching Staff 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 three years¹. The 2020-21 and 2021-22 percentage data are not available as the California Department of Education has not yet published the number of statewide teaching staff for the indicated years.

Table 12b: Percentage of Teachers Serving in California Public Schools Versus Intern Credentials, Permits, and Waivers Issued, 2017-18 and 2021-22

	2017-18 Percent	2018-19 Percent	2019-20 Percent	2020-21 Percent	2021-22 Percent
University Intern Credentials	1.3%	1.4%	1.3%	*	*
District/County Intern Credentials	0.3%	0.3%	0.3%	*	*

¹ Data Source: California Department of Education 2017-18 to 2018-19 and 2020-21.

	2017-18 Percent	2018-19 Percent	2019-20 Percent	2020-21 Percent	2021-22 Percent
Short-Term Staff Permit (STSP)	1.2%	1.2%	1.2%	*	*
Provisional Intern Permit (PIP)	0.7%	0.8%	0.8%	*	*
Limited Assignment Teaching Permit	0.6%	0.7%	0.6%	*	*
Variable Term Waivers	0.1%	0.1%	0.1%	*	*
Total Intern, Permits, and Waivers	4.3%	4.5%	4.4%	*	*

**The percentages are not available because the statewide teaching staff for 2020-21 and 2021-22 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 new 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 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 30.1 percent in 2016-17 to 34.1 percent in 2020-21 (increase by 4 percentage points).

Table 13a: Gender and Race/Ethnicity Distribution of New Enrolled Teacher Candidates in the Teacher Preparation Programs, 2016-17 to 2020-21

Gender and Race/Ethnicity category	2016-17	2017-18	2018-19	2019-20	2020-21
Female	70.6%	70.4%	71.2%	71.2%	73.0%
Male	29.4%	29.6%	27.6%	26.9%	26.0%
Non-binary/Other			0.0%	0.1%	0.1%
Gender not reported			0.0%	1.8%	0.9%
American Indian or Alaska Native	0.9%	0.6%	0.6%	0.7%	0.6%
Asian	7.6%	7.8%	7.7%	7.4%	7.0%
Black or African American	4.8%	5.0%	4.0%	3.9%	4.1%

Gender and Race/Ethnicity category	2016-17	2017-18	2018-19	2019-20	2020-21
Hispanic/Latino of any race	30.1%	32.2%	30.6%	32.5%	34.1%
Native Hawaiian or Other Pacific Islander	0.8%	0.7%	0.6%	0.5%	0.5%
Race/Ethnicity Not Reported			8.5%	10.9%	11.2%
Two or more races	7.8%	5.0%	4.5%	4.3%	5.0%
White	48.1%	48.6%	43.6%	39.9%	37.5%

Data Source: Commission on Teacher Credentialing Annual Report Card; 2016-17 to 2020-21. “Non-binary/Other” “Gender not reported” Race/ethnicity not reported” options became available starting in 2018-19 reporting year.

Note: Demographic data between 2016-17 and 2017-18 include enrolled candidates only, and 2018-19 to 2020-21 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 2021-22, of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths were female while one quarter were male. More than half (57.7 percent) of FTE teachers identified themselves as White, and more than one-fifth (23.5 percent) identified as Hispanic or Latino. Asian/Filipino and Pacific Islander together constituted eight (8.1) 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 (5.2) 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 number of Hispanic or Latino teachers continue to increase (by 2.5 percentage points) while the number of White teachers continue to decline (by 3.9 percentage points) between 2017-18 and 2021-22.

Table 13b: Gender and Race/Ethnicity Distribution of FTE Teachers, 2017-18 to 2021-22

Gender and Race/Ethnicity category	2017-18 (n=295,466)	2018-19 (n=294,939)	2019-20 (n=304,663)	2020-21 (n=302,148)	2021-22 (n=308,211)
Female	73.0%	73.0%	73.1%	73.3%	73.1%
Male	27.0%	27.0%	26.9%	26.7%	26.9%
Not Reported			0.0%	0.0%	0.0%
African American	3.9%	4.0%	3.9%	3.9%	3.0%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian/Filipino	7.3%	7.4%	7.6%	7.7%	7.8%
Hispanic or Latino	21.0%	21.5%	22.2%	22.8%	23.5%
Not Reported	4.4%	4.7%	4.5%	4.6%	5.2%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%
Two or more races	0.9%	1.0%	1.0%	1.1%	1.1%
White	61.6%	60.6%	59.9%	59.1%	57.7%

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

Note: 2019-20 to 2021-22 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 (55.9 percent) were identified as Hispanic or Latino, with an increase of 1.6 percentage points in the proportion of Hispanic or Latino students between 2017-18 and 2021-22. Less than one-fourth (21.1 percent) of K-12 enrolled students in 2021-22 identified as White, which contributed to a decrease of 2.1 percentage points between 2017-18 and 2021-22.

Table 13c: Gender and Race/Ethnicity Distribution of K-12 Student Enrollment, 2017-18 to 2021-22

Gender and Race/Ethnicity category	2017-18 (n=6,220,826)	2018-19 (n=6,186,628)	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)	2021-22 (n=5,892,240)
Female	48.6%	48.6%	48.6%	48.7%	48.6%
Male	51.4%	51.4%	51.4%	51.3%	51.3%
Nonbinary			0.0%	0.0%	0.1%
African American	5.5%	5.4%	5.3%	5.2%	5.1%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian/Filipino	11.6%	11.7%	11.7%	11.9%	11.9%
Hispanic or Latino	54.3%	54.6%	54.9%	55.3%	55.9%

Gender and Race/Ethnicity category	2017-18 (n=6,220,826)	2018-19 (n=6,186,628)	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)	2021-22 (n=5,892,240)
Not Reported	0.9%	0.9%	0.9%	0.9%	1.0%
Pacific Islander	0.5%	0.5%	0.4%	0.4%	0.4%
Two or more races	3.5%	3.6%	3.9%	4.1%	4.3%
White	23.2%	22.9%	22.4%	21.7%	21.1%

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 and a gradual decrease (0.5 percent) of White population between 2017 and 2021.

Table 13d: Gender and Race/Ethnicity Distribution of California Population, 2017 to 2021

Gender and Race/Ethnicity category	2017 (n=39,488,430)	2018 (n=39,670,349)	2019 (n=39,761,195)	2020 (n=39,782,419)	2021 (n=39,953,269)
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%	13.2%	13.1%	13.1%	13.1%
Black	5.7%	5.7%	5.7%	5.7%	5.7%
Hispanic (any race)	39.0%	39.2%	39.3%	39.4%	39.5%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
Multiracial	2.7%	2.7%	2.7%	2.8%	2.8%
White	38.6%	38.4%	38.3%	38.2%	38.1%

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 22,000 teachers were estimated to be hired in eighteen different subject

areas for the 2022-23 year. Fifty-five counties projected teacher hires while the following three counties – Alpine, Mono, and Sierra - did not report planned teacher hires for 2022-23. For counties that estimated teacher hires, the numbers ranged from 3.5 in Amador to 4,479.9 in Los Angeles.

Table 14a below provides the estimated teacher hires data for the past seven years. After a steady four-year decline of estimated hires starting in 2018-19, an increase of teacher hires was projected for the 2022-23. The number of estimated teacher hires was about 4,600 more teachers in the most recent 2022-23 year as compared to the prior 2021-22 year.

Table 14a. Estimated Number of Teacher Hires, 2016-17 to 2022-23

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Estimated Teacher Hires	22,315.1	23,451.4	20,917.8	20,481.1	20,058.1	17,535.4	22,143.6
Number Change from prior year		+1,136.3	-2,533.6	-436.7	-423.0	-2,522.7	+4,608.2

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 2022-23 were analyzed by these geographic regions. Table 14b below provides CDE’s Estimated Teacher Hires data by geographic regions for 2022-23. More than one-third (34.6 percent) of the estimated teacher hires would occur in the South Coast region, followed by about one-fourth (25.5 percent) in the Bay Area. About one-tenth (10.8 percent) of the estimated teacher hires would occur in the South San Joaquin Central Valley followed by another one-tenth (10.4 percent) in the Inland Empire region. In other words, more than four-fifths (81.3 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, 2022-23

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	5,645.7	25.5%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	828.4	3.7%
East Inland	Alpine*, Amador, Calaveras, Inyo, Mariposa, Mono*, Tuolumne	50.0	0.2%
Inland Empire	Riverside, San Bernardino	2,309.1	10.4%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	234.9	1.1%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	1,046.2	4.7%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra*, Siskiyou	101.9	0.5%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	1,433.1	6.5%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	7,656.6	34.6%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	2,392.7	10.8%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	445.0	2.0%

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 2022-23

Table 14c shows that more than two-thirds (68.3 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, Alameda, Santa Clara, San Bernardino, Riverside, Sacramento, Orange, Fresno, and Contra Costa. One-fifth (20.2 percent) of the estimated teacher hires would occur in Los Angeles county.

Table 14c. Estimated Teacher Hires by County, 2022-23

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Los Angeles	4,479.9	20.2%
San Diego	1,858.8	8.4%
Alameda	1,432.7	6.5%
Santa Clara	1,254.6	5.7%
San Bernardino	1,163.5	5.3%
Riverside	1,145.6	5.2%
Sacramento	966.0	4.4%
Orange	953.3	4.3%
Fresno	948.0	4.3%
Contra Costa	916.3	4.1%
Total of Ten Counties	15,118.7	68.3%
Statewide Total	22,143.6	100.0%

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

Table 14d shows nearly one-third (29.6 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another 19.1 percent. English/Drama teachers would account for 9 percent, Social Sciences for 5 percent, and Physical Education for another 4.2 percent. Mathematics and Life Sciences together would account for 12.1 percent. In other words, nearly four-fifths (79 percent) of the estimated teacher hires in 2022-23 would occur in seven subjects.

Table 14d. Estimated Teacher Hires by Subject Areas, 2022-23

Subject Area	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	6,549.6	29.6%
Special Education (Education Specialist)	4,227.9	19.1%
English/Drama (Single Subject-English)	1,994.8	9.0%
Mathematics (Single Subject-Mathematics)	1,843.1	8.3%
Social Sciences (Single Subject-History/Social Sciences)	1,111.0	5.0%
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)	934.7	4.2%
Life Sciences (Single Subject-Biology)	845.8	3.8%
Total of Seven Subject Areas	17,506.9	79.0%
Statewide Total	22,143.6	100.0%

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

Table 14e below displays the estimated teacher hires by region from 2018-19 to 2022-23 to show the five-year trend. Despite the fluctuations in the past five years, the biggest increase (1.8 percent) was observed for the South San Joaquin Central Valley region, followed by 1.3

percent increase in the South Coast region between 2018-19 and 2022-23. The biggest decrease was noticed for the Inland Empire region (1.8 percent) and the North San Joaquin Central Valley region (1.5 percent) between 2018-19 and 2022-23.

Table 14e. Estimated Teacher Hires by Region – Five-year Trend, 2018-19 to 2022-23

Region	2018-19	2019-20	2020-21	2021-22	2022-23
Bay Area	26.7%	24.6%	23.9%	26.2%	25.5%
Central Coast	3.8%	4.2%	4.2%	4.0%	3.7%
East Inland	0.4%	0.5%	0.4%	0.3%	0.2%
Inland Empire	12.2%	12.8%	11.1%	10.3%	10.4%
North Coast	0.7%	0.8%	0.8%	1.1%	1.1%
North San Joaquin Central Valley	6.3%	5.1%	5.2%	5.2%	4.7%
Northeastern Inland	0.3%	0.5%	0.3%	0.3%	0.5%
Sacramento Metropolitan Central Valley	5.6%	6.1%	9.2%	7.1%	6.5%
South Coast	33.2%	32.3%	31.1%	32.2%	34.6%
South San Joaquin Central Valley	9.0%	11.1%	11.9%	12.0%	10.8%
Upper Sacramento Central Valley	1.8%	1.9%	1.8%	1.5%	2.0%

Table 14f below displays estimated teacher hires in the top seven ranked subject areas from 2018-19 to 2022-23 to show the five-year trend. In the past four years, Physical Sciences was one of the seven ranked subject areas where teachers were estimated to be hired in. However, in 2022-23, Physical Education replaced Physical Sciences, and climbed to the top seven subject areas that accounted for nearly four-fifths (79 percent) of the estimated teacher hires.

Table 14f. Estimated Teacher Hires by Subject Area – Five-year Trend, 2018-19 to 2022-23

Region	2018-19	2019-20	2020-21	2021-22	2022-23
Self-Contained Classrooms (Multiple Subject)	30.4%	30.6%	28.8%	27.9%	29.6%
Special Education (Education Specialist)	17.6%	19.0%	20.5%	21.0%	19.1%
English/Drama (Single Subject-English)	9.5%	9.2%	9.2%	9.5%	9.0%
Mathematics (Single Subject-Mathematics)	8.9%	9.0%	9.0%	9.1%	8.3%
Social Sciences (Single Subject-History/Social Sciences)	5.5%	5.2%	5.3%	4.8%	5.0%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	3.4%	3.5%	3.5%	3.5%	
Life Sciences (Single Subject-Biology)	4.2%	3.8%	4.0%	4.2%	3.8%

Region	2018-19	2019-20	2020-21	2021-22	2022-23
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)					4.2%
Total of Seven Subject Areas	79.5%	80.3%	80.3%	80.0%	79.0%

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 2021-22:

- Overall, there was a decrease in the number of newly issued teaching credentials for Multiple Subject, Single Subject, and Education Specialist credentials issued. This marks the first decrease of new teaching credentials issued since the prior seven-year increase starting in 2014-15.
- The number of new credentials issued showed a decrease for California IHE-Prepared (24.5 percent) and California District/County-prepared (2.2 percent), and an increase for Out-of-State/Out-of-Country prepared (27 percent). (Tables 1a)
- The proportion of teaching credentials issued in the past five years shifted slightly. The proportion of Multiple Subject credentials decreased by 2.2 percentage points and the Single Subject credentials by 0.3 percentage points, while the proportion of Education Specialist Instruction credentials increased by 2.5 percentage points between 2017-18 and 2021-22. (Table 2b)
- California IHEs prepared nearly three-fourths (73.2 percent) of the total new teaching credentials issued in 2021-22. (Table 3a)
- The proportion of new teaching credentials recommended by California IHE segments changed slightly in 2021-22. The California State University and University of California segments showed a small increase (0.6 percentage points and 0.8 percentage points, respectively) between 2020-21 and 2021-22. In contrast, Private/Independent colleges and universities showed a decrease of 1.4 percentage points between 2020-21 and 2021-22. (Table 4b)
- There was an increase (by 1.4 percent) in completers from university intern programs and a decrease (by 2 percent) from district/county intern programs. (Table 5a)
- More than 1,700 Career Technical Education (CTE) credentials were issued in fifteen different industry sectors in 2021-22. One-fourth (25.1 percent) of the CTE credentials by industry sectors were issued in Arts, Media, and Entertainment. (Tables 6a and 6c)
- There was an increase of Short-term Staff Permits (STSPs) and Provisional Intern Permits (PIPs) issued between 2020-21 and 2021-22 (37.5 percent and 11.7 percent, respectively). When both STSPs and PIPs were combined, there was a 27.8 percent increase between 2020-21 and 2021-22. (Table 11a)

- The number of Limited Assignment Teaching Permits showed a decrease between 2020-21 and 2021-22. The decrease was in all three credential areas, ranging from 9.3 percent for GELAP Multiple Subject to 16.7 percent for SELAP. When all three types of Limited Assignment Teaching Permits were combined, there was a decrease of 13.1 percent between 2020-21 and 2021-22. (Table 11c)
- There was a decrease (by 7.6 percent) in the number of waivers issued between 2020-21 and 2021-22. (Table 11d)
- There was a small increase (by 4.8 percent) in the proportion of the total intern credentials, permits, and waivers issued between 2020-21 and 2021-22. (Table 12a)
- The estimated teacher hires data for 2022-23 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