Teacher Supply in California
A Report to the Legislature
Annual Report
2016-2017

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

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Vision Statement

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

Mission Statement

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

Executive Summary

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

Education Code §44225.6 (Assembly Bill 471, Chap. 381, Stats. 1999) requires the Commission to report to the Governor and the Legislature each year on the number of teachers who received credentials, authorizations, permits and waivers. The report includes the type and number of documents initially issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2016-17. The report responds to the requirements specified in statute and provides a tool for policymakers and others interested in teacher supply.

This report is organized with the following headings:

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

Overall findings for the fiscal year 2016-17 are summarized:

- There was an increase of 6.8 percent in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist).
- After a steady decline in the total number of initial teaching credentials for the past several years, 2016-17 is the third year in which there was a small increase over the prior year. The number of new initial teaching credentials issued in 2016-17 was higher than the number of credentials issued five years ago.
- There was an increase in the number of teaching permits (Short Term Staff Permit, Provisional Intern Permit, and Limited Teaching Assignment Permit) issued and therefore it was estimated that there was a decrease of 0.6 percent in number of fully-credentialed teachers serving in California public schools.

Teacher Supply in California, 2016-17
A Report to the Legislature

Introduction

This agenda item reports on Multiple Subject, Single Subject and Education Specialist credentials awarded by the Commission in 2016-17. The report also includes information on other certificates, authorizations, permits and waivers issued in 2016-17. The summary tables are presented within the report and detailed data tables are provided in the Appendix as follows:

Table 1	Distribution of New Credentials by Type and Institution
Table 1A	Distribution of University Intern Credentials by Type and Institution
Table 2	Distribution of Credentials Recommended by Type and District Intern Program Sponsor
Table 3	Distribution of New Credentials Issued Based on Out of State Preparation by Type and Subject
Table 3A	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Type and Institution
Table3B	Distribution of Designated Subject Career Technical Education (CTE) Teaching Credentials by Industry Sector
Table 4	Distribution of Credentials, Intern Credentials, Permits, and Waivers by Subject Area
Table 4A	Distribution of English Learner Authorizations Issued on Credentials, Certificates, Permits and Waivers
Table 4B	Distribution of Permits and Waivers for English Learner Authorizations by County
Table 4C	Distribution of Permits and Waivers for English Learner Authorizations by County and School District
Table 4D	Distribution of Certificates of Completion of Staff Development (CCSD) by Recommending Agency
Table 5A	Distribution of Intern Credentials, Permits and Waivers by County
Table 5B	Distribution of Intern Credentials, Permits and Waivers by County and School District
Table 5C	Distribution of Intern Credentials, Permits and Waivers by County, School District, Type and Subject Area

Background

Education Code §44225.6 requires the Commission on Teacher Credentialing (Commission) to report to the Governor and Legislature annually regarding teacher supply in California. The requirements of the report are detailed in Education Code §44225.6 (*see page 32 of this item*) and must include the following:

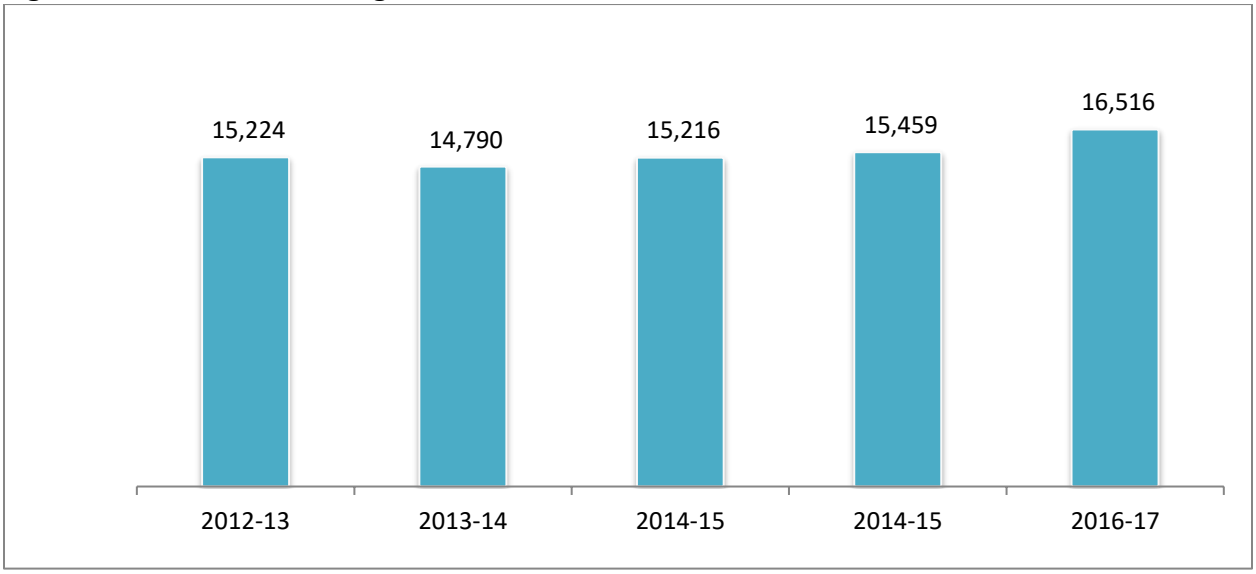
1. The number of individuals recommended for multiple subject, single subject and special education credentials, by higher education and alternative certification pathways and the type of credential or certificate for which they were recommended;
2. The number of individuals issued an initial credential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

Teacher Supply Data: New Teaching Credentials Issued in California

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

Figure 1 shows the numbers of teachers initially issued a California teaching credential for fiscal years 2012-13 through 2016-17. The numbers reflect the number of teachers earning a first time or new type of credential, which may not be their initial credential in California.

Figure 1: Total New Teaching Credentials Issued in California, 2012-13 to 2016-17



The following tables show the types of teaching credentials earned in California through the various pathways – California IHE programs, school district/county office of education programs, and teachers prepared in other states and countries. The last column of each table indicates the percentage of change in teaching credentials issued between 2015-16 and 2016-17.

Table A below illustrates that the new teaching credentials in 2016-17 increased for all three routes: California IHE-Prepared totals increased by 5.8 percent; California District-Prepared increased by 64.3 percent, and the number of credentials issued to Out-of-State/Out-of-Country Prepared teachers increased by 4.6 percent. Overall, there was an increase of 6.8 percent between 2015-16 and 2016-17, when all three pathways were combined.

Table A: New Teaching Credentials Issued in California by Pathway, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
California IHE-Prepared*	12,078	11,124	11,229	11,125	11,774	**5.8%**
District-Prepared**	309	326	308	347	570	**64.3%**
Out of State/ Out of Country-Prepared	2,837	3,340	3,679	3,987	4,172	**4.6%**
Total	15,224	14,790	15,216	15,459	16,516	**6.8%**

**IHE prepared includes both traditional and intern delivery models.*
***District prepared includes only the intern delivery model.*

This report focuses on three basic types of teaching credentials issued by the Commission for service in K-12 academic settings:

- Multiple Subject teaching credentials authorize service in self-contained classrooms that are commonly offered in most elementary schools and in core settings offered in grades 5 through 8;

- Single Subject teaching credentials authorize service in departmentalized classes that are most commonly offered in middle and high schools; and
- Education Specialist Instruction credentials authorize special education instruction in a variety of settings for students with special needs.

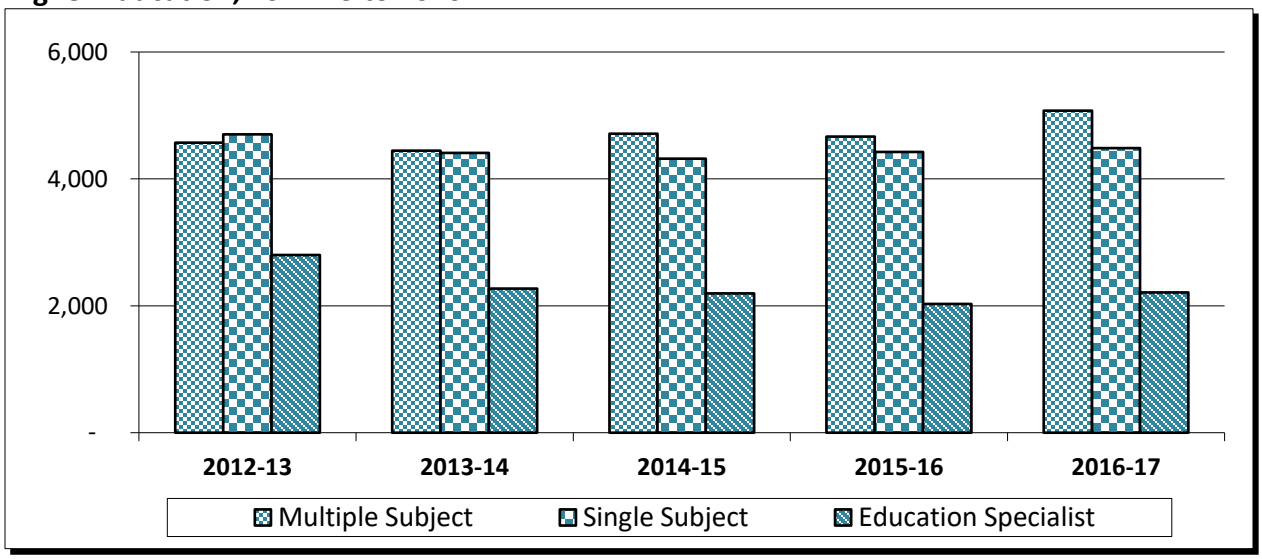
Table B shows an increasing pattern for all three teaching credentials – 8.7 percent for Multiple Subject, 1.3 percent for Single Subject, and 9 percent for Education Specialist credentials issued by California IHEs. Overall, there was an increase of 5.8 percent between 2015-16 and 2016-17, when all three types of teaching credentials were combined.

Table B: New Teaching Credentials Issued By Type Based on Preparation in a California Institutions of Higher Education,* 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Multiple Subject	4,571	4,445	4,710	4,668	5,075	**8.7%**
Single Subject	4,704	4,409	4,321	4,427	4,486	**1.3%**
Education Specialist	2,803	2,270	2,198	2,030	2,213	**9.0%**
Total	12,078	11,124	11,229	11,125	11,774	**5.8%**

**IHE prepared includes both traditional and intern delivery models.*

Figure 2: New Teaching Credentials Issued Based on Preparation in a California Institution of Higher Education, 2012-13 to 2016-17



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

Table C provides data on the number of teaching credentials issued to individuals who were prepared within a district/county office of education intern program. Similar to California IHE-prepared, there was an increase for all three teaching credentials – 46.4 percent for Multiple

Subject, 16.1 percent for Single Subject, and 91.9 percent for Education Specialist credentials. Overall, there was an increase of 64.3 percent between 2015-16 and 2016-17, when all three types of teaching credentials were combined.

Table C: New Teaching Credentials Issued by Type for Candidates Prepared in District/County Office of Education Intern Programs, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Multiple Subject*	33	73	37	56	82	**46.4%**
Single Subject	77	60	75	93	108	**16.1%**
Education Specialist	199	193	196	198	380	**91.9%**
Total	309	326	308	347	570	**64.3%**

**As the number of Multiple Subject credentials is small, the percentage change from 2016-17 should be viewed with caution.*

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

Figure 3: New Teaching Credentials Issued By Type for Candidates Prepared By District Intern Programs, 2012-13 to 2016-17

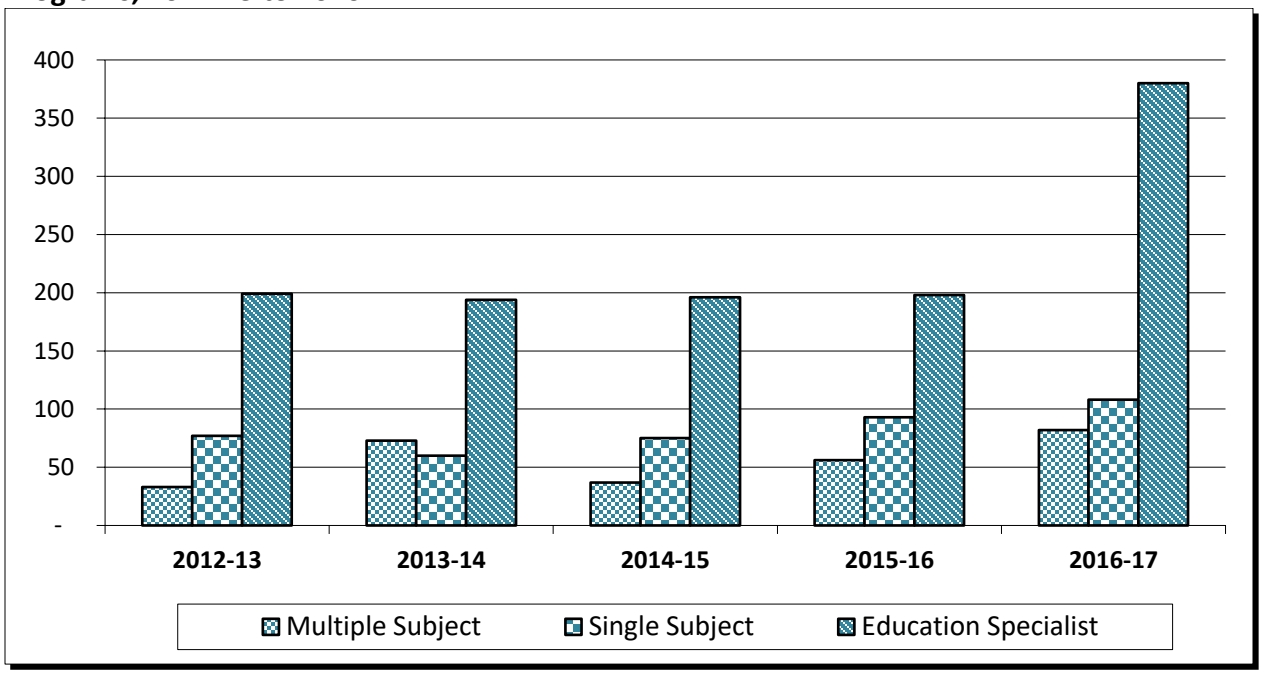


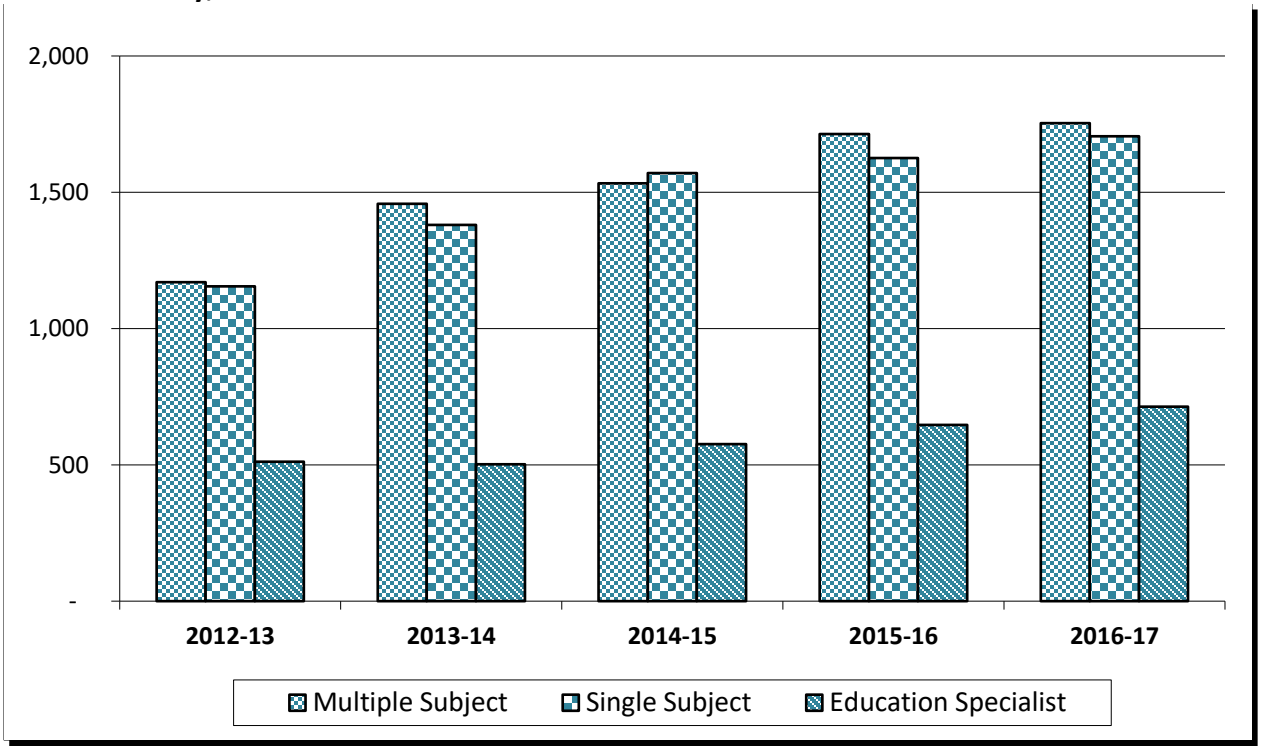
Table D provides data on the number of credentials issued to teachers who were trained out- of state and out of country. There were increases for all three types of teaching credentials: 2.3 percent for Multiple Subject credentials, 4.9 percent for Single Subject credentials, and 10.2 percent for Education Specialist credentials. Overall, there was an increase of 4.6 percent between 2015-16 and 2016-17 when all three types of teaching credentials were combined.

Table D: New California Teaching Credentials Issued for Individuals Prepared Out of State and Out of Country, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Multiple Subject	1,170	1,458	1,533	1,714	1,753	**2.3%**
Single Subject	1,155	1,380	1,570	1,626	1,706	**4.9%**
Education Specialist	512	502	576	647	713	**10.2%**
Total	2,837	3,340	3,679	3,987	4,172	**4.6%**

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

Figure 4: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2012-13 to 2016-17



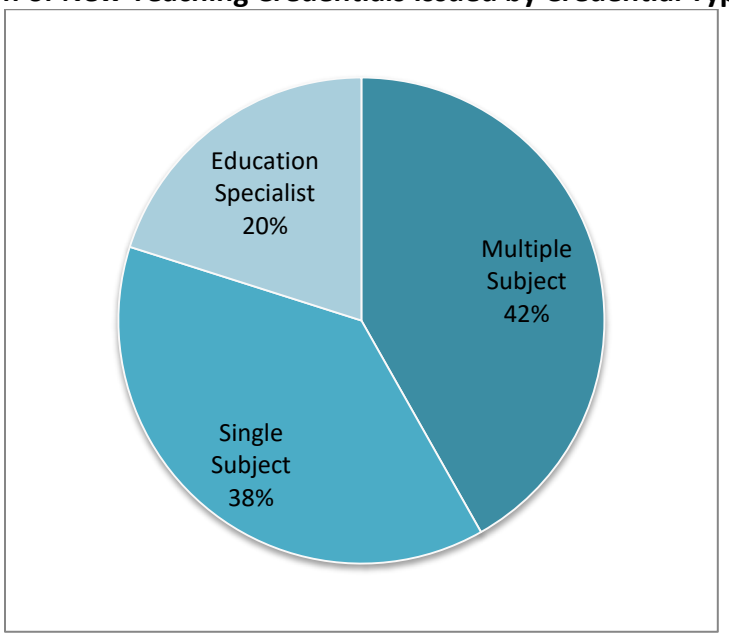
New Teaching Credentials Issued by Type

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 the table below, new Multiple Subject teaching credentials comprised of 41.8 percent, Single Subject teaching credentials comprised of 38.2 percent, and Education Specialist teaching credentials comprised 20 percent of the 16,516 new credentials issued in 2016-17.

Table E: New Teaching Credentials Issued By Type, All Preparation Pathways, 2016-17

Credential Type	Number Issued	Percentage of Total
Multiple Subject	6,910	41.8%
Single Subject	6,300	38.2%
Education Specialist	3,306	20.0%
Total	16,516	100.0%

Figure 5: Distribution of New Teaching Credentials Issued by Credential Type, 2016-17



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

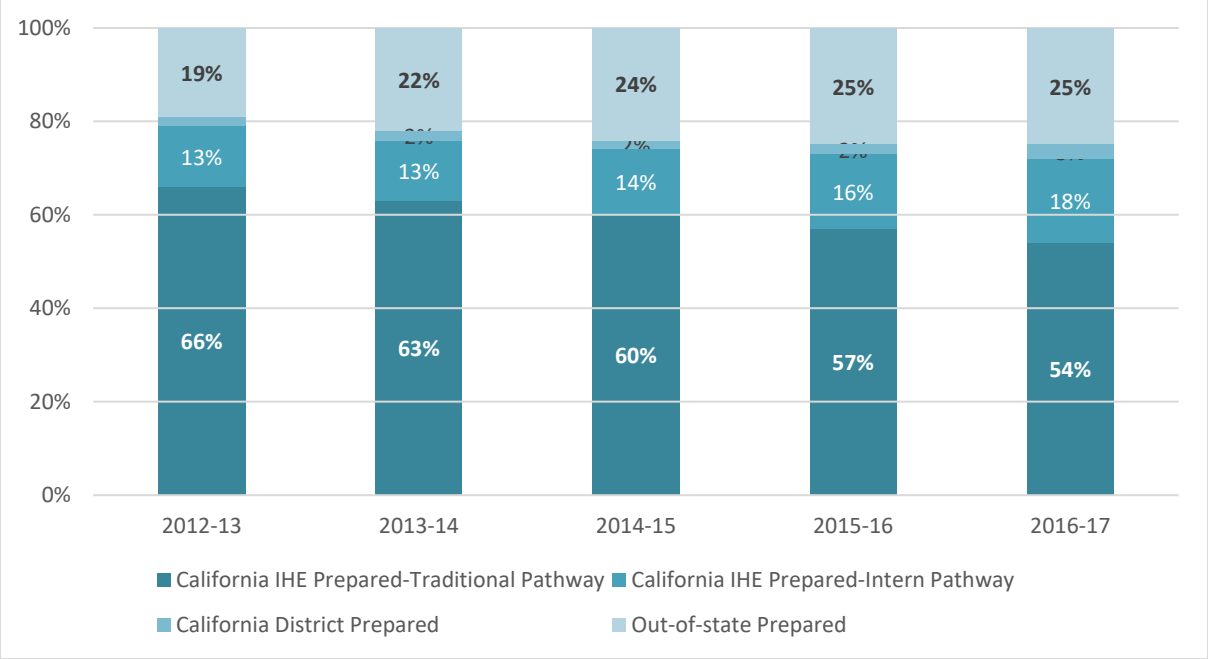
California colleges and universities prepared nearly three-fourths (71.3 percent) of the newly credentialed teachers in California during fiscal year 2016-17. Of the 71.3 percent, 52.8 percent came through the traditional pathway and 18.5 percent came through the university intern pathway. Teachers prepared in other states and other countries who became credentialed in California comprised 25.3 percent and the remaining 3.5 percent of teachers were prepared through district/county office of education intern programs.

Table F: New Credentials Issued By Preparation Pathway and Credential Type, 2016-17

Preparation Route	Multiple Subject	Single Subject	Education Specialist	Total	Percent
California IHE-Prepared (traditional)	4,232	3,567	927	8,726	52.8%
California IHE-Prepared (intern)	843	919	1286	3048	18.5%
District/County Office-Prepared (intern)	82	108	380	570	3.5%
Out of State/Out of Country-Prepared	1,753	1,706	713	4,172	25.3%
Total	6,910	6,300	3,306	16,516	100.0%

Figure 6 below depicts the distribution of new teaching credentials by preparation pathways for the past five years. More than half were prepared through the California IHE traditional pathway and nearly one-fifth through the California university intern pathway. For the California university intern pathway, there has been an increase of five percentage points in the past five years, from 13 percent in 2012-13 to 18 percent in 2016-17. The district intern pathway stayed steady at around two to three percent of the total new teaching credentials issued. For the Out of State/Out of Country prepared pathway, there was an increase of six percentage points in the past five years, from 19 percent in 2012-13 to 25 percent in 2016-17.

Figure 6: Distribution of New Teaching Credentials Issued by Preparation Pathway, 2012-13 to 2016-17

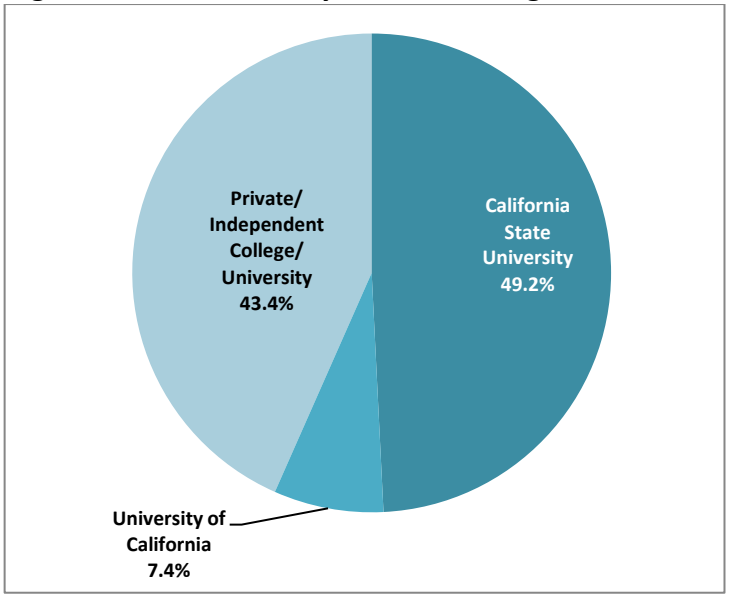


Of the three university systems – California State University (CSU), University of California (UC), and Private/Independent colleges and universities – the CSU system prepared nearly half (49.2 percent) of the new teachers in fiscal year 2016-17. Private/Independent Colleges and Universities prepared 43.4 percent and UC programs prepared 7.4 percent of the new teachers.

Table G: New Teaching Credentials Issued by Type of Higher Education System, 2016-17

Segment	Total	Percent
California State University	5,794	49.2%
University of California	873	7.4%
Private/Independent College and Universities	5,107	43.4%
Total	11,774	100.0%

Figure 7: New Teaching Credentials Issued by California's Higher Education System, 2016-17



Teachers Prepared Through Alternative Pathways (Intern Programs)

California offers a variety of preparation pathways to provide flexibility for individuals interested in becoming teachers. The traditional pathway to teaching typically comprises up to two years of post-baccalaureate preparation courses, including field experience and student teaching. Alternative pathways such as intern delivery models allow subject matter-competent candidates to complete preservice preparation and begin service as the teacher of record in a paid position while completing the additional preparation coursework and field experience.

Many IHEs offering teacher preparation programs also offer an intern program, while a school district, county office of education, or a consortium of districts may only offer intern preparation programs. All programs must meet the same Commission-adopted standards and must be approved by the Commission. Each program must demonstrate how it prepares interns prior to their classroom service as well as how interns are supervised, mentored and assessed in addition to providing continued teacher preparation courses.

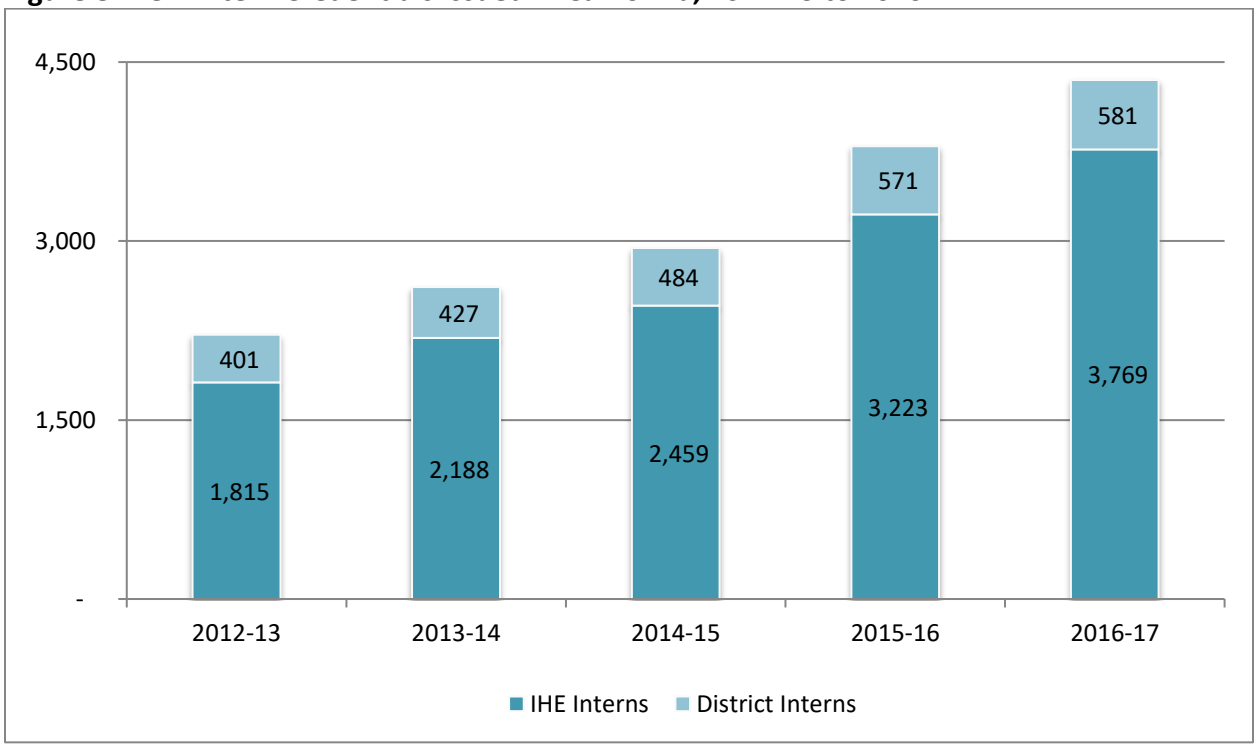
Table H shows the number of intern credentials issued based on both IHE and school district/county office of education (COE) programs over a five-year period. There was an overall increase of 14.7 percent between 2015-16 and 2016-17 in the total number of intern documents issued - district/COE intern credentials increased by 1.8 percent while the university intern numbers increased by 16.9 percent. There has been a steady increase in the past five years for both types of intern programs.

Table H: New Intern Credentials Issued in California, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
IHE Interns	1,815	2,188	2,459	3,223	3,769	**16.9%**
District/COE Interns	401	427	484	571	581	**1.8%**
Total	2,216	2,615	2,943	3,794	4,350	**14.7%**

Intern programs may be one, two or three years in length. Intern credentials are issued for a length of two years (three years for an education specialist district intern). Therefore, the data in Table H 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.

Figure 8: New Intern Credentials Issued in California, 2012-13 to 2016-17



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

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

Substantial changes were made to both the structure and the requirements for the issuance of Designated Subjects (DS) Teaching Credentials over the past five years. Previously, the Commission issued DS Vocational Education Teaching Credentials in 175 different subject areas

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

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

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

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

Available subjects, also known as "industry sectors," are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Service
- Transportation

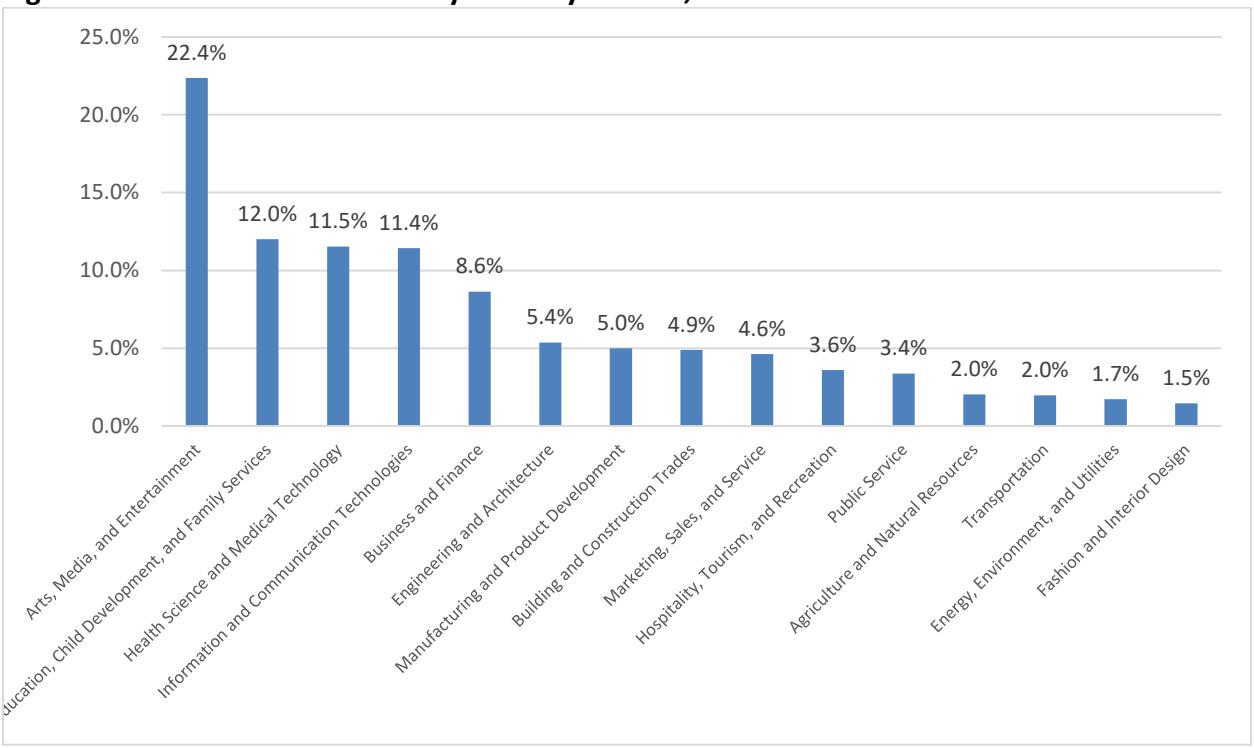
The following table provides data on the number of DS CTE credentials issued in the past five years. Between 2015-16 and 2016-17, the number of preliminary credentials issued increased by 27.3 percent. There has been a steady increase in the past five years and the number of CTE credentials issued in 2016-17 more than doubled compared to the number of credentials issued five years ago.

Table I: CTE Credentials Issued: 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Preliminary	869	996	1,251	1,435	1,827	**27.3%**

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

Figure 9: CTE Credentials Issued by Industry Sectors, 2016-17



In 2016-17, more than 1,800 CTE preliminary credentials were issued in 15 different industry sectors. Nearly one-fourth of CTE credentials were issued in the industry sector of Arts, Media, and Entertainment (22.4 percent), followed by Education, Child Development, and Family Services (12 percent); Health Science and Medical Technology (11.5 percent); and Information and Communication (11.4 percent). Together these four industry sectors accounted for more than half of the CTE credentials issued in 2016-17. The following four industry sectors – Business and Finance (8.6 percent), Engineering and Architecture (5.4 percent), Manufacturing and Product Development (5 percent), Building and Construction Trades (4.9 percent) - accounted for another one-fourth of the credentials issued. The remaining credentials were issued in seven industry sectors: Marketing, Sales, and Service (4.6 percent), Hospitality, Tourism, and Recreation (3.6 percent), Public Service (3.4 percent), Agriculture and Natural Resources (2 percent), Transportation (2 percent), Energy, Environment and Utilities (1.7 percent), and Fashion and Interior Design (1.5 percent) of the credentials issued.

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

The Designated Subjects Special Subjects (DSSS) Teaching Credentials (Preliminary or Clear) authorizes the holder to teach the subject named on the credential in grades K-12 inclusive, and in classes organized primarily for adults in six special subjects: Aviation Flight Instruction; Aviation

Ground Instruction; Basic Military Drill (BMD); Reserve Officers Training Corps (ROTC); Driver Education and Training; and Limited Driver Training. The majority of DSSS teachers serve in middle school and high school settings.

Changes in regulations for DSSS Teaching Credentials became effective as of January 1, 2015. Candidates for an initial preliminary DSSS credential with a requested issuance date of January 1, 2015 or later must now complete a Commission-approved CTE program of personalized preparation for Preliminary and Clear DSSS credentials. Commission-approved CTE program sponsors have the option of offering the personalized preparation for the DSSS candidates aligned with the CTE program standards. Individuals completing the personalized CTE program will also earn the SDAIE authorization on their Clear credential for serving students identified as English learners. The following table provides data on the number of DSSS credentials issued in the past five years. The number of credentials are fairly small and stayed steady for the first four years, with a dramatic decline (42.6 percent) in the number between 2015-16 and 2016-17.

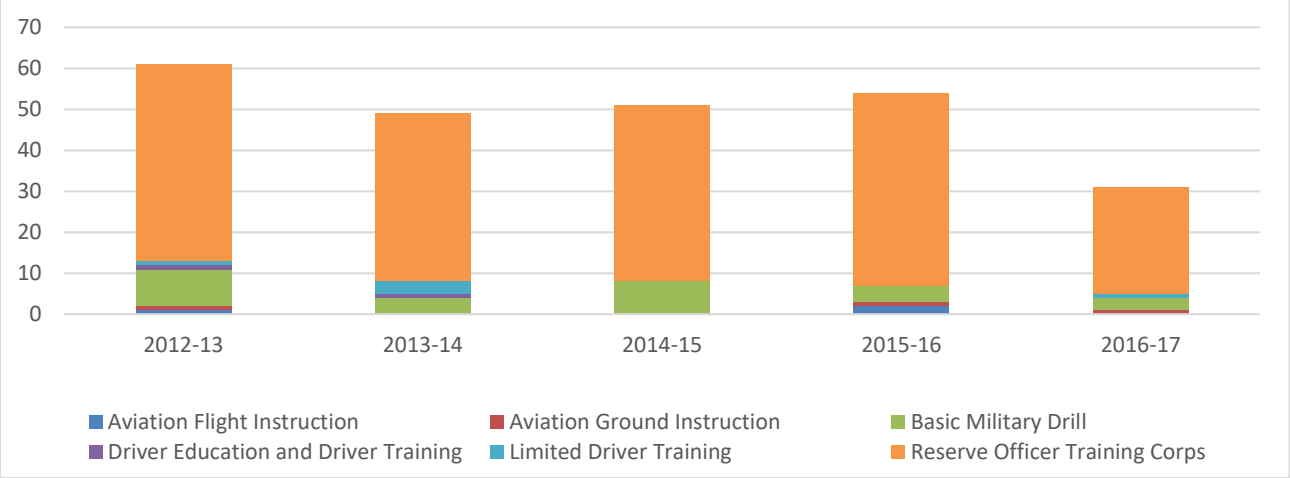
Table J: DSSS Credentials Issued: 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Preliminary	61	49	51	54	31	**-42.6%**

**As the number of credentials is small, the percentage change from 2015-16 should be viewed with caution.*

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

Figure 10: New DSSS Credentials Issued by Subject Area: 2012-13 to 2016-17



Note: Data includes preliminary credentials only.

Effective January 1, 2015, holders of a DSSS 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 DSSS credential in BMD or ROTC will provide the holder with a distinct physical education authorization limited to the areas of basic

military drill and physical fitness training. The STA does not authorize instruction in any physical education courses that are offered outside of BMD and ROTC programs.

Future Teacher Supply Indicator: Teacher Preparation Program Enrollment Data

Tracking teacher preparation program enrollment can serve as one indicator of potential future teacher supply in California. Federal Title II regulations require all states to report data on teacher preparation. The enrollment data for all California teacher preparation programs for the past five years is provided in Table K.

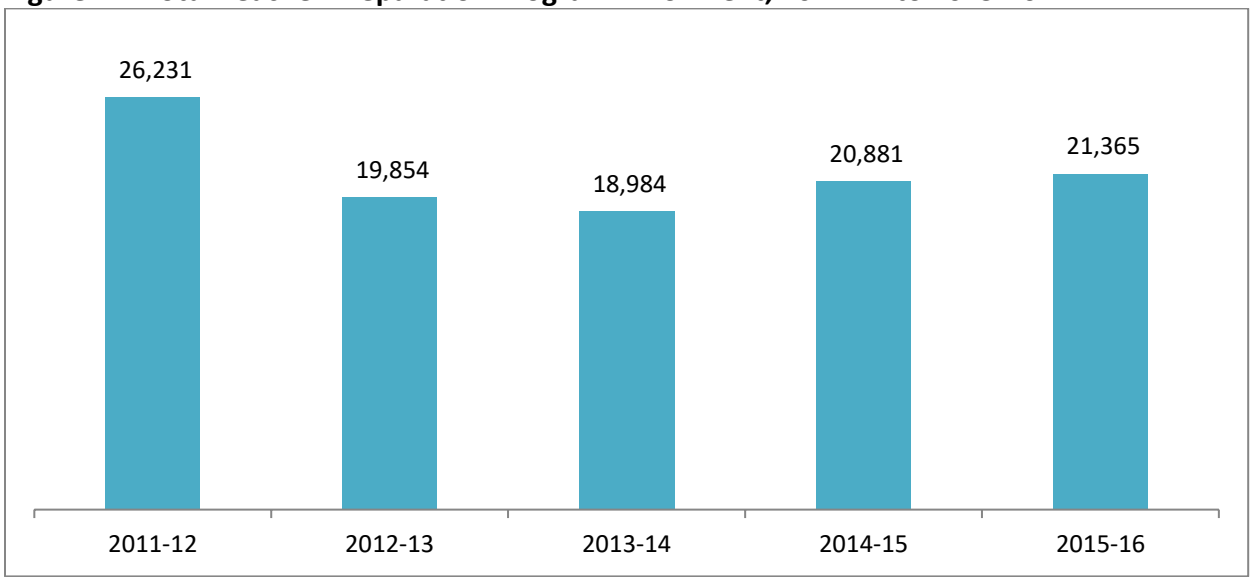
As depicted in Table K, there have been small increases in the last two years in new teacher candidates' enrollment in the teacher preparation programs. However, when looking at the total teacher preparation enrollment in the past five years, the enrollment declined by about 5,000 candidates between 2011-12 and 2015-16. This figure represents an overall decrease of 19 percent in the past five years.

Table K: Total Teacher Preparation Program Enrollment, 2010-11 to 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16	% Change from 2014-15
Enrollment Totals	26,231	19,854	18,984	20,881	21,365	**2.3%**

Source: Annual Report Card on California Teacher Preparation Program for the Academic Year 2015-2016 as required by Title II of Higher Education Act.

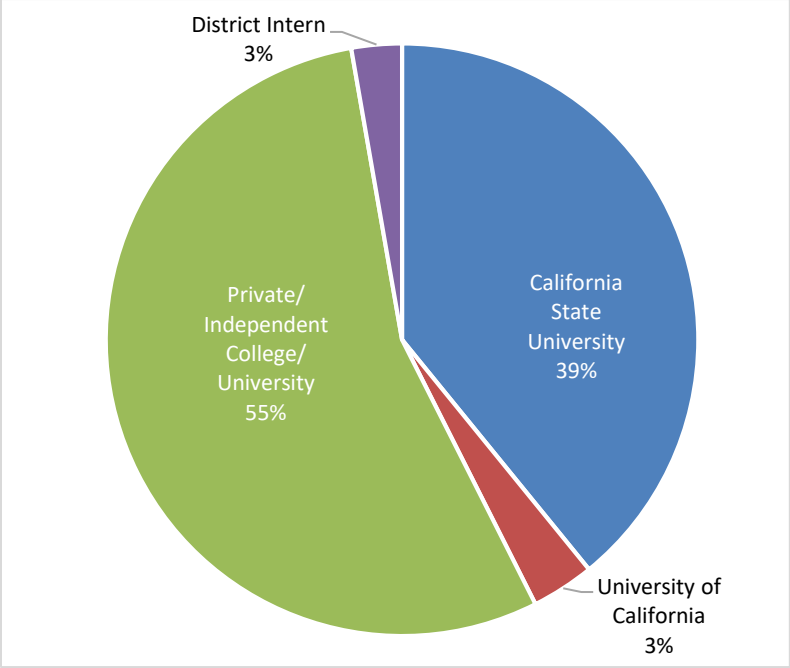
Figure 11: Total Teacher Preparation Program Enrollment, 2011-12 to 2015-16



Note: 2015-16 is the most recent data available. Enrollment data for 2016-17 will not be available until summer 2018. Enrollment data represents candidates enrolled for their initial teaching credentials during the timeframe of September 1, 2015 to August 31, 2016. Data do not include second credentials or added authorizations or teacher candidates who finished all requirements and are considered as program completers.

More than half (55 percent) of the total enrollment in 2015-16 was in Private/Independent Colleges and Universities; 39 percent were enrolled in the CSU system. The UC system enrolled 3 percent and District Intern programs enrolled the remaining 3 percent.

Figure 12: Total Teacher Preparation Enrollment by IHE Systems, 2015-16



Note: Data include both program enrollment and program completers in Academic Year 2015-16.

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

Number of English Learner Authorizations Issued

California's K-12 students who are English learners (EL) require teachers with the specialized knowledge and skills to support English language acquisition as well as access to academic content across the curriculum. According to the California Department of Education (CDE), there were about 1.3 million EL students in California public schools in 2016-17. (https://dq.cde.ca.gov/dataquest/longtermel/ELAS.aspx?cds=00&agglevel=State&year=2016-17)

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
- Complete a Commission-approved Certificate of Completion of Staff Development (CCSD): now available only for holders of Designated Subjects Career Technical Education credentials.

Currently, all new California-prepared teachers (Multiple Subject, Single Subject, and Education Specialist) earn an EL authorization based on their teacher preparation program coursework. Individuals admitted to California multiple and single subject teacher preparation programs on or after July 1, 2002 are required to complete the requirements for an EL authorization for issuance of a preliminary credential. In addition, California-prepared individuals recommended for Education Specialist Instruction credentials on or after July 1, 2007 must also complete the requirements for an EL authorization for issuance of a Level I or preliminary credential. The CTEL examination and approved CTEL preparation programs are available to individuals who were prepared in California prior to this requirement as well as individuals initially prepared as teachers outside of California without appropriate preparation or authorization to serve EL students who need to earn this authorization. The examination and the approved programs address the same subject matter requirements. There are ten approved CTEL programs. In 2016-17, more than 800 teachers passed all three sections of the CTEL examination.

The Emergency Crosscultural, Language and Academic Development (CLAD) Permit is required for the types of fully credentialed teachers described below when these teachers are assigned to instruct English learners in California's public schools before they have earned an EL authorization. An Emergency CLAD Permit authorizes the holder to provide English Language Development (ELD) and SDAIE instruction to English learner students while completing the requirements for a CLAD Certificate/EL authorization. The CLAD Permit is typically needed by a teacher in California for one of the following reasons:

- The teacher was admitted to a California preparation program before July 1, 2002 and earned a preliminary or clear Multiple/Single Subject Teaching Credential without an English learner authorization; or
- The teacher earned an Education Specialist Instruction Credential prior to July 1, 2007 without an English learner authorization; or
- The teacher was prepared out of state or out of country without an EL Authorization; or
- The teacher holds a Services credential with a Special Class authorization, Designated Subjects teaching credential, or other type of permit that serves as a prerequisite for the emergency permit when additional specified requirements are met.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit plus content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite teaching credential. An Emergency

Bilingual Permit is appropriate for fully credentialed teachers who do not yet hold a bilingual authorization but who are assigned to positions requiring content instruction delivered in the primary language of the student.

The Commission took action in December 2012 to amend regulations in order to reduce the number of emergency permit reissuances from four to two in order to limit the potential time an individual may teach EL students without full preparation. Regulations were approved by the Office of Administrative Law and became effective on January 1, 2014.

Table L provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. There was an increase of 24.5 percent in the number of Emergency CLAD Permits issued and an increase of 45 percent in the number of Emergency BCLAD Permits issued between 2015-16 and 2016-17.

Table L: Emergency CLAD and Bilingual Authorization Permits, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Emergency CLAD	870	1,180	1,636	1,656	2,061	**24.5%**
Emergency Bilingual	68	66	80	109	158	**45.0%**

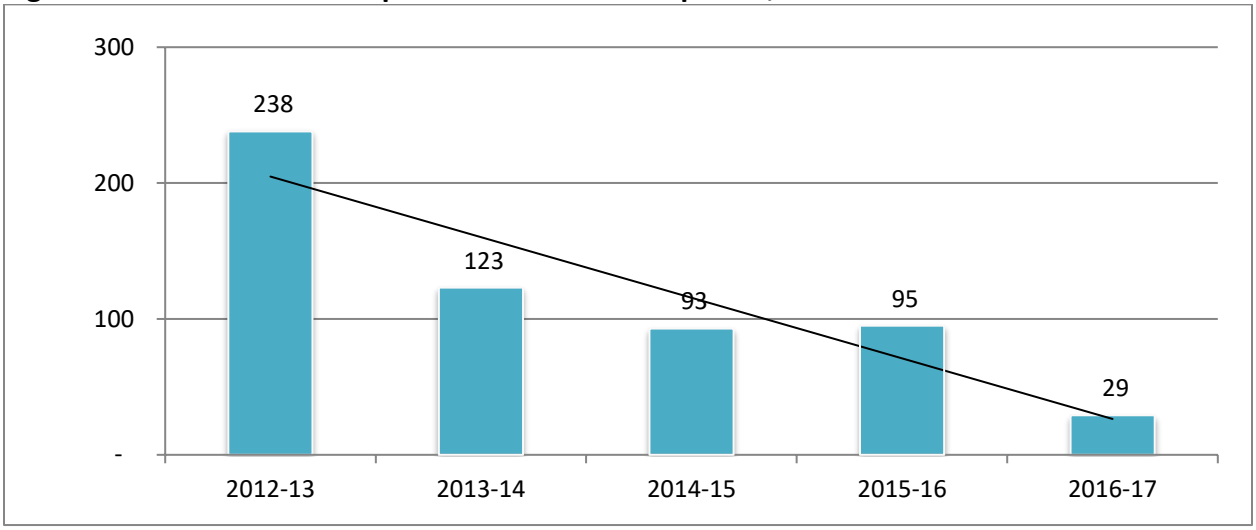
The Certificate of Completion of Staff Development (CCSD) allows individuals to complete a staff development program to earn an authorization to provide Specially Designed Academic Instruction in English (SDAIE) to EL students within the subject matter content and grade level of the holder's prerequisite credential. Assembly Bill 2913 (Chap. 169, Stats. 2004) established a sunset date of January 1, 2008 for the issuance of the CCSD to most teachers (multiple subject, single subject and education specialist). The decrease in CCSD authorizations beginning in the 2008-09 year is due to the implementation of this bill.

Senate Bill 1292 (Chap. 752, Stats. 2006) added section 44253.11 to the Education Code, which authorizes teachers with Designated Subjects Career Technical Education and Special Subject teaching credentials or holders of service credentials with a special class authorization to be assigned to provide SDAIE to English learners based on completion of a staff development program. The bill did not include a sunset date for this population of teachers. However, the Commission took action in 2008 to embed SDAIE content within the preparation program standards for earning a Clear Designated Subjects Career Technical Education Credential. The SDAIE authorization (equivalent to the CCSD) is included on documents for individuals who complete CTE programs under the new clear credential standards upon recommendation by an approved program sponsor. If a program sponsor had not yet transitioned to the new program standards, candidates could not be enrolled under the prior standards beyond August 31, 2010. Candidates must have completed any program based on prior standards by August 31, 2013. Therefore, the number of individuals holding a Designated Subjects credential and enrolling in CCSD programs in the future should continue to diminish.

Table M: Certificate of Completion of Staff Development, 2012-13 to 2016-17

2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
238	123	93	95	29	**-69.5%**

Figure 13: Certificate of Completion of Staff Development, 2012-13 to 2016-17



For detailed data on all EL and bilingual authorizations, refer to Table 4A in the *Appendix*. CLAD and Bilingual authorization permits and waivers requested by school districts are presented in Tables 4B and 4C.

Number of Teaching Permits and Waivers Issued

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

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

Short-Term Staff Permits, Provisional Internship Permits, and Teaching Permit for Statutory Leave

This section shows the numbers of Short-Term Staff Permits (STSP) and Provisional Internship Permits (PIP) that were issued in 2016-17. These documents are not compliant with the Highly Qualified Teacher (HQT) requirement in the NCLB Act. HQT compliance falls under the authority of the State Board of Education and the California Department of Education.

Prior to 2005, the Commission issued Emergency Multiple Subject, Single Subject and Education Specialist teaching permits at the request of California public school employers. An individual could hold a maximum of five permits of each type as long as the renewal requirements were met. With the passage of the Federal NCLB Act, the Commission took action on December 4, 2003 to discontinue the issuance of Emergency Multiple Subject, Single Subject and Education

Specialist teaching permits effective July 1, 2006, with the understanding that there would be a continuing need for documents to address staffing needs. Thus, the Commission developed the Short-Term Staff Permit (STSP) and the Provisional Internship Permit (PIP) in 2005 to address the two distinct types of staffing needs identified – acute and anticipated.

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

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

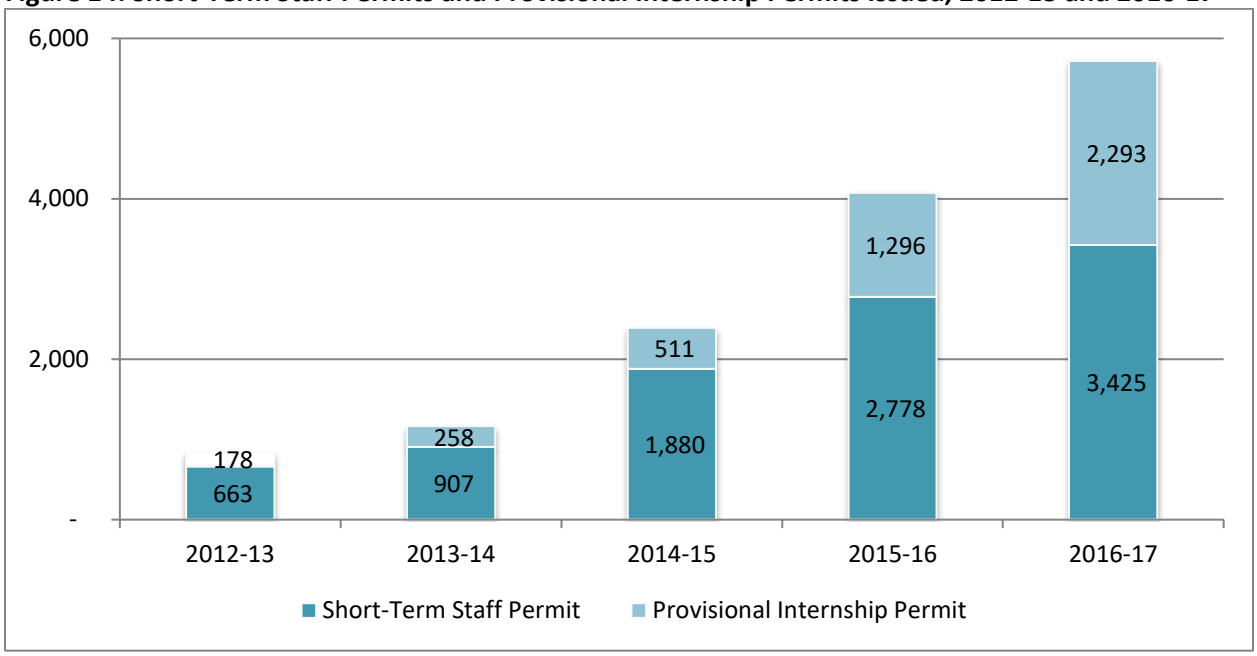
Table N provides data on STSPs and PIPs issued in the past five years. There has been dramatic increases in both STSPs and PIPs starting from 2013-14. In 2016-17, the number of STSPs issued increased (23.3 percent) and PIPs almost doubled (76.9 percent). When both STSPs and PIPs were combined there was an increase of 40.4 percent between 2015-16 and 2016-17.

Table N: Short-Term Staff Permits and Provisional Internship Permits Issued, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
Short-Term Staff Permit	663	907	1,880	2,778	3,425	**23.3%**
Provisional Internship Permit	178	258	511	1,296	2,293	**76.9%**
Total	841	1,165	2,391	4,074	5,718	**40.4%**

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

Figure 14: Short-Term Staff Permits and Provisional Internship Permits Issued, 2012-13 and 2016-17



Teaching Permit for Statutory Leave

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. TPSL may be issued with one or more authorizations in the areas of Multiple Subject, Single Subject, and Education Specialist, depending on the individual's qualifications. The permit is renewable upon verification from the employing agency that specific requirements have been completed. In 2016-17, more than 400 TPSL were issued.

Limited Assignment Teaching Permits

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

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

such as those generally found in the middle and high schools. The GELAP is valid for one year and may be reissued twice in any one specific subject.

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

Table O provides data on the number of Limited Assignment Teaching Permits issued for the past five years. There was an increase of 11.5 percent for GELAP Multiple Subject and 7.8 percent for GELAP Single Subject. There has been a continued decrease in SELAP; decreased by 3.8 percent between 2015-16 and 2016-17. Overall, there was an increase (5.5 percent) in the number of Limited Assignment Teaching Permits between 2015-16 and 2016-17.

Table O: Number of Limited Assignment Teaching Permits Issued, 2012-13 to 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
GELAP: Multiple Subject	42	67	76	113	126	**11.5%**
GELAP: Single Subject	788	895	1,172	1,266	1,365	**7.8%**
SELAP	308	767	487	397	382	**-3.8%**
Total	1,138	1,729	1,735	1,776	1,873	**5.5%**

Note: Data include first-time, new type, and reissuance. SELAPs were first issued in 2010.

Variable Term Waivers

Waivers are the final option for public school employers within the hiring priority. Since July 1994, the Commission has had the authority to issue waiver documents related to educator preparation and credentialing and address the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment. Variable Term Waivers give the employer the ability to meet staffing needs when a suitable fully qualified credentialed employee cannot be found. Employing agencies must complete a diligent search for a suitable credentialed teacher or qualified intern teacher before requesting a credential waiver.

Criteria for Variable Term Waivers are set by the Commission and include specific requirements for designated high and low incidence credentialing areas, including verification of recruitment efforts, evidence of qualifications to teach in the assignment and a commitment to meet the credentialing goals. Waivers are issued or denied based upon the criteria and factors such as an employer's continuing needs; the support the employer will provide to the applicant; or extenuating, extraordinary and unanticipated circumstances.

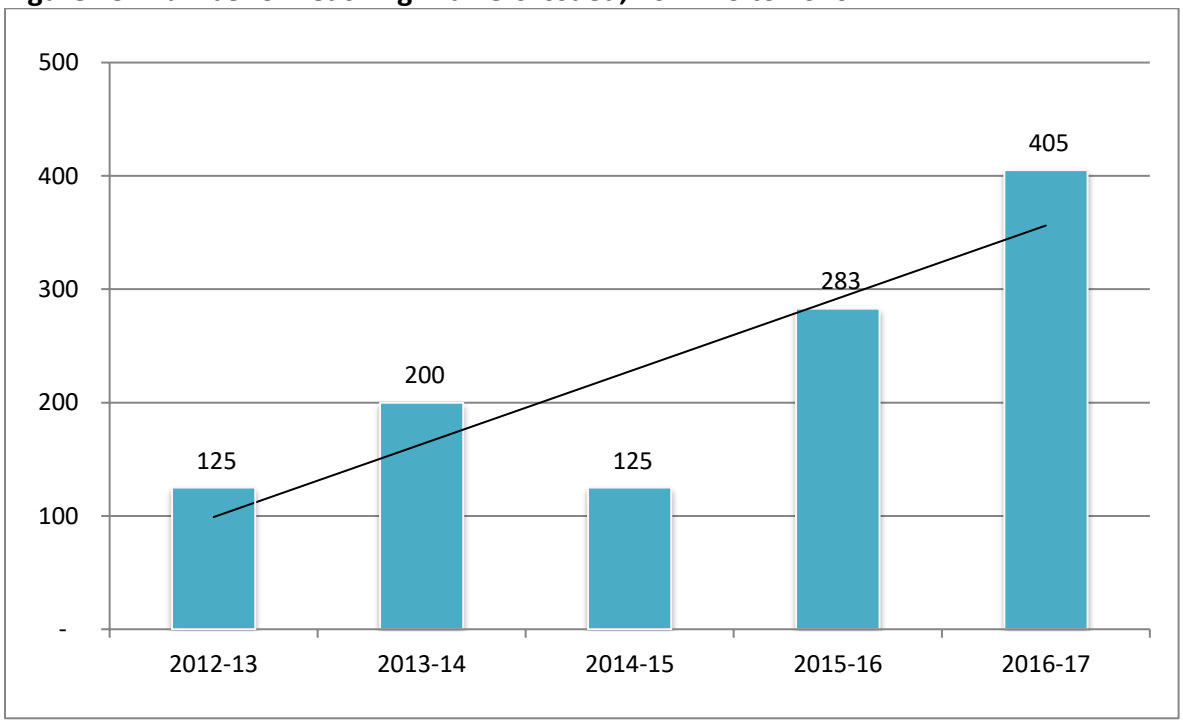
Table P depicts data for number of teaching credentials issued for past five years. The number of teaching credential waivers issued in 2016-17 almost doubled (43.1 percent) between 2015-16 and 2016-17.

Table P: Number of Teaching Waivers Issued, 2012-13 to 2016-17

2012-13	2013-14	2014-15	2015-16	2016-17	% Change from 2015-16
125	200	125	283	405	**43.1%**

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. Also, some waivers may not have subject area listed on them.

Figure 15: Number of Teaching Waivers Issued, 2012-13 to 2016-17



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

At the state level, more than 12,000 documents of this type were requested by 57 counties in 2016-17. More than half (61 percent) of the documents issued were permits; about two-fifths (35 percent) were interns and about three percent were waivers. Los Angeles county alone requested nearly one-fifth (16.3 percent) of the documents. Another one-third (30 percent) were requested by five counties: Kern, Alameda, Fresno, San Diego, and San Bernardino. These five

counties requested between 600 and 900 documents each. More than one-fourth (25.3 percent) were requested by another seven counties: Santa Clara, San Joaquin, Tulare, Contra Costa, Riverside, Sacramento, and Monterey, each requesting between 300 and 600 documents. In other words, at the state level, more than two-thirds (69.2 percent) of all permits and waivers were requested by thirteen counties only. The following counties – Stanislaus, San Francisco, Solano, Merced, Orange, San Mateo, Imperial, Sonoma, Kings, Ventura, Madera, and Placer – each requested between 100 to 300 documents; Santa Barbara, Santa Cruz, Mendocino, Shasta, San Luis Obispo, Lake, and Yolo each requested between 50 and 90 documents each. The remaining twenty-five counties requested less than 50 documents. At the state level, when the total number of documents (intern credentials, permits, and waivers) requested was compared with fully credentialed teachers, it accounted for four percent.

Further analysis of the documents by county indicated that there were fifty-five counties with university intern programs and twenty-four counties with district intern programs. Ten counties (Los Angeles, Kern, San Diego, San Joaquin, San Bernardino, Alameda, Fresno, Santa Clara, Sacramento, and Riverside) accounted for more than two-thirds (67 percent) of the total intern credentials issued. When permits were analyzed by county, ten counties (Los Angeles, Kern, Alameda, Fresno, San Bernardino, Santa Clara , San Diego, Tulare, San Joaquin, and Contra Costa) accounted for more than half (58 percent) of the total permits requested. When waivers were analyzed, the following ten counties – Kern, Los Angeles, Contra Costa, Placer, San Francisco, San Bernardino, Alameda, Santa Clara, Solano, and Riverside - accounted for nearly two-thirds (62 percent) of the waivers requested.

When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, about one-third of the intern credentials were in Multiple Subject, another one-third (29 percent) were in Single Subjects, and more than two-fifths (41 percent) were in Education Specialist credentials. For permits, more than one-fourth (28 percent) were issued in multiple subject, more than one-third (38 percent) in single subjects, and about one-third (33 percent) for education specialist specialty areas. For waivers, a little over one-fifth (22 percent) were issued in Multiple Subject, more than one-third (35 percent) in Single Subjects and more than two-fifths (42 percent) for Education Specialist credentials.

Comparison of Fully Credentialed Teachers Serving in California Public Schools

Table Q shows the total number of full-time equivalent individuals holding teaching documents who were employed in California public schools during fiscal years 2015-16 and 2016-17. The table also shows these numbers as a percentage of the total teaching staff[1]. Taking into account the total number of certificated teaching staff in California's schools, the number of university intern credentials increased to 1.2 percent and the number of district interns stayed at 0.2 percent. There was a dramatic increase in two types of permits: STSPs from 0.9 percent to 1.1 percent and PIPs from 0.4 percent to 0.8 percent. Limited Assignment Teaching Permit stayed at 0.6 percent and waivers at less than 0.1 percent.

[1] Data Source: California Department of Education 2016-17.

Table Q: Comparison of Teachers Serving in California Public Schools with Full Authorization versus Intern Credentials, Permits, and Waivers Issued, 2015-16 and 2016-17

	2015-16		2016-17	
	Number	**% of Total**	**Number**	**% of Total**
Fully Credentialed Teachers (Preliminary and Clear)	285,873	96.6%	292,757	96.0%
University Intern Credentials	3,223	1.1%	3,769	1.2%
District Intern Credentials	571	0.2%	581	0.2%
Limited Assignment Teaching Permit	1,776	0.6%	1,873	0.6%
Provisional Intern Permit (PIP)	1,296	0.4%	2,293	0.8%
Short-Term Staff Permit (STSP)	2,778	0.9%	3,425	1.1%
Variable Term Waivers	283	0.1%	405	0.1%
Total	**295,800**	**100.0%**	**305,103**	**100.0%**

The following sections - demographic data (age, gender, and ethnicity) and projected teacher hires - are not mandated by Education Code §44225.6. However, since the report focuses on teacher supply, related factors such as age of new teaching credential holders, gender and ethnicity of current teaching workforce and projected teacher hires are discussed here to provide a statewide picture of teacher demand. All new applicants' provide date of birth information to the Commission as part of their application process. Data on gender and ethnicity of current teachers as well as projected teacher hire data are published by the California Department of Education. It is important to note that the gender and ethnicity data are self-report and educators have the option to decline to state.

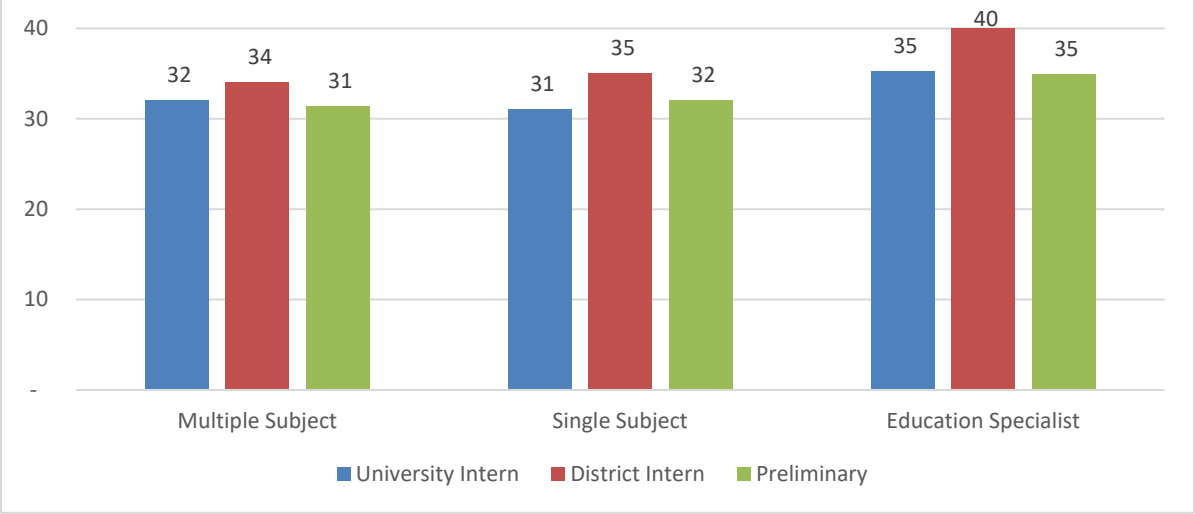
Demographic Data: Average Age for Holders of New Teaching Credentials

An analysis of average age of holders of preliminary teaching credentials and intern credentials indicated that there is difference by credential types.

For Multiple Subject, the average age of interns was higher than the preliminary credential holders. Single Subject credential holders looked similar to Multiple Subject credential holders, university intern with an average age of 31 and preliminary with an average of 32 years. The average age of Education Specialist holders was higher than both Multiple Subject and Single Subject credential holders. District intern credential holders had the highest average age of all groups.

In summary, the average age differed by teaching credentials – ranging from 31 years for Multiple Subject preliminary credentials to 40 years for Education Specialist district intern candidates.

Figure 16. Average Age in Years by Credential Type, 2016-17



Note: Data include initial credentials only; do not include renewals.

Demographic Data: Gender and Ethnicity Distribution of Current Teaching Workforce

In 2016-17, more than 305,000 teachers taught in the California's K-12 public schools. Nearly three-fourths (73 percent) of the teachers were female while less than one-third (27 percent) were male. Approximately two-thirds (63 percent) identified themselves as White and another one-fifth (20 percent) identified as Hispanic. Asians constituted seven percent and African American four percent. American Indian was less than one percent and teachers belonging to two or more races constituted another one percent and the remaining four percent did not respond.

Figure 17. Gender Distribution of Current Teaching Workforce, 2016-17

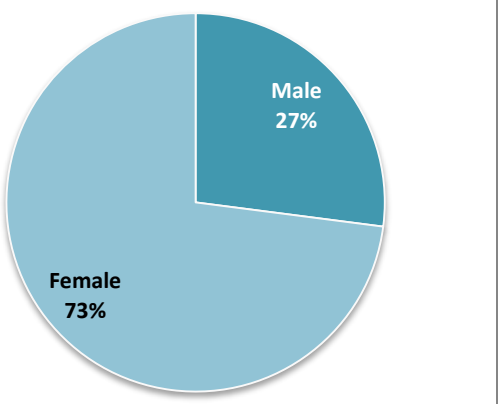
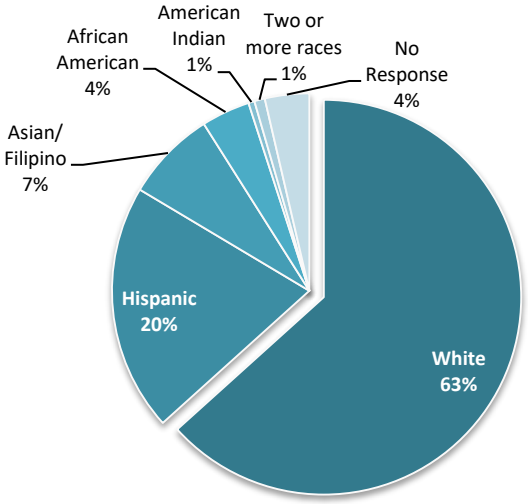


Figure 18. Ethnicity Distribution of Current Teaching Workforce, 2016-17



Source: California Department of Education's Data Quest; Certificated Staff by Ethnicity for 2016-17. State Summary, Number of teachers by ethnicity. Asian/Filipino category includes Pacific Islander also.
https://dq.cde.ca.gov/dataquest/Staff/StaffByEth.aspx?cLevel=State&cYear=2016-17&cChoice=StateNum&cType=T&cGender=B&Submit=1

Teacher Demand

Currently there is no statewide method of collecting data that quantifies Teacher Demand. While estimations of teacher hires, Declarations of Need, intern credentials, STSPs and PIPs and Waivers can be useful in understanding teacher demand, to date, the only estimations available are those published by the Department of Education for estimated teacher hires. According to the most recent data published by CDE, at the state level, more than 23,000 full-time equivalent (FTE) teachers are estimated to be hired in eighteen different subject areas for the 2017-18 year. Fifty-six counties projected teacher hires and the two counties (Alpine and Sierra) do not report planned teacher hires for 2017-18.

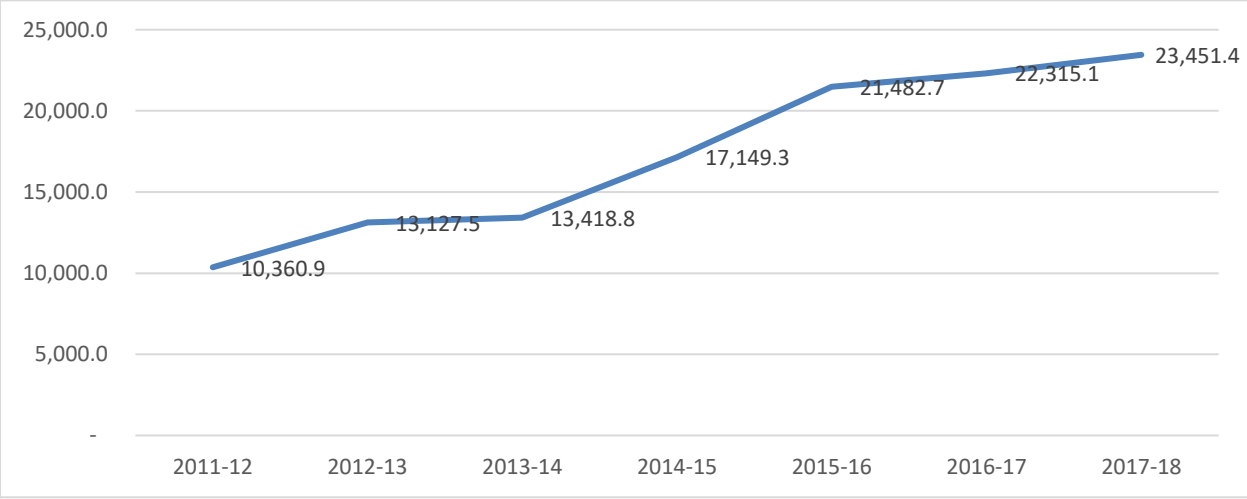
Table R below provides the estimated teacher hires data for the past seven years. Prior year's data indicated that the estimated teacher hires in 2001-02 was the highest at 30,173.4 to lowest estimated teacher hires in 2011-12, at 10,360.9. The estimated teacher hire numbers have been steadily increasing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

Table R. Estimated Number of Teacher Hires during School Years, 2011-12 to 2017-18

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Estimated Teacher Hires	10,360.9	13,127.5	13,418.8	17,149.3	21,482.7	22,315.1	23,451.4
Change from prior year		**2,766.6**	**291.3**	**3,730.5**	**4,333.4**	**832.4**	**1,136.3**

Data Source: California Department of Education's DataQuest ; most recent data available

Figure 19. Estimated Teacher Hires, 2011-12 to 2017-18



Data Source: California Department of Education's DataQuest

California's fifty-eight counties have been grouped under eleven geographic regions (WestEd, 2008). To gain a statewide picture of the teacher hires in the future, the estimated teacher hires in 2017-18 data were analyzed by these geographic regions. The table below provides CDE's 2017-18 Estimated Teacher Hires data by these geographic regions. More than one-third (36.1 percent) of the estimated teacher hires will occur in the South Coast region, followed by more

than one-fourth (26.3 percent) in the Bay Area. More than one-tenth (11.4 percent) is estimated in the Inland Empire region followed by about one-tenth (8.5 percent) in the South San Joaquin Central Valley. In other words, more than four-fifths (82.2 percent) of the estimated teacher hires will occur in four regions – South Coast, Bay Area, Inland Empire, and South San Joaquin Central Valley.

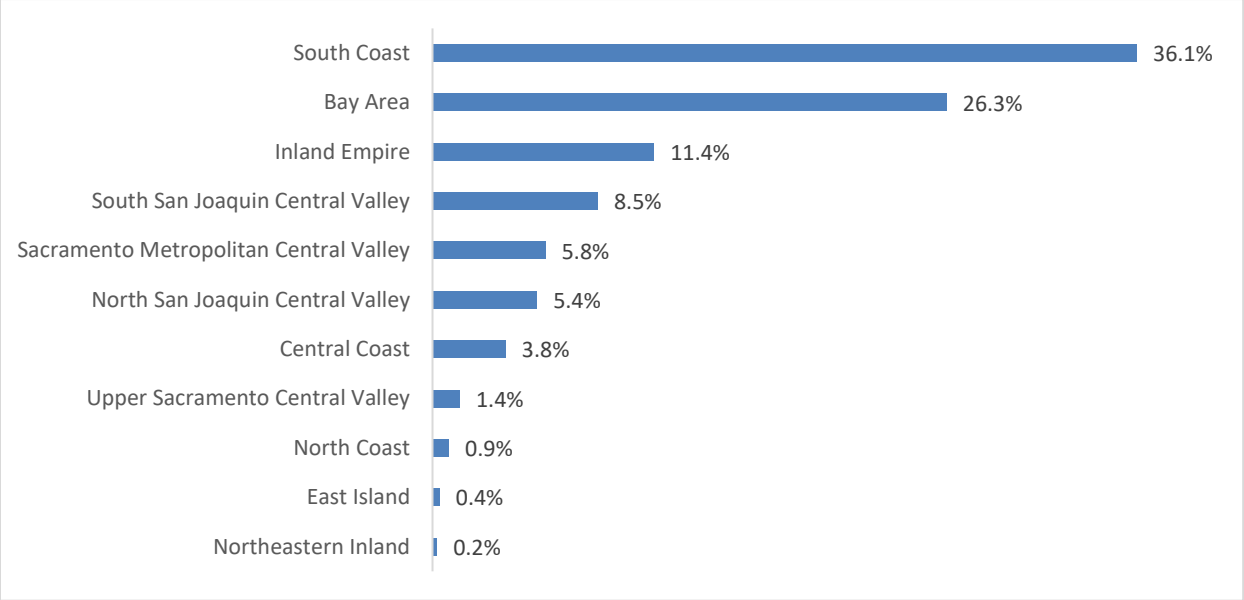
Table S: Estimated Teacher Hires by Geographic Regions, 2017-18

Region	County	% of Estimated Teacher Hires
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	26.3%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	3.8%
East Inland	Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, Tuolumne	0.4%
Inland Empire	Riverside, San Bernardino	11.4%
North Coast	Del Notre, Humboldt, Lake, Mendocino, Trinity	0.9%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	5.4%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou	0.2%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	5.8%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	36.1%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	8.5%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	1.4%

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

Data Source: California Department of Education's DataQuest

Figure 20: Estimated Teacher Hires by Region, 2017-18



When the estimated teacher hires were analyzed by county and subject areas, some interesting findings were revealed. Nearly three-fourths (70.3 percent) of the estimated teacher hires will occur in ten counties: Los Angeles, San Diego, San Bernardino, Alameda, Santa Clara, Riverside, Orange, Contra Costa, Sacramento, and Fresno. About one-fifth (19.6 percent) of the estimated teacher hires will occur in Los Angeles county.

Table T. Estimated Teacher Hires by County, 2017-18

County	Estimated Teacher Hires	% of Total Estimated Teacher Hires
Los Angeles	4,597.3	19.6%
San Diego	2,420.0	10.3%
San Bernardino	1,430.5	6.1%
Alameda	1,424.9	6.1%
Santa Clara	1,343.1	5.7%
Riverside	1,231.9	5.3%
Orange	1,131.5	4.8%
Contra Costa	1,083.7	4.6%
Sacramento	972.0	4.1%
Fresno	840.4	3.6%
Total of Ten Counties	**16,475.3**	**70.3%**
Statewide Total	**23,451.4**	**100.0%**

Data Source: California Department of Education's DataQuest

Nearly one-third (30.1 percent) of all estimated teacher hires are in self-contained classrooms (multiple subject) and special education will account for another 17.5 percent. English/Drama teachers account for another one-tenth (9.5 percent). Mathematics, Life Sciences and Physical Sciences teachers together will account for another 17.5 percent. In other words, more than

three-fourths (79.9 percent) of the estimated teacher hires in 2017-18 will occur in seven subjects.

Table U. Estimated Teacher Hires by Subject Areas, 2017-18

Subject Area	Estimated Teacher Hires	% of Total Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	7,064.7	30.1%
Special Education (Education Specialist)	4,093.1	17.5%
English/Drama (Single Subject-English)	2,222.8	9.5%
Mathematics (Single Subject-Mathematics)	2,156.0	9.2%
Social Sciences (Single Subject-History/Social Sciences)	1,249.5	5.3%
Life Sciences (Single Subject-Biology)	1,002.8	4.3%
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)	945.7	4.0%
Total of Seven Subject Areas	**18,734.6**	**79.9%**
Statewide Total	**23,451.4**	**100.0%**

Data Source: California Department of Education's DataQuest

In summary, in 2017-18, three-fourths of the estimated teacher hires are in ten counties and in seven subject areas. This pattern was fairly similar in prior years as well.

Summary of Selected Findings

Selected findings provided below summarize the information contained in the full report for California during fiscal year 2016-17:

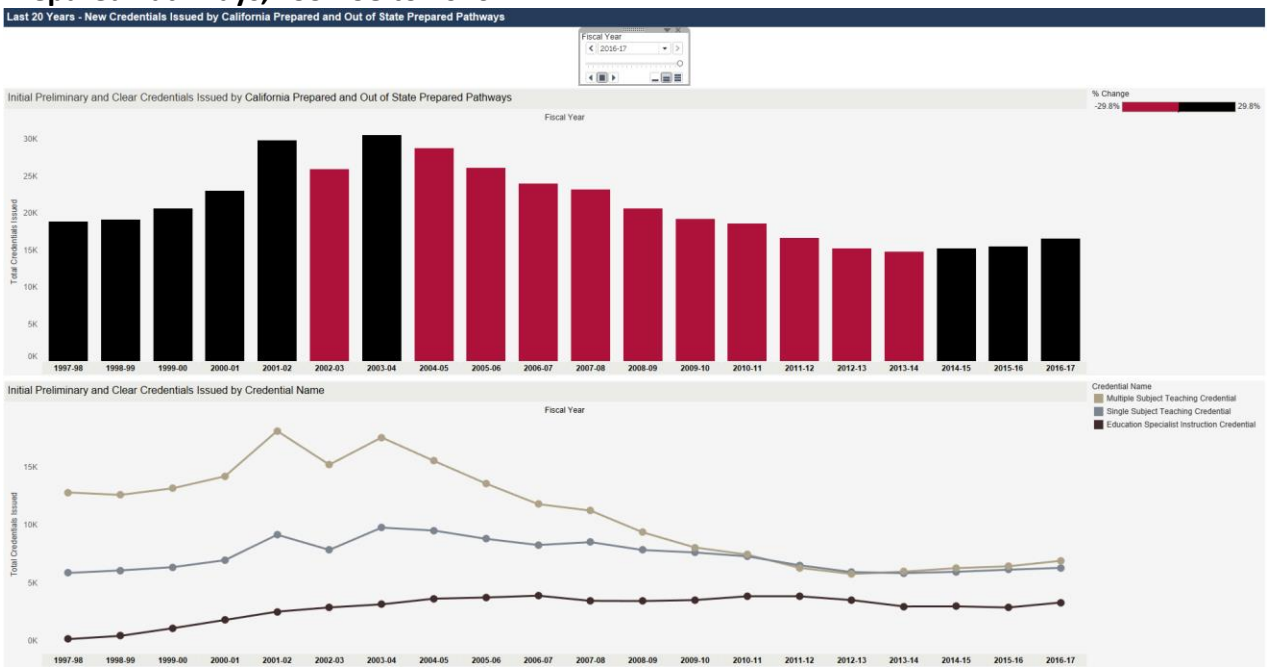
- There was an increase of 6.8 percent in the number of newly issued credentials across all three types of preliminary teaching credentials (i.e., Multiple Subject, Single Subject, and Education Specialist). After a steady decline for ten consecutive years, 2016-17 was the third year in which there was an increase in the new teaching credentials. (Table A)
- The number of credentials issued showed increases for all three pathways: California IHE Prepared showed an increase of 5.8 percent, California District Prepared 64.3 percent, and Out-of-State prepared 4.6 percent. (Tables B, C and D)
- California IHEs prepared nearly three-fourths (71.3 percent) of the total new teaching credentials issued in 2016-17. (Table F)
- After a steady decline in the number of candidates enrolled in teacher preparation programs for years, there was an increase of 2.3 percent between 2014-15 and 2015-16 (Table K). Overall, teacher preparation program enrollment decreased by more than 5,000 candidates in the past five years. (Figure 11)
- There has been a steady increase of candidates who enrolled in intern programs in the past four years. There was an increase in both types of intern programs - an increase of 16.9

percent for University Intern programs and an increase of 1.8 percent for District Intern programs, with an overall increase of 14.7 percent between 2015-16 and 2016-17. (Table H)

- There has been a dramatic increase in teaching permits (PIP and STSP) issued in the past few years. The number of STSPs increased (by 23.3 percent) and the number of PIPs almost doubled (by 76.9 percent) between 2015-16 and 2016-17. (Table N)
- General Education Limited Assignment Teaching Permits (GELAP) increased while Special Education Limited Assignment Teaching Permits (SELAP) declined by four percent between 2015-16 and 2016-17. (Table O)
- There was a dramatic increase in the number of waivers issued for teaching credentials by 43.1 percent between 2015-16 and 2016-17. (Table P)
- Due to the increase in intern credentials, permits, and waivers, the proportion of fully credentialed teachers at the state level was estimated to decline by 0.6 percent. (Table Q)
- The average age differed by teaching credentials – ranged from 31 years for Multiple Subject preliminary credentials to 40 years for Education Specialist district intern candidates.
- Nearly three-fourths (73 percent) of the current teaching force were female and nearly two-thirds (65 percent) were White. (Figures 17 and 18)
- The estimated teacher hires data for 2017-18 indicate that about three-fourths of the estimated teacher hires will occur in ten counties and in seven subject areas.

At the April Commission meeting, 20-year trend analysis of teacher supply was discussed. Figure 21 depicts the number of new teaching credentials issued by credential name in the last 20 years.

Figure 21. Last 20 Years – New Credentials Issued by California Prepared and Out-of-State Prepared Pathways, 1997-98 to 2016-17



Education Code Reporting Requirements–Table Numbers and Appendix Page Numbers

44225.6. Annual report on teacher availability relative to credentials, internships, and emergency permits; contents; public access to report on Web site.

By April 15 of each year, the Commission shall report to the Legislature and the Governor on the availability of teachers in California. This report shall include the following information:

	Table #	Appendix Page #
(1) The number of individuals recommended for credentials by institutions of higher education and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to sections 44253.3 and 44253.4.	1 1A	1-4 5-8
(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	9-11
(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	12-13
(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	16-18 19 20-22 23-44
(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	45
(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 statue, 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	46-47 48-110 111-433

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

References

This page lists the URLs for the Credential Information Leaflets that contain detailed information about the Basic Skills Requirement and the various credentials, authorizations, certificates, and permits referenced in this report.

Basic Skills Requirement
Basic Skills Requirement – CL-667

Multiple Subject (Elementary) Teaching Credentials
Multiple Subject Teaching Credential - California Prepared – CL-561C
Multiple Subject Teaching Credential - Out-of-State Prepared – CL-561
Multiple Subject Teaching Credential - Prepared Outside of the United States – CL-871

Single Subject (Secondary) Teaching Credentials
Single Subject Teaching Credential - California Prepared – CL-560C
Single Subject Teaching Credential - Out-of-State Prepared – CL-560
Single Subject Teaching Credential - Prepared Outside of the United States – CL-870

Education Specialist (Special Education) Instruction Credentials
Education Specialist Instruction Credential - California Prepared – CL-808CA
Education Specialist Instruction Credential - Out-of-State Prepared – CL-808
Education Specialist Instruction Credential - Prepared Outside of the United States

Intern Credentials
University Intern Credentials – CL-402A
District Intern Credentials – CL-707B

Limited Assignment Teaching Permits
Special Education Limited Assignment Teaching Permit – CL-889
General Education Limited Assignment Teaching Permit – CL-828

Teaching Permits
Provisional Internship Permit – CL-856
Short-Term Staff Permit – CL-858

English Learner Authorizations/Certificates
English Learner Authorizations/CLAD Certificates-CL-628C
Bilingual Authorizations – CL-628B
Certificate of Completion of Staff Development – CL-824

Emergency English Learner Authorization Permits
Emergency CLAD and Bilingual Authorization Permits - CL-533O