



Teacher Supply in California 2022-23

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 2022-23. 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:

- Active California Teaching Credentials as of April 1, 2024
- Expired Non-renewed Credentials as of April 1, 2024
- Teacher Supply Data: New Teaching Credentials Issued in California
- New Teaching Credentials Issued by Type
- Distribution of Credentials Issued by Preparation 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 TK-12 Students, and California Population

Overall findings for the fiscal year 2022-23 are summarized below:

- Fiscal year 2022-23 marked a decrease of the number of new credentials issued for the second year in a row following a steady increase in the prior 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 a decrease of teaching intern credentials and waiver documents issued, and an increase of teaching permits issued.
- The number of intern, permit and waiver documents issued is estimated to represent about four percent of teachers in the California TK-12 public schools.

Teacher Supply in California, 2022-23

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 2022-23. The report also includes information on other teaching credentials, certificates, authorizations, permits, and waivers issued in 2022-23. 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 for credentials 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 or credential waiver.
- (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 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) Emergency permit.
 - (D) Credential waiver.
 - (E) Preliminary or clear credential.
 - (F) An authorization issued pursuant to section 44253.3.
 - (G) Certificates or authorizations issued pursuant to section 44253.3, 44253.4, 44253.10, or 44253.11, if available.

- (H) 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 use 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.

Active California Teaching Credentials as of April 1, 2024

As the state education licensing agency responsible for issuing credentials and authorizations to individuals to teach and provide services in California's public schools, the Commission's records verified that approximately 464,836 individuals held an active preliminary and/or clear teaching credential as of April 1, 2024. It is important, however, to understand that not all individuals who hold an active teaching credential are employed. The California Department of Education's (CDE's) employment data set indicates that the number of teachers employed in California during the 2022-23 school year was 312,124. Teachers who were not employed or identified in CDE's system, may be using their active teaching credential at non-public schools, by teaching abroad, by working at the Commission or CDE, or by being a teacher educator in a Commission-approved preparation program (not tracked by the Commission or CDE). Some active credential holders who are not currently employed in the public schools may have retired but are not letting their credentials lapse, and some may decide to keep their credentials active for other personal reasons. In addition, individuals recently issued a credential may not have yet had an opportunity to be hired and be included in CDE's employment data system for the active 2022-23 school year. Regardless, the state has an additional pool of approximately 152,712 of 464,836 individuals who can teach and provide services in California's public schools as of the date of this report.

Additionally, these 464,836 individuals hold a total of 500,897 teaching credentials that have not yet expired as of April 1, 2024, and can be used for employment in the public school system.

Out of the 500,897 active teaching credentials, there were:

- 261,267 (52.2%) Multiple Subject Teaching Credentials
- 179,162 (35.8%) Single Subject Teaching Credentials
- 60,458 (12.1%) Education Specialist Instruction Specialist Credentials.

It is important to note that as of the publication of this report, data provided in this section may not reflect the currency of active teaching credentials available for employment as new credential issuances occur daily.

Expired Non-Renewed California Teaching Credentials as of April 1, 2024

An additional pool of teachers who could be employed to teach and provide services in California's public schools are individuals who have not renewed their expired teaching

credential(s). Individuals with an expired clear credential can directly renew their credential in the Commission’s web-based CTC Online system. After the credential is renewed or reissued, the credential becomes valid for another five years. For expired preliminary credentials, individuals would need to complete a teacher induction program and be recommended for the clear credential to attain a valid credential. Commission records verified that approximately 290,867 individuals hold an expired teaching credential that has not yet been renewed as of April 1, 2024. These 290,867 individuals hold a total of 309,852 credentials that can be renewed for future employment. It is possible that a small number of individuals may currently be employed using their credential as their credential was not expired prior to the start of their employment. These credentials can be renewed for employment in the remaining and following school years.

Out of the 309,852 expired teaching credentials, there were:

- 169,841 (54.8%) Multiple Subject Teaching Credentials
- 121,051 (39.1%) Single Subject Teaching Credentials
- 18,960 (6.1%) Education Specialist Instruction Specialist Credentials.

It is important to note that as of the publication of this report, data provided in this section may not reflect the currency of expired non-renewed teaching credentials available for employment as credential information is updated daily.

Teacher Supply Data: Individuals Issued a New Teaching Credential 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 1209 (Chap. 517, Stats. 2006) streamlined the process for teachers prepared out-of-state to obtain a credential in California.

The following tables provide the number of individuals who were issued a new teaching credential upon completing a California IHE program, California LEA (school district/county office of education) program, or a preparation program in other states and countries, as well as how many new credentials were issued for these individuals. An individual who completed a dual teaching program may be issued more than one teaching credential in the same year. Each table presents data for the past five years, and the last column in each table indicates the percent change in the number of individuals or the number of teaching credentials issued between 2021-22 and 2022-23.

Table 1a displays the number of individuals who were issued a new teaching credential upon completing preparation in the past five years. Individuals may be counted more than once in the data table if their credentials were earned via completion of a different preparation (e.g., an individual issued a new Multiple Subject credential via the out-of-state preparation, and a

new Education Specialist credential via the California IHE-preparation in the same fiscal year). In 2022-23, there were 10,492 individuals who were issued a new teaching credential by completing a California IHE preparation program, 645 of individuals who completed a California LEA preparation program, and 3,172 of teachers who were prepared Out-of-State/Out-of-Country. The number of individuals receiving new teaching credentials decreased by 10.6 percent from the prior 2021-22 year.

Table 1a: Individuals Issued a New Teaching Credential by Preparation, 2018-19 to 2022-23

Preparation	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
California IHE-Prepared*	12,544	13,814	15,688	11,829	10,492	-11.3%
California LEA-Prepared**	581	535	827	808	645	-20.2%
Out-of-State/Out-of-Country Prepared	3,458	3,146	2,669	3,366	3,172	-5.8%
Total	16,583	17,495	19,184	16,003	14,309	-10.6%

*IHE prepared includes both traditional and intern delivery models.

**LEA prepared includes only the intern delivery model.

Table 1b displays the number of new teaching credentials issued for the past five years. In 2022-23, the Commission issued 10,663 credentials to candidates who completed California IHE programs, 645 credentials to candidates who completed California LEA programs, and 3,328 credentials to teachers who were prepared Out-of-State/Out-of-Country. When all three pathways are combined, there was a decrease of 11.2 percent in the number of new teaching credentials issued between 2021-22 and 2022-23.

Table 1b: New Teaching Credentials Issued in California by Preparation, 2018-19 to 2022-23

Preparation	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
California IHE-Prepared*	12,756	14,110	15,980	12,073	10,663	-11.7%
California LEA-Prepared**	582	535	827	808	645	-20.2%
Out-of-State/Out-of-Country Prepared	3,664	3,335	2,832	3,603	3,328	-7.6%
Total	17,002	17,980	19,639	16,484	14,636	-11.2%

*IHE prepared includes both traditional and intern delivery models.

**LEA prepared includes only the intern delivery model.

When comparing the number of individuals (Table 1a) and the number of new credentials issued (Table 1b) by preparation, data indicate that there were

- 419 individuals in 2018-19,
- 485 individuals in 2019-20,
- 455 individuals in 2020-21,

- 481 individuals in 2021-22, and
- 327 individuals in 2022-23

who have earned more than one new teaching credential in the same fiscal year.

This report focuses on three basic types of teaching credentials issued by the Commission for service in TK-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 1c 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 2022-23, there were 4,296 Multiple Subject, 4,455 Single Subject, and 1,912 Education Specialist credentials issued. There was a decline for all three teaching credentials issued by IHE preparation: Multiple Subject teaching credentials by 15.5 percent, Single Subject teaching credentials by 3.2 percent, and Education Specialist credentials by 19.9 percent. Overall, when all three types of teaching credentials are combined, there was a decrease of 11.7 percent between 2021-22 and 2022-23.

Table 1c: New Teaching Credentials Issued to Candidates Prepared by California Institutions of Higher Education (IHE)*, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Multiple Subject	5,447	6,248	7,598	5,085	4,296	-15.5%
Single Subject	5,037	5,127	5,393	4,602	4,455	-3.2%
Education Specialist	2,272	2,735	2,989	2,386	1,912	-19.9%
Total	12,756	14,110	15,980	12,073	10,663	-11.7%

**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 1d provides data on the number of teaching credentials issued to individuals who were prepared in an LEA (district/county of office of education intern) program. In 2022-23, there were 74 Multiple Subject, 164 Single Subject, and 407 Education Specialist credentials issued. There was a decrease in the number of Multiple Subject and Education Specialist teaching credentials (44.8 percent and 27.8 percent, respectively). However, there was an increase in the number of Single Subject credentials issued by 49.1 percent. Overall, when all three types of teaching credentials are combined, there was a decrease by 20.2 percent in LEA intern programs between 2021-22 and 2022-23.

Table 1d: New Teaching Credentials Issued to Candidates Prepared in LEA Intern Programs, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Multiple Subject	154	157	146	134	74	-44.8%
Single Subject	147	111	151	110	164	49.1%
Education Specialist	281	267	530	564	407	-27.8%
Total	582	535	827	808	645	-20.2%

Detailed information on types of credentials issued by local education agency intern programs is available in the Appendix - Table 2.

Table 1e provides new teaching credentials issued to teachers who were trained Out-of-State and Out-of-Country. In 2022-23, there were 1,316 Multiple Subject, 1,291 Single Subject, and 721 Education Specialist credentials issued to these applicants. There was a decrease in the number of Multiple Subject and Single Subject teaching credential (10.7 percent and 10.3 percent, respectively). There was an increase in the Education Specialist teaching credential by 4.6 percent. Overall, when all three types of teaching credentials are combined, there was an decrease of 7.6 percent between 2021-22 and 2022-23.

Table 1e: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Multiple Subject	1,512	1,380	1,177	1,474	1,316	-10.7%
Single Subject	1,428	1,261	1,101	1,440	1,291	-10.3%
Education Specialist	724	694	554	689	721	4.6%
Total	3,664	3,335	2,832	3,603	3,328	-7.6%

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 TK-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 2022-23.

Table 2a: Total New Teaching Credentials (Numbers) Issued by Type, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23
Multiple Subject	7,113	7,785	8,921	6,693	5,686
Single Subject	6,612	6,499	6,645	6,152	5,910
Education Specialist	3,277	3,696	4,073	3,639	3,040
Total	17,002	17,980	19,639	16,484	14,636

Table 2b below displays the proportion of the three types of teaching credentials in the past five years. The proportion of teaching credentials showed fluctuations with the addition of the 2022-23 year. Between 2018-19 and 2022-23, Multiple Subject teaching credentials were down by 3 percentage points, while both the Single Subject and Education Specialist credentials had an uptick of 1.5 percentage points.

Table 2b: Total New Teaching Credentials (Percentages) Issued by Type, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23
Multiple Subject	41.8%	43.3%	45.4%	40.6%	38.8%
Single Subject	38.9%	36.1%	33.8%	37.3%	40.4%
Education Specialist	19.3%	20.6%	20.7%	22.1%	20.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Distribution of Credentials Issued by Preparation and Type of Program Sponsor

Table 3a displays the number of new teaching credentials issued by preparation type. There are two sub-pathways for California IHE-prepared: the student teaching (traditional) pathway or the alternative (intern) pathway. In the LEA-prepared pathway, teacher candidates complete an intern program to earn the preliminary credential. 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 (72.8 percent) of the new teaching credentials issued in California during fiscal year 2022-23. More than half (54.6 percent) of new teaching credentials were obtained by candidates who came through the student teaching (traditional) pathway, and 18.2 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in California comprised 22.7 percent, and the remaining 4.4 percent of teachers were prepared through LEA-prepared intern programs.

Table 3a: Credentials Issued by Preparation and Credential Type, 2022-23

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Total Credentials	Percent of Total
California IHE-Prepared (Traditional)	3,540	3,569	888	7,997	54.6%
California IHE-Prepared (Intern)	756	886	1,024	2,666	18.2%
California LEA-Prepared (Intern)	74	164	407	645	4.4%
Out-of-State/Out-of-Country-Prepared	1,316	1,291	721	3,328	22.7%
Total	5,686	5,910	3,040	14,636	100.0%

Table 3b below displays the distribution of new teaching credentials by preparation pathways for the past five years. More than half were prepared through the California IHE traditional pathway and nearly one-fifth through the California university intern pathway. For the California university intern pathway, there has been a decrease of four (4) percentage points in the past five years, from 22 percent in 2018-19 to 18 percent in 2022-23. The California LEA-prepared intern pathway increased by one (1) percentage point of the total new teaching credentials issued between 2018-19 and 2022-23. For the Out-of-State/Out-of-Country prepared pathway, there was also an increase of one (1) percentage points in the past five years, from 22 percent in 2018-19 to 23 percent in 2022-23.

Table 3b: Credentials (Percentages) Issued by Preparation Pathway, 2018-19 to 2022-23

Preparation Pathway	2018-19	2019-20	2020-21	2021-22	2022-23
California IHE-Prepared (Traditional)	53%	54%	59%	56%	55%
California IHE-Prepared (Intern)	22%	25%	22%	17%	18%
California LEA-Prepared (Intern)	3%	3%	4%	5%	4%
Out-of-State/Out-of-Country-Prepared	22%	18%	14%	22%	23%
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. The number of new teaching credentials issued by segment showed fluctuations in the past five years.

Table 4a: New Teaching Credentials (Numbers) Issued by Higher Education Segment Preparation, 2018-19 to 2022-23

IHE Segment	2018-19	2019-20	2020-21	2021-22	2022-23
California State University (CSU)	5,966	6,340	7,482	5,728	5,211
University of California (UC)	891	790	825	722	728
Private/Independent Colleges and Universities	5,899	6,980	7,673	5,623	4,724
Total	12,756	14,110	15,980	12,073	10,663

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 (48.9 percent and 44.3 percent, respectively) of the new teaching credentials in 2022-23. The UC segment increased to 6.8 percent of the total new credentials recommended by all three IHE segments in 2022-23. There has been a slight uptick by 2.1 percentage points of new credentials recommended by the CSU, but a decrease of 1.9 percentage points by the Private/Independent colleges and universities, and 0.2 percentage points by the UC between 2018-19 and 2022-23.

Table 4b: Teaching Credentials (Percentages) Issued by Higher Education Segment Preparation, 2018-19 to 2022-23

IHE Segment	2018-19	2019-20	2020-21	2021-22	2022-23
California State University (CSU)	46.8%	44.9%	46.8%	47.4%	48.9%
University of California (UC)	7.0%	5.6%	5.2%	6.0%	6.8%
Private/Independent Colleges and Universities	46.2%	49.5%	48.0%	46.6%	44.3%
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 LEA preparation programs over a five-year period. In 2022-23, there were 3,476 university intern and 973 district intern credentials issued. There was a decrease in the number of university and district intern credentials (by 25.8 percent and 13.7 percent, respectively) from the prior 2021-22 year. Overall, when both types of intern credentials are combined, there was a decrease of 23.4 percent between 2021-22 and 2022-23.

Table 5a: New Intern Credentials Issued by Type, 2018-19 to 2022-23

Intern Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
University Intern	4,339	4,059	4,620	4,682	3,476	-25.8%
District/County Intern	817	818	1,150	1,128	973	-13.7%
Total	5,156	4,877	5,770	5,810	4,449	-23.4%

Table 5b below displays the breakdown of university intern credentials issued by preparation from the three IHE segments. For the UC, there has been an increase (12.5 percent) between 2021-22 and 2022-23, while there has been a decrease for both the CSU and Private/Independent colleges and universities (21.9 percent and 27.9 percent, respectively). Overall, there was a decrease (25.7 percent) in the total number of university intern credentials issued between 2021-22 and 2022-23.

Table 5b: New University Intern Credentials Issued by IHE Segment Preparation, 2018-19 to 2022-23

IHE Segment	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
California State University (CSU)	1,436	1,229	1,289	1,509	1,179	-21.9%
University of California (UC)	15	27	12	24	27	12.5%
Private/Independent College and Universities	2,888	2,803	3,319	3,146	2,269	-27.9%
Total	4,339	4,059	4,620	4,679	3,475	-25.7%

**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 127 (7.2 percent) CTE credentials issued between 2021-22 and 2022-23.

Table 6a: Preliminary CTE Credentials Issued: 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Preliminary	1,805	1,443	1,240	1,761	1,888	7.2%

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

There are 18 CTE program sponsors that can recommend for a Preliminary credential - CSU has 2 programs, 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, 2018-19 to 2022-23

Program Sponsor	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
California State University (CSU)	30	32	25	20	15	-25.0%
University of California (UC)	157	89	43	46	49	6.5%
Private/Independent College and Universities	70	32	16	22	37	68.2%
Local Education Agencies	1,548	1,290	1,156	1,673	1,787	6.8%
Total	1,805	1,443	1,240	1,761	1,888	7.2%

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 2022-23. From the 15 different CTE industry sectors available, there were more than 2,500 issued in 2022-23. Of the number of Preliminary CTE credentials issued by

industry sectors, about one-fourth were issued in Arts, Media, and Entertainment (22.7 percent), followed by Education, Child Development, Family Services (12.4 percent), Health Science and Medical Technology (10.9 percent), Business and Finance (10.9 percent), and Marketing, Sales, and Service (8.1 percent). Together these five industry sectors accounted for about two-thirds (65 percent) of the Preliminary CTE credentials issued by industry sectors in 2022-23. The following five industry sectors – Information and Communication Technologies (7.4 percent), Building and Construction Trades (5.1 percent), Hospitality, Tourism, and Recreation (4.8 percent), Public Service (4.6 percent), and Agriculture and Natural Resources (3.4 percent) accounted for about one-fourth (25.3 percent) of the credentials by industry sectors. The remaining Preliminary CTE credentials were issued in the following five industry sectors: Manufacturing and Product Development (3.1 percent), Engineering and Architecture (2.4 percent), Transportation (1.6 percent), Fashion and Interior Design (1.4 percent), and Energy, Environment, and Utilities (1 percent).

Table 6c: Preliminary CTE Credentials Issued by Industry Sectors, 2022-23

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Agriculture and Natural Resources	88	3.4%
Arts, Media, and Entertainment	584	22.7%
Building and Construction Trades	131	5.1%
Business and Finance	281	10.9%
Education, Child Development, and Family Services	320	12.4%
Energy, Environment, and Utilities	27	1.0%
Engineering and Architecture	63	2.4%
Fashion and Interior Design	37	1.4%
Health Science and Medical Technology	282	11.0%
Hospitality, Tourism, and Recreation	123	4.8%
Information and Communication Technologies	191	7.4%
Manufacturing and Product Development	80	3.1%
Marketing, Sales, and Service	210	8.2%
Public Service	118	4.6%
Transportation	40	1.6%

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 5.7 percentage points) between 2018-19 and 2022-23. A notable decrease in the past five years includes Information and Communication Technologies (by 4.8 percentage points) and Engineering and Architecture (by 2 percentage points).

Table 6d: Preliminary CTE Credentials Issued (Percentages) by Industry Sectors, 2018-19 to 2022-23

Name of Industry Sector	2018-19	2019-20	2020-21	2021-22	2022-23
Agriculture and Natural Resources	2.4%	2.2%	3.0%	1.5%	3.4%
Arts, Media, and Entertainment	17.0%	19.3%	20.2%	25.2%	22.7%
Building and Construction Trades	4.8%	5.6%	4.8%	4.2%	5.1%
Business and Finance	11.6%	12.6%	10.9%	11.1%	10.9%
Education, Child Development, and Family Services	11.7%	10.6%	12.2%	10.9%	12.4%
Energy, Environment, and Utilities	1.4%	1.5%	1.0%	0.9%	1.0%
Engineering and Architecture	4.4%	3.1%	4.2%	2.5%	2.4%
Fashion and Interior Design	1.3%	1.6%	1.6%	1.6%	1.4%
Health Science and Medical Technology	11.5%	10.4%	11.0%	11.3%	11.0%
Hospitality, Tourism, and Recreation	4.0%	4.6%	3.2%	4.0%	4.8%
Information and Communication Technologies	12.2%	9.6%	10.1%	8.2%	7.4%
Manufacturing and Product Development	3.8%	4.0%	4.2%	3.7%	3.1%
Marketing, Sales, and Service	7.7%	8.4%	8.4%	8.9%	8.2%
Public Service	4.2%	3.9%	3.8%	3.7%	4.6%
Transportation	2.1%	2.7%	1.4%	2.1%	1.6%

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 credential (Preliminary or Clear) authorizes the holder to teach the subject named on the credential in grades TK-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 by 15.4 percent between 2021-22 and 2022-23. For additional information, see the [Designated Subjects Dashboard](#).

Table 7a: Preliminary DS Special Subjects Credentials Issued: 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Preliminary	50	51	42	52	60	15.4%

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, 2018-19 to 2022-23

Credential Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Aviation Flight Instruction	1	0	0	2	0	-100%
Aviation Ground Instruction	1	2	0	1	0	-100%
Basic Military Drill	2	11	10	11	10	-9.1%
Reserve Officer Training Corps	46	38	32	38	50	31.6%

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. As a component of the Commission’s accreditation process, candidate enrollment data are reported by institutions annually via the Commission’s Accreditation Data System (ADS) (see [Accreditation Handbook Chapter 5: Annual Data Submission](#)). Specifically, the Commission’s annual data submission requires institutions to report how many new and continuing part-time and full-time candidates are enrolled in their approved educator preparation program(s) by level (undergraduate, postgraduate), pathway (i.e., student teaching, intern), and delivery method (face-to-face, online, combination). In contrast to the federal [Title II regulations](#) that require nationwide teacher preparation programs to report data specifically on candidates earning an initial teaching credential, the Commission’s annual data submission will provide a more comprehensive depth of how all (new and continuing, as well as, part-time and full-time) candidates enrolled in a teacher preparation program may impact future teacher supply. This section provides data on candidates enrolled in preliminary Multiple Subject, Single Subject, and Education Specialist programs for the past five years. Data include candidates reported in a dual teaching program (i.e., Multiple Subject plus Bilingual Authorization program, Multiple Subject plus Education Specialist program).

As depicted in Table 8a below, there was an increase of the total enrollment in 2022-23 from the prior 2021-22 year by 447 (1.1 percent) candidates. It may be notable that the increase stemmed from the increase of continuing candidates between 2021-22 and 2022-23 by about 13.3 percent. When looking at the total teacher preparation enrollment in the past five years, there was an increase of more than 4,000 candidates between 2018-19 and 2022-23.

Table 8a: Total Candidate Enrollment, 2018-19 to 2022-23

	2018-19*	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Total Enrollment (head count)	36,538	41,978	44,397	40,292	40,739	1.1%
New enrolled candidates	18,570	19,173	20,382	19,630	17,337	-11.7%
Continuing candidates	18,237	22,805	24,015	20,662	23,402	13.3%

**In 2018-19, institutions reported data for the total enrolled candidates (head count), new enrolled candidates and continuing candidates separately. As a result, the total enrolled candidates (head count) may not total to 100% based on the reported new enrolled candidates and continuing candidates. Starting from 2019-20, the sum of full-time and part-time candidates for both new enrolled and continuing candidates was used to calculate the total enrolled candidates (head count), new enrolled candidates and continuing candidates.*

In Table 8b below, data show the number of enrolled new and continuing part-time and full-time candidates in the past five years. There was an increase of continuing full-time candidates by 17.7 percent, while there was a decrease in continuing part-time candidates by 0.4 percent between 2021-22 and 2022-23. Additionally, there was a decrease in both the new part-time and full-time candidates enrollment (38.6 percent and 5.6 percent respectively) between 2021-22 and 2022-23.

Table 8b: Part-Time and Full-Time Candidate Enrollment, 2018-19 to 2022-23

Enrollment Type	2018-19*	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
New Part-time candidates	4,718	3,800	3,385	3,601	2,210	-38.6%
New Full-time candidates	14,023	15,373	16,997	16,029	15,127	-5.6%
Continuing part-time candidates	6,569	4,965	4,915	5,026	5,005	-0.4%
Continuing full-time candidates	11,776	17,840	19,100	15,636	18,397	17.7%
Total	37,086	41,978	44,397	40,292	40,739	1.1%

**In 2018-19, the total of part-time and full-time candidates may not sum up to 100% of total new and continuing candidates due to the reporting collection at the time. Starting from 2019-20, the sum of full-time and part-time candidates for both new enrolled and continuing candidates was used to calculate the total enrolled candidates (head count), new enrolled candidates and continuing candidates.*

Table 8c below shows that the vast majority of total enrollment in 2022-23 was in the Private/Independent Colleges Universities and in the CSU system. The UC system enrolled about two (2.2) percent and Local Education Agencies enrolled the remaining five (5.1) percent of candidates.

Table 8c: Total Enrollment (head count) by Teacher Preparation Program Sponsor Segments, 2018-19 to 2022-23

Segment	2018-19*	2019-20	2020-21	2021-22	2022-23	Percent Total in 2022-23
California State University (CSU)	13,986	17,490	17,812	17,915	18,470	45.3%
University of California (UC)	868	898	1,032	1,028	898	2.2%
Private/Independent College and Universities	20,726	21,941	23,527	19,325	19,290	47.4%
Local Education Agency	958	1,649	2,026	2,024	2,081	5.1%
Total	36,538	41,978	44,397	40,292	40,739	100.0%

**In 2018-19, institutions reported data for the total enrolled candidates (head count), new enrolled candidates and continuing candidates separately. As a result, the total enrolled candidates (head count) may not total to 100% based on the reported new enrolled candidates and continuing candidates. Starting from 2019-20, the sum of full-time and part-time candidates for both new enrolled and continuing candidates was used to calculate the total enrolled candidates (head count), new enrolled candidates and continuing candidates.*

Although there is a relationship between enrollment of teacher candidates in teacher preparation programs and the number of teaching credentials issued, 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, part-time candidates in the program may take several years to earn their credential. The annual data submission required institutions to report enrollment data for September 1 to August 31 of each academic 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 Commission's annual data submission.

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 1.1 million English learners in California public schools in 2022-23.

(See [CDE DataQuest EL data for 2022-23](#))

The Commission has focused a variety of recent activities on addressing and improving preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required of individuals who teach or provide services to these students. The Commission has approved several pathways for an individual to gain or demonstrate that he or she has the knowledge, skills, and abilities to teach English learners:

- Complete a Commission-approved Preliminary Multiple Subject, Single Subject, or Education Specialist Teacher preparation program where EL pedagogy is embedded in the program;
- Complete a Commission-approved California Teacher of English Learners (CTEL) program or a Commission-approved Bilingual Authorization program;
- Pass the Commission's California Teacher of English Learners (CTEL) Examination or the Commission's California Subject Matter Examination for Teachers; World Language: English Language Development examination; or
- Complete a Commission-approved Certificate of Completion of Staff Development (CCSD): now available only for holders of Designated Subjects Career Technical Education credentials.

Currently, all new California-prepared teachers (Multiple Subject, Single Subject, and Education Specialist) earn an EL authorization based on their teacher preparation program coursework. Individuals admitted to California Multiple and Single Subject teacher preparation programs on or after July 1, 2002 are required to complete the requirements for an EL authorization for issuance of a preliminary credential. In addition, California-prepared individuals recommended

for Education Specialist Instruction credentials on or after July 1, 2007 must also complete the requirements for an EL authorization for issuance of a Level I, or preliminary credential. The CTEL examination and approved CTEL preparation programs, and the CSET: World Language: English Language Development examination are available to individuals who were prepared in California prior to this requirement as well as individuals initially prepared as teachers outside of California without appropriate preparation or authorization to serve EL students who need to earn this authorization. The examination(s) and the approved programs address the same subject matter requirements. There are eight (8) approved CTEL programs. In 2022-23, six-hundred and thirty-five (635) teachers passed all three sections of the CTEL examination.

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

- The teacher was admitted to a California preparation program before July 1, 2002 and earned a Preliminary or Clear Multiple/Single Subject teaching credential without an English learner authorization; or
- The teacher earned an Education Specialist Instruction credential prior to July 1, 2007 without an English learner authorization; or
- The teacher was prepared Out-of-State/Out-of-Country without an EL Authorization; or
- The teacher holds a services credential with a special class authorization, Designated Subjects teaching credential, or other type of permit that serves as a prerequisite for the emergency permit when additional specified requirements are met.

An Emergency Bilingual Permit authorizes the holder to provide the same services as an Emergency CLAD Permit plus content instruction delivered in the language of emphasis in the subjects and at the levels authorized by the prerequisite teaching credential. An Emergency Bilingual Permit is appropriate for fully credentialed teachers who do not yet hold a Bilingual Authorization but who are assigned to positions requiring content instruction delivered in the primary language of the student other than English.

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

Table 9a below provides data on the number of Emergency CLAD and Bilingual Authorization Permits issued for the past five years. In 2022-23, there were 1,828 Emergency CLAD permits and 168 Emergency Bilingual Authorizations issued. The number of CLAD and Bilingual Authorizations Permits issued has decreased (1.1 percent and 6.1 percent, respectively) between 2021-22 and 2022-23.

Table 9a: Emergency CLAD and Bilingual Authorization Permits, 2018-19 to 2022-23

Permit Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Emergency CLAD	1,860	1,680	1,539	1,848	1,828	-1.1%
Emergency Bilingual	159	155	127	179	168	-6.1%

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

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

Table 9b below displays the number of new CCSD issued in the past five years. There was fluctuation in the past five years, however, there was an increase in 2022-23 by 9 CCSD issuances from the prior 2021-22 year.

Table 9b: Certificate of Completion of Staff Development, 2018-19 to 2022-23

2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
27	33	10	10	19	90.0%

**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 services 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 two types of CD permits issued that increased between 2021-22 and 2022-23 - the Associate Teacher by 7.3 percent, and the Site Supervisor permit by 13.2 percent. There was a decrease of the remaining four types of CD Permits between 2021-22 and 2022-23 - the Assistant by 9.6 percent, Teacher by 2 percent, Master Teacher by 12.6 percent, and Program Director by 9 percent. Overall, when all CD Permits are combined, there was a slight increase of 2 percent between 2021-22 and 2022-23.

Table 10a: Child Development Permits Issued, 2018-19 to 2022-23

	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
CD Assistant Permit	664	472	447	429	388	-9.6%
CD Associate Teacher Permit	1,798	1,495	1,085	1,125	1,207	7.3%
CD Teacher Permit	1,656	1,404	1,227	1,321	1,295	-2.0%
CD Master Teacher Permit	373	389	428	396	346	-12.6%
CD Site Supervisor Permit	1,659	1,475	1,342	1,337	1,513	13.2%
CD Program Director Permit	503	486	381	445	405	-9.0%
Total	6,653	5,721	4,910	5,053	5,154	2.0%

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 Associate Teacher, Teacher, and Site Supervisor permits issued (200 percent, 66.7 percent, and 151.5 percent respectively) between 2021-22 and 2022-23. There was a decrease for the Assistant, Master Teacher, and Program Director permits (33.3 percent, 13.3 percent, and 8.7 percent, respectively) between 2021-22 and 2022-

23. Overall, when all School-age emphasis issuances are combined, there was a huge increase of 104 percent. For additional information, see the [CD Permits Dashboard](#).

Table 10b: School-Age Emphasis Issued on new CD Permits, 2018-19 to 2022-23

	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
CD Assistant Permit	5	1	0	3	2	-33.3%
CD Associate Teacher Permit	12	7	3	1	3	200.0%
CD Teacher Permit	21	13	12	6	10	66.7%
CD Master Teacher Permit	25	12	11	15	13	-13.3%
CD Site Supervisor Permit	111	124	96	103	259	151.5%
CD Program Director Permit	36	35	25	23	21	-8.7%
Grand Total	210	192	147	151	308	104.0%

Teaching Permits and Waivers Issued

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

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

Although the *Every Student Succeeds Act* (ESSA), which reauthorized ESEA in 2015, removed federal highly qualified teacher requirements, the state level criteria above are still in place for California’s teachers.

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

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

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

Table 11a below provides data on STSPs and PIPs issued in the past five years. In 2022-23, there were 5,001 STSPs and 2,301 PIPs issued – an increase of 82.7 percent and 73.1 percent, respectively, from the prior 2021-22 year. When both STSPs and PIPs are combined, there was an increase of 79.6 percent between 2021-22 and 2022-23. These numbers are higher than pre-COVID years.

Table 11a: Short-Term Staff Permits and Provisional Internship Permits Issued, 2018-19 to 2022-23

Permit Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Short-Term Staff Permit	3,624	3,708	1,987	2,737	5,001	82.7%
Provisional Internship Permit	2,529	2,387	1,187	1,329	2,301	73.1%
Total	6,153	6,095	3,174	4,066	7,302	79.6%

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. There was a steady decline of TPSL issuances between 2018-19 and 2021-22. In 2022-23, there were two more TPSLs issued (476) than in 2021-22 (474), marking a slight increase of 0.4 percent between the last two years.

Table 11b. Number of Teaching Permit for Statutory Leave issued, 2018-19 to 2022-23

2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
853	856	805	474	476	0.4%

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 2022-23, there were 162 Multiple Subject GELAPs, 1,321 Single Subject GELAPs, and 472 SELAPs issued. There were increases for all three types of permits – 27.6 percent for GELAP Multiple Subject, 1.3 percent for GELAP Single Subject, and 25.9 percent for SELAP between 2021-22 and 2022-23. Overall, there was an increase of 8.3 percent in the total number of Limited Assignment Teaching Permits issued between 2021-22 and 2022-23.

Table 11c: Number of Limited Assignment Teaching Permits Issued, 2018-19 to 2022-23

Permit Type	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
GELAP Multiple Subject	123	107	140	127	162	27.6%
GELAP Single Subject	1,598	1,433	1,486	1,304	1,321	1.3%
SELAP	416	400	450	375	472	25.9%
Total	2,137	1,940	2,076	1,806	1,955	8.3%

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. Between March 19, 2020 and August 31, 2021, the Program Sponsor Variable Term Waiver (PS-VTW) was available for credential candidates impacted by COVID-19. This led to an increase of waivers issued in 2020-21 and 2021-22. In 2022-23, there was a decline of waivers by 31.0 percent from the prior 2021-22 year.

Table 11d: Number of Teaching Waivers Issued, 2018-19 to 2022-23

	2018-19	2019-20	2020-21	2021-22	2022-23	Percent Change from 2021-22
Waiver	431	448	929	858	592	-31.0%

Note: Data include first-time, new type, and reissuance of waivers for Multiple Subject, Single Subject and Education Specialist credentials.

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, more than 14,000 teaching intern, permit, and waiver documents were requested by 57 out of the 58 California counties in 2022-23. More than three-fifths (64.7 percent) of documents issued were permits. About one-third (31.1 percent) was made up of intern credentials, with the remaining 4.1 percent were waiver issuances.

Los Angeles County alone requested more than one-fifth (22.6 percent) of the documents.

Another two-fifths (46.9 percent) were requested by the following ten counties:

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

These ten counties requested between 500 and 1,010 documents each.

About one-eighth (13.7 percent) were requested by another seven counties:

- 1) Tulare
- 2) Solano
- 3) Stanislaus
- 4) Monterey
- 5) San Francisco
- 6) Orange
- 7) Sonoma

These counties requested between 200 and 400 documents. Thus, at the state level, about four-fifths (83.1 percent) of total documents (interns, permits, and waivers) were requested by only eighteen counties.

The following counties each requested between 100 to 200 documents:

- 1) Merced
- 2) San Mateo
- 3) Ventura
- 4) Santa Barbara
- 5) Placer
- 6) Shasta
- 7) Madera
- 8) Santa Cruz

Counties that requested between 50 and 100 documents include:

- 1) Mendocino
- 2) Kings

- 3) San Luis Obispo
- 4) Marin
- 5) Lake
- 6) Butte
- 7) Yolo
- 8) Imperial
- 9) El Dorado
- 10) Humboldt
- 11) Sutter
- 12) San Benito

The remaining nineteen counties requested less than 50 documents each.

Further analysis of the documents by county indicated that there were 57 counties with university intern credentials and 31 counties with district intern credentials. Ten counties accounted for more than two-thirds (68 percent) of the university intern credentials issued:

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

For the district intern credentials, more than seven-eighths (88 percent) were in the following ten counties:

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

When permits (STSP, PIP and Limited Assignment) were analyzed by county, data indicated that 56 counties requested STSPs, 55 counties requested PIPs, and 49 counties requested Limited Assignment Teaching Permits.

The following ten counties accounted for nearly two-thirds (65 percent) of the total permits requested:

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

When waivers were analyzed by county, 45 counties requested waivers. The following ten counties accounted for nearly three-fourths (71.9 percent) of the waivers requested:

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

There were nine counties that requested only one waiver in 2022-23:

- 1) Butte
- 2) Colusa
- 3) Del Norte
- 4) Glenn
- 5) Kings
- 6) Orange
- 7) Sacramento
- 8) Tuolumne
- 9) Yuba

County information is not available for PS-VTW documents re-issued in the 2022-23 year. Therefore, this analysis does not include PS-VTWs re-issuances in 2022-23.

Table 11e below displays the top ten counties that requested the highest number of intern or permit or waiver (IPW) documents in the 2022-23 year.

Table 11e: Top 10 Counties With Highest Requested Number of IPW Documents in 2022-23

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

Table 11f below summarizes the total number of intern credentials, permits, and waivers by credential type in 2022-23. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential types, 33.3 percent of the intern credentials were Multiple Subject, another 29.5 percent were Single Subject, and 37.2 percent were Education Specialist credentials. For permits, 34.7 percent were issued in Multiple Subject, 36.3 percent in Single Subject, and 29.1 percent in the Education Specialist credential area. For waivers, 33.8 percent were issued in Multiple Subject, another 38.5 percent in Single Subject, and 27.7 percent in the Education Specialist credential area. In summary, general education made up of the highest proportion of documents (intern, permit and waiver) issued with 34 percent each in the Multiple Subject and Single Subject areas. The remaining 32 percent were in the Education Specialist area.

Table 11f: Distribution of Interns, Permits, and Waivers by Credential Type, 2022-23

	Interns	Permits	Waivers
Total Number of documents issued	4,449	9,257	592
Multiple Subject	1,482	3,209	200
Single Subject	1,314	3,358	228
Education Specialist	1,653	2,690	164

For additional information on Interns, Permits, Waivers by county, school district, credential type and subject area, see the [Interns Permits Waivers Dashboards](#).

Comparison of Fully Credentialed Teachers Serving in California Public Schools

Table 12a below shows the total number of teaching intern, permit and waiver documents issued to individuals, and the number of certificated teachers employed in California’s public schools between 2018-19 and 2022-23. The number of individuals who were issued an intern, permit or waiver document may differ to the number of documents issued (in reference to [Table 5a](#), [Table 11a](#), [Table 11c](#), and [Table 11d](#)). More than one intern, permit or waiver document may be issued to individuals in the same fiscal year if a mid-year reissuance, or more than one restricted school district or subject authorization was necessary to meet the school employer’s need. The number of individuals issued a teaching intern, permit or waiver document ranged between 11,000 to 14,000 between 2018-19 and 2022-23, which consistently accounted for about four (4) percent of individuals employed in a California public school that held one of these documents. This indicates a consistency 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 Individuals Issued an Intern Credential, Permit, or Waiver, 2018-19 to 2022-23

Document Type	2018-19	2019-20	2020-21	2021-22	2022-23
University Intern Credentials	4,333	4,053	4,614	4,668	3,469
District/County Intern Credentials	816	817	1,150	1,117	972
Short-Term Staff Permit (STSP)	3,624	3,706	1,985	2,737	4,999
Provisional Intern Permit (PIP)	2,528	2,386	1,187	1,329	2,300
Limited Assignment Teaching Permit	2,106	1,915	2,038	1,792	1,935
Variable Term Waivers	430	447	922	853	591
Total Intern, Permits, and Waivers	13,345	12,815	11,370	12,112	13,745
Fully Credentialed Teachers (Preliminary and Clear)	294,125	297,476	295,799	301,251	298,379
Total Statewide Teaching Staff	307,470	310,291	307,169	313,363	312,124

Note: The Statewide Teaching Staff data are provided by the California Department of Education.

Table 12b shows the number of intern credential, permits, and waivers as a percentage of the total teaching staff for the past five years. University intern and STSP issuances made up of more than half of the total intern, permit and waiver documents served in California public schools in the past five years.

Table 12b: Percentage of Teachers Serving in California Public Schools with Full Authorization Versus Individuals Issued an Intern Credential, Permit, or Waiver, 2018-19 to 2022-23

	2018-19 Percent	2019-20 Percent	2020-21 Percent	2021-22 Percent	2022-23 Percent
University Intern Credentials	1.4%	1.3%	1.5%	1.5%	1.1%
District/County Intern Credentials	0.3%	0.3%	0.4%	0.4%	0.3%
Short-Term Staff Permit (STSP)	1.2%	1.2%	0.6%	0.9%	1.6%
Provisional Intern Permit (PIP)	0.8%	0.8%	0.4%	0.4%	0.7%
Limited Assignment Teaching Permit	0.7%	0.6%	0.7%	0.6%	0.6%
Variable Term Waivers	0.1%	0.1%	0.3%	0.3%	0.2%

	2018-19 Percent	2019-20 Percent	2020-21 Percent	2021-22 Percent	2022-23 Percent
Total Intern, Permits, and Waivers	4.3%	4.1%	3.7%	3.9%	4.4%
Fully Credentialed Teachers (Preliminary and Clear)	95.7%	95.9%	96.3%	96.1%	95.6%
Total Statewide Teaching Staff	100.0%	100.0%	100.0%	100.0%	100.0%

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. Data are reported by institutions during the Commission’s annual accreditation data submission. The gender breakdown of teacher candidates stayed steady in the past five years; just under 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 by 8.3 percentage points from 31.4 percent in 2018-19 to 39.7 percent in 2022-23.

Table 13a: Gender and Race/Ethnicity Distribution of New Enrolled Teacher Candidates in the Teacher Preparation Programs, 2018-19 to 2022-23

Gender and Race/Ethnicity category	2018-19	2019-20	2020-21	2021-22	2022-23
Female	70.9%	70.2%	72.2%	73.1%	71.4%
Male	27.4%	28.4%	25.3%	25.6%	25.8%
Non-binary/Other	0.0%	0.1%	0.1%	0.3%	0.8%
Gender not reported	1.7%	1.4%	2.4%	1.0%	2.0%
American Indian or Alaska Native	0.9%	0.6%	0.6%	0.6%	0.8%
Asian	7.7%	7.9%	7.8%	8.6%	8.5%
Black or African American	4.3%	4.0%	3.9%	4.5%	4.3%
Hispanic/Latino of any race	31.4%	33.2%	35.1%	39.0%	39.7%
Native Hawaiian or Other Pacific Islander	0.6%	0.6%	1.2%	0.5%	0.5%

Gender and Race/Ethnicity category	2018-19	2019-20	2020-21	2021-22	2022-23
Race/Ethnicity Not Reported	7.6%	8.0%	10.3%	9.0%	8.1%
Two or more races	4.2%	4.4%	4.7%	4.8%	4.5%
White	43.4%	41.2%	36.4%	33.2%	33.5%

Data Source: Commission on Teacher Credentialing Annual Data Submission

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 2022-23, of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths were female while one quarter were male. More than half (55.5 percent) of FTE teachers identified themselves as White, and about one quarter (24.9 percent) identified as Hispanic or Latino. Asian/Filipino and Pacific Islander together constituted about eight (7.8) percent, and African Americans about four (3.8) percent. American Indians were less than one percent, and teachers belonging to two or more races constituted another one percent. The remaining teaching workforce (5.9) 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 3.4 percentage points) while the number of White teachers continue to decline (by 5.1 percentage points) between 2018-19 and 2022-23.

Table 13b: Gender and Race/Ethnicity Distribution of FTE Teachers, 2018-19 to 2022-23

Gender and Race/Ethnicity category	2018-19 (n=294,939)	2019-20 (n=304,663)	2020-21 (n=302,148)	2021-22 (n=308,211)	2022-23 (n=308,044)
Female	73.0%	73.1%	73.3%	73.1%	73.0%
Male	27.0%	26.9%	26.7%	26.9%	26.9%
Not Reported		0.0%	0.0%	0.0%	0.1%
African American	4.0%	3.9%	3.9%	3.9%	3.8%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian/Filipino	7.4%	7.6%	7.7%	7.8%	7.8%
Hispanic or Latino	21.5%	22.2%	22.8%	23.5%	24.9%
Not Reported	4.7%	4.5%	4.6%	5.2%	5.9%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%
Two or more races	1.0%	1.0%	1.1%	1.1%	1.1%
White	60.6%	59.9%	59.1%	57.7%	55.5%

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

Note: 2019-20 to 2022-23 data are not publicly available on the CDE's website. Asian and Filipino were reported separately.

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

Table 13c displays the gender and race/ethnicity of TK-12 student enrollment for the past five years. The gender trend pattern showed that more than half of TK-12 enrolled students were male. Additionally, more than half (56.1 percent) were identified as Hispanic or Latino, with an increase of 1.5 percentage points in the proportion of Hispanic or Latino students between 2018-19 and 2022-23. Less than one-fourth (20.1 percent) of TK-12 enrolled students in 2022-23 identified as White, which contributed to a decrease of 2.8 percentage points between 2018-19 and 2022-23.

Table 13c: Gender and Race/Ethnicity Distribution of TK-12 Student Enrollment, 2018-19 to 2022-23

Gender and Race/Ethnicity category	2018-19 (n=6,186,628)	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)	2021-22 (n=5,892,240)	2022-23 (n=5,852,544)
Female	48.6%	48.6%	48.7%	48.6%	48.6%
Male	51.4%	51.4%	51.3%	51.3%	51.4%
Nonbinary		0.0%	0.0%	0.1%	0.1%
African American	5.4%	5.3%	5.2%	5.1%	4.7%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.4%
Asian/Filipino	11.7%	11.7%	11.9%	11.9%	11.7%
Hispanic or Latino	54.6%	54.9%	55.3%	55.9%	56.1%
Not Reported	0.9%	0.9%	0.9%	1.0%	2.2%
Pacific Islander	0.5%	0.4%	0.4%	0.4%	0.4%
Two or more races	3.6%	3.9%	4.1%	4.3%	4.3%
White	22.9%	22.4%	21.7%	21.1%	20.1%

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 (0.8 percent) of Hispanic (any race) population and a gradual increase (0.3 percent) of multiracial population between 2018 and 2022.

Table 13d: Gender and Race/Ethnicity Distribution of California Population, 2018 to 2022

Gender and Race/Ethnicity category	2018 (n=39,670,349)	2019 (n=39,761,195)	2020 (n=39,520,071)	2021 (n=39,239,553)	2022 (n=39,028,571)
Female	50.1%	50.1%	50.2%	50.3%	50.3%
Male	49.9%	49.9%	49.8%	49.7%	49.7%

Gender and Race/Ethnicity category	2018 (n=39,670,349)	2019 (n=39,761,195)	2020 (n=39,520,071)	2021 (n=39,239,553)	2022 (n=39,028,571)
American Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%
Asian	13.2%	13.1%	15.4%	15.4%	15.4%
Black	5.7%	5.7%	5.6%	5.6%	5.6%
Hispanic (any race)	39.2%	39.3%	39.9%	40.0%	40.0%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
Multiracial	2.7%	2.7%	3.0%	3.0%	3.0%
White	38.4%	38.3%	35.3%	35.3%	35.3%

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

Note: The Department of Finance recently updated its reporting methodology for statewide demographics which is the reason for the two to three percentage point differences in the Asian and White categories between the 2019 and 2020 years evident in this table.

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 24,000 teachers were estimated to be hired in eighteen different subject areas for the 2023-24 year. Fifty-five counties projected teacher hires while the following three counties – Alpine, Mono, and Sierra - did not report planned teacher hires for 2023-24. For counties that estimated teacher hires, the numbers ranged from 1.0 in Amador to 5,572.7 in Los Angeles.

Table 14a below provides the estimated teacher hires data for the past five years. There was an increase of teacher hires projected for the 2023-24 year. The number of estimated teacher hires was about 2,600 more teachers in the most recent 2023-24 year as compared to the prior 2022-23 year.

Table 14a. Estimated Number of Teacher Hires, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24
Estimated Teacher Hires	20,481.1	20,058.1	17,535.4	22,143.6	24,794.7
Number Change from prior year	-436.7	-423.0	-2,522.7	+4,608.2	+2,651.1

Data Source: [CDE California Basic Educational Data System \(CBEDS\)](#)

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 2023-24 were analyzed by these geographic regions. Table 14b below provides CDE’s Estimated Teacher Hires data by geographic regions for 2023-24. More than one-third (36.2 percent) of the estimated teacher hires would occur in the South Coast region, followed by about one-fourth (23.1 percent) in the Bay Area. About one-tenth (11.9 percent) of the estimated teacher hires would occur in the Inland Empire followed by another one-tenth (10.1 percent) in the South San Joaquin Central Valley 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, 2023-24

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	5,736.5	23.1%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	901.3	3.6%
East Inland	Alpine*, Amador, Calaveras, Inyo, Mariposa, Mono*, Tuolumne	47.7	0.2%
Inland Empire	Riverside, San Bernardino	2,947.3	11.9%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	308.7	1.2%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	1,150.4	4.6%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra*, Siskiyou	93.3	0.4%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	1,616.8	6.5%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	8,987.5	36.2%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	2,502.6	10.1%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	502.6	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 (69.6 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, San Bernardino, Riverside, Alameda, Santa Clara, Sacramento, Kern, Orange, and Contra Costa. One-fifth (22.5 percent) of the estimated teacher hires would occur in Los Angeles county.

Table 14c. Estimated Teacher Hires by County, 2023-24

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Los Angeles	5,572.7	22.5%
San Diego	1,963.0	7.9%
San Bernardino	1,529.0	6.2%
Riverside	1,418.3	5.7%
Alameda	1,373.9	5.5%
Santa Clara	1,221.0	4.9%
Sacramento	1,124.3	4.5%
Kern	1,097.2	4.4%
Orange	1,039.9	4.2%
Contra Costa	927.0	3.7%
Total of Ten Counties	17,266.3	69.6%
Statewide Total	24,794.7	100.0%

Data Source: [CDE California Basic Educational Data System \(CBEDS\)](#)

Table 14d shows nearly one-third (28.5 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another one-fifth (19.9 percent). English/Drama teachers would account for 9.7 percent, Social Sciences for 4.9 percent, and Physical Education for another 4.3 percent. Mathematics and Life Sciences together would account for 12.1 percent. In other words, four-fifths (79.8 percent) of the estimated teacher hires in 2023-24 would occur in seven subjects.

Table 14d. Estimated Teacher Hires by Subject Areas, 2023-24

Subject Area	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	7,074.6	28.5%
Special Education (Education Specialist)	4,935.0	19.9%
English/Drama (Single Subject-English)	2,403.5	9.7%
Mathematics (Single Subject-Mathematics)	2,072.4	8.4%
Social Sciences (Single Subject-History/Social Sciences)	1,221.9	4.9%
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)	1,074.1	4.3%
Life Sciences (Single Subject-Biology)	1,005.3	4.1%
Total of Seven Subject Areas	19,786.8	79.8%
Statewide Total	24,794.7	100.0%

Data Source: [CDE California Basic Educational Data System \(CBEDS\)](#)

Table 14e below displays the estimated teacher hires by region from 2019-20 to 2023-24 to show the five-year trend. Despite the fluctuations in the past five years, the biggest increase (3.9 percentage points) was observed for the South Coast region between 2019-20 and 2023-24. The biggest decrease was noticed for the Bay Area region (1.5 percentage points) between 2019-20 and 2023-24.

Table 14e. Estimated Teacher Hires by Region – Five-year Trend, 2019-20 to 2023-24

Region	2019-20	2020-21	2021-22	2022-23	2023-24
Bay Area	24.6%	23.9%	26.2%	25.5%	23.1%
Central Coast	4.2%	4.2%	4.0%	3.7%	3.6%
East Inland	0.5%	0.4%	0.3%	0.2%	0.2%
Inland Empire	12.8%	11.1%	10.3%	10.4%	11.9%
North Coast	0.8%	0.8%	1.1%	1.1%	1.2%
North San Joaquin Central Valley	5.1%	5.2%	5.2%	4.7%	4.6%
Northeastern Inland	0.5%	0.3%	0.3%	0.5%	0.4%
Sacramento Metropolitan Central Valley	6.1%	9.2%	7.1%	6.5%	6.5%
South Coast	32.3%	31.1%	32.2%	34.6%	36.2%
South San Joaquin Central Valley	11.1%	11.9%	12.0%	10.8%	10.1%
Upper Sacramento Central Valley	1.9%	1.8%	1.5%	2.0%	2.0%

Table 14f below displays estimated teacher hires in the top seven ranked subject areas from 2019-20 to 2023-24 to show the five-year trend. The subject area for the top five have been consistent in the past five years with self-contained ranking first, followed by Special Education, English/Drama, Mathematics, and Social Sciences.

Table 14f. Estimated Teacher Hires by Subject Area – Five-year Trend, 2019-20 to 2023-24

Subject Area	2019-20	2020-21	2021-22	2022-23	2023-24
Self-Contained Classrooms (Multiple Subject)	30.6%	28.8%	27.9%	29.6%	28.5%
Special Education (Education Specialist)	19.0%	20.5%	21.0%	19.1%	19.9%
English/Drama (Single Subject-English)	9.2%	9.2%	9.5%	9.0%	9.7%
Mathematics (Single Subject-Mathematics)	9.0%	9.0%	9.1%	8.3%	8.4%
Social Sciences (Single Subject-History/Social Sciences)	5.2%	5.3%	4.8%	5.0%	4.9%
Life Sciences (Single Subject-Biology)	3.8%	4.0%	4.2%	3.8%	4.1%
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)	3.8%	3.8%		4.2%	4.3%

Subject Area	2019-20	2020-21	2021-22	2022-23	2023-24
Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics)			3.5%		
Total of Seven Subject Areas	80.5%	80.6%	80.1%	79.1%	79.8%

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 2022-23:

- 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 second 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 (11.7 percent), California LEA-prepared (20.2 percent), and for Out-of-State/Out-of-Country prepared (7.6 percent) from the prior year. (Table 1b)
- The proportion of teaching credentials issued in the past five years shifted slightly. The proportion of Multiple Subject credentials decreased by 3 percentage points, while the proportion of Single Subject and Education Specialist Instruction credentials both increased by 1.5 percentage points between 2018-19 and 2022-23. (Table 2b)
- California IHEs prepared nearly three-fourths (73 percent) of the total new teaching credentials issued in 2022-23. (Table 3a)
- The proportion of new teaching credentials recommended by California IHE segments changed slightly in 2022-23. Between 2018-19 and 2022-23, the California State University showed an increase by 2.1 percentage points of credentials issued by California IHE-prepared pathway, while the UC and Private/Independent colleges and universities showed a decrease of 0.2 and 1.9 percentage points, respectively. (Table 4b)
- There was a decrease in both the university and district intern credentials issued between 2021-22 and 2022-23 by 25.8 and 13.7 percent, respectively. (Table 5a)
- More than 1,800 Career Technical Education (CTE) credentials were issued in fifteen different industry sectors in 2022-23. More than one-fifth (22.7 percent) of 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 2021-22 and 2022-23 (82.7 percent and 73.1 percent, respectively). When both STSPs and PIPs were combined, there was a 79.6 percent increase between 2021-22 and 2022-23. (Table 11a)
- The number of Limited Assignment Teaching Permits showed an increase by 8.3 percent between 2021-22 and 2022-23. The increase was in all three credential areas, ranging from 1.3 percent for GELAP Single Subject to 27.6 percent for GELAP Multiple Subject. (Table 11c)

- There was a decrease by 31 percent in the number of waivers issued between 2021-22 and 2022-23. (Table 11d)
- The proportion of total intern credential, permit and waiver document holders accounted for about 4.4 percent of total certificated teachers in 2022-23. (Table 12b)

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 each type of credential, certificate, or authorization for which they were recommended, including authorizations issued pursuant to Sections 44253.3 and 44253.4.	1 1A
(2) The number of individuals recommended for credentials 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.	2
(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.	3
(4) The number of individuals receiving an emergency permit or credential waiver.	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 paragraph (1) of subdivision (d) 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) Emergency permit. (D) Credential waiver. (E) Preliminary or clear credential. (F) An authorization issued pursuant to Section 44253.3. (G) Certificates or authorizations issued pursuant to Section 44253.3, 44253.4, 44253.10, or 44253.11, if available. (H) 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, 44253.10, or 44253.11, or under another statute, if available. The commission may use 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