



Teacher Supply in California 2023-24

A Report to the Legislature

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

Commission on Teacher Credentialing

April 2025

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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 by April 15th 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 2023-24. 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, 2025
- Expired Non-renewed Credentials as of April 1, 2025
- 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 2023-24 are summarized below:

- Fiscal year 2023-24 marked an increase of the number of new credentials issued since 2020-21.
- There was an increase in all new teaching credential types issued - Multiple Subject, Single Subject and Education Specialist credentials.
- There was an increase of teaching intern credentials and permits issued, and a decrease in waiver documents issued.
- The number of intern, permit and waiver document holders represented about five percent of teachers in the California TK-12 public schools.

Teacher Supply in California, 2023-24

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 2023-24. The report also includes information on other teaching credentials, certificates, authorizations, permits, and waivers issued in 2023-24. 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 by April 15th of every year regarding the availability of teachers in California. The requirements of the report are detailed in the [Education Code §44225.6 table](#) in this report 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, 2025

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 468,221 individuals held an active preliminary and/or clear teaching credential as of April 1, 2025. 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 2023-24 school year was 316,010. 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 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 2023-24 school year. Commission records estimate that there are 152,211 of 468,221 individuals who can teach and provide services in California's public schools as of the date of this report.

Additionally, these 468,221 individuals hold a total of 504,688 teaching credentials that have not yet expired as of April 1, 2025, and can be used for employment in the public school system.

Out of the 504,688 active teaching credentials, there were:

- 260,958 (51.7%) Multiple Subject Teaching Credentials
- 180,898 (35.8%) Single Subject Teaching Credentials
- 62,661 (12.4%) Education Specialist Instruction Specialist Credentials
- 171 (<0.1%) PK-3 ECE Specialist Instruction 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, 2025

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 304,401 individuals hold an expired teaching credential that has not yet been renewed as of April 1, 2025. These 304,401 individuals hold a total of 324,615 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 did not expire prior to the start of their employment. These credentials can be renewed for employment in the remaining and following school years.

Out of the 324,615 expired teaching credentials, there were:

- 177,905 (54.8%) Multiple Subject Teaching Credentials
- 126,601 (39.0%) Single Subject Teaching Credentials
- 20,109 (6.2%) 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 2022-23 and 2023-24.

Table 1a displays the number of individuals who were issued a new Multiple Subject, Single Subject and/or Education Specialist teaching credential upon completing a preparation program 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 2023-24, there were 12,898 individuals who were issued a new teaching credential by completing a California IHE preparation program, 784 individuals who completed a California LEA preparation program, and 3,254 teachers who were prepared Out-of-State/Out-of-Country. The number of individuals receiving new teaching credentials increased by 18.2 percent from the prior 2022-23 year.

Table 1a: Individuals Issued a New Teaching Credential by Preparation, 2019-20 to 2023-24

Preparation	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
California IHE-Prepared*	13,809	15,713	11,839	10,510	12,898	22.7%
California LEA-Prepared**	536	831	807	642	784	22.1%
Out-of-State/ Out-of-Country Prepared	3,156	2,672	3,381	3,182	3,254	2.2%
Total	17,501	19,216	16,027	14,334	16,936	18.2%

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

***LEA prepared includes only the intern delivery model.*

New PK-3 Early Childhood Education (ECE) Specialist Instruction credential holders in 2023-24 were not included in Table 1a above because they did not earn the credential by completing a PK-3 ECE preparation program. In 2023-24, 59 teachers were issued a PK-3 ECE credential by holding an existing Multiple Subject Teaching Credential with an English Learner Authorization and meeting the PK-3 ECE subject matter and coursework requirements.

Out of the 59 PK-3 ECE credential holders in 2023-24, there were:

- 6 (9.8%) Preliminary credentials issued
- 53 (86.9%) Clear credentials issued.

Table 1b displays the number of new teaching Multiple Subject, Single Subject, and Education Specialist credentials issued for the past five years. In 2023-24, the Commission issued 13,128 credentials to candidates who completed California IHE programs, 786 credentials to candidates who completed California LEA programs, and 3,414 credentials to teachers who were prepared Out-of-State/Out-of-Country. When all three pathways were combined, there was an increase of 18.2 percent in the number of new teaching credentials issued between 2022-23 and 2023-24.

Table 1b: New Teaching Credentials Issued in California by Preparation, 2019-20 to 2023-24

Preparation	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
California IHE-Prepared*	14,106	16,007	12,083	10,683	13,128	22.9%
California LEA-Prepared**	536	831	807	642	786	22.4%
Out-of-State/ Out-of-Country Prepared	3,346	2,835	3,618	3,337	3,414	2.2%
Total	17,988	19,673	16,508	14,662	17,328	18.2%

*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

- 487 individuals in 2019-20,
- 457 individuals in 2020-21,
- 481 individuals in 2021-22
- 328 individuals in 2022-23, and
- 392 individuals in 2023-24

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.

Effective April 1, 2024, the PK-3 ECE Specialist Instruction credential became available for issuance. The PK-3 ECE Specialist Instruction credentials authorize holders to teach all subjects in a self-contained general education classroom setting and to team teach or to regroup students across classrooms, in preschool through grade three. As of the 2023-24 fiscal year, there were no PK-3 ECE credentials issued via the completion of a preparation program. As a result, data on PK-3 ECE credentials will not be included in the remainder sections of the report.

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 2023-24, there were 5,828 Multiple Subject, 5,011 Single Subject, and 2,289 Education Specialist credentials issued. There was an increase for all three teaching credentials issued by IHE preparation from the prior 2022-23 year: Multiple Subject teaching credentials by 35.5 percent, Single Subject

teaching credentials by 12.4 percent, and Education Specialist credentials by 19 percent. Overall, when all three types of teaching credentials were combined, there was an increase of 22.9 percent between 2022-23 and 2023-24.

Table 1c: New Teaching Credentials Issued to Candidates Prepared by California Institutions of Higher Education (IHE)*, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Multiple Subject	6,249	7,610	5,085	4,302	5,828	35.5%
Single Subject	5,124	5,400	4,611	4,457	5,011	12.4%
Education Specialist	2,733	2,997	2,387	1,924	2,289	19.0%
Total	14,106	16,007	12,083	10,683	13,128	22.9%

**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 2023-24, there were 163 Multiple Subject, 165 Single Subject, and 458 Education Specialist credentials issued. There was an increase in all credential types, notably more than doubled in Multiple Subject at 120.3 percent, and a slight uptick in Single Subject and Education Specialist teaching credentials (0.6 percent and 13.4 percent, respectively). Overall, when all three types of teaching credentials were combined, there was an increase of 22.4 percent in LEA intern programs between 2022-23 and 2023-24.

Table 1d: New Teaching Credentials Issued to Candidates Prepared in LEA Intern Programs, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Multiple Subject	158	146	134	74	163	120.3%
Single Subject	111	152	109	164	165	0.6%
Education Specialist	267	533	564	404	458	13.4%
Total	536	831	807	642	786	22.4%

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 2023-24, there were 1,315 Multiple Subject, 1,354 Single Subject, and 745 Education Specialist credentials issued to these applicants. There was a decrease in the

number of Multiple Subject at 0.2 percent, and a slight increase in the Single Subject and Education Specialist teaching credentials (4.5 percent and 3 percent, respectively). Overall, when all three types of teaching credentials were combined, there was an increase of 2.3 percent between 2022-23 and 2023-24.

Table 1e: New California Teaching Credentials Issued for Individuals Prepared Out-of-State and Out-of-Country, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Multiple Subject	1,384	1,178	1,474	1,318	1,315	-0.2%
Single Subject	1,268	1,102	1,455	1,296	1,354	4.5%
Education Specialist	694	555	689	723	745	3.0%
Total	3,346	2,835	3,618	3,337	3,414	2.3%

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 range between 14,000 and 20,000 new teaching credentials issued in the past five years. These specific five years show the impact on new teaching credentials issued during the beginning, height, and low-risk of the COVID-19 pandemic.

Table 2a: Total New Teaching Credentials (Numbers) Issued by Type, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24
Multiple Subject	7,791	8,934	6,693	5,694	7,306
Single Subject	6,503	6,654	6,175	5,917	6,530
Education Specialist	3,694	4,085	3,640	3,051	3,492
Total	17,988	19,673	16,508	14,662	17,328

Table 2b below displays the proportion of the three types of teaching credentials in the past five years. Between 2019-20 and 2023-24, Multiple Subject and Education Specialist teaching credentials were slightly down (1.1 percentage points and 0.3 percentage points, respectively), while there was a slight uptick in the Single Subject by 1.5 percentage points.

Table 2b: Total New Teaching Credentials (Percentages) Issued by Type, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24
Multiple Subject	43.3%	45.4%	40.5%	38.8%	42.2%
Single Subject	36.2%	33.8%	37.4%	40.4%	37.7%
Education Specialist	20.5%	20.8%	22.0%	20.8%	20.2%
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 three main preparation pathways – California IHE-prepared, California LEA-prepared and Out-of-State/Country prepared. There are two sub-pathways for California IHE-prepared: the student teaching (traditional) pathway and 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 three-fourths (75.7 percent) of the new teaching credentials issued in California during fiscal year 2023-24. More than half (54.1 percent) of new teaching credentials were obtained by candidates who came through the student teaching (traditional) pathway, and 21.6 percent came through the university intern pathway. Teachers prepared in other states or other countries who became credentialed in California comprised of 19.7 percent, and the remaining 4.5 percent of teachers were prepared through LEA-prepared intern programs.

Table 3a: Credentials Issued by Preparation and Credential Type, 2023-24

Preparation Pathway	Multiple Subject	Single Subject	Education Specialist	Total Credentials	Percent of Total
California IHE-Prepared (Traditional)	4,609	3,752	1,018	9,379	54.1%
California IHE-Prepared (Intern)	1,219	1,259	1,271	3,749	21.6%
California LEA-Prepared (Intern)	163	165	458	786	4.5%
Out-of-State/Out-of-Country-Prepared	1,315	1,354	745	3,414	19.7%
Total	7,306	6,530	3,492	17,328	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. There was no change for the California IHE-prepared (Traditional) pathway at 54 percent in 2019-20 and 2023-24. For the California university intern pathway, there has been a decrease of 3 percentage points in the past five years, from 25 percent in 2019-20 to 22 percent in 2023-24. The California LEA-prepared intern and Out-of-State/Country pathways increased by 2 percentage points of the total new teaching credentials issued between 2019-20 and 2023-24.

Table 3b: Credentials (Percentages) Issued by Preparation Pathway, 2019-20 to 2023-24

Preparation Pathway	2019-20	2020-21	2021-22	2022-23	2023-24
California IHE-Prepared (Traditional)	54%	59%	56%	55%	54%
California IHE-Prepared (Intern)	25%	22%	17%	18%	22%
California LEA-Prepared (Intern)	3%	4%	5%	4%	5%
Out-of-State/Out-of-Country-Prepared	18%	14%	22%	23%	20%
Total	100%	100%	100%	100%	100.0%

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, 2019-20 to 2023-24

IHE Segment	2019-20	2020-21	2021-22	2022-23	2023-24
California State University (CSU)	6,339	7,492	5,731	5,217	6,406
University of California (UC)	789	826	722	728	731
Private/Independent Colleges and Universities	6,978	7,689	5,630	4,738	5,991
Total	14,106	16,007	12,083	10,683	13,128

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 (48.8 percent and 45.6 percent, respectively) of the new teaching credentials in 2023-24. The UC segment decreased to 5.6 percent of the total new credentials recommended by all three IHE segments in 2023-24. Between 2019-20 and 2023-24, data showed a 3.9 percentage points increase of new credentials recommended by the CSU, a 3.9 percentage points decrease by the Private/Independent colleges and universities, and no change in the proportion of new teaching credentials recommended by the UC segment.

Table 4b: Teaching Credentials (Percentages) Issued by Higher Education Segment Preparation, 2019-20 to 2023-24

IHE Segment	2019-20	2020-21	2021-22	2022-23	2023-24
California State University (CSU)	44.9%	46.8%	47.4%	48.8%	48.8%
University of California (UC)	5.6%	5.2%	6.0%	6.8%	5.6%
Private/Independent Colleges and Universities	49.5%	48.0%	46.6%	44.4%	45.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Teachers Prepared Through Alternative Pathways (Intern Programs)

California offers a variety of preparation pathways to provide flexibility for individuals interested in becoming teachers. The traditional pathway to teaching typically comprises up to two years of post-baccalaureate preparation courses, including clinical 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. After 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 2023-24, there were 4,329 university intern and 1,358 district intern credentials issued. There was an increase in the number of university and district intern credentials (by 24.6 percent and 39.4 percent, respectively) from the prior 2022-23 year. Overall, when both types of intern credentials were combined, there was an increase of 27.9 percent between 2022-23 and 2023-24.

Table 5a: New Intern Credentials Issued by Type, 2019-20 to 2023-24

Intern Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
University Intern	4,058	4,621	4,679	3,474	4,329	24.6%
District/County Intern	817	1,149	1,125	974	1,358	39.4%
Total	4,875	5,770	5,804	4,448	5,687	27.9%

Table 5b below displays the breakdown of university intern credentials issued by preparation from the three IHE segments. For the UC, there has been a decrease (35.7 percent) between 2022-23 and 2023-24, while there has been an increase for both the CSU and Private/Independent colleges and universities (10.8 percent and 32.5 percent, respectively). Overall, there was an increase (24.6 percent) in the total number of university intern credentials issued between 2022-23 and 2023-24.

Table 5b: New University Intern Credentials Issued by IHE Segment Preparation, 2019-20 to 2023-24

IHE Segment	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
California State University (CSU)	1,229	1,289	1,509	1,181	1,309	10.8%
University of California (UC)	27	12	23	28	18	-35.7%
Private/Independent College and Universities	2,802	3,320	3,147	2,265	3,002	32.5%
Total	4,058	4,621	4,679	3,474	4,329	24.6%

**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 a decrease of 55 (2.9 percent) CTE credentials issued between 2022-23 and 2023-24.

Table 6a: Preliminary CTE Credentials Issued: 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Preliminary	1,441	1,240	1,759	1,889	1,834	-2.9%

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 2 programs, Private/Independent Colleges and Universities have 1 program, and LEAs have 13 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, 2019-20 to 2023-24

Program Sponsor	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
California State University (CSU)	31	25	20	15	24	60.0%
University of California (UC)	89	43	46	49	53	8.2%
Private/Independent College and Universities	32	16	21	37	21	-43.2%
Local Education Agencies	1,289	1,156	1,672	1,788	1,735	-3.0%
No Segment					1	
Total	1,441	1,240	1,759	1,889	1,834	-2.9%

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

Table 6c below displays the number and percentage of Preliminary CTE credentials issued by industry sectors in 2023-24. From the 15 different CTE industry sectors available, there were more than 2,400 issued in 2023-24. Of the number of Preliminary CTE credentials issued by industry sectors, nearly one-fourth were issued in Arts, Media, and Entertainment (23.8 percent), followed by Education, Child Development, Family Services (13.9 percent), Health Science and Medical Technology (11.6 percent), Business and Finance (10.2 percent), and Marketing, Sales, and Service (7 percent). Together these five industry sectors accounted for about two-thirds (66.5 percent) of the Preliminary CTE credentials issued by industry sectors in 2023-24. The following six industry sectors – Information and Communication Technologies (6.9 percent), Building and Construction Trades (5 percent), Hospitality, Tourism, and Recreation (4.9 percent), Public Service (3.6 percent), and Manufacturing and Product Development (2.8 percent), and Transportation (2.8 percent) accounted for one-fourth (26 percent) of the credentials by industry sectors. The remaining Preliminary CTE credentials were issued in the following four industry sectors: Agriculture and Natural Resources (2.7 percent), Engineering and Architecture (2.2 percent), Fashion and Interior Design (1.9 percent), and Energy, Environment, and Utilities (1 percent).

Table 6c: Preliminary CTE Credentials Issued by Industry Sectors, 2023-24

Name of Industry Sector	Number of CTE Credentials Issued by Industry Sector	Percent of CTE Credentials Issued by Industry Sector
Agriculture and Natural Resources	66	2.7%
Arts, Media, and Entertainment	575	23.8%
Building and Construction Trades	121	5.0%
Business and Finance	247	10.2%
Education, Child Development, and Family Services	336	13.9%
Energy, Environment, and Utilities	23	1.0%
Engineering and Architecture	54	2.2%
Fashion and Interior Design	45	1.9%
Health Science and Medical Technology	281	11.6%
Hospitality, Tourism, and Recreation	118	4.9%
Information and Communication Technologies	166	6.9%
Manufacturing and Product Development	67	2.8%
Marketing, Sales, and Service	169	7.0%
Public Service	86	3.6%
Transportation	67	2.8%

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

Detailed information on Preliminary CTE credentials issued by industry sectors are available in Appendix – Table 3B.

Table 6d below displays the proportion of Preliminary CTE credentials issued by industry sectors in the past five years. The proportions have remained steady in the five years, except for a substantial increase in the Arts, Media, and Entertainment (by 4.6 percentage points), while the greatest decrease was in Information and Communication Technologies (by 2.7 percentage points) between 2019-20 and 2023-24.

Table 6d: Preliminary CTE Credentials Issued (Percentages) by Industry Sectors, 2019-20 to 2023-24

Name of Industry Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Agriculture and Natural Resources	2.2%	3.0%	1.5%	3.4%	2.7%
Arts, Media, and Entertainment	19.2%	20.2%	25.2%	22.6%	23.8%
Building and Construction Trades	5.6%	4.8%	4.2%	5.1%	5.0%
Business and Finance	12.5%	10.9%	11.1%	10.9%	10.2%
Education, Child Development, and Family Services	10.6%	12.2%	10.9%	12.4%	13.9%
Energy, Environment, and Utilities	1.5%	1.0%	0.9%	1.0%	1.0%

Name of Industry Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Engineering and Architecture	3.1%	4.2%	2.5%	2.4%	2.2%
Fashion and Interior Design	1.6%	1.6%	1.6%	1.4%	1.9%
Health Science and Medical Technology	10.4%	11.0%	11.3%	10.9%	11.6%
Hospitality, Tourism, and Recreation	4.6%	3.2%	4.0%	4.8%	4.9%
Information and Communication Technologies	9.6%	10.1%	8.2%	7.4%	6.9%
Manufacturing and Product Development	4.0%	4.2%	3.8%	3.1%	2.8%
Marketing, Sales, and Service	8.4%	8.4%	8.9%	8.2%	7.0%
Public Service	3.9%	3.8%	3.6%	4.6%	3.6%
Transportation	2.7%	1.4%	2.1%	1.6%	2.8%

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 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 issued stayed consistent for the five years, with a slight decrease of 1.7 percent between 2022-23 and 2023-24. For additional information, see the [Designated Subjects Dashboard](#).

Table 7a: Preliminary DS Special Subjects Credentials Issued: 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Preliminary	51	42	52	60	59	-1.7%

Table 7b below displays Preliminary DS Special Subjects credentials issued by subject area. ROTC continues to represent 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, 2019-20 to 2023-24

Credential Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Aviation Flight Instruction			2			
Aviation Ground Instruction	2		1			
Basic Military Drill	11	10	11	10	15	50.0%
Reserve Officer Training Corps (ROTC)	38	32	38	50	44	-12.0%

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) for each current academic year between September 1 and August 31. 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 in the most recent completed academic year, the Commission's annual data submission will provide a more recent and 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 academic years. Data include candidates reported in dual teaching programs (i.e., Multiple Subject plus Bilingual Authorization program, Multiple Subject plus Education Specialist program).

In Table 8a below, there was a decrease of more than 2,000 (5.3 percent) total enrolled candidates between 2022-23 and 2023-24. There was an increase of nearly 1,200 (6.7 percent) of new enrolled candidates from the prior 2022-23 year. However, the decrease by about 3,000 candidates (14.1 percent) of continuing candidates contributed to the overall decrease of candidate enrollment between 2022-23 and 2023-24. When comparing total teacher preparation enrollment in the past five years, there was a decrease in new and continuing enrollment, which lead to the overall decrease of about 3,400 (8.1 percent) of total enrolled candidates between 2019-20 and 2023-24.

Table 8a: Total Candidate Enrollment, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Total Enrollment (head count)	41,978	44,397	40,292	40,739	38,596	-5.3%
New enrolled candidates	19,173	20,382	19,630	17,337	18,503	6.7%
Continuing candidates	22,805	24,015	20,662	23,402	20,093	-14.1%

Focusing on the specific details of new and continuing candidates, Table 8b below displays the number of new and continuing part-time and full-time candidates for the past five years. There was an increase of new part-time and new full-time candidates (39.4 percent and 2 percent, respectively) between 2022-23 and 2023-24. In contrast, there was a decrease in the number of continuing part-time and continuing full-time candidates (6.2 and 16.3 percent, respectively) between 2022-23 and 2023-24. Overall, there was a decrease by 5.3 percent of candidate enrollment from the prior 2022-23 year.

Table 8b: Part-Time and Full-Time Candidate Enrollment, 2019-20 to 2023-24

Enrollment Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
New Part-time candidates	3,800	3,385	3,601	2,210	3,080	39.4%
New Full-time candidates	15,373	16,997	16,029	15,127	15,423	2.0%
Continuing part- time candidates	4,965	4,915	5,026	5,005	4,696	-6.2%
Continuing full- time candidates	17,840	19,100	15,636	18,397	15,397	-16.3%
Total	41,978	44,397	40,292	40,739	38,596	-5.3%

Table 8c below shows the past five years of total enrollment by program sponsor segment. Private/Independent Colleges Universities enrolled more than half (52.3 percent) of the total enrollment, followed by two-fifths (39.8 percent) from the CSU segment in 2023-24. The UC system enrolled 1.8 percent and Local Education Agencies enrolled the remaining 6.1 percent of candidates in 2023-24.

Table 8c: Total Enrollment (head count) by Teacher Preparation Program Sponsor Segments, 2019-20 to 2023-24

Segment	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Total in 2023-24
California State University (CSU)	17,490	17,812	17,915	18,470	15,379	39.8%
University of California (UC)	898	1,032	1,028	898	678	1.8%
Private/Independent College and Universities	21,941	23,527	19,325	19,290	20,179	52.3%
Local Education Agency	1,649	2,026	2,024	2,081	2,360	6.1%
Total	41,978	44,397	40,292	40,739	38,596	100.0%

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 academic year will earn teaching credentials in the same academic 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 2023-24.

(See [CDE DataQuest EL data for 2023-24](#))

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 PK-3 ECE Specialist Instruction, 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 (PK-3 ECE Specialist, 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 nine (9) approved CTEL programs as of the publication of this report. In 2023-24, five-hundred and ninety-six (596) 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.

In December 2012, the Commission approved 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 2023-24, there were 1,850 Emergency CLAD permits and 214 Emergency Bilingual Authorizations issued. The number of CLAD and Bilingual Authorizations Permits issued has increased (1.2 percent and 27.4 percent, respectively) between 2022-23 and 2023-24.

Table 9a: Emergency CLAD and Bilingual Authorization Permits, 2019-20 to 2023-24

Permit Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Emergency CLAD	1,679	1,537	1,848	1,828	1,850	1.2%
Emergency Bilingual	155	126	179	168	214	27.4%

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 a Designated Subjects teaching credential or service credential 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. In 2008, the Commission approved 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.

Table 9b below displays the number of new CCSD issued in the past five years. There was fluctuation in the past five years with an increase by 14 (73.7 percent) CCSD issuances between 2022-23 and 2023-24.

Table 9b: Certificate of Completion of Staff Development, 2019-20 to 2023-24

2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
33	10	10	19	33	73.7%

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

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

Child Development Permits Issued

California issues six levels of Child Development (CD) Permits: Assistant, Associate Teacher, Teacher, Master Teacher, Site Supervisor, and Program Director. Each permit level has its own set of issuance requirements, and each authorizes the holder to perform different 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. Between 2022-23 and 2023-24, there was an increase of all CD permit types, with the greatest increase in the Associate Teacher Permit by 46 percent, followed by the Master Teacher Permit at 34.6 percent. Overall, when all CD Permits were combined, there was an increase of 26.1 percent between 2022-23 and 2023-24.

Table 10a: Child Development Permits Issued, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
CD Assistant Permit	472	447	429	388	482	24.2%
CD Associate Teacher Permit	1,496	1,085	1,125	1,206	1,761	46.0%
CD Teacher Permit	1,404	1,227	1,321	1,295	1,570	21.2%
CD Master Teacher Permit	388	428	396	347	467	34.6%
CD Site Supervisor Permit	1,475	1,342	1,336	1,514	1,773	17.1%
CD Program Director Permit	486	381	445	405	450	11.1%
Total	5,721	4,910	5,052	5,155	6,503	26.1%

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. Similarly to the number of CD permits issued in Table 10a above, there was an increase of all School-Age Emphasis issuances between 2022-23 and 2023-24. Overall, when all School-Age Emphasis issuances were combined, there was an increase of 34.7 percent between 2022-23 and 2023-24. It may be notable that although there has been a steady number of School-Age Emphasis issuances in all CD permits in the past five years, the Site Supervisor permit showed the greatest increase of 220 (177.4 percent) issuances between 2019-20 and 2023-24. For additional information, see the [CD Permits Dashboard](#).

Table 10b: School-Age Emphasis Issued on new CD Permits, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
CD Assistant Permit	1		3	2	3	50.0%
CD Associate Teacher Permit	7	3	1	3	3	0.0%
CD Teacher Permit	13	12	6	10	13	30.0%
CD Master Teacher Permit	12	11	15	13	17	30.8%
CD Site Supervisor Permit	124	96	103	259	344	32.8%
CD Program Director Permit	35	25	23	21	35	66.7%
Grand Total	192	147	151	308	415	34.7%

Teaching Permits and Waivers Issued

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

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

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

Short-Term Staff Permits and Provisional Internship Permits

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 2023-24, there were 5,833 STPS and 2,614 PIPs issued – an increase of 16.7 percent and 13.5 percent, respectively, from the prior 2022-23 year. When both STSPs and PIPs were combined, there was an increase of 15.7 percent between 2022-23 and 2023-24.

Table 11a: Short-Term Staff Permits and Provisional Internship Permits Issued, 2019-20 to 2023-24

Permit Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Short-Term Staff Permit	3,705	1,987	2,734	4,997	5,833	16.7%
Provisional Internship Permit	2,386	1,187	1,329	2,302	2,614	13.6%
Total	6,091	3,174	4,063	7,299	8,447	15.7%

Teaching Permit for Statutory Leave (TPSL)

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

Table 11b below displays the number of TPSLs issued in the past five years. The number of TPSL issuances ranged in the 800s in 2019-20 and 2020-21 before declining in half in 2021-22 and 2022-23. In 2023-24, there was a difference of more than 116 issuances than in 2022-23, marking an increase of 24.3 percent between the last two years.

Table 11b. Number of Teaching Permit for Statutory Leave issued, 2019-20 to 2023-24

2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
855	806	474	477	593	24.3%

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 2023-24, there were 145 Multiple Subject GELAPs, 1,260 Single Subject GELAPs, and 330 SELAPs issued. There were decreases in all three types of permits – 10.5 percent for GELAP Multiple Subject, 4.5 percent for GELAP Single Subject, and 30.1 percent for SELAP between 2022-23 and 2023-24. Overall, there was a decrease of 11.2 percent in the total number of Limited Assignment Teaching Permits issued between 2022-23 and 2023-24.

Table 11c: Number of Limited Assignment Teaching Permits Issued, 2019-20 to 2023-24

Permit Type	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
GELAP Multiple Subject	107	140	127	162	145	-10.5%
GELAP Single Subject	1,430	1,486	1,304	1,319	1,260	-4.5%
SELAP	399	450	375	472	330	-30.1%
Total	1,936	2,076	1,806	1,953	1,735	-11.2%

Note: Data include first-time, new type, and reissuance.

Emergency Specialist Teaching Permit in Early Childhood Education, also known as, the Emergency Transitional Kindergarten Permit (ETK Permit)

Per California Education Code section 44300(j), the Commission had the authority to issue one-year emergency specialist teaching permits in early childhood education effective July 1, 2022. The Emergency Specialist Teaching Permit in Early Childhood Education, also known as, the Emergency Transitional Kindergarten Permit (ETK Permit), allows an employing agency to fill a position where a fully credentialed teacher was unable to be recruited to serve in a Transitional Kindergarten assignment. The ETK Permit authorizes the holder to teach all subjects in a self-contained Transitional Kindergarten class in a general education setting. The permit is valid for one year and is renewable one time for a total of two issuances.

Table 11d below displays the number of ETK permits issued in the past two years. There were 13 ETK permits issued in the first fiscal year in 2022-23. In 2023-24, there was a huge increase of 124 permits issued. Overall, there was an 853.8 percent increase from the prior 2022-23 year.

Table 11d. Number of ETK Permits issued, 2022-23 to 2023-24

2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
-	-	-	13	124	853.8%

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 11e 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. Since then, there has been a decline in waiver issuances, especially by 29.9 percent between 2022-23 and 2023-24.

Table 11e: Number of Teaching Waivers Issued, 2019-20 to 2023-24

	2019-20	2020-21	2021-22	2022-23	2023-24	Percent Change from 2022-23
Waiver	448	928	858	592	415	-29.9%

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

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, Limited Assignment and ETK issuances. Additionally, documents issued without a county or school district (i.e., statewide agencies) will not be included. At the state level, more than 16,000 teaching intern, permit and waiver documents were requested by 57 out of the 58 California counties in 2023-24. There were no teaching intern, permit and waiver documents issued in Alpine county in 2023-24. More than three-fifths (62.8 percent) of documents issued were permits. About one-third (34.7 percent) comprised of intern credentials, with the remaining 2.5 percent were waiver issuances.

Los Angeles County alone requested more than one-fifth (23 percent) of the documents.

Another two-fifths (46.4 percent) were requested by the following ten counties:

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

These ten counties requested between 500 and 1,040 documents each.

About one-eighth (13.5 percent) were requested by another seven counties:

- 1) Tulare
- 2) Solano
- 3) Stanislaus
- 4) Monterey
- 5) Sonoma
- 6) Merced
- 7) San Mateo

These counties requested between 200 and 400 documents. Thus, at the state level, about four-fifths (82.9 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) Ventura
- 2) Orange
- 3) San Francisco
- 4) Kings
- 5) Placer
- 6) Madera
- 7) Santa Barbara
- 8) Shasta
- 9) Santa Cruz
- 10) Mendocino
- 11) San Luis Obispo
- 12) Yolo

Counties that requested between 50 and 100 documents include:

- 1) Lake
- 2) El Dorado
- 3) Imperial
- 4) San Benito
- 5) Marin
- 6) Butte
- 7) Tehama
- 8) Sutter
- 9) Yuba
- 10) Humboldt

The remaining seventeen counties requested less than 50 documents each.

- 1) Lassen
- 2) Napa
- 3) Colusa
- 4) Siskiyou
- 5) Tuolumne
- 6) Nevada
- 7) Calaveras

- 8) Del Norte
- 9) Amador
- 10) Glenn
- 11) Mariposa
- 12) Modoc
- 13) Mono
- 14) Inyo
- 15) Trinity
- 16) Plumas
- 17) Sierra

Further analysis of the documents by county indicated that there were 56 counties with university intern credentials and 35 counties with district intern credentials. Eleven counties accounted for more than two-thirds (70.9 percent) of the university intern credentials issued:

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

For the district intern credentials, more than four-fifths (85.8 percent) were in the following ten counties:

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

When permits (STSP, PIP, Limited Assignment and ETK) were analyzed by county, data indicated that 57 counties requested STSPs, 55 counties requested PIPs, and 48 counties requested Limited Assignment Teaching Permits, and 24 counties requested ETK Permits.

The following ten counties accounted for nearly two-thirds (65.6 percent) of the total permits requested:

- 1) Los Angeles

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

When waivers were analyzed by county, 39 counties requested waivers. The following ten counties accounted for more than three-fourths (77.4 percent) of the waivers requested:

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

There were nine counties that requested only one waiver in 2023-24:

- 1) Tulare
- 2) Siskiyou
- 3) Santa Cruz
- 4) San Luis Obispo
- 5) San Benito
- 6) Merced
- 7) Inyo
- 8) Humboldt
- 9) Glenn

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 2023-24

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

Table 11f and Table 11g below summarize the total number and percent of total intern credentials, permits, and waivers by credential type in 2023-24. The totals will include all documents issued including those that did not include a county. TPSL issuances were not included. When all three types of documents (intern credentials, permits, and waivers) were analyzed by credential type, there was a higher proportion of intern credentials issued in the Education Specialist area at 37.1 percent as compared to the Multiple Subject and Single Subject (33 percent and 29.9 percent, respectively). For permits, there was a higher proportion of issuances in the Multiple Subject area at 35 percent as compared to Single Subject, Education Specialist and Transitional Kindergarten areas (34.4, 29.4 and 1.2 percent, respectively). For waivers, there was a higher proportion of issuances in the Single Subject area (at 37.8 percent) as compared to the Multiple Subject and Education Specialist areas (25.5 percent and 36.6 percent, respectively). Overall, the majority of intern documents were issued in the Education Specialist area, while the majority of permits were issued in the Multiple Subject area, and the majority of waivers were issued in the Single Subject area in 2023-24.

Table 11f: Distribution of Total Interns, Permits, and Waivers by Credential Type, 2023-24

Credential Type	Interns	Permits	Waivers
Multiple Subject	1,874	3,608	106
Single Subject	1,701	3,541	157
Education Specialist	2,112	3,033	152
Transitional Kindergarten	-	124	-
Total Documents Issued	5,687	10,306	415

Table 11g: Distribution of Percent of Total Interns, Permits, and Waivers by Credential Type, 2023-24

Credential Type	Interns	Permits	Waivers
Multiple Subject	33.0%	35.0%	25.5%
Single Subject	29.9%	34.4%	37.8%
Education Specialist	37.1%	29.4%	36.6%
Transitional Kindergarten	-	1.2%	-
Percent of Total Documents Issued	100.0%	100.0%	100.0%

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 2019-20 and 2023-24. 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 11b](#), [Table 11c](#), [Table 11d](#) and [Table 11e](#)). 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 16,000 between 2019-20 and 2023-24, 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 in the past five years.

Table 12a: Number of Teachers Serving in California Public Schools with Full Authorization Versus Individuals Issued an Intern Credential, Permit, or Waiver, 2019-20 to 2023-24

Document Type	2019-20	2020-21	2021-22	2022-23	2023-24
University Intern Credentials	4,053	4,615	4,665	3,468	4,320
District/County Intern Credentials	816	1,149	1,116	972	1,354
Short-Term Staff Permit (STSP)	3,703	1,985	2,734	4,995	5,831
Provisional Intern Permit (PIP)	2,385	1,187	1,329	2,301	2,609

Document Type	2019-20	2020-21	2021-22	2022-23	2023-24
Limited Assignment Teaching Permit	1,912	2,038	1,792	1,933	1,712
Transitional Kindergarten Permit (ETK)	-	-		13	124
Variable Term Waivers	447	921	853	591	412
Total Intern, Permits, and Waivers	12,806	11,369	12,105	13,751	15,648
Fully Credentialed Teachers (Preliminary and Clear)	297,485	295,800	301,258	298,373	300,362
Total Statewide Teaching Staff	310,291	307,169	313,363	312,124	316,010

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

Table 12b shows the number of intern credential, permit, and waiver holders as a percentage of the total teaching staff for the past five years. University intern and STSP made up of the highest proportion of total intern, permit and waiver document holders 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, 2019-20 to 2023-24

	2019-20 Percent	2020-21 Percent	2021-22 Percent	2022-23 Percent	2023-24 Percent
University Intern Credentials	1.3%	1.5%	1.5%	1.1%	1.4%
District/County Intern Credentials	0.3%	0.4%	0.4%	0.3%	0.4%
Short-Term Staff Permit (STSP)	1.2%	0.6%	0.9%	1.6%	1.8%
Provisional Intern Permit (PIP)	0.8%	0.4%	0.4%	0.7%	0.8%
Limited Assignment Teaching Permit	0.6%	0.7%	0.6%	0.6%	0.5%
Transitional Kindergarten Permit (ETK)	0.0%	0.0%	0.0%	0.0%	0.0%
Variable Term Waivers	0.1%	0.3%	0.3%	0.2%	0.1%
Total Intern, Permits, and Waivers	4.1%	3.7%	3.9%	4.4%	5.0%
Fully Credentialed Teachers (Preliminary and Clear)	95.9%	96.3%	96.1%	95.6%	95.0%
Total Statewide Teaching Staff	100.0%	100.0%	100.0%	100.0%	100.0%

The following sections – demographic data (gender and ethnicity) and estimated 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 estimated 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 remained 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, specifically with the steady increase of candidates who identified as Hispanic/Latinx (of any race) and Black or African American. Overall, more than half of the teacher candidates identified themselves belonging to a non-White race/ethnicity category.

Table 13a: Gender and Race/Ethnicity Distribution of New Enrolled Teacher Candidates in the Teacher Preparation Programs, 2019-20 to 2023-24

Gender and Race/Ethnicity category	2019-20	2020-21	2021-22	2022-23	2023-24
Female	69.7%	71.4%	72.6%	70.9%	71.7%
Male	28.9%	26.1%	26.0%	26.4%	25.7%
Nonbinary	0.1%	0.1%	0.3%	0.8%	0.5%
Decline to State Gender	1.3%	2.3%	1.1%	1.9%	2.1%
American Indian or Alaska Native	0.6%	0.6%	0.6%	0.8%	0.9%
Asian	7.7%	7.6%	8.3%	8.2%	7.9%
Black or African American	4.0%	3.9%	4.5%	4.6%	5.0%
Hispanic/Latinx (of any race)	33.5%	35.2%	39.0%	39.9%	41.1%
Native Hawaiian or Pacific Islander	0.6%	1.1%	0.4%	0.5%	0.4%
Two or More Races	4.3%	4.7%	4.8%	4.5%	4.3%
White	41.5%	36.6%	33.3%	33.5%	32.9%
Decline to State Race/Ethnicity	7.8%	10.2%	9.0%	8.1%	7.5%

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 2023-24, of the teachers voluntarily providing gender and race/ethnicity data, nearly three-fourths were female while one quarter were male. More than half (54.6 percent) of FTE teachers identified themselves as White, and more than one-fourth (26 percent) identified as Hispanic or Latino. Asian/Filipino and Pacific Islander together constituted about eight (8.3) 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 (5.5) percent did not respond to the race/ethnicity question. The proportion of gender and

race/ethnicity makeup of the teaching workforce has been consistent in the past five years. The number of Hispanic or Latino teachers continue to increase (by 3.8 percentage points) while the number of White teachers continue to decline (by 5.3 percentage points) between 2019-20 and 2023-24.

Table 13b: Gender and Race/Ethnicity Distribution of FTE Teachers, 2019-20 to 2023-24

Gender and Race/Ethnicity category	2019-20 (n=304,665)	2020-21 (n=302,148)	2021-22 (n=308,211)	2022-23 (n=308,044)	2023-24 (n=312,219)
Female	73.1%	73.3%	73.1%	73.0%	73.1%
Male	26.9%	26.7%	26.9%	26.9%	26.9%
Non-Binary	0.0%	0.0%	0.0%	0.1%	0.1%
African American	3.9%	3.9%	3.9%	3.8%	3.8%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.6%
Asian/Filipino	7.6%	7.7%	7.8%	7.8%	8.0%
Hispanic or Latino	22.2%	22.8%	23.5%	24.9%	26.0%
Pacific Islander	0.3%	0.3%	0.3%	0.3%	0.3%
Two or More Races	1.0%	1.1%	1.1%	1.1%	1.2%
White	59.9%	59.1%	57.7%	55.5%	54.6%
Not reported	4.5%	4.6%	5.2%	5.9%	5.5%

Note: CDE Staff Demographic Data for 2019-20 to 2023-24 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 1.2 percentage points in the proportion of Hispanic or Latino students between 2019-20 and 2023-24. About one-fifth (20.3 percent) of TK-12 enrolled students in 2023-24 identified as White, which contributed to a decrease of 2.1 percentage points between 2019-20 and 2023-24.

Table 13c: Gender and Race/Ethnicity Distribution of TK-12 Student Enrollment, 2019-20 to 2023-24

Gender and Race/Ethnicity category	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)	2021-22 (n= 5,892,240)	2022-23 (n=5,852,544)	2023-24 (n= 5,837,690)
Female	48.6%	48.7%	48.6%	48.6%	48.5%
Male	51.4%	51.3%	51.3%	51.4%	51.4%
Non-Binary	0.0%	0.0%	0.1%	0.1%	0.1%
African American	5.3%	5.2%	5.1%	4.7%	4.9%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.4%	0.4%

Gender and Race/Ethnicity category	2019-20 (n=6,163,338)	2020-21 (n=6,002,523)	2021-22 (n= 5,892,240)	2022-23 (n=5,852,544)	2023-24 (n= 5,837,690)
Asian/Filipino	11.7%	11.9%	11.9%	11.7%	12.1%
Hispanic or Latino	54.9%	55.3%	55.9%	56.1%	56.1%
Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
Two or More Races	3.9%	4.1%	4.3%	4.3%	4.6%
White	22.4%	21.7%	21.1%	20.1%	20.3%
Not reported	0.9%	0.9%	1.0%	2.2%	1.1%

Data Source: CDE [Annual Enrollment](#)

Note: Asian and Filipino were reported separately.

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

Table 13d displays the projected gender and race/ethnicity of the California population for the past five years. Between 2019 and 2023, it was projected that females made up more than half the population, with about 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 (3 percentage points) of the Asian population and a gradual increase (1.4 percentage points) of the multiracial population between 2019 and 2023.

Table 13d: Gender and Race/Ethnicity Distribution of California Population, 2019 to 2023

Gender and Race/Ethnicity category	2019 (n=39,761,195)	2020 (n=39,541,722)	2021 (n=39,246,702)	2022 (n=39,146,273)	2023 (n=39,109,070)
Female	50.1%	50.8%	50.9%	50.9%	51.0%
Male	49.9%	49.2%	49.1%	49.1%	49.0%
American Indian or Alaska Native	0.4%	0.4%	0.4%	0.4%	0.4%
Asian	13.1%	15.6%	15.8%	15.9%	16.1%
Black	5.7%	5.5%	5.6%	5.6%	5.7%
Hispanic (any race)	39.3%	39.1%	38.6%	38.3%	37.9%
Multiracial	2.7%	3.9%	4.0%	4.0%	4.1%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%	0.4%	0.4%
White	38.3%	35.1%	35.3%	35.4%	35.4%

Data Source: Department of Finance: [Projections: Complete P-3 Race/Ethnicity and Sex by Age for California and Counties](#)

Note: The Department of Finance (DOF) uses the 2023 baseline methodology to project populations between 2020-2070. The 2019 projections were based on DOF's 2019 baseline methodology that were reported in the previous [2022-23 Teacher Supply Report](#).

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 twenty-one different subject areas for the 2024-25 year. Fifty-five counties provided estimated teacher hires while the following three counties – Alpine, Amador, and Sierra - did not report planned teacher hires for 2024-25. For counties that estimated teacher hires, the numbers ranged from 5 in Mono to 5,200 in Los Angeles.

Table 14a below provides the estimated teacher hires data for the past five years. In the past five years, there has been an increase of teacher hires starting in the 2022-23 year. The number of estimated teacher hires was about 169 more teachers in the most recent 2024-25 year as compared to the prior 2023-24 year.

Table 14a. Estimated Number of Teacher Hires, 2020-21 to 2024-25

	2020-21	2021-22	2022-23	2023-24	2024-25
Estimated Teacher Hires	20,058.1	17,535.4	22,143.6	24,794.7	24,963.3
Number Change from prior year		-2,522.7	4,608.2	2,651.1	168.6

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 2024-25 were analyzed by these geographic regions. Table 14b below provides CDE’s Estimated Teacher Hires data by geographic regions for 2024-25. More than one-third (34.4 percent) of the estimated teacher hires would occur in the South Coast region, followed by about one-fourth (24.1 percent) in the Bay Area. About one-tenth (10.7 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, nearly four-fifths (79.3 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, 2024-25

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	6,014.1	24.1%
Central Coast	Monterey, San Benito, San Luis Obispo, Santa Barbara	1,199.6	4.8%

Region	County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
East Inland	Alpine*, Amador*, Calaveras, Inyo, Mariposa, Mono, Tuolumne	54.2	0.2%
Inland Empire	Riverside, San Bernardino	2,663.5	10.7%
North Coast	Del Norte, Humboldt, Lake, Mendocino, Trinity	284.8	1.1%
North San Joaquin Central Valley	Merced, San Joaquin, Stanislaus	1,418.3	5.7%
Northeastern Inland	Lassen, Modoc, Nevada, Plumas, Sierra*, Siskiyou	92.7	0.4%
Sacramento Metropolitan Central Valley	El Dorado, Placer, Sacramento, Yolo	1,663.4	6.7%
South Coast	Imperial, Los Angeles, Orange, San Diego, Ventura	8,597.2	34.4%
South San Joaquin Central Valley	Fresno, Kern, Kings, Madera, Tulare	2,519.7	10.1%
Upper Sacramento Central Valley	Butte, Colusa, Glenn, Shasta, Sutter, Tehama, Yuba	455.8	1.8%

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 2024-25

Table 14c shows that two-thirds (66.5 percent) of the estimated teacher hires would occur in ten counties: Los Angeles, San Diego, San Bernardino, Santa Clara, Alameda, Riverside, Sacramento, Contra Costa, Orange and Kern. One-fifth (20.8 percent) of the estimated teacher hires would occur in Los Angeles county.

Table 14c. Estimated Teacher Hires by County, 2024-25

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Los Angeles	5,200.3	20.8%
San Diego	1,984.0	7.9%
San Bernardino	1,405.0	5.6%
Santa Clara	1,385.5	5.6%
Alameda	1,261.0	5.1%
Riverside	1,258.5	5.0%
Sacramento	1,079.0	4.3%
Contra Costa	1,023.6	4.1%
Orange	1,008.1	4.0%
Kern	984.9	3.9%

County	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Total of Ten Counties	16,589.9	66.5%
Statewide Total	24,963.3	100.0%

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

Twenty-one subjects listed in CDE’s Estimated Teacher Hires data were grouped into eighteen subject areas for credential alignment purposes. Table 14d shows that more than one-fourth (27.2 percent) of all estimated teacher hires would be in self-contained classrooms (Multiple Subject) and special education would account for another one-fifth (20.4 percent).

English/Drama would account for 9.5 percent followed by Mathematic teachers at 8 percent, Social Sciences at 5.2 percent, Physical Education at 4.6 percent, and Life Sciences at 3.6 percent. Overall, more than three-fourths (78.5 percent) of the estimated teacher hires in 2024-25 would occur in seven subjects.

The remaining estimated teacher hires by subject area include:

- Multilingual Education (3.4 percent)
- Other Specializations (3.2 percent)
- Foreign Language (3.1 percent)
- Physical Sciences (Single Subject-Chemistry, Geosciences, and Physics) (3 percent)
- Music (2.7 percent)
- Art (2.6 percent)
- Trade and Industrial Arts (1.8 percent)
- Reading (1.1 percent)
- Agriculture (0.3 percent)
- Business (0.3 percent)
- Home Economics (0.2 percent)

Table 14d. Estimated Teacher Hires by Subject Areas, 2024-25

Subject Area	Number of Estimated Teacher Hires	Percent of Estimated Teacher Hires
Self-Contained Classrooms (Multiple Subject)	6,801.7	27.2%
Special Education (Education Specialist)	5,103.7	20.4%
English/Drama (Single Subject-English)	2,366.3	9.5%
Mathematics (Single Subject-Mathematics)	1,985.0	8.0%
Social Sciences (Single Subject-History/Social Sciences)	1,286.2	5.2%
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)	1,144.6	4.6%
Life Sciences (Single Subject-Biology)	908.3	3.6%
Total of Seven Subject Areas	19,595.8	78.5%
Statewide Total	24,963.3	100.0%

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

Table 14e below displays the estimated teacher hires by region from 2020-21 to 2024-25 to show the five-year trend. It may be notable that since 2020-21, there was a steady increase of estimated teachers hired in the South Coast region until 2024-25 with a decrease of 1.8 percentage points between 2023-24 and 2024-25. The greatest increase was observed for the Bay Area and Central Coast regions between 2023-24 and 2024-25 (at 1 percentage point and 1.2 percentage points, respectively).

Table 14e. Estimated Teacher Hires by Region – Five-year Trend, 2020-21 to 2024-25

Region	2020-21	2021-22	2022-23	2023-24	2024-25
Bay Area	23.9%	26.2%	25.5%	23.1%	24.1%
Central Coast	4.2%	4.0%	3.7%	3.6%	4.8%
East Inland	0.4%	0.3%	0.2%	0.2%	0.2%
Inland Empire	11.1%	10.3%	10.4%	11.9%	10.7%
North Coast	0.8%	1.1%	1.1%	1.2%	1.1%
North San Joaquin Central Valley	5.2%	5.2%	4.7%	4.6%	5.7%
Northeastern Inland	0.3%	0.3%	0.5%	0.4%	0.4%
Sacramento Metropolitan Central Valley	9.2%	7.1%	6.5%	6.5%	6.7%
South Coast	31.1%	32.2%	34.6%	36.2%	34.4%
South San Joaquin Central Valley	11.9%	12.0%	10.8%	10.1%	10.1%
Upper Sacramento Central Valley	1.8%	1.5%	2.0%	2.0%	1.8%

Table 14f below displays estimated teacher hires in the top seven ranked subject areas from 2020-21 to 2024-25 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, 2020-21 to 2024-25

Subject Area	2020-21	2021-22	2022-23	2023-24	2024-25
Self-Contained Classrooms (Multiple Subject)	28.8%	27.9%	29.6%	28.5%	27.2%
Special Education (Education Specialist)	20.5%	21.0%	19.1%	19.9%	20.4%
English/Drama (Single Subject-English)	9.2%	9.5%	9.0%	9.7%	9.5%
Mathematics (Single Subject-Mathematics)	9.0%	9.1%	8.3%	8.4%	8.0%
Social Sciences (Single Subject-History/Social Sciences)	5.3%	4.8%	5.0%	4.9%	5.2%
Physical Education/Health/Dance (Single Subject-Physical Education and Health Sciences)	3.8%	3.3%	4.2%	4.3%	4.6%
Life Sciences (Single Subject-Biology)	4.0%	4.2%	3.8%	4.1%	3.6%

Subject Area	2020-21	2021-22	2022-23	2023-24	2024-25
Total of Seven Subject Areas	80.6%	79.9%	79.1%	79.8%	78.5%

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 2023-24:

- Overall, there was an increase in the number of newly issued teaching credentials for Multiple Subject, Single Subject, and Education Specialist credentials from the prior 2022-23 year.
- The number of new credentials issued showed an increase in all pathways from the prior year - California IHE-Prepared (22.9 percent), California LEA-prepared (22.4 percent), and for Out-of-State/Out-of-Country prepared (2.3 percent). (Table 1b)
- There was a decrease in the proportion of Multiple Subject and Education Specialist credentials (1.1 percentage points and 0.3 percentage points, respectively), while the proportion of Single Subject increased by 1.5 percentage points between 2019-20 and 2023-24. (Table 2b)
- California IHEs prepared three-fourths (75.7 percent) of the total new teaching credentials issued in 2023-24. (Table 3a)
- There were no significant changes in the proportion of new teaching credentials recommended by California IHE segments in the past five years. Between 2019-20 and 2023-24, the California State University segment showed an increase by 3.9 percentage points of credentials issued by California IHE-prepared pathway, while Private/Independent colleges and universities showed a decrease of 3.9 percentage points. The UC system showed no percentage change in the proportion of the new teaching credentials recommended. (Table 4b)
- There was an increase in both the university and district intern credentials issued between 2022-23 and 2023-24 by 24.6 and 39.4 percent, respectively. (Table 5a)
- Similarly to the previous year, more than 1,800 Career Technical Education (CTE) credentials were issued in fifteen different industry sectors in 2023-24. More than one-fifth (23.8 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 2022-23 and 2023-24 (16.7 percent and 13.6 percent, respectively). When both STSPs and PIPs were combined, there was a 15.7 percent increase between 2022-23 and 2023-24. (Table 11a)
- There was a decrease of Limited Assignment Teaching Permits by 11.2 percent between 2022-23 and 2023-24. The decrease was in all three credential areas, ranging from 4.5 percent for GELAP Single Subject to 30.1 percent for SELAP. (Table 11c)
- The Transitional Kindergarten Permit (ETK) was available for issuance in July 2022. There was an increase of 853.8 percent between 2022-23 and 2023-24. (Table 11d)

- There was a decrease by 29.9 percent in the number of waivers issued between 2022-23 and 2023-24. (Table 11e)
- The proportion of total intern credential, permit and waiver document holders accounted for 5 percent of total certificated teachers in 2023-24. (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