California

State Overview

Population[i]: 39,557,04

Urbanization[ii]: 95.2%

Student Enrollment[iii]: 6,271,000

Demographics[iii]		
Demographic	**% Student Population**	**% Teacher Population**
Male	51.4	27.4
Female	48.6	72.6
White	23.6	70.5
Black	5.6	3.2
Latinx	54.2	17.2
Asian or Pacific Islands	11.9	6.1
American Indian or Alaska Native	0.5	0.2
2+ Races	4.1	2.5

Special Populations[iii]	
Population	**% Students**
Free- and Reduced-Price Lunch	54.1
English Learners	20.2
Special Education	12.2

Teacher Workforce

Size of Total Workforce[iv]: 285,457

2018 Teacher Preparation Statistics[v]	
Total Completers	12,048
Traditional IHE-based Program	74.5%
Alternative IHE-Based Program	22.4%
Alternative Non-IHE-Based Program	3.1%

Teacher Workforce Reporting: California annually reports on the supply of teachers, including number of teachers by licensure area statewide and by EPP institution, as well as the number of service credentials and waivers issued the previous year.

Teacher Prep Reporting: California produces an interactive annual report card for each educator preparation program, which includes all Title II data organized in an easy to navigate dashboard.

Vacancies: California provides a detailed and clear annual report on the supply of teachers in the state. By the end of the 2020-2021 school year, the state will begin to report the number of vacancies in the state by district and licensure area. Hopefully, through reporting, the state will be able to connect the supply and demand data to inform strategies to reduce critical shortages throughout the state.

Teacher Preparation Programs

Recruitment: The CDE administers and supports a variety of recruitment efforts, including:

- The CA Teacher Recruitment Program, which assists in the recruitment, selection, employment, and professional growth of teachers, administrators, and paraprofessionals. It also helps school districts and teacher preparation programs identify and screen potential teachers in identified higher-need areas.
- TEACH California helps prospective teachers create their own plan to become credentialed teachers and offers links to important resources, including requirements for becoming a teacher, finding the right teacher preparation program, locating financial aid, assessing schools and school districts as potential employers, and finding a job.

Programs designed to attract candidates and teachers to high need subjects and locations:

- HUD grant to encourage teachers to live in revitalization areas
- Middle Class Scholarships for those pursing teaching credentials at state universities
- STEM grants to support those with advanced degrees to enter into teaching

The CA Center on Teaching Careers provides and supports programs and services to recruit, retain, and advance a qualified, effective, diverse teacher candidate pool for the state of California. They host a $9.2 million grant program that supports districts and schools in recruiting and retaining high-quality diverse educators.

Certification Requirements: Certification requirements include completion of a pedagogy exam and CA Subjects Examinations for Teachers (or completion of a commission approved subject matter program).

Emergency Certification: California allows individuals who are part of an internship program, but have not completed subject matter competency requirements, to teach with a Provisional Internship Permit (PIP) or a Short-Term Staff Permit (STSP). Individuals who teach under a PIP must pass all prerequisite exams within one year of beginning to teach. Both the PIP and STSP were created in response to the phasing out of emergency permits in 2005.

Teacher Prep Program Approval and Accountability: Programs must be proposed and operated by an IHE, a school district, or other non-regionally accredited entity. They must provide information on oversight mechanisms, reporting, quality and effectiveness standards, and demonstration of program needs in the region in which it will operate. CA publishes annual accreditation status by program on the Commission of Teacher Credentialing website. EPPs are reviewed by the Commission on Teacher Credentialing on a seven-year cycle, which include annual data submission and a site visit in year six. The data is primarily used for improvement. The state is in the process of building a data warehouse for the EPP data it collects.

Teacher Prep Program Requirements: California has a Basic Skills Requirement, which can be fulfilled by taking the California Basic Educational Skills Test or meeting a score requirement on college placement exams. Candidates must also meet a subject matter requirement prior to student teaching. Candidates must complete 600 hours of clinical experiences throughout the life of the program. The clinical experience must be in the candidate's licensure subject area and include formal observations. There are specific coursework requirements by subject area, but no defined coursework requirements for all teacher candidates.

Policy Landscape

Governance: The California State Board of Education determines K-12 policy for the state. The superintendent of public instruction serves as the board's executive officer and secretary. The board is composed of 10 members who serve four-year terms and one student member who serves a one-year term. All members are appointed by the governor. Over half of CA education funding comes from state sources. The California Superintendent of Public Instruction is elected to four-year terms in nonpartisan elections.

Union Presence: California requires collective bargaining and, prior to the *Janus* decision, allowed the union to deduct union fees from non-members. California has the 11th highest rate of union membership in the country, at 93.6%.

Recent Policy Changes: AB 1219 requires the Commission to administer a State Assignment Accountability System to provide local educational agencies with a data system for assignment monitoring. The bill requires the commission to annually use data it receives from the department to produce an initial data file of vacant positions and assignments that do not have a clear match of credential to assignment. The bill would identify the monitoring authority for a local educational agency and would require a monitoring authority to review and determine any potential misassignments reported in and identified through the system for local educational agencies within its authority, as provided. The bill would require, commencing with the 2020–21 school year, the Commission to make annual misassignment and vacant position data publicly available on its website.

AB 170 (Chapter 123, Stats. 2017) eliminated the requirement, for issuance of a multiple subject teaching credential, that the baccalaureate degree be in a subject other than professional education. Previously, the Commission was only authorized to issue a credential based on a baccalaureate degree earned in a subject other than professional education.

AB 681 (Chap. 199, Stats. of 2017) authorized the Commission to determine that the national standards for coursework, programs, or degrees in a country other than the United States are equivalent to those offered by a regionally accredited institution in the United States. If the Commission makes that determination, an individual who holds or is eligible for a credential in that country is presumed to have satisfied specified requirements for obtaining a credential in California. The bill also requires the Commission to adopt regulations necessary to implement these provisions, and to annually report to the Legislature on the countries of origin of foreign teachers credentialed in California.

AB 221 is currently under review. This bill would prohibit, commencing with the 2020–21 school year, a local educational agency, as defined, from entering into a contract with a third-party organization to employ teachers who commit to teaching in the organization for less than 5 years, employ teachers to teach at any school maintained by the local educational agency that has at least 40% of its pupils being from low-income families, as specified pursuant to Title I of the federal Elementary and Secondary Act of 1965, or pay the organization any fee associated with interviewing or hiring a teacher candidate. To the extent the bill would increase duties on local educational agencies, it would impose a state-mandated local program.

Trends

Size and composition: The most populous and second most urban state in the country, California has a student to teacher ratio of 1 to 23, which is significantly higher than the US average of 1 to 16. CA has the highest proportion of ELLs in the US, and the majority of state residents are Latinx.

Shortages and mismatches: LPI completed a comprehensive study on teacher shortages in CA in 2018. They found that schools were struggling to fill positions in a variety of subject areas (especially critical shortage areas like STEM and bilingual education, as well as high-needs schools) as teacher prep program enrollment declines. As a result, principals are increasing the proportion of teachers they hire who hold sub-standard credentials. Alternative certification programs have also grown at a staggering rate over the last few years, especially those at IHEs.

Teacher salaries in California are on average about 20% more than the US average, and they have a number of financial incentives designed to encourage candidates to work in high-needs subject areas and locations. California is utilizing a number of recruitment and retention strategies to encourage new candidates to start teaching, as well as remain in the classroom for years to come.

Current Focuses and Challenges: CA is focusing on recruitment of diverse and high-quality candidates from both in and out of state through financial incentives and targeted recruitment programs. The state also has a special focus on increasing the number of STEM credentials each year, as is reported in the Annual Report Card on EPPs. The CSU system is also prioritizing building a more diverse teacher pipeline and workforce. The state has a large number of recently updated certification/EPP requirements (including a high bar for clinical requirements and multiple certification tests), which are highly prescriptive, but also offer multiple pathways to and support in completion.

S.B. 75 was passed in 2019 to support educator mismatch and shortage data reporting, and will require LEAs to report on vacancies and mismatches in service of better understanding the teacher workforce landscape. CA already collects and reports robust data on educator supply. While much of the state is urban, there are many small, rural districts that struggle to recruit candidates to their regions. Some of these more remote districts face challenges in filling vacancies left by exits, and as a result may have a hard time getting rid of a low performing teacher where there might not be a replacement.

---

[i] *United States Census Quick Facts*. (2018). Retrieved October 2019, from Census.gov: https://www.census.gov/quickfacts/
[ii] Iowa State University. (2010). *Urban Percentage of the Population for States*, Historical. Retrieved from Iowa Community Indicators Program: https://www.icip.iastate.edu/tables/population/urban-pct-states
[iii] Institute of Education Sciences. (2018). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/2018menu_tables.asp
[iv] Institute of Education Sciences. (2012). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: https://nces.ed.gov/programs/digest/d17/tables/dt17_209.30.asp
[v] U.S. Department of Education. (2018). *2018 Title II Reports*. Retrieved from Title II: https://title2.ed.gov/Public/Home.aspx