



## The Education Trust–West

April 19, 2024

California Commission on Teacher Credentialing  
1900 Capitol Avenue  
Sacramento, CA 95811-4212

RE: Item 3D: Teacher Supply in California, 2022-23: A Report to the Legislature

Dear Chair Grenot-Scheyer and Fellow Commissioners,

Thank you for the updated teacher demographic data state snapshot. While this is a great step forward in understanding the current landscape of California's teacher supply, EdTrust-West and other advocates are still curious to know how recent investments in the teacher pipeline have improved educator diversity in California.

In California, the TK-12 educator workforce lags in diversity compared to the students served by the education system. Students of color make up 78 percent of the student body while 56 percent of California's teachers are White.

Given the research that points to educator diversity being a critical strategy in serving diverse student communities, EdTrust-West further asks CTC for the following:

1. Join us in urging CDE to release disaggregated teacher demographic data for all of California, from the district level all the way down to the school level.
2. Include the data sets used to create the teacher supply dashboards so advocates can answer more nuanced questions related to teacher supply.
3. There was a 57.6% increase in permits issued during 22-23 and continued declines for credentials issued in math, science, and special education. Can CTC do an additional investigation or analysis on what is contributing to the disparity between permits and credentials, especially for math, science, and special education?
4. The number of estimated teacher hires in the Bay Area, Inland Empire, and the South Coast are extremely high, pointing to significant turnover. Can CTC provide clearer information on which courses need staffing, the credential status of the educators who are leaving these positions, and disaggregate this data at the district and school level?
5. Directly provide the number of teacher credential completion rates by race over time, and/ or provide the number of enrolled candidates and program completers by race and cohort year.

As the Commission continues the discussions on the state of educator supply in California, it is imperative that the connections, both quantitative and qualitative, are made in an expedient and transparent method. Providing further data points, for example, would greatly benefit the



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advocacy community, and the Commission, to better evaluate how the state's investment in the educator pipeline has improved the recruitment and retention of diverse educators.

EdTrust-West is eager to support the Commission with the ongoing effort to further diversify the educator workforce and looks forward to supporting the implementation of this critical strategy.

Sincerely,

Natalie Wheatfall-Lum, Director, TK-12 Education Policy  
Education Trust-West