
6A

Action

Certification Committee

Report to the Legislature on Credentialing Related to Educator Assignment Monitoring Pursuant to Assembly Bill 1219

Executive Summary: This agenda item is in response to Education Code section 44258.9(k) which requires the Commission to report to the Legislature, by December 1, 2022, details on the development of the California Statewide Assignment Accountability System (CalSAAS) and the results of assignment monitoring.

Recommended Action: That the Commission approve the Assembly Bill 1219 Report for transmittal to the Legislature.

Presenter: Ann Harris, Assignment Program Manager, Certification Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Report to the Legislature on Credentialing Related to Educator Assignment Monitoring Pursuant to Assembly Bill 1219

Introduction

This agenda item fulfills the mandate in Education Code section 44258.9(k) which requires the Commission to report to the Legislature, by December 1, 2022, details on the development of the California Statewide Assignment Accountability System (CalSAAS) and the results of assignment monitoring.

Background

The Commission's Assignment Monitoring Program ensures that educators hold the appropriate credential(s) for their teaching assignments pursuant to Education Code (EC) section 44258.9. Prior to the passage of Assembly Bill (AB) 1219 (Chap. 782, Stats. 2019) monitoring was conducted on a four-year cycle, and statewide results were not available until the culmination of that four-year period. With the passage of AB 1219, all California's public local educational agencies must conduct educator assignment monitoring on an annual basis through the California Statewide Assignment Accountability System (CalSAAS). It is important to note that, while there are many different data reports that provide vital data on teacher assignments throughout the state, including the various reports and data sets housed at the California Department of Education, this report only presents the educator assignment monitoring data pursuant to EC §44258.9. As such, the definitions, outcomes, and findings may not be directly comparable to other teacher data reports such as CDE's Teacher Assignment Monitoring Outcomes (TAMO) Report. This report is intended to provide an overview of CalSAAS, monitoring results, and recommendations that could further enhance the assignment monitoring process and outcomes. A summary of the contents can be found below:

- CalSAAS is a partially-automated system which works by comparing educator assignment data reported by districts and counties in the California Pupil Achievement Data System (CALPADS) and the educator credential data held by the Commission.
- CalSAAS is also a key component to CDE's reporting on teacher assignments, of which misassignment is only one piece of a more comprehensive picture of educator quality required by federal law.
- Through statewide participation in the assignment monitoring process, CalSAAS has produced annual data related to certificated educator assignments statewide, which are detailed in this report. The report also provides the results of the 2020-21 monitoring cycle, including the prevalence of misassignments, vacancies, and Local Assignment Options across various settings, subjects, and services. An overview of monitoring results through regions, counties, and various types of schools is also provided.
- The report also details the development and effectiveness of CalSAAS and discusses possible improvements to the monitoring process. While the system is working as

intended, some improvements could be made to increase efficiency, accuracy of results, and system functionality, such as:

- a. Work towards a uniform set of statutory definitions related to educator assignment data that can ensure consistency and reduce confusion for the State agencies that collect and report data on educator assignments
- b. Collect additional data within CalSAAS related to CALPADS reporting errors
- c. Disaggregate assignments within CalSAAS as needed to increase data validity
- d. Improve the monitoring timeline to allow for monitoring to be completed during the same school year
- e. CALPADS reporting improvements to increase accuracy and accountability in reporting certificated educator assignments

Staff Recommendation

Staff recommends that the Commission approve the Assembly Bill 1219 Report for transmittal to the Legislature.

CalSAAS System Development

Background

Prior to the 2019-20 school year, all of California's educator assignments were monitored within a four-year cycle. This is because the demands of the manual paper-based monitoring workload were too laborious for County Offices of Education (COEs) to complete annual monitoring. Under that system, the State could not ensure that students were taught by appropriately credentialed teachers or provide a complete picture of educator assignments annually. Additionally, aside from the several [single district COEs](#) the Commission monitors, all other COEs self-reported their monitoring results. There was no central system to ensure consistency or accuracy of monitoring results during this time. This led to COEs following disparate monitoring practices, and a lack of uniformity in the way assignments were monitored across the state. What's more, assignment monitoring was limited to educator misassignments, and did not communicate a clear picture of educator quality in a given local education agency.

In 2017, California committed to providing the federal Department of Education information on all teacher assignments in California annually as part of California's state plan under the federal Every Student Succeeds Act (ESSA).¹ The 2018 Budget Act² provided the Commission with authority and funds to create a new assignment monitoring system and to enter into a data-sharing agreement with the California Department of Education (CDE) for the purpose of partially automating the assignment monitoring process.

However, the corresponding statutory changes to provide the Commission with authority to annually monitor all assignments were not provided until the passage of Assembly Bill (AB) 1219 (Chap. 782, Stats. 2019). Additionally, AB 1505 (Chap. 486, Stats. 2019) expanded monitoring to include charter school assignments, which were given broad flexibility and exempt.

Funding

Senate Bill (SB) 840 allocated a one-time expenditure of \$380,000 from the Teacher Credentials Fund to create an assignment monitoring system.³ These funds were included in the Governor's January budget proposal and remained in the May budget revision.⁴ Design and

CalSAAS Timeline

- **2017:** State Board of Education approves ESSA state plan
- **2018:** SB 840 mandates annual monitoring
- **2019:** AB 1219 provides monitoring framework; AB 1505 aligns charter school assignment requirements
- **2020:** CalSAAS launches (non-consequential year)
- **2021:** CalSAAS first consequential monitoring cycle
- **2022:** CDE Teacher Assignment Monitoring Outcomes (TAMO)

¹ California Department of Education: <https://www.cde.ca.gov/re/es/documents/essastateplanjan-22.docx>

² Senate Bill 840 (Chapter 29, Statutes of 2018)

³ February 2018: [Agenda Item 3A](#)

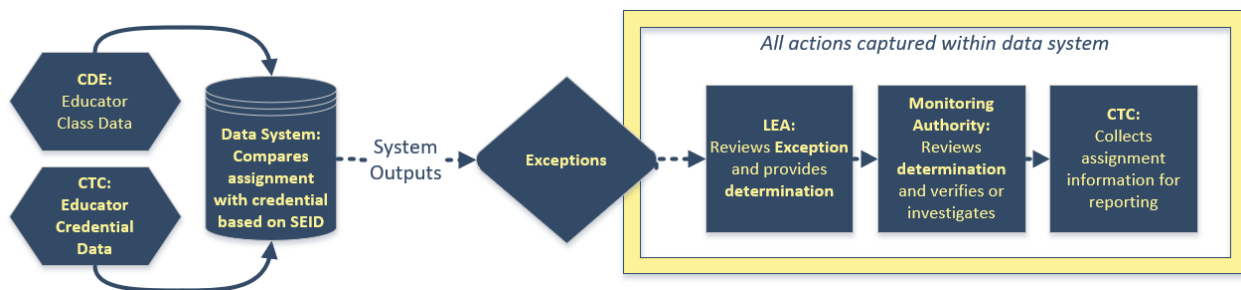
⁴ June 2018: [Agenda Item 3A](#)

development of the Commission’s monitoring system began shortly after the budget was finalized. Funds were used to procure a contractor to assist in the development of the Commission’s vision. The later passage of AB 1505 garnered an additional \$70,000 towards the project to enhance the newly created assignment monitoring system to accommodate the monitoring of charter schools per legislative statute. This funding was absorbed in the agency’s current allocated Operating Expense & Equipment (OE&E) budget.⁵

California Statewide Assignment Accountability System Creation and Design

With these funds, the Commission created the California Statewide Assignment Accountability System (CalSAAS). The system operates through the comparison of the California Department of Education’s California Longitudinal Pupil Achievement Data System (CALPADS) assignment data with the Commission’s Credential authorization data through each educator’s California Statewide Educator Identifier (SEID). Annual monitoring does not commence until CDE provides the Commission with CALPADS data. The system identifies “[exceptions](#)” through this data comparison. Exceptions are instances where an educator does not hold an identified appropriate credential authorization for the assignment(s) they are reported to be serving in. Importantly, exceptions are not instances where an educator lacks a full credential; in fact, many misassignments are instances where fully credentialed educators are improperly assigned. CalSAAS also provides Local Education Agencies (LEAs) with a user interface in which School Districts, Charter Schools, and County Offices of Education can indicate why the exception was identified or provide more details on the legality of an assignment.

Figure 1: CalSAAS Process



In this interface, the LEA may review exceptions and provide “determinations” for them. Determinations are the method used to justify why an exception was identified. They can convey that an assignment is appropriate, misassigned, otherwise authorized through Local Assignment Options (LAOs) available in Education Code or regulations, the result of a CALPADS reporting error, etc.

Exceptions then move through a monitoring hierarchy. First, the LEA user may review the exceptions, select a [determination](#), and provide justification via text or uploaded documentation. After the LEA addresses an exception, the [Monitoring Authority](#) (MA) is able to

⁵ September 2019: [Agenda Item 3A](#)

review it. If the MA approves, it can leave the determination as is. If the MA requires more information, they can return the exception to the LEA and request further clarification.

The comparison occurs with data collected on CDE’s CALPADS Fall 2 Census date, making monitoring a “snapshot in time.” Though LEAs do have an ongoing responsibility to ensure their educators are authorized throughout the school year, CalSAAS can only evaluate assignments as they were reported on census day. Fall 2 census day occurs on the first Wednesday in October.⁶

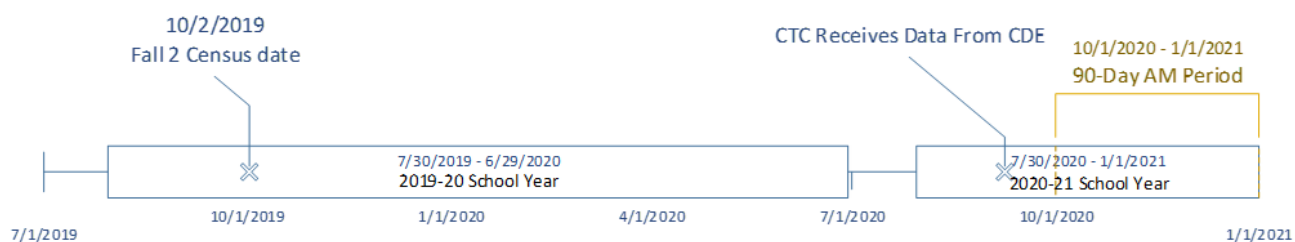
Launch

Development of CalSAAS was completed in 2020. [Item 6B: California Statewide Assignment Accountability System](#) presented at the April 2020 Commission Meeting details the extensive stakeholder engagement, testing, collaboration with CDE, and resource development efforts that were undertaken prior to the initial 2019-20 monitoring cycle.⁷ Notably, the Commission and CDE collaborated in completing an overhaul of the reporting practices in the California Longitudinal Pupil Achievement Data System (CALPADS) congruently so that the CALPADS assignment data provided would be more compatible with the CalSAAS processing structure and assignment certification requirements. The two agencies also partnered in presenting over 30 in-person training sessions intended to educate the field on both CALPADS changes and CalSAAS progress and parameters.

Numerous web-based resources, user-guided training modules, and webinars were created to provide support and assistance to the field. The Commission’s Assignment Unit has also held ongoing “office hours” independently and in partnership with CDE to ensure up-to-date information was provided to CalSAAS users and CALPADS engineers.

2019-20 Nonconsequential Year

Figure 2: 2019-20 Monitoring Timeline



The initial CalSAAS monitoring cycle was conducted as a “non-consequential” year pursuant to Education Code (EC) §44258.9(h) in which resulting data was intended for LEAs, CDE, and the Commission for informational purposes only (see Figure 2 for monitoring timeline). This means that resulting data was not made publicly available. The non-consequential approach allowed users to engage with the system without fear of repercussion; affording them an opportunity to

⁶ California Department of Education: <https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>

⁷ April 2020: [Agenda Item 6B](#)

2019-20 Monitoring Quick Facts:

- Non-consequential year
- 3,800 user roles created
- Over 150,000 exceptions workable in system
- 90% were addressed by users
- CALPADS Error was the most user selected determination (>34,000)
- Local Assignment Option was the largest share of predetermined exceptions

learn how to use the system and find assignment issues to address in preparation for the proceeding consequential years. This also allowed the Commission to evaluate the CalSAAS processes and make improvements where there were deficits. Several modifications were made to the system upon completion of the non-consequential year to accommodate user requests and address feedback.

During this year, CalSAAS processes identified over 150,000 workable exceptions. These exceptions were reviewed by the approximately 3,800 users in the system. Of these users, 173 represented County Offices of Education (COEs), 2,140 represented district users, and 1,516 represented individual charter school users. Though there was no mandate or punitive measures for users to complete monitoring, engagement from the field was strong. Approximately 90% of all the exceptions found in the system were addressed by these users.⁸

The system also has mechanisms in place to [predetermine exceptions](#) based on certain factors. For example, some Local Assignment Options (LAOs) are setting or content specific. If an educator is placed in that setting (e.g., an alternative school) and meets the criteria for the Local Assignment Option outlined in EC §44865, the system will take both factors into account and predetermine the exception as such. Another instance occurs with educators placed in classrooms where the content being taught does not align with the statutory subjects provided by Education Code. In these instances, the educator is authorized under the LAO provisions of California Code of Regulations, Title 5 (T5), §80005(b) if they are a fully prepared educator. CalSAAS identifies course codes that are eligible for T5 §80005(b) processing, and again, predetermines the exceptions of educators that meet criteria with the LAO. The predetermination of these exceptions in CalSAAS serves as a way to relieve workload for LEAs due to the sheer volume of these types of assignments. In the 2019-20 monitoring year, the two LAOs mentioned had a combined total of 186,679 exceptions, the majority in EC §44865 (113,925). The automatic processing is intended to prevent users from having a burdensome workload, allowing them to focus on identifying misassignments.

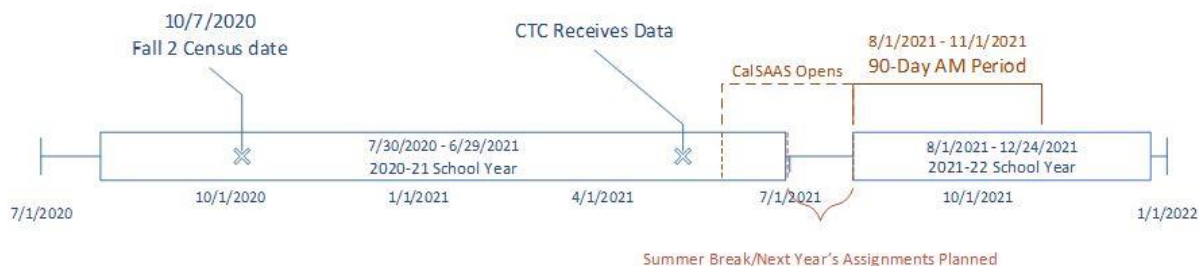
The initial monitoring year showed the largest share of exceptions identified by users within the system were determined to be CALPADS errors – or instances where LEAs indicated that their reporting in CALPADS was incorrect and therefore did not align with the assignment as it existed in the classroom (over 34,000, or slightly over one-fifth, of all exceptions). When an LEA selects the CALPADS Error determination, the assignment must be reviewed by the Monitoring

⁸ Any exceptions not determined during the cycle are counted as misassignments at the close of monitoring, resulting in 100% monitoring each year.

Authority to ensure the educator is authorized for the actual assignment. As such, these exceptions do not reflect negatively upon the LEA, as the teacher is appropriately assigned, but do represent opportunities for LEAs to improve their CALPADS reporting practices.

2020-21 Initial Consequential Year

Figure 3: 2020-21 Monitoring Timeline



The following year's monitoring commenced later in the year due to a delay in the transmission of CALPADS data resulting from the ongoing COVID-19 pandemic. The Commission received the data towards the end of the school year, resulting in the monitoring schedule being modified to accommodate LEAs, which were either closed or extremely busy with recruiting, planning the schedules of, and/or placing educators in assignments. It was determined that including monitoring to this workload would present an onerous amount of work and overburden the field. Instead, CalSAAS was opened during the summer months for elective pre-monitoring prior to the statutory 90-day monitoring timeframe being initiated. This additional time for users to review assignments if they were able provided LEAs with information on potential misassignments to reference while creating their educators' schedules.

The 2020-21 monitoring year was consequential, meaning that resulting data are able to be made publicly available and to be used for the CDE's federal reporting requirements. As a result of this monitoring and data sharing, the CDE published their Teacher Assignment Monitoring Outcomes (TAMO) dashboard on June 30, 2022.⁹ Misassignments are

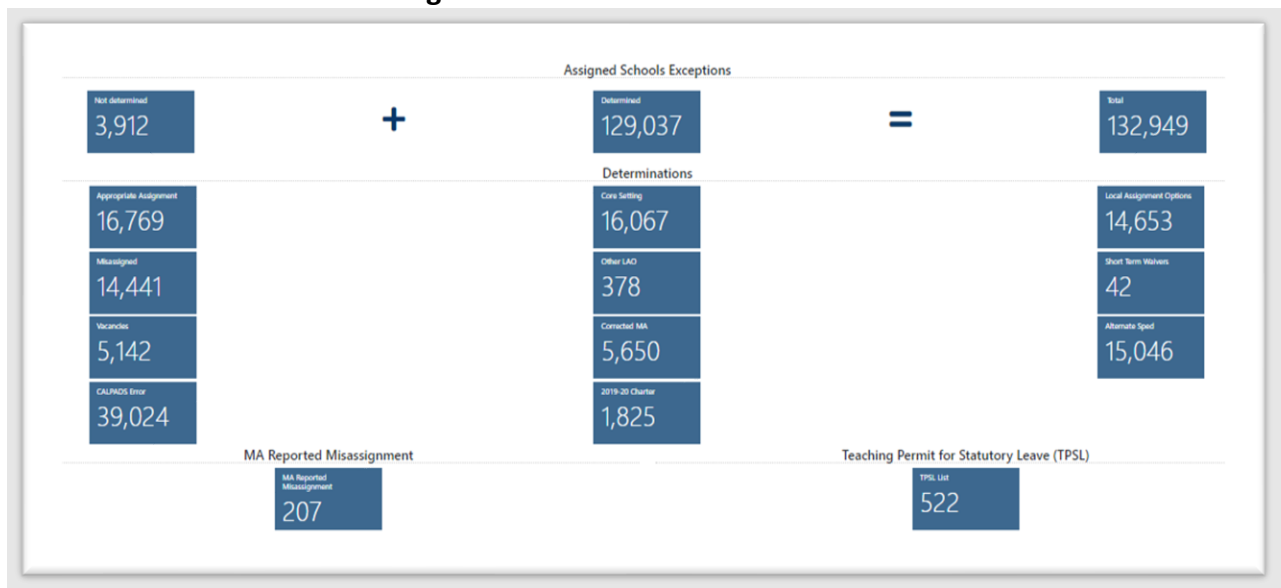
2020-21 Monitoring Quick Facts:

- First consequential year
- 4,579 user roles created
- Over 130,000 exceptions workable in the system
- 97% of exceptions addressed by users
- Over 31,000 exceptions identified as a determination that represents a misassignment (23% of exceptions)
- Most user selected exception was CALPADS Error (30% of exceptions)
- Most prevalent predetermination: LAO: §44865 (108,064 in total)

⁹ California Department of Education: <https://www.cde.ca.gov/ds/ad/tamo.asp>

one component of the ESSA-required categories of educator quality, and therefore fall into a category of the TAMO report. CalSAAS data helps to facilitate a full reporting of educator quality which is critical during California's current teacher shortage, showing, for example, the full-time equivalent number of fully prepared and properly assigned teachers, teachers without a full credential, and misassigned teachers. The impact of the first consequential monitoring year also resulted in additional activity within CalSAAS by LEAs. Over 4,500 user roles were present in the system; 204 users representing COEs, 2,400 users representing districts, and 1,990 representing charter schools. In addition to the increase in users, there was an increase in activity, with approximately 97% of the exceptions in the system being determined by users.

Figure 4: Final CalSAAS Dashboard



The statistical overview of the system's use during this monitoring year is as follows:

- 1,500,445 educator [assignments](#) were evaluated throughout the state
- 1,029 districts were monitored
- 10,015 school sites were monitored
- 344,257 exceptions were identified
- 211,308 of these exceptions were [predetermined](#) as Local Assignment Options based on existing criteria within Education Code and Title 5 Regulations
- The remaining 132,949 exceptions signaling possible misassignment were available to users to review and determine

This year's workable exception count was reduced by 20,000 exceptions (13%) compared to the previous year thanks to system enhancements made between monitoring cycles. These enhancements included [decoder](#) improvements related to Certificates of Completion of Staff Development.

Monitoring Outcomes: Misassignments in 2020-21

The primary driver of assignment monitoring is to identify misassignments. Education Code §44258.9 provides that monitoring helps ensure that the rate of teacher misassignments remains low, which is important for several reasons. First, possession of a credential indicates that the educator has completed the necessary preparation to serve. Educators that are misassigned have not completed the necessary preparation to teach students by California's standards, and schools and districts that place unprepared teachers in misassignments are not adhering to their obligations in the Education Code.¹⁰

In addition to ensuring that teachers are appropriately prepared to serve their students, identifying areas where misassignments are prevalent can highlight areas of shortage. Misassignments often occur because there are not enough prepared educators for certain positions. Identification of these shortage areas allows both the State and local level to consider policy changes and support systems to help reduce shortage areas, including guiding recruitment efforts as well as structural changes to educator preparation and licensure requirements.

Importantly, misassignment is not the only or necessarily the most important indicator of shortage. During times of educator shortage, such as the present moment in California, the Commission has issued significant numbers of permits and waivers, which authorize instruction without a full credential or completion of an educator preparation program. While EC §44258.9 focuses on misassignments, the CDE's TAMO reporting is broader picture of educator preparation, as it leverages CalSAAS reporting to portray the preparation and assignment of all educators (not just those misassigned).

Misassignments also occur when educators that may hold a credential are employed in positions that they do not hold the appropriate authorizations for and are not otherwise authorized through other assignment options (e.g., [Local Assignment Options](#), [Short-Term Waivers](#), [Alternative Special Education Placements](#), etc.). If one teacher is placed in several of the same assignment, which they are not credentialed for, it will count as one misassignment. For example, if an educator does not hold a credential authorizing math, but is placed in three periods teaching math content, that educator will accrue one misassignment.¹¹ Therefore, misassignments do not represent the total number of misassigned courses but do represent the total number of misassigned teachers. However, some data presented in the following sections will detail total misassigned courses and will be noted as such.

Additionally, each misassignment represents the aggregation of multiple assignments of the same type. Misassignments can be in one of three types: CALPADS Course Code, English Learner Service, or Special Education Disability Area. Any one educator's assignment could be identified as having misassignments in more than one of those areas. For example, a teacher without the appropriate credential could serve in a second grade classroom and be misassigned for the course they are teaching (CALPADS Course Code Misassignment). That same teacher, if

¹⁰ Ref. Education Code §§44001, 44830, 35035(g).

¹¹ If teacher is doing so at multiple LEAs, they will accrue misassignment for each LEA they are employed at.

their classroom includes one or more English learners, could also be misassigned for those required services (English Learner Services Misassignment). In this example, the teacher would accrue two misassignments; one for each mode of instruction.

There are several determinations in CalSAAS that help to categorize the type of misassignment that was identified for a teacher. See *Table 1* for a complete list and associated definitions. In this report, when data presents misassignment numbers they will include all of these determinations, unless noted otherwise.

The table below provides the different types of misassignments that might be identified through monitoring in CalSAAS:

Table 1: Misassignment Determinations

DETERMINATION	DEFINITION
MISASSIGNMENTS	This determination is selected if a teacher 1) did not hold the appropriate credentials for the assignment, 2) was not otherwise legally authorized, and 3) the misassignment has not been resolved
CORRECTED MISASSIGNMENTS	This determination is selected if a teacher 1) did not hold the appropriate credentials for the assignment, 2) was not otherwise legally authorized, and 3) misassignment was discovered and resolved prior to monitoring
VACANCIES	This determination is selected if a certificated employee has not been assigned to a position at the beginning of the year or, if the position is for a one-semester course, if a single-designated certificated employee has not been assigned at the beginning of a semester.
2019-20 CHARTER	Misassignments at charter schools in non-core content areas. Pursuant to Education Code §44258.10, monitoring authorities are not required to correct misassignments of educators who were already employed during the 2019-20 school year until July 1, 2025.
UNMONITORED	Any exception LEAs neglected to monitor is considered a misassignment at the close of the monitoring cycle

It is important to note that CalSAAS does not differentiate by credential type or educator quality. CalSAAS can only discern the appropriateness of an assignment, meaning that waivers, emergency permits, and intern credentials authorize assignments in the same manner as full teaching credentials. This means that these educators are not flagged as exceptions and are not considered misassigned unless they are providing instruction in a subject area or to a population not authorized by their waiver, permit or intern credential.

Statewide Monitoring Results

In total, there were 30,958 misassignments identified during the 2020-21 monitoring cycle. See Table 2 for a summary of each misassignment determination type. Almost half of these

represent assignments where an educator was placed in a position they were not authorized for and are noted solely as “Misassigned.” However, 18%, or 5,650, were noted as “Corrected MA,” which are assignments that were identified as misassignments by an LEA and were ultimately corrected prior to the commencement of monitoring. Corrections methods might include the LEA applying for an emergency permit to authorize the teacher’s assignment, placing the teacher on an appropriate LAO, or removal of the teacher from the assignment. The large number of corrected misassignments indicates the work employers do to ensure educators are properly authorized outside of monitoring.

Table 2: Misassignments by Determination

Misassignments By Determination		
Determination	Total	% of Total
Misassigned	14,440	46.6%
Corrected MA	5,650	18.3%
Vacancies	5,142	16.6%
Unmonitored	3,902	12.6%
2019-20 Charter	1,824	5.9%
Grand Total	30,958	100.0%

“Vacancies” are also considered misassignments, as they represent a classroom that does not have a teacher that holds any type of credential. In many cases, substitute teachers oversee these classrooms. Emergency 30-Day Substitute Teaching Permit holders are not authorized to serve as the teacher of record in an assignment— possession of a bachelor’s degree, satisfaction of California’s Basic Skills Requirement, and professional fitness are the only requirements for issuance of the permit.

Next, unmonitored exceptions comprised 12.6% of total misassignments, noted as “Unmonitored.” If an LEA takes no action on an exception in CalSAAS then that exception is ultimately identified as a misassignment at the end of the monitoring period. The system denotes these as “Unmonitored” misassignments for transparency purposes. This category of misassignment is fairly small, considering about 97% of all exceptions were reviewed and monitored by an LEA in CalSAAS, with only 3% of all exceptions being left unmonitored. These exceptions were scattered throughout the state, but there were larger concentrations at a few districts. Of the 1,029 districts monitored, only around 30 had more than 20 unmonitored exceptions at the end of the cycle. A complete list of districts and their total unmonitored exceptions can be found in [Appendix C](#).

Finally, there are misassignments that occur at charter schools represented by the “2019-20 Charter” determination. Additional information on the nature of these misassignments can be found in the [Charter School section](#) later in this report.

Table 3: Misassigned Educators and Courses by Determination

Determination	Misassigned Educators	Misassigned Courses
Misassigned	14,440	34,644
Corrected MA	5,650	15,300
Vacancies	5,142	7,779
Unmonitored	3,902	8,190
2019-20 Charter	1,824	5,292
Grand Total	30,958	71,205

While these numbers represent misassigned educators, it is important to note that educators can be misassigned to multiple course periods but will only accrue one misassignment if those course periods are all of the same nature and at the same school. Therefore, the number of misassigned courses is exponentially larger than the total number of misassignments. A comparison of misassigned educators and courses is provided above in Table 3. In total, there were 71,205 classrooms or course periods in the 2020-21 school year with a misassigned educator.

Figure 5: Map of Misassignments by County

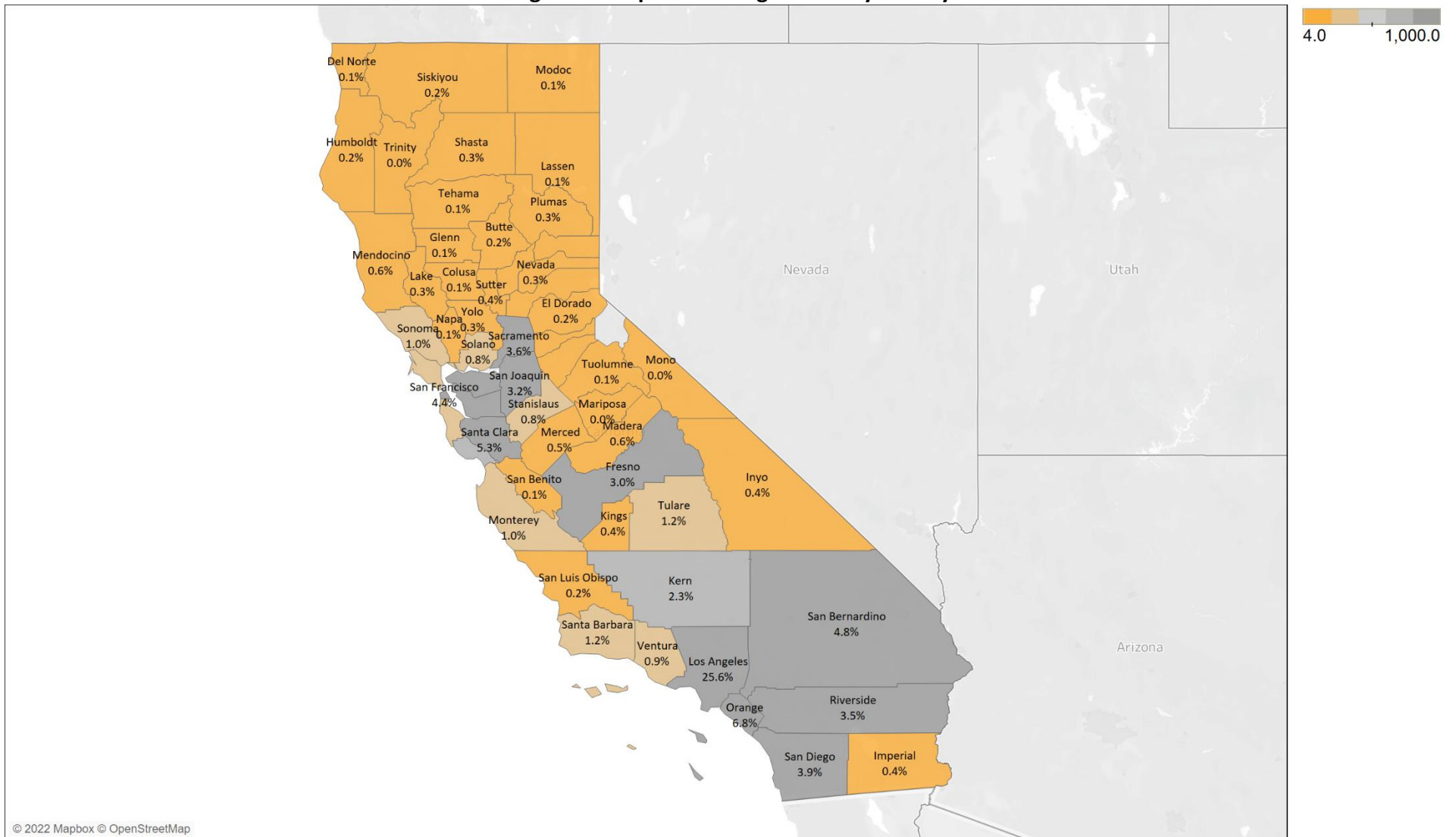
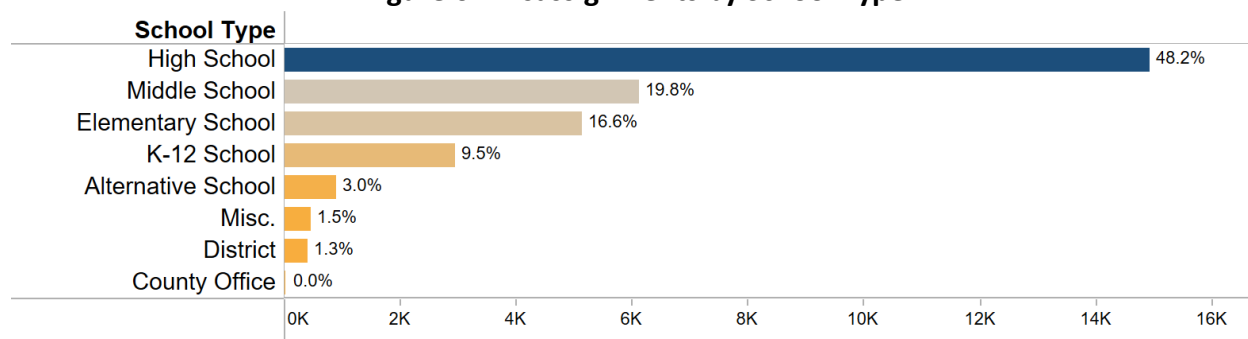


Figure 5 above shows a map of misassignments across the state, divided by county. The majority reside in the Bay Area (9,430) and South Coast Regions (10,424). A breakdown of misassignments by region and county can be found in [Appendix D](#).

Misassignments by School Type

Figure 6 presents a complete breakdown of misassignments by school type. The majority of misassignments were found at high schools (14,923), followed by middle schools (6,138), and elementary schools (5,136). This is expected for several reasons. First, high schools use departmentalized settings, in which students circulate through courses or periods to receive instruction in different types of content. Middle schools do as well, but these schools also have the advantage of being able to use [core assignments](#), while high schools do not. Coring courses allows middle schools to employ educators authorized in self-contained classrooms to teach any departmentalized content if certain criteria are met.¹² Because of this, middle schools have more flexibility in assigning educators to their classrooms. CalSAAS identified 34,462 courses that used core assignments.

Figure 6: Misassignments by School Type



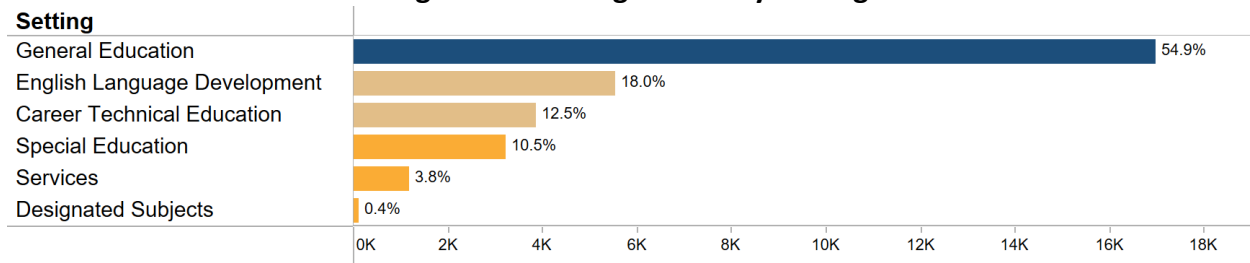
Additionally, alternative schools demonstrate very few misassignments. However, considering misassignments alone is misleading in these schools. Alternative schools/settings can take advantage of a Local Assignment Option EC §44865, which allows educators who have earned a [full credential](#) to teach any content area. These educators do not have to be authorized in the content they teach. This LAO is widely used, with 108,073 assignments identified across the state. This will be expanded upon in a later section dedicated to the use of [Local Assignment Options](#).

Misassignments by Setting

Over half of the State's misassignments are found in General Education classrooms (about 17,000), and almost one-fifth are found in English Language Development settings (5,560). Career Technical Education and Special Education settings are closer to 10% (3,873 and 3,236 misassignments respectively). Finally, misassignments in a service setting — administrative, pupil-personnel, speech language pathology, school nurse, etc. — comprised 3.8% of all misassignments (1,190 in total). See Figure 7 for a complete breakdown.

¹² Commission on Teacher Credentialing: <https://www.ctc.ca.gov/credentials/assignment-resources/core-assignments>

Figure 7: Misassignments by Setting



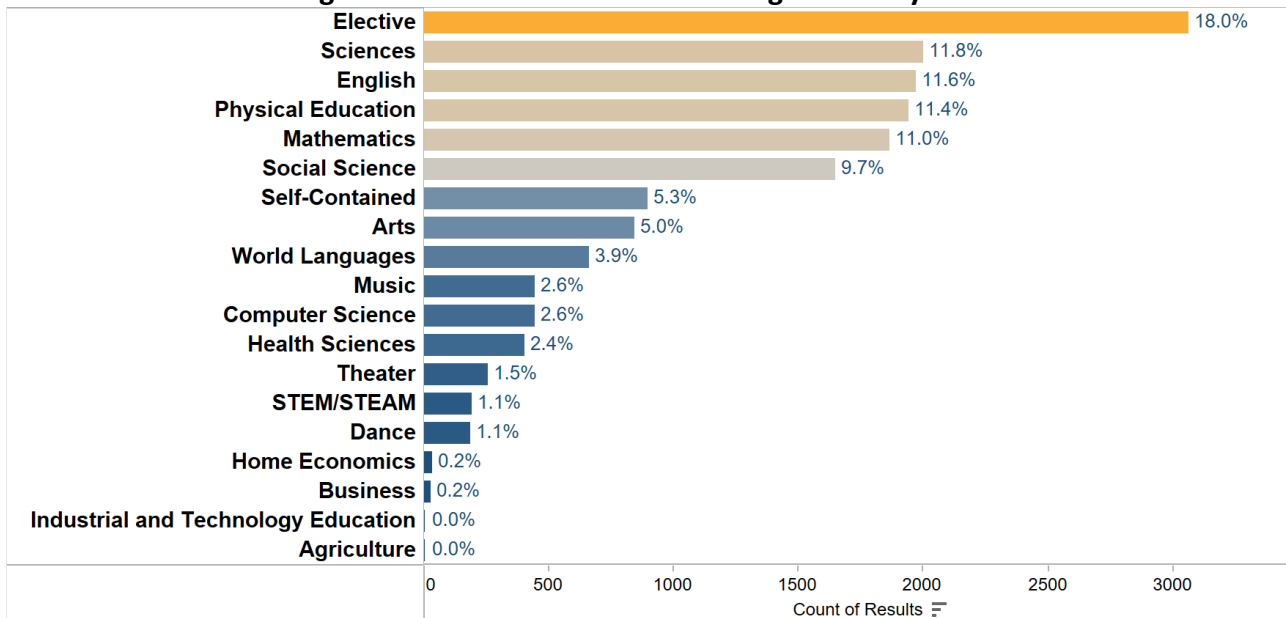
The following sections will focus on each of these settings and provide insights into the specific subjects or areas of misassignments.

General Education Misassignments

General education courses made up the majority of misassignments in the state. Courses in this setting are offered in [departmentalized](#) settings with specific content (e.g., periods offered in high schools), or [self-contained](#) settings that may include any content (e.g., full day classrooms like in elementary schools). Courses in this setting can be divided into content or subject areas. California Code of Regulations, Title 5, §80005 provides for these content areas, and serves as the basis for the subjects that can be issued on Single Subject Teaching Credentials.

The number of misassignments in each subject area is displayed below in Figure 8. The core curriculum subject areas of Mathematics, Science, English, and Social Science each account for around 10% of all misassignments. Altogether, approximately 44% of all general education misassignments occurred in core academic content areas.

Figure 8: General Education Misassignments by Content



Sciences

Sciences are broken down further into specific subjects in Table 4. Integrated Science courses, or courses that teach content in multiple science disciplines, are the most misassigned, followed by Physical Science classes. These are usually offered at the middle school level, as courses at the high school level tend to be offered as specialized science areas (e.g., Biology, Chemistry, Physics, and Geosciences). Information on what credential authorizations can teach various science courses can be found [here](#).

Table 4: Misassigned Courses and Educators in Science Subjects

	Misassigned Courses	Misassigned Educators
Integrated Science	1,000	424
Physical Sciences	868	411
Biology	750	373
Physics	623	242
Chemistry	527	212
Life Science	341	159
Introductory	283	152
Geoscience	30	14
Grand Total	4,422	1,987

Electives

The results across all public schools show that the majority of misassignments occurred in elective courses, as found in *Figure 8*. This type of course is defined as one that falls outside of the statutory subject areas provided by EC §44257 and clarified by T5 §80005. These include courses such as Home Room, Student Government, and Study Hall. The credentialing requirements for staffing these courses are flexible, as T5 §80005(b) provides that any teacher who has earned a credential based on a bachelor's degree and student teaching can teach these courses. However, this definition excludes educators teaching on the basis of emergency permits, intern credential, and waivers from being appropriately assigned to these courses. Analysis of elective misassignments demonstrates that 44.5% result from an educator holding one of these documents. Additionally, the regulation criteria bars Career Technical Education and Services credential holders from staffing these courses, which also contributes to the large number of misassignments.

Additionally, 47.5% of these misassignments were assignments for one specific CALPADS course: CALPADS course code 9228, which is titled *Non-core Academic Elective*. The description for the course is as follows:

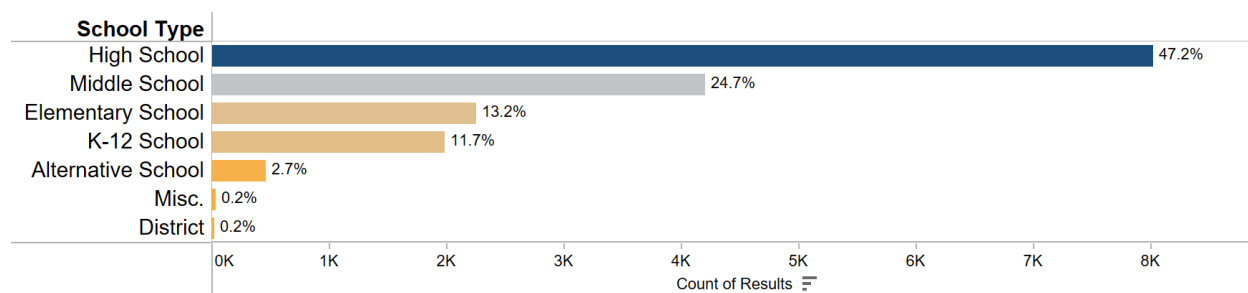
Non-core elective courses typically cover topics that are outside of the core subject areas of math, science, English, and history-social science. Non-core elective courses present students with the opportunity to explore a variety of topics and experience enrichment activities. Students enrolled in non-core electives do not earn credit in the core instructional areas. Examples may include chess, etc.

After that, 17.5% of the of misassignments could be found in Homeroom courses, 12% in Study Skills courses, and 7.5% in courses where an educator had a student assistant.

General Education Misassignments by School Type

Finally, the most General Education misassignments occurred in High Schools, followed by Middle and Elementary Schools. See Figure 9 below for the percentages.

Figure 9: General Education Misassignments by School Type



Career Technical Education

A Career Technical Education (CTE) classroom setting is one in which the curriculum has been designated as technical, trade, or vocational. CTE courses are part of a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge and provides students with a pathway to postsecondary education and careers. As well, CTE courses are divided by industry sector. There are currently 15 different industry sectors that these credentials can be issued in. To earn a CTE credential, educators must have three years of work experience directly related to each industry sector to be named on the credential.¹³

Misassigned Courses and Percent of Total by Industry Sector

Figure 10 contains a breakdown of misassigned and vacant courses by CTE industry sector. Many of these industry sectors can take advantage of the assignment option provided by Title 5 §80004(c), which allows the holder of a Single Subject (SS) Teaching Credential in **Agriculture, Business, Home Economics, Industrial Arts, or Industrial and Technology Education** to teach the content area listed on their document in CTE settings. Using a Single Subject teaching credential to teach CTE content through this flexibility is ultimately a local level decision. Guidance on which industry sectors could be covered by these Single Subject Areas was created in partnership with the California Department of Education (CDE).¹⁴ Though the guidance does allow educators holding Single Subject Credentials authorizing Industrial and Technology Education to serve in *Arts, Media, and Entertainment* (AME) assignments, it was determined that the Industrial and Technology Education teaching credential holder may not use the flexibility afforded in T5 §80004(c) to teach in adjacent SS areas like Art and Theater. This

¹³ One year equals a minimum of 1000 clock hours and the experience may be full-time or part-time, paid or unpaid.

¹⁴ Commission on Teacher Credentialing: <https://www.ctc.ca.gov/credentials/assignment-resources/documents-authorizing-cte>

guidance also excludes *Health Science and Medical Technology* (HSMT) from using the flexibility entirely.

Figure 10: Misassigned Courses by Industry Sector

CTE Industry Sector Misassignments		
Broad Subject	Courses	Percent of Total
Arts, Media, and Entertainment	2,309	29.32%
Health Science and Medical Technology	1,055	13.40%
Information and Communication Technology	640	8.13%
Engineering and Architecture	560	7.11%
Public Service	514	6.53%
Hospitality, Tourism, and Recreation	507	6.44%
Transportation	444	5.64%
Building and Construction Trades	385	4.89%
Business and Finance	309	3.92%
Agriculture and Natural Resources	287	3.64%
Education, Child Development, and Family Services	265	3.37%
Manufacturing and Product Development	198	2.51%
Marketing, Sales, and Service	178	2.26%
Fashion and Interior Design	102	1.30%
Energy, Environment, and Utilities	64	0.81%
Work Experience Education	57	0.72%
Grand Total	7,874	100.00%

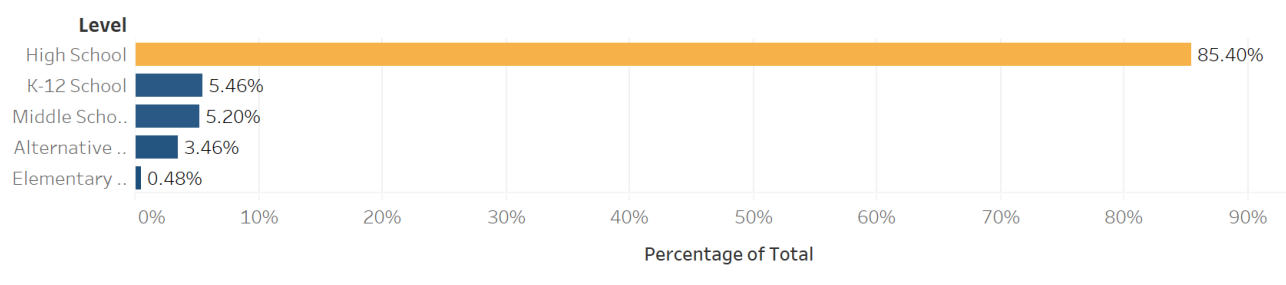
Misassigned Courses and Percent of Total broken down by Industry Sector. Misassignments include 2019-20 Charter, Corrected MA, Misassigned, None and Vacancies determinations.

A complete list of what Industry Sectors the SS authorizations listed cover can be found in [Appendix B](#).

Industry Sector by School Type

The majority of CTE misassignments were found in High School settings. However, the CDE did create a course in the 2020-21 school year to address the issue in Middle School settings, which likely improved the overall misassignment numbers for Middle School CTE courses.

Figure 11: CTE Misassignments by School Type

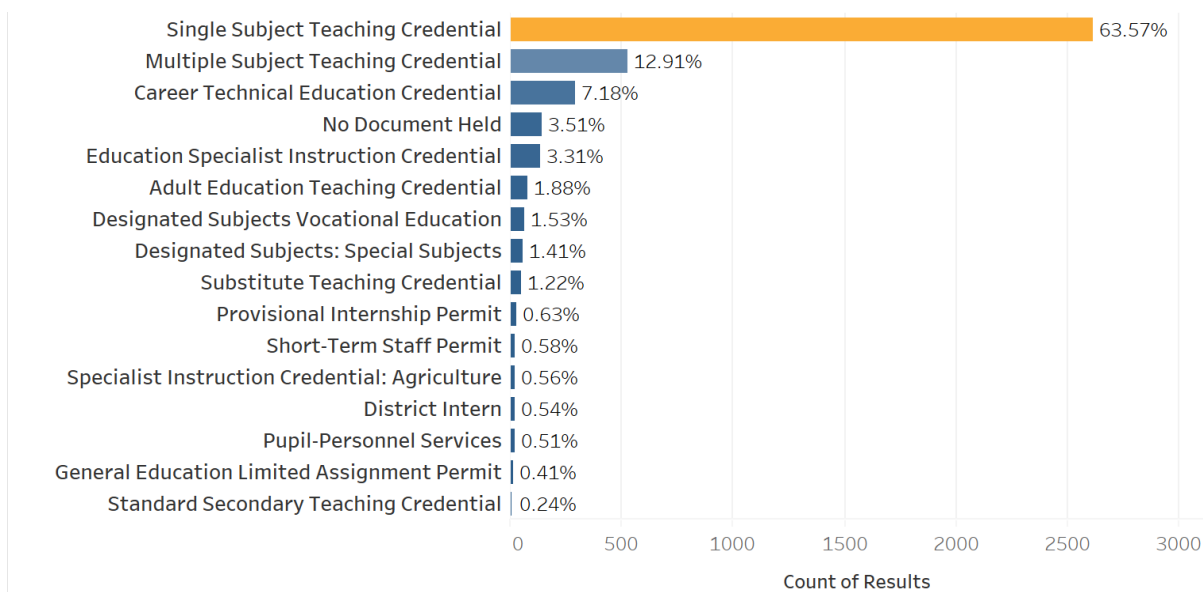


CALPADS course code 9236: *Elementary or Middle School Career Pathway Preparation* was developed by CDE’s CTE department in order to evade assignment issues that they perceived to be due to lack of CTE qualified educators in middle school settings. This course specifies that the majority (over 50%) of the content in this course must be general education, allowing general education teaching credentials to cover the assignment, even though CTE is a main focus of the course.

Teaching Credentials Held by Educators in CTE Misassignments

Analysis of those educators in CTE misassignments reveal that the majority hold General Education credentials (76%). Only about nine percent hold a CTE or Designated Subjects Teaching Credential. Figure 12 demonstrates that most educators misassigned in these positions hold Single Subject Teaching Credentials.

Figure 12: Teaching Credentials Held by Educators in CTE Misassignments



Teaching Credentials Held by Educators in CTE misassignments. Selection is filtered to documents educators held in 9 or more instances.

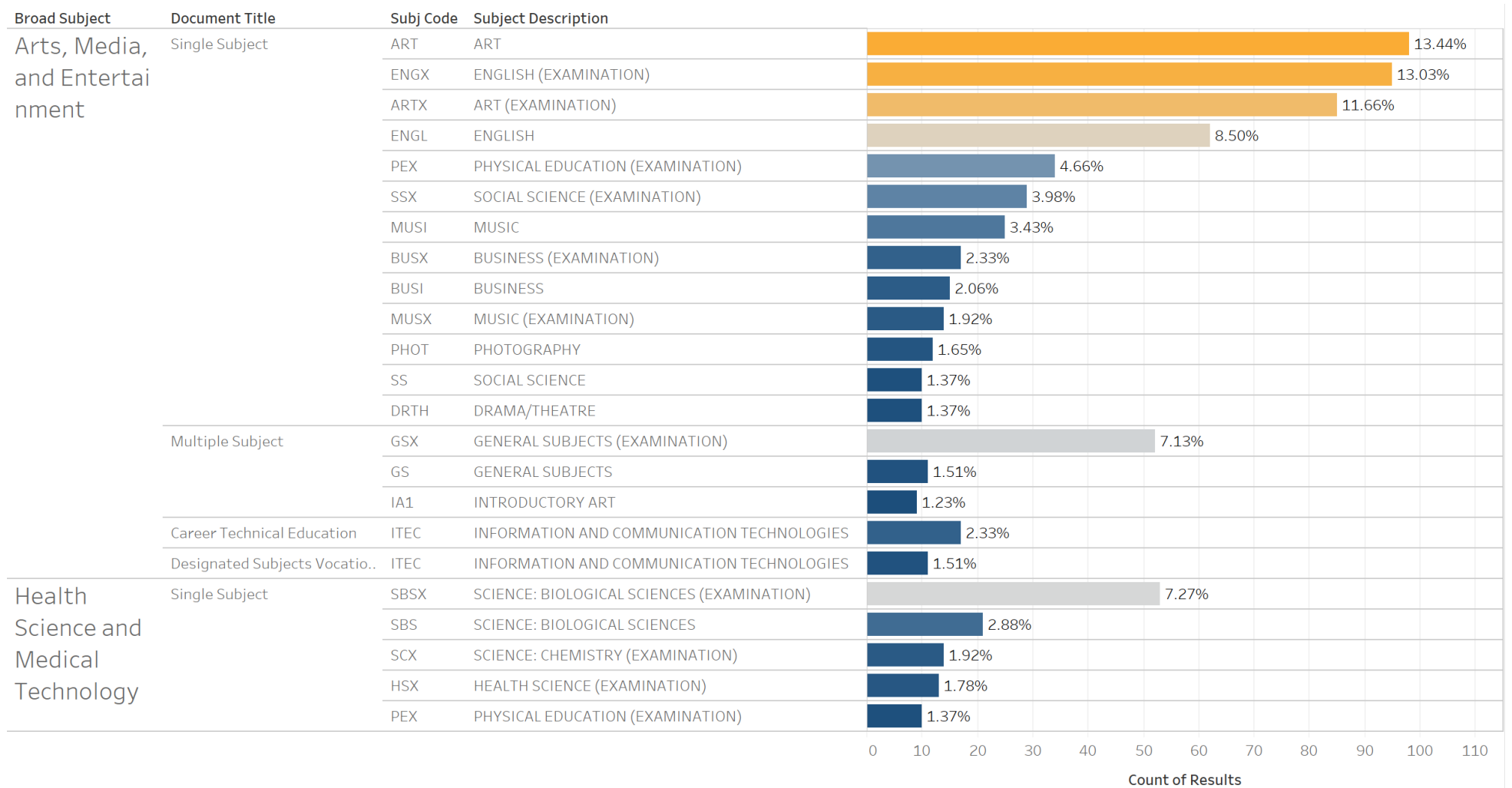
Credential Authorizations Held by Educators in CTE Misassignments in most Misassigned Industry Sectors

To assess what subjects these misassigned educators are prepared to teach, and to get a better understanding of what types of teachers are being assigned to these CTE courses, a review of the specific authorizations held by these educators was conducted. Figure 13 displays the authorizations held by educators misassigned in the Arts, Media, and Entertainment industry sector. The data shows that employers are assigning educators that have general education preparation in Art, Music, and various other similar single subject areas. Additionally, the second most assigned authorization type was English which, if issued prior to 2022, authorizes Drama and Theater content pursuant to Title 5, §80005(a). In aggregate, this type of similar Single Subject authorization accounts for 66%, or two-thirds, of the misassigned educators’

authorizations. That indicates that many employers are choosing to assign educators based on their general education preparations in the Arts. It is unknown if this pattern is a result of employers being unable to find qualified teachers that hold the appropriate CTE credential, or if employers are purposely choosing to assign general education teachers that hold a credential that aligns with the CTE industry sector based on their local needs and preferences. However, it is clear that employers are making their best efforts to assign teachers that have preparation in the content area they are teaching, even if the type of credential held is misaligned.

A similar outcome was seen with the next most misassigned industry sector: Health, Science, and Medical Technology. In this case, educators misassigned in these positions hold Single Subject Science and Health authorizations. The most common authorizations held in this scenario (10%) are Science: Biology. Educators holding these authorizations can teach Anatomy courses pursuant to Title 5, §80005(a), but are not authorized to teach CTE courses.

Figure 13: Authorizations Held by Educators in CTE Misassignments



Authorizations misassigned educators hold within a CTE industry sector. The count of Results filter includes values greater than or equal to 9 educators, the remaining authorizations are excluded.

Special Education

Education Specialist Instruction Teaching Credentials authorize the holder to provide special education and related services to students whose primary disability falls within the specialty area(s) authorized by their credential. The authorization allows the holder to provide instruction to designated special education students *in any and all subjects* as well as necessary services as identified by a student's [Individualized Education Program \(IEP\)](#). A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP.

While an IEP may identify more than one area of need, Federal statutes require that students with exceptional needs be placed in educational programs with the least restrictive environment.¹⁵ Sometimes an IEP team may determine that, based on assessments and IEP goals, an alternate placement may be appropriate. Alternate placement refers to a placement in a classroom where the teacher's credential authorization may not align with the student's primary disability category.

Disability Category

The distribution of misassignments across disability categories can be found in Table 5 below. The most misassigned disability category was Autism, followed by Orthopedic and Speech or Language Impairment. The latter two are notable because they also account for about 50% of all alternative special education placements (See Figure 14).

Table 5: Special Education Misassignments

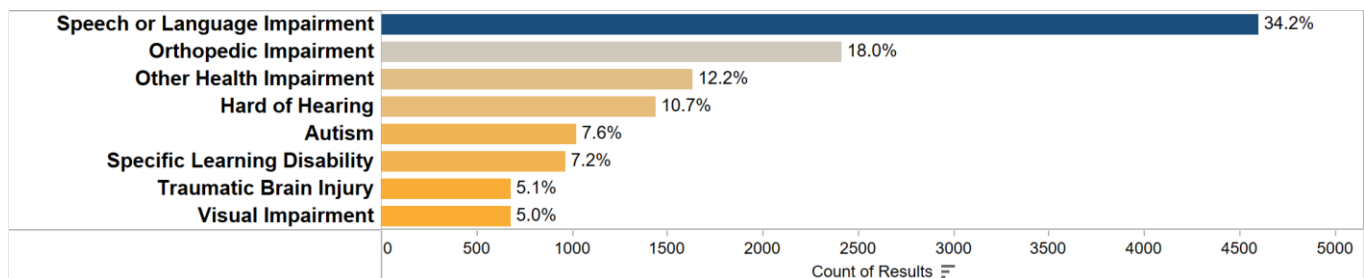
	Total Misassignments	Percent of Total
Autism	567	17.5%
Orthopedic Impairment	473	14.6%
Speech or Language Impairment	389	12.0%
Other Health Impairment	369	11.4%
Specific Learning Disability	326	10.1%
Resource Specialist	201	6.2%
Unspecified in CALPADS	156	4.8%
Traumatic Brain Injury	136	4.2%
Intellectual Disability	134	4.1%
Multiple Disabilities	120	3.7%
Hard of Hearing	105	3.2%
Emotional Disturbance	94	2.9%
Deafness/Hearing Impairment	57	1.8%
Visual Impairment	50	1.5%
Adapted Physical Education	42	1.3%
Established Medical Disability	16	0.5%
Deaf-Blindness	1	0.0%

¹⁵ Ref. IDEA §§300.114 & 300.115

Alternative Placements

Alternative Special Education placements are also identified during monitoring. This determination is selected if the assignment is made on the basis of either a student's IEP assessment and goals for the student's secondary disability areas, or on the basis of their IEP's direction to serve them in the Least Restrictive Environment (LRE). As well, this determination should only be selected if the student's needs related to their disability area are being met, often by another appropriately authorized individual providing pull-out or push-in services. If a student is in an alternate placement but is *not* receiving specialized academic instruction in accordance with their IEP, then the exception should instead be determined as a *Misassignment*.

Figure 14: Top Alternative Special Education Placements



Anecdotally, during monitoring the Commission received many inquiries about Orthopedic Impairment (OI) exceptions in which the student was identified as having this disability area but was not getting specialized academic instruction. As well, OI is identified as a low incidence disability area pursuant to Education Code §56026.5 and is further clarified by Education Code §44265.5. As such, it does garner special funding.¹⁶ The large number of OI misassignments and alternative placements combined with the influx of inquiries may signal a problem with the way OI is assessed and assigned in the state. Federal regulations provide that, "...if it is determined ... that a child has one of the disabilities identified in [paragraph \(a\)\(1\)](#) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part."¹⁷ In such cases, according to CDE a 504 plan may be more appropriate for the student.¹⁸

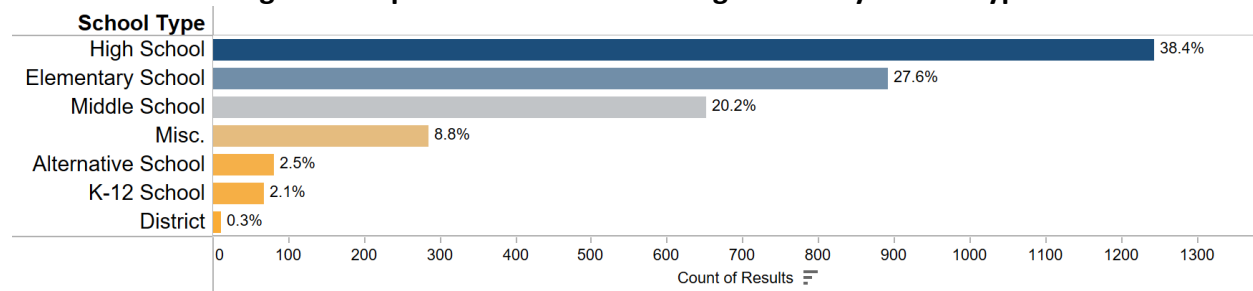
¹⁶ California Department of Education: <https://www.cde.ca.gov/fg/fo/profile.asp?id=2299>

¹⁷ Ref. [34 C.F.R. §300.8 \(2\)\(1\)](#)

¹⁸ California Department of Education: <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>

Special Education Misassignments by School Type

Figure 15: Special Education Misassignments by School Type



English Learner Services

English Language Development (ELD) is instruction appropriate for the level of language proficiency as identified for each English Learner (EL) or Multilingual student. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. In California, educators are required to have the appropriate ELD authorization if even only one English learner is present in their classroom. Furthermore, that authorization must meet the level of support needed for their student(s).

ELD services range from Specially Designed Academic Instruction in English (SDAIE), which is an instructional approach designed to develop English comprehension in the content area of the class, through Bilingual Instruction, which is a method where instruction is provided in both English and the EL student's primary language, clarifying and facilitating comprehension of content subject matter. In the latter, educators are required to demonstrate proficiency in the target language. A list of ELD services CalSAAS evaluates can be found in Table 6.

Table 6: English Language Development Services

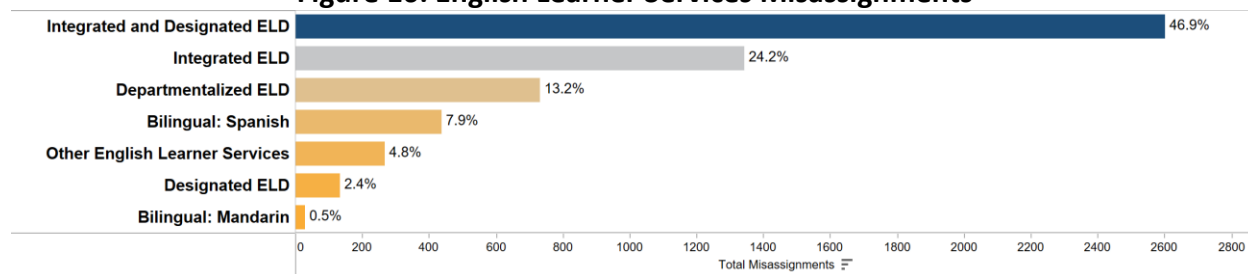
EL Service	Description
Integrated ELD	Instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes Specially Designed Academic Instruction in English (SDAIE).
Designated ELD	Instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (ELD within course and content area.)
Departmentalized ELD	English Language Development- offered in a standalone departmentalized classroom.
Bilingual Instruction	Instruction for primary language development and content instruction delivered in the primary language
Other	Some type of instructional service that, while specifically designed for English learners, is an instructional service that is not narrowly defined in the other EL services. These instructional services vary either quantitatively or qualitatively from the other EL services.

All of California’s currently issued Single Subject, Multiple Subject, and Special Education Instruction Credentials include preparation to provide Integrated and Designated ELD services.¹⁹ They do not include preparation to provide Departmentalized ELD or Bilingual instruction. However, older document holders and teachers prepared in other states or countries may not have earned an EL authorization, leading to the misassignments displayed below.

English Learner Misassignments

The majority of misassignments in this setting were found in classrooms where students required both Integrated and Designated ELD services (2,602). Integrated ELD saw the second most misassignments with 1,343 in total. Next, Departmentalized ELD garnered 732 misassignments and Bilingual: Spanish saw 439 misassignments. Finally, misassignments in Other English Learner Services (269), Designated ELD (134), and Bilingual: Mandarin (28) were less prevalent.

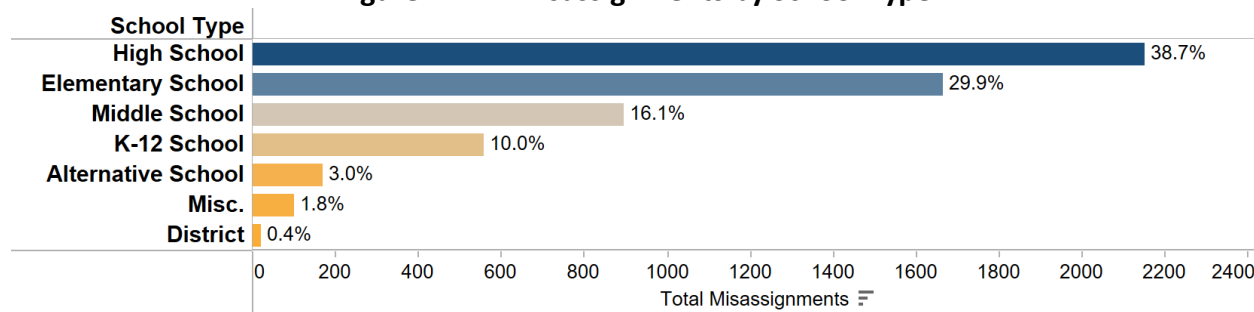
Figure 16: English Learner Services Misassignments



EL Misassignments by School Type

Additional analysis demonstrates that 29.7% (1,396) of all ELD misassignments occur in self-contained classrooms, which is the primary mode of instruction delivery in Elementary Schools. Though High Schools saw the most EL misassignments (2,153), Elementary Schools saw the second highest rate of misassignments (1,664).

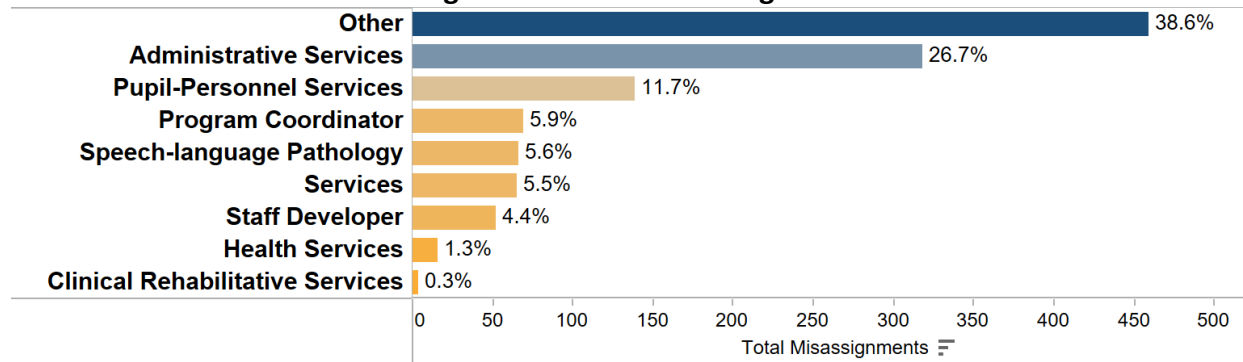
Figure 17: EL Misassignments by School Type



¹⁹ Coded Correspondence 14-01: <https://www.ctc.ca.gov/docs/default-source/commission/coded/2014/1401.pdf>

Services

Figure 18: Service Misassignments



Other

The “other” category results entirely from CALPADS Code 6020: *Other Certificated Non-Instructional Assignment* (See Figures 18 & 19). Its description is, “A certificated staff member that is in any other type of non-instructional assignment.” CalSAAS does monitor this course because it encompasses certificated assignments. However, the description is too vague to evaluate it against any specific credential type. In cases like this, it is an LEA’s responsibility to review these exceptions and the assignments they represent to determine whether they are appropriate. Because of this, there is no concrete evidence as to what this course code represents and how it is being assigned across the state. Anecdotally, some LEAs have communicated that they use it for “Teachers on Special Assignments” or TOSAs that serve as curriculum experts or program developers outside of the classroom. However, these assignments are also not consistent across the state, and their duties can vary greatly across LEAs.

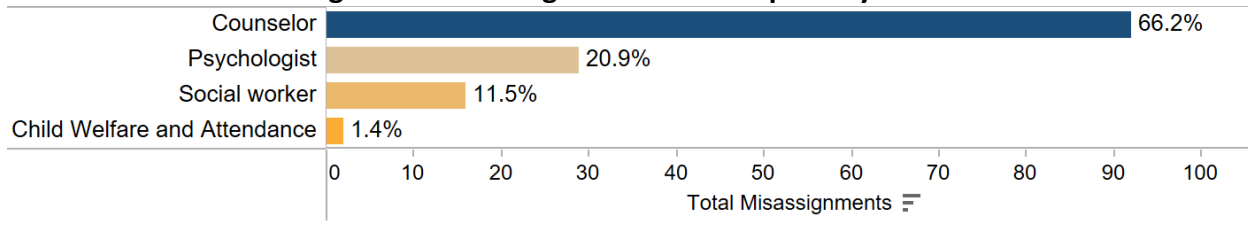
Figure 19: CALPADS Course 6020

Broad Subjects (G..	Class Title	Count of Results	Percent of Total
Other	Other Certificated non-instructional assignment	460.0	100.00%

Pupil-Personnel Services

There are four specialty areas that can be issued as authorizations on Pupil-Personnel Services Credentials. Those are School Counselor, School Psychologist, Social Worker, and Child Welfare and Attendance. Figure 20 below shows the number of misassigned educators in each specialty area. Two-thirds of misassignments occurred in the School Counselor specialty area (92). School Psychologists had 29 misassignments, or 20.9% of the total.

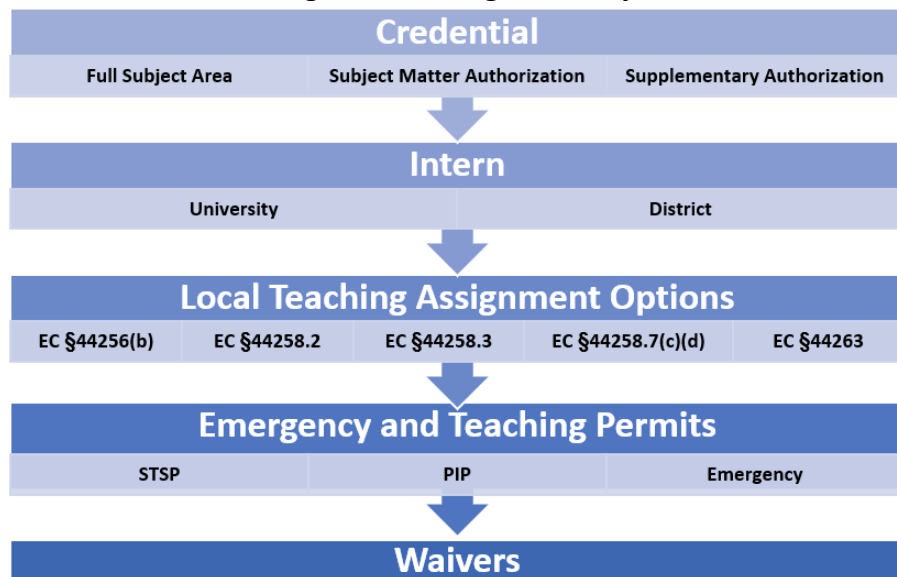
Figure 20: Misassignments in PPS Specialty Areas



Monitoring Outcomes: Local Assignment Options

Education Code (EC) and Title 5 Regulations (T5) provide local educational agencies with educator assignment options that can be used when an LEA is unable to assign a certificated employee with the appropriate credential authorization. These options, known as Local Assignment Options (LAOs), allow flexibility at the local level. Certain criteria must be met to use these flexibilities. First, in the majority of cases, the educators placed on LAOs should be fully prepared and hold a credential issued based on possession of a bachelor's degree and student teaching prior to usage. In this way, educators on LAOs are prepared to teach, but not in subject or curriculum they are assigned to. These educators are considered to be working out-of-field.

Figure 21: Hiring Hierarchy

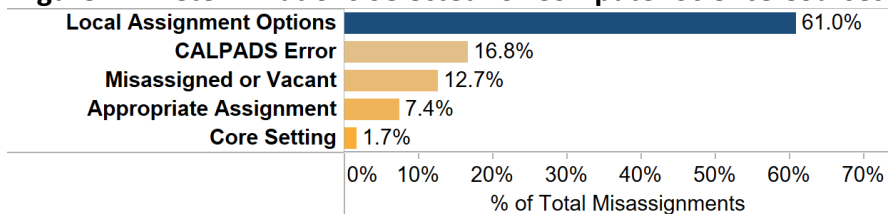


Second, the LEA must first try to recruit fully credentialed educators. Education Code §44225.7 outlines the hiring and placement priorities defined by law for LEAs. It states that if a suitable fully prepared teacher is not available to a school district, the district under all circumstances shall make reasonable efforts to recruit an individual for the assignment. The hiring hierarchy can be found in Figure 21 above. Therefore, an educator employed on the basis

of an LAO represents an assignment in which a qualified educator was not available. The employment of this type of flexibility is also an indicator of shortage.²⁰

Sometimes it may be a bigger indicator of shortage than misassignments or vacancies. For example, there are conversations about a lack of educators available to teach highly in demand computer science courses. In Figure 8 above, this type of content accounted for only 2% of misassignments (447 in total) in general education setting. That would indicate that there isn't a large demand for these educators on its own. However, when you look at the determinations that were chosen for Computer Science Courses, 61% of them were LAOs (Figure 22) or an additional 2,367 assignments.

Figure 22: Determinations Selected for Computer Science Courses



Local Assignment Options Statewide

Figure 23: Statewide Local Assignment Options

LAO	Educators	Courses
EC §44865	108,073	168,457
EC §76004	5,220	6,091
T5 §80020.4	2,553	2,556
EC §§44258.7(c)(d)	1,097	2,515
EC §44263 (Departmentalized)	830	2,419
EC §44256(b)	819	2,426
EC §44258.3	778	1,711
EC §44258.7(b)	446	939
EC §44258.2	229	662
Other	378	501
T5 §80020.4.1(a)	331	336
EC §44831	268	357
EC §35029	208	386
EC §44332	111	310
EC §58803	118	271
EC §44263 (Self-Contained)	122	238
EC §48800	13	13
Grand Total	121,594	190,188

Note: T5 80005(b) is excluded from this table because it does not represent an educator working out-of-field.

Across the state, there were 121,594 educators placed in assignments based on the usage of local assignment options, in a total of 190,188 classrooms. Find the breakdown of the different LAOs used in Figure 23. Note that this report excludes LAO T5 §80005(b) because educators

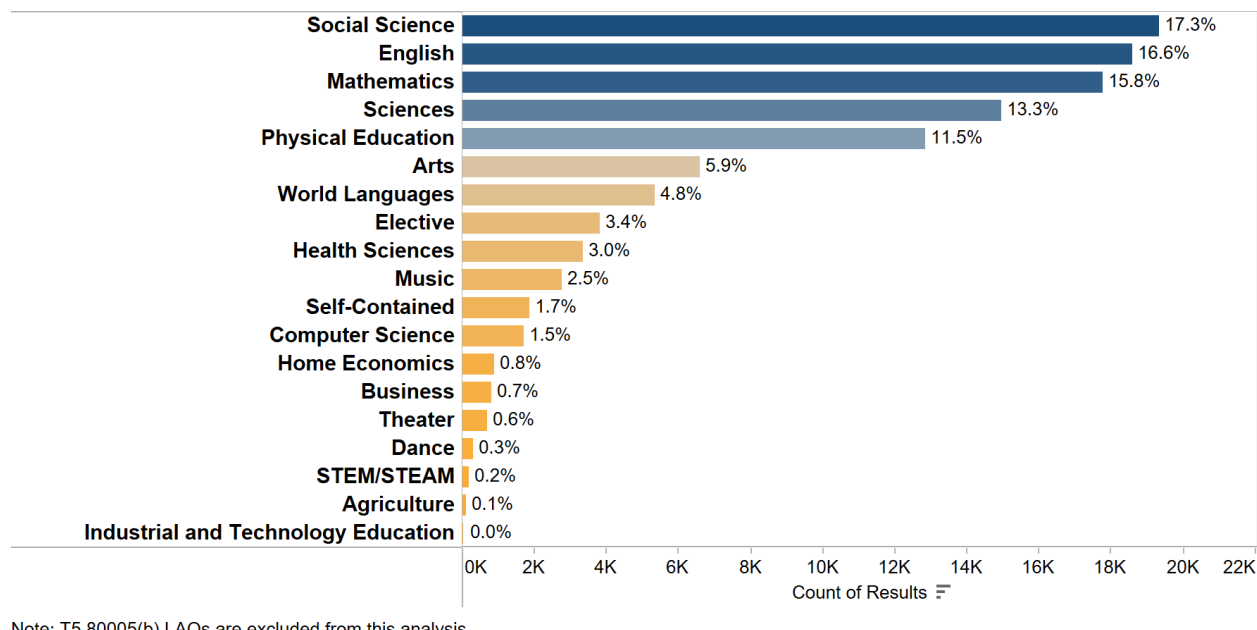
²⁰ The exception is T5 §80005(b), which covers classes which do not fall within or are not directly related to the broad subject areas listed in T5 §80005(a) and does not require any subject matter preparation.

using it are not considered out-of-field by virtue of there not being subject matter competence for the courses it authorizes. However, CalSAAS does track its usage for monitoring purposes in order to ensure educators meet criteria for usage (e.g. earning a credential based on a bachelor's degree and student teaching). The Elective area of the general education misassignment section has more details. There are 105,229 educators using this LAO across the state in a total of 160,839 courses.

Excluding that Local Assignment Option, Education Code §44865 accounts for the majority of those in use statewide (88.9%). The next most used LAOs, EC §76004 and T5 §80020.4, accounts for only 4.3% and 2.1% of usage respectively. Each of the remaining LAOs account for less than 1% of total used. Find information on these Local Assignment Options, their criteria for usage, and what they authorize in [Appendix A](#).

Local Assignment Options are primarily available for general education courses. Figure 24 below displays the subjects LAOs are used in. All the core subject areas are represented in the top spots. Combined, they encompass 63% of the total and 70,694 assignments. However, this is with the inclusion of EC §44865. Without §44865 Electives occupy the top spot, encompassing 21%. However, it is still trailed directly by the core curriculum areas.

Figure 24: Local Assignment Usage Across General Education Subjects



Education Code §44865: Alternative Settings

This LAO is used in alternative settings. It allows employers to assign the holder of full teaching credentials in any of the following assignments without satisfying subject matter competence:

- Home teacher
- Classes organized primarily for adults
- Hospital classes

- Necessary small high schools
- Continuation schools
- Alternative schools
- Opportunity schools
- Juvenile court schools
- County community schools
- District community day schools
- Independent study

CalSAAS automatically determined exceptions of educators that did not meet assignment qualifications but did meet the LAO qualifications here if the assignment was at an alternative school or noted as being in the settings mentioned. As noted before, the majority of these LAOs are used in core curriculum areas (Figure 25 below). Alternative schools and independent instructional models are not traditional, but still serve some of California’s most vulnerable students.

Figure 25: Education Code §44865 Usage by Broad Subject

LAO	Broad Subjects (Group)	
EC §44865	Social Science	17,963
	English	17,581
	Mathematics	16,695
	Science	14,000
	Physical Education	11,969

Because this school year was influenced by the COVID-19 pandemic protocols, these numbers may be inflated due to a reliance on independent study courses. However, that cannot be determined without longitudinal data. As well, the pandemic may contribute to independent study models becoming more widespread.

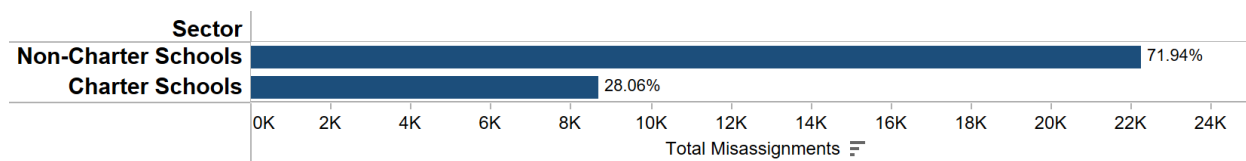
Charter Schools Compared with Traditional Schools

As of the 2020-21 school year, there were nearly 1,300 charter schools in operation and approximately 11.5% of California’s students were enrolled in a charter school.²¹ These schools comprise approximately 12% of the 10,545 public schools operating in the state.²² There are fewer educators working in this sector, and therefore fewer opportunities for these schools to accrue misassignments. Even so, they accounted for 28.1% of all misassignments in the state.

²¹California Department of Education. (April 2022). Charter Schools - CalEdFacts. Retrieved from California Department of Education: <https://www.cde.ca.gov/sp/ch/cefcharterschools.asp>

²² California Department of Education. (2022, April 13). *Fingertip Facts on Education in California*. Retrieved from California Department of Education: <https://www.cde.ca.gov/ds/ad/ceffingertipfacts.asp>

Figure 26: Share of Misassignments in Each Educational Sector



Prior to the passage of AB 1505, teachers serving in noncore, noncollege preparatory assignments were not required to hold a credential. AB 1505 and AB 1219 aligned certification requirements in all areas except for non-classroom based and service assignments, and also afforded charter schools temporary assignment flexibility for those teachers that were employed at a charter school during the school year prior to the legislation taking effect. Pursuant to Education Code §44258.10, teachers using this flexibility are misassigned but can continue to serve in their positions without correction until July 1, 2025. The intent of the statute is to prevent staffing shortages at charter schools and to give opportunities for educators in these positions to earn the appropriate credentials for their assignments. Charter school assignments using this flexibility are captured in monitoring with the “2019-20 Charter” determination. In the 2020-21 school year, 1,824 educators were reported as using the flexibility with the “2019-20 Charter” determination, accounting for 5,292 misassigned courses statewide. The share of noncore misassignments between charter schools and non-charter schools can be seen in Figure 26. Almost exactly one-third of all noncore misassignments occur in charter schools though they represent one-tenth of the educational landscape. [Item 4A: Report to the Legislature on Credentialing Related to Noncore Teaching Assignments Pursuant to Assembly Bill 1505](#) presented at the June 2022 Commission Meeting further examines assignments in noncore classrooms and details additional findings.²³

2021-22 Current Cycle

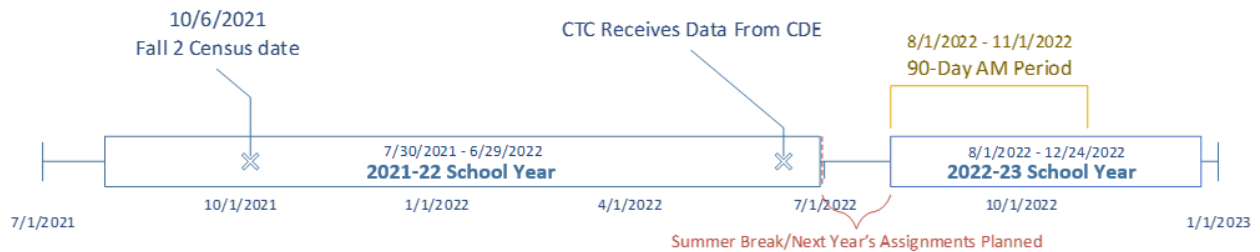
Assignment monitoring for the 2021-22 school year is currently underway in CalSAAS. Similar to the 2020-21 cycle, delayed transmission of CALPADS data resulted in a delayed commencement of assignment monitoring in CalSAAS. The 90-calendar day timeline began on August 1, 2022, and the Commission will finalize the monitoring results on November 1, 2022.

2021-22 Monitoring Quick Facts:

- Currently in progress
- Second consequential year
- Less than 130,000 exceptions workable in the system
- 4,855 user roles created
- Close to 35,000 exceptions determined in the first 45 days of monitoring

²³ June 2022: [Agenda Item 4A](#)

Figure 27: 2021-22 Monitoring Timeline



CalSAAS processes identified 129,822 workable exceptions, reducing the statewide workload by 3,127 exceptions compared to the previous monitoring cycle. There are currently 4,855 users created in the system to work these exceptions. LEAs and/or their monitoring authorities have submitted initial determinations for nearly 35,000 exceptions in the first 45 days of monitoring.

System Enhancements

Several system enhancements were implemented prior to the 2021-22 monitoring cycle to both increase accuracy and capture additional data points. The system's exception processing was further enhanced for the 2021-22 cycle to capture potential English Learner misassignments. If an assignment is reported as having one or more students designated as English Learners enrolled in the course, and the course is reported in CALPADS as providing no English Learner services, then the system will check the educator's credential documents for any English Learner authorization. If the educator does not hold any English Learner authorization, then an exception will generate in the system for review by the LEA and monitoring authority. The intention of this processing change is to capture assignments in which English Learner services are not being provided when required by law.

In previous monitoring cycles, exceptions determined as CALPADS Errors did not include any additional information to further clarify the reporting error. Beginning with the 2021-22 cycle, when the CALPADS Error determination is selected the system requires users to provide additional information to detail one or more reporting errors associated to the assignment. While this will provide some additional context to the CALPADS Error determinations in the finalized data, the full extent of the enhancement was not possible based on workload obligations of the Commission's IT staff.

Previously the system did not have limitations in place to prevent a user from selecting an inappropriate determination based on the assignment reported. Beginning with the 2021-22 monitoring cycle, safeguards have been put in place to prevent the selection of a determination that is not appropriate for the assignment reported in CALPADS. For example, the Core Setting determination is not available as an option to be selected for Special Education or English Learner exception types, as a Core Setting determination is only appropriate for a CALPADS Code exception. By disallowing determinations that are not aligned with statutory, regulatory, or other credential requirements, this change in system processing will provide more accurate data when the 2021-22 monitoring cycle concludes.

System Limitations and Considerations for Further Enhancements

The recommendations below would not only improve misassignment monitoring but would also improve the process between CTC/CalSAAS data and CDE/CALPADS data. Strengthening this data sharing partnership would support improvements to CDE's more comprehensive TAMO reporting, where fully-credentialed and properly assigned teachers, as well as individuals teaching on substandard permits and waivers are also reported.

Uniformity in Statutory Definitions for Teacher Data Collection and Reporting

California's state governmental oversight and support over public education is tasked to three State agencies: the Commission on Teacher Credentialing, which oversees teacher preparation, discipline, licensure, and assignment monitoring; the California Department of Education, which oversees the State's public school system; and the State Board of Education, which is California's K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability. While each entity has a unique mandate, the work of these agencies does interconnect, especially in relation to teacher data collection and reporting. However, the fact that each agency operates under different statutory mandates means that the Education Code is sometimes disconnected when it comes to definitions related to teacher assignments and licensure. Creation of a uniform, consistent set of statutory definitions related to teacher assignments would help to ensure consistency in reporting and reduce confusion for the public.

Data Collection for CALPADS Errors

CALPADS errors have routinely been the largest share of determined exceptions during monitoring. Though CalSAAS can identify CALPADS errors, it does not currently have the capability to identify what the properly reported assignment should be. This ability would allow for CDE to amend their reporting to more accurately reflect assignments and for additional monitoring checks on the educator's authorization within CalSAAS. Most importantly, it would allow CDE's Teacher Assignment Monitoring Outcomes (TAMO) reports to fully evaluate educator fitness.

Currently, CDE cannot evaluate educators in assignments determined as CALPADS Errors because they lack the necessary information to do so. The actual assignment is required to evaluate the educator's quality. Lacking this information results in the TAMO reports categorizing such assignments as "incomplete". Being able to capture the actual assignment would resolve this issue and contribute to a more complete picture of California's educator workforce.

Ability to Disaggregate Assignments When Determining

CalSAAS aggregates similar assignments based on Educator (SIED), CALPADS Course/reported Service Provided, and CDS code into individual exceptions. This is done to assist users and prevent an onerous and repetitive workload. However, in instances where some of the multiple aggregate assignments were reported incorrectly by LEAs, the system is not capable of disaggregating them to ensure the proper determination is assigned to each. For example, an educator could be reported as teaching three periods of English but is really only teaching one

English course and two Social Studies courses. In this case, the user could discover this, but has no recourse to correct the record. As well, in this example, if the educator is appropriately authorized for English, but not Social Studies, the misassignment determination would be attributed to all three courses. This skews misassignment numbers and prevents data fidelity.

Adding this ability to CalSAAS would increase data validity and be vital for reporting mentioned in the section above.

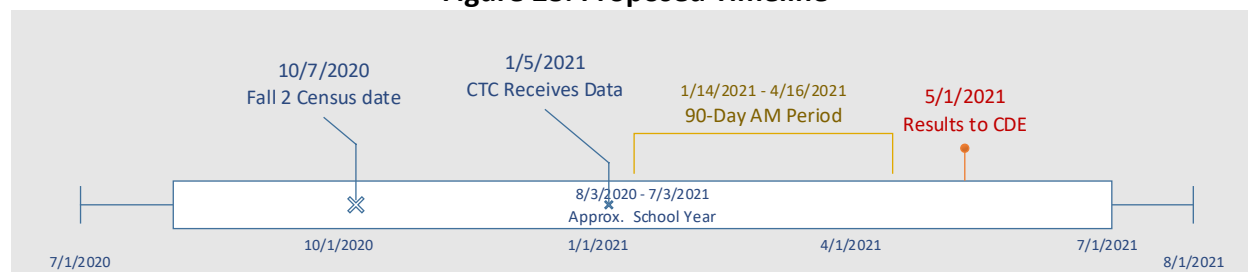
Improved Monitoring Timeline

The current monitoring timeline is dependent upon when CDE delivers CALPADS assignment data to the Commission. Monitoring cannot commence without these data. The current data collection timeframe guarantees that the Commission receives the data towards the end of the school year. Though Fall 2 census day occurs on the first Wednesday in October, the official submission window for monitoring does not close until the following March or April. In the past two monitoring cycles, the Commission has received data in May or June. At this point the Commission can review, package, and load these data into CalSAAS. See Figure 3 or Figure 27 for an example of a previous monitoring timeline.

This timeline presents numerous challenges for LEAs. First, monitoring takes place during summer months when many districts and charter schools are on break. Their absence in the monitoring process will result in skewed results and potentially inflated misassignment numbers. Second, for County Offices of Education (COEs), those months are the busiest time of year, as they are working on acquiring and credentialing staff. Most importantly, it makes monitoring results hard to act upon. Conducting monitoring after the school year ends guarantees that assignment issues cannot be found in time to: 1) correct the assignment during the school year being monitored, and 2) make modifications to next years' assignments based on monitoring results.

Changing the timeline for monitoring would not only address these issues, but would also allow for solutions in other areas, such as allowing other State reporting platforms to use CalSAAS data. For example, annual Williams monitoring submission currently takes place during the month of November which is concurrent with CalSAAS monitoring.²⁴

Figure 28: Proposed Timeline



²⁴ California Department of Education: <https://www.cde.ca.gov/eo/ce/wc/wmsschools.asp>; Education Code §1240(c)

Figure 28 above contains an example of an improved timeline for monitoring. Changing the CALPADS submission window to earlier in the school year would address all the issues presented above, including allowing LEAs the ability to act upon their monitoring results during the school year and take corrective actions on misassignments, thus preventing students from being served by a misassigned educator for the entire school year.

CALPADS Reporting Improvements

There is currently no legal mandate for LEAs to report their data through CALPADS, and no consequences for intentionally reporting assignments incorrectly. Though many LEAs report all their certificated assignments, apparent gaps in reporting have been found during CalSAAS implementation and monitoring. During initial testing, numerous County Offices of Education contacted the Commission regarding non-reported assignments. Some counties stated that LEAs were omitting entire classes of assignments (e.g., services, administrative) or types of assignments (e.g., principal) from their completed reports. Additionally, during testing, LEAs were asked to submit educator assignments that are otherwise legally authorized to test system functionality. 29 counties submitted a total of 16,965 educator assignments during testing. 13% of the assignments submitted from the testing counties had no corresponding data from CALPADS for educator assignment.

Furthermore, a substantial number of assignments are reported where the teacher's SEID is not provided, and is instead reported with a placeholder SEID of all '9's. This prevents CalSAAS from evaluating the educator's credentials for the assignment. Conversations with LEAs and CDE reveal that these are not always vacancies but can often be instances in which the employer is neglecting to provide the correct SEID. This primarily occurs when the employer is contracting out for teaching services with an outside service provider. CALPADS currently requires the input of a teacher's demographic information to report an assignment. However, because CALPADS allows these assignments to be reported with the placeholder SEID, the Commission is unable to identify the person serving in the assignment. This prevents CalSAAS from monitoring the assignment and CDE from evaluating it for ESSA reporting purposes. In the 2020-21 school year, over 12,000 placeholder SEIDs were reported in assignments, meaning as many as 12,000 classrooms may have been staff by individuals that held no credential whatsoever. This is particularly concerning considering that these individuals may not ever have been screened by the Commission for professional fitness or fingerprint clearance.

A final concern is around the certification of CALPADS data at the end of an LEA's reporting window. If LEAs do not certify their data in specified windows, CDE will not transmit their assignment data to the Commission.²⁵ In these cases, the Commission cannot generate exceptions for these LEAs, and they consequently cannot be monitored. In the 2020-21 school year, 15 LEAs did not certify their data, many of them entire districts:

²⁵ California Department of Education. (February 2020). *CALPADS Data Guide: A Guide for Program Staff Version 11.0*. Retrieved from California Department of Education: <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

Table 7: Uncertified LEAs in the 2021-22 Cycle

County	LEA
Alameda	Albany City Unified
Alameda	Bay Area Technology
Alameda	San Lorenzo Unified
Calaveras	Calaveras Unified
Humboldt	Loleta Union Elementary
Lassen	Lassen Union High
Los Angeles	Grace Hopper STEM Academy
Los Angeles	Montebello Unified
Los Angeles	Whittier City Elementary
Mendocino	Round Valley Unified
Napa	Howell Mountain Elementary
Riverside	Temecula Valley Charter
Sacramento	Arcohe Union Elementary
Sacramento	Robla Elementary
Santa Barbara	Los Olivos Elementary

Having the ability to omit assignments or bypass monitoring altogether without accountability for doing so results in risks to data fidelity and student safety. First, LEAs may not feel required to submit all their certificated assignments. Second, LEAs may alter or omit assignments of educators that they know are misassigned in attempts to lower their misassignment rates. Finally, LEAs may choose not to certify to ensure their results are not publicly available.

Conclusion

Prior to the passage of Assembly Bill (AB) 1219 and the creation of the California Statewide Assignment Accountability System (CalSAAS), assignment monitoring was conducted on a four-year cycle, which produced statewide results only at the conclusion of that four-year period. CalSAAS has provided an avenue for LEAs and their monitoring authorities to annually monitor certificated educator assignments since its launch in 2019-20, allowing for more efficient, timely, and transparent results. Assignment data resulting from the first consequential monitoring cycle in 2020-21, has highlighted the prevalence of misassignments, vacancies, and Local Assignment Options, and informs areas of teacher shortage statewide. With CDE's TAMO reporting, CalSAAS has also been leveraged for much more comprehensive educator data reporting down to the school site level.

Since the creation of CalSAAS and the initial monitoring cycle, the Commission has made system improvements to increase the accuracy and efficiency of the system. Each subsequent monitoring cycle has undergone enhancements in system processing and display, user activity since the initial monitoring cycle has increased, and Commission staff have provided ongoing outreach, resources, technical assistance and training to users. The longitudinal results from assignment monitoring will provide data to measure the effectiveness of the system, through analysis of the rate of misassignments in subsequent years.

Glossary

Term	Definition
Alternative Special Education Placements	Placement of a student in a classroom that may not align with the student's primary disability category. The Alternate SPED determination may be selected in CalSAAS if the assignment is made on the basis of either a student's: 1) alternate placement aligned with their IEP assessment and goals for the student's secondary disability areas, or 2) placement in a general education classroom on the basis of their IEP's direction to serve them in the Least Restrictive Environment.
Assignments	Educator placement reported in CALPADS.
Core Setting	This classroom setting was created to help transition pupils from self-contained to departmentalized classroom settings. This occurs in grades 5-8, when two or more subjects are taught to the same group of students by the same teacher in the same day.
Decoder	A data table created by the Commission that maps all CALPADS assignment attributes to their related Commission issued authorizations that have been determined to be appropriate for the assignment. Such attributes include, but are not limited to, CALPADS Course Code, Special Education disability category, English Learner Service, and Language of Instruction. Each attribute may have multiple authorizations that are appropriate for that type of assignment. The decoder serves as the keystone for CalSAAS' automated monitoring.
Departmentalized Classroom	Classroom setting in which an instructor teaches a specific subject matter area to a group of students. The instructor may teach specific content to several different groups of students during multiple classes throughout the day.
Determination	The method used to justify why an exception was identified in CalSAAS. LEAs and their Monitoring Authorities review the exceptions generated in the system and respond with an explanation.
Exception	Potential misassignments identified by CalSAAS through the comparison of CALPADS data from CDE and credential data from the Commission. Generated in CalSAAS when an

	educator does not hold an identified appropriate credential authorization for the assignment they are reported to be serving in.
Full Credential	Non-emergency documents based on the issuance of a bachelor's degree and student teaching.
Individualized Education Program (IEP)	<p>A written statement for each child with a disability that is developed, reviewed, and revised in a meeting amongst the school's special education team with input from the child's parents. The document should include the student's special education needs and the extent to which they will be able to participate in the general education program. The plan should also include accommodations, modifications, and annual goals.</p> <p><i>Education Code, §56342</i></p>
Local Assignment Option (LAO)	<p>Provisions within the Education Code and Title 5 Regulations that permit the governing board of a local educational agency to otherwise legally authorize a fully credentialed educator to serve in an assignment outside of the area authorized by their credential, if specified criteria is met. District policies vary for these options. The Commission has no authority over Local Assignment Options, as they are fully determined at the local level and may require governing board action as well as other requirements. Teacher consent is required for assigning an educator on a LAO.</p> <p><i>Education Code, §44258.3</i></p>
Local Education Agency (LEA)	A school district, county office of education, charter school, or state special school.
Misassignment	<p>Employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.</p> <p>Note that misassignments include multiple determinations in CalSAAS:</p> <ul style="list-style-type: none"> • Misassignments; • Corrected Misassignments;

	<ul style="list-style-type: none"> • Vacancies; • 2019-20 Charter; and • Unmonitored exceptions. <p>Each misassignment identified on this report may represent the aggregation of multiple assignments to the same CALPADS, Course Code, English Learner Service, or Special Education Disability Area for any one educator.</p> <p>Note: In charter schools, “misassignments” apply only to employees in teaching positions – service positions are not monitored</p>
Monitoring Authority	<p>Can mean the following:</p> <ul style="list-style-type: none"> • The county office of education for school districts in the county and programs operated by the county office of education. • The Commission for a school district or county office of education that operates within a city or county in which there is a single school district, including the Counties of Alpine, Amador, Del Norte, Mariposa, Plumas, and Sierra, and the City and County of San Francisco, and the state special schools. • The chartering authority for a charter school
Predetermined Exception	<p>Exceptions that are given a determination prior to the commencement of the monitoring cycle in CalSAAS, resulting from automated processing based on the CALPADS coding of the assignment, and/or specific aspects of the course or setting reported. Such predeterminations include certain Local Assignment Options that are setting or content specific, such as Education Code §44865 or Title 5 §80005(b). Predetermined exceptions are intended to relieve an onerous workload for LEAs and may be reviewed for accuracy by the Monitoring Authority.</p>
Self-Contained Classroom	<p>Classroom setting in which the same group of students are taught multiple subjects by one educator throughout the day.</p>
Short-Term Waiver	<p>A short-term waiver may be approved at the local level to provide the employing agency with one semester or less to address unanticipated, immediate, short-term</p>

	organizational needs by assigning individuals who hold basic teaching credentials to teach outside their credentialed authorizations, with the consent of the teacher. A short-term waiver may be issued once to any individual teacher and only once for a given class.
Single District Counties	<p>County in which a single school district operates. There are seven single district counties in California, in which the Commission acts as the Monitoring Authority for assignment monitoring purposes. Single District Counties include: Alpine, Amador, Del Norte, Mariposa, Plumas, Sierra, and the City and County of San Francisco.</p> <p><i>Education Code, §44258.9(b)(3)</i></p>
System	Unless the context requires otherwise, “system” means the California Statewide Assignment Accountability System (CalSAAS), which is an electronic data system administered by the Commission for monitoring teacher assignments and vacant positions.

Appendix A

Common Local Assignment Options (LAOs) for Teaching in California's Public Schools

Education Code (EC) and Title 5 Regulations (T5) provide local employing agencies (LEAs) with teacher assignment options that can be used when an LEA is unable to assign a certificated employee with the appropriate credential. These options, known as Local Assignment Options (LAOs), allow flexibility at the local level and are used solely at the discretion of the LEA. The LEA is responsible for verification of all LAO requirements and should always review the language of the EC or T5.

Note- All Local Assignment Options:

- Require a **full teaching credential** (Intern, Provisional Internship, and Short-Term Staff Permit holders cannot serve on Local Assignment Options);
- Require the teacher serving on the LAO to give their **consent for the assignment**; and
- Are for **general education assignments only** and cannot be used for special programs such as Special Education, Career Technical Education, or English Learner assignments.

Legal Citation for Local Assignment Option:	Local Employing Agency Must Verify:			Assignment Can Be In:		
	Base Teaching Credential	Content Verification	Board Action	Setting	Grade	Content
EC §44256(b)	Elementary Credential	12 lower or 6 upper semester units in Content taught	Resolution	Departmentalized	8 th and below	Any
EC §44258.2	Secondary Credential	12 lower or 6 upper semester units in Content taught	Resolution	Departmentalized	5 th – 8 th	Any
EC §44258.3	Credential based on BA and Student Teaching	Subject Knowledge as defined by board	Specific Board Policy*	Departmentalized or Self-Contained	K – 12 th	Any
EC §§44258.7(c)(d)	Any Teaching Credential	Special skills and preparation in Elective taught	Specific Board Policy**	Departmentalized	K – 12 th	Elective
EC §44263 (Elementary)	Any Teaching Credential	60 semester units distributed among 10 Subject Areas	Resolution	Self-Contained	K – 12 th	Any

EC §44263 (Secondary)	Any Teaching Credential	18 lower or 9 upper semester units in Content taught	Resolution	Departmentalized	K – 12 th	Any
EC §44865	Credential based on BA and Student Teaching	None	None	Independent Study; Home/Hospital; Adult Ed; Necessary Small/Continuation/Alternative/Opportunity/Juvenile Court/County or District Community Schools	K – 12 th	Any
T5 §80005(b)	Credential based on BA and Student Teaching	Knowledge and Skills in Content taught	None	Departmentalized	K – 12 th	Elective
T5 §80020.4	Credential based on BA and Student Teaching; Credential in Subject of Staff Development***	Verification of Subject Expertise***	Resolution***	Staff Development at the school site, school district, or county level	N/A	Any
T5 §80020.4.1(a)	Credential based on BA and Student Teaching	None	None	Program Coordination at a school site	N/A	Any
*Craven: Refer to the Advisory on Teacher Assignment Option EC §44258.3 for an example of appropriate board policies and procedures.						
**Committee on Assignments (CoA): Use of CoA requires the board to adhere to the procedures outlined in EC §§44258.7(c) and (d) .						
***Must have <i>either</i> a credential in the subject area of the staff development activities <i>or</i> have expertise in the subject area verified and approved by the school board.						

Appendix B

Single Subject Authorizations that Authorize CTE Industry Sectors

CTE INDUSTRY SECTOR	CREDENTIAL REQUIRED
AGRICULTURE AND NATURAL RESOURCES	CTE: Agriculture and Natural Resources <i>Single Subject: Agriculture</i>
ARTS, MEDIA, AND ENTERTAINMENT	CTE: Arts, Media, and Entertainment <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
BUILDING AND CONSTRUCTION TRADES	CTE: Building and Construction Trades <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
BUSINESS AND FINANCE	CTE: Business and Finance <i>Single Subject: Business</i>
EDUCATION, CHILD DEVELOPMENT, AND FAMILY SERVICES	CTE: Education, Child Development, and Family Services <i>Single Subject: Home Economics</i>
ENERGY, ENVIRONMENT, AND UTILITIES	CTE: Energy, Environment and Utilities <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
ENGINEERING AND ARCHITECTURE	CTE: Engineering and Architecture <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
FASHION AND INTERIOR DESIGN	CTE: Fashion and Interior Design <i>Single Subject: Home Economics</i>
HEALTH SCIENCE AND MEDICAL TECHNOLOGY	Health Science and Medical Technology <i>Single Subject: None Available</i>
HOSPITALITY, TOURISM, AND RECREATION	CTE: Hospitality, Tourism, and Recreation <i>Single Subject: Home Economics</i>
INFORMATION AND COMMUNICATION TECHNOLOGY	CTE: Information and Communication Technologies <i>Single Subject: Business</i> <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
MANUFACTURING AND PRODUCT DEVELOPMENT	CTE: Manufacturing and Product Development <i>Single Subject: Industrial Technology Education/Industrial Arts</i>
MARKETING, SALES, AND SERVICES	CTE: Marketing, Sales, and Service <i>Single Subject: Business</i>
PUBLIC SERVICES	CTE: Public Service <i>Single Subject: None Available</i>
TRANSPORTATION	CTE: Transportation <i>Single Subject: Industrial Technology Education/Industrial Arts</i>

Appendix C

2020-21 Unmonitored Exceptions by County and District

County Office	District	# of Unmonitored Exceptions
Alameda	Berkeley Unified	248
	San Lorenzo Unified	193
	Pleasanton Unified	152
	Newark Unified	83
	Alameda County Office of Education	30
	Hayward Unified	21
	Piedmont City Unified	8
	Alameda Unified	5
	Oakland Unified	2
Colusa	Williams Unified	3
Contra Costa	Contra Costa County Office of Education	18
	Mt. Diablo Unified	16
Fresno	Clovis Unified	3
Glenn	Orland Joint Unified	30
	Stony Creek Joint Unified	11
Imperial	San Pasqual Valley Unified	34
	Magnolia Union Elementary	5
Kern	Muroc Joint Unified	68
	Tehachapi Unified	61
	Delano Joint Union High	58
	Greenfield Union	34
	Maricopa Unified	29
	El Tejon Unified	27
	Lost Hills Union Elementary	5
	Kern County Office of Education	3
	Lakeside Union	1
Los Angeles	Los Angeles Unified	766
	Downey Unified	90
	Acton-Agua Dulce Unified	81
	Lennox	50
	Inglewood Unified	26
	Alhambra Unified	22
	San Gabriel Unified	19
	SBE - Prepa Tec Los Angeles High	10
	ABC Unified	4
	Whittier City Elementary	2

County Office	District	# of Unmonitored Exceptions
Madera	Chawanakee Unified	74
	Madera Unified	4
	Yosemite Unified	2
Mendocino	Ukiah Unified	88
Nevada	Union Hill Elementary	3
Orange	Orange County Department of Education	491
Sacramento	Sacramento City Unified	16
	San Juan Unified	8
	California Education Authority (CEA) Headquarters	2
San Bernardino	Oro Grande	3
San Diego	San Marcos Unified	151
	Solana Beach Elementary	26
	San Diego Unified	22
	South Bay Union	13
	La Mesa-Spring Valley	6
	Oceanside Unified	5
	Vallecitos Elementary	1
	Spencer Valley Elementary	1
	San Diego County Office of Education	1
San Francisco	SBE - The New School of San Francisco	4
San Joaquin	Manteca Unified	262
	Stockton Unified	23
	Lincoln Unified	6
San Mateo	Redwood City Elementary	3
Santa Barbara	Santa Barbara Unified	18
	Santa Maria-Bonita	15
	Goleta Union Elementary	1
Santa Clara	Los Altos Elementary	4
	Campbell Union	1
Santa Cruz	Pajaro Valley Unified	203
	Santa Cruz City High	77
	Santa Cruz City Elementary	30
	Soquel Union Elementary	11
	Santa Cruz County Office of Education	7
	Mountain Elementary	5
	Pacific Elementary	2
	Happy Valley Elementary	1
	Bonny Doon Union Elementary	1

County Office	District	# of Unmonitored Exceptions
Sierra	Sierra-Plumas Joint Unified	37
Sonoma	Piner-Olivet Union Elementary	30
	Windsor Unified	9
	Sebastopol Union Elementary	1
Yolo	Washington Unified	16

Appendix D

Misassignments by Region and County

Regions	County Office	Misassignments
Bay Area	Alameda	3544
	Santa Clara	1637
	San Francisco	1363
	Contra Costa	976
	Santa Cruz	631
	San Mateo	382
	Sonoma	306
	Marin	294
	Solano	254
	Napa	43
	Total	9430
Central Coast	Santa Barbara	385
	Monterey	322
	San Luis Obispo	54
	San Benito	37
	Total	798
East Inland	Inyo	133
	Amador	51
	Tuolumne	44
	Calaveras	23
	Mono	12
	Mariposa	4
	Total	267
Inland Empire	San Bernardino	1492
	Riverside	1076
	Total	2568
North Coast	Mendocino	186
	Lake	90
	Humboldt	58
	Del Norte	29
	Trinity	9
	Total	372
North San Joaquin Central Valley	San Joaquin	994
	Stanislaus	236
	Merced	158
	Total	1388
Northeastern Inland	Sutter	109
	Nevada	83

Regions	County Office	Misassignments
	Plumas	78
	Siskiyou	53
	Sierra	39
	Modoc	18
	Lassen	17
	Total	397
Sacramento Metropolitan Central Valley	San Diego	1194
	Sacramento	1101
	Placer	142
	Yolo	86
	El Dorado	54
	Total	2577
South Coast	Los Angeles	7934
	Orange	2092
	Ventura	285
	Imperial	113
	Total	10424
South San Joaquin Central Valley	Fresno	928
	Kern	700
	Tulare	376
	Madera	193
	Kings	112
	Total	2309
Upper Sacramento Central Valley	Yuba	171
	Shasta	90
	Butte	67
	Glenn	43
	Tehama	37
	Colusa	20
	Total	428
Grand Total		30958

Local Assignment Options by County

County Office	Local Assignment Options	
Alameda	T5 §80005(b)*	3187
	EC §44865	881
	EC §76004	283
	Other	131
	EC §44831	69
	T5 §80020.4	39
	EC §44258.3	26
	EC §§44258.7(c)(d)	20
	EC §44263 (Departmentalized)	19
	EC §58803	11
	EC §44258.2	10
	EC §44256(b)	10
	EC §35029	5
	EC §44258.7(b)	3
	T5 §80020.4.1(a)	2
	EC §48800	2
	Total	4698
Alpine	T5 §80005(b)*	4
	Total	4
Amador	T5 §80005(b)*	120
	EC §44865	68
	T5 §80020.4.1(a)	2
	Total	190
Butte	EC §44865	819
	T5 §80005(b)*	631
	EC §76004	33
	EC §44256(b)	27
	EC §44258.3	11
	T5 §80020.4	4
	EC §44263 (Departmentalized)	3
	EC §§44258.7(c)(d)	3
	T5 §80020.4.1(a)	2
	EC §44258.2	2
	EC §44831	1
	EC §35029	1
	Total	1537
Calaveras	EC §44865	514
	T5 §80005(b)*	139
	EC §76004	15

County Office	Local Assignment Options	
	T5 §80020.4.1(a)	8
	Other	5
	T5 §80020.4	3
	EC §44831	2
	EC §35029	1
	Total	687
Colusa	T5 §80005(b)*	80
	EC §44865	48
	EC §44263 (Departmentalized)	6
	EC §44256(b)	5
	T5 §80020.4	2
	EC §76004	2
	Total	143
Contra Costa	T5 §80005(b)*	3336
	EC §44865	1317
	EC §§44258.7(c)(d)	273
	EC §76004	87
	T5 §80020.4	66
	EC §44258.3	21
	EC §44263 (Departmentalized)	19
	EC §35029	16
	EC §44256(b)	12
	EC §44831	9
	EC §44258.2	5
	EC §44258.7(b)	4
	Other	1
	EC §44263 (Self-Contained)	1
	Total	5167
Del Norte	EC §44865	423
	T5 §80005(b)*	79
	EC §44256(b)	5
	T5 §80020.4	4
	EC §44263 (Departmentalized)	1
	Total	512
El Dorado	EC §44865	2661
	T5 §80005(b)*	515
	EC §44256(b)	9
	EC §76004	4
	EC §44258.2	2
	EC §44263 (Self-Contained)	1

County Office	Local Assignment Options	
	EC §44258.7(b)	1
	EC §44258.3	1
	Total	3194
Fresno	T5 §80005(b)*	7635
	EC §44865	5045
	EC §76004	227
	EC §44263 (Departmentalized)	80
	T5 §80020.4	36
	EC §44256(b)	30
	EC §44258.7(b)	11
	EC §35029	7
	EC §44258.2	6
	Other	1
	EC §44258.3	1
	Total	13079
Glenn	EC §44865	450
	T5 §80005(b)*	116
	EC §§44258.7(c)(d)	12
	EC §76004	11
	EC §44258.3	10
	EC §35029	1
	Total	600
Humboldt	EC §44865	1513
	T5 §80005(b)*	255
	EC §44263 (Departmentalized)	18
	EC §44263 (Self-Contained)	13
	EC §44258.3	10
	EC §76004	7
	T5 §80020.4	6
	EC §44256(b)	4
	EC §35029	4
	Other	2
	Total	1832
Imperial	T5 §80005(b)*	233
	EC §44865	126
	EC §44258.3	7
	EC §35029	7
	EC §44263 (Departmentalized)	3
	Other	1
	EC §44258.7(b)	1

County Office	Local Assignment Options	
	Total	378
Inyo	T5 §80005(b)*	105
	EC §44865	105
	EC §§44258.7(c)(d)	8
	EC §76004	3
	EC §44256(b)	3
	EC §44263 (Departmentalized)	1
	Total	225
Kern	EC §44865	8606
	T5 §80005(b)*	1629
	EC §76004	350
	T5 §80020.4	68
	Other	50
	EC §44256(b)	35
	EC §44263 (Departmentalized)	30
	EC §35029	25
	EC §§44258.7(c)(d)	21
	EC §44258.2	12
	T5 §80020.4.1(a)	10
	EC §44258.3	8
	EC §44831	3
	EC §44263 (Self-Contained)	1
	Total	10848
Kings	T5 §80005(b)*	1361
	EC §44865	936
	EC §76004	53
	T5 §80020.4	16
	EC §35029	4
	EC §44258.3	2
	EC §§44258.7(c)(d)	1
	Total	2373
Lake	T5 §80005(b)*	341
	EC §44865	42
	EC §76004	12
	EC §44258.3	11
	EC §44263 (Departmentalized)	6
	T5 §80020.4.1(a)	1
	EC §44263 (Self-Contained)	1
	EC §35029	1
	Total	415

County Office	Local Assignment Options	
Lassen	EC §44865	402
	T5 §80005(b)*	118
	EC §76004	11
	T5 §80020.4	2
	EC §44263 (Self-Contained)	1
	EC §44263 (Departmentalized)	1
	EC §44258.2	1
	Total	536
Los Angeles	T5 §80005(b)*	26766
	EC §44865	13846
	T5 §80020.4	792
	EC §76004	784
	EC §§44258.7(c)(d)	255
	EC §44256(b)	198
	EC §44258.7(b)	194
	EC §44263 (Departmentalized)	173
	EC §58803	107
	Other	89
	EC §44258.3	85
	EC §44258.2	85
	T5 §80020.4.1(a)	84
	EC §44332	66
	EC §44831	42
	EC §35029	41
	EC §44263 (Self-Contained)	9
	EC §48800	2
	Total	43618
Madera	EC §44865	1003
	T5 §80005(b)*	363
	T5 §80020.4	54
	EC §76004	31
	EC §35029	8
	Total	1459
Marin	T5 §80005(b)*	484
	EC §44865	150
	T5 §80020.4	14
	EC §44256(b)	8
	EC §44258.3	3
	Total	659
Mariposa	EC §44865	116

County Office	Local Assignment Options	
	T5 §80005(b)*	63
	EC §44258.3	5
	T5 §80020.4	2
	EC §44263 (Departmentalized)	1
	Total	187
Mendocino	EC §44865	332
	T5 §80005(b)*	177
	EC §76004	34
	Other	23
	EC §44256(b)	14
	T5 §80020.4	11
	EC §44263 (Self-Contained)	7
	EC §44258.2	1
	Total	599
Merced	T5 §80005(b)*	679
	EC §44865	417
	EC §44258.7(b)	49
	EC §76004	35
	EC §44263 (Departmentalized)	27
	T5 §80020.4	9
	EC §44256(b)	7
	EC §44258.3	5
	EC §44258.7(c)(d)	5
	EC §44332	3
	T5 §80020.4.1(a)	1
	Total	1237
Modoc	EC §44865	30
	Other	23
	T5 §80005(b)*	14
	T5 §80020.4	3
	EC §35029	3
	EC §44258.2	1
	Total	74
Mono	EC §76004	80
	T5 §80005(b)*	57
	EC §44865	18
	T5 §80020.4	3
	Other	1
	Total	159
Monterey	T5 §80005(b)*	983

County Office	Local Assignment Options	
	EC §44865	730
	T5 §80020.4	39
	EC §44332	25
	T5 §80020.4.1(a)	22
	EC §76004	13
	EC §44831	7
	EC §44256(b)	6
	EC §44258.2	2
	EC §35029	1
	Total	1828
Napa	T5 §80005(b)*	287
	EC §44865	61
	EC §44258.3	20
	EC §76004	3
	EC §44263 (Self-Contained)	1
	EC §35029	1
	Total	373
Nevada	EC §44865	870
	T5 §80005(b)*	169
	EC §44258.3	16
	EC §§44258.7(c)(d)	11
	EC §76004	8
	EC §44256(b)	3
	T5 §80020.4	2
	EC §44831	1
	Total	1080
Orange	T5 §80005(b)*	4743
	EC §44865	1631
	EC §76004	254
	EC §44258.3	35
	EC §44258.7(b)	22
	EC §44258.2	13
	EC §35029	6
	EC §§44258.7(c)(d)	5
	Other	4
	T5 §80020.4	2
	Total	6715
Placer	EC §44865	2789
	T5 §80005(b)*	1853
	EC §76004	104

County Office	Local Assignment Options	
	EC §44256(b)	51
	EC §44258.3	47
	T5 §80020.4	21
	EC §§44258.7(c)(d)	16
	EC §44263 (Departmentalized)	3
	EC §44258.2	3
	Other	1
	Total	4888
Plumas	EC §44865	412
	EC §44258.3	56
	T5 §80005(b)*	32
	EC §76004	13
	T5 §80020.4	6
	Total	519
Riverside	T5 §80005(b)*	4517
	EC §44865	3547
	EC §76004	458
	T5 §80020.4	246
	EC §44263 (Departmentalized)	96
	EC §44256(b)	43
	EC §§44258.7(c)(d)	40
	EC §44258.2	12
	T5 §80020.4.1(a)	2
	EC §44831	2
	EC §44263 (Self-Contained)	1
	EC §44258.3	1
	Total	8965
Sacramento	EC §44865	9393
	T5 §80005(b)*	4710
	T5 §80020.4	213
	EC §76004	125
	EC §44258.3	32
	EC §48800	6
	EC §44263 (Departmentalized)	5
	EC §44256(b)	5
	EC §44258.2	4
	EC §35029	3
	EC §44263 (Self-Contained)	2
	Other	1
	EC §44831	1

County Office	Local Assignment Options	
	EC §§44258.7(c)(d)	1
	Total	14501
San Benito	T5 §80005(b)*	215
	EC §44865	24
	T5 §80020.4	1
	Total	240
San Bernardino	EC §44865	12244
	T5 §80005(b)*	7447
	EC §76004	336
	T5 §80020.4.1(a)	132
	T5 §80020.4	116
	EC §44263 (Departmentalized)	66
	EC §44258.7(b)	39
	EC §44256(b)	19
	EC §§44258.7(c)(d)	17
	EC §44332	11
	Other	7
	EC §44258.3	7
	EC §44258.2	7
	EC §35029	7
	EC §44831	4
	EC §44263 (Self-Contained)	1
	Total	20460
San Diego	EC §44865	13641
	T5 §80005(b)*	7328
	EC §76004	602
	T5 §80020.4	165
	EC §§44258.7(c)(d)	70
	EC §44256(b)	41
	EC §44831	29
	EC §44258.3	25
	EC §44263 (Departmentalized)	21
	EC §44258.7(b)	16
	EC §35029	13
	EC §44258.2	7
	Other	2
	EC §44263 (Self-Contained)	2
	Total	21962
San Francisco	T5 §80005(b)*	2385
	EC §44865	1065

County Office	Local Assignment Options	
	T5 §80020.4.1(a)	8
	EC §44831	3
	EC §44332	2
	EC §44263 (Departmentalized)	1
	Total	3464
San Joaquin	EC §44865	2492
	T5 §80005(b)*	2264
	EC §76004	125
	T5 §80020.4	102
	EC §44256(b)	73
	EC §§44258.7(c)(d)	51
	EC §44263 (Departmentalized)	19
	T5 §80020.4.1(a)	15
	EC §44258.3	10
	EC §44258.2	5
	EC §44263 (Self-Contained)	1
	Total	5157
San Luis Obispo	T5 §80005(b)*	884
	EC §44865	268
	EC §44258.3	48
	EC §44263 (Departmentalized)	21
	T5 §80020.4	17
	EC §44256(b)	16
	EC §§44258.7(c)(d)	9
	EC §76004	8
	Other	3
	EC §44258.2	2
	EC §44831	1
	Total	1277
San Mateo	T5 §80005(b)*	1224
	EC §44865	212
	T5 §80020.4	68
	EC §44256(b)	40
	EC §76004	39
	EC §§44258.7(c)(d)	30
	EC §44258.3	20
	EC §44258.2	10
	T5 §80020.4.1(a)	9
	EC §44831	7
	EC §44263 (Departmentalized)	4

County Office	Local Assignment Options	
	EC §35029	3
	Other	2
	Total	1668
Santa Barbara	T5 §80005(b)*	1169
	EC §44865	974
	EC §76004	46
	EC §44263 (Departmentalized)	17
	T5 §80020.4	14
	Other	13
	EC §44258.7(b)	13
	T5 §80020.4.1(a)	10
	EC §44831	9
	EC §44258.3	8
	EC §§44258.7(c)(d)	8
	EC §44256(b)	7
	EC §44258.2	2
	EC §44263 (Self-Contained)	1
	Total	2291
Santa Clara	T5 §80005(b)*	2662
	EC §44865	764
	T5 §80020.4	102
	EC §76004	80
	EC §44831	23
	EC §44256(b)	21
	EC §44263 (Departmentalized)	15
	EC §44258.3	13
	Other	6
	EC §44332	4
	EC §44258.2	3
	T5 §80020.4.1(a)	2
	EC §§44258.7(c)(d)	2
	Total	3697
Santa Cruz	T5 §80005(b)*	1672
	EC §44865	1453
	T5 §80020.4	12
	EC §44831	4
	EC §76004	2
	EC §44263 (Departmentalized)	2
	EC §44258.2	1
	EC §44256(b)	1

County Office	Local Assignment Options	
	EC §35029	1
	Total	3148
Shasta	EC §44865	2229
	T5 §80005(b)*	553
	EC §76004	89
	T5 §80020.4	12
	EC §44263 (Departmentalized)	12
	EC §44258.3	12
	EC §44256(b)	8
	EC §§44258.7(c)(d)	4
	EC §44263 (Self-Contained)	3
	EC §44258.2	2
	T5 §80020.4.1(a)	1
	Total	2925
Sierra	EC §44865	27
	T5 §80005(b)*	4
	Total	31
Siskiyou	EC §44865	750
	T5 §80005(b)*	226
	EC §35029	11
	EC §76004	3
	Other	2
	T5 §80020.4	1
	EC §44263 (Departmentalized)	1
	Total	994
Solano	T5 §80005(b)*	533
	EC §44865	324
	EC §76004	56
	T5 §80020.4.1(a)	20
	T5 §80020.4	6
	EC §44256(b)	4
	EC §§44258.7(c)(d)	4
	EC §44258.2	2
	EC §44258.7(b)	1
	Total	950
Sonoma	T5 §80005(b)*	1202
	EC §44865	880
	EC §44258.3	34
	EC §§44258.7(c)(d)	27
	EC §44263 (Departmentalized)	13

County Office	Local Assignment Options	
	EC §44256(b)	7
	T5 §80020.4	5
	EC §76004	5
	EC §35029	4
	EC §44258.2	3
	Total	2180
Stanislaus	T5 §80005(b)*	3838
	EC §44865	2622
	EC §76004	217
	T5 §80020.4	113
	EC §44258.7(b)	48
	EC §§44258.7(c)(d)	31
	EC §44263 (Departmentalized)	27
	EC §44258.3	25
	EC §44256(b)	12
	Other	1
	EC §44263 (Self-Contained)	1
	EC §35029	1
	Total	6936
Sutter	EC §44865	3214
	T5 §80005(b)*	1218
	EC §76004	18
	EC §48800	3
	T5 §80020.4	1
	Total	4454
Tehama	EC §44865	279
	T5 §80005(b)*	266
	EC §76004	9
	T5 §80020.4	6
	EC §44258.3	3
	Other	2
	EC §§44258.7(c)(d)	1
	Total	566
Trinity	EC §44865	41
	T5 §80005(b)*	40
	EC §44258.3	3
	EC §44263 (Departmentalized)	2
	T5 §80020.4	1
	EC §76004	1
	EC §35029	1

County Office	Local Assignment Options	
	Total	89
Tulare	T5 §80005(b)*	1512
	EC §44865	921
	EC §76004	204
	EC §§44258.7(c)(d)	157
	T5 §80020.4	126
	EC §44263 (Self-Contained)	74
	EC §44258.3	56
	EC §35029	23
	Other	3
	EC §44831	1
	Total	3077
Tuolumne	EC §44865	283
	T5 §80005(b)*	134
	EC §76004	18
	EC §44258.3	8
	EC §44263 (Departmentalized)	3
	EC §44256(b)	2
	EC §35029	1
	Total	449
Ventura	EC §44865	3100
	T5 §80005(b)*	1700
	EC §76004	292
	EC §44263 (Departmentalized)	112
	EC §44256(b)	93
	EC §44831	49
	EC §44258.7(b)	44
	EC §44258.2	26
	T5 §80020.4	16
	EC §§44258.7(c)(d)	15
	EC §44258.3	8
	Other	4
	EC §35029	2
	Total	5461
Yolo	T5 §80005(b)*	633
	EC §44865	203
	EC §44258.3	85
	EC §76004	11
	T5 §80020.4	6
	EC §35029	6

County Office	Local Assignment Options	
	EC §44263 (Departmentalized)	2
	EC §44263 (Self-Contained)	1
	Total	947
Yuba	EC §44865	762
	T5 §80005(b)*	339
	EC §76004	19
	EC §44831	1
	Total	1121