

# CALIFORNIA EDUCATOR DIVERSITY ROAD MAP

## COMMUNITY-INFORMED POLICY STRATEGIES

APRIL 2023



**Californians  
for Justice**



**The Education Trust—West**





## ABOUT THE ORGANIZATIONS

[Californians for Justice](#) is a statewide youth-powered organization fighting for racial justice in education through organizing young people in Oakland, San Jose, Fresno, and Long Beach. Californians for Justice believes that young people are the leaders we need to create the healthy, just, and vibrant schools that all of our communities deserve.

[The Education Trust–West \(Ed Trust–West\)](#) is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the California education system. Through our research and advocacy, Ed Trust–West improves racial equity in education, engages diverse communities dedicated to education equity and justice, and increases political and public will to build an education system where students of color and multilingual learners, especially those experiencing poverty, will thrive.

[Public Advocates Inc.](#) is a nonprofit law firm and advocacy organization that challenges the systemic causes of poverty and racial discrimination by strengthening community voices in public policy and achieving tangible legal victories advancing education, housing, transportation equity, and climate justice. We spur change through collaboration with grassroots groups representing low-income communities, people of color, and immigrants, combined with strategic policy reform, media advocacy and litigation, “making rights real” across California since 1971.

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By Dominique Garrett-Scott, Jana Luft, John Affeldt, Rosa De Leon, and Shilpa Ram

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# EXECUTIVE SUMMARY

California is the nation’s most populous state and one of the most diverse states in the nation. As reported by the Public Policy Institute of California, no single race or ethnic group constituted a majority of California’s population, according to the July 2022 census.<sup>1</sup> California’s student population is similarly diverse, but the diversity of the state’s educator workforce, which is approximately 58% White and 73% female, does not mirror that of its student population.

Research shows that students derive both social-emotional and academic benefits from a diverse educator workforce. The state has taken notable steps to prioritize a more diverse educator workforce in recent years. These include (1) convening a California Department of Education (CDE) Educator Diversity Advisory Group, tasked with offering recommendations on recruiting and retaining greater numbers of educators of diverse backgrounds; (2) establishing coursework alternatives to standardized tests that have historically served as a barrier to access for candidates of diverse backgrounds who want to enter the teaching profession; and (3) making significant investments in teacher residencies and financial supports for teacher candidates. Nonetheless, the state has not yet established a clear vision and comprehensive action plan to recruit, prepare, and sustain an educator workforce whose diversity reflects that of California’s students.

To help set a statewide agenda, Californians for Justice (CFJ), The Education Trust–West (ETW), and Public Advocates (PA) partnered to develop a community-informed educator diversity road map. We reviewed research about educator diversity, including the recommendations issued by the [CDE Educator Diversity Advisory Group](#), and compiled a list of proposals for the state on how to recruit, prepare, and retain educators of diverse backgrounds. Next, we recruited students, parents, educators, and administrators to participate in focus groups to discuss these proposals and offer insight and feedback. Although the focus group participants, particularly students, highlighted the need and importance of an educator workforce that reflects the myriad identities that students hold, the primary foci of their input, and thus of this road map, were about how to recruit and retain more educators of color and multilingual educators. In addition, we use the term “educator” to primarily focus on teachers but also include school leaders, classified staff, and other adults who work with students in our public schools.

The community feedback we received included the following:

- Educators feel overworked and underpaid. Their salaries are often insufficient to meet their housing,





transportation, child care, and other costs; consequently, more educators, including educators of color, are leaving the profession. It will continue to be difficult to attract new educators to the profession, particularly educators of color and multilingual educators, without greater financial incentives, such as loan forgiveness programs and additional subsidies to offset costs.

- Despite recent investments, more Grow-Your-Own programs are needed, particularly in high-priority areas.
- To promote pathways for students of diverse backgrounds (such as community college students and high school students) to enter the teaching profession, greater collaboration between institutions of higher education (IHEs) and local communities, including community-based organizations, is needed to build awareness and understanding of the teaching profession, including financial and other assistance available. A marketing campaign targeted to educators of diverse backgrounds, including a recognizable brand and slogan, would help attract educators to the profession.
- Candidates entering the profession face considerable barriers, which include exams such as the California Basic Educational Skills Test (CBEST), the California Subject Examinations for Teachers (CSET), and the California Teaching Performance Assessment (TPA), among others. These exams are costly and difficult to navigate, as is the process for earning a teaching credential.
- A disconnect exists between educator and student demographics. Therefore, the state and local education agencies (LEAs) should set goals that align educator and student demographics and add accountability metrics on the California School Dashboard regarding workforce diversity goals.
- Students are among those who have valuable insights on what qualifies a teacher to lead and guide them on their educational journeys. However, they are often left out of school hiring and decision-making processes even though they have the most frequent contact with educators.
- Professional development to create and foster inclusive school and district communities is essential to promoting staff retention and fostering a sense of belonging that is critical to the well-being of all staff, particularly those from underserved and/or marginalized groups.

After conducting focus groups and reviewing community feedback, we distilled the original list into six key recommendations that emerged from our conversations:

- 1 The state should undertake a bold series of investments to attract and retain diverse educators by increasing teacher compensation and making it more equitable across the state and supporting educators with housing, transportation, and child care costs in the schools with the most concentrated poverty and a significant mismatch between student and staff demographics.
- 2 The state should support the development of clear and accessible institutional pathways for candidates of color from diverse high schools and community colleges into the teaching profession by promoting deeper partnerships and collaboration among districts, IHEs, and community-based organizations (CBOs).



3

The state should expand support for candidates of color and multilingual teacher candidates to pursue and complete educator preparation through all pathways, traditional and alternative.

4

CDE should reinstitute annual tracking and reporting of educator race and ethnicity data, and the state and LEAs should publicly share and use the data to set goals and track progress to improve educator diversity.

5

LEAs should solicit the input of students and families of color in hiring and feedback processes.

6

The state and LEAs should take concrete steps to foster safer and more inclusive school and district communities.

We offer several ways that the state, LEAs, and schools may implement these recommendations, including the following:

### RECOMMENDATION 1

- The state should adopt and fund salary incentives to increase educator pay and to address inequitable salaries among districts.
- The state should also build a campaign to encourage business partners and corporations to invest in a fund to support affordable housing for local community residents in need, including educators.
- LEAs should actively seek to increase educator compensation to attract and retain more fully prepared, diverse educators.

### RECOMMENDATION 2

- The state should provide funding for, convene, and facilitate partnerships among IHEs, school districts, and CBOs that promote and support new educator preparation and training, including virtual options.
- LEAs should build on the success of the Classified Employee Teacher Credential Program by strengthening partnerships with CBOs to build a pipeline of classified staff and to establish partnerships with community colleges and other partners to facilitate the entry of students of diverse backgrounds, including multilingual learners, to the teaching profession.



### RECOMMENDATION 3

- The state should commit funding toward compensation for student teachers and should invest in a coordinated outreach and recruitment campaign led by the California Commission on Teacher Credentialing (CTC) to connect prospective educators with the information they need to enter the profession.
- LEAs should offer stipends, tuition support, and loan forgiveness to promising high school and college students who commit to work in the district.

### RECOMMENDATION 4

- CDE should recommit to annual tracking and reporting of educator race and ethnicity data.
- LEAs should commit to collecting and sharing staff demographic data, broken down by site and grade level, and to using the data as part of their Local Control Accountability Plan (LCAP) goal-setting process under Priority 1 and Priority 6.
- LEAs should also circulate surveys to understand why educators are departing the profession and how their departures might be influenced by their identities.

### RECOMMENDATION 5

- LEAs should solicit student feedback for continuous improvement and should invite students of color to participate in onboarding training for new teachers in their schools.

### RECOMMENDATION 6

- The state should support LEAs with guidance and funding to develop impactful professional learning models to foster inclusive, culturally affirming, and anti-racist school communities.
- LEAs and schools should hold open forums to discuss the results of student and staff survey data and should solicit recommendations from the school community.
- LEAs should also integrate both staff-centered and student-centered efforts to combat hate, bigotry, racism, and all forms of bias or prejudice in school communities.

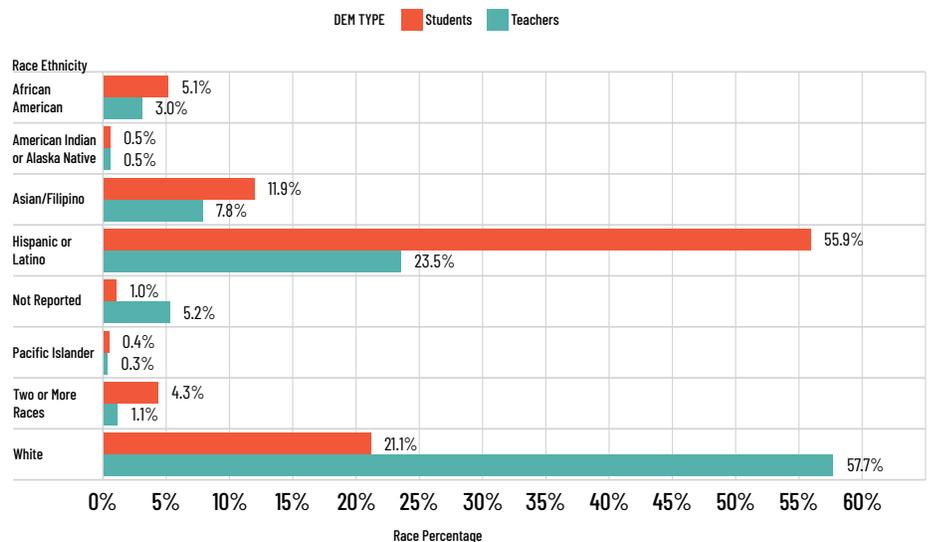
We encourage the state, LEAs, and schools across the state to take bold action to implement the recommendations called for in our community conversations so that the diversity of our educator workforce soon mirrors that of California's students.

# WHY EDUCATOR DIVERSITY MATTERS

Based on data from 2021-2022, **seventy-eight percent of students** in California are students of color: **Latinx students constitute 56%,<sup>2</sup> Black students constituted about 5%, American Indian and Alaska Native students constitute 0.5%, and Asian and Pacific Islander students constitute about 12%** of the total student population.<sup>3</sup> Additionally, the student population is roughly 49% female and 51% male.<sup>4</sup> However, the diversity of the educator workforce, **which is approximately 58% White and 73% female**, does not mirror that of California's students.<sup>5</sup> Only about 27% of educators identified as male,<sup>6</sup> 24% identify as Latinx, 8% identify as Asian and Pacific Islander, and 3% identify as Black.

Research shows that when students are exposed to a diverse educator workforce, their academic performance improves. They can also experience both social-emotional and nonacademic benefits, such as lower rates of chronic absenteeism, and they are less likely to hold implicit biases in adulthood<sup>7</sup> “Regular exposure to and interactions with individuals from a variety of races and ethnic groups, especially during childhood, combat stereotypes, strengthen students’ abilities to become comfortable with peers from different backgrounds, reduce unconscious implicit biases inside and outside the classroom, and lead to innovative and greater social cohesion.”<sup>8</sup>

Student versus Teacher Demographics: State (2021-22)  
Source: CTC April Notes



The state is aware of the need to increase educator diversity and has taken some important steps to address the lack of educator diversity in the state. For example, in the past two years, the CDE and State Superintendent Tony Thurmond established the CDE Educator Diversity Advisory Group, which was charged with convening practitioners across California and subsequently offering recommendations to the state superintendent on how to recruit, support, and retain educators of color across the state. Although the recommendations offered by the group [in a report published in April 2022](#) were valuable, they were inadequate to fully address the issue of educator diversity in the state.<sup>9</sup>

The state has also taken important steps in recent years that could help reduce barriers for educators of color and boost the teacher supply, including for educators of color. Notably,



coursework alternatives have been established for both the CBEST and CSET examinations, two standardized tests that have disproportionately hindered candidates of color and nonnative speakers of English. Also, nearly \$3 billion in investments over the past two budget cycles promise to expand teacher residencies, increase local Grow-Your-Own initiatives for classified staff, expand the Golden State grants for new teacher candidates, and institute more and better professional development programs, including with respect to antiracist practices.

Nonetheless, increasing the diversity of California’s educator workforce remains an imperative that, as expressed in the community feedback reflected here, demands yet bolder efforts from the state, districts, and schools.

## ABOUT THIS PROJECT

CFJ, ETW, and PA partnered to develop a community-informed policy road map to address the lack of educator diversity in California and to provide community-informed solutions. As a first step, CFJ, ETW, and PA reviewed recent research and recommendations on recruiting, supporting, and retaining a diverse educator workforce, including a [report from the CDE Educator Diversity Advisory Group](#), a [report from the Learning Policy Institute](#), a report from [CFJ on the teacher shortage](#), and a [report from The Education Trust and Teach Plus](#). Following a review of these reports, we compiled a [series of recommendations](#) on how California’s legislature, CDE, and CTC could support efforts to recruit, prepare, support, and retain educators of color and bilingual educators.

We brought these recommendations to students, educators, school and district administrators, prospective educators, and grassroots partners by holding a series of focus groups to discuss the recommendations in depth. The goals of the focus groups were to understand (1) which recommendations focus group participants prioritized as most likely to promote recruitment and retention of educators from diverse backgrounds in their local context, (2) what modifications they would suggest to make the recommendations more effective, and (3) whether they would suggest additional recommendations to promote the recruitment and retention of diverse educators.

## METHODS

We recruited focus group participants through professional and community networks. Each participant was compensated \$200 for their participation, which included prereading that included a compiled list of recommendations from other research (see above), a survey for participants to share demographic information and provide some initial thoughts related to the prereading prior to participating in the focus group, and participation in one or two virtual focus groups that ranged in length from 60 to 90 minutes.

We conducted 17 focus groups with participants of diverse backgrounds. Our participants



included approximately 26 students, 9 grassroots partners (7 of whom were parents), 60 teachers, 9 teaching fellows, and 28 administrators from across the state. The following recommendations are based on qualitative data analysis of the focus group data.

This road map reviews each recommendation in turn by (1) considering how it could address recruitment, hiring, and retention; (2) highlighting community input central to the recommendation; (3) describing how to implement the recommendation at the state, district, and local levels; and (4) providing examples in the field of how practitioners are currently grappling with the issues implicit in the recommendation.

## COMMUNITY RECOMMENDATIONS

**The key recommendations that emerged from the conversations with educational partners were as follows:**

- 1 The state should undertake a bold series of investments to attract and retain diverse educators by increasing and making more equitable teacher compensation, and supporting educators with housing, transportation, and child care costs in the schools with the most concentrated poverty and lack of educator diversity.
- 2 The state should support the development of clear and accessible institutional pathways for candidates of color from diverse high schools and community colleges into the teaching profession by promoting deeper partnerships and collaboration among districts, higher education institutions, and CBOs.
- 3 The state should expand support for candidates of color and multilingual teacher candidates to pursue and complete educator preparation through all pathways, traditional and alternative.
- 4 CDE should reinstitute annual tracking and reporting of race and ethnicity educator data, and the state and LEAs should publicly share and use the data to set goals and track progress to improve educator diversity.
- 5 LEAs should solicit the input of students and families of color in hiring and feedback processes.
- 6 The state and LEAs should take concrete steps to foster safer and more inclusive school and district communities.

# SIX COMMUNITY POLICY AND IMPLEMENTATION RECOMMENDATIONS

## RECOMMENDATION 1

The state should undertake a bold series of investments to attract and retain diverse educators by increasing and making more equitable teacher compensation, and supporting educators with housing, transportation, and child care costs in the schools with the most concentrated poverty and lack of educator diversity.

This goal would address the following:

- **RECRUITMENT** Candidates of color will be much more likely to go into teaching and to teach in higher-poverty districts if they know they will have a livable wage and if salaries and compensation are competitive.
- **HIRING** Not only will a compensation boost improve hiring generally, but hiring for and assignment to high-poverty schools for candidates of color will improve if additional creative compensation benefits exist for staff there.
- **RETENTION** Educators of color are more likely to stay in the profession if they are well compensated.

We offer this recommendation based on the following **community input**:

- Educators feel overworked and underpaid, are experiencing burnout, and feel that their salaries are not sustainable. Because they do not have the resources, including the robust professional learning, coaching, and support they need, more educators are leaving the profession.
- Educators are not able to afford housing, transportation, and child care costs with their current salaries, which, despite raises, do not account for inflation and the rising cost of living.
- It is difficult for schools and educators to attract new teachers because there is little financial incentive for them to enter the profession. The state and LEAs need to offer stronger financial incentives like additional loan forgiveness, child care, housing, and transportation subsidies to attract prospective educators.
- Educators need long-term solutions and commitments to stay in the profession. Even when new educators are recruited and hired, it is difficult to retain them because of a lack of assurance of financial stability.





To adopt this recommendation at the **state level**, the state should do the following:

- Adopt and fund salary incentives to increase educator pay and to address inequitable salaries among districts. This initiative, which would be subject to local collective bargaining, would establish a target minimum beginning teacher salary that is competitive in the labor market and would provide salary subsidies as needed to districts. The subsidies would be provided based on an equity formula that allocates funding to districts depending on their students' needs, the resources available to them, and the cost of living in their region.
- Allocate the foregoing state incentive funds to districts based on the numbers of fully certified teachers hired to create incentives for hiring fully qualified teachers. Tying the subsidies to salaries for qualified teachers or those on track to be fully qualified within a few years creates incentives for candidates to become prepared and for districts to hire prepared candidates.
- Establish a Teacher Diversity Block Grant to enable LEAs to offer innovative additional benefits to attract and retain educators to schools with a high concentration of students experiencing poverty and a significant mismatch between student and staff demographics. CDE would create an index to determine which schools qualify. Such benefits could include subsidies for housing (rental and down-payment assistance, low-cost housing) and transportation. Child care and special tax credits would be offered to educators committed to working in eligible schools.
- Build a campaign to encourage business partners and corporations to invest in a fund to support affordable housing for local community residents in need, including educators.



To implement this recommendation at the **LEA level**, districts should do the following:

- Actively seek to increase educator compensation to competitive levels in the local labor market to attract and retain more fully prepared, diverse educators.
- Use the multiyear discretionary dollars received since the start of the pandemic to fund innovative educator benefits like housing, child care, and transportation subsidies. Funds could be drawn, for example, from federal Elementary and Secondary School Emergency Relief allocations, the \$7.9 billion Learning Recovery discretionary block grant, additional supplemental and concentration grants under the Local Control Funding Formula for staffing at high-need schools, and community schools grant funds.
- LEAs should also explore other nonsalary working condition benefits to attract and retain



educators of color to schools with high concentrations of students experiencing poverty and significant discrepancies between student and staff demographics. These could include bargaining for smaller class sizes in those schools and assigning strong school leaders of color.

- Declining enrollment districts should consider transforming underused [school sites into low-cost educator housing](#).

We offer the following **examples from the field** as models of how states and districts around the country are already addressing these issues:

- In the 1990s, Connecticut invested heavily in minimum beginning teacher salary incentives that were locally bargained. Coupled with subsidies to support candidates during teacher preparation and mentoring for all beginning teachers, the state saw a shift in its teacher labor market from shortages in its cities to statewide surpluses within three years and was able to maintain these surpluses for more than a decade thereafter. During that decade, its increasingly diverse student population climbed to one of the top states in the nation on national assessments of reading, writing, mathematics, and science.
- In 2000, California adopted a statewide beginning teacher salary incentive. That bill raised salaries to a minimum of \$32,000. Currently, salaries in California still begin as low as \$39,000 and average \$46,000, indicating the need for a beginning teacher salary refresh.
- New Mexico, a state with a much lower cost of living, [recently adopted a \\$10,000 statewide beginning teacher salary increase](#), bringing new teachers to \$50,000.
- Current teacher housing projects being planned by Bay Area districts include an apartment complex with up to [110 units in Palo Alto](#), a project with [144 units for teachers now underway in Mountain View](#), and a recently opened [122-unit development in Daly City](#) on land owned by the Jefferson Union High School District.<sup>10</sup>
- A [recent study](#) found 900 district-owned sites that are primed for development across Santa Clara, San Mateo, San Francisco, Alameda, and Contra Costa counties.
- Oakland Unified School District (OUSD) is supporting 56 educators of color with affordable housing support in Oakland.





## RECOMMENDATION 2

*The state should build new institutional pathways for candidates of color from diverse high schools and community colleges into the teaching profession by promoting deeper partnerships and collaboration among districts, higher education institutions, and CBOs.*

This goal would address the following:

- **RECRUITMENT** by creating new community-based pathways for new generations of students of color and multilingual students in the community to pursue the profession.
- **HIRING** by eliminating some of the barriers that incoming teachers of color face. Hiring teachers from the community can have positive impacts on school culture; **all** students benefit from being taught by teachers of color.
- **RETENTION** by encouraging locally recruited and supported teachers from the community to stay in the profession and in the community and not move elsewhere.

We offer this recommendation based on the following **community input**:

- Partnership and collaboration across LEAs, higher education, and community partners take time and dedicated staff and are most successful when there is funding for staff to engage in partnership work.
- Partners shared the need to strengthen the teacher pipeline in areas in high-needs districts (priority areas).
- More Grow-Your-Own programs and opportunities are needed through which districts may support the growth of their own employees (such as classified and afterschool staff) to become teachers. Tuition assistance programs (see recommendation 3) are also needed to break down a major barrier to higher education.
- Collaboration is needed between IHEs and communities to promote pathways to increase the number of teacher candidates of color. This requires a long-term commitment with the potential to create real change. Young students of color can be recruited early into the teaching profession, and they can be supported and mentored through the process. This can be done by increasing communication and awareness of the accessibility and availability of education careers as well as the high school pathways, programs, and supports available to pursue them.
- Pathways for high school students to learn what it takes to become a teacher would also help students better understand their teachers and would help them consider the profession.
- Create partnerships between community colleges and CBOs to support the recruitment and retention of teachers of color.

To implement this recommendation at the **state level**, the state should do the following:

- Provide funding for, convene, and facilitate partnerships among higher education institutions, local colleges, school districts and local schools, and CBOs that promote and support



new educator preparation and training, including virtual options. Ensure funding can support staff time for all those involved in the partnership.

- Provide funding for the development of the new PK-3 Early Childhood Education (ECE) Specialist Instruction Credential pathways. Funding would support faculty from community colleges and four-year educator preparation programs, in partnership with LEAs and community partners, to design PK-3 ECE credential pathways that will meet the needs of early educators of color and multilingual educators, aligned with best practices. Funding could also be used to develop PK-3 ECE credential programs that are part of apprenticeship pathways.
- Facilitate working sessions to strengthen partnerships among community colleges, four-year IHE-based educator preparation programs, and CBOs to create career ladders for current early educators to get a bachelor of arts degree and then a teaching credential, including through the development of apprenticeship pathways.
- Support LEAs as part of the [Golden State Pathways](#) Program to partner with community colleges to build pathways into education and early education with a focus on under-represented students.<sup>11</sup> The state, or funders, could support a learning community or technical assistance to help these partnerships launch.
- Improve the efficacy of the Teacher Residency Grant Program by increasing the size of the stipend for teacher residents, which has been a barrier to residencies (which require partnerships between IHEs and LEAs) that recruit and support residents of color.<sup>12</sup>



To implement this recommendation at the **LEA level**, LEAs should do the following:

- Strengthen partnerships with CBOs to build a pipeline of classified staff and expanded learning staff who might ultimately transition into teaching roles.<sup>13</sup> Apply for [the Classified School Employee Teacher Credentialing Program](#) to support classified staff with associate's degree to earn a bachelor's degree and credential.
- Leverage the state Teacher Residency Grant Program to build residency programs in collaboration with higher education partners to address staffing needs, including anticipated transitional kindergarten educator needs and ethnic studies.
- Establish pathways and partnerships with community colleges and other partners to support students of color and multilingual students to enter the teaching profession after graduating.



To implement this recommendation at the **school level**, schools should do the following:

- Offer paid internship opportunities for students who are pursuing pathways to becoming teachers.
- Formalize teaching assistant positions that students hold in high school or community colleges to support their development and to provide compensation and extend those opportunities to classified staff.
- Establish education- and teaching-centered Regional Occupational Program classes in high schools.
- Recruit and provide training for classified staff who are pursuing a teaching career.

We offer the following **examples from the field** as models of how educators in the state and around the country are already addressing these issues:

- [Afterschool-to-Teacher Program in Oakland Unified School District](#) supports afterschool program staff to pursue a career in teaching by providing them with test preparation, credentials counseling, advocacy, cohort support, and a small stipend.
- [San Francisco Unified School District](#) offers multiple pathways to become a teacher in the district, including residency models and a pathway for paraprofessionals to earn a credential.
- [Teachers for Urban Schools](#) is a program available at California State University Long Beach's (CSULB) College of Education. In partnership with Long Beach Unified School District (LBUSD), CSULB helps recruit and prepare teachers of color for LBUSD.
- Cerritos College's [Teacher Trac](#) partnership with CSULB and CSU Dominguez Hills has existed for almost 20 years. Students complete student teaching while in community college and graduate with a bachelor of arts degree and teacher credential with assessments already done.





## RECOMMENDATION 3

*The state should expand supports for candidates of color and multilingual candidates to pursue and complete educator preparation through all pathways, traditional and alternative (for example, tuition assistance, grants, scholarships, Grow-Your-Own pathways, and residencies).*

This goal would address the following:

- **RECRUITMENT** by creating opportunities to build and recruit more educators of color and multilingual educators, who may have fewer financial resources than White educators due to the racial wealth gap to cover the costs of preparation
- **HIRING** by increasing opportunities to prepare and hire well-trained teachers
- **RETENTION** by supporting educators of color to become administrators because research shows that retention of educators of color is greater when they are working in schools with principals of the same race<sup>14</sup>

We offer this recommendation based on the following **community input**:

- Educators face numerous barriers in advancing their careers, including costs of tests and preparation materials, fees to become administrators, and a confusing credential process.
- Educators remarked about barriers to career advancement like the CBEST, CSET, TPA, and other tests. They said these tests are costly and that the process to take them is confusing. Educators need more guidance to navigate the credentialing process.
- Educators said there should be a significant educator recruitment campaign with a slogan and recognizable brand that everyone recognizes, similar to the Army recruitment strategy, and that specifically helps prospective educators of color.
- Many focus group participants said teacher candidates should be compensated for student teaching.

To implement this recommendation at the **state level**, the state should do the following:

- Make a significant investment in a coordinated outreach and recruitment campaign led by CTC that helps connect prospective educators with the information they need to know to become an educator, including the option to seek mentorship from educators who share critical identities with prospective teachers. This is essential to address the recruitment challenges that Teacher Residency Grant recipients have faced,<sup>15</sup> and it could build on the investment in the 2022-23 budget to hire eight career counselors at CTC to provide career guidance for prospective educators. A new opportunity exists with the expansion of transitional kindergarten (which has created a need for 11,000 to 15,000 new teachers<sup>16</sup>) and the new PK-3 ECE credential, which will require a statewide communications strategy. We hope this will help candidates of color and diverse multilingual early educators enter those jobs. The recruitment and outreach campaign should have a slogan and recognizable brand that



everyone recognizes, similar to the Army recruitment strategy. In addition, the state should develop a database of prospective teachers and should target ongoing outreach messages to them that highlight the value of educators of color and multilingual educators.

- Increase awareness and outreach around existing programs for educational resources and communications on process and steps to become an educator, including the Golden State Teacher Grant awards.
- Commit state funding for student teachers to be compensated for student teaching.
- Dedicate funding to support the design and implementation of educator apprenticeship programs — as part of California’s commitment to expand apprenticeships — that enables educators to earn a living while training for the profession.
- Commit ongoing funding for the cost of the California Educator Exam and Performance Assessment and credential fees. Currently, prospective teachers must wait to see if waivers of fees are renewed each year during the budget process.
- Offer free online test prep courses for the CSET, TPA, and other assessments.
- Partner with the University of California or the California State University (CSU) system to make tuition free for first-generation students or students of color.
- Expand the Golden State Teacher Grant Program to provide more robust tuition assistance grants and scholarships for students enrolled in programs to become teachers in state colleges and universities to cover the cost of coursework (including undergraduate coursework), materials, and other costs associated with the credentialing process.
- Amend the Teacher Residency Grant Program to allow for administrator residency programs and to allow larger stipends to be paid to residents. This would address recent data (the [WestEd residency grant program evaluation data](#)) that showed many residents of color were experiencing financial challenges, including food and housing insecurity.
- Offer loan forgiveness for state and federally funded loans and stipends to assist with private loans.
- Fund a housing stipend for when students are in their student teaching phase.





To implement this recommendation at the **LEA level**, LEAs should do the following:

- Cover fees associated with becoming an administrator.
- Offer stipends, tuition support, and loan forgiveness for promising high school and college students who commit to work in the district.
- Offer stipends and funding to support student teachers.
- Increase funding for educational resources (workshops, panel discussions, and so on) and communications on the process and steps to become an educator.



We offer the following **examples from the field** as models of how educators in the state and around the country are providing financial and cohort supports to propel more candidates through the broader teacher pipeline:

- The [Golden State Teacher Grant](#) program awards up to \$20,000 to students currently enrolled in a professional preparation program approved by CTC and working toward earning their preliminary teaching or pupil personnel services credential.
- The [Classified School Employee Teacher Credentialing Program](#) (Classified Program) addresses the state's teacher shortage by helping LEAs recruit classified school employees into teaching careers and supporting their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. Classified Program participants receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete their undergraduate education, teacher preparation program, and transition to becoming credentialed teachers.



- OUSD offers the [Oakland Teacher Residency](#) to support aspiring teachers of science, math, and special education and Black male multiple-subject educators. Resident teachers are paid and commit to working at OUSD for four years after completion of the program. Participating individuals also qualify for housing support.
- San Diego Unified School District (SDUSD) offers the [TEACH-LEAD](#) pathway program to all individuals interested in becoming teachers. TEACH-LEAD provides information on all SDUSD diverse pathway programs.
- Fresno Unified School District offers the [Transition to Teaching](#) program to district employees and recent graduates interested in the teaching profession. The program provides a cohort model and offers professional support, including free CBEST and CSET preparation courses, summer internship opportunities, and planning experience with teachers. It also guarantees a teaching contract with Fresno Unified after successful completion.
- OUSD's [Special Education Pathways](#) program offers exam test preparation support, tuition support, and debt repayment to recruit and retain qualified special education teachers.
- The [Black Educator Teacher Residency](#) (BETR) is a virtual teacher residency program at CSU Bakersfield for grades TK-9. CSU Bakersfield, in partnership with districts across California, is dedicated to recruiting and retaining diverse individuals with an emphasis on Afrocentric cultural competency. BETR strives to connect with the partner district's community and to make a significant impact on preparing students socially, emotionally, and academically for the 21st century.

## RECOMMENDATION 4

*CDE should reinstitute annual tracking and reporting of race and ethnicity educator data, and the state and LEAs should publicly share and use the data to set goals and track progress to improve educator diversity.*

This goal would address the following:

- **RECRUITMENT** by enabling the state and districts to use data to target recruitment efforts at those educator demographic groups that are underrepresented at the state, LEA, and school levels.
- **HIRING** by enabling educators to look at LEA data to understand how successful the LEA has been in hiring and retaining educators of color and bilingual educators. That information could be used as one data point to ascertain whether the district recognizes that all students benefit from having educators of color and is prioritizing hiring staff whose demographics more closely reflect those of their students.
- **RETENTION** by enabling LEAs to use demographic data to monitor the impact of programs and policies designed to retain educators of color and bilingual educators.

We offer this recommendation based on the following **community input**:

- Of the 11 recommendations we shared, students' top priority was for the state and LEAs to set goals to better align educator demographics with student demographics. Data is necessary to support the development of goals and to monitor their success.
- Students believe that educator demographics should better reflect student demographics across multiple identities (for example, race, national origin, gender, language, and disability).
- Some educators of color expressed interest in seeing educator diversity data as an indicator on the state dashboard, as well as data about teacher retention rates.
- Some educators of color said they would use this data to consider how welcoming a school or district's climate might be to them.





- Educators were more comfortable with the idea of districts and the state setting goals that align educator and student demographics rather than those that call for a percentage increase in educators of diverse backgrounds by a certain date. They wondered how such goal setting might affect hiring decisions.
- Educators asked questions about the link between LEA accountability and workforce diversity goals. Would accountability metrics be added to the state dashboard? What incentives might there be for LEAs that exceed or meet their goals or support for those that do not?

The following should be done to implement this recommendation at the **state level**:

- CDE should recommit to annual tracking and reporting of educator race and ethnicity data as part of the reports available in DataQuest for queries at both the district and school levels.<sup>17</sup> If necessary, legislation should require that the data be reported annually.
- The legislature should commit funding for additional staff and technical support at CDE to (1) ensure CDE has the capacity to analyze and report the data in a timely manner every year, (2) build a more user-friendly DataQuest interface, and (3) engage in a broad communications effort to ensure a variety of educational partners have access to and can use teacher data.
- The State Board of Education should consider including educator diversity as a measure under Priority 6 (School Climate) as a local indicator within the state accountability system.
- CDE should explore adding “languages spoken” as a data point for educator demographic files.

To implement this recommendation at the **LEA level**, districts should do the following:

- Commit to collecting and sharing staff demographic data, broken down by site and grade level, and use the data as part of their LCAP goal-setting process under Priority 1 (hiring, supporting, and retaining fully credentialed educators) and Priority 6 (building positive school climates for staff and students with an educator workforce whose diversity more closely mirrors that of its students).
- Conduct exit interviews to understand why educators are leaving as well as how their departures might be influenced by race, ethnicity, disability, national origin, and other protected categories.
- Encourage departing teachers to complete the [survey that will be developed by CTC and CDE](#), beginning in 2023-24, to understand the reasons educators are leaving and share the survey data with the CTC.
- Share this data with IHE partners to identify opportunities to strengthen pipelines for diverse teacher candidates into the district (for example, through targeted recruitment into residencies or other educator preparation programs).

To implement this recommendation at the **school level**, schools should do the following:

- Track and monitor their educator demographic data and use it to inform hiring processes and retention strategies.



- Prioritize discussions of educator demographic data at school site council meetings and determine how to increase educator diversity at their respective school sites.
- Conduct exit interviews to understand the reasons educators are leaving and how their departures might be influenced by their identities (for example, race, national origin, language, gender, and disability).

To implement this recommendation, **educator preparation programs** should do the following:

- Collect demographic data about their students and use the data to set recruitment and progress-monitoring goals for educators whose demographics reflect those of the local community.
- Share their teacher candidate demographic data with local LEAs and work in partnership to build pipeline programs that intentionally recruit and support diverse teacher candidates.



We offer the following **examples from the field** as models on how educators in the state and around the country are already addressing these issues:

- OUSD has developed its own data dashboard to track teacher recruitment and retention data by region, grade span, and race and ethnicity. This allowed OUSD to include specific recruitment and retention data in the LCAP and to set goals to address specific discrepancies between their educator workforce demographics and student demographics (for example, their data showed a large discrepancy between the percentage of Latinx educators and Latinx students, which is also true at the state level).<sup>18</sup>
- LBUSD included the following goals in its 2022-23 LCAP that use educator demographic data to promote goal setting:
  - LBUSD will develop a diverse and inclusive talent acquisition strategy to recruit and retain staff who are representative of the student population.
  - LBUSD seeks to increase the percentage of highly qualified K-12 certified candidates by 10% in underrepresented groups and to develop improved organizational structures to promote equity.

## RECOMMENDATION 5

*LEAs should solicit the input of students and families of color in hiring and feedback processes.*

We offer this recommendation based on the following **community input**:

- Students and families of color have valuable insights on what qualifies an educator to lead and guide them on their educational journeys but are often left out of hiring and decision-making processes even though they have the most frequent contact with educators.
- Students feel they should be able to offer input on which teachers will be in their classrooms.

To implement this recommendation at the **LEA level**, LEAs should solicit:

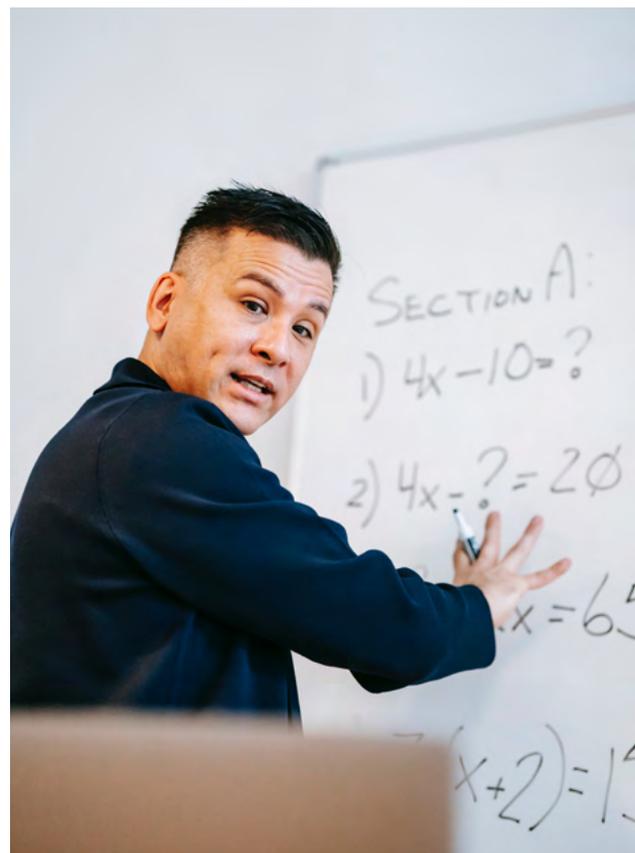
- Student feedback for continuous improvement. Students can play an important role in educators' professional development. When educators receive feedback through surveys or other means about students' educational experiences, they can adapt practices accordingly and support student growth.

To implement this recommendation at the **school level**, schools should do the following:

- Solicit student and family input in hiring processes. Student voice has also been shown to be an effective factor in hiring decisions, especially in hiring teachers of color and teachers who reflect values of equity. In the five academies at Esteban Torres High School in Los Angeles, students play a substantive role in teacher hiring processes. Students with a range of academic and social experiences sit in on second interviews and engage candidates in scenarios. Students also sit in on teaching demonstrations and give feedback as part of the hiring decision.
- Invite students and families to participate in onboarding training for new teachers in their school sites.

We offer the following **examples from the field** as models on how educators in the state and around the country are already addressing these issues:

- Students in [High Tech High School](#) sit on teacher hiring committees.
- In LBUSD, students participate in empathy interviews and conduct classroom observations to provide feedback on educator performance.





## RECOMMENDATION 6

*The state should take concrete steps to foster safer and more inclusive school and district communities to attract and retain more educators of color.*

This goal would address the following:

- **RECRUITMENT** by offering more robust, inclusive communities to attract educators and by advising prospective teachers of the opportunity to receive comprehensive professional development at their school sites to build safe and inclusive school communities
- **RETENTION** by communicating to current teachers, particularly teachers from diverse backgrounds, that they are valued and recognized and that their needs, experiences, and perspectives matter

We offer this recommendation based on the following **community input**:

- Professional development to create and foster inclusive school and district communities is essential to promoting staff retention, as inclusive school communities foster a sense of belonging that is critical to the well-being of all staff, particularly those from underserved and/or marginalized groups.
- Professional trainers should be provided because the train-the-trainer model has not been shown to be particularly effective in creating the conditions for school and district climate transformation.
- Buy-in at all levels is critical for such training to be effective.
- Such training should have these criteria:
  - Be inclusive in nature.
  - Encompass a diverse range of biases.
  - Be ongoing rather than one time only, especially in light of staff and administrator turnover and changes to school and district staffing structures.
  - Include a strong social-emotional learning component with a trauma-informed and whole-child approach to equity (which, in turn, would likely encourage conversations about implicit bias).
  - Include a component on building compassionate classrooms (for example, daily social-emotional learning checks and other mechanisms to foster regular connections with students).

To implement this recommendation at the **state level**, the state should do the following:

- Conduct a thoughtful review and discussion of California Healthy Kids Survey (CHKS) data — including focused conversations with district administrators — and circulate other student-focused surveys, as needed, to better understand students' school experiences and develop programming or interventions, as needed, to address systemic issues or problems revealed by the survey data.



- Continue to offer webinars and designate staff at the state level whom LEAs may contact to review and discuss their CHKS data and to strategize responsive action.
- Publicize availability of [CHKS Regional Survey Centers](#) and the opportunity for LEAs to receive technical assistance regarding survey administration.
- Promote the use of the [California School Staff Survey](#) to gauge educator satisfaction and support LEAs to develop action plans to address challenges that surface in their survey results.
- Allocate sustained funding for professional development to be provided to educators, either by external trainers with the requisite foundational knowledge and expertise or by educators with content area expertise and applicable certification, as appropriate. Such professional development should be integrated into a comprehensive approach to creating equitable and antiracist school climates and to cover content, useful strategies, and best practices in areas such as these:

- Defining what implicit bias is and how implicit bias — as well as actions motivated by hate, bigotry, bias, or prejudice — might affect different communities (for example, LGBTQ+, Latinx, Asian American, Pacific Islander, Sikh, Muslim, Middle Eastern, Indigenous, and African American) to support staff in understanding the context and impact of bias and discriminatory actions



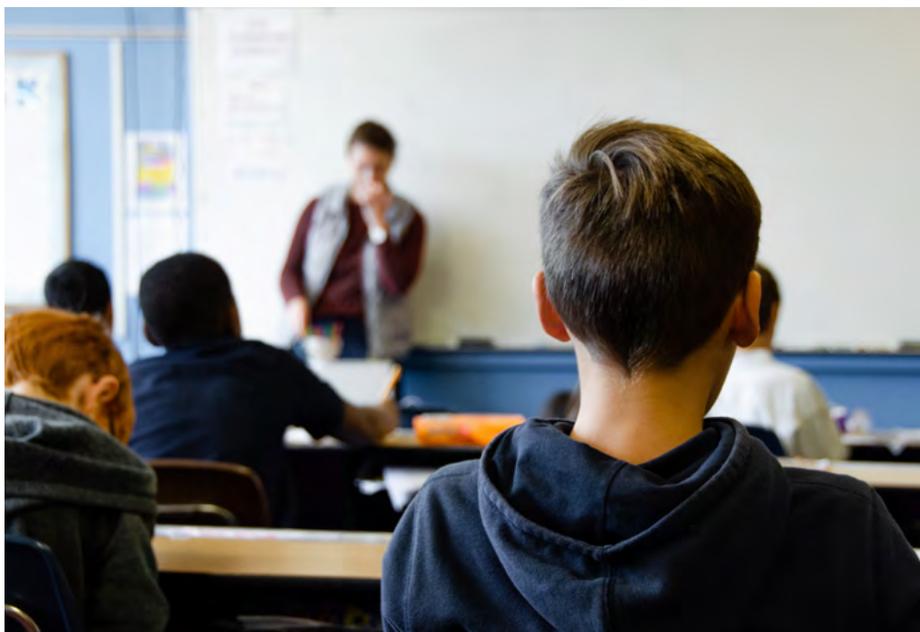
- Practices to create a positive school climate
- Training in restorative practices and strategies to improve social-emotional learning, including trauma-informed practices and promoting access to mental health services for all students
- Positive behavioral supports, such as Positive Behavioral Interventions and Supports
- School and district transformation to recognize, value, and celebrate the richness of staff and student multicultural backgrounds
- Prevention of discrimination, harassment, and bullying based on characteristics such as disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation



- Curriculum development in topics such as understanding and combating hate, bigotry, racism, and prejudice
- Partner with content experts and IHEs, as appropriate, to develop curriculum for no-cost micro-certification for educators to earn to train their peers in areas such as implicit bias, microaggressions, social-emotional learning, trauma-informed practices, and other instructional approaches that improve the well-being of students and educators of color.
- Mandate that educator preparation programs offer classes that focus solely on culturally responsive and restorative practices to ensure that educators are adequately prepared to teach the increasingly diverse student population.

To implement this recommendation at the **LEA and school levels**, LEAs and school communities should consider the following:

- Holding convenings to discuss these topics:
  - The results of CHKS data and to solicit recommendations from the school community on next steps
  - The content and impact of the school climate-focused trainings, including opportunities for follow-up trainings and conversations
- Using affinity groups to focus on climate and culture work and as a strategy to increase retention of staff of color
- Integrating both staff-centered and student-centered efforts to combat hate, bigotry, racism, or any form of bias or prejudice in school communities (including, but not limited to, climate surveys, focus groups, speaker series, student-led presentations and discussions, literature, music, or visual and cinematic arts)
- Designating school and district administrators as persons whom staff may contact regarding any questions, concerns, or requests for a follow-up discussion before or after the training
- Providing supportive communities for incoming new teachers, using cohort models as a guide



We offer the following **examples from the field** as models on how educators in the state and around the country are already addressing these issues:

- School districts have paid staff to participate in relevant professional development. For example, a focus group participant shared that their school district paid staff at a rate of up to

1% of their salary to participate in 12 hours of professional development on social-emotional learning, which is provided through an equity lens that also accounts for cultural biases. The training is optional, which the participants believed increased buy-in.

- Long Beach Unified describes a program in its 2022-23 LCAP to integrate comfortable and caring classroom practices that place a premium on trust, diversity, and respectful communication.
- San Diego Unified plans to provide antibias and antiracism training to build inclusive and culturally responsive schools. Site equity teams plan to provide these trainings with a focus on retention of educators of color.



# CONCLUSION

The COVID-19 pandemic has made it more difficult to be an educator and has accelerated educator retirements across the country. As a result, California, like much of the nation, is facing a growing educator shortage. The George Floyd protests, the anti-critical race theory pushback in response, and growing political polarization have only served to emphasize the need, now more than ever, for the state to hire more educators of diverse backgrounds to teach the children in California's public schools. In addition, although an urgent need exists to address the educator shortage, it must be done so thoughtfully to ensure that the new educators who are recruited into classrooms are fully prepared and supported to stay in the profession.

California has made important strides in recent years to reduce arbitrary testing barriers for educators of color and to improve the pipeline for new educators by expanding scholarships, Grow-Your-Own pathways, and residencies, among other measures. The community conversations and focus groups with students, parents, educators, and key advocacy and research partners undertaken here underscore the need for the state and LEAs to be even bolder and more comprehensive in the next steps they take to diversify the educator workforce.

As an initial step, the system will need to improve its tracking, reporting, and deeper analysis of educator demographic data and the march toward enhanced diversity. Next, bold, ongoing investments are needed to improve teacher compensation and make it equitable across the state. These investments should also institute creative new incentives to offset the housing, transportation, and child care costs that disproportionately deter lower-income people of color from pursuing and staying in education careers. Beyond compensation and benefits, two related recommendations rose to the top from the community voices we consulted. First, the state and local districts should intentionally create new, more direct pathways for students of color and multilingual students from high schools and community colleges into college and educator preparation programs. Second, state





and local districts should at the same time take on more of the education and living costs that students incur along the way to their full preparation as educators. Related to these recommendations, the state needs to engage in a strategic communications effort to attract prospective educators of color and bilingual educators, clarify the steps necessary to become an educator, and share the range of financial and other available assistance. Finally, to make schools and districts more welcoming and inclusive places to attract and retain educators of color, more work must be done to foster a healthy and affirming school climate in classrooms across the state. It is essential that schools be prioritized as spaces of belonging and include the voices of students, families, and educators of color in the processes of hiring and supporting the professional development of their educators.

This effort may well signal an important concurrence of interests as many of the recommendations that resonated for community members here align well with those that have emerged from other recent research and policy voices. The next step for the state and districts is to commit to and begin to undertake the bold measures being called for.



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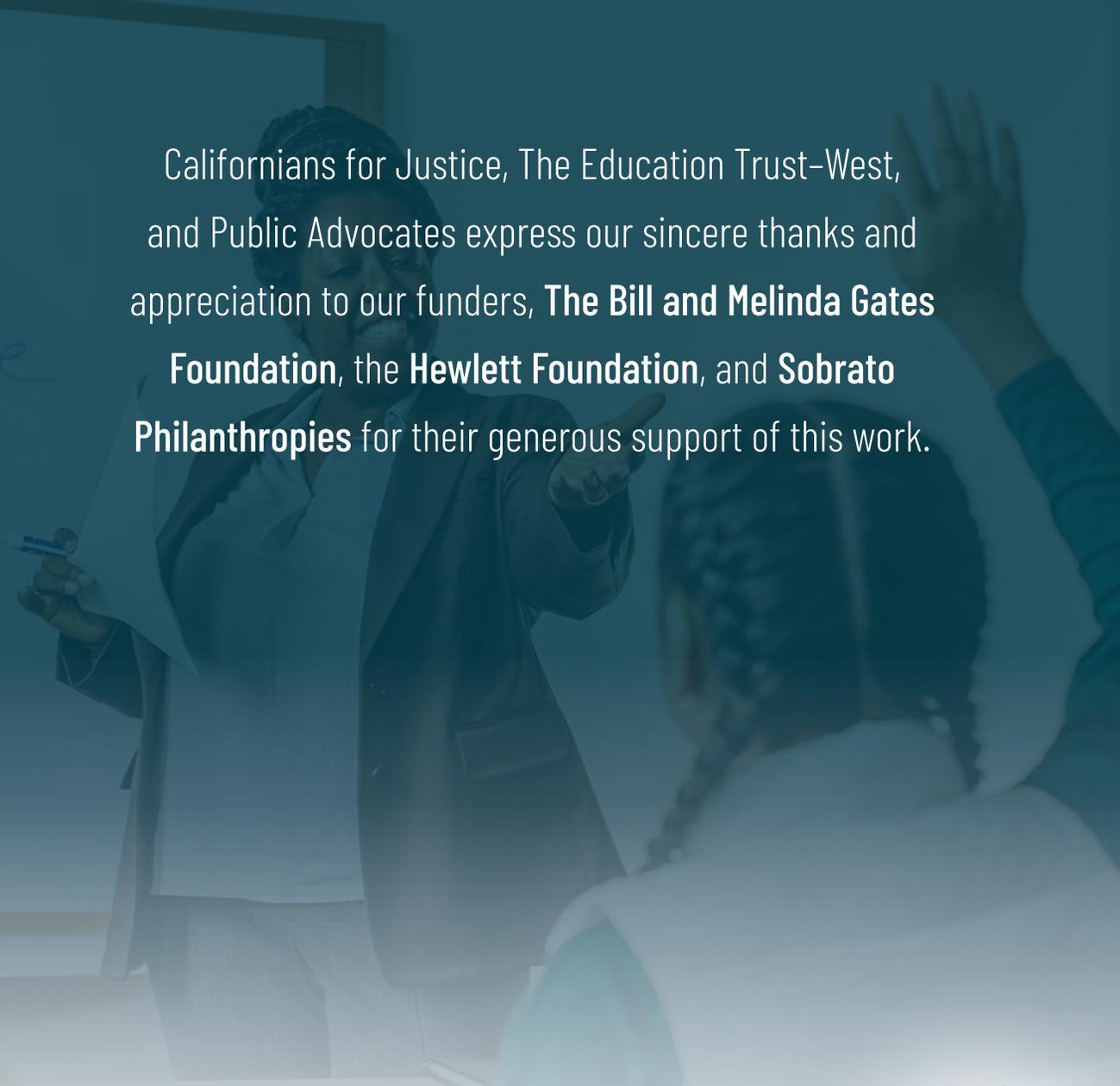
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# CALIFORNIA EDUCATOR DIVERSITY ROAD MAP

## COMMUNITY-INFORMED POLICY STRATEGIES

APRIL 2023



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**The Education Trust–West**

