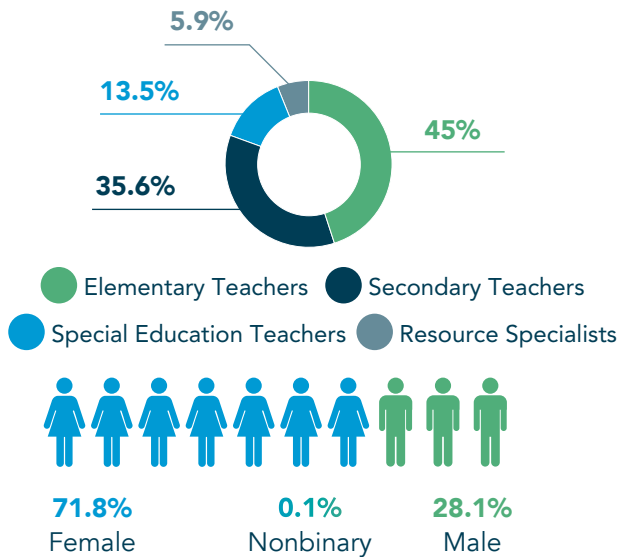


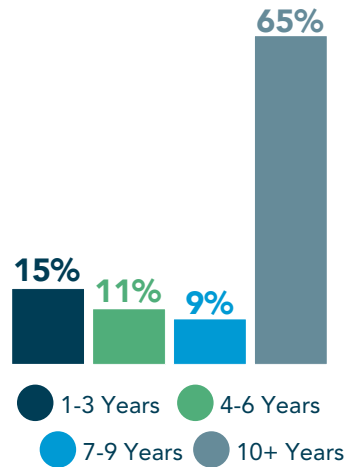
# By the Numbers: The State of the LAUSD Teacher Workforce

Students who need the most support are often taught by the least prepared teachers. This pattern holds true in the Los Angeles Unified School District (LAUSD)—the second-largest employer in Los Angeles County with over 78,000 employees, roughly a third (30.5%) of whom are K-12 teachers.<sup>1</sup> Mirroring trends across California and the nation, LAUSD is facing a shortage of prepared teachers, a challenge that disproportionately affects high-need schools in low-income communities.<sup>2</sup> Understanding the current landscape of students' access to prepared educators is the first step toward identifying more equitable staffing solutions in LAUSD.

## LAUSD Teacher Demographics<sup>3</sup>



## Teachers with 10+ Years of Experience



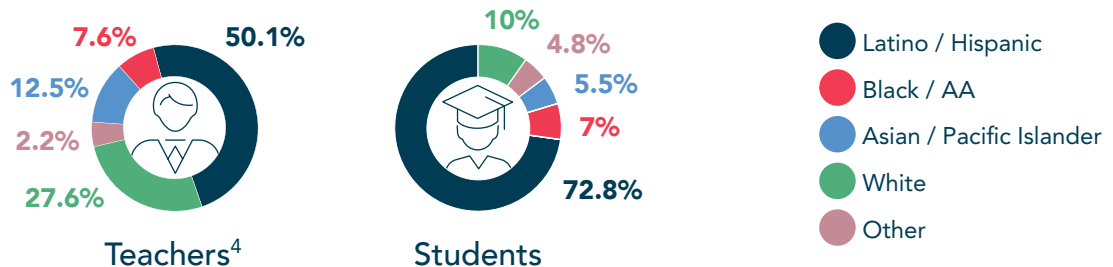
**46**

Median age

**24,087**

K-12 teachers employed in 2024-2025

## Race/Ethnicity of Teachers and Students



## The Cost of Teaching in Los Angeles

Research shows that the most important school-based factor impacting student success is access to an effective teacher.<sup>5</sup> However, there are several barriers in place that prevent prospective teachers from becoming teachers and staying in the profession. One key barrier that has exacerbated the teacher shortage is the financial burden of becoming a teacher. The high costs of living in Los Angeles, earning a credential, and completing preservice teaching requirements (like student teaching) surpass the average income for new teachers, making it difficult to attract and retain new teachers. This is especially true in high-need schools where teachers may have less access to resources and support.

Cost Category <sup>6</sup>	Estimated Cost
Tuition for Teacher Preparation Program (CSU or Private)	\$20,000
Credentialing Exams (CSET, RICA, Cal-TPA)	\$600
Background Check and Fingerprinting	\$150
Initial Credential Application Fee	\$100
Classroom Supplies (First 2 Years)	\$1,200
Rent for One-Bedroom Apartment (2 Years)	\$48,000
Transportation (Public Transit or Car-related costs, 2 Years)	\$6,000
Food and Living Expenses (2 Years)	\$13,600
<b>Total</b>	<b>\$89,650</b>

Table adapted from EdVoice Institute

## Teacher Satisfaction in LAUSD<sup>7</sup>

86%

of respondents report **positive overall satisfaction** on the School Experience Survey (SES)

84%

19%

of survey respondents report that school leadership **rarely or never provides useful feedback based on their observations**



## Teacher Preparation and Assignment<sup>8</sup>

In 2020, the California Department of Education (CDE) began publishing annual Teaching Assignment Monitoring Outcome (TAMO) data. These data give us insight into the placement of effective teachers in California classrooms (charter and non-charter schools), and include the following labels:

Label	Definition	LAUSD Average	California Average
<b>Clear<sup>9</sup></b>	The percentage of teachers at the school who are both fully-credentialed and properly- assigned. They are teaching a subject and student population they are fully credentialed to teach (holding the appropriate Clear or preliminary credentials).	82.6%	83.2%
<b>Out-of-Field</b>	The percentage of teachers at the school who have a credential, but are assigned to teach a subject or student population they are not fully credentialed to teach.	3.9%	4.2%
<b>Intern</b>	The percentage of teachers at the school who hold an intern credential because they are in the process of completing their credential program.	4.1%	2%
<b>Ineffective</b>	The percentage of teachers at the school who do not have a credential, but may have a Provisional Internship Permit or other short-term permit or waiver.	5.9%*	5.4%

\*The percentages of Clear, Out-of-Field, Ineffective, and Intern here do not total 100% of California's teachers. Other TAMO classifications include "Incomplete," "Unknown," and "Not Applicable," which may indicate missing information or irrelevance based on the type of course. These account for the small portion of teachers not captured here (3.5% for LAUSD; 5.2% for California).

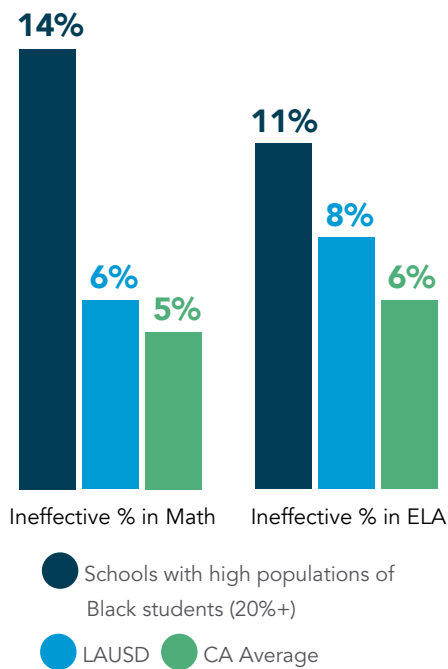
## Key Takeaways

Our analysis of LAUSD's 2022-2023 TAMO data<sup>10</sup> revealed disparities in students' access to fully-prepared and properly-assigned teachers, particularly those with significant populations of high-need students.

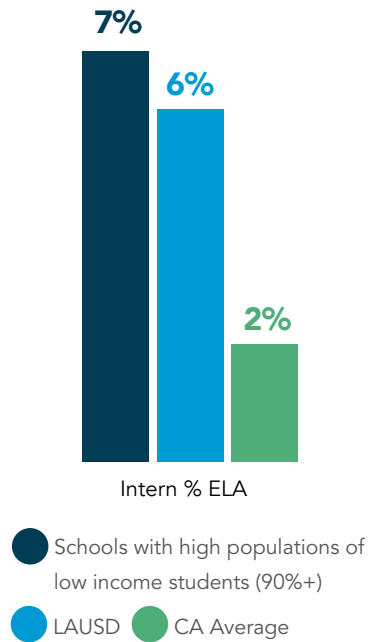
- ▶ Most schools with high percentages of teachers classified as Out-of-Field and Ineffective are **alternative education settings**, such as Virtual Academies, Opportunity Schools, continuation schools, and special education schools.
- ▶ Schools that primarily serve specific student subgroups were overrepresented among schools with high rates of teachers classified as Out-of-Field and Ineffective by about 6 percentage points.
  - ▷ Schools with **high rates of Out-of-Field teachers** (15% or more of the teaching staff) were more likely to **serve low-income students**.
  - ▷ Secondary schools with high rates of teachers classified as Ineffective in math (8% or more) were more likely to serve higher concentrations of **Black students**.

While the overall percentage of access to Clear teachers in LAUSD is close to the state average, the distribution varies significantly across schools. For example, 77% of teachers at LAUSD middle schools are categorized as Clear, compared to 89% at elementary schools.<sup>11</sup> The following two examples further illustrate disparities in access to Clear teachers:

**LAUSD schools with high populations of Black students (20%+)** have significantly higher rates of teachers classified as Ineffective in math and English.

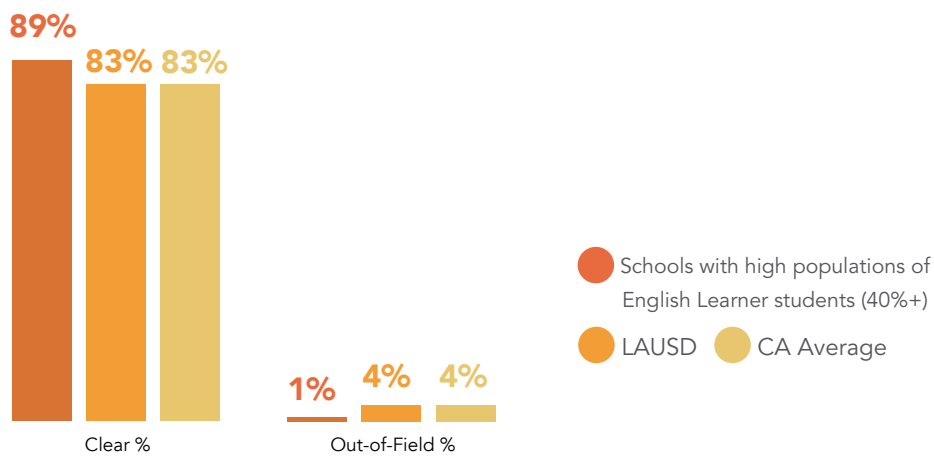


**LAUSD schools with high populations of low-income students (90%+)** have higher percentages of teachers with intern credentials.



## A bright spot showing an equitable result for English Learners:

**LAUSD schools with high populations of English Learner students (40%+)** have higher rates of Clear teachers, and lower rates of Out-of-Field teachers, as compared to LAUSD and California averages.





## LAUSD: Improve Transparency of Teacher Data

We recommend a systematic effort to track and publish teacher data to assess needs and improve teacher working conditions over time. This includes year-over-year public access to data on the following:

- ▶ Teacher vacancies
- ▶ Teacher retention
- ▶ Teacher satisfaction (e.g., what is available in the SES)
- ▶ Average teacher pay
- ▶ TAMO data files when submitted to CDE (several months before this data is posted on DataQuest)

### Data should be disaggregated by:

- ▶ School site
- ▶ Content area
- ▶ Race /ethnicity of teachers
- ▶ Type of teacher preparation program completed
- ▶ Student Equity Needs Index quintile
- ▶ Status as a Multilingual teacher
- ▶ Years of teaching experience

At the Partnership, we know that access to prepared teachers has the potential to transform schools into places where all students thrive. To continue supporting student academic, socio-emotional, and behavioral well-being, we must also prioritize supporting the teacher workforce in LAUSD. Public access to baseline data every year helps foster dialogue and collaboration with the broader LAUSD community to develop local and equitable solutions that support teachers.

*This brief is brought to you by The Len Hill Civil Rights Project at the Partnership for Los Angeles Schools—working to advance policy to ensure that all students access their civil right to a high-quality education.*

Scan here  
for endnotes

