

Diverging Paths to the Principalship: A Shift Toward Alternative Credentials in California

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California’s administrator preparation landscape has undergone a significant transformation over the past decade. In California, as in most other states, the professional preparation of principals and other school administrators used to be primarily through university-based programs with coursework, mentoring, and structured fieldwork, but recent data reveal that a significant proportion of new¹ administrators in California are not being prepared through such traditional pathways. Instead, by 2023/24, 47 percent of California administrators were entering school leadership by bypassing traditional

preparation programs: 42 percent through the California Preliminary Administrative Credential Examination (CPACE), a test-only route to certification, and 5 percent through emergency waivers—temporary credentials that bypass preparation entirely. This shift in preparation presents California with the complex policy challenge of maintaining a high-quality workforce of leaders when those



Forty-seven percent of California administrators [as of 2023/24] were entering school leadership by bypassing traditional preparation programs: 42 percent through a test-only route and 5 percent through emergency waivers.

leaders are entering the principalship from multiple, increasingly diverse pathways. The shift is particularly notable given a research base demonstrating the importance of exemplary principal preparation that has been shown to have positive impacts on school improvement and student outcomes (e.g., Donmoyer et al., 2012; Grissom et al., 2018).

¹ Throughout this paper, *new administrators* refers to individuals receiving initial administrative credentials, and *new credentials* refers to those initial credentials themselves, including Preliminary, Certificate of Eligibility, Intern, and Waiver credentials. Clear credentials, which represent advancement for those already in administrative roles rather than initial entry into administration, are excluded from this analysis.

The recent changes in administrator preparation pathways are potentially at odds with California's simultaneous efforts to strengthen standards for administrator preparation. In recent years, the state has introduced the California Administrator Performance Assessment (CalAPA)—the first required performance assessment for preliminary administrator certification—and has revised administrator preparation program standards and enhanced induction requirements. However, these rigorous new standards impact only those candidates who complete traditional preparation programs.

California's transformation both reflects and amplifies broader national trends in educational leadership preparation. Over the past 25 years, the number of institutions offering educational leadership degrees in the United States has steadily increased, driven in part by state policies that allow for alternative pathways to administrator licensure—options that offer entry requirements that are more flexible than traditional routes, such as waiving the need for advanced degrees and expanding credentialing through less resourced or less selective institutions (Perrone & Tucker, 2018). Approximately 43 percent of educational leadership programs now offer fully online pathways (Perrone et al., 2020), increasing access for aspiring administrators, particularly in rural or underserved areas. As a result, the field has seen a more varied array of preparation providers and a larger pool of leadership candidates (Perrone & Tucker, 2018).

While these developments have expanded access to credentialing, they also raise critical questions about preparation program quality. Research has highlighted that institutions with fewer resources often face challenges in providing high-quality internships, experienced faculty, and strong district partnerships (Perrone & Tucker, 2018). Program content and structure vary widely,

particularly in areas like coaching, induction, and alignment with performance standards (Anderson & Reynolds, 2015; Wechsler et al., 2024). In addition, programs differ in how they support metacognitive development (Virella & Cobb, 2022) and foster professional socialization (Roberts & Gonzalez, 2023).

By tracing the expansion of new providers and credentialing pathways in California, this paper explores how institutional and policy shifts are reshaping the preparation of school leaders—and raises the need to consider what these changes mean for the consistency, rigor, and oversight of school leadership development. The sections that follow examine California's evolving preparation landscape using state-level credentialing data to trace institutional trends—including the rise of waiver-only providers—and explore their implications. In doing so, the paper underscores the tension between California's push for performance-based preparation and its continued reliance on flexible entry routes like the CPACE and waiver credentials—a dynamic that poses important policy considerations around coherence, quality assurance, and support.

Policy Changes Affecting Administrator Credentialing in California (2013–2020)

Between 2013 and 2020, California significantly revised its policies governing administrator preparation and credentialing. These included new eligibility rules, performance-based assessments like the CalAPA, and formalized induction requirements aligned with updated program standards. At the same time, the state maintained alternative entry routes such as the CPACE and waiver credentials—highlighting a growing tension between access-oriented pathways (a focus during staff shortages) and more practice-based expectations for administrator readiness.

In December 2013, new state regulations altered the requirements for earning a Preliminary Administrative Services Credential (PASC): Candidates could no longer qualify with a preliminary teaching credential and now needed at least 5 years of full-time teaching experience, a clear teaching credential, and English Learner authorization. Soon after, in February 2014, the California Commission on Teacher Credentialing (CTC) approved new standards for the Clear Administrative Services Credential (CASC), requiring completion of a 2-year, job-embedded induction program for those holding a preliminary credential. As a result, all administrator preparation programs in the state were required to reapply for CASC program approval.

The CTC continued to refine its expectations for administrator induction following the CASC policy shift. In 2016, the Commission released further guidance to help preparation programs structure site-based, job-embedded learning experiences aligned with credential requirements. This was followed by updated formal induction standards in January 2017, reinforcing the state's emphasis on on-the-job development as a central feature of administrator preparation.

During this same period, the CTC also revised the CPACE, which had traditionally served as a content-focused, standardized assessment alternative to administrator preparation. A revised version of the CPACE was administered statewide beginning in July 2015, and, in 2017, the validity period for past scores was extended from 5 to 10 years. Unlike the CalAPA, which has a portfolio-based demonstration, the CPACE assesses leadership knowledge and skills through constructed responses and selected-response items. Its continued availability represents a divergent pathway—one that emphasizes theoretical knowledge over field-based evidence of practice—and underscores the policy tension between expanding access through testing

alternatives and elevating expectations for practice-based performance.

A particularly consequential policy shift came with the introduction of the CalAPA, piloted in the 2018/19 school year and fully implemented in 2019/20 (Kearney et al., 2018). The CalAPA includes three required performance cycles focused on school improvement planning, professional learning facilitation, and teacher growth support. Unlike prior assessments, the CalAPA requires candidates to demonstrate their leadership skills through structured, field-based tasks and submit evidence of practice in portfolio form. Its implementation added a high-stakes, evidence-based component to administrator preparation programs statewide, marking a clear move toward performance assessment as the cornerstone of credentialing.

In the same year the CalAPA was piloted (2018/19), California also introduced waiver credentials as an alternative entry point into school leadership. Waivers are issued to candidates who meet basic eligibility criteria but have not yet completed a full preparation program. To qualify, candidates must hold a bachelor's degree and a clear teaching or services credential, have at least 5 years of experience (with limited exceptions), and show evidence of enrollment in a preparation program or intent to complete the CPACE. Waivers are issued for 1 year and may be renewed once; a second renewal requires additional documentation and justification. While originally intended as a temporary mechanism to meet staffing needs, waiver credentials are a growing credentialing pathway across California, particularly for local education agency (LEA) and county office of education (COE) providers, representing 5 percent of new credentials in 2023/24.

All administrators, regardless of their initial pathway, must eventually meet requirements for the CASC, including 2 years of successful administrative experience and completion of an approved induction program. However, candidates

who enter through emergency pathways may face different challenges in meeting these requirements than do those who completed comprehensive preparation programs. Those who bypassed initial preparation may struggle more with the reflective practices and theoretical frameworks typically developed in traditional programs—potentially affecting their success in induction programs designed to build on foundational preparation. Accordingly, the growth of alternative entry routes creates an immediate need for additional professional learning supports during the crucial first years of administrative practice—support to fill gaps typically addressed in traditional preparation programs.

These developments illustrate a broader policy tension: On one hand, the state is pushing toward a more rigorous, performance-based approach to administrator preparation; on the other, it continues to support flexible and expedited routes into the profession through testing and waivers. This dual-track approach has significant implications for consistency, quality, and coherence in leadership preparation statewide.

Data and Methods

To explore the institutional changes in California’s administrator preparation landscape, a WestEd research team analyzed publicly available credentialing data from the CTC. The data set includes information on the number of institutions that have awarded new (first issuance) administrative credentials, disaggregated by segment and by type—Preliminary, Certificate of Eligibility, Intern, and Waiver—annually from 2012/13 through 2023/24 (see the Appendix for more details).

Descriptive analyses and cross-tabulations were used to examine longitudinal trends by credential type and institutional segment (e.g., California State University [CSU], University of California [UC], private or independent, LEA/COE, out of state), with particular attention to the years during

which major state policy shifts took effect. These shifts included the changes to the PASC and CASC requirements, the revision of the CPAGE, and the implementation of the CalAPA.

The data were used to identify not only fluctuations in the number of credentials issued annually but also shifts in the types of institutions authorized to award them, the emergence of new credential types such as waivers and internships, and the evolving role of nontraditional providers—including LEAs and COEs.

While the data set provides comprehensive information on credential counts and issuing institutions, it does not include details about candidate demographics, program content, or long-term outcomes for credentialed administrators. As a result, this analysis focuses on system-level trends in institutional participation and credentialing patterns rather than program quality or candidate experiences. Future research could complement these findings with qualitative or survey-based data to better understand how these institutional shifts are experienced on the ground.

All data visualizations are presented as figures within the main text, with corresponding detailed data tables provided in the Appendix for readers seeking specific numerical values.

Findings: Changing Institutional Patterns in Administrator Credentialing

Credential Production Remains Stable Despite Major Policy Shifts

From 2012/13 through 2023/24, the total number of new administrative credentials awarded in California remained relatively stable, ranging between approximately 3,500 and 5,000 per year. Despite significant changes to credentialing requirements—including revised standards for the preliminary and clear credentials, the rollout of the CalAPA, and the COVID-19 pandemic—overall

production did not appear to decline in a lasting way. A notable dip occurred in 2020/21, likely due in part to pandemic-related disruptions, but this was followed by a rebound the next year.

Local Providers Are Now the Predominant Credentialing Institutions

While total credential volume remained stable, the number of institutions authorized to award credentials grew dramatically—from 69 in 2017/18 to 167 in 2023/24. This growth was largely driven by the increase in LEAs and COEs entering the field as providers. In 2012/13, just 8 LEAs/COEs issued credentials; by 2023/24, that number had risen to 125, accounting for 75 percent of all credentialing institutions.

Critically, 86 percent of these LEA/COE providers are waiver-only institutions, meaning they issue emergency credentials to candidates who have not completed any preparation program. However, these 107 waiver-only institutions collectively issued just 197 credentials in 2023/24, with most (63%) issuing only a single waiver that year. Combined with pathways for candidates who pass the CPACE rather than complete a program, these alternative pathways now account for nearly half of new credentials issued.

Credential Type Trends Reflect a Growing Use of Flexible Pathways

Over the last 2 years of available data, the mix of credential types shifted notably. Preliminary credentials rose sharply in 2021/22, while the number of waiver and intern credentials—especially those issued by LEAs/COEs—grew in 2022/23. These changes suggest a growing reliance on flexible and alternative pathways at a time when schools may be facing leadership shortages.

At the same time, the number of Certificates of Eligibility declined. These credentials are issued to candidates who have completed all preparation

requirements but are not yet employed in an administrative position. The drop in certificates may reflect a tighter alignment between preparation and immediate job placement because more candidates are completing credential requirements in tandem with on-the-job roles.

University-Based Program Enrollment Declines While Alternative Pathways Expand

Over the past decade, there has been a notable shift in where California’s administrator credentials are coming from. While public and private universities—particularly the CSU and private (also known as “independent”) segments—once accounted for the majority of new credentials, their share has steadily declined. For example, between 2017/18 and 2023/24, the number of credentials awarded by CSUs dropped by 31 percent (from 1,115 to 775) and by private institutions by 42 percent (from 1,042 to 609).

However, both segments showed signs of recovery in the most recent year. CSU-awarded credentials increased from 683 in 2022/23 to 775 in 2023/24, while credentials awarded by private institutions increased from 545 to 609. Despite this uptick, both segments remain well below their 2017/18 levels, and their combined share of total credentials continues to decline.

This decline in traditional university-based preparation is particularly significant given California’s simultaneous investment in strengthening

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administrator preparation standards through the CalAPA and revised program requirements. These enhanced standards now apply to a shrinking share of candidates. In 2023/24, with waiver credentials (201) and CPACE-only credentials (represented in the 1,732 No Segment/No Institution category) combined, the data show that alternative pathways have become primary routes into school leadership, while traditional preparation programs—with their coursework, supervised fieldwork, mentoring, and performance assessment—serve an increasingly small portion of aspiring administrators.

Meanwhile, credentials awarded by LEAs/COEs have risen substantially, with a 45 percent increase in 2017/18 alone and continued growth through 2023/24. These local agencies, which were once peripheral to the administrator preparation landscape, are becoming more central players in administrator credentialing.

Another growing category is the No Segment/No Institution designation, which represents credentials earned solely through passing the CPACE rather than through a preparation program. Between 2020/21 and 2021/22, the number of credentials awarded through this category nearly doubled (from 1,239 to 2,235, an 80% increase). Although this number has since declined to 1,732 in 2023/24, it remains significantly higher than prepandemic levels, underscoring the continued reliance on test-only pathways outside traditional preparation programs.

Together, these shifts indicate a growing decentralization of administrator preparation in California, with credentialing responsibilities increasingly spread across local agencies and nonuniversity routes.

The figures in the following sections and the tables in the Appendix provide a detailed view of these trends over time, illustrating changes in credential volume, provider type, and institutional

participation across segments. They highlight how policy shifts and alternative pathways have reshaped both who is preparing school leaders and how credentials are being awarded statewide.

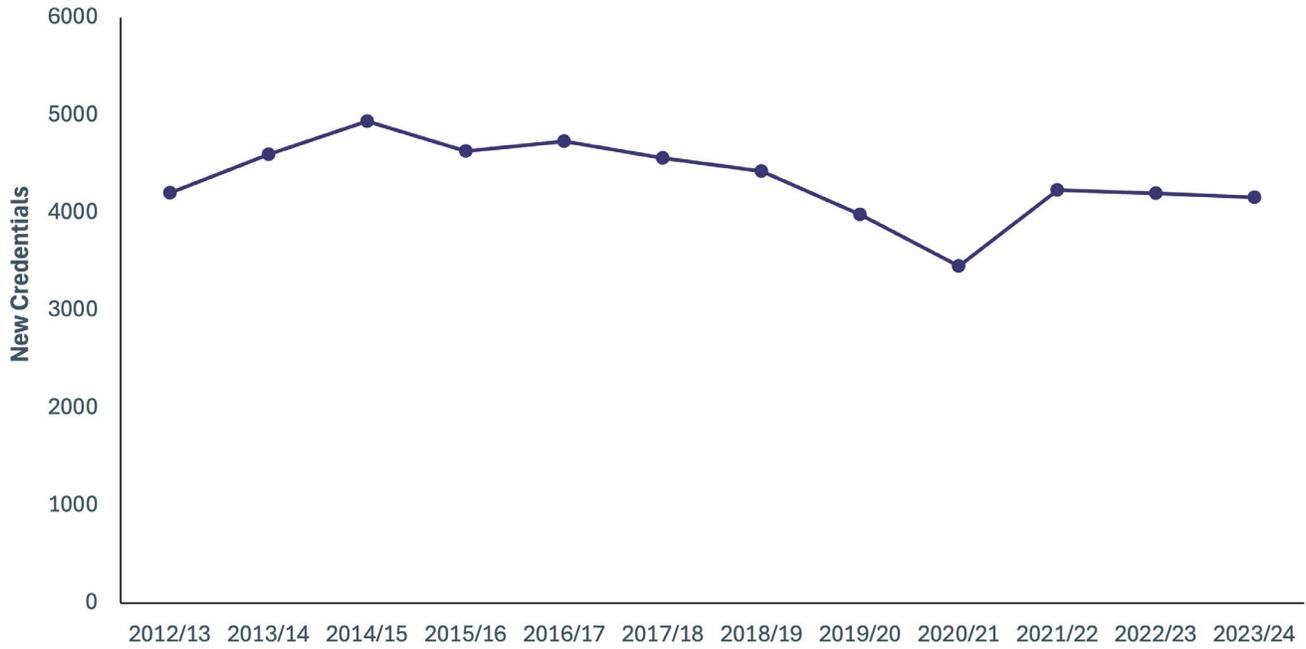
This transformation represents a significant restructuring of how California’s school leaders are prepared, with credentialing authority increasingly distributed among local providers.

The Changing Credential Landscape: From Universities to LEA/COE Providers

Figures 1, 2, and 3 illustrate the fundamental transformation of California’s administrator preparation landscape over the past decade. Figure 1 shows that the total number of new administrator credentials has remained relatively stable at approximately 4,000–4,500 per year. Figure 2, however, shows that the number of institutions authorized to award these credentials increased dramatically—from 69 in 2017/18 to 167 in 2023/24. Figure 3 explains this paradox by disaggregating providers by segment, revealing that this expansion was driven almost entirely by LEA/COE providers.

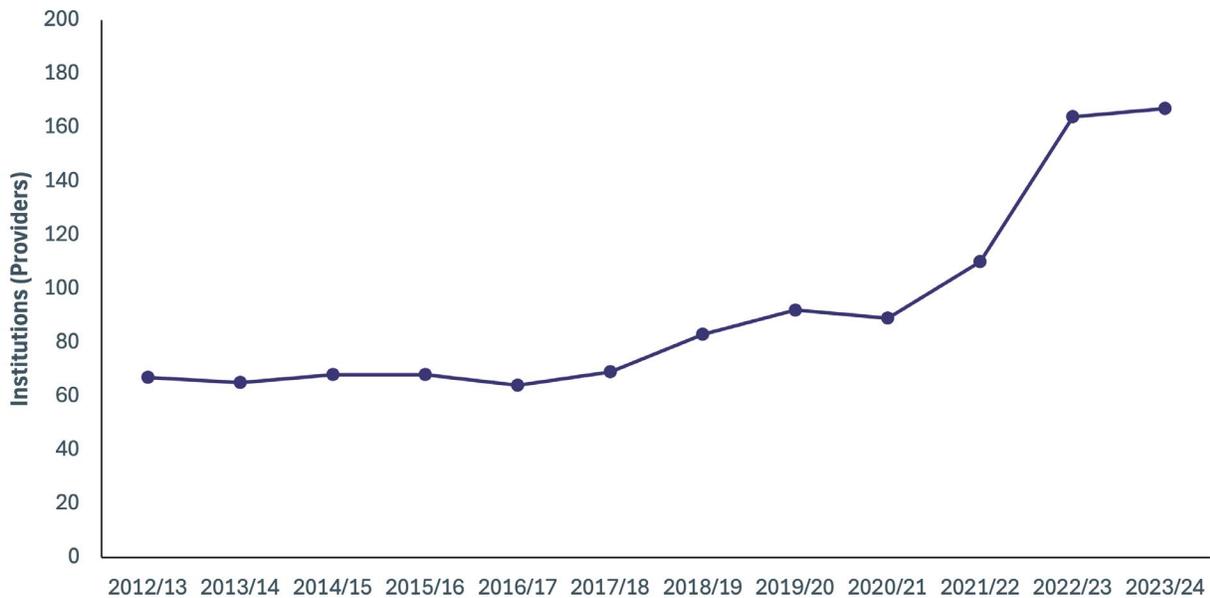
Together, these figures demonstrate a fundamental shift: California is producing roughly the same number of administrators but is doing so through an entirely different institutional structure. In 2012/13, universities (CSU, UC, and private institutions) constituted 53 of the 67 credentialing institutions. By 2023/24, universities remained essentially flat at 44 institutions, while LEA/COE providers ballooned from 8 to 125—a 15-fold increase. This transformation represents a significant restructuring of how California’s school leaders are prepared, with credentialing authority increasingly distributed among local providers.

Figure 1. New Administrator Credentials Awarded in California, 2012/13 Through 2023/24



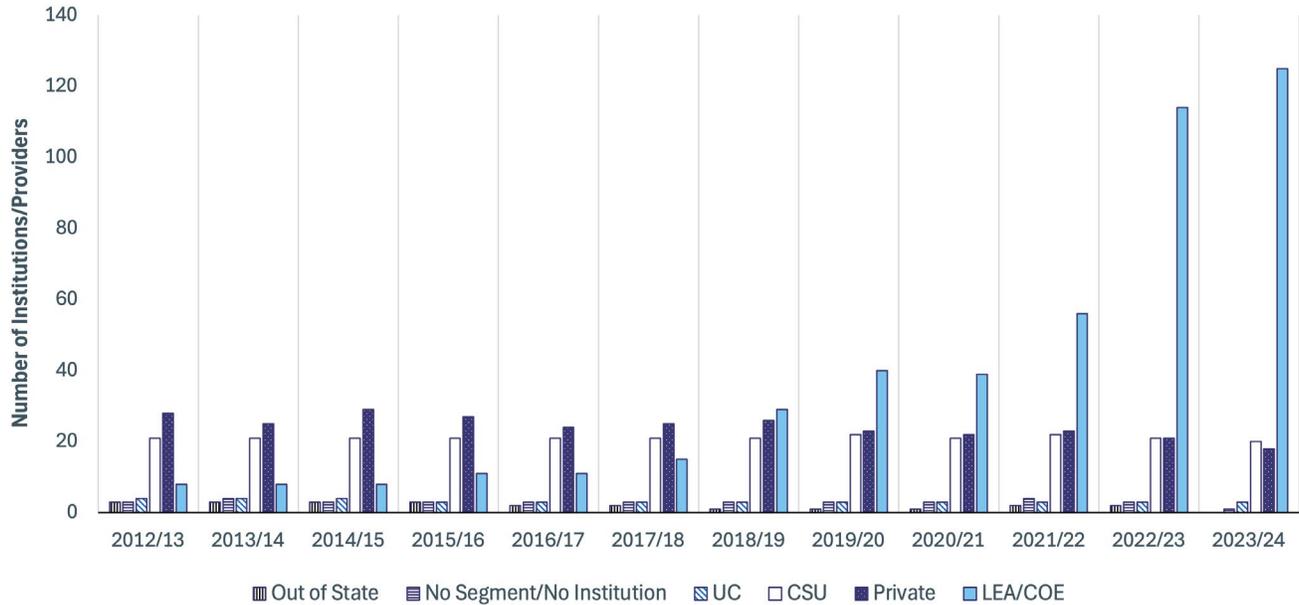
Note. The underlying data for Figure 1 are provided in Columns 1 and 2 of Appendix Table A1.

Figure 2. Number of Institutions (Providers) Awarding Administrator Credentials, 2012/13 Through 2023/24



Note. The underlying data for Figure 2 are provided in Columns 1 and 3 of Appendix Table A1.

Figure 3. Number of Institutions Awarding Credentials by Institutional Segment, 2012/13 Through 2023/24



Note. The underlying data for Figure 3 are provided in Appendix Table A2.

The Transformation of Administrator Credentialing: From Universities to Alternative Pathways

Figures 4 and 5 together reveal the fundamental transformation of how California credentials its school administrators. Figure 4 shows the substantial institutional redistribution: Whereas traditional university segments (CSU, UC, and private institutions) collectively awarded 56 percent of all credentials in 2012/13, their share declined to just 36 percent by 2023/24. The CSU system’s contribution declined from 28 percent to 19 percent, while private institutions fell from 26 percent to 15 percent.

The most striking pattern in Figure 4 is the growth in No Segment/No Institution credentials—those earned solely through passing the CPACE. This category increased from 1,593 credentials (38%) in 2012/13 to a peak of 2,235 (53%) in 2021/22 before stabilizing at 1,732 (42%) in 2023/24. This test-only pathway now represents the single

largest route into school leadership, accounting for more than 40 percent of all new credentials.

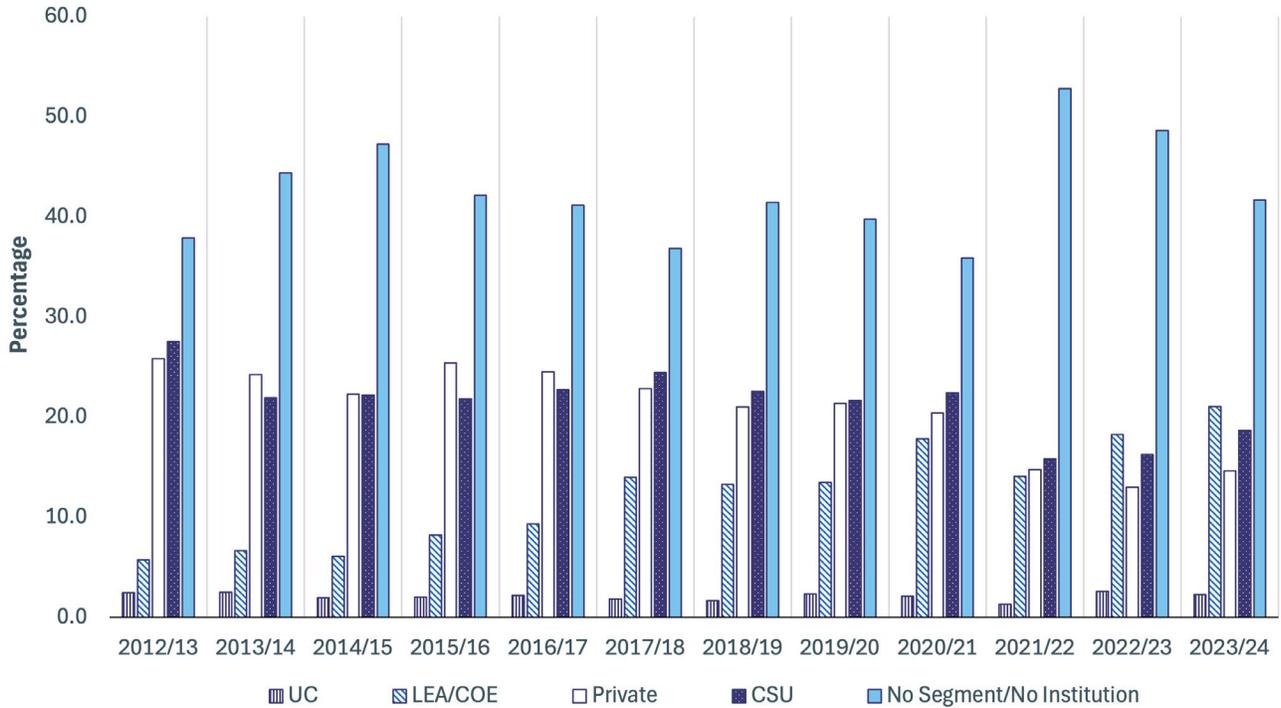
Figure 5 reveals what types of credentials these shifting institutions are producing. Certificates of Eligibility—which indicate that candidates have completed preparation programs but are not yet employed—declined from 57 percent of all credentials in 2012/13 to 37 percent in 2023/24. Meanwhile, emergency pathways have emerged and grown. Waiver credentials, first introduced in 2018/19, reached 201 by 2023/24, representing nearly 5 percent of all credentials. Intern credentials also increased to 204 in 2023/24. Together, these workforce shortage responses now account for nearly 10 percent of all new administrator credentials.

When combined with the CPACE-only pathway (No Segment/No Institution) shown in Figure 4, these alternative routes now account for 47 percent of all new administrative credentials—nearly half of California’s new school leaders. This redistribution

represents a significant shift in administrator preparation pathways. Whereas universities, with their comprehensive preparation and field-based learning, once prepared the majority of

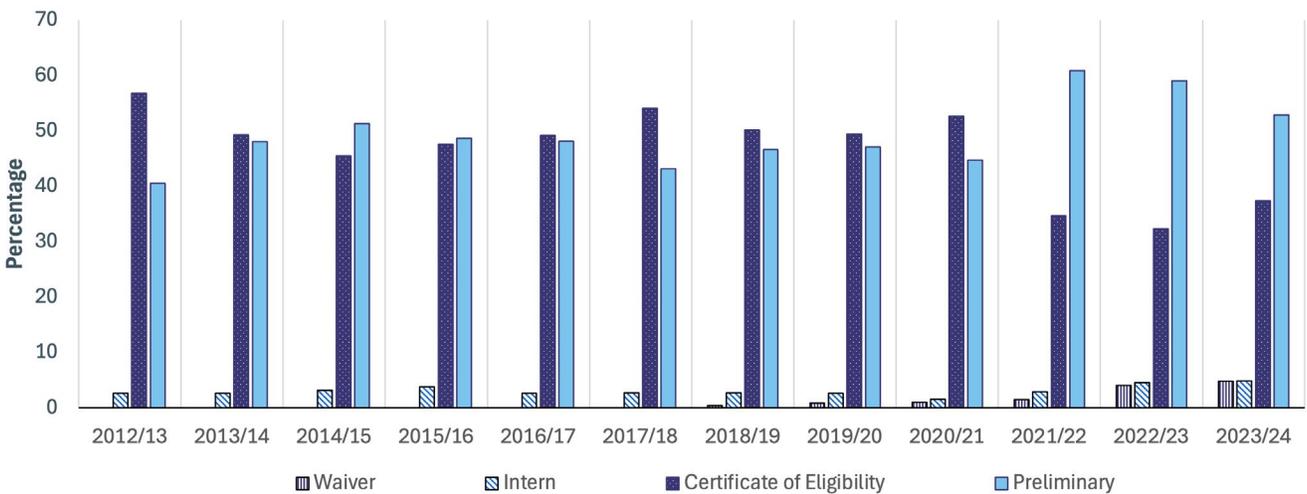
administrators, the test-only CPACE pathway has become the single largest route into school leadership (42%), with emergency waivers accounting for an additional 5 percent.

Figure 4. Percentage of New Administrative Credentials Awarded by Institutional Segment, 2012/13 Through 2023/24



Note. The underlying data for Figure 4 are provided in Appendix Table A3.

Figure 5. Percentage of New Administrative Credentials Awarded by Credential Type, 2012/13 Through 2023/24



Note. The underlying data for Figure 5 are provided in Appendix Table A4.

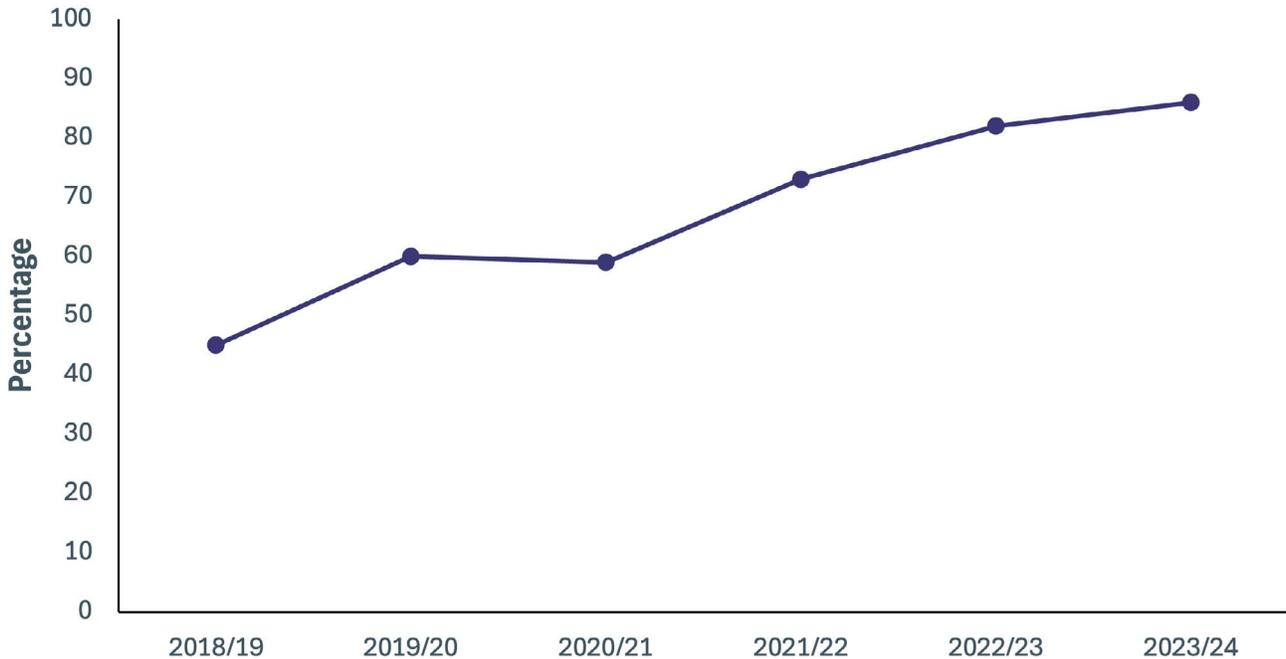
Waiver-Only Institutions Represent the Large Majority of LEA/COE Providers

Figure 6 illustrates the most striking aspect of the expansion in LEA/COE providers: The majority of these institutions function as waiver-only providers rather than comprehensive preparation programs. However, these waiver-only institutions typically issue very few credentials—collectively, the 107 waiver-only institutions issued just 197 credentials in 2023/24, while the 18 multi-credential LEA/COE providers issued 679 credentials. Since waivers were first introduced in 2018/19, the proportion of LEA/COE providers issuing *only* emergency credentials has steadily increased, reaching 86 percent of all LEA/COE providers by 2023/24.

Of the 125 LEA/COE institutions now authorized to credential administrators—up from just 8 in 2012/13—86 percent issue only waiver credentials, which allow candidates to begin administrative roles before completing any formal preparation. These 107 waiver-only institutions collectively issued 197 credentials in 2023/24. Combined with the 1,732 CPACE test-only credentials, these alternative pathways now account for 47 percent of all new administrative credentials.

The expansion of waiver-issuing LEAs/COEs continues to accelerate. The number of LEA/COE institutions awarding waivers grew from 98 in 2022/23 to 111 in 2023/24—a 13 percent increase in just 1 year—suggesting that this transformation is continuing rather than stabilizing.

Figure 6. Percentage of LEA/COE Providers That Are Waiver Only, 2018/19 Through 2023/24



Note. The underlying data for Figure 6 are provided in Columns 1 and 4 of Appendix Table A5.

Discussion: Tensions and Implications for Policy and Practice

These findings not only reflect a structural transformation in how and where California prepares its school leaders—including the sharp rise of waiver-only credentialing institutions—but also raise pressing questions about consistency, quality, and state oversight.

Over the past decade, California’s administrator preparation landscape has become markedly more decentralized and diverse. The number of credential-granting institutions more than doubled between 2017 and 2024—largely due to the rise of LEAs and COEs issuing waiver credentials—while traditional segments such as CSUs and private universities saw significant declines in their share of credentials awarded and while UC participation remained small and largely unchanged. At the same time, the state introduced more rigorous preparation requirements through the CalAPA and strengthened induction expectations, signaling a policy push toward practice-based assessment and job-embedded learning.

This combination of trends reveals a complex and sometimes contradictory dynamic. On one hand, expanded pathways—including waivers and internships—have made credentialing more accessible, especially during a period of leadership shortages. On the other hand, the rapid growth of nontraditional providers raises questions about consistency, oversight, and the capacity of all institutions to offer high-quality preparation experiences aligned with state standards.

One of the clearest examples of this shift toward more flexible entry points is the expanded use of waiver credentials, particularly among LEA and COE providers. Since their introduction, waivers have become the dominant credential type issued by these institutions: By 2023/24, 86 percent of LEA/COE credentialing institutions awarded waivers exclusively. This suggests that a growing

portion of California’s administrator supply line is bypassing structured preparation programs altogether—raising questions about how these candidates are being supported, developed, and evaluated. While this shift offers districts a practical staffing solution, especially in hard-to-staff schools, it raises concerns about the unevenness of candidate preparation and the potential disconnect between waiver pathways and the state’s broader efforts to strengthen administrator quality.

Candidates who enter leadership roles via waivers are not participating in mentoring, coursework, or induction aligned with California’s administrator preparation standards. As reliance on waivers grows—particularly among institutions that do not offer other credential types—this trend underscores the need for systems that support leadership development outside of traditional programs and that ensure candidates are adequately prepared for the role.

What might have begun as alternative pathways to address administrator shortages has evolved into a primary route into school leadership in California, with the test-only CPACE pathway alone accounting for more than 40 percent of all credentials—representing a fundamental shift in school leader preparation. While the state has invested considerable resources in developing the CalAPA as a rigorous performance assessment and in strengthening program standards, these quality measures apply only to candidates in traditional programs. Research on program responses to these new requirements suggests that preparation programs face significant challenges in balancing performance-based assessments with their social justice missions (Biolchino, 2024). Meanwhile, a large and growing proportion of new administrators bypass these requirements entirely, primarily through the CPACE test-only pathway (42%) and to a lesser extent through waivers (5%). This creates a two-tiered system by which some candidates receive comprehensive preparation

with mentoring, coursework, supervised fieldwork, and performance assessment, while others receive little to no preparation before assuming leadership roles. The continued availability of both the CPACE test-only pathway and emergency waivers as alternative routes reflects the state's ongoing challenge of balancing flexibility with expectations for demonstrated, field-based performance. The implications extend beyond individual readiness: This bifurcated system raises questions about equitable access across schools because students' access to well-prepared leaders increasingly depends on which credential pathway their principal has pursued.

While waiver-only routes may help districts meet urgent staffing needs, their widespread use—particularly by providers that offer no other credential types—challenges the coherence and quality of leadership preparation across the state. It also complicates efforts to ensure that all candidates have equal access to mentoring, coursework, and induction experiences aligned with state standards. The growth of waiver-only providers represents a pragmatic response to workforce shortages but may also signal a need to reassess state oversight mechanisms and support structures for nontraditional pathways. These diverging models raise an underlying question: How can California maintain high standards for administrator readiness while also responding to local hiring needs?

While all administrators must eventually complete clear credential requirements—including 2 years

This bifurcated system raises questions about equitable access across schools because students' access to well-prepared leaders increasingly depends on which credential pathway their principal has pursued.

of administrative experience and an approved induction program—the divergent preparation pathways create unequal starting points for this journey. Candidates entering through waivers or test-only routes lack the theoretical grounding and supervised practice that induction programs typically build upon. This gap places extraordinary demands on both the induction programs themselves and the professional learning systems that must compensate for the missing foundational preparation. Districts hiring alternatively credentialed administrators thus inherit a dual responsibility: supporting day-to-day leadership practice while simultaneously providing the comprehensive professional development traditionally delivered through university-based preparation programs.

As California's system for preparing the administrator workforce continues to evolve, policymakers and practitioners will need to grapple with how to balance flexibility and responsiveness with consistency, quality, and long-term system capacity.

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Appendix. Data Tables

This appendix provides the detailed data underlying the figures presented in the main text. While the figures illustrate trends and patterns visually, these tables offer precise numerical values for researchers and policymakers who need specific counts and percentages. The tables include the following:

- A1:** annual totals of new credentials and credentialing institutions
- A2:** distribution of credentialing institutions by segment
- A3:** distribution of credentials awarded by institutional segment
- A4:** distribution of credentials by type (Preliminary, Certificate of Eligibility, etc.)
- A5:** growth of waiver-only providers among LEAs/COEs
- A6–A17:** detailed breakdown of which credential types each institutional segment offers annually

Together, these tables document the transformation of California’s administrator preparation landscape from 2012/13 through 2023/24, revealing how the rapid expansion of LEA/COE providers—most issuing only emergency waivers—has fundamentally altered the pathway to school leadership in the state.

Table A1. Number of New Administrator Credentials and Credentialing Institutions in California, 2012/13 Through 2023/24

Year	New credentials	Institutions (Providers)
2012/13	4,204	67
2013/14	4,597	65
2014/15	4,939	68
2015/16	4,631	68
2016/17	4,731	64
2017/18	4,560	69
2018/19	4,424	92
2019/20	3,979	89
2020/21	3,452	87
2021/22	4,233	110
2022/23	4,197	164
2023/24	4,156	167

Table A2. Number of Institutions Awarding Credentials by Institutional Segment, 2012/13 Through 2023/24

Year	Out of state	No segment/ No institution	UC	CSU	Private	LEA/ COE	Total
2012/13	3	3	4	21	28	8	67
2013/14	3	4	4	21	25	8	65
2014/15	3	3	4	21	29	8	68
2015/16	3	3	3	21	27	11	68
2016/17	2	3	3	21	24	11	64
2017/18	2	3	3	21	25	15	69
2018/19	1	3	3	21	26	29	83
2019/20	1	3	3	22	23	40	92
2020/21	1	3	3	21	22	39	89
2021/22	2	4	3	22	23	56	110
2022/23	2	3	3	21	21	114	164
2023/24	0	1	3	20	18	125	167

Table A3. Number of (and Percentage of Total) New Administrative Credentials Awarded by Institutional Segment, 2012/13 Through 2023/24

Year	CSU	UC	Private	LEA/COE	Out of state	No segment/ No institution	Total (100%)
2012/13	1,159 (27.6)	104 (2.5)	1,086 (25.8)	241 (5.7)	21 (0.5)	1,593 (37.9)	4,204
2013/14	1,009 (21.9)	116 (2.5)	1,115 (24.3)	306 (6.7)	11 (0.4)	2,040 (44.4)	4,597
2014/15	1,097 (22.2)	97 (2.0)	1,101 (22.3)	301 (6.1)	9 (0.2)	2,334 (47.3)	4,939
2015/16	1,010 (21.8)	95 (2.1)	1,177 (25.4)	381 (8.2)	16 (0.3)	1,952 (42.2)	4,631
2016/17	1,076 (22.7)	104 (2.2)	1,161 (24.5)	441 (9.3)	2 (0.0)	1,947 (41.2)	4,731
2017/18	1,115 (24.5)	83 (1.8)	1,042 (22.9)	639 (14.0)	1 (0.0)	1,680 (36.8)	4,560

Year	CSU	UC	Private	LEA/COE	Out of state	No segment/ No institution	Total (100%)
2018/19	998 (22.6)	74 (1.7)	929 (21.0)	588 (13.3)	2 (0.0)	1,833 (41.4)	4,424
2019/20	862 (21.7)	93 (2.3)	851 (21.4)	536 (13.5)	55 (1.4)	1,582 (39.8)	3,979
2020/21	774 (22.4)	73 (2.1)	705 (20.4)	616 (17.8)	45 (1.3)	1,239 (35.9)	3,452
2021/22	671 (15.9)	55 (1.3)	624 (14.7)	596 (14.1)	52 (1.2)	2,235 (52.8)	4,233
2022/23	683 (16.3)	109 (2.6)	545 (13.0)	766 (18.3)	54 (1.3)	2,040 (48.6)	4,197
2023/24	775 (18.6)	95 (2.3)	609 (14.7)	876 (21.1)	69 (1.7)	1,732 (41.7)	4,156

Table A4. Number of (and Percentage of Total) New Administrative Credentials Awarded by Credential Type, 2012/13 Through 2023/24

Year	Preliminary	Certificate of Eligibility	Intern	Waiver	Total (100%)
2012/13	1,704 (40.5)	2,388 (56.8)	112 (2.7)	.	4,204
2013/14	2,209 (48.1)	2,265 (49.3)	123 (2.7)	.	4,597
2014/15	2,533 (51.3)	2,247 (45.5)	159 (3.2)	.	4,939
2015/16	2,254 (48.7)	2,202 (47.5)	175 (3.8)	.	4,631
2016/17	2,278 (48.2)	2,327 (49.2)	126 (2.7)	.	4,731
2017/18	1,969 (43.2)	2,466 (54.1)	125 (2.7)	.	4,560
2018/19	2,064 (46.7)	2,220 (50.2)	121 (2.7)	19 (0.4)	4,424
2019/20	1,873 (47.1)	1,967 (49.4)	105 (2.6)	34 (0.9)	3,979
2020/21	1,544 (44.7)	1,819 (52.7)	53 (1.5)	36 (1.0)	3,452
2021/22	2,578 (60.9)	1,467 (34.7)	125 (3.0)	63 (1.5)	4,233
2022/23	2,478 (59.0)	1,356 (32.3)	191 (4.6)	172 (4.1)	4,197
2023/24	2,197 (52.9)	1,554 (37.4)	204 (4.9)	201 (4.8)	4,156

Table A5. Waiver-Only Credentialing Among LEA/COE Providers, 2018/19 Through 2023/24

Year	Total LEA/COE providers	Waiver-only (LEA/COE) providers	% Waiver-only
2018/19	29	13	45
2019/20	40	24	60
2020/21	39	23	59
2021/22	56	41	73
2022/23	114	94	82
2023/24	125	107	86

Table A6. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2012/13

2012/13	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	8	8	0	.
CSU	21	18	11	.
Private	28	17	9	.
UC	4	3	1	.
Other	1	1	0	.
Out of state	1	1	0	.
Total	63	48	21	.

Table A7. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2013/14

2013/14	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	7	9	0	.
CSU	21	19	12	.
Private	24	20	8	.
UC	4	3	1	.
Other	1	1	0	.
Out of state	1	1	0	.
Total	58	53	21	.

Table A8. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2014/15

2014/15	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	8	8	0	.
CSU	21	18	9	.
Private	28	25	9	.
UC	4	3	1	.
Other	1	1	0	.
Out of state	1	1	0	.
Total	63	56	19	.

Table A9. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2015/16

2015/16	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	11	10	0	.
CSU	21	21	11	.
Private	26	21	11	.
UC	3	3	1	.
Other	1	1	0	.
Out of state	1	1	0	.
Total	63	57	23	.

Table A10. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2016/17

2016/17	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	9	11	0	.
CSU	21	21	11	.
Private	23	22	9	.
UC	3	3	1	.
Other	1	1	0	.
Out of state	0	1	0	.
Total	57	59	21	.

Table A11. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2017/18

2017/18	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	13	13	0	.
CSU	21	21	9	.
Private	24	22	9	.
UC	3	3	1	.
Other	1	1	0	.
Out of state	1	0	0	.
Total	63	60	19	.

Table A12. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2018/19

2018/19	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	16	20	0	13
CSU	21	21	8	0
Private	26	21	9	0
UC	3	2	1	0
Other	1	1	0	0
Out of state	0	1	0	0
Total	67	66	18	13

Table A13. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2019/20

2019/20	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	14	16	0	25
CSU	22	21	10	0
Private	23	20	9	0
UC	3	3	1	0
Other	1	1	0	0
Out of state	0	0	0	0
Total	63	61	20	25

Table A14. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2020/21

2020/21	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	15	14	0	27
CSU	22	21	7	0
Private	22	17	6	0
UC	3	3	1	0
Other	1	1	0	0
Out of state	0	1	0	0
Total	63	57	14	27

Table A15. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2021/22

2021/22	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	15	15	0	44
CSU	22	17	10	0
Private	23	18	9	0
UC	2	3	1	0
Other	1	2	0	0
Out of state	0	1	0	0
Total	63	56	20	44

Table A16. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2022/23

2022/23	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	18	19	0	98
CSU	21	19	11	0
Private	21	17	7	0
UC	3	3	2	0
Other	1	1	0	0
Out of state	0	1	0	0
Total	64	60	20	98

Table A17. Numbers of Institutions Offering Specific Types of New Administrative Credentials Annually, by Institutional Segment, 2023/24

2023/24	Certificate of Eligibility	Preliminary	Intern	Waiver
LEA/COE	18	17	0	111
CSU	22	20	11	0
Private	19	16	9	0
UC	3	3	1	0
Other	1	1	0	0
Out of state	1	1	0	0
Total	64	58	21	111



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