

Clear Education Specialist Program Completer Survey - 2017

Statewide Results

Total survey respondents: 2246

Response rate: 93.1 %

Information about your program and working with your Support Provider

1. How long after you were hired into an assignment that requires a California preliminary teaching credential were you **enrolled** in a Commission-approved induction or clear credential program?

	2243	99.9%
	DNR 3	0.1%
1 = At the time of hire or before beginning work with students	803	35.8%
2 = Within one to two months of beginning my assignment	396	17.7%
3 = Within three to five months of beginning my assignment	72	3.2%
4 = More than five months after beginning my assignment	107	4.8%
5 = One year or more after beginning my assignment	865	38.6%

2.93 **Mean**
1.79 **SD**

2. How long after you were enrolled in your induction/clear credential program did you begin **working with a Support Provider (SP)** or receive support from Clear Credential Personnel?

	2235	99.5%
	DNR 11	0.5%
1 = Within one month of enrolling in the program	1860	83.2%
2 = Within two months of enrolling in the program	210	9.4%
3 = More than three months after enrolling in the program	85	3.8%
4 = I was assigned a Support Provider but never worked with him/her	11	0.5%
5 = I was never assigned a Support Provider	69	3.1%

1.31 **Mean**
0.83 **SD**

3. What was the length of **your** clear induction program?

	2233	99.4%
	DNR 13	0.6%
1 = Less than 1 school year	147	6.6%
2 = 1 school year	778	34.8%
3 = More than 1 school year but less than 2 school years	161	7.2%
4 = 2 school years	1074	48.1%
5 = More than 2 school years	73	3.3%

3.07 **Mean**
1.10 **SD**

How helpful was your Support Provider/Mentor/System of Support in helping you impact students in learning regarding the following:

4a. Modeling instruction while I observed

	2222	98.9%
	DNR 24	1.1%
1 = Very Helpful	1258	56.6%
2 = Helpful	584	26.3%
3 = Somewhat helpful	265	11.9%
4 = Not at all helpful	115	5.2%

1.66 **Mean**
0.88 **SD**

4b. Identifying Resources

	2219	98.8%
	DNR 27	1.2%
1 = Very Helpful	1409	63.5%
2 = Helpful	580	26.1%
3 = Somewhat helpful	190	8.6%
4 = Not at all helpful	40	1.8%

1.49 **Mean**
0.73 **SD**

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4c. Providing feedback from observations to improve my instruction		2214	98.6%	<div>1.46 Mean</div> <div>0.71 SD</div>
	DNR	32	1.4%	
	1 = Very Helpful	1449	65.4%	
	2 = Helpful	564	25.5%	
	3 = Somewhat helpful	159	7.2%	
	4 = Not at all helpful	42	1.9%	
4d. Teaching Practices		2218	98.8%	<div>1.52 Mean</div> <div>0.72 SD</div>
	DNR	28	1.2%	
	1 = Very Helpful	1320	59.5%	
	2 = Helpful	673	30.3%	
	3 = Somewhat helpful	188	8.5%	
	4 = Not at all helpful	37	1.7%	
4e. Content Support		2213	98.5%	<div>1.62 Mean</div> <div>0.80 SD</div>
	DNR	33	1.5%	
	1 = Very Helpful	1231	55.6%	
	2 = Helpful	664	30.0%	
	3 = Somewhat helpful	254	11.5%	
	4 = Not at all helpful	64	2.9%	
4f. Instructional Design and Planning		2212	98.5%	<div>1.62 Mean</div> <div>0.79 SD</div>
	DNR	34	1.5%	
	1 = Very Helpful	1205	54.5%	
	2 = Helpful	694	31.4%	
	3 = Somewhat helpful	254	11.5%	
	4 = Not at all helpful	59	2.7%	
4g. Creating and Maintaining a Safe and Positive Climate		2210	98.4%	<div>1.51 Mean</div> <div>0.73 SD</div>
	DNR	36	1.6%	
	1 = Very Helpful	1360	61.5%	
	2 = Helpful	628	28.4%	
	3 = Somewhat helpful	174	7.9%	
	4 = Not at all helpful	48	2.2%	
4h. Using strategies to support English Learners		2213	98.5%	<div>1.69 Mean</div> <div>0.82 SD</div>
	DNR	33	1.5%	
	1 = Very Helpful	1113	50.3%	
	2 = Helpful	748	33.8%	
	3 = Somewhat helpful	274	12.4%	
	4 = Not at all helpful	78	3.5%	
4i. Using strategies to support students with disabilities		2209	98.4%	<div>1.43 Mean</div> <div>0.71 SD</div>
	DNR	37	1.6%	
	1 = Very Helpful	1503	68.0%	
	2 = Helpful	502	22.7%	
	3 = Somewhat helpful	166	7.5%	
	4 = Not at all helpful	38	1.7%	

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4j. Minimizing bias and using culturally responsive pedagogy		2204	98.1%
	DNR	42	1.9%
1 = Very Helpful		1247	56.6%
2 = Helpful		712	32.3%
3 = Somewhat helpful		185	8.4%
4 = Not at all helpful		60	2.7%

1.57	Mean
0.76	SD

4k. Setting and reaching Professional Learning Goals		2209	98.4%
	DNR	37	1.6%
1 = Very Helpful		1395	63.2%
2 = Helpful		616	27.9%
3 = Somewhat helpful		148	6.7%
4 = Not at all helpful		50	2.3%

1.48	Mean
0.72	SD

5. How well matched were you with your Support Provider?		2050	91.3%
	DNR	196	8.7%
1 = Well matched		1742	85.0%
2 = Somewhat well matched		240	11.7%
3 = Not well matched		68	3.3%

1.18	Mean
0.46	SD

If you responded that you were "Not well matched" or "Somewhat well matched" with your Support Provider please respond to Questions 6a and 6b:

6a. in which of the following areas could the match have been improved? Mark all that apply		295	95.8%
	DNR	13	4.2%
Grade level or subject area experience or background		154	52.2%
Familiarity with site resources, expectations, policies, and procedures		78	26.4%
Schedules /opportunities to meet		87	29.5%
Personality, disposition, and working style		64	21.7%
Teaching philosophy and style		51	17.3%

6b. Did the program address the issue(s) with the match?		300	97.4%
	DNR	8	2.6%
1 = Yes		90	30.0%
2 = To some extent, but not fully		121	40.3%
3 = No		89	29.7%

The following question asks about the interaction between you and your Support Provider. This includes all face-to-face or virtual interactions via technology.

7. On average, how frequently did you and your Support Provider have meaningful communication about issues related to your teaching practice?		2062	91.8%
	DNR	184	8.2%
1 = Daily		202	9.8%
2 = Two or three times per week		462	22.4%
3 = Weekly		936	45.4%
4 = Twice per month		329	16.0%
5 = Less than twice per month		133	6.5%

2.87	Mean
1.01	SD

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8. Across the full induction/clear program, how frequently did your Support Provider observe and coach you in your classroom during the program (in person or via visual technology)?

	2058	91.6%
	DNR 188	8.4%
1 = More than ten times during the entire program	478	23.2%
2 = 6-10 times during the entire program	613	29.8%
3 = 3-5 times during the entire program	722	35.1%
4 = Once or twice during the entire program	187	9.1%
5 = I was not observed by my Support Provider	58	2.8%

2.38	Mean
1.03	SD

9. What amount of interaction with your Support Provider would have been best for you?

	2058	91.6%
	DNR 188	8.4%
1 = Significantly more time	103	5.0%
2 = A little more time	252	12.2%
3 = The same amount of time I had	1618	78.6%
4 = A little less time	61	3.0%
5 = Much less time	24	1.2%

2.83	Mean
0.61	SD

Connections between your induction/clear program and your Individual Induction Plan (IIP).

The next set of questions asks you to reflect on your engagement with formative assessment activities during your induction and credential program experience.

10. To what degree was there cohesion between the professional development received in district or on site and induction/clear credential program goals and activities?

	1992	88.7%
	DNR 254	11.3%
1 = Strong	981	50.7%
2 = Moderate	817	42.2%
3 = Weak	136	7.0%
Not applicable to me *	58	-

1.56	Mean
0.62	SD

11. How strong was the collaboration between your induction or clear credential program and your site administration?

	1991	88.6%
	DNR 255	11.4%
1 = Very Strong	615	35.6%
2 = Strong	786	45.5%
3 = Not Strong	328	19.0%
I do not have sufficient information to answer this question *	262	-

1.83	Mean
0.72	SD

How much impact did participating in the following activities have on your classroom practice?

12a. Collection and analysis of evidence of my teaching practice

	1992	88.7%
	DNR 254	11.3%
1 = Extensive impact	1326	67.1%
2 = Limited impact	595	30.1%
3 = No impact	54	2.7%
I did not participate in this activity *	17	-

1.36	Mean
0.53	SD

12b. Analysis of my students' work

	1992	88.7%
	DNR 254	11.3%
1 = Extensive impact	1427	72.6%
2 = Limited impact	492	25.0%
3 = No impact	46	2.3%
I did not participate in this activity *	27	-

1.30	Mean
0.51	SD

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12c. Observation of experienced teachers		1989	88.6%	<div>1.31 Mean</div> <div>0.51 SD</div>
	DNR	257	11.4%	
1 =	Extensive impact	1340	71.2%	
2 =	Limited impact	503	26.7%	
3 =	No impact	40	2.1%	
I did not participate in this activity *		106	-	
12d. Examination of my teaching practice against the CSTP (e.g., the Continuum of Teaching Practice)		1980	88.2%	<div>1.41 Mean</div> <div>0.56 SD</div>
	DNR	266	11.8%	
1 =	Extensive impact	1207	62.8%	
2 =	Limited impact	645	33.6%	
3 =	No impact	70	3.6%	
I did not participate in this activity *		58	-	
12e. Development of my Individual Induction Plan (IIP)/Individual Learning Plan (ILP)		1985	88.4%	<div>1.39 Mean</div> <div>0.56 SD</div>
	DNR	261	11.6%	
1 =	Extensive impact	1280	65.1%	
2 =	Limited impact	607	30.9%	
3 =	No impact	78	4.0%	
I did not participate in this activity *		20	-	
12f. Professional Learning as identified on my IIP or ILP		1985	88.4%	<div>1.36 Mean</div> <div>0.54 SD</div>
	DNR	261	11.6%	
1 =	Extensive impact	1324	67.4%	
2 =	Limited impact	575	29.3%	
3 =	No impact	65	3.3%	
I did not participate in this activity *		21	-	
12g. Collaboration with colleagues		1990	88.6%	<div>1.21 Mean</div> <div>0.44 SD</div>
	DNR	256	11.4%	
1 =	Extensive impact	1589	80.3%	
2 =	Limited impact	361	18.3%	
3 =	No impact	28	1.4%	
I did not participate in this activity *		12	-	

Impact of Induction on Teaching Practice

Engaging and Supporting All Students in Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

13a. Connect classroom learning to the real world		1955	87.0%	<div>1.79 Mean</div> <div>0.89 SD</div>
	DNR	291	13.0%	
1 =	Very well	889	45.5%	
2 =	Well	700	35.8%	
3 =	Adequately	284	14.5%	
4 =	Poorly	54	2.8%	
5 =	Not at all	28	1.4%	

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13b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking

	1953	87.0%
	DNR 293	13.0%
1 =	Very well	873 44.7%
2 =	Well	692 35.4%
3 =	Adequately	307 15.7%
4 =	Poorly	53 2.7%
5 =	Not at all	28 1.4%

1.81	Mean
0.90	SD

13c. Meet the instructional needs of English learners

	1952	86.9%
	DNR 294	13.1%
1 =	Very well	806 41.3%
2 =	Well	707 36.2%
3 =	Adequately	363 18.6%
4 =	Poorly	46 2.4%
5 =	Not at all	30 1.5%

1.87	Mean
0.90	SD

13d. Identify and address special learning needs with appropriate teaching strategies

	1948	86.7%
	DNR 298	13.3%
1 =	Very well	1176 60.4%
2 =	Well	484 24.8%
3 =	Adequately	232 11.9%
4 =	Poorly	36 1.8%
5 =	Not at all	20 1.0%

1.58	Mean
0.85	SD

Creating and Maintaining Effective Environments for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

14a. Establish and maintain a safe and respectful learning environment for all students

	1952	86.9%
	DNR 294	13.1%
1 =	Very well	1112 57.0%
2 =	Well	561 28.7%
3 =	Adequately	230 11.8%
4 =	Poorly	17 0.9%
5 =	Not at all	32 1.6%

1.61	Mean
0.85	SD

14b. Create a productive learning environment with high expectations for all students

	1948	86.7%
	DNR 298	13.3%
1 =	Very well	1101 56.5%
2 =	Well	595 30.5%
3 =	Adequately	210 10.8%
4 =	Poorly	15 0.8%
5 =	Not at all	27 1.4%

1.60	Mean
0.82	SD

14c. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level

	1945	86.6%
	DNR 301	13.4%
1 =	Very well	934 48.0%
2 =	Well	646 33.2%
3 =	Adequately	273 14.0%
4 =	Poorly	59 3.0%
5 =	Not at all	33 1.7%

1.77	Mean
0.92	SD

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Understanding and Organizing Subject Matter for Student Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

15a. Use effective instructional strategies to teach specific subject matter and skills	1945	86.6%
	DNR 301	13.4%
1 = Very well	938	48.2%
2 = Well	681	35.0%
3 = Adequately	259	13.3%
4 = Poorly	42	2.2%
5 = Not at all	25	1.3%

1.73	Mean
0.86	SD

15b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students	1946	86.6%
	DNR 300	13.4%
1 = Very well	985	50.6%
2 = Well	652	33.5%
3 = Adequately	253	13.0%
4 = Poorly	31	1.6%
5 = Not at all	25	1.3%

1.69	Mean
0.85	SD

15c. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content?	1944	86.6%
	DNR 302	13.4%
1 = Very well	902	46.4%
2 = Well	684	35.2%
3 = Adequately	282	14.5%
4 = Poorly	48	2.5%
5 = Not at all	28	1.4%

1.77	Mean
0.89	SD

Planning Instruction and Designing Learning Experiences for All Students

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

16a. Plan instruction based on students' prior knowledge, academic readiness, language proficiency, cultural background, and individual development	1912	85.1%
	DNR 334	14.9%
1 = Very well	919	48.1%
2 = Well	690	36.1%
3 = Adequately	252	13.2%
4 = Poorly	26	1.4%
5 = Not at all	25	1.3%

1.72	Mean
0.84	SD

16b. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students	1910	85.0%
	DNR 336	15.0%
1 = Very well	970	50.8%
2 = Well	663	34.7%
3 = Adequately	226	11.8%
4 = Poorly	28	1.5%
5 = Not at all	23	1.2%

1.68	Mean
0.83	SD

16c. Develop IFSP/IEP goals and objectives that are measurable and obtainable	1903	84.7%
	DNR 343	15.3%
1 = Very well	964	50.7%
2 = Well	558	29.3%
3 = Adequately	275	14.5%
4 = Poorly	53	2.8%
5 = Not at all	53	2.8%

1.78	Mean
0.98	SD

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16d. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information

	1904	84.8%
	DNR 342	15.2%
1 = Very well	915	48.1%
2 = Well	626	32.9%
3 = Adequately	275	14.4%
4 = Poorly	40	2.1%
5 = Not at all	48	2.5%

1.78	Mean
0.94	SD

16e. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment

	1904	84.8%
	DNR 342	15.2%
1 = Very well	985	51.7%
2 = Well	596	31.3%
3 = Adequately	250	13.1%
4 = Poorly	41	2.2%
5 = Not at all	32	1.7%

1.71	Mean
0.89	SD

Assessing Students for Learning

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

17a. Involve all students in self-assessment, goal setting, and monitoring progress

	1910	85.0%
	DNR 336	15.0%
1 = Very well	778	40.7%
2 = Well	710	37.2%
3 = Adequately	339	17.7%
4 = Poorly	50	2.6%
5 = Not at all	33	1.7%

1.87	Mean
0.91	SD

17b. Give productive feedback to students to guide their learning

	1912	85.1%
	DNR 334	14.9%
1 = Very well	854	44.7%
2 = Well	713	37.3%
3 = Adequately	283	14.8%
4 = Poorly	38	2.0%
5 = Not at all	24	1.3%

1.78	Mean
0.86	SD

17c. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive

	1909	85.0%
	DNR 337	15.0%
1 = Very well	928	48.6%
2 = Well	671	35.1%
3 = Adequately	253	13.3%
4 = Poorly	37	1.9%
5 = Not at all	20	1.0%

1.72	Mean
0.84	SD

17d. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs

	1910	85.0%
	DNR 336	15.0%
1 = Very well	851	44.6%
2 = Well	682	35.7%
3 = Adequately	283	14.8%
4 = Poorly	50	2.6%
5 = Not at all	44	2.3%

1.82	Mean
0.94	SD

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Developing as a Professional Educator

To what degree did your overall INDUCTION/CLEAR CREDENTIAL EXPERIENCE impact your classroom practice in the following areas?

18a. Evaluate the effects of actions on student learning and modify plans accordingly		1914	85.2%	DNR	332	14.8%	<div>1.72 Mean</div> <div>0.83 SD</div>
1 =	Very well	932	48.7%				
2 =	Well	657	34.3%				
3 =	Adequately	280	14.6%				
4 =	Poorly	26	1.4%				
5 =	Not at all	19	1.0%				

18b. Work with colleagues to improve instruction		1917	85.4%	DNR	329	14.6%	<div>1.68 Mean</div> <div>0.84 SD</div>
1 =	Very well	997	52.0%				
2 =	Well	620	32.3%				
3 =	Adequately	246	12.8%				
4 =	Poorly	33	1.7%				
5 =	Not at all	21	1.1%				

18c. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members		1916	85.3%	DNR	330	14.7%	<div>1.78 Mean</div> <div>0.90 SD</div>
1 =	Very well	886	46.2%				
2 =	Well	675	35.2%				
3 =	Adequately	273	14.2%				
4 =	Poorly	48	2.5%				
5 =	Not at all	34	1.8%				

19. Overall, how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?		1909	85.0%	DNR	337	15.0%	<div>1.63 Mean</div> <div>0.73 SD</div>
1 =	Very effective	966	50.6%				
2 =	Effective	723	37.9%				
3 =	Somewhat effective	188	9.8%				
4 =	Not at all effective	32	1.7%				

20. Overall, how effective was your induction program at developing the skills, habits, or tools you needed to continue in your career as a teacher?		1911	85.1%	DNR	335	14.9%	<div>1.62 Mean</div> <div>0.74 SD</div>
1 =	Very effective	985	51.5%				
2 =	Effective	696	36.4%				
3 =	Somewhat effective	196	10.3%				
4 =	Not at all effective	34	1.8%				

Demographic Information

21. Are you Hispanic or Latino?		1897	84.5%	DNR	349	15.5%
No, not Hispanic or Latino		1433	75.5%			
Yes, Hispanic or Latino		464	24.5%			

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22. What is your race? Mark all that apply

	1740	77.5%
	DNR 506	22.5%
American Indian or Alaska Native	74	3.3%
Chinese	46	2.0%
Japanese	34	1.5%
Korean	19	0.8%
Vietnamese	18	0.8%
Asian Indian	10	0.4%
Laotian	4	0.2%
Cambodian	7	0.3%
Filipino	61	2.7%
Hmong	4	0.2%
Other Asian	23	1.0%
Black or African American	138	6.1%
Hawaiian	11	0.5%
Guamanian	3	0.1%
Samoan	0	0.0%
Tahitian	1	0.0%
Other Pacific Islander	3	0.1%
White	1432	63.8%

23. In what type of school did you teach during your induction program?
Mark all that apply

	1898	84.5%
	DNR 348	15.5%
Public	1692	75.3%
Charter	168	7.5%
Private	23	1.0%
Non-public special education	74	3.3%
Other	24	1.1%

24. What is your gender?

	1900	84.6%
	DNR 346	15.4%
Female	1447	76.2%
Male	409	21.5%
Decline to state	44	2.3%

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Response Rate by IHE (Statewide completion rate is 93.1 %)

# Survey Requests Made	# and % of Program Completers who Responded	Name of Institution
4	4 100 %	ALHAMBRA UNIFIED SCHOOL DISTRICT
12	11 91.67 %	ALLIANT INTERNATIONAL UNIVERSITY
5	4 80 %	ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
6	4 66.67 %	ANTIOCH UNIFIED SCHOOL DISTRICT
10	9 90 %	ASPIRE PUBLIC SCHOOLS
74	70 94.59 %	AZUSA PACIFIC UNIVERSITY
10	10 100 %	BAKERSFIELD CITY SCHOOL DISTRICT
<i>1</i>	<i>1 100 %</i>	<i>BRANDMAN UNIVERSITY</i>
14	13 92.86 %	BRENTWOOD UNION SCHOOL DISTRICT
1	1 100 %	CALIFORNIA LUTHERAN UNIVERSITY
1	1 100 %	CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
1	1 100 %	CALIFORNIA SCHOOL FOR THE DEAF, FREMONT
6	5 83.33 %	CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
22	21 95.45 %	CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
23	21 91.3 %	CALIFORNIA STATE UNIVERSITY, FRESNO
90	84 93.33 %	CALIFORNIA STATE UNIVERSITY, FULLERTON
10	10 100 %	CALIFORNIA STATE UNIVERSITY, LONG BEACH
57	53 92.98 %	CALIFORNIA STATE UNIVERSITY, LOS ANGELES
8	7 87.5 %	CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
58	56 96.55 %	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
1	1 100 %	CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
10	10 100 %	CAMPBELL UNION SCHOOL DISTRICT
15	12 80 %	CAPISTRANO UNIFIED SCHOOL DISTRICT
4	4 100 %	CLAREMONT GRADUATE UNIVERSITY
9	9 100 %	CLOVIS UNIFIED SCHOOL DISTRICT
3	3 100 %	CONCORDIA UNIVERSITY IRVINE
5	5 100 %	CONEJO VALLEY UNIFIED SCHOOL DISTRICT
31	31 100 %	CONTRA COSTA COUNTY OFFICE OF EDUCATION
10	10 100 %	CORONA-NORCO UNIFIED SCHOOL DISTRICT
5	4 80 %	CUPERTINO UNION SCHOOL DISTRICT
32	28 87.5 %	DAVIS JOINT UNIFIED SCHOOL DISTRICT
23	22 95.65 %	EL DORADO COUNTY OFFICE OF EDUCATION
6	6 100 %	EL RANCHO UNIFIED SCHOOL DISTRICT
22	22 100 %	ELK GROVE UNIFIED SCHOOL DISTRICT
6	5 83.33 %	ETIWANDA SCHOOL DISTRICT
13	12 92.31 %	FONTANA UNIFIED SCHOOL DISTRICT
15	13 86.67 %	FREMONT UNIFIED SCHOOL DISTRICT
6	5 83.33 %	FREMONT UNION HIGH SCHOOL DISTRICT
32	28 87.5 %	FRESNO COUNTY OFFICE OF EDUCATION
3	2 66.67 %	FRESNO PACIFIC UNIVERSITY
2	2 100 %	HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
9	8 88.89 %	HAYWARD UNIFIED SCHOOL DISTRICT
16	14 87.5 %	HIGH TECH HIGH
1	1 100 %	HUMBOLDT STATE UNIVERSITY

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Clear Education Specialist Program Completer Survey - 2017

Response Rate by IHE (Statewide completion rate is 93.1 %)

# Survey Requests Made	# and % of Program Completers who Responded	Name of Institution
16	15 93.75 %	IRVINE UNIFIED SCHOOL DISTRICT
26	26 100 %	KERN COUNTY SUPERINTENDENT OF SCHOOLS
<i>4</i>	<i>4 100 %</i>	<i>KERN HIGH SCHOOL DISTRICT</i>
5	5 100 %	KINGS COUNTY OFFICE OF EDUCATION
5	5 100 %	LANCASTER SCHOOL DISTRICT
11	11 100 %	LONG BEACH UNIFIED SCHOOL DISTRICT
108	98 90.74 %	LOS ANGELES COUNTY OFFICE OF EDUCATION
147	133 90.48 %	LOS ANGELES UNIFIED SCHOOL DISTRICT
<i>1</i>	<i>1 100 %</i>	<i>LOS BANOS UNIFIED SCHOOL DISTRICT</i>
<i>2</i>	<i>2 100 %</i>	<i>MADERA COUNTY OFFICE OF EDUCATION</i>
<i>3</i>	<i>3 100 %</i>	<i>MARIN COUNTY OFFICE OF EDUCATION</i>
10	10 100 %	MERCED UNION HIGH SCHOOL DISTRICT
7	7 100 %	MODESTO CITY SCHOOLS
<i>5</i>	<i>3 60 %</i>	<i>MONTEREY COUNTY OFFICE OF EDUCATION</i>
<i>3</i>	<i>3 100 %</i>	<i>MURRIETA VALLEY UNIFIED SCHOOL DISTRICT</i>
6	6 100 %	NAPA COUNTY OFFICE OF EDUCATION
29	28 96.55 %	NATIONAL UNIVERSITY
21	19 90.48 %	NEW HAVEN UNIFIED SCHOOL DISTRICT
38	37 97.37 %	NEWARK UNIFIED SCHOOL DISTRICT
18	15 83.33 %	OAKLAND UNIFIED SCHOOL DISTRICT
<i>7</i>	<i>6 85.71 %</i>	<i>ORANGE COUNTY DEPARTMENT OF EDUCATION</i>
24	23 95.83 %	ORANGE UNIFIED SCHOOL DISTRICT
<i>5</i>	<i>4 80 %</i>	<i>PALMDALE SCHOOL DISTRICT</i>
8	8 100 %	PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
13	12 92.31 %	PLACER COUNTY OFFICE OF EDUCATION
15	15 100 %	PLEASANTON UNIFIED SCHOOL DISTRICT
30	28 93.33 %	POINT LOMA NAZARENE UNIVERSITY
<i>11</i>	<i>9 81.82 %</i>	<i>POWAY UNIFIED SCHOOL DISTRICT</i>
17	17 100 %	RIALTO UNIFIED SCHOOL DISTRICT
218	208 95.41 %	RIVERSIDE COUNTY OFFICE OF EDUCATION
16	16 100 %	RIVERSIDE UNIFIED SCHOOL DISTRICT
15	14 93.33 %	SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
54	51 94.44 %	SACRAMENTO COUNTY OFFICE OF EDUCATION
19	19 100 %	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
97	90 92.78 %	SAN DIEGO COUNTY OFFICE OF EDUCATION
36	33 91.67 %	SAN DIEGO STATE UNIVERSITY
35	33 94.29 %	SAN DIEGO UNIFIED SCHOOL DISTRICT
<i>1</i>	<i>1 100 %</i>	<i>SAN DIEGUITO UNION HIGH SCHOOL DISTRICT</i>
27	25 92.59 %	SAN FRANCISCO STATE UNIVERSITY
<i>1</i>	<i>0 0 %</i>	<i>SAN JOSE STATE UNIVERSITY</i>
5	5 100 %	SAN JOSE UNIFIED SCHOOL DISTRICT
12	12 100 %	SAN JUAN UNIFIED SCHOOL DISTRICT
16	15 93.75 %	SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
18	17 94.44 %	SAN MARCOS UNIFIED SCHOOL DISTRICT

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Clear Education Specialist Program Completer Survey - 2017

Response Rate by IHE (Statewide completion rate is 93.1 %)

# Survey Requests Made	# and % of Program Completers who Responded	Name of Institution
6	5 83.33 %	<i>SAN MATEO - FOSTER CITY SCHOOL DISTRICT</i>
23	22 95.65 %	SAN MATEO COUNTY OFFICE OF EDUCATION
5	5 100 %	SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
13	11 84.62 %	SANTA ANA UNIFIED SCHOOL DISTRICT
10	10 100 %	SANTA BARBARA COUNTY EDUCATION OFFICE
13	13 100 %	SANTA CLARA COUNTY OFFICE OF EDUCATION
3	2 66.67 %	<i>SANTA CLARA UNIFIED SCHOOL DISTRICT</i>
47	46 97.87 %	SANTA CRUZ COUNTY OFFICE OF EDUCATION
1	1 100 %	<i>SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT</i>
5	5 100 %	SAUGUS UNION SCHOOL DISTRICT
1	1 100 %	<i>SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGY (SIA TECH)</i>
4	4 100 %	<i>SELMA UNIFIED SCHOOL DISTRICT</i>
7	7 100 %	SEQUOIA UNION HIGH SCHOOL DISTRICT
38	35 92.11 %	SONOMA COUNTY OFFICE OF EDUCATION
11	10 90.91 %	SONOMA STATE UNIVERSITY
28	25 89.29 %	STANISLAUS COUNTY OFFICE OF EDUCATION
3	3 100 %	<i>STOCKTON UNIFIED SCHOOL DISTRICT</i>
1	1 100 %	<i>SUMMIT PUBLIC SCHOOLS</i>
21	20 95.24 %	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
42	36 85.71 %	TEACHERS COLLEGE OF SAN JOAQUIN
25	24 96 %	TEHAMA COUNTY DEPARTMENT OF EDUCATION
1	1 100 %	<i>TOURO UNIVERSITY</i>
3	3 100 %	<i>TRACY UNIFIED SCHOOL DISTRICT</i>
2	2 100 %	<i>TULARE CITY SCHOOL DISTRICT</i>
31	29 93.55 %	TULARE COUNTY OFFICE OF EDUCATION
1	1 100 %	<i>TUSTIN UNIFIED SCHOOL DISTRICT</i>
46	45 97.83 %	UNIVERSITY OF CALIFORNIA, LOS ANGELES
54	50 92.59 %	VENTURA COUNTY OFFICE OF EDUCATION
5	5 100 %	VISTA UNIFIED SCHOOL DISTRICT
21	19 90.48 %	WALNUT VALLEY UNIFIED SCHOOL DISTRICT
9	9 100 %	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
11	9 81.82 %	<i>WEST COVINA UNIFIED SCHOOL DISTRICT</i>
11	10 90.91 %	WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
51	41 80.39 %	WISEBURN SCHOOL DISTRICT

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