

Clear Education Specialist Program Completer Survey - 2016

Statewide Results

Total survey respondents: 574

Response rate: 32.3 %

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?

	573	99.8%
	DNR 1	0.2%
1 = At the time of hire or before beginning work with students	194	33.9%
2 = Within one to two months of beginning my assignment	104	18.2%
3 = Within three to five months of beginning my assignment	23	4.0%
4 = More than five months after beginning my assignment	26	4.5%
5 = One year or more after beginning my assignment	226	39.4%

2.98	Mean
1.78	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?

	574	100.0%
	DNR 0	0.0%
1 = Within one month of enrolling in the program	465	81.0%
2 = Within two months of enrolling in the program	64	11.1%
3 = More than three months after enrolling in the program	22	3.8%
4 = I was assigned a Support Provider but never worked with him/her	11	1.9%
5 = I was never assigned a Support Provider	12	2.1%

1.33	Mean
0.82	SD

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

	572	99.7%
	DNR 2	0.3%
1 = Less than 1 school year	40	7.0%
2 = 1 school year	200	35.0%
3 = More than 1 school year but less than 2 school years	38	6.6%
4 = 2 school years	263	46.0%
5 = More than 2 school years	31	5.4%

3.08	Mean
1.14	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

	570	99.3%
	DNR 4	0.7%
1 = Very Helpful	293	51.4%
2 = Helpful	137	24.0%
3 = Somewhat helpful	90	15.8%
4 = Not at all helpful	50	8.8%

1.82	Mean
1.00	SD

4b. Identifying Resources

	573	99.8%
	DNR 1	0.2%
1 = Very Helpful	342	59.7%
2 = Helpful	144	25.1%
3 = Somewhat helpful	68	11.9%
4 = Not at all helpful	19	3.3%

1.59	Mean
0.82	SD

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4c. Providing feedback from observations to improve my instruction		573	99.8%	<table border="1"> <tr> <td>1.61</td> <td>Mean</td> </tr> <tr> <td>0.85</td> <td>SD</td> </tr> </table>	1.61	Mean	0.85	SD
	1.61	Mean						
	0.85	SD						
	DNR	1	0.2%					
	1 = Very Helpful	338	59.0%					
2 = Helpful	147	25.7%						
3 = Somewhat helpful	63	11.0%						
4 = Not at all helpful	25	4.4%						
4d. Teaching Practices		574	100.0%	<table border="1"> <tr> <td>1.65</td> <td>Mean</td> </tr> <tr> <td>0.82</td> <td>SD</td> </tr> </table>	1.65	Mean	0.82	SD
	1.65	Mean						
	0.82	SD						
	DNR	0	0.0%					
	1 = Very Helpful	310	54.0%					
2 = Helpful	178	31.0%						
3 = Somewhat helpful	65	11.3%						
4 = Not at all helpful	21	3.7%						
4e. Content Support		572	99.7%	<table border="1"> <tr> <td>1.76</td> <td>Mean</td> </tr> <tr> <td>0.87</td> <td>SD</td> </tr> </table>	1.76	Mean	0.87	SD
	1.76	Mean						
	0.87	SD						
	DNR	2	0.3%					
	1 = Very Helpful	276	48.3%					
2 = Helpful	183	32.0%						
3 = Somewhat helpful	88	15.4%						
4 = Not at all helpful	25	4.4%						
4f. Instructional Design and Planning		571	99.5%	<table border="1"> <tr> <td>1.81</td> <td>Mean</td> </tr> <tr> <td>0.90</td> <td>SD</td> </tr> </table>	1.81	Mean	0.90	SD
	1.81	Mean						
	0.90	SD						
	DNR	3	0.5%					
	1 = Very Helpful	266	46.6%					
2 = Helpful	181	31.7%						
3 = Somewhat helpful	93	16.3%						
4 = Not at all helpful	31	5.4%						
4g. Creating and Maintaining a Safe and Positive Climate		574	100.0%	<table border="1"> <tr> <td>1.63</td> <td>Mean</td> </tr> <tr> <td>0.83</td> <td>SD</td> </tr> </table>	1.63	Mean	0.83	SD
	1.63	Mean						
	0.83	SD						
	DNR	0	0.0%					
	1 = Very Helpful	321	55.9%					
2 = Helpful	164	28.6%						
3 = Somewhat helpful	68	11.8%						
4 = Not at all helpful	21	3.7%						
4h. Using strategies to support English Learners		572	99.7%	<table border="1"> <tr> <td>1.87</td> <td>Mean</td> </tr> <tr> <td>0.94</td> <td>SD</td> </tr> </table>	1.87	Mean	0.94	SD
	1.87	Mean						
	0.94	SD						
	DNR	2	0.3%					
	1 = Very Helpful	253	44.2%					
2 = Helpful	179	31.3%						
3 = Somewhat helpful	100	17.5%						
4 = Not at all helpful	40	7.0%						
4i. Using strategies to support students with disabilities		572	99.7%	<table border="1"> <tr> <td>1.53</td> <td>Mean</td> </tr> <tr> <td>0.82</td> <td>SD</td> </tr> </table>	1.53	Mean	0.82	SD
	1.53	Mean						
	0.82	SD						
	DNR	2	0.3%					
	1 = Very Helpful	363	63.5%					
2 = Helpful	134	23.4%						
3 = Somewhat helpful	53	9.3%						
4 = Not at all helpful	22	3.8%						

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		571	99.5%		
4j. Minimizing bias and using culturally responsive pedagogy		DNR	3	0.5%	
1 =	Very Helpful	288	50.4%	1.72	Mean
2 =	Helpful	181	31.7%	0.86	SD
3 =	Somewhat helpful	76	13.3%		
4 =	Not at all helpful	26	4.6%		

		574	100.0%		
4k. Setting and reaching Professional Learning Goals		DNR	0	0.0%	
1 =	Very Helpful	329	57.3%	1.61	Mean
2 =	Helpful	162	28.2%	0.82	SD
3 =	Somewhat helpful	63	11.0%		
4 =	Not at all helpful	20	3.5%		

		565	98.4%		
5. How well matched were you with your Support Provider?		DNR	9	1.6%	
1 =	Well matched	473	83.7%	1.20	Mean
2 =	Somewhat well matched	71	12.6%	0.48	SD
3 =	Not well matched	21	3.7%		

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?		90	97.8%		
Mark all that apply		DNR	2	2.2%	
Grade level or subject area experience or background		40	44.4%		
Familiarity with site resources, expectations, policies, and procedures		34	37.8%		
Schedules /opportunities to meet		33	36.7%		
Personality, disposition, and working style		26	28.9%		
Teaching philosophy and style		15	16.7%		

6b. Did the program address the issue(s) with the match?		92	100.0%		
		DNR	0	0.0%	
1 =	Yes	17	18.5%	2.26	Mean
2 =	To some extent, but not fully	34	37.0%	0.75	SD
3 =	No	41	44.6%		

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?		563	98.1%		
		DNR	11	1.9%	
1 =	Daily	53	9.4%	3.03	Mean
2 =	Two or three times per week	96	17.1%	1.07	SD
3 =	Weekly	252	44.8%		
4 =	Twice per month	106	18.8%		
5 =	Less than twice per month	56	9.9%		

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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)?

	562	97.9%
	DNR 12	2.1%
1 = More than ten times during the entire program	111	19.8%
2 = 6-10 times during the entire program	148	26.3%
3 = 3-5 times during the entire program	208	37.0%
4 = Once or twice during the entire program	67	11.9%
5 = I was not observed by my Support Provider	28	5.0%

2.56	Mean
1.09	SD

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

	562	97.9%
	DNR 12	2.1%
1 = Significantly more time	26	4.6%
2 = A little more time	83	14.8%
3 = The same amount of time I had	415	73.8%
4 = A little less time	26	4.6%
5 = Much less time	12	2.1%

2.85	Mean
0.67	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?

	558	97.2%
	DNR 16	2.8%
1 = Strong	233	43.5%
2 = Moderate	238	44.4%
3 = Weak	65	12.1%
Not applicable to me *	22	-

1.69	Mean
0.68	SD

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

	558	97.2%
	DNR 16	2.8%
1 = Very Strong	119	26.9%
2 = Strong	184	41.5%
3 = Not Strong	140	31.6%
I do not have sufficient information to answer this question *	115	-

2.05	Mean
0.76	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

	558	97.2%
	DNR 16	2.8%
1 = Extensive impact	334	60.2%
2 = Limited impact	193	34.8%
3 = No impact	28	5.0%
I did not participate in this activity *	3	-

1.45	Mean
0.59	SD

12b. Analysis of my students' work

	558	97.2%
	DNR 16	2.8%
1 = Extensive impact	351	63.8%
2 = Limited impact	174	31.6%
3 = No impact	25	4.5%
I did not participate in this activity *	8	-

1.41	Mean
0.58	SD

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		558	97.2%		
12c. Observation of experienced teachers		DNR	16	2.8%	
1 =	Extensive impact	308	63.5%	1.41	Mean
2 =	Limited impact	157	32.4%	0.57	SD
3 =	No impact	20	4.1%		
I did not participate in this activity *		73	-		

		555	96.7%		
12d. Examination of my teaching practice against the CSTP (e.g., the Continuum of Teaching Practice)		DNR	19	3.3%	
1 =	Extensive impact	275	51.9%	1.56	Mean
2 =	Limited impact	215	40.6%	0.63	SD
3 =	No impact	40	7.5%		
I did not participate in this activity *		25	-		

		556	96.9%		
12e. Development of my Individual Induction Plan (IIP)/Individual Learning Plan (ILP)		DNR	18	3.1%	
1 =	Extensive impact	308	56.2%	1.53	Mean
2 =	Limited impact	188	34.3%	0.66	SD
3 =	No impact	52	9.5%		
I did not participate in this activity *		8	-		

		555	96.7%		
12f. Professional Learning as identified on my IIP or ILP		DNR	19	3.3%	
1 =	Extensive impact	330	60.7%	1.45	Mean
2 =	Limited impact	181	33.3%	0.61	SD
3 =	No impact	33	6.1%		
I did not participate in this activity *		11	-		

		557	97.0%		
12g. Collaboration with colleagues		DNR	17	3.0%	
1 =	Extensive impact	395	72.5%	1.32	Mean
2 =	Limited impact	128	23.5%	0.55	SD
3 =	No impact	22	4.0%		
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?

		547	95.3%		
13a. Connect classroom learning to the real world		DNR	27	4.7%	
1 =	Very well	206	37.7%	1.98	Mean
2 =	Well	204	37.3%	0.99	SD
3 =	Adequately	95	17.4%		
4 =	Poorly	28	5.1%		
5 =	Not at all	14	2.6%		

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13b. Engage students in inquiry, problem solving, and reflection to promote their critical thinking	549	95.6%		
	DNR	25	4.4%	
1 = Very well	188	34.2%	2.01	Mean
2 = Well	210	38.3%	0.95	SD
3 = Adequately	119	21.7%		
4 = Poorly	20	3.6%		
5 = Not at all	12	2.2%		

13c. Meet the instructional needs of English learners	546	95.1%		
	DNR	28	4.9%	
1 = Very well	201	36.8%	2.03	Mean
2 = Well	189	34.6%	1.02	SD
3 = Adequately	112	20.5%		
4 = Poorly	29	5.3%		
5 = Not at all	15	2.7%		

13d. Identify and address special learning needs with appropriate teaching strategies	547	95.3%		
	DNR	27	4.7%	
1 = Very well	295	53.9%	1.71	Mean
2 = Well	150	27.4%	0.92	SD
3 = Adequately	76	13.9%		
4 = Poorly	19	3.5%		
5 = Not at all	7	1.3%		

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	547	95.3%		
	DNR	27	4.7%	
1 = Very well	289	52.8%	1.73	Mean
2 = Well	155	28.3%	0.95	SD
3 = Adequately	79	14.4%		
4 = Poorly	11	2.0%		
5 = Not at all	13	2.4%		

14b. Create a productive learning environment with high expectations for all students	548	95.5%		
	DNR	26	4.5%	
1 = Very well	279	50.9%	1.73	Mean
2 = Well	168	30.7%	0.92	SD
3 = Adequately	80	14.6%		
4 = Poorly	10	1.8%		
5 = Not at all	11	2.0%		

14c. Prevent behavior problems by intervening early using strategies matched to student's current learning and behavior level	546	95.1%		
	DNR	28	4.9%	
1 = Very well	236	43.2%	1.95	Mean
2 = Well	168	30.8%	1.07	SD
3 = Adequately	95	17.4%		
4 = Poorly	26	4.8%		
5 = Not at all	21	3.8%		

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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	548	95.5%		
	DNR	26	4.5%	
1 = Very well	219	40.0%	1.93	Mean
2 = Well	200	36.5%	0.99	SD
3 = Adequately	91	16.6%		
4 = Poorly	23	4.2%		
5 = Not at all	15	2.7%		
15b. Select, adapt, and develop materials, resources, and technologies to make subject matter accessible to all students	547	95.3%		
	DNR	27	4.7%	
1 = Very well	240	43.9%	1.88	Mean
2 = Well	175	32.0%	0.98	SD
3 = Adequately	100	18.3%		
4 = Poorly	20	3.7%		
5 = Not at all	12	2.2%		
15c. Expand expertise with evidence-based instructional and assistive technology to support student access to challenging content?	545	94.9%		
	DNR	29	5.1%	
1 = Very well	224	41.1%	1.96	Mean
2 = Well	179	32.8%	1.02	SD
3 = Adequately	96	17.6%		
4 = Poorly	33	6.1%		
5 = Not at all	13	2.4%		

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	548	95.5%		
	DNR	26	4.5%	
1 = Very well	221	40.3%	1.88	Mean
2 = Well	208	38.0%	0.92	SD
3 = Adequately	94	17.2%		
4 = Poorly	13	2.4%		
5 = Not at all	12	2.2%		
16b. Plan and adapt instruction that incorporates appropriate strategies, resources and technologies to meet the learning needs of all students	547	95.3%		
	DNR	27	4.7%	
1 = Very well	247	45.2%	1.83	Mean
2 = Well	180	32.9%	0.93	SD
3 = Adequately	96	17.6%		
4 = Poorly	15	2.7%		
5 = Not at all	9	1.6%		
16c. Develop IFSP/IEP goals and objectives that are measurable and obtainable	546	95.1%		
	DNR	28	4.9%	
1 = Very well	237	43.4%	2.00	Mean
2 = Well	160	29.3%	1.15	SD
3 = Adequately	95	17.4%		
4 = Poorly	19	3.5%		
5 = Not at all	35	6.4%		

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16d. Plan for instruction by incorporating all relevant IFSP/IEP information behavior and academic information	546	95.1%
	DNR 28	4.9%
1 = Very well	227	41.6%
2 = Well	160	29.3%
3 = Adequately	106	19.4%
4 = Poorly	23	4.2%
5 = Not at all	30	5.5%

2.03	Mean
1.13	SD

16e. Ensure students with exceptionalities receive appropriate instruction and support within the least restrictive environment	546	95.1%
	DNR 28	4.9%
1 = Very well	245	44.9%
2 = Well	175	32.1%
3 = Adequately	86	15.8%
4 = Poorly	16	2.9%
5 = Not at all	24	4.4%

1.90	Mean
1.05	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	548	95.5%
	DNR 26	4.5%
1 = Very well	178	32.5%
2 = Well	193	35.2%
3 = Adequately	135	24.6%
4 = Poorly	25	4.6%
5 = Not at all	17	3.1%

2.11	Mean
1.01	SD

17b. Give productive feedback to students to guide their learning	548	95.5%
	DNR 26	4.5%
1 = Very well	194	35.4%
2 = Well	208	38.0%
3 = Adequately	114	20.8%
4 = Poorly	16	2.9%
5 = Not at all	16	2.9%

2.00	Mean
0.97	SD

17c. Collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive	548	95.5%
	DNR 26	4.5%
1 = Very well	220	40.1%
2 = Well	190	34.7%
3 = Adequately	110	20.1%
4 = Poorly	16	2.9%
5 = Not at all	12	2.2%

1.92	Mean
0.95	SD

17d. Appropriately modify and accommodate state and local assessments based on students' learning and accessibility needs	547	95.3%
	DNR 27	4.7%
1 = Very well	185	33.8%
2 = Well	192	35.1%
3 = Adequately	114	20.8%
4 = Poorly	26	4.8%
5 = Not at all	30	5.5%

2.13	Mean
1.10	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		548	95.5%
		DNR	26
			4.5%
1 = Very well		220	40.1%
2 = Well		211	38.5%
3 = Adequately		95	17.3%
4 = Poorly		9	1.6%
5 = Not at all		13	2.4%

1.88 **Mean**

0.92 **SD**

18b. Work with colleagues to improve instruction		547	95.3%
		DNR	27
			4.7%
1 = Very well		248	45.3%
2 = Well		172	31.4%
3 = Adequately		95	17.4%
4 = Poorly		17	3.1%
5 = Not at all		15	2.7%

1.86 **Mean**

0.99 **SD**

18c. Provide a continuum of support for consultation, collaboration, co-teaching to mentoring with multi or interdisciplinary team members		548	95.5%
		DNR	26
			4.5%
1 = Very well		216	39.4%
2 = Well		175	31.9%
3 = Adequately		115	21.0%
4 = Poorly		26	4.7%
5 = Not at all		16	2.9%

2.00 **Mean**

1.03 **SD**

19. Overall, how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?		546	95.1%
		DNR	28
			4.9%
1 = Very effective		234	42.9%
2 = Effective		196	35.9%
3 = Somewhat effective		97	17.8%
4 = Not at all effective		19	3.5%

1.82 **Mean**

0.84 **SD**

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?		547	95.3%
		DNR	27
			4.7%
1 = Very effective		245	44.8%
2 = Effective		190	34.7%
3 = Somewhat effective		89	16.3%
4 = Not at all effective		23	4.2%

1.80 **Mean**

0.86 **SD**

Demographic Information

21. Are you Hispanic or Latino?		545	94.9%
		DNR	29
			5.1%
No, not Hispanic or Latino		408	74.9%
Yes, Hispanic or Latino		137	25.1%

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22. What is your race? Mark all that apply

	488	85.0%
	DNR 86	15.0%
American Indian or Alaska Native	26	4.5%
Chinese	11	1.9%
Japanese	13	2.3%
Korean	1	0.2%
Vietnamese	3	0.5%
Asian Indian	10	1.7%
Laotian	0	0.0%
Cambodian	1	0.2%
Filipino	15	2.6%
Hmong	1	0.2%
Other Asian	8	1.4%
Black or African American	28	4.9%
Hawaiian	1	0.2%
Guamanian	0	0.0%
Samoan	3	0.5%
Tahitian	0	0.0%
Other Pacific Islander	0	0.0%
White	412	71.8%

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

	548	95.5%
	DNR 26	4.5%
Public	495	86.2%
Charter	37	6.4%
Private	9	1.6%
Non-public special education	24	4.2%
Other	8	1.4%

24. What is your gender?

	547	95.3%
	DNR 27	4.7%
Female	436	79.7%
Male	97	17.7%
Decline to state	14	2.6%

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Response Rate by IHE (Statewide completion rate is 32.3 %)

Requests	Clicked		Respondents		IHE
2	0	0 %	0	0 %	ALLIANT INTERNATIONAL UNIVERSITY
4	0	0 %	0	0 %	ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT
7	2	28.6 %	2	28.57 %	ANTIOCH UNIFIED SCHOOL DISTRICT
68	28	41.2 %	22	32.35 %	AZUSA PACIFIC UNIVERSITY
10	3	30 %	3	30 %	BAKERSFIELD CITY SCHOOL DISTRICT
11	5	45.5 %	5	45.45 %	BRENTWOOD UNION SCHOOL DISTRICT
1	0	0 %	0	0 %	BUTTE COUNTY OFFICE OF EDUCATION
3	2	66.7 %	2	66.67 %	CALIFORNIA SCHOOL FOR THE DEAF, FREMONT
15	4	26.7 %	4	26.67 %	CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
21	3	14.3 %	3	14.29 %	CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
16	4	25 %	4	25 %	CALIFORNIA STATE UNIVERSITY, FRESNO
75	27	36 %	23	30.67 %	CALIFORNIA STATE UNIVERSITY, FULLERTON
4	1	25 %	1	25 %	CALIFORNIA STATE UNIVERSITY, LONG BEACH
45	14	31.1 %	12	26.67 %	CALIFORNIA STATE UNIVERSITY, LOS ANGELES
57	19	33.3 %	18	31.58 %	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
6	4	66.7 %	2	33.33 %	CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
6	2	33.3 %	2	33.33 %	CAMPBELL UNION SCHOOL DISTRICT
4	2	50 %	1	25 %	CAPISTRANO UNIFIED SCHOOL DISTRICT
2	1	50 %	1	50 %	CLAREMONT GRADUATE UNIVERSITY
16	7	43.8 %	7	43.75 %	CLOVIS UNIFIED SCHOOL DISTRICT
1	0	0 %	0	0 %	CONCORDIA UNIVERSITY IRVINE
2	0	0 %	0	0 %	CONEJO VALLEY UNIFIED SCHOOL DISTRICT
37	13	35.1 %	9	24.32 %	CONTRA COSTA COUNTY OFFICE OF EDUCATION
7	1	14.3 %	1	14.29 %	CORONA-NORCO UNIFIED SCHOOL DISTRICT
5	1	20 %	1	20 %	CUPERTINO UNION SCHOOL DISTRICT
13	4	30.8 %	3	23.08 %	DAVIS JOINT UNIFIED SCHOOL DISTRICT
34	11	32.4 %	10	29.41 %	EL DORADO COUNTY OFFICE OF EDUCATION
8	2	25 %	1	12.5 %	EL RANCHO UNIFIED SCHOOL DISTRICT
20	13	65 %	8	40 %	ELK GROVE UNIFIED SCHOOL DISTRICT
3	2	66.7 %	2	66.67 %	ETIWANDA SCHOOL DISTRICT
12	2	16.7 %	2	16.67 %	FONTANA UNIFIED SCHOOL DISTRICT
6	3	50 %	3	50 %	FREMONT UNIFIED SCHOOL DISTRICT
6	2	33.3 %	2	33.33 %	FREMONT UNION HIGH SCHOOL DISTRICT
23	12	52.2 %	11	47.83 %	FRESNO COUNTY OFFICE OF EDUCATION
5	1	20 %	1	20 %	FRESNO PACIFIC UNIVERSITY
1	1	100 %	1	100 %	HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT
7	5	71.4 %	4	57.14 %	HIGH TECH HIGH
25	12	48 %	10	40 %	KERN COUNTY SUPERINTENDENT OF SCHOOLS
4	0	0 %	0	0 %	KERN HIGH SCHOOL DISTRICT
1	0	0 %	0	0 %	KINGS COUNTY OFFICE OF EDUCATION
2	1	50 %	1	50 %	LANCASTER SCHOOL DISTRICT
5	2	40 %	1	20 %	LONG BEACH UNIFIED SCHOOL DISTRICT
65	25	38.5 %	24	36.92 %	LOS ANGELES COUNTY OFFICE OF EDUCATION
126	63	50 %	58	46.03 %	LOS ANGELES UNIFIED SCHOOL DISTRICT
2	1	50 %	1	50 %	LOS BANOS UNIFIED SCHOOL DISTRICT
4	0	0 %	0	0 %	MARIN COUNTY OFFICE OF EDUCATION
9	1	11.1 %	1	11.11 %	MERCED UNION HIGH SCHOOL DISTRICT

Clear Education Specialist Program Completer Survey - 2016

Response Rate by IHE (Statewide completion rate is 32.3 %)

Requests	Clicked		Respondents		IHE
16	6	37.5 %	5	31.25 %	MONTEREY COUNTY OFFICE OF EDUCATION
1	1	100 %	1	100 %	MT. DIABLO UNIFIED SCHOOL DISTRICT
2	2	100 %	2	100 %	MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
3	2	66.7 %	2	66.67 %	NAPA COUNTY OFFICE OF EDUCATION
18	6	33.3 %	5	27.78 %	NATIONAL UNIVERSITY
1	0	0 %	0	0 %	NEW HAVEN UNIFIED SCHOOL DISTRICT
12	3	25 %	3	25 %	NEWARK UNIFIED SCHOOL DISTRICT
6	0	0 %	0	0 %	OAK GROVE SCHOOL DISTRICT
12	4	33.3 %	4	33.33 %	OAKLAND UNIFIED SCHOOL DISTRICT
34	11	32.4 %	8	23.53 %	ORANGE COUNTY DEPARTMENT OF EDUCATION
13	6	46.2 %	5	38.46 %	ORANGE UNIFIED SCHOOL DISTRICT
2	1	50 %	1	50 %	PALMDALE SCHOOL DISTRICT
6	3	50 %	3	50 %	PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
16	7	43.8 %	6	37.5 %	PLACER COUNTY OFFICE OF EDUCATION
13	6	46.2 %	6	46.15 %	PLEASANTON UNIFIED SCHOOL DISTRICT
30	7	23.3 %	5	16.67 %	POINT LOMA NAZARENE UNIVERSITY
7	4	57.1 %	4	57.14 %	POWAY UNIFIED SCHOOL DISTRICT
11	4	36.4 %	2	18.18 %	RIALTO UNIFIED SCHOOL DISTRICT
173	66	38.2 %	56	32.37 %	RIVERSIDE COUNTY OFFICE OF EDUCATION
17	6	35.3 %	6	35.29 %	RIVERSIDE UNIFIED SCHOOL DISTRICT
2	0	0 %	0	0 %	SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
47	21	44.7 %	18	38.3 %	SACRAMENTO COUNTY OFFICE OF EDUCATION
16	3	18.8 %	2	12.5 %	SAN BERNARDINO CITY UNIFIED SCHOOL DISTRICT
46	20	43.5 %	17	36.96 %	SAN DIEGO COUNTY OFFICE OF EDUCATION
14	4	28.6 %	4	28.57 %	SAN DIEGO STATE UNIVERSITY
29	13	44.8 %	12	41.38 %	SAN DIEGO UNIFIED SCHOOL DISTRICT
1	0	0 %	0	0 %	SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
45	12	26.7 %	11	24.44 %	SAN FRANCISCO STATE UNIVERSITY
6	2	33.3 %	2	33.33 %	SAN JOSE UNIFIED SCHOOL DISTRICT
17	2	11.8 %	2	11.76 %	SAN JUAN UNIFIED SCHOOL DISTRICT
13	6	46.2 %	5	38.46 %	SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION
9	2	22.2 %	2	22.22 %	SAN MARCOS UNIFIED SCHOOL DISTRICT
4	2	50 %	2	50 %	SAN MATEO - FOSTER CITY SCHOOL DISTRICT
24	13	54.2 %	11	45.83 %	SAN MATEO COUNTY OFFICE OF EDUCATION
6	1	16.7 %	1	16.67 %	SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT
22	8	36.4 %	8	36.36 %	SANTA BARBARA COUNTY EDUCATION OFFICE
16	4	25 %	4	25 %	SANTA CLARA COUNTY OFFICE OF EDUCATION
3	1	33.3 %	1	33.33 %	SANTA CLARA UNIFIED SCHOOL DISTRICT
30	16	53.3 %	13	43.33 %	SANTA CRUZ COUNTY OFFICE OF EDUCATION
6	3	50 %	2	33.33 %	SAUGUS UNION SCHOOL DISTRICT
1	0	0 %	0	0 %	SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGY (SIA TECH)
22	9	40.9 %	9	40.91 %	SONOMA COUNTY OFFICE OF EDUCATION
28	7	25 %	7	25 %	STANISLAUS COUNTY OFFICE OF EDUCATION
3	1	33.3 %	0	0 %	STOCKTON UNIFIED SCHOOL DISTRICT
2	1	50 %	1	50 %	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
45	16	35.6 %	14	31.11 %	TEACHERS COLLEGE OF SAN JOAQUIN
18	8	44.4 %	8	44.44 %	TEHAMA COUNTY DEPARTMENT OF EDUCATION

Clear Education Specialist Program Completer Survey - 2016

Response Rate by IHE (Statewide completion rate is 32.3 %)

Requests	Clicked		Respondents		IHE
1	0	0 %	0	0 %	TRACY UNIFIED SCHOOL DISTRICT
2	0	0 %	0	0 %	TULARE CITY SCHOOL DISTRICT
3	1	33.3 %	1	33.33 %	TULARE COUNTY OFFICE OF EDUCATION
4	2	50 %	2	50 %	TUSTIN UNIFIED SCHOOL DISTRICT
22	6	27.3 %	5	22.73 %	UNIVERSITY OF CALIFORNIA, LOS ANGELES
25	9	36 %	8	32 %	VENTURA COUNTY OFFICE OF EDUCATION
5	3	60 %	3	60 %	VISTA UNIFIED SCHOOL DISTRICT
9	3	33.3 %	3	33.33 %	WALNUT VALLEY UNIFIED SCHOOL DISTRICT
3	0	0 %	0	0 %	WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
19	3	15.8 %	2	10.53 %	WEST COVINA UNIFIED SCHOOL DISTRICT
2	1	50 %	1	50 %	WESTSIDE UNION SCHOOL DISTRICT
5	2	40 %	2	40 %	WILLIAM S. HART UNION HIGH SCHOOL DISTRICT