

CRB

The Careers Project

**School Survey of Middle
and High School Principals
and Counselors in California**

*By Patricia L. de Cos
and Julie Chan*

*At the Request of Senator Roy Ashburn,
Senator Loni Hancock,
Assemblymember Lori Saldaña,
Assemblymember Tom Torlakson,
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The Careers Project
School Survey of Middle and High School
Principals and Counselors in California

*By Patricia L. de Cos
and Julie Chan*

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Internet Access

This report is part of a series of Careers Project reports that are available through the Internet at the California State Library's home page under CRB Reports (www.library.ca.gov/crb). Other Careers Project reports include:

- *The Careers Project: An Economic Analysis of Ten Industry Clusters in California*
- *The Careers Project: Survey of Representatives of Business and Industry in California*
- *The Careers Project: Focus Group Perspectives on Provisions for Career Exploration and Development Opportunities at Selected Middle and High Schools*
- *The Careers Project: A Summary with Policy Options*

Executive Summary

The Careers Project is a study of the preparation all students in public middle and high schools receive to explore career options and the relationship between that preparation and California's state and regional economies. The California Research Bureau (CRB) undertook this research at the request of a bipartisan group of members of the California Legislature, with funding support from the James Irvine Foundation. The study consisted of three phases:

1. A statewide survey of middle and high school counselors and principals.
2. An economic analysis and survey of representatives of business and industry in California.
3. School focus groups.

In each of the three study phases, the CRB research team utilized the nine economic regions defined by the California Economic Strategy Panel of the California Labor and Workforce Development Agency as a framework for capturing the diversity of the state.

In the first phase of the Careers Project, the CRB research team surveyed California middle and high school principals and counselors at 800 schools to identify:

- (1) The resources that are available to all middle and high school students to prepare them for career options, improve their employability, and orient them to California's state and regional economies.
- (2) Ongoing local business and community partnerships that assist students to explore the "world of careers" (or conversely, the barriers that impede the creation or the continuity of such partnerships).

The CRB research team selected schools on a stratified random sample basis, and 64 percent of the principals and counselors responded. The statewide response rates for the school principal and counselor surveys were 60 percent and 69 percent, respectively. The respondents came from 612 schools that closely reflect the entire population of schools serving students in grades seven through 12 in California (4,507 schools), when analyzed by school type, location, and the percentages of non-White students.

We found that almost 20 percent of schools in our sample did not have a school counselor and a couple of schools did not have a school principal.*

This report highlights the most important findings drawn from survey responses provided by principals and counselors and focuses on key trends in different regions of the state and among schools serving middle and high school students. It is important to note that for the purpose of the principal and counselor surveys, career development was defined as including career orientation and exploration, and any other activity, program or tool that the respondents' schools use to respond to Education Code § 51228 (b).

The report organizes the findings into five themes including:

- A description of the responding counselors and principals.
- The availability of school resources to orient students to potential career options in the state and regional economies.
- Ongoing local business or other community partnerships.
- Existing barriers for providing career development for all students.
- Best school practices and models.

A DESCRIPTION OF RESPONDING COUNSELORS AND PRINCIPALS

In briefly describing the respondents, about 90 percent of counselors had received their school counseling credential in California, which requires that they have demonstrated expertise in the domains of academic, personal/social, and career development counseling. In addition, 60 percent of counselors possessed another type of credential, which included an array of teaching, administrative, or specialized credential or certificate to work with particular groups of students or subject areas (i.e., reading specialist, special education, bilingual education, vocational education, emergency credential, and others). Counselors generally had more years of professional work experience than principals, and both groups had less experience working at their current school site compared to their overall work experience.

THE AVAILABILITY OF MIDDLE AND HIGH SCHOOL RESOURCES FOR CAREER DEVELOPMENT

Principals and counselors identified a variety of school resources available to students for career development. Summaries of their responses are described below.

* Even at schools with counselors, the CRB research team found during our follow-up telephone calls to schools that counselors and principals often served more than one school. However, we did not consistently document how many counselors or principals this applied to or how many schools they served.

- Awareness of National and State Standards, Guidelines and Laws. When asked about national and state standards, guidelines, and laws that might affect the availability of career development services for students, principals and counselors reported varying degrees of awareness. For example, an overwhelming majority of both groups of respondents (with more counselors than principals) were familiar with the national standards for school counseling programs and the state’s new funding program for middle and high school counseling, known as Assembly Bill (AB) 1802. Of the respondents at schools who had heard of and received AB 1802 funding, most respondents had changed the number of school counselors employed at their schools, extended school counseling services, and supplemented their career guidance programs.

However, less than half of the respondents (with more principals than counselors) were aware of the state’s career technical education standards and the (national) Secretary’s Commission on Achieving Necessary Skills (SCANS) foundation skills and competencies.*

Only about 20 percent of the survey respondents were aware of the state’s Senate Bill (SB) 70 funding program, which enables community colleges to establish partnerships with middle and high schools.

- Curriculum Development for Career Development. Career development curriculum is an important avenue to present students with information about the economy, at both the regional and statewide levels, and about possible careers and their educational requirements. Only about half of the responding principals and counselors reported offering a curriculum for career development to the students at their schools. In particular, about 70 percent of high school principals and counselors reported that their schools offered a career development curriculum. In addition, less than half of the respondents noted that they or other staff at their schools had developed such a curriculum. Of the respondents whose school staff had not developed such a curriculum, less than 20 percent cited another source for developing career development curriculum (i.e., a district superintendent or district curriculum specialist).

* According to the State Board of Education’s CTE model standards report, “The California career technical education (CTE) model curriculum standards are organized in 15 industry sectors, or groupings, of interrelated occupations and broad industries. Each sector has two or more career pathways... A career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.” For more information, visit: <http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>.

The SCANS competencies are the skills necessary for success in the workplace and are organized into the following five areas: resources, information, interpersonal, systems, and technology. The SCANS foundations are skills and qualities that underlie the competencies in the areas of basic skills, thinking skills, and personal qualities.

- Provision of Career Development Services. A large majority of the respondents (with a higher proportion of counselors (71 percent) than principals (61 percent)) reported that their school counseling staff had provided career guidance *in addition to* academic or personal/social counseling.

Only about half of the respondents agreed that career development services were provided to *all* students at their schools, including English learners and students with disabilities in a regular school year. About ten percent of the respondents reported using assessment instruments to evaluate the effectiveness of their career development activities, programs, or tools.

- Master School Schedule. The survey also probed the respondents about the type of master school schedule used at their schools (i.e., traditional or block periods) to determine whether this had an impact on their ability to provide *all* students with career development services. We found that the type of master schedule used was not an important factor affecting the provision of career development services.
- Local School Board Views. The survey queried respondents about their local school boards' views on the state requirements regarding career education, as specified in Education Code § 51228 (b).^{*} The survey offered three likely interpretations, from which the respondents could choose (i.e., providing basic skills, providing career and technical education programs, or providing career awareness, exploration, or orientation). Respondents who believed that providing basic skills reflected their local school boards' view of the California law were the least likely to provide career development to *all* students or to develop partnerships with local business or industry. In contrast, the principals and counselors who thought that their local school boards interpreted the law as requiring CTE programs, career awareness, or all three views presented were the most likely to provide career development to *all* students at their schools and to establish partnerships with local business or industry.
- Parental Involvement. About half of the responding principals and counselors reported involving parents in their children's career development at their schools.
- Information about California's Overall or Regional Economies. Less than half of the responding principals and counselors reported providing information about the state or their regional economies to students at their schools.

^{*} California law (Education Code § 51228 (b)) requires local governing boards of schools serving students in grades seven to 12 to offer a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from high school.

LOCAL BUSINESS OR OTHER COMMUNITY PARTNERSHIPS

Less than half of the respondents were involved in partnerships with community colleges or local business or industry groups, and even fewer reported other types of local partnerships that might assist students with career development. High school principals and counselors were the most likely to have established a community partnership of some kind among all school types. Of the respondents who had established a community partnership, about 20 percent had evaluated the effectiveness of their partnerships.

EXISTING BARRIERS FOR PROVIDING CAREER DEVELOPMENT TO ALL STUDENTS

Respondents were given an opportunity on the surveys to identify barriers that prevented their schools from providing career development to *all* students or establishing community partnerships for career development. “Lack of staff” was the chief reason given for an inability to provide for career development for all students. Notably, respondents also reported that the school day, as defined by local collective bargaining agreements, prevented staff from working with business or community groups after school hours. Student lack of interest was the least-cited reason for not establishing business and local community partnerships.

BEST SCHOOL PRACTICES AND MODELS

The final section of the report catalogues the variety of career development services offered at schools of the responding principals and counselors, and identifies several “model” programs at middle and high schools. The CRB research team selected the model school programs based on the breadth and extent of their school-based career development activities, programs, or tools and on the community partnerships they had established with their local community colleges, business or industry groups, or other local community organizations.

Methodology and Procedures

This section describes the school survey phase of the Careers Project including the methodology and procedures used to develop and conduct the surveys of middle and high school principals and counselors. The objectives of the school surveys were to provide state policymakers and other stakeholders with nonpartisan, current, and comprehensive information describing:

- (1) The resources that are available to all California middle and high school students to prepare them for career options, improve their employability, and orient them to California's state and regional economies.
- (2) Ongoing local business and community partnerships that assist students in exploring the "world of careers" (or conversely, the barriers that impede the creation or the continuity of such partnerships).

METHODOLOGY

The Development of the Surveys

The CRB research team developed survey questionnaires for middle and high school principals and counselors, which received a broad review from interested stakeholders. Please refer to Appendices 1 and 2 for copies of the Principal and Counselor Surveys, respectively. The surveys were pilot-tested with middle and high school principals and counselors, based on the recommendations from the Association of California School Administrators and members of the Legislative Advisory Committee. Please refer to Appendix 3 for a list of individuals who pilot-tested and reviewed the surveys.

Selection of Middle and High Schools

The CRB research team randomly selected a stratified sample of 800 middle and high schools from a list of schools provided by the California Department of Education. Nine economic regions were used to stratify that school list by geographic region.* However, the research team separated Los Angeles County from the rest of the southern California region because 26 percent of middle and high school students in the state are enrolled in that county alone.

* The CRB research team utilized the nine economic regions defined by the California Economic Strategy Panel of the California Labor and Workforce Development Agency as a framework for capturing the diversity of the state.

The ten regions as referred to throughout the report are:

- Northern California region (NCR) includes Del Norte, Humboldt, Lake, Lassen, Mendocino, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity counties.
- Northern Sacramento Valley region (NSVR) includes Butte, Colusa, Glenn, Shasta, and Tehama counties.
- Greater Sacramento region (GSR) includes El Dorado, Placer, Sacramento, Sutter, Yolo, and Yuba counties.
- Bay Area region (BAR) includes Alameda, Contra Costa, Marin, Napa, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma counties.
- Central Coast region (CCR) includes Monterey, San Luis Obispo, and Santa Barbara counties.
- Central Sierra region (CSR) includes Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne counties.
- San Joaquin Valley region (SJVR) includes Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare counties.
- Southern California region (SCR) includes Orange, Riverside, San Bernardino, and Ventura counties.
- Los Angeles County region (LAC) includes Los Angeles county.
- Southern Border region (SBR) includes Imperial and San Diego counties.

SURVEY PROCEDURES

Once the schools had been selected for each region, the research team verified the information for each school, including the names of principals.* The surveys were mailed in mid-April 2007, through the U.S. Postal Service with a gift card attached to each survey.† In May 2007, the research team converted the “mail version” of the surveys to an electronic format using *SurveyMonkey* as a means to facilitate their participation and response.‡ The research team conducted multiple follow up telephone calls to schools throughout the months of May and June and again in September until the end of October in order to verify their receipt of the surveys and to obtain e-mail addresses of nonresponding school principals and counselors. After each telephone call,

* The file received from the California Department of Education did not include the name of the school principals; therefore, the CRB research team obtained that information and verified the school addresses in order to mail out the surveys to the selected schools.

† The gift cards were made possible by the generous funding support of the James Irvine Foundation for the project.

‡ *SurveyMonkey* is a software product used to conduct on-line surveys.

the CRB research team sent e-mails with attached links to the electronic version of the surveys.

The final response rate was a robust 64 percent. The statewide response rates for the school principal and counselor surveys were 60 percent and 69 percent, respectively.

Importantly, we found that nearly 20 percent of schools in our sample did not have a school counselor and two schools did not have a school principal. Even at schools with counselors, the CRB research team found during our follow-up telephone calls to schools that counselors and principals often served more than one school. However, we did not consistently document how many counselors or principals this applied to or how many schools they served.

Quality Review

The CRB research team reviewed the responses from the responding principals and counselors for quality purposes. In some cases, the research team determined that respondents had completed the surveys for schools that had not been selected for participation, necessitating their omission. There were also some instances, when respondents answered a leading question, but the following sequence of responses was illogical, requiring the removal of the latter.

For consistency in analyzing the responses by school type, the CRB research team used definitions from the California Department of Education's California Basic Educational Data System (CBEDS). CBEDS collects information from every public school on "Information Day" each October, including the "school type" for each school.*

* The California Department of Education provided definitions for the following school types:

Alternative education is a course of study that offers different means of attaining the objectives of regular education.

Continuation education is a high school diploma program designed to meet the needs of students 16 and older who request individualized instruction with emphasis on career or work study and a transfer to this school. These include students who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education.

Juvenile court schools, under the authority of the juvenile court system, provide an educational program that meets the needs of students who have been incarcerated in juvenile halls or placed in group homes, ranches, camps, day centers, or regional youth facilities, as well as students who have been expelled from their home district schools because of a status offense or other infraction or behavior.

Community day schools, operated by school districts and county offices of education, serve expelled students, students referred by a School Attendance Review Board, and other high-risk youths.

County community schools, operated by county offices of education, provide an educational placement for students who are expelled from their regular school, referred by a School Attendance Review Board or at the request of the student's parent or guardian, referred by probation, on probation or parole and are not in attendance in any school, or homeless.

Special education provides specially designed instruction meeting the needs of children with disabilities.

This report and accompanying appendices refer to the 12 types of schools as follows:

- Elementary schools (Elem.) *
- Intermediate schools (Interm.)
- High schools (H.S.)
- Alternative schools (Alt.)
- Continuation schools (Cont.)
- Juvenile Court schools (Juv. Ct.)
- County and Community Day schools (Co./Comm. Day)
- Special Education schools (Special Ed.)
- Kindergarten through 12th grade schools (K-12)
- Opportunity schools (Opp.)
- California Youth Authority schools (CYA)
- State Special schools (State Special)

DESCRIPTION OF RESPONSES AND NON-RESPONSES

The following section briefly describes: 1) the response rates of the school principal and counselor surveys, 2) demographic comparisons between the overall population of schools and responding schools by region, school type, location, and the percentage of non-White students, and 3) reasons why school principals or counselors did not respond.

Response Rates of the School Principal and Counselor Surveys

Overall, 64 percent of principals and counselors responded to the surveys, including 60 percent of the principals and 69 percent of the counselors. †

The response rates varied across regions and between principal and counselor groups within regions. The small sample sizes and responses obtained in some of the regions magnified their results. For example:

- The Northern California region and Central Sierra region had a lower principal response rate (55 percent and 50 percent, respectively) and counselor response rate (64 percent and 50 percent, respectively) than the statewide response rates.

Opportunity education are established to provide additional support for students who are habitually truant from instruction, irregular in attendance, insubordinate, disorderly while in attendance, or failing academically.

* The CRB research team requested that the file from the California Department of Education include *only* those elementary schools with students enrolled in “middle school” grades seven and eight (i.e., K-7 or K-8 schools).

† The response rate is the ratio of the total number of principal and counselor responses divided by the number of possible of respondents in the sample. We subtracted the number of “No Counselor” and “No Principal” from the original sample size of 1,600 possible respondents in the sample (800 counselors and 800 principals) to achieve a more accurate response rate. The research team used a similar method for calculating the overall response rate.

- The Central Coast region and Northern Sacramento Valley region had a higher principal response rate (71 percent and 64 percent, respectively) and counselor rate (83 percent and 78 percent, respectively) than the statewide response rates.

Similarly, the small sample sizes and responses of special education, opportunity, juvenile court, and CYA schools produced varying results. The principal and counselor response rates of special education schools, opportunity schools, and CYA schools were well below the statewide rates for the principal and counselor surveys, whereas the response rates for juvenile court schools were much higher than the statewide rates. For example,

- Special education schools had a 56 percent principal response rate (four percent lower) and a 50 percent counselor response rate (19 percent lower).
- Juvenile court schools had a small sample size but had very high response rates for both the principal survey (100 percent) and counselor survey (80 percent).

For more information regarding the response rates by region and school type, please refer to Appendix 4.

Demographic Comparisons Between the Overall Population of Schools and Responding Schools

In general, the schools of survey respondents (612 schools, hereafter referred to as “responding schools”) closely reflected the overall population of schools serving students in grades seven through 12 in California (4,507 schools), when analyzed according to their school types, location, and the percentages of non-White students. In particular, the responding schools were:

- Primarily made up of intermediate (36 percent) and high schools (27 percent), as seen in Table 1.
- Generally located in large cities (17 percent), mid-sized cities (21 percent) and urban fringes of large city (37 percent), as seen in Table 2.
- Comprised of a majority of non-White student population (over 60 percent), as seen in Table 3.

The CRB research team found differences between the overall population of schools and the responding schools for intermediate schools (eight percent higher), schools located in mid-sized cities (five percent higher), schools located on urban fringes of a mid-size city (ten percent higher), and rural schools located outside of a metropolitan statistical area (MSA) (six percent lower), as seen in the Tables 1-3.

Table 1 – School Type

School Type	Elem.*	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA	State Special
Overall Population of Schools in CA	16%	28%	26%	4%	12%	1%	8%	2%	2%	1%	0.2%	0.04%
Responding Schools in CA	12%	36%	27%	4%	13%	1%	5%	1%	2%	0.33%	0.16%	0%

Source: CRB, 2008.

The respondents of the surveys came from schools that were very similar to the overall population of schools except for the relatively higher proportion of intermediate schools (eight percent higher) compared to the overall population of schools in California.

Table 2 – Locale Code[†]

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in CA	14%	16%	27%	11%	0%	4%	7%	10%	11%
Responding Schools in CA	17%	21%	37%	9%	0%	1%	1%	8%	6%

Source: CRB, 2008.

The respondents represented schools that closely mirrored the overall population of schools with respect to their geographic location except for three notable cases. There were higher proportions of schools located on urban fringes of a large city (ten percent higher) and schools located in mid-sized cities (five percent higher) and a lower proportion of rural schools located outside the MSA (six percent lower) than the overall population of schools in California.

* The CRB research team requested that the file from the California Department of Education include *only* those elementary schools with students enrolled in “middle school” grades seven and eight (i.e., K-7 or K-8 schools).

† The locale codes assigned to schools were designated by the U.S. Department of Labor, Census Bureau. The locale codes were based on the classification of the place where each school is located (i.e., large city, mid-sized city, urban fringe of a large city, urban fringe of a mid-size city, large town, small town, etc.).

Table 3 – Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in CA	3%	7%	10%	10%	10%	9%	8%	10%	12%	22%
Responding Schools in CA	1%	4%	9%	10%	9%	8%	10%	12%	12%	24%

Source: CRB, 2008.

As Table 3 indicates, the percentage of non-White students at responding schools closely approximates the percentage of non-White students in the overall population of schools in California.

Region

When comparing the overall population of schools serving students in grades seven through 12 and the responding schools by regions, the research team found that the small sample sizes and number of responding schools in the Northern California region, Northern Sacramento Valley region, and the Central Sierra region (CSR), resulted in a greater percent variation by school type, locale code, and percent of non-White students. For example, the responding schools in the CSR had greater proportions of elementary schools (48 percent higher) and lower proportions of schools located in a town (28 percent lower) than the overall population of schools in the region. Moreover, all of the responding schools had 50 percent or less of non-White students, compared to 72 percent in the overall population of schools.

In contrast, regions with large sample sizes and a large number of responding schools (i.e., Los Angeles county and the Southern California region) more closely resembled the overall population of schools in their regions according to school type, location, and percent of non-White students. Refer to Appendix 4 for more information about regional comparisons.

School Type

Similarly, the types of schools with small sample sizes and number of responding schools (i.e., juvenile court, county and community day, and special education schools) resulted in a greater variation in locale code and the percentage of non-White students than the overall population of these schools, whereas school types with large sample sizes and number of responding schools (i.e., intermediate and high schools) closely reflected the overall population of schools for these school types. Refer to Appendix 4 for more information about the comparisons for each type of school.

Reasons for Non-Response

A total of 323 principals and 203 counselors did not complete the surveys. * None of the counselors selected to represent Opportunity schools, California Youth Authority schools, or State Special schools responded to the surveys, and the sole principal selected to represent a State Special school did not respond to the survey either.

During the repeated follow-up contacts with the schools, school staff including principals, counselors, office managers, and secretaries provided multiple reasons why their principals or counselors did not respond. While a majority of school staff did not cite any particular reason, the CRB research team deciphered some possible reasons. Some had difficulty accessing the online-version of a survey due to technical difficulties. For example, school e-mail filtering systems either identified the research team's e-mail messages as SPAM, or, in some cases, e-mails were inadvertently sent to incorrect e-mail addresses. Some school staff promised to fill out a survey, but never did.

Five percent of principals and 13 percent of counselors opted-out of the online survey. Notably, 14 percent of principals and five percent of the counselors who did not complete their surveys were new to their current schools, and therefore were unable to respond. For more information regarding the reasons for non-response, please refer to Appendix 4.

* These figures did not include schools without principals and counselors.

Summary of School Survey Findings

This section of the report analyzes the survey responses provided by principals and counselors and identifies trends found across regions or by type of school serving middle and high school students in California.* (Appendix 5 provides more detail for each affirmative response to the principal and counselor surveys.)† The findings are organized by the following themes:

- A description of responding counselors and principals.
- The availability of school resources to orient students to potential career options in the state and regional economies.
- Ongoing local business or other community partnerships.
- Existing barriers for providing career development to all students.
- Best school practices and models.

DESCRIPTION OF RESPONDING COUNSELORS AND PRINCIPALS

School Counseling or Other Credentials

Most counselors (89 percent) had received their school counseling credential in California, which requires that they have demonstrated expertise in the domains of academic, personal/social, and career development counseling. In addition, 60 percent of counselors possessed another type of credential, which included an array of teaching, administrative, or specialized credential or certificate to work with particular groups of students or subject areas (i.e., reading specialist, special education, bilingual education, vocational education, emergency credential, and others). (Appendix 6 lists the various other credentials that counselors had.) Counselors from elementary schools and county and community day schools (43 percent each) were the least likely to have received another type of credential.

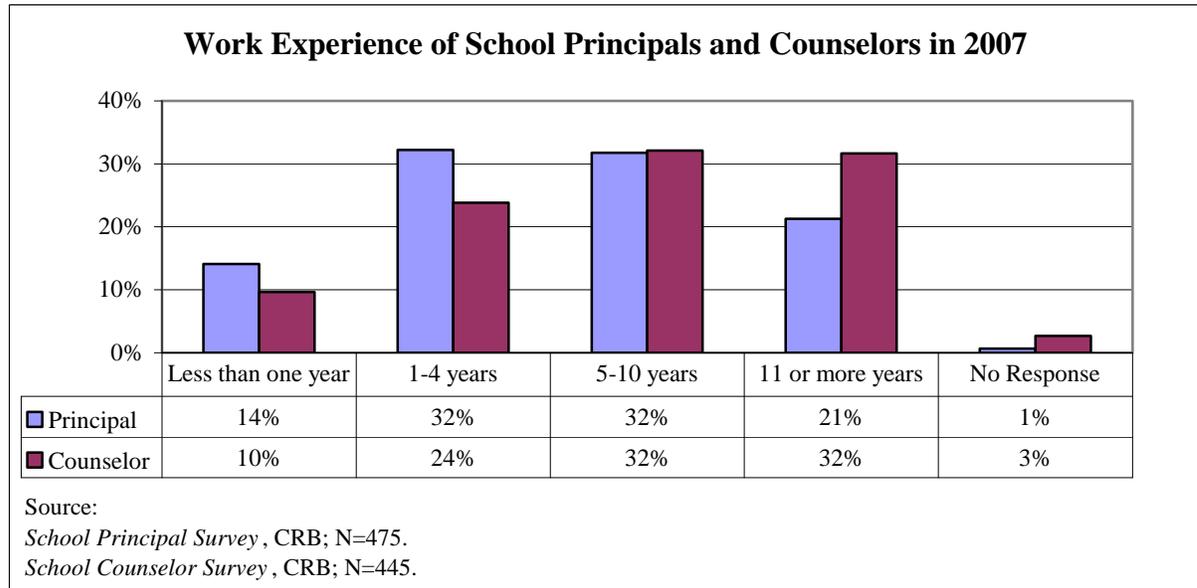
* The CRB research team analyzed the responses of schools where we received responses from both principals and counselors; however, we did not find any significant differences from the overall responses of principals and counselors.

† The percentages presented in the graphs represent the affirmative responses of principals and counselors. The percentages of respondents who answered negatively or did not answer a question vary for each question.

Professional Work Experience

As Chart 1 shows, the counselors responding to the survey had more work experience than the principals: about two-thirds of the counselors had worked for five or more years, compared to slightly more than half of the principals.

Chart 1



Region

Over 80 percent of principals and about 70 percent of counselors in the Bay Area region and Los Angeles County reported having less than ten years of professional work experience, suggesting that these regions had the least experienced respondents among the regions. Conversely, about 30 percent or more of principals and counselors from several regions had the most reported years of experience (i.e., 11 or more years) including the Northern Sacramento Valley region, the Greater Sacramento region, the Central Sierra region, the Southern California region, and the Southern Border region.

School Type

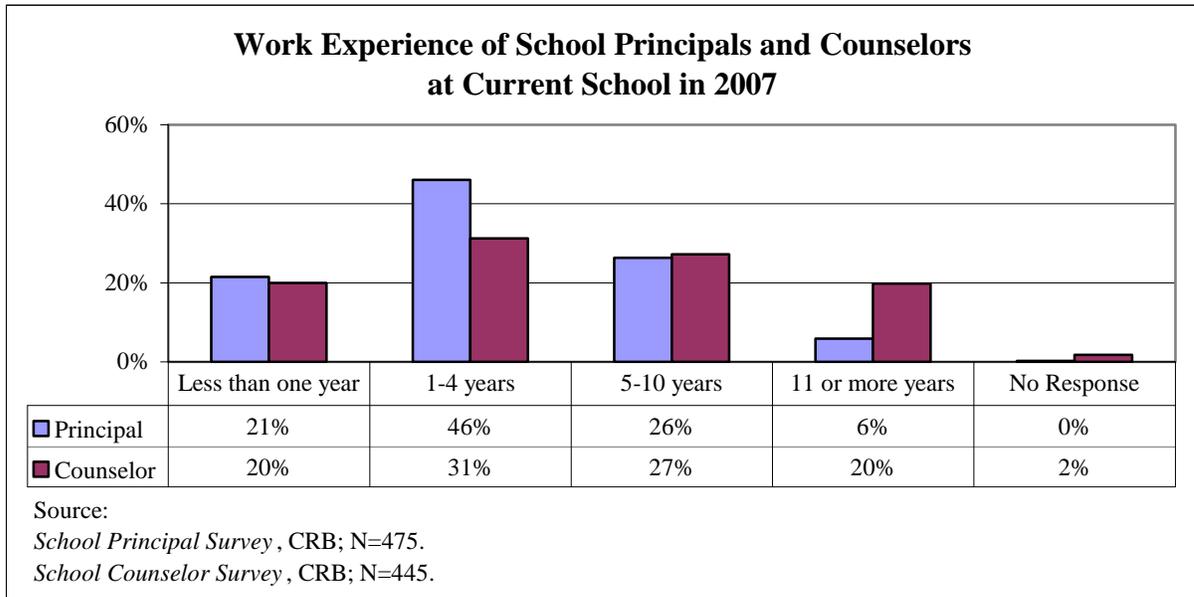
Principals representing elementary, juvenile court, and county and community day schools generally had the most work experience (i.e., 11 or more years) of all school types. On the other hand, about half of the principals from intermediate, high schools, and continuation schools had less than five years of work experience.

Counselors representing high schools and alternative schools had the most work experience (i.e., 11 or more years) among other school types; over three-fourths of these respondents had five or more years of work experience.

Work Experience at Current School

Not surprisingly, principals and counselors had less experience at their current school compared to their overall work experience. Chart 2 shows a larger proportion of counselors (20 percent) had the most experience at their current school (i.e., 11 or more years) than principals (six percent) had. However, a fifth of both principals and counselors had worked at their current school for less than one year.

Chart 2



School Type

Like the statewide trend, at least 60 percent of responding principals had worked at their current school for less than five years for most school types, except for principals from alternative (35 percent) and special education schools (40 percent). At least half of responding counselors mirrored the statewide average except for counselors at high schools, where 37 percent had less than five years of experience at their current school.

AVAILABILITY OF SCHOOL RESOURCES TO ORIENT STUDENTS FOR CAREER OPTIONS IN REGIONAL AND STATE ECONOMIES

This section examines responses of principals and counselors to survey questions that elicited information about the availability of resources at their schools to orient all students for the variety of careers in the various industries that exist in the regional and state economies. The survey responses are grouped according to the following themes:

1. Awareness of national and state standards, guidelines and laws
2. Curriculum development for career development
3. Provision of career development services
4. Master school schedule
5. Local school board views
6. Parental involvement
7. Information about California's overall or regional economies

Awareness of National and State Standards, Guidelines, and Laws

This section reviews respondents' awareness of several important national and state standards, guidelines, and laws designed to provide standards and resources for students to productively explore career options. These include: the National Standards for School Counseling Programs, the Secretary's Commission on Achieving Necessary Skills, the National Career Development Guidelines, California's Middle and High School Supplemental Counseling Program (known as Assembly Bill 1802), the state's Career and Technical Education Standards, and the state's Senate Bill 70.

National Standards for School Counseling Programs

When asked whether they had heard about the national standards (e.g., American School Counselor Association National Standards) for school counseling programs, which address academic, career, and personal development, a greater proportion of counselors (91 percent) responded affirmatively than principals (66 percent).

In most of the state's economic regions, a majority of both responding principals and counselors had heard about the national standards for school counseling programs, except for the Northern California region and the San Joaquin Valley region, where 17 percent and 38 percent of principals were aware of the standards, respectively. Although principals from elementary schools (28 percent) were among the least likely respondents to have heard about the national standards amongst school types, over 90 percent of elementary school counselors had. Likewise, 36 percent of K-12 school principals were aware of these national standards, while 73 percent of K-12 school counselors were aware of these standards.

Secretary's Commission on Achieving Necessary Skills (SCANS)

The survey queried principals and counselors if they had heard about the competencies and foundational skills identified by SCANS in the 1990s; less than half of principals (44 percent) and about a third of counselors (32 percent) had.^{*} The SCANS competencies are the skills necessary for success in the workplace and are organized into the following five areas: resources, information, interpersonal, system, and technology. The SCANS foundations are skills and qualities that underlie the competencies in the areas of basic skills, thinking skills, and personal qualities.

Of the principals and counselors who were aware about the competencies or foundational skills identified by SCANS, the majority of principals (56 percent) and counselors (57 percent) reported implementing activities for students to learn about them at their schools.[†]

National Career Development Guidelines (NCDG)

The survey asked principals and counselors whether they had heard about the NCDG, which established competencies in personal social development, educational, achievement and lifelong learning, and career management. Only a fifth of the principals (20 percent) and less than a third (30 percent) of counselors responded affirmatively.[‡]

Of the respondents who had heard of the NCDG, about half of principals (55 percent) and counselors (50 percent) reported having implemented activities for students to learn about the competencies identified in the NCDG.[§]

Assembly Bill 1802

Assembly Bill (AB) 1802 (Statutes of 2006) has provided new funding for school counseling and is formally known as the Middle and High School Supplemental Counseling Program. Almost all responding counselors (92 percent) and most principals (86 percent) had heard of this new law.

If a principal or counselor had heard of AB 1802, the survey prompted them to respond whether their schools had applied for or received funding under the law.

- A slightly greater percentage of counselors (70 percent) than principals (64 percent) reported that their schools received AB 1802 funding.
- About 15 percent of both principals' and counselors' schools had applied for but did not receive funding.

^{*} Four percent of principals and nine percent of counselors did not respond to this question.

[†] Four percent of principals and seven percent of counselors did not respond to this question.

[‡] Five percent of principals and 11 percent of counselors did not respond to this question.

[§] Six percent of principals and counselors who had heard of NCDG did not respond to this question.

- A fifth of principals' and 13 percent of counselors' schools had neither applied for nor received the funding.

If the respondents had received funding under AB 1802, then survey asked about the possible impact of the new funding program.

- About four out of five principals and counselors responded that the number of school counselors had changed at their schools since receiving AB 1802 funding.
- Nearly all principals (92 percent) and counselors (90 percent) reported that their schools had extended school counseling services for students as a result of receiving funds under AB 1802.
- Of the respondents whose schools had received AB 1802 funding, more principals (75 percent) than counselors (62 percent) reported that their schools had met the provisions of the law and used the funds to supplement their career guidance program.

Career and Technical Education Standards

The survey asked whether principals and counselors had heard about the Career and Technical Education Standards (CTE) that had been adopted by the State Board of Education in May 2005; more principals (51 percent) than counselors (36 percent) responded affirmatively.

Senate Bill 70

The survey inquired whether principals or counselors had heard of Senate Bill (SB) 70 (Statutes of 2005), which provided funding to community colleges to establish partnerships with public middle and high schools in California.* About a fifth of respondents (23 percent of principals and 16 percent of counselors) responded affirmatively.†

* This survey question regarding respondents' awareness of SB 70 directly followed a question about schools' involvement with their local community college.

† Eleven percent of principals and 19 percent of counselors did not respond to this survey question.

Chart 3

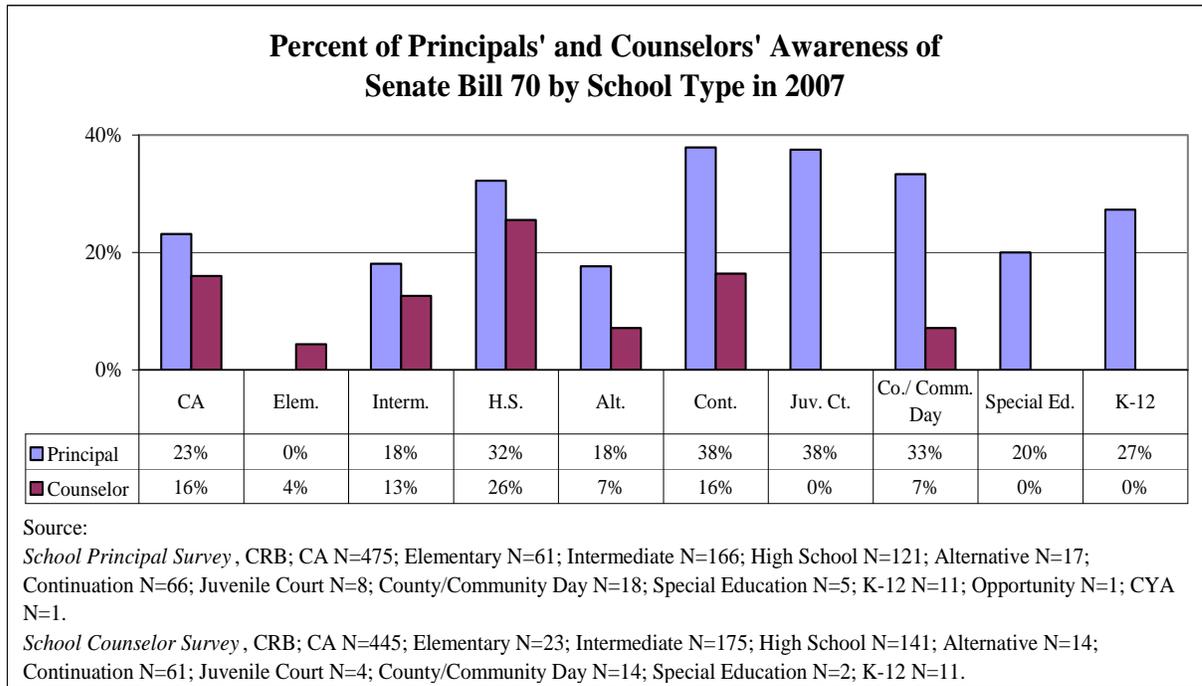


Chart 3 shows that a greater percentage of principals than counselors had heard of SB 70 for most school types, except for elementary schools. High schools (32 percent of principals and 26 percent of counselors) and continuation schools (38 percent of principals and 16 percent of counselors) had among the highest proportions of respondents who were familiar with SB 70. In contrast, nearly all elementary school principals were unaware of the law.

Curriculum Development for Career Development

The school survey asked a series of questions relating to the availability or development of career development curriculum at their schools. About half of principals (53 percent) and counselors (48 percent) statewide reported that their schools offered a curriculum for career development. In particular, about 70 percent of high school principals and counselors reported that their schools offered a career development curriculum.

The survey also asked respondents whether they or other staff had developed a curriculum for career development at their schools. Less than half of principals (43 percent) and counselors (49 percent) responded affirmatively. In some schools, respondents identified a county office of education (19 percent of principals and 12 percent of counselors), a district curriculum specialist (18 percent of principals and 12 percent of counselors), or a district superintendent (two percent of principals and four percent of counselors) as the source of a career development curriculum.

Provision of Career Development Services

The survey asked respondents whether their schools' counseling staff had provided career guidance in addition to academic and personal/social counseling for students. A higher proportion of counselors (71 percent) than principals (61 percent) responded affirmatively.

Among the different types of schools, high schools (90 percent of principals and 87 percent of counselors), continuation schools (76 percent of principals and 84 percent of counselors), and K-12 schools (73 percent of principals and 82 percent of counselors) had the highest proportions of both principals and counselors who indicated that their schools' counseling staff provided career guidance in addition to academic and personal/social counseling for students at their schools.

The survey further queried respondents whether other staff had provided career guidance to students at their schools: more than two-thirds of principals (69 percent) and counselors (67 percent) agreed that they had.

Provision of Career Development to All Students

The survey asked respondents if their counseling or other staff provided career development to *all* of the students enrolled in their schools during a regular school year, including English learners and students with disabilities. Slightly more than half of the principals (55 percent) and counselors (51 percent) reported that their schools did so.*

Effectiveness of Schools' Career Development Services

Finally, the survey inquired whether respondents had ever used an assessment instrument to determine the effectiveness of the career development activities, programs, or tools offered at their schools. A relatively small percentage of principals (10 percent) and counselors (12 percent) reported using assessment instruments to evaluate their schools' career development services.†

Master School Schedule

The school survey queried respondents about the kind of master school schedule that was employed at their schools. The survey provided a list of master school schedules to select from including a traditional schedule (e.g., 55 minutes for each subject), block period schedule, or core curriculum (e.g., combining English-Language Arts with social studies). The schools of about 60 percent of responding principals and counselors

* Six percent of principals and five percent of counselors did not respond to this survey question.

† Eleven percent of principals and 13 percent of counselors did not respond to this question.

utilized a traditional school schedule, nearly 20 percent of principals and counselors employed block periods, and about ten percent used a core curriculum.*

The CRB research team analyzed the responses of principals and counselors related to the master school schedule (whether *only* a traditional or block was utilized) and whether this appeared to have any bearing for whether career development had been provided to “all” students at their schools, including students with disabilities and English learners.

Chart 4[†]

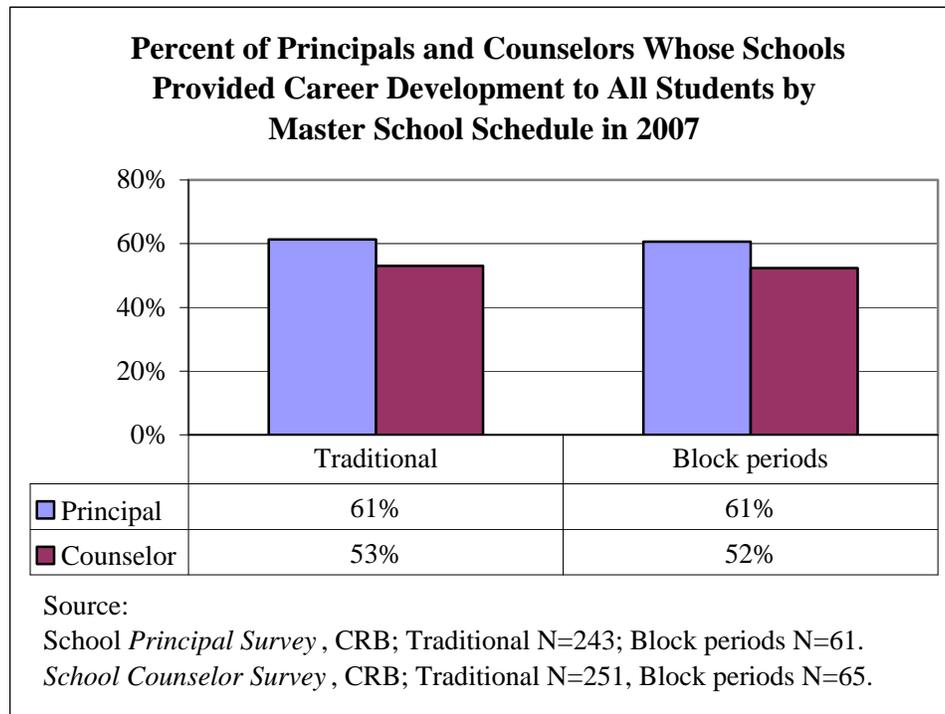


Chart 4 shows that the schools of about 60 percent of the responding principals provided career development to all students irrespective of the type of master school schedule. Responses from counselors were evenly divided, indicating that the type of master schedule used was not an important factor influencing whether career development had been provided to all students at their schools.

* Less than ten percent of the survey respondents reported that their schools employed a combination of two or more types of master schedule. The schools of about 20 percent of the respondents employed a type of master schedule not listed on the survey questionnaire.

[†] Responses from schools that employed 1) only a core curriculum schedule 2) a combination of two types of master school schedules, or 3) a combination of all three types of master school schedules are not presented in the chart because of the small number of affirmative responses.

Local School Boards' Views

Education Code § 51228 (b) requires local governing boards of schools serving students in grades seven to 12 to offer a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from school. Given that there may be different interpretations regarding the requirements of this law, the survey offered the following interpretations of Education Code § 51228 (b) as requiring:

- Providing Basic Skills (i.e., reading, writing, and arithmetic)
- Providing career and technical education programs
- Providing career awareness, exploration, or orientation

Respondents could select all, some, or none of these options. At least half of the responding principals and counselors reported that their governing boards agreed with all three interpretations, and two-thirds of the principals and counselors believed that their local governing board would agree that “providing career awareness, exploration, or orientation” met the intent of the law.

Three-quarters of high school and juvenile court principals identified “providing career and technical education programs” as their governing boards’ primary interpretation of the education law. Nearly the same proportion of high school principals (74 percent) also identified “providing career awareness, exploration, or orientation” as their boards’ interpretation of the law. In contrast, about two-thirds of elementary school principals (67 percent) stated that providing “basic skills” was their boards’ primary interpretation of the law.

Counselors from most school types identified their governing board interpretation of the law as “providing career awareness, exploration, or orientation.” In addition, counselors from the intermediate schools and continuation schools agreed that “providing career awareness, exploration, or orientation” and “providing basic skills” were their boards’ primary interpretations of what the law required. Counselors from alternative and juvenile court schools asserted that “providing basic skills” was their boards’ interpretation of the state requirement. About 70 percent of high school and alternative school counselors believed that their local boards’ interpretation included “providing career and technical education programs.”

These differences in interpretation of Education Code § 51228 (b) appear to have implications for offering career development to all students or developing a partnership with local business or industry.

Chart 5*

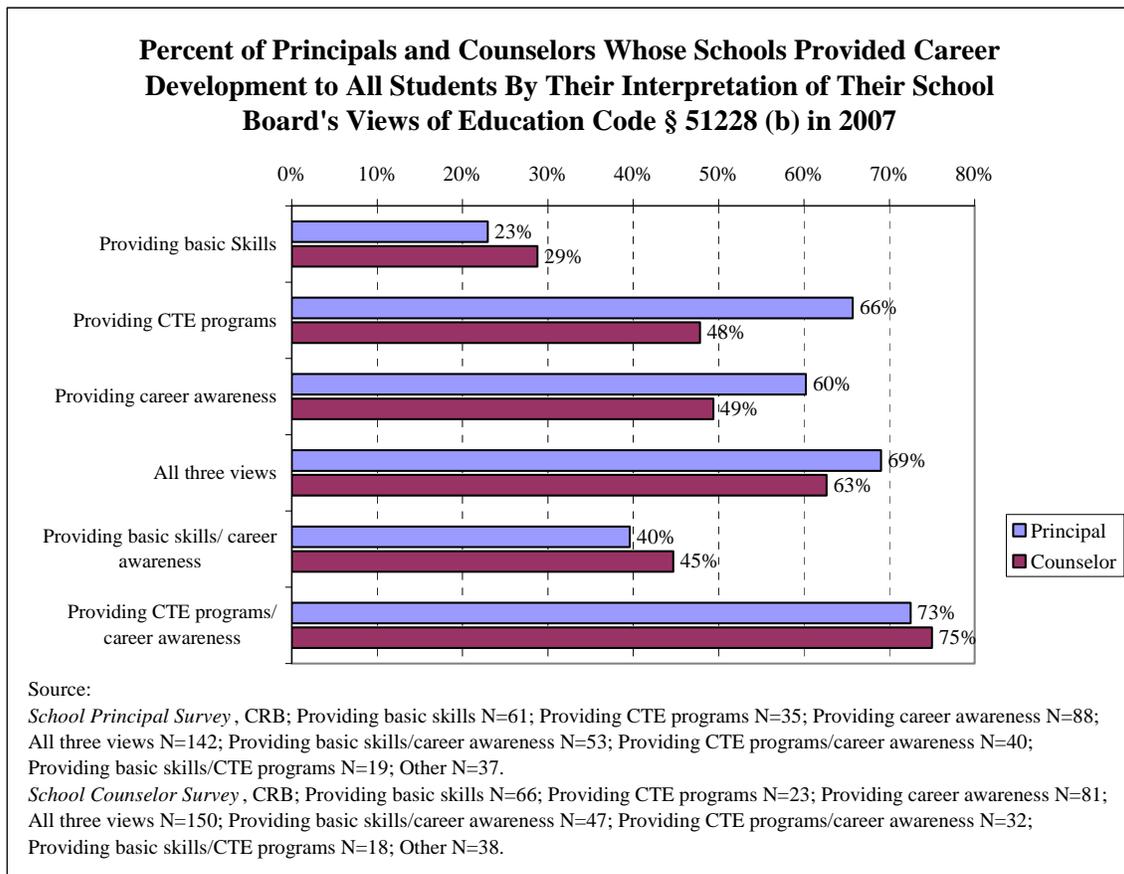


Chart 5 shows that the lowest proportions of responding principals (23 percent) and counselors (29 percent) who identified their governing boards' interpretation of the state law as only "providing basic skills" worked at schools that provided career development to all students. In contrast, schools with the highest proportions of both respondents providing career development to all students were those who interpreted their governing boards' view to include a combination of all three views and providing CTE programs combined with career awareness. There were also large proportions of responding principals whose interpretations of their local boards' views included "providing CTE programs" and "providing career awareness" and whose schools reportedly provided career development to all students at their schools.

* Responses from principals and counselors who believed that providing a combination of basic skills and CTE programs or who specified other interpretations of the California law held by their local governing boards were not included in the chart due to their small number of responses.

Chart 6

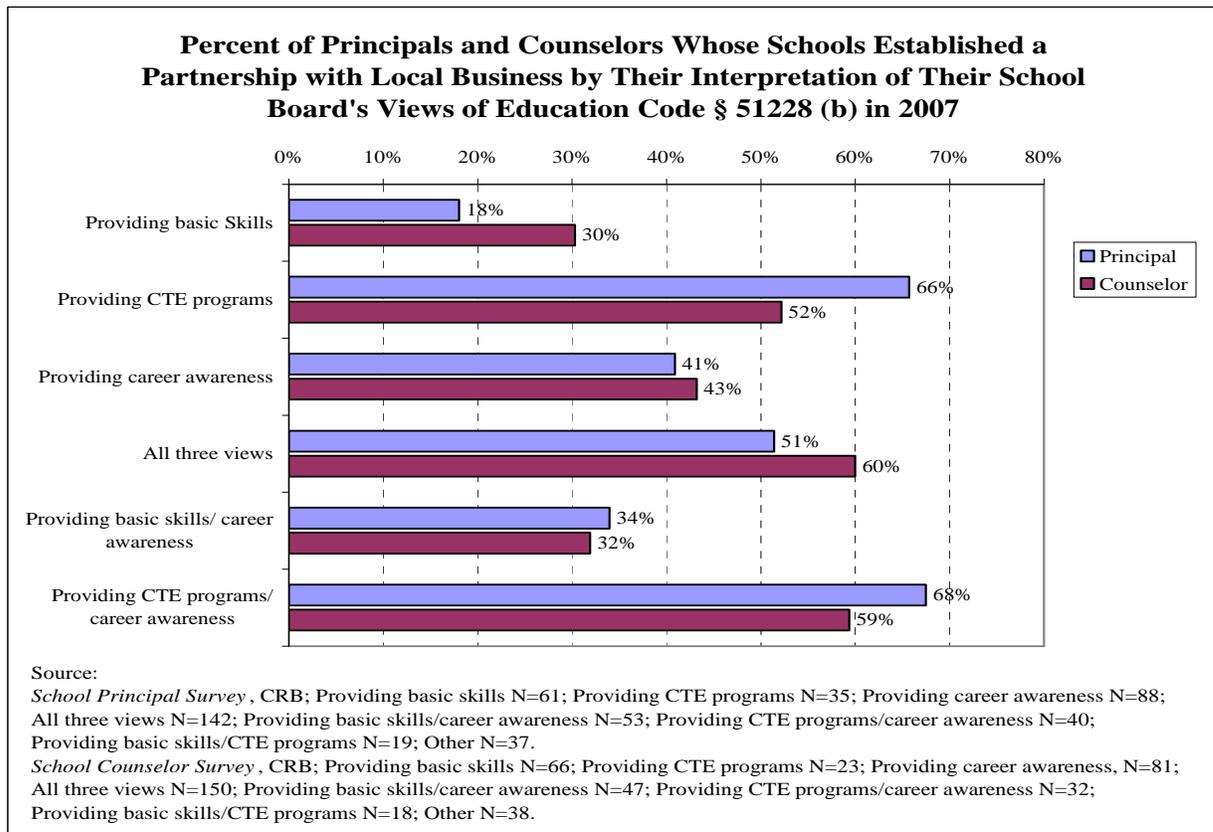


Chart 6 shows the greatest proportions of principals and counselors who worked at schools that had established a partnership with local business or industry agreed that their local governing boards' interpretation of the state law required "providing CTE programs," "providing CTE programs combined with career awareness," or a combination of all three views.

Parental Involvement

The school survey asked principals and counselors whether their schools involved parents for their children's career development. About half the principals (52 percent) and counselors (51 percent) reported that their schools did so.*

A relatively greater percent of counselors than principals reported involving parents for their children's career development in their schools across regions except for two.† In addition, the Bay Area and San Joaquin Valley regions received the lowest percentages of both principals (48 percent and 45 percent, respectively) and counselors (33 percent and

* Seven percent of principals and nine percent of counselors did not respond to this survey question.

† The SJVR and SCR show a negligible difference.

43 percent, respectively) who reported that their schools had involved parents for their children's career development.

A greater proportion of principals and counselors at high schools and all types of alternative schools (i.e., continuation, juvenile court, county and community day, special education, and K-12 schools) reported involving parents in their children's career development compared to respondents from elementary and intermediate schools.

Information about California's Overall and Regional Economies

The school survey queried whether respondents' school career development activities, programs, or tools included information about California's overall economy (i.e., the job outlook and wages associated with different industry sectors and occupations). More counselors (52 percent) than principals (42 percent) reported providing this kind of information to students at their schools.*

Among the state's economic regions, the San Joaquin Valley region (32 percent of principals and 40 percent of counselors) and the Bay Area region (46 percent of principals and 39 percent of counselors) had the lowest proportions of respondents who reported providing information about California's overall economy to students at their schools. Among school types, respondents of high schools and other types of alternative schools were far more likely than elementary and intermediate schools to provide students with this information.

The survey also asked whether respondents' schools provided students with information about their regional economies, and about 40 percent of both principals and counselors reported doing so.

Summary of the Availability of School Resources for Career Development

When asked about several national and state standards, guidelines, and laws that might affect their offering of career development services for students, principals and counselors responded with varying degrees of awareness. An overwhelming majority of both groups of respondents (with more counselors than principals) were familiar with the national standards for school counseling programs and the state's new funding program for middle and high school counseling, known as AB 1802. Of the respondents who had heard of and had received this funding, large proportions of respondents reportedly had changed the number of school counselors employed at schools, extended school counseling services, and supplemented their career guidance program.

However, only about half or less of the respondents (with more principals than counselors) were aware of the state's career technical education standards and the (national) Secretary's Commission on Achieving Necessary Skills (SCANS) foundation skills and competencies. Smaller proportions (30 percent or less) of respondents (with

* Fourteen percent of the principals and 15 percent of the counselors did not reply to this survey question.

more counselors than principals) were aware of the National Career Development Guidelines (NCDG). Slightly over half of respondents who had heard of SCANS and NCDG reported implementing activities for students to learn about these competencies.

Respondents were least aware of the state's SB 70 funding program that enables community colleges to establish partnerships with middle and high schools — only about a fifth of principals and counselors were aware of it.

The creation or availability of career development curricula to students provides an important avenue to present information to students about the state and regional economies. Only about half of principals and counselors responding to the survey reported offering a curriculum for career development to the students at their schools. Less than half of the respondents noted that they or their staff had created a curriculum for career development. Of the respondents whose schools' staff had not developed a curriculum, less than one-fifth cited that another source (i.e., a county office of education, a district curriculum specialist, or district superintendent) had developed curriculum for career development at their schools.

While a majority of responding principals and counselors reported that their schools' counseling staff had provided career guidance in addition to academic or personal/social counseling, only about half agreed that their schools' counseling or other staff had provided career development to *all* students at their schools. Respondents reported rarely using assessment instruments to evaluate schools' career development activities, programs, or tools (ten percent or less).

The survey also queried respondents about the type of master school schedule used at their schools. A majority of responding principals and counselors employed a traditional school schedule at their schools, whereas a fifth or less of the respondents' schools used block periods or core curriculum. The type of master schedule appears not to be an important factor as to whether career development is provided to all students.

The survey asked respondents about their opinions regarding their local governing boards' view of a state law (Education Code § 51228 (b)). Schools of respondents who believed that "providing basic skills" reflected their local governing boards' view of the California law were the least likely to provide career development to *all* students and develop partnerships with local business or industry. In contrast, schools of principals and counselors who thought that their local boards' interpretation of the law required providing CTE programs, providing career awareness, or all three views presented were the most likely to provide career development to *all* students and to establish partnerships with local business or industry.

About half of responding principals and counselors involved parents in their children's career development at their schools.

Finally, about half or less of principals and counselors reported providing information about the state or their regional economies to students at their schools.

ONGOING LOCAL COMMUNITY PARTNERSHIPS

This section examines the responses of respondents to survey questions about school involvement with their local community colleges, local businesses or industry, and other local community organizations. Follow-up questions inquired about the respondents' opinions of the effectiveness of existing partnerships.

Partnerships with Community Colleges

The survey asked if respondents' schools had participated in a partnership with their local community college; about half of principals (46 percent) and counselors (50 percent) reported affirmatively.*

Chart 7

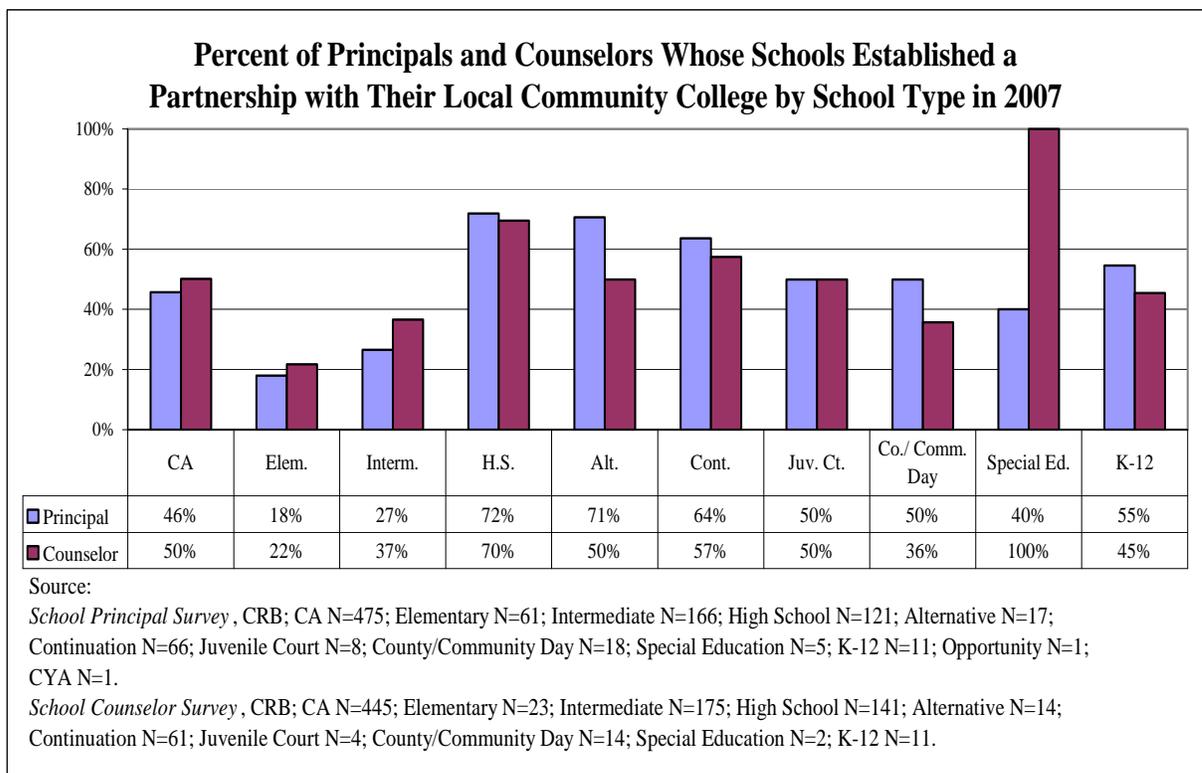


Chart 7 indicates that at least half of principals and counselors at high schools, alternative, continuation, and juvenile court schools had participated in partnerships with a local community college for career development. In contrast, elementary (18 percent of principals and 22 percent of counselors) and intermediate schools (27 percent of principals and 37 percent of counselors) were the least likely of school types to have been involved in a partnership with a local community college.

* Twelve percent of principals and 14 percent of counselors did not respond to the survey question.

Partnerships with Local Business, Employer, or Industry Groups

The school survey asked principals and counselors whether their schools had established a partnership with any local business, employer, or industry groups in order to promote career development for students at their schools. Business partners might serve on an advisory committee, participate in career days, or provide class speakers, job shadowing experiences, mentoring, internships, and work experience opportunities. Less than half of principals (42 percent) and counselors (46 percent) reported having established these kinds of partnerships at their schools.*

Principals and counselors from the Bay Area region were the least likely to have established a business partnership, whereas their counterparts from the Northern Sacramento Valley region and Southern Border region were the most likely among the regions to have done so.

With respect to school types, respondents of elementary and intermediate schools were the least likely to have established a partnership with local businesses, whereas respondents from high schools, juvenile court, alternative, and continuation schools were the most likely to have done so.

Effectiveness of Business Partnerships

Of the principals and counselors who reported that their schools had established partnerships with local businesses, the survey asked whether they had measured the effectiveness of their partnerships in advancing the career development for the students at their schools. Only about one of five principals (20 percent) and counselors (23 percent) had assessed the effectiveness of these partnerships.†

Other Local Partnerships

The survey also inquired whether the schools of responding principals and counselors had been involved in any other type of local partnership to promote career development (i.e., with community-based organizations, apprenticeship programs, workforce investment boards, economic development organizations, California State University, University of California, or other). Less than a third of principals (26 percent) and counselors (29 percent) stated that their schools were involved in other types of local partnerships.‡

High schools (43 percent of principals and 40 percent of counselors) and juvenile court schools (63 percent of principals and 50 percent of counselors) were more likely to be involved in these types of local partnerships than other school types.

* Nine percent of principals and 14 percent of counselors did not respond to this survey question.

† Seven percent of principals and three percent of counselors whose schools had established partnerships with business and industry did not answer this survey question.

‡ Thirteen percent of principals and 18 percent of counselors did not respond to this survey question.

Effectiveness of Other Local Partnerships

The survey probed the respondents whose schools had been involved in other types of local partnerships whether they had measured the effectiveness of their partnerships in advancing the career development for their students at their schools. About one-fifth of the respondents (23 percent of principals and 19 percent of counselors) reported having done so.*

Summary of Community Partnerships

Less than half of the respondents' schools were involved in partnerships with community colleges and local business or industry groups, and less had developed partnerships with other types of local community partnerships. Not surprisingly, more high school principals and counselors reported that their schools had established any kind of community partnership than respondents from other types of schools.

Of the respondents who had established these community partnerships, low proportions of principals and counselors had evaluated the effectiveness of those partnerships.

EXISTING BARRIERS FOR PROVIDING CAREER DEVELOPMENT TO ALL STUDENTS

This section of the report describes the impediments that responding principals and counselors perceived as limiting access career development services for all students, including barriers to establishing local partnerships with businesses and community organizations.

Impediments to Providing Career Development Services to All Students

The survey asked principals and counselors at schools that did not provide career development to *all* students to identify the impediments that prevented them from providing those services.†

* Six percent of principals and three percent of counselors did not respond to this survey question.

† While some respondents who affirmed providing career development to all students also answered this question, and their responses were removed to accurately follow the logical sequence of inquiry.

Chart 8

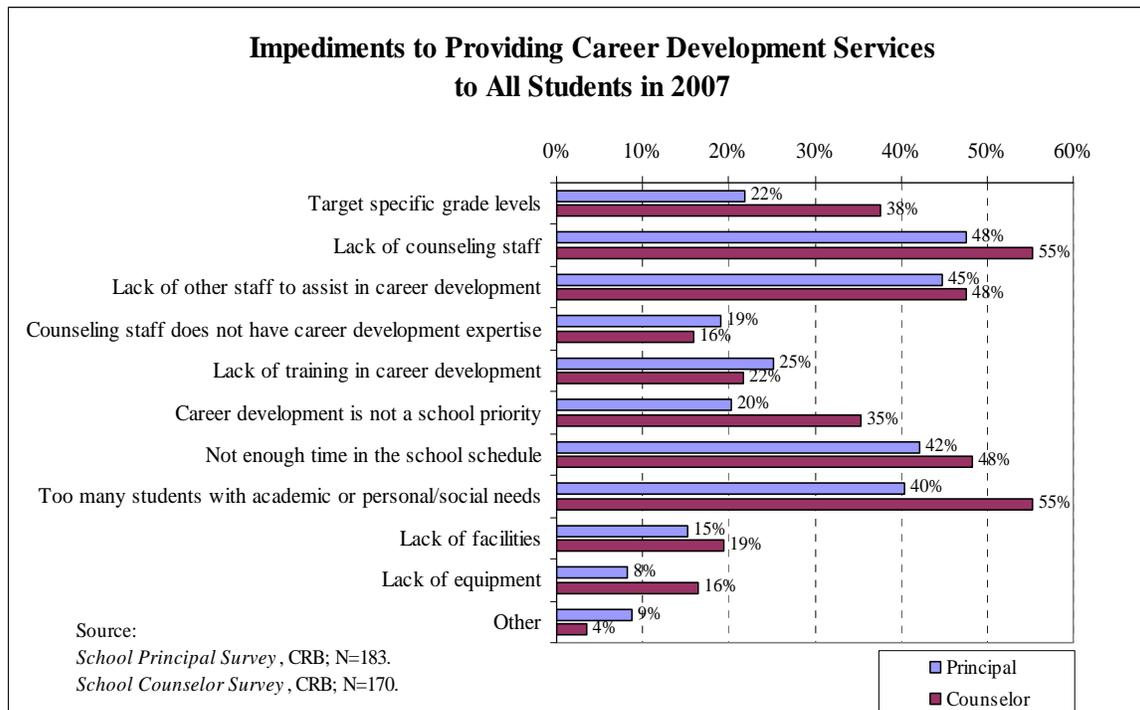


Chart 8 shows that about half of the respondents (48 percent of principals and 55 percent counselors) agreed that “the lack of counseling staff” was an important barrier to providing career development to all students. They also identified the “lack of other staff to assist in career development” (45 percent of principals and 48 percent of counselors) and the “lack of time in a school schedule” (42 percent of principals and 48 percent of counselors) as preventing their schools from providing career development services to all students.

Chart 8 illustrates the differences of opinion between principals and counselors as to the barriers preventing career development to all students:

- 55 percent of the counselors and 40 percent of principals believed that their schools had not provided these services to all students because there were “too many students with academic and personal/social needs.”
- 38 percent of counselors indicated that career development services were “targeted to specific grade levels,” thereby barring schools from providing these services to all students, whereas only 22 percent of principals identified this as an issue.
- 35 percent of counselors compared to 20 percent of principals believed that their schools had not provided these services to all students because “career development was not seen as school priority.”
- Slightly more principals than counselors believed that the “lack of counselors with career development expertise” (19 percent of principals and 16 percent of counselors) and “the lack of career development training” (25 percent of

principals and 22 percent of counselors) explained why their schools had not provided these services to all students.

A lack of “equipment” or “facilities” were the least cited reasons for schools not providing career development services for all students.

Impediments to Establishing Partnerships with Local Business and Employer Groups

The survey asked those principals and counselors who reported that their schools had not established a partnership with a local business or employer group to identify existing barriers to forming those partnerships.

Chart 9

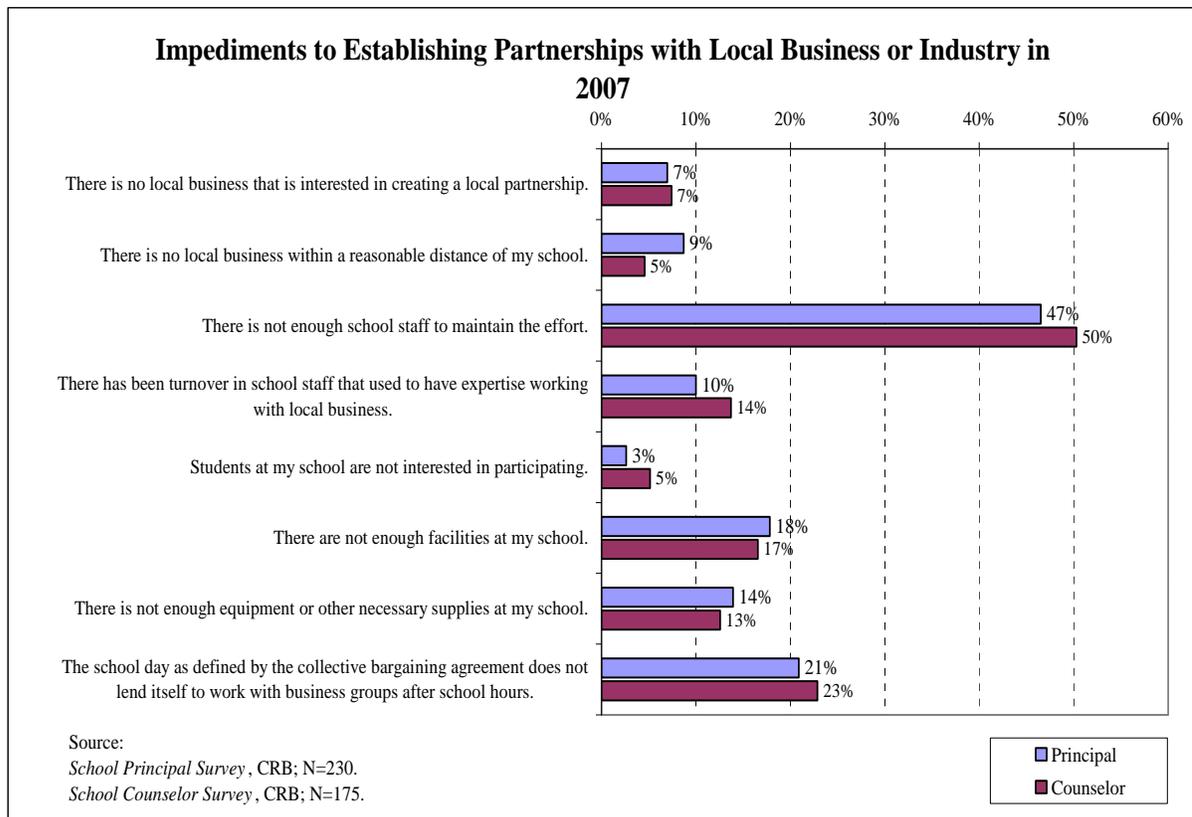


Chart 9 points to the “lack of school staff” as the most important barrier for not having established a partnership with local business and employer groups according to about half of the respondents.

The lack of school staff to maintain partnerships with local business was the most cited reason for not establishing these partnerships across regions and among the various school types. Respondents from elementary, continuation, juvenile court, and county and community day schools also noted that the “lack of available facilities” prevented them

from establishing local partnerships. Respondents from intermediate schools, high schools, and county and community day schools indicated that “the school day as defined by the collective bargaining agreement” was an obstacle to establishing partnerships with local business and employer groups.

About a fifth of principals (21 percent) and counselors (23 percent) reported that the “school day as defined by the collective bargaining agreement” did not lend itself to working with business groups after school hours. The “lack of available facilities” (18 percent of principals and 17 percent of counselors) and “necessary equipment and supplies” (14 percent of principals and 13 percent of counselors) also prevented schools from establishing partnerships with employers. “The lack of interest among students” in these local partnerships was the least cited reason (less than five percent) for not establishing business partnerships by both groups of respondents.

Impediments to Establishing Other Local Partnerships

The school survey also asked respondents who had not established other local community partnerships to identify any existing barriers to establishing these kinds of partnerships.

Chart 10

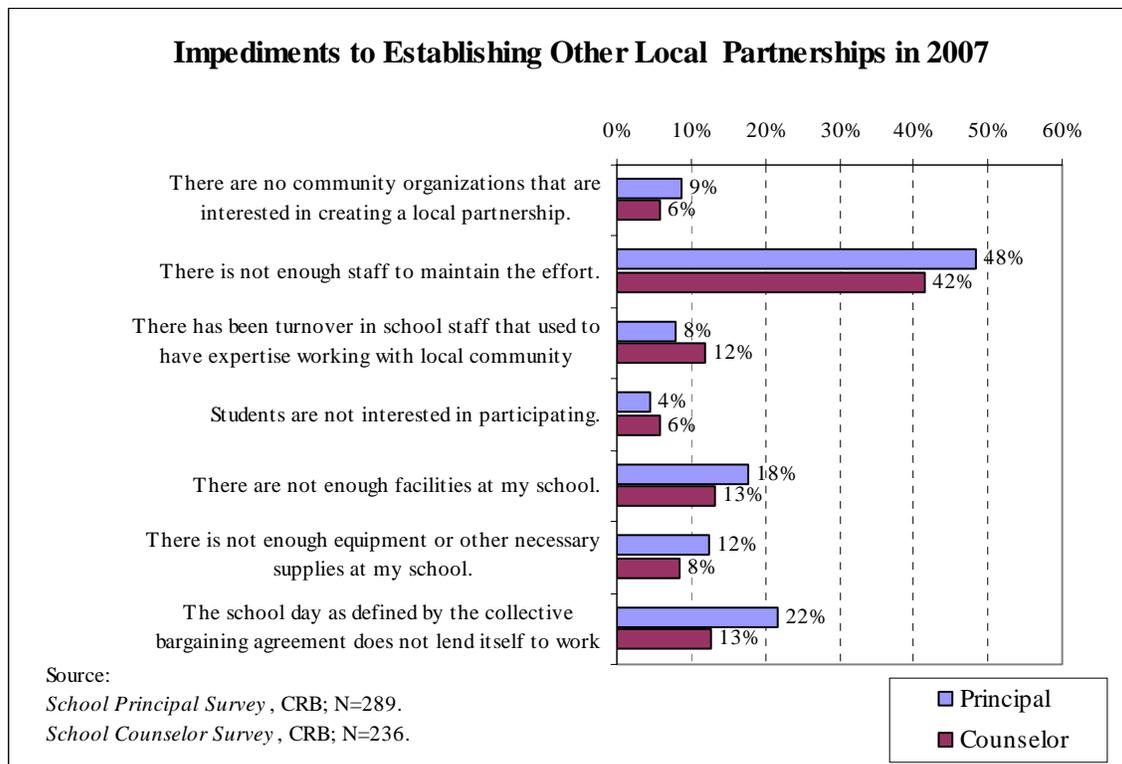


Chart 10 shows the reported barriers that prevented principals and counselors from establishing local community partnerships. Again, the “lack of staff” to maintain community partnerships for students’ career development was the most frequently cited reason as to why some schools had not established a local community partnership. About five out of ten principals and four out of ten counselors identified this barrier. More than

a fifth (22 percent) of principals and 13 percent of counselors stated that “the school day as defined by collective bargaining agreement does not lend to work with community groups after school hours.” About 18 percent of principals and 13 percent of counselors noted that their schools had not established a local community partnership because of the “lack of facilities.” Again, students’ lack of interest in participating in these local partnerships was the least cited reason for not establishing these local partnerships.

Summary of Barriers

Respondents were given an opportunity to identify barriers that prevented their schools from providing career development to *all* students as well as establishing community partnerships for career development. Responding principals and counselors clearly indicated that the “lack of staff” was the chief barrier. Notably, respondents also reported that the school day, as defined by their collective bargaining agreements, inhibited staff from working with business or community groups after school hours. In contrast, students’ lack of interest in participating in these partnerships was the least-stated reason for not establishing business and local community partnerships.

BEST SCHOOL PRACTICES AND MODELS

The following section identifies several best practices and models for career development. In particular, the school surveys prompted respondents to describe the career development services and partnerships that they had developed in terms of:

- Activities, programs, and tools at their schools
- Involvement with their local community colleges
- Partnerships with local business or industry
- Partnerships with local community organizations

Responding principals and counselors identified a myriad of career development services and partnerships. In the following discussion, we highlight examples of exemplary schools that offered an extensive array of career development services and are involved in partnerships with local community colleges, businesses, and other community organizations.

Career Development Activities, Programs, and Tools

The school survey asked respondents to describe any career exploratory or development: 1) Activities (i.e., career days, guest speakers, or college fairs), 2) Programs (i.e., mentor programs, programs through a career center, or computer-assisted programs), or 3) Tools (i.e., assessments including diagnostic aptitude or interest inventories) that their schools had offered to students, how often these services were offered, and to specify to whom. Table 4 summarizes all of the schools’ activities, programs, and tools reported by responding principals and counselors.

Table 4a

<i>Activities</i>
Guest Speakers (i.e., community members, business leaders, representatives from community college and occupational schools, armed forces recruiters)
Career/College Fairs
Career Days/Nights
Parents' Night
Classes (i.e., particular subjects including food preparation, Geographic Information Systems, business environment, woodshop, computer repair & CAD, stock market, leadership development; independent living, or career exploration)
Career/College counseling
Workshops or seminars (how to write a resume, conduct interviews, [Free Application for Federal Student Aid] FAFSA, on science and health careers, etc.)
Competitions: Skills USA, Ford/AAA Troubleshooting; Poster contest
Special Events: Dr. Seuss' Birthday (members from the community read to students and tell them about their jobs); Demonstration Day, Alumni Day, Full Youth Empowerment Day
Work Ready Certificate (indicates the student's readiness for the school-to-work transition)
College Week
Job/College Visits
Brown bag luncheon programs
Senior Projects (Term paper including a future job search; "Senior Exit Interviews")
Individualized culmination planning with students and parents
Community service
Business Booster Club
Videos: "Exploring Your Options," "Gear Up to College"
Job Club
Military Recruitment

Table 4b

<i>Programs</i>
Internships / Apprenticeships / Work Experience Education / Job Shadowing
Regional Occupational Programs or Centers (ROP/C) – provides career education, career development, and workforce preparation for students
Partnership Academies
Mentor programs
SUCCESS Consortium – support college preparatory efforts with low-income, first-generation college attendees and/or from schools in geographic areas with low college eligibility and attendance rates
Lab Volt Technology Education
Step-to-College – A CSU program that fosters collaboration between universities and high schools to increase high school matriculation to college
Advancement Via Individual Determination (AVID) program – designed to help underachieving middle and high school students prepare for and succeed in colleges and universities
MESA program (Math Engineering Science Achievement) – work with disadvantaged youth to excel in math and science and graduate with math-based degrees
Workability program – a transition program for special education students
Career Pathways
Federal Talent Search Program
Recruitment Programs
California Friday Night Live Program – provides leadership and support to young people to live healthy lifestyles and achieve in school
2 + 2 agreements with local community colleges
The Hippocrates Circle Program – provides career exploration in the field of medicine
Junior Achievement Program – educating students about workforce readiness, entrepreneurship, and financial literacy
Real Game of California – career-development curriculum
College: Make It Happen – program to inform families of early academic and financial planning in order for middle school students to have choices after high school graduation
Uniquely Me – a Girl Scouts Program that provides mentors and curriculum
UC Recruitment programs and Academic Talent Search
Peer-mentor program for freshmen (seniors are the mentors)
YWAR (Young Women at Risk) – provides information, resources, and skill-building opportunities that are most relevant to situations and issues young women face
Accelerated College Entrance (ACE) Mentor Program – open to 10-12th graders interested in architecture, construction and engineering

Table 4c

<i>Tools</i>		
Aptitude and Interest Inventories: <ul style="list-style-type: none"> • California Career Zone • Career Cruising • Real Games • COIN • Bridges.com • Choices • Naviance.com • Job O • Eureka.com • ASVAB (Armed Services Vocational Aptitude Battery) 	<ul style="list-style-type: none"> • COPS (Career Occupational Preference System) • COPES (Career Orientation Placement and Evaluation Survey) • CAPS (Career Ability Placement Survey) • LifeWorks • CASAS (Comprehensive Adult Student Assessment Systems) 	<ul style="list-style-type: none"> • Career Locker • PLANS • myroad.collegeboard.com • Vocbiosonline.com • OpportunityKnocks.org • ACT/ Discover Program and other career-based software programs • “Get Insight” Career Exploration Program

Involvement with Local Community Colleges

The survey asked respondents to describe their schools' involvement with local community colleges if they previously affirmed their schools' involvement with them. Many reported that community colleges had hosted and sponsored college and career fairs. Community college representatives or "ambassadors" were assigned to visit schools to discuss course offerings, specific vocational programs, and careers paths.

Many respondents noted that some of their high school students were concurrently enrolled at a local community college. Some students had taken classes at a community college, while others were able to take articulated, college-level classes at their high school campuses for college credit. One high school counselor from the San Joaquin Valley region said that his/her school participated in a "Registration to Go" program where students could apply for community college classes, take placement assessments, attend orientation, and register for classes on their high school campus. In addition, responding principals and counselors indicated that some of their students had gone on field trips to their local community colleges, and might also have peer tutors from the community colleges.

Involvement with Local Business or Industry

Respondents who affirmed their school's involvement with local business or industry were asked to describe these partnerships. Business partners varied from large companies (i.e., Genetech, Lockheed Martin, and Warner Bros.) to local business establishments (i.e., local chamber of commerce or local cable TV stations). Guest speakers from the business community visited schools to discuss career exploration topics and local business provided tours at their work sites, along with job shadowing, and mentorship and internship opportunities. For the career pathways program, local business leaders support their local schools by participating on advisory boards. For example, a high school principal in the Central Coast region reported that local business leaders served as advisory committee members with Future Farmers of America, a youth organization focused on agricultural education. Students also had opportunities to interview business associates and attended business meetings. Moreover, business partners provided funding to support some school programs. For example, IKEA provided money for a culinary arts program in a middle school in Los Angeles County, and Northrup Grumman supported scholarships.

Involvement with Other Local Community Organizations

The survey asked respondents to describe the nature of school partnerships with other types of local organizations such as with community-based organizations, apprenticeship programs, workforce investment boards, the California State University, and the University of California. Respondents cited an array of community partnerships including the University of California, workforce investment boards, the YMCA, and Rotary clubs. Unlike the business partnerships, the community-based partnerships did not exclusively focus on career development for students, but also emphasized the

college readiness for students (i.e., programs with four-year universities and Upward Bound program).

Best Practices and Models

This final section of the report provides examples of schools that offer a variety of career development activities, programs, and tools at their schools and that have established numerous partnerships with their local community colleges, local businesses, and community organizations.

We selected these model schools for career development based on the responses of principals and counselors at intermediate schools and high schools, since these schools represented more than 60 percent of all survey responses. Their responses are described separately since more career development services are offered to students at high school than at intermediate schools. The model schools were chosen based on the number and extent of career development services that were provided to all students and the number of partnerships supporting these activities.

Model Intermediate/Middle Schools for Career Development

1. The first model intermediate school is located in a mid-sized city of the Bay Area region. Serving 658 students in the seventh and eighth grades, the school has over 80 percent non-White students.
 - Career development *activities*: a) Career Day (once a year for all students), b) elective classes that highlight careers (daily for most students), c) guest speakers (many times a year), AVID and other selected groups, and d) field trips to the Central County Occupational Program (currently working on).
 - Career development *programs*: a) Girls for A Change (meet twice a month for any girl who would like to join), and b) advisory program (20 minutes – four days/week for all students).
 - Individual teachers employ various career assessment and aptitude *tools*.
 - Community college representatives visit on Cesar Chavez Day and participate in other events when asked. AVID students also go on field trips to community colleges.
 - Business partnerships: a) IBM has provided workshops for girls, b) Xcel employees provide tutoring, and c) Intel and Cisco have donated money to the school.

2. Located in a large city of the southern California region, the second model intermediate school serves 781 students in grades six to eight. Over 90 percent of the student population is non-White.
 - Career development *activities*: a) Career Day (once per year for all students), b) speakers on related subjects (intermittently), c) a College Fair (once a year for all students), d) career development activities in which teachers direct career discussion for all grades, and d) AB 1802 conferences.
 - Career development *programs*: a) AB 1802, b) Game Club – board games (such as LIFE once per week, for all students), c) ACEE After School Program (once per month for all students) and career books purchased for all students in the school library, and d) self-help information in counseling for all students.
 - Involvement with local community colleges: a) School and community liaison meetings, b) UC Irvine college students serve as tutors and mentors.
 - Involvement with local business: a) Received referrals from parents, teachers, and students, and b) guest speakers that relate to subjects every year (ongoing).
 - Involvement with community organizations: a) Referrals from CSP Youth Service Programs, Inc. (youth shelter) and Turning Point (youth counseling for group/individuals, parenting), b) Community Resources including Boys & Girls Club, libraries, employment, hospitals, clinics, and housing, c) the Garden Institute, Inc., d) Child Guidance Center, e) Delhi Community Center, f) Corbin Center, and g) Discovery Science Center visits.

Model High Schools for Career Development

1. Located in a large city in the Bay Area region, the first model high school served 1,305 students from grades nine to 12 and has a majority non-White student population.
 - Career development *activities*: a) Career Day, (once every two years for all students), b) Guest speakers at various times (for 12th grade students), c) Week-long career exploration and research project (once a year for all ninth grade students), d) Community College Fair (once a year for all 11th and 12 grade students), and e) Community College field trips and presentations (once a year for all tenth, 11th and 12th grade students).
 - Career development *programs* include an annual week-long career exploration and research project for all ninth grade students.
 - Career development *tools* include COIN (once a year to ninth – 11th grade students) and CaliforniaColleges.edu (twice a year to all ninth grade students).

- Community college representatives visit the school site and give presentations to 11th and 12th grade students on their programs.
 - Over 100 career professionals participated in Career Day, and also act as contact points for the ninth grade career exploration and research project.
 - The high school is involved with Central County Occupational Center.
2. This model high school serving 2,015 students in grades nine to 12 is located on the urban fringe of a large city in Los Angeles County. The student body is over 90 percent non-White.
- Career development *activities*: a) College/University Night (once a year for ninth –12th graders), b) Making College Count (annual assembly for 12th grade students), c) Boy Scouts of America, Learning for Life, speakers and explorers program (ongoing for ninth-12th graders), d) Survey tenth graders for careers and to determine speakers (once a year), e) College Information Day at Rio Hondo Community College (once a year for 11-12th graders), f) Pasadena City College Day at Rosemead High School (Campus ongoing, 11-12th graders), and g) Army National Guard – Career Directions Program (once a year, tenth-12th graders).
 - Career development *programs*: a) CSU Los Angeles – Federal Talent Search Program (ongoing for ninth-12th graders), b) Academy of Business Leadership – Summer Business Institute – (ongoing for ninth-12th graders), c) CSULA – Recruitment and Tutoring Program (ongoing for 11th and 12th graders); d) Rio Hondo College Recruitment Program (every other Friday for ninth-12th graders), e) Pasadena City College Recruitment Program (every other Thursday for ninth-12th graders), f) Rio Hondo College Extended Opportunity Service (ongoing for 12th graders), g) Pasadena City College XL Program, The Summer Bridge & First-Year Experience (ongoing for 12th graders), and h) Pasadena City College Fast Track – (ongoing for 12th graders).
 - Career development *tools*: a) Self-Directed Search – (once a year for ninth graders), b) "Choices" – (once a year for tenth graders), c) Career Direction, Army National Guard – (once a year for 11th graders), d) Pictorial Inventory, Special Education, ELs – (once a year for ninth-tenth graders).
 - Involvement with local community colleges: Rio Hondo Community College (i.e., students participate in the Rio Hondo College, Information Day (College Fair)), Rio Hondo Community College EOPS Program, Pasadena City College Day and Excel Program, East Los Angeles College Outreach Program, and Rio Hondo College Tech Prep Program.
 - Business partnerships: Kaiser Permanente has provided a summer internship program for the past ten years, and an academy of Business Leadership has provided students with internships in the business field for the past ten years. Students participated in Longo Toyota Career Day on their school site.

- Involvement with other community organizations: a) Boy Scouts of America’s Learning for Life Program, in which students are surveyed to determine career interest and speakers are provided to classes, b) Kaiser Permanente’s Work Preparation Certificate Program, in which students participate in summer internships at Kaiser’s Baldwin Park, c) Longo Toyota’s Career Day, in which students participate in a one-day conference to learn about career opportunities in the auto industry, specifically at Longo Toyota, d) Academy of Business Leadership, in which students participate in a summer apprenticeship program where they participate in learning about the world of business, develop a business plan, learn about the stock market and how to succeed in the business field, e) The Regional Occupational Program offered a variety of vocational training program/apprenticeships. The training and apprenticeship programs are conducted in local business and local technical colleges.
3. The third model high school for career development is located in a mid-sized city of the Southern California region. Serving 2,331 students in grades seven to 12, this high school has a majority White student population.
- Career development *activities*: a) Career Speakers Day (four times a year for ninth graders), b) Mock interviews (once a year for half of the 11th graders), c) College Fair (once a year for all students), d) Career Fair (once a year for all students), e) Mentor Program (once a year for all academy students), and f) Internship program (once a year for a quarter of the 11th/12th graders).
 - Career development *programs*: a) Mentor Program (once a year for Academy students), b) Internship program (once a year for Academy students), c) Bridges/Explorer (all year for 80 percent of ninth graders), d) JA Company Program (all year for future business leaders), and e) Junior Achievement Teach for a Day (once a year for the Future Teachers Club).
 - Career development *tools*: Bridges.com (80 percent of ninth graders and all tenth grade Academy students).
 - The high school had a partnership with Moorpark College; they had a representative at their school’s career advisory board.
 - Local business partnerships for all students: Moorpark College offers Career Day, College Day (2001-present); Rotary Club offers job shadows (2001-present); over 75 businesses offer job shadowing experiences (2001-present); Thousand Oaks Auto Mall Career Day (2006); General Electric Engineering Day (2006); City of Thousand Oaks Career Day (2001-present).
 - Involvement with community organizations: a) CSUCI’s student business conference (2004-present), b) Junior Achievement’s Financial Literacy conference, c) Company program – Teach-for-a-Day (2004-present), and d) Careers4Teens’ Internship program (2006-present).

Appendix 1: School Principal Survey

The objective of conducting this survey is to provide state policymakers and other stakeholders with nonpartisan, current, and comprehensive information describing:

- a) The resources that are available to middle and high school students to prepare them for career options, improve their employability, and orient them to California's state and regional economies; and
- b) Ongoing local business and community partnerships that assist students to explore the "world of careers" (or conversely, the barriers that impede the creation or continuity of such partnerships).

Please note:

- The survey results will be used for research purposes only and be included in a final report to the California Legislature and Governor's Office. The final report will address the objectives of the survey and highlight best practice ideas or models to share with other California schools serving middle and high school students.
- **Your responses to this survey will be kept confidential. None of the responses will be attributable to you or your school unless permission is granted.**
- To ensure the accuracy of computing your responses, we ask that you please write your responses legibly.
- If you would like an electronic version of this survey, please e-mail us at careersproject@library.ca.gov.
- For the purposes of this survey, career development includes career orientation and exploration, and any other activity, program or tool that your school uses to respond to Education Code § 51228 (b).*

* Education Code § 51228 (b) states: "Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school."

1. Please check the school type *and* the grades offered (e.g., grades 6-8) at your school.
 - a. Elementary School (serving middle school students) Grades
 - b. Intermediate / Middle / Junior High School Grades
 - c. Comprehensive High School Grades
 - d. Charter School Grades
 - e. Alternative School (Please select one below.) Grades
 - Continuation School
 - Juvenile Court School
 - California Youth Authority Facility
 - Opportunity School
 - f. Other (Please explain.) _____

2. How long have you worked as a school principal? (Please check one.)
 - a. Less than one year
 - b. 1-4 years
 - c. 5-10 years
 - d. 11 or more years

3. How long have you been a school principal at your current school? (Please check one.)
 - a. Less than one year
 - b. 1-4 years
 - c. 5-10 years
 - d. 11 or more years

4. What kind of master school schedule do you employ at your school?
 - a. Traditional school schedule (e.g., 50 minutes per class period)
 - b. Block periods (e.g., 90 minutes per class period)
 - c. Core Curriculum (e.g., English-Language Arts combined with History-Social Studies)
 - d. Other

Please provide more detail below for your answer in (a-d) above.

5. Please indicate FT (full-time) or PT (part-time) next to each school counselor employed at your school (e.g., Counselor X FT).

Counselor 1 _____	Counselor 6 _____
Counselor 2 _____	Counselor 7 _____
Counselor 3 _____	Counselor 8 _____
Counselor 4 _____	Counselor 9 _____
Counselor 5 _____	Counselor 10 _____

6. Have you heard about the national standards (e.g., American School Counselor Association (ASCA) National Standards) for school counseling programs that address academic, career, and personal development?

Yes / No (Please Circle)

7. Have you heard about a new law that provides new funding for school counseling called the Middle and High School Supplemental Counseling Program, which was enacted by Assembly Bill 1802 (Statutes of 2006)?

Yes / No (Please Circle) If not, then please skip down to question 8.

- a. Have you applied for or received funding under the Middle and High School Supplemental Counseling Program/Assembly Bill 1802?

Applied / Received / Neither (Please Circle) If you have applied but not received funding or marked "Neither," then please skip down to question 8.

- b. Has the number of school counselors changed at your school since your school received funding from Assembly Bill 1802?

Yes / No (Please Circle)

- c. Have you extended the school counseling services available for students as a result of receiving funds from Assembly Bill 1802?

Yes / No (Please Circle)

- d. If you met the provisions of Assembly Bill 1802, then have you used the funds to supplement your career guidance program?

Yes / No (Please Circle)

Reminder: For the purposes of this survey, *career development* includes career orientation and exploration, and any other activity, program or tool that your school uses to respond to Education Code § 51228 (b).

8. California law (Education Code § 51228 (b)) requires local governing boards of schools serving students in grades seven to 12 to offer a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from high school.

People have different views about what this law requires. Which of these responses is the view of your local governing board? (Please mark *any* responses that apply.)

- _____ Providing Basic Skills (i.e., reading, writing, and arithmetic)
_____ Providing career and technical education programs
_____ Providing career awareness, exploration, or orientation
_____ Other (Please specify.) _____

9. Does your school offer a curriculum for career development?

Yes / No (Please Circle)

10. Have you or other staff at your school developed a curriculum for your school for career development?

Yes / No (Please Circle) If yes, then please skip down to question 11.

a. If a curriculum for career development has not been developed by you or your staff, has it been developed by:

_____ The county office of education? _____ The district superintendent?
_____ A district curriculum specialist? _____ Other? (Please specify.)

11. Does your school's counseling staff provide *career development services* in addition to academic and personal/social counseling services for the students at your school?

Yes / No (Please Circle)

a. If not, why not?

b. Does other staff provide career development services to students at your school?

Yes / No (Please Circle) If not, then please skip to question 12.

c. If so, please mark *the number* of staff who are providing career development opportunities at your school (e.g., 2 Teachers).

_____ Teacher(s)
_____ Vice Principal(s)
_____ Classified Staff (e.g., career technician or guidance assistant)
_____ Other (Please specify.) _____

d. Who has the primary or supplemental responsibility for providing career development services among your staff (e.g., school counselors or other staff)?

Primary responsibility _____
Supplemental responsibility _____

12. Does the counseling or other staff provide career development to *all* of the students enrolled in your school in a regular school year, including English learners and students with disabilities?

Yes / No (Please Circle) If yes, please skip down to question 13.

If not, why not? (Please select *all* answers that apply.)

- a. _____ Target specific grade levels
 - b. _____ Lack of counseling staff
 - c. _____ Lack of other staff to assist in career development
 - d. _____ Counseling staff does not have career development expertise
 - e. _____ Lack of training in career development
 - f. _____ Career development is not a school priority
 - g. _____ Not enough time in the school schedule
 - h. _____ Too many students with academic or personal/social needs
 - i. _____ Lack of facilities
 - j. _____ Lack of equipment
 - k. _____ Other
 - l. Please explain your responses to (a-k) above.
-

13. Does your school involve parents for their children's career development?

Yes / No (Please Circle)

14. Have you heard about the career technical education standards that were adopted by the State Board of Education in May 2005?

Yes / No (Please Circle)

15. Have you heard about the competencies* and foundation skills† identified by Secretary's Commission on Achieving Necessary Skills (SCANS) in the 1990s?

Yes / No (Please Circle) If not, then please skip down to question 16.

- a. Have you implemented any activities for students to learn the competencies or foundation skills of SCANS at your school?

Yes / No (Please Circle)

* The SCANS competencies are the skills necessary for success in the workplace and are organized into the following five areas: resources, information, interpersonal, systems, and technology.

† The SCANS foundations are skills and qualities that underlie the competencies in the areas of basic skills, thinking skills, and personal qualities.

16. Have you heard about the National Career Development Guidelines (NCDG), which establish competencies in personal social development, educational achievement and lifelong learning, and career management?

Yes / No (Please Circle) If not, then please skip down to question 17.

- a. Have you implemented any activities for students to learn the competencies identified in the NCDG at your school? Yes / No (Please Circle)

17. Please list any career development *activities* (i.e., career days, guest speakers, college fairs) that you offer students enrolled at your school, *how often* they are offered, and *to whom* (e.g., career day; once a year for all 11th and 12th graders).

- a. _____
b. _____
c. _____
d. _____
e. _____

18. Please list any career development *programs* (i.e., mentor programs, programs through a career center, computer-assisted programs such as “Real Game California,” etc.) that you offer students enrolled at your school, *how often* they are offered, and *to whom* (e.g., Real Game California; all school year in a zero-period elective class for 7th graders).

- a. _____
b. _____
c. _____
d. _____
e. _____

19. Please list any career development *tools* (i.e., assessments including diagnostic, aptitude, or interest inventories like California Career Zone, Bridges.com, or Eureka.com) that you offer students enrolled at your school, *how often* are they offered, and *to whom* (e.g., interest inventory, once a year for all students in grades 9-12).

- a. _____
b. _____
c. _____
d. _____
e. _____

20. Are you using an assessment instrument to determine the effectiveness of your school’s career development activities, programs, or tools?

Yes / No (Please Circle) If not, please skip down to question 21.

a. If so, please list them.

b. How do you use the evaluative information from the assessment instrument(s) to improve the career development activities, programs, or tools that you offer the students at your school?

21. As part of the school's career development activities, programs, or tools, is information provided to students about:

a. California's overall economy (i.e., the job outlook and wages associated with different industry sectors and occupations in the state's economy)?

Yes / No (Please Circle)

If so, how is that carried out?

If not, why not?

b. Do you also provide students with information about your local regional economy (i.e., the job outlook including information about wages associated with different industry sectors and occupations in your local regional economy)?

Yes / No (Please Circle)

If so, how is that carried out?

If not, why not?

22. Does your school participate in a partnership with your local community college(s) for career development?

Yes / No (Please Circle)

- a. If so, please describe how your school is involved with your local community college(s) for career development.

- b. If not, why not?

- c. Have you heard of Senate Bill 70 (Statutes of 2005), which provided funding support to community colleges to establish partnerships with public middle and high schools in California?

Yes / No (Please Circle)

23. Has your school established a partnership with local business, employer, or industry groups in order to promote career development (i.e., serving on an advisory committee, participating in career days, providing class speakers, job shadowing experiences, mentoring, internships, work experience, etc.)?

Yes / No (Please Circle) If not, then please skip down to question 24.

- a. How many partnerships have you established with local employers?

- b. Please describe the nature of your partnership(s) with local employer(s) *and* the period of time that they have been in use (e.g., Kaiser Permanente provides job shadowing opportunities for high school seniors, from 2004-Present).

- c. How did your school decide what business(es) to partner with (i.e., construction, manufacturing, banking, health)?

- d. Who at your school is responsible for cultivating or maintaining the relationships with employers on an ongoing basis?

- e. Have you measured the effectiveness of your partnership with business or industry for the career development of the students at your school?

Yes / No (Please Circle) If not, please skip down to question 25.

If so, what are the results?

24. If your school does not have a partnership with a local business or employer group, what is/are the reason(s)? Please mark *all* answers that apply.
- a. _____ There is no local business that is interested in creating a local partnership.
 - b. _____ There is no local business within a reasonable distance of my school.
 - c. _____ There is not enough school staff to maintain the effort.
 - d. _____ There has been turnover in school staff that used to have expertise working with local business.
 - e. _____ Students at my school are not interested in participating.
 - f. _____ There are not enough facilities at my school.
 - g. _____ There is not enough equipment or other necessary supplies at my school.
 - h. _____ The school day as defined by the collective bargaining agreement does not lend itself to work with business groups after school hours.
 - i. _____ Other barriers
 - j. Please explain your response(s) to (a-i) above.

25. Is your school involved in any other type of local partnership relative to career development (i.e., with community-based organizations, apprenticeship programs, workforce investment boards, economic development organizations, California State University, University of California, or other)?

Yes / No (Please Circle) If not, please skip down to question 26.

- a. How many other local partnership(s) is your school involved with?

- b. Please describe the local partnership(s) that your school currently is involved in, such as with community-based organizations, apprenticeship programs, workforce investment boards, the California State University, University of California, etc. *and* the period of time that they have been in use (e.g., local Workforce Investment Board One-Stop Career Center provides programs for youth, from 2000-present).

- c. Have you measured the effectiveness of your local community partnership in advancing the career development of the students at your school?

Yes / No (Please Circle)

If so, what are the results?

26. If your school has not established a local community partnership, what is/are the reason(s)? Please mark *all* answers that apply.
- a. _____ There are no community organizations that are interested in creating a local partnership.
 - b. _____ There is not enough staff to maintain the effort.
 - c. _____ There has been turnover in school staff that used to have expertise working with local community groups.
 - d. _____ Students are not interested in participating.
 - e. _____ There are not enough facilities at my school.
 - f. _____ There is not enough equipment or other necessary supplies at my school.
 - g. _____ The school day as defined by the collective bargaining agreement does not lend itself to work with community groups after school hours.
 - h. _____ Other barriers
 - i. Please explain your response(s) to (a-h) above.

If you have any questions regarding this questionnaire or would like a copy of the final report, please contact Patricia L. de Cos at (916) 653-5207 or e-mail us at careersproject@library.ca.gov. Please return your survey in the enclosed stamped envelope to:

Patricia L. de Cos
Careers Project
California Research Bureau
900 N Street, Suite 300
Sacramento, CA 95814

Please use the attached gift card
as a gesture of our appreciation
for your time and input to this survey.

Thank you!

Appendix 2: School Counselor Survey

The objective of conducting this survey is to provide state policymakers and other stakeholders with nonpartisan, current, and comprehensive information describing:

- a) The resources that are available to middle and high school students to prepare them for career options, improve their employability, and orient them to California's state and regional economies; and
- b) Ongoing local business and community partnerships that assist students to explore the "world of careers" (or conversely, the barriers that impede the creation or continuity of such partnerships).

Please note:

- The survey results will be used for research purposes only and will be included in a final report to the California Legislature and Governor's Office. The final report will address the objectives of the survey and highlight best practice ideas or models to share with other California schools serving middle and high school students.
- **Your responses to this survey will be kept confidential. None of the responses will be attributable to you or your school unless permission is granted.**
- To ensure the accuracy of computing your responses, we ask that you please write your responses legibly.
- If you would like an electronic version of this survey, please e-mail us at careersproject@library.ca.gov.
- For the purposes of this survey, career development includes career orientation and exploration, and any other activity, program or tool that your school uses to respond to Education Code § 51228 (b).*

* Education Code § 51228 (b) states: "Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school."

1. Please check the school type *and* the grades offered (e.g., grades 6-8) at your school.
- a. Elementary School (serving middle school students) Grades
 - b. Intermediate / Middle / Junior High School Grades
 - c. Comprehensive High School Grades
 - d. Charter School Grades
 - e. Alternative School (Please select one below.) Grades
 - Continuation School
 - Juvenile Court School
 - California Youth Authority Facility
 - Opportunity School
 - f. Other (Please explain.)

2. Did you receive your counseling credential in California?

Yes / No (Please Circle)

3. Do you hold any other credential? Yes / No (Please Circle)

If yes, then please describe.

4. How long have you worked as a school counselor?

- a. Less than one year c. 5-10 years
- b. 1-4 years d. 11 or more years

5. How long have you been a school counselor at your current school?

- a. Less than one year c. 5-10 years
- b. 1-4 years d. 11 or more years

6. What kind of master school schedule is employed at your school?

- a. Traditional school schedule (e.g., 50 minutes per class period)
- b. Block periods (e.g., 90 minutes per class period)
- c. Core Curriculum (e.g., English-Language Arts combined with History-Social Studies)
- d. Other

Please provide more detail below for your answer in (a-d) above.

7. Please indicate FT (full-time) or PT (part-time) next to each school counselor employed at your school (e.g., Counselor X FT), including yourself.

- | | |
|-------------------|--------------------|
| Counselor 1 _____ | Counselor 6 _____ |
| Counselor 2 _____ | Counselor 7 _____ |
| Counselor 3 _____ | Counselor 8 _____ |
| Counselor 4 _____ | Counselor 9 _____ |
| Counselor 5 _____ | Counselor 10 _____ |

8. Have you heard about the national standards (e.g., American School Counselor Association (ASCA) National Standards) for school counseling programs that address academic, career, and personal development?

Yes / No (Please Circle)

9. Have you heard about a new law that provides new funding for school counseling called the Middle and High School Supplemental Counseling Program, which was enacted by Assembly Bill 1802 (Statutes of 2006)?

Yes / No (Please Circle) If not, then please skip down to question 9.

- a. Have you applied for or received funding under the Middle and High School Supplemental Counseling Program/Assembly Bill 1802?

Applied / Received / Neither (Please Circle) If you have applied but not received funding or marked "Neither," then please skip down to question 9.

- b. Has the number of school counselors changed at your school since your school received funding from Assembly Bill 1802?

Yes / No (Please Circle)

- c. Have you extended the school counseling services available for students as a result of receiving funds from Assembly Bill 1802?

Yes / No (Please Circle)

- d. If you met the provisions of Assembly Bill 1802, then have you used the funds to supplement your career guidance program?

Yes / No (Please Circle)

Reminder: For the purposes of this survey, career development includes career orientation and exploration, and any other activity, program or tool that your school uses to respond to Education Code § 51228 (b).

10. California law (Education Code § 51228 (b)) requires local governing boards of schools serving students in grades seven to 12 to offer a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from high school.

People have different views about what this law requires. Which of these responses is the view of your local governing board? (Please mark *any* responses that apply.)

- Providing Basic Skills (i.e., reading, writing, and arithmetic)
 Providing career and technical education programs
 Providing career awareness, exploration, or orientation
 Other (Please specify.) _____

11. Does your school offer a curriculum for career development? Yes / No (Please Circle)

12. Have you or other staff at your school developed a curriculum for your school for career development?

Yes / No (Please Circle) If yes, then please skip down to question 12.

- a. If a curriculum for career development has not been developed by you or other staff at your school, has it been developed by:

- The district superintendent?
 A district curriculum specialist?
 The county office of education?
 Other? (Please specify.) _____

13. Does your school's counseling staff provide *career development services* in addition to academic and personal/social counseling services for the students at your school? Yes / No (Please Circle)

- a. If not, why not?

- b. Does other staff provide career development to students at your school?

Yes / No (Please Circle) If not, then please skip to question 13.

- c. If so, please mark *the number* of staff who are providing career development opportunities at your school (e.g., 2 Teachers).

- Teacher(s)
 Vice Principal(s)
 Classified Staff (e.g., career technician or guidance assistant)
 Other (Please specify.) _____

- d. Who has the primary or supplemental responsibility for providing career development services among your staff (e.g., school counselors or other staff)?

Primary responsibility _____

Supplemental responsibility _____

14. For each school counselor or other staff, please estimate how much time is allocated to provide career development to students enrolled in your school in a *regular school week* (as opposed to academic or personal/social counseling)? (If you indicated that other staff provides career development, please respond to the following questions with these other staff in mind.)

Counselor 1 _____ Counselor 6 _____

Counselor 2 _____ Counselor 7 _____

Counselor 3 _____ Counselor 8 _____

Counselor 4 _____ Counselor 9 _____

Counselor 5 _____ Counselor 10 _____

15. For each school counselor or other staff at your school, please estimate the percentage of students per grade that received career development during the course of *the last school year*? (For example, if all students received career development during the course of the last school year, then the percentage should be 100.)

	Grade __					
Counselor 1						
Counselor 2						
Counselor 3						
Counselor 4						
Counselor 5						
Counselor 6						
Counselor 7						
Counselor 8						
Counselor 9						
Counselor 10						

16. Do you or other staff provide career development to **all** of the students enrolled in your school in a regular school year, including English learners and students with disabilities?

Yes / No (Please Circle) If so, please skip down to question 16.

If not, why not? (Please select *all* answers that apply.)

- a. Target specific grade levels
- b. Lack of counseling staff
- c. Lack of other staff to assist in career development
- d. Counseling staff does not have career development expertise
- e. Lack of training in career development
- f. Career development is not a school priority
- g. Not enough time in the school schedule
- h. Too many students with academic or personal/social needs
- i. Lack of facilities
- j. Lack of equipment
- k. Other

Please explain your responses to (a-k) above.

17. Does your school involve parents for their children's career development?

Yes / No (Please Circle)

18. Have you heard about the career technical education standards that were adopted by the State Board of Education in May 2005?

Yes / No (Please Circle)

19. Have you heard about the competencies* and foundation skills† identified by Secretary's Commission on Achieving Necessary Skills (SCANS) in the 1990s?

Yes / No (Please Circle) If not, then please skip down to question 19.

- a. Have you implemented any activities for students to learn the competencies or foundation skills of SCANS at your school?

Yes / No (Please Circle)

* The SCANS competencies are the skills necessary for success in the work place and are organized into the following five areas: resources, information, interpersonal, systems, and technology.

† The SCANS foundations are skills and qualities that underlie the competencies in the areas of basic skills, thinking skills, and personal qualities.

20. Have you heard about the National Career Development Guidelines (NCDG), which establish competencies in personal social development, educational achievement and lifelong learning, and career management?

Yes / No (Please Circle) If not, then please skip down to question 20.

- a. Have you implemented any activities for students to learn the competencies identified in the NCDG at your school?

Yes / No (Please Circle)

21. Please list any career development *activities* (i.e., career days, guest speakers, college fairs) that you offer students enrolled at your school, *how often* they are offered, and *to whom* (e.g., career day; once a year for all 11th and 12th graders).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

22. Please list any career development *programs* (i.e., mentor programs, programs through a career center, computer-assisted programs such as “Real Game California,” etc.) that you offer students enrolled at your school, *how often* they are offered, and *to whom* (e.g., Real Game California; all school year in a zero-period elective class for 7th graders).

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

23. Please list any career development *tools* (i.e., assessments including diagnostic, aptitude, or interest inventories like California Career Zone, Bridges.com, or Eureka.com) that you provide students enrolled at your school, *how often* they are offered, and *to whom* (e.g., interest inventory, once a year for all students in grades 9-12)?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

24. Are you using an assessment instrument to determine the effectiveness of your school's career development activities, programs, or tools?

Yes / No (Please Circle) If not, please skip down to question 24.

a. If so, please list them.

b. How do you use the evaluative information from the assessment instrument(s) to improve the career development activities, programs, or tools that you offer the students at your school?

25. As part of the school's career development activities, programs, or tools, do you provide information to students about:

a. California's overall economy (i.e., the job outlook and wages associated with different industry sectors and occupations in the state's economy)?

Yes / No (Please Circle)

If so, how is that carried out?

If not, why not?

b. Do you also provide students with information about your local regional economy (i.e., the job outlook and wages associated with different industry sectors and occupations in your regional economy)?

Yes / No (Please Circle)

If so, how is that carried out?

If not, why not?

26. Does your school participate in a partnership with your local community college(s)?

Yes / No (Please Circle)

- a. If so, please describe how your school is involved with your local community college(s).

- b. If not, why not?

- c. Have you heard of Senate Bill 70 (Scott, Statutes of 2005), which provided funding support to community colleges to establish partnerships with public middle and high schools in California? Yes / No (Please Circle)

27. Has your school established a partnership with local business, employer, or industry groups in order to promote career development (i.e., serving on an advisory committee, participating in career days, providing class speakers, job shadowing experiences, mentoring, internships, work experience, etc.)?

Yes / No (Please Circle) If not, then please skip down to question 27.

- a. How many partnerships have you established with local employers?

- b. Please describe the nature of your partnership(s) with local employer(s) *and* the period of time that they have been in use (e.g., Kaiser Permanente provides job shadowing opportunities for high school seniors, from 2004-Present).

- c. How did your school decide what business(es) or industry to partner with (i.e., construction, manufacturing, banking, health, etc.)?

- d. Who at your school is responsible for cultivating or maintaining the relationship(s) with employer(s) on an ongoing basis?

- e. Have you measured the effectiveness of your partnership with business or industry in advancing the career development of the students at your school?

Yes / No (Please Circle) If not, please skip down to question 28.

If so, what are the results?

28. If your school does not have a partnership with a local business or employer group, what is/are the reason(s)? Please mark *all* answers that apply.
- a. _____ There is no local business that is interested in creating a local partnership.
 - b. _____ There is no local business within a reasonable distance of my school.
 - c. _____ There is not enough school staff to maintain the effort.
 - d. _____ There has been turnover among school staff who used to have expertise working with local business.
 - e. _____ Students at my school are not interested in participating.
 - f. _____ There are not enough facilities at my school.
 - g. _____ There is not enough equipment or other necessary supplies at my school.
 - h. _____ The school day as defined by the collective bargaining agreement does not lend itself to work with business groups after school hours.
 - i. _____ Other barriers
 - j. _____ Please explain your response(s) to (a-i) above.

29. Is your school involved in any other type of local partnership relative to career development (i.e., with community-based organizations, apprenticeship programs, workforce investment boards, economic development organizations, California State University, University of California, or other)?

Yes / No (Please Circle) If not, then please skip down to the end of the survey.

- a. How many other local community partnership(s) is your school involved with for career development?

- b. Please describe the local partnership(s) that your school currently is involved in, such as with community-based organizations, apprenticeship programs, workforce investment boards, the California State University, University of California, etc. *and* the period of time that they have been in use (e.g., local Workforce Investment Board One-Stop Career Center provides programs for youth, from 2000-present).

- c. Have you measured the effectiveness of your local community partnership in advancing the career development of the students at your school?

Yes / No (Please Circle)

If so, what are the results?

30. If not, what is/are the reason(s) for not creating or maintaining a local community partnership? Please mark *all* answers that apply.
- a. _____ There are no community organizations that are interested in creating a local partnership.
 - b. _____ There is not enough school staff to maintain the effort.
 - c. _____ There has been turnover in school staff that used to have expertise working with local community groups.
 - d. _____ The students are not interested in participating.
 - e. _____ There are not enough facilities at my school.
 - f. _____ There is not enough equipment or other necessary supplies at my school.
 - g. _____ The school day as defined by the collective bargaining agreement does not lend itself to work with community groups after school hours.
 - h. _____ Other barriers
 - i. Please explain your response(s) to (a-h) above.

If you have any questions regarding this questionnaire or would like a copy of the final report, please contact Patricia L. de Cos at (916) 653-5207 or e-mail us at careersproject@library.ca.gov. Please return your survey in the enclosed stamped envelope to:

Patricia L. de Cos
Careers Project
California Research Bureau
900 N Street, Suite 300
Sacramento, CA 95814

Please use the attached gift card
as a gesture for our appreciation
for your time and input to this survey.

Thank you!

Appendix 3: List of Survey Reviewers

The questionnaires were piloted with middle and high school principals and counselors and received a broad review from interested stakeholders and organizations including:

- Dr. Paul Priesz, Principal of Valencia High School (and one of his counselors)
- Linda Ferdig-Riley, former Principal of Learning Options (and two of her counselors)
- Creig Nicks, Principal of Chaparral Middle School
- Jim Dilday, Principal of Curtis Middle School
- Paul Meyers, Principal of Ferndale Elementary
- Michael Gangitano, Counselor at Lee Middle School
- Dr. Lily Tsuda, Counselor at Joseph Kerr Middle School
- Dan Lopez, President of Turn-Around Schools and Past President of the California League of Middle Schools
- Dr. Trish Hatch, Professor, Department of Counseling & School Psychology, San Diego State University
- Loretta Whitson, Executive Director, California Association of School Counselors
- Dr. Patrick Ainsworth, Director, Secondary, Postsecondary & Adult Leadership Division, California Department of Education (CDE)
- Paul Gussman, Retired Administrator, Curriculum and Instruction Branch, CDE
- George Montgomery, former Consultant, Counseling, Student Support, and Service-Learning Office, CDE
- Lee Angela Reid, Consultant, Senate Office of Research
- Rona Sheriff, Retired from the Senate Office of Research
- Laura Walker-Jeffries, Legislative Advocate, Association of California School Administrators
- Ken Burt, Counsel, California Teachers Association
- Fred Jones, Law Offices of Fred Jones
- Charley Cartwright, Retired Executive Director of CalCRN
- Roger Magyar, former Executive Director, State Board of Education
- Ron Selge, Dean, Career Technical Education, Chancellor's Office of California Community Colleges
- Roman Stearns, Director for Policy Analysis and Development, ConnectEd
- Jeffrey Frost, President, Frost, Davis & Donnelly
- Loren Kay, President, California Foundation for Commerce and Education
- Dr. Edward Kawahara, Principal Consultant, Economic Strategy Panel, California Labor and Workforce Development Agency
- Trish Kelly, Consultant, California Center for Regional Leadership
- Gail Delihant, Legislative Director for former Assemblymember Greg Aghazarian
- Marisol Aviña, Assembly Education Committee for former Assemblymember Gene Mullin
- Beth Graybill, Senate Education Committee for former Senator Jack Scott
- Dinora Ramirez, former Legislative Director for Senator Mark Wyland
- Jason Spencer for former Senator Tom Torlakson
- Rebecca Baumann for Senator Hancock
- Ken DeVore, Legislative Director for Senator Roy Ashburn

Appendix 4: Description of Survey Responses

NUMBER OF RESPONSES

The number of responses consists of four components: the principals' responses, counselors' responses, the number of schools without a counselor, and the number of schools without a principal. The "No Counselor" and "No Principal" counts are included in the number of responses. When the research team followed up with schools that had not responded, it discovered some schools that did not have a counselor employed, and in two cases there was not a principal. Based on the follow-up telephone calls and returned survey responses, the research team found that 152 of the 800 targeted schools (19 percent) did not have a counselor, and two of 800 schools (less than one percent) did not have a principal. The research team also withdrew some responses from respondents who indicated on the returned surveys that their schools did not have a counselor.

The research team also removed responses from schools that were not part of the targeted population of schools. For example, the CRB research team discovered that 19 schools either did not serve students in grades seven to 12 or were closed, and therefore, we randomly reselected other schools.

Response Rate

The final overall response rate was 64 percent of both principals and counselors statewide. The response rate is the ratio of the total number of principal and counselor responses divided by the number of possible respondents in the sample. The research team subtracted the number of "No Counselor" and "No Principal" from the original sample size of 1,600 possible respondents in the sample (800 counselors and 800 principals) to achieve a more accurate response rate.

Separately, the research team calculated a 60 percent response rate for the principal survey and a 69 percent response rate for the counselor survey, using a similar method in calculating the overall response rate. To achieve this, the research team subtracted the number of schools with no counselor or principal from the original sample size of 800 possible respondents.

Chart 1

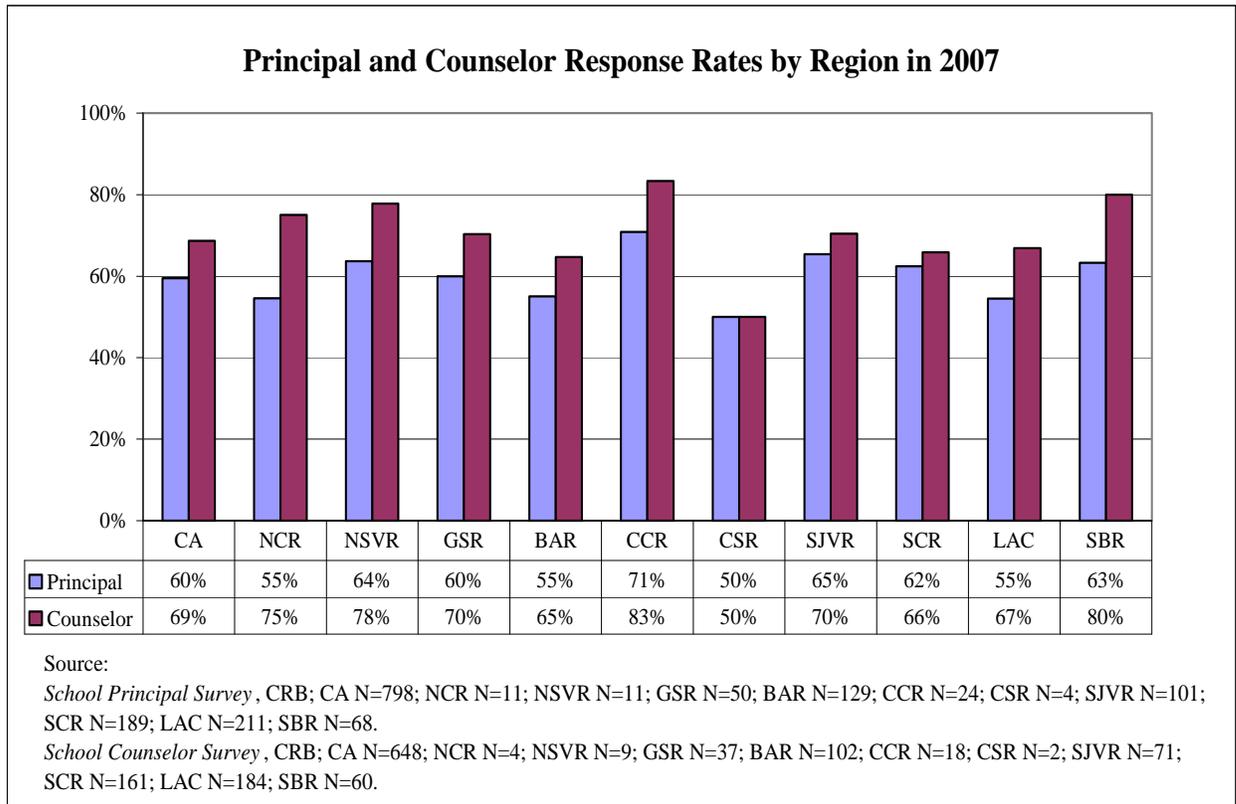
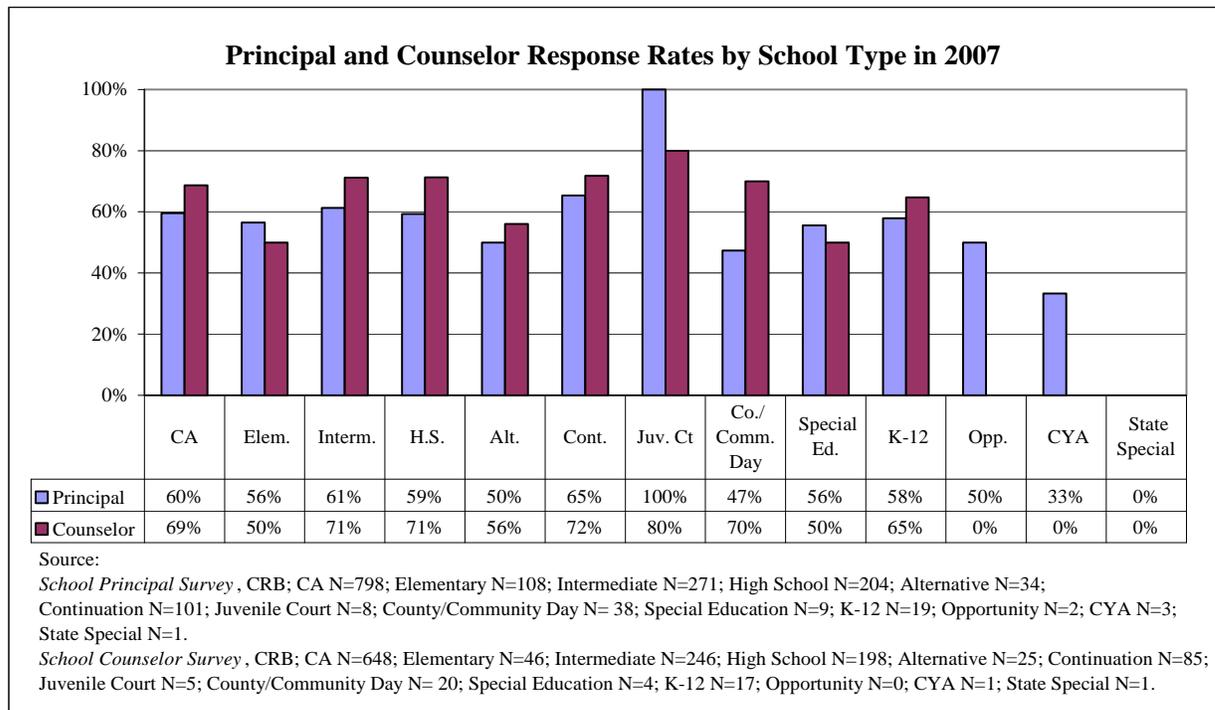


Chart 1 shows that the majority of regions had principal response rates in the mid-50 and 60 percentage range (the NCR, NSVR, GSR, BAR, CCR, SJVR, SCR, LAC, and SBR) and that the majority of the counselor response rates were higher in the mid-60 and mid-70 percentage range (the NCR, GSR, BAR, CSR, SJVR, and SCR). Unlike schools in other regions, schools in the CCR had the highest response rates for both the principal (71 percent) and counselor surveys (83 percent). The NSVR (78 percent) and SBR (80 percent) also had very high counselor response rates. Schools in the CSR had the lowest response rates of 50 percent for both the principal and counselor surveys; however, there were only four schools selected for this region (and two responded each).

Chart 2



The distribution of principal and counselor response rates by school type was more varied, compared to by region. Chart 2 shows that the principal response rates by school type range from zero to 100 percent, where a majority of school types (elementary, intermediate, high schools, alternative, continuation, special education, K-12, and opportunity schools) were in the 50 to mid-60 percentage range. The counselor response rates by school type range from zero to 80 percent range, where the majority of the school types (intermediate, high schools, continuation, community day, and K-12 schools) was in the mid-60 to early 70 percent range.

Based on response rates, a few school types did stand out from the others.

- Juvenile court schools had the highest principal (100 percent) and counselor response rates (80 percent).
- The two opportunity schools selected to participate in the survey did not have any counselors to respond.
- Of the three CYA schools selected in the sample, the only CYA school with a counselor did not respond to the survey.
- Neither the principal nor the counselor for the one state special school responded to the survey.

The following tables provide more specific information regarding the number of responses and response rates by region and school type.

Table 1 – Region

Number of Responses	CA	NCR	NSVR	GSR	BAR	CCR	CSR	SJVR	SCR	LAC	SBR
Principals	475	6	7	30	71	17	2	66	118	115	43
Counselors	445	3	7	26	66	15	1	50	106	123	48
No Counselor	152	8	2	14	27	6	2	30	28	27	8
No Principal	2	1	0	1	0	0	0	0	0	0	0
Sample Size	800	12	11	51	129	24	4	101	189	211	68
Response Rate											
Principal — Response Rate (/N minus # of schools without principal)	60%	55%	64%	60%	55%	71%	50%	65%	62%	55%	63%
Counselor — Response Rate (/N minus # of schools without counselor)	69%	75%	78%	70%	65%	83%	50%	70%	66%	67%	80%
% of No Principal (/N)	0%	8%	0%	2%	0%	0%	0%	0%	0%	0%	0%
% of No Counselor (/N)	19%	67%	18%	27%	21%	25%	50%	30%	15%	13%	12%

Table 2 – School Type

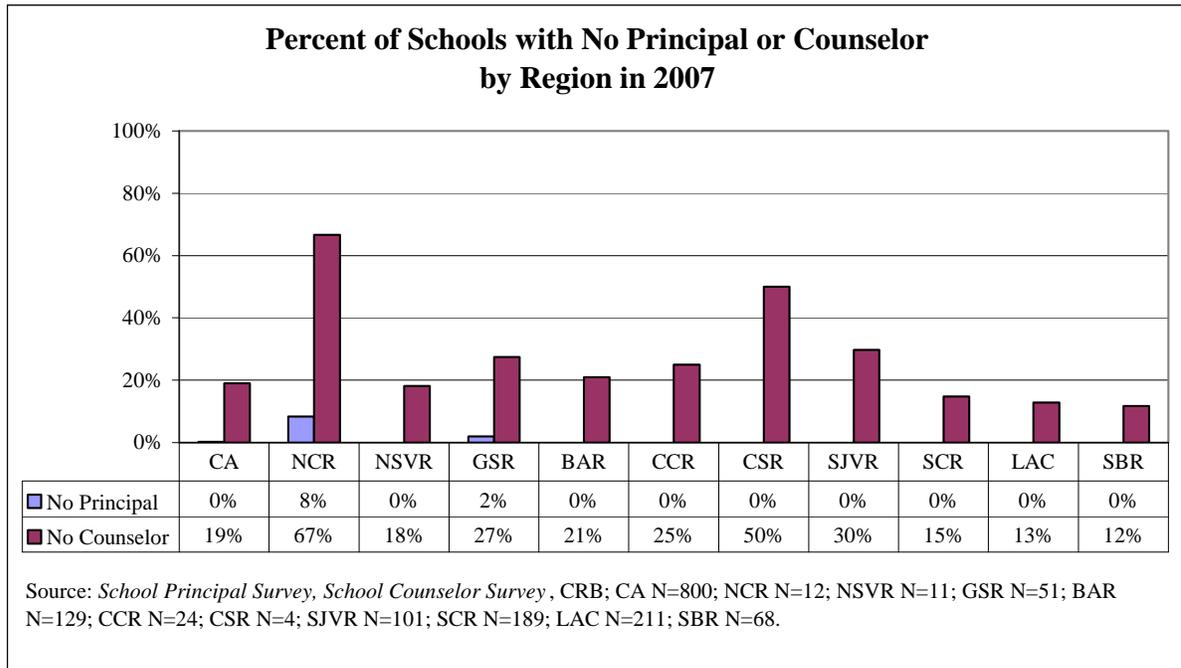
Number of Responses	CA	Elem.*	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA	State Special
Principals	475	61	166	121	17	66	8	18	5	11	1	1	0
Counselors	445	23	175	141	14	61	4	14	2	11	0	0	0
No Counselor	152	63	25	6	9	16	3	18	6	2	2	2	0
No Principal	2	1	0	0	0	0	0	0	1	0	0	0	0
Sample Size	800	109	271	204	34	101	8	38	10	19	2	3	1
Response Rate													
Principal — Response Rate (/N minus # of schools without principal)	60%	56%	61%	59%	50%	65%	100%	47%	56%	58%	50%	33%	0%
Counselor — Response Rate (/N minus # of schools without counselor)	69%	50%	71%	71%	56%	72%	80%	70%	50%	65%	0%	0%	0%
% of No Principal (/N)	0%	1%	0%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%
% of No Counselor (/N)	19%	58%	9%	3%	26%	16%	38%	47%	60%	11%	100%	67%	0%

* The CRB research team requested that the file from the California Department of Education include *only* those elementary schools with students enrolled in grades seven and eight (i.e., K-7 or K-8 schools).

SCHOOLS WITH NO COUNSELORS OR PRINCIPALS

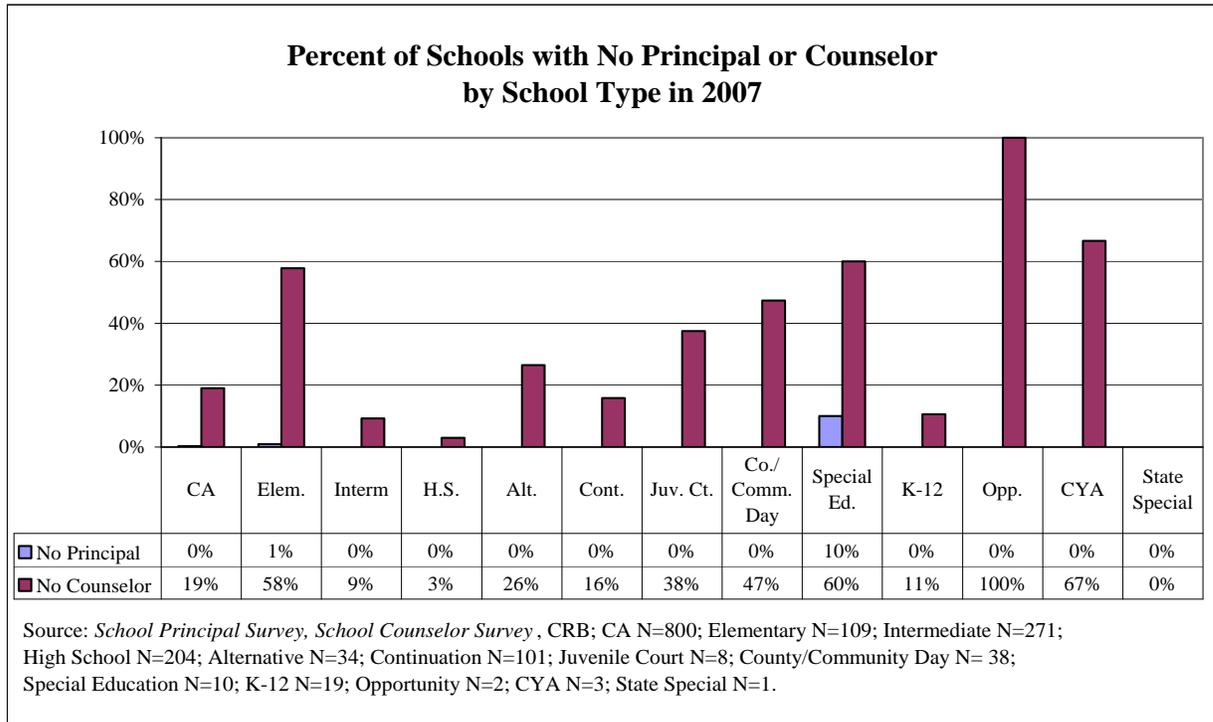
Chart 3 and Chart 4 show the percent of schools with no counselors or principals by region and school type. The percentages represent the ratio of schools that do not have a counselor or principal by the sample size of schools by region or school type.

Chart 3



Across most regions, the percent of schools without counselors generally falls in the 12 to 30 percentage range, as indicated in Chart 3. While slightly over two-thirds of the selected schools in the NCR (67 percent) and 50 percent of selected schools in CSR did not have counselors, these regions had relatively small sample sizes.

Chart 4



There was less of a trend when analyzing schools without counselors by school type than by region. Chart 4 shows a small percentage of K-12 (11 percent), intermediate (nine percent), and high schools (three percent) that did not have a counselor. Conversely, the percentage of elementary (58 percent), community day (47 percent), and special education schools (60 percent) without counselors were much higher, in the 47 to 60 percentage range. As noted previously, none of the selected opportunity or CYA schools had a counselor employed at their schools.

A special education school from the GSR and an elementary school from NCR did not have a principal or counselor at the time when the surveys were administered.*

* The special education school from the GSR noted that the principal had resigned, and there was currently no staff to fill the position. When the CRB research team followed up with the former principal, he informed the research team that his school did not have a school counselor either. The elementary school from the NCR is a home study charter school that did not have a school counselor for its 50 home-schooled students. The school coordinator later notified the research team that the school also did not have a principal.

DEMOGRAPHIC COMPARISONS BETWEEN THE OVERALL POPULATION OF SCHOOLS AND RESPONDING SCHOOLS BY REGION AND SCHOOL TYPE

This first section compares the responding schools to the overall population of schools by region according to school type, locale code, and percent of non-White students.

Northern California Region (NCR)

The responding schools from the NCR were mainly made up of elementary (38 percent) and intermediate schools (38 percent). Generally located in small towns (25 percent) and rural areas outside the Metropolitan Statistical Area (MSA) (50 percent), all of the responding schools served a majority White student population.

Population of Schools in the NCR N=335; Responding Schools in the NCR N=8.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the NCR	29%	10%	18%	2%	13%	3%	18%	2%	4%	1%	0%
Responding Schools from the NCR	38%	38%	0%	0%	0%	0%	13%	0%	13%	0%	0%

The eight responding NCR schools vary greatly compared to the overall population of schools in the NCR with respect to school type. For example, elementary (nine percent higher), intermediate (28 percent higher), and K-12 schools (nine percent higher) represented higher proportions than the overall population of schools, whereas high schools (18 percent lower), continuation schools (13 percent lower), and county and community day schools (five percent lower), were underrepresented compared to the overall population of schools in the region.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the NCR	0%	0%	1%	0%	2%	25%	61%	0%	10%
Responding Schools from the NCR	0%	13%	0%	0%	0%	25%	50%	0%	13%

The responding schools in the NCR generally represented the overall population of schools in the region with the respect to their geographic location, except for schools located in mid-sized cities (13 percent higher) and rural schools located outside the MSA (11 percent lower).

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the NCR	15%	25%	23%	16%	10%	4%	1%	2%	1%	3%
Responding Schools from the NCR	25%	0%	50%	13%	13%	0%	0%	0%	0%	0%

Unlike the overall population of schools in the NCR, three-fourths of the responding schools had at most a 30 percent non-White student population.

Northern Sacramento Valley Region (NSVR)

The responding schools from the NSVR consisted mainly of high schools (44 percent), continuation (22 percent), and county and community day schools (22 percent). They were primarily located in mid-sized cities (22 percent) and rural areas inside and outside the MSA (33 percent and 22 percent, respectively). Over 80 percent of these schools had a majority White student population.

Overall Population of Schools in the NSVR N=204; Responding Schools in the NSVR N=9.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the NSVR	25%	16%	17%	3%	10%	2%	20%	3%	2%	1%	0%
Responding Schools in the NSVR	0%	0%	44%	11%	22%	0%	22%	0%	0%	0%	0%

The responding schools from the NSVR resembled the overall population of schools in the NSVR except for high schools (27 percent higher), alternative (eight percent higher), continuation (12 percent higher), elementary (25 percent lower), and intermediate (16 percent higher) schools.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the NSVR	0%	17%	0%	22%	0%	16%	23%	18%	4%
Responding Schools in the NSVR	0%	22%	0%	11%	0%	11%	33%	22%	0%

With respect to their geographic location, responding schools in the NSVR represented a higher proportion of the overall schools in the region that were located in mid-sized cities (five percent higher) and rural schools outside the MSA (10 percent higher), while schools located in urban fringes of a large city (eleven percent lower) and small towns (five percent lower) represented lower proportions of responding schools than the overall population of schools in the region.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the NSVR	8%	23%	21%	18%	12%	5%	4%	5%	1%	3%
Responding Schools in the NSVR	33%	11%	11%	22%	11%	0%	0%	11%	0%	0%

Although over 80 percent of both the overall population of schools and responding schools from the NSVR had 50 percent or less non-White student population, respondents of the surveys came from schools that represented a higher proportion of schools with ten or less percent non-White students (25 percent higher).

Greater Sacramento Region (GSR)

The responding schools from the GSR were generally made up of intermediate (30 percent) and high schools (25 percent). With a fairly equal distribution of schools with different proportions of non-White students, the GSR schools were mainly located in urban fringes of mid-sized cities (30 percent), mid-sized cities (18 percent), and large cities (15 percent).

Overall Population of Schools in the GSR N=341; Responding Schools in the GSR N=40.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the GSR	16%	25%	25%	5%	12%	3%	5%	4%	5%	1%	0%
Responding Schools in the GSR	15%	30%	25%	5%	13%	5%	3%	0%	5%	0%	0%

The responding schools from the GSR closely resembled the overall population of schools according to their type of school. Only responding intermediate schools represented a higher proportion (five percent higher) than the overall population of schools in the region.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the GSR	10%	13%	37%	5%	0%	1%	0%	15%	18%
Responding Schools in the GSR	15%	18%	30%	3%	0%	3%	0%	10%	23%

With respect to geographic location, responding schools located in large cities and in mid-sized cities were in higher proportions (five percent each) than the overall population of schools in the GSR. Underrepresented schools included those found in urban fringes of a large city (seven percent lower) and rural areas inside the MSA (five percent) than the overall population of schools in this region.*

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the GSR	4%	16%	16%	13%	12%	10%	11%	9%	7%	4%
Responding Schools in the GSR	0%	18%	15%	15%	10%	10%	10%	10%	8%	5%

The racial composition of responding schools mirrors that of the overall population of schools in the GSR.

Bay Area Region (BAR)

The responding schools from the BAR were primarily composed of intermediate (46 percent) and high schools (22 percent). They were mainly located in mid-sized cities and urban fringes of a large city. Half the responding schools had a majority non-White student population.

Overall Population of Schools in the BAR N=803; Responding Schools in the BAR N=92.

* The U.S. Department of Labor, Census Bureau did not assign a locale code to 18 percent of the overall population of schools in the GSR, which corresponded to 23 percent of the responding schools in the GSR.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the BAR	11%	34%	29%	4%	12%	1%	5%	1%	2%	1%	0%
Responding Schools in the BAR	8%	46%	22%	3%	12%	1%	4%	2%	2%	0%	0%

With respect to the type of schools, the respondents came from schools that generally mirrored the general population of schools in the BAR. Exceptions include respondents from intermediate schools, which had a higher representation (ten percent higher), and high schools, which had a lower representation (seven percent lower), than the overall population of schools in the region.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the BAR	21%	23%	30%	9%	0%	0%	0%	5%	12%
Responding Schools in the BAR	14%	26%	33%	10%	0%	0%	0%	4%	13%

The responding schools only slightly differed from the overall population of schools in the BAR with respect to the geographic location.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the BAR	0%	5%	9%	10%	9%	8%	9%	11%	13%	25%
Responding Schools in the BAR	0%	5%	12%	11%	10%	9%	11%	13%	9%	21%

The responding schools had a marginally lower proportion of non-White students than the overall population of schools in the BAR, where about half of the responding schools and over 60 percent of the overall population of BAR schools had a majority non-White student population.

Central Sierra Region (CSR)

Respondents from the CSR came from schools that primarily consisted of elementary and high schools. All of these schools were generally located in a large city and a rural area outside the MSA, and had 50 or less percent non-White students.

Overall Population of Schools in the CSR N=125; Responding Schools in the CSR N=3.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the CSR	19%	6%	23%	4%	11%	3%	21%	4%	3%	4%	2%
Responding Schools in the CSR	67%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%

The responding schools from the CSR barely resembled the overall population of schools in this region. This was in large part due to the small number of schools in this region. Four schools were selected to represent the region and respondents from three schools responded to the surveys. As a result, elementary (48 percent higher) and high schools (ten percent higher) were significantly overrepresented, while intermediate (six percent lower), continuation (eleven percent lower), and community day schools (21 percent lower) were considerably underrepresented compared to the overall population of schools in the region.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the CSR	2%	0%	0%	0%	0%	28%	64%	0%	6%
Responding Schools in the CSR	33%	0%	0%	0%	0%	0%	67%	0%	0%

Two-thirds of the responding schools from the CSR work in rural schools outside a MSA, which closely resembled the overall population of schools in the region. Significant differences between of the respondents' schools and the overall population of schools in the region included:

- An overrepresentation of schools in a large city (31 percent higher).
- An underrepresentation of schools located in a small town (28 percent lower).

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the CSR	17%	21%	21%	7%	16%	7%	5%	1%	1%	5%
Responding Schools in the CSR	0%	33%	33%	0%	33%	0%	0%	0%	0%	0%

Although the responding schools and the overall population of schools in the CSR had large majority of White students, all three of the responding schools had student population with 50 or less percent that was non-White.

Central Coast Region (CCR)

Generally located in mid-sized cities, urban fringes of mid-sized cities, and rural areas inside the MSA, CCR schools that responded to the surveys were mainly composed of elementary, intermediate, high schools, and continuation schools. There was a fairly even distribution of schools with varying proportions of non-White students.

Overall Population of Schools in the CCR N=173; Responding Schools in the CCR N= 21.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the CCR	21%	25%	22%	5%	14%	2%	5%	2%	1%	1%	1%
Responding Schools in the CCR	19%	33%	19%	5%	24%	0%	0%	0%	0%	0%	0%

The responding schools from the CCR were fairly aligned to the overall population of schools according to school type, with three notable exceptions. Intermediate (eight percent higher) and continuation schools (10 percent higher) had higher proportions and county and community day schools (five percent lower) had lower proportions of responding schools compared to the overall population of schools in the region.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the CCR	0%	28%	4%	44%	0%	0%	0%	20%	5%
Responding Schools in the CCR	0%	29%	5%	48%	0%	0%	0%	19%	0%

According to geographic location of the schools, the responding schools were closely aligned to the overall population of schools in the CCR. Nearly half of these schools were found in urban fringes of a mid-sized city.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the CCR	2%	8%	9%	13%	12%	12%	9%	8%	11%	16%
Responding Schools in the CCR	5%	5%	14%	14%	10%	10%	14%	5%	10%	14%

Half of the responding schools, like the overall population of schools in the CCR, had a majority non-White student population.

San Joaquin Valley Region (SJVR)

The responding schools from the SJVR were generally made up of elementary (26 percent), intermediate (21 percent), and high schools (27 percent). A majority of these schools were located in urban fringes of mid-sized city (31 percent), rural areas inside the MSA (26 percent), and mid-sized cities (21 percent). Three-fourths of these responding schools had a majority non-White student population.

Overall Population of Schools in the SJVR N=741; Responding Schools in the SJVR N=78.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the SJVR	26%	23%	21%	4%	12%	1%	9%	2%	2%	0%	0%
Responding Schools in the SJVR	26%	21%	27%	4%	9%	3%	10%	0%	1%	0%	0%

The responding schools of the SJVR closely resembled the overall population of schools in the region except that high schools had a higher proportion (six percent higher) of the responding schools than the overall population of schools.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the SJVR	7%	18%	8%	31%	0%	0%	0%	25%	12%
Responding Schools in the SJVR	6%	21%	6%	31%	0%	0%	0%	26%	10%

The responding schools from the SJVR closely mirrored the overall population of schools in the region with respect to school location.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the SJVR	1%	3%	6%	7%	10%	12%	11%	13%	18%	18%
Responding Schools in the SJVR	3%	3%	4%	8%	9%	14%	12%	13%	17%	19%

The responding schools also reflected the overall population of schools with respect to the percentage of the non-White student population.

LA County Region (LAC)

The responding schools from the LAC were generally made up of intermediate (34 percent) and high schools (29 percent). Half of the schools were located on the urban fringes of large cities, while the balance of schools was located in large (31 percent) and mid-sized cities (19 percent). These schools generally served a majority non-White student population, where about 50 percent of the responding schools had over 90 percent of non-White students.

Overall Population of Schools in the LAC N=773; Responding Schools in the LAC N=154.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the LAC	13%	34%	29%	3%	12%	0%	4%	1%	2%	1%	0%
Responding Schools in the LAC	10%	39%	25%	4%	13%	1%	3%	1%	4%	1%	0%

The responding schools in the LAC closely resembled the overall population of schools in the county according to school type, except for intermediate schools, which had a higher proportion (five percent higher) than the overall population of schools.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the LAC	27%	15%	43%	0%	0%	0%	0%	1%	13%
Responding Schools in the LAC	31%	19%	50%	0%	0%	0%	0%	0%	0%

Not surprisingly, responding schools in the LAC were found in urban fringes of large cities, large cities, and mid-sized cities. Each locale category had a higher proportion of responding schools than the overall population of schools in the county.*

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the LAC	0%	1%	2%	3%	5%	5%	8%	8%	15%	53%
Responding Schools in the LAC	0%	1%	2%	5%	6%	6%	8%	10%	14%	48%

The responding schools in the LAC closely reflected the overall population of schools in the county according to the percentage of non-White students.

Southern California Region – Excluding Los Angeles County (SCR)

The responding schools from the SCR were generally made up of intermediate (40 percent) and high schools (30 percent). Most of these schools were located in urban fringes of mid-sized cities (54 percent) and mid-sized cities (26 percent). Almost 70 percent of these schools had at least 50 percent of non-White students.

Overall Population of Schools in the SCR N=676; Responding Schools in the SCR N=149.

* This is partially due the fact that the U.S. Department of Labor, Census Bureau did not assign a locale code to the 13 percent of the overall population of schools in the LAC compared to none for the responding schools in the region.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the SCR	7%	38%	29%	5%	11%	1%	4%	2%	2%	1%	0%
Responding schools in the SCR	5%	40%	30%	3%	15%	0%	4%	2%	1%	1%	1%

The responding schools from the SCR closely mirrored the population of schools in the region with respect to school type.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the SCR	10%	23%	44%	4%	0%	0%	0%	9%	10%
Responding schools in the SCR	13%	26%	54%	5%	0%	0%	0%	3%	0%

With respect to their geographic location, the responding schools from the SCR were fairly representative of the overall population of schools in the region with a couple notable exceptions. Responding schools on the urban fringes of large cities had a higher proportion (ten percent higher), and rural schools inside the MSA had a lower proportion (six percent lower) than the overall population of schools in the region.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the SCR	0%	2%	8%	12%	12%	11%	11%	14%	16%	15%
Responding schools in the SCR	0%	2%	11%	11%	10%	9%	10%	16%	15%	15%

The responding schools in the SCR closely resembled the overall population of schools in the region according to the percentage of non-White students in their student population.

Southern Border Region (SBR)

Generally located in urban fringes of large cities (33 percent), large cities (24 percent), and rural areas inside the MSA (16 percent), the responding schools from the SBR mainly consisted of intermediate (33 percent) and high schools (36 percent). Over 60 percent of these schools had a majority non-White student population.

Overall Population of Schools in the SBR N=336; Responding Schools in the SBR N=58.

School Type

School Type	Elem.	Interm.	H.S.	Alt.	Cont.	Juv. Ct.	Co./Comm. Day	Special Ed.	K-12	Opp.	CYA
Overall Population of Schools in the SBR	12%	31%	31%	5%	8%	1%	5%	3%	4%	1%	0%
Responding Schools in the SBR	12%	33%	36%	5%	9%	0%	2%	0%	3%	0%	0%

The responding schools in the SBR had similar proportions in each of the school categories compared to the overall population of schools in SBR except for the higher proportion of high schools (five percent higher).

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Schools in the SBR	22%	6%	40%	6%	0%	0%	0%	11%	13%
Responding Schools in the SBR	24%	7%	33%	7%	0%	0%	0%	16%	14%

Based on their geographic location, rural schools inside the MSA had a higher proportion in the responding schools (five percent higher) than in the overall population of schools, while schools located on the urban fringes of a large city had a lower proportion in responding schools (seven percent lower) than the overall population of schools in the SBR.

Percent of Non-White Students

% of Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Schools in the SBR	0%	3%	13%	10%	11%	9%	9%	15%	10%	21%
Responding Schools in the SBR	0%	3%	12%	14%	9%	5%	12%	16%	7%	22%

The responding schools in the SBR closely mirrored the population of schools in the region according to the percentage of the non-White students.

The next section compares the geographic location and racial composition of the responding schools to the overall population of schools statewide and by school type.

Elementary Schools

The responding schools came from elementary schools that were primarily located in urban areas including urban fringes of a large city (25 percent) and large cities (13 percent), whereas almost a third were located in rural areas inside the MSA (31 percent). Over half of these elementary schools had a majority non-White student population.

Overall Population of Elementary Schools N=729; Responding Elementary Schools N=71.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Elementary Schools	7%	9%	18%	12%	0%	3%	16%	27%	9%
Responding Elementary Schools	13%	4%	25%	10%	0%	0%	6%	31%	11%

The respondents of the surveys represented elementary schools that were generally similar to the overall population of elementary schools with respect to geographic location except for:

- The relatively higher proportions of elementary schools in large cities (six percent higher) and in urban fringes of a large city (eight percent higher).
- The lower proportion of elementary schools in rural areas outside the MSA (six percent lower).

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Elementary Schools	5%	14%	14%	11%	10%	7%	7%	7%	7%	18%
Responding Elementary Schools	4%	8%	10%	17%	7%	3%	8%	13%	6%	24%

The responding elementary schools fairly represented the overall population of elementary schools with respect to the percent of non-White students. In the aggregate, responding elementary schools had a relatively greater proportion of non-White students than the overall population of elementary schools. In particular, more than half of these responding schools (54 percent) and less than half of the overall population of elementary schools (46 percent) had a majority of non-White students at their schools.

Intermediate/Middle Schools

The majority of the responding intermediate schools were located in urban fringes of a large city (42 percent), mid-sized cities (25 percent), or large cities (16 percent). Almost three-fourths of these intermediate schools had a student population with over 50 percent non-White students.

Overall Population of Intermediate Schools N=1,260; Responding Intermediate Schools N=219.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Intermediate Schools	18%	21%	35%	11%	0%	2%	2%	6%	7%
Responding Intermediate Schools	16%	25%	42%	9%	0%	1%	0%	4%	1%

The responding intermediate schools generally resembled the overall population of intermediate schools with respect to their geographic location except for intermediate schools located on urban fringes of a large city (seven percent higher).

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Intermediate Schools	0%	4%	8%	9%	9%	9%	8%	11%	14%	27%
Responding Intermediate Schools	0%	4%	7%	6%	8%	10%	9%	12%	14%	29%

The responding intermediate schools closely mirrored the overall population of intermediate schools with respect to the percent of non-White students enrolled in these schools.

High Schools

Most responding high schools were generally located in urban fringes of a large city (39 percent), mid-sized cities (21 percent), or large cities (16 percent). Over 60 percent of responding high schools had more than a 50 percent non-White student population.

Overall Population of High Schools N=1,160; Responding High Schools N=164.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of High Schools	15%	17%	28%	10%	0%	3%	6%	7%	16%
Responding High Schools	16%	21%	39%	10%	0%	1%	1%	4%	8%

The responding high schools closely mirrored the overall population of high schools regarding their geographic location except that there was a greater proportion of responding high schools than the overall population of high schools located on the urban fringes of a large city (11 percent higher).

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of High Schools	2%	6%	10%	10%	10%	9%	9%	10%	13%	22%
Responding High Schools	1%	4%	10%	13%	9%	9%	8%	16%	9%	21%

The responding high schools were similar to the overall population of high schools with respect to the percentage of non-White students enrolled in their schools.

Alternative Schools

Over 80 percent of the responding alternative schools were located in urban areas including in urban fringes of a large city (30 percent), large cities (26 percent), and mid-sized cities (26 percent). These alternative schools had a larger proportion of non-White students. For example, more than a quarter responding alternative schools had over 90 percent non-White students.

Overall Population of Alternative Schools N=190; Responding Alternative Schools N=23.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Alternative Schools	13%	20%	33%	9%	0%	3%	4%	6%	13%
Responding Alternative Schools	26%	26%	30%	4%	0%	0%	0%	9%	4%

More than 80 percent of the responding alternative schools were located in the urban fringes of a large city, large cities, and mid-sized cities, while only two-thirds of the overall population of alternative schools was located in these locations.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Alternative Schools	3%	14%	14%	14%	8%	11%	5%	9%	9%	12%
Responding Alternative Schools	0%	9%	13%	17%	4%	9%	9%	13%	0%	26%

Responding alternative schools somewhat mirrored the overall population of alternative schools in California with respect to the percent of non-White students enrolled in these schools. Over a quarter of the responding alternative schools had a student population with more than 90 percent of non-White students, whereas only about a tenth of the overall population of alternative schools in California did.

Continuation Schools

The responding continuation schools were primarily located in populated communities, where 86 percent of these schools were found in either urban fringes of a large city (36 percent), mid-sized cities (22 percent), and large cities (18 percent). These schools varied in terms of the percentage of non-White students enrolled at their schools. For example, about 40 percent of continuation schools had 80 percent or more non-White students.

Overall Population of Continuation Schools N=519; Responding Continuation Schools N=77.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Continuation Schools	14%	16%	30%	15%	0%	4%	9%	9%	3%
Responding Continuation Schools	18%	22%	36%	10%	0%	0%	3%	8%	3%

Unlike the overall population of continuation schools in California, a slightly greater proportion of the responding continuation schools were located in urban areas including large and mid-sized cities and urban fringes of a large city.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Continuation Schools	3%	4%	8%	8%	9%	10%	10%	11%	16%	22%
Responding Continuation Schools	3%	1%	9%	5%	16%	9%	13%	6%	16%	22%

The responding continuation schools generally reflected the overall population of continuation schools in terms of the percent of non-White students enrolled at their schools.

Juvenile Court Schools

The responding juvenile court schools were primarily located in a large city, a mid-sized city, or a rural area inside the MSA. All of these schools had over 70 percent of non-White students enrolled in their student population.

Overall Population of Juvenile Court Schools N=59; Responding Juvenile Court Schools N=6.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Juvenile Court Schools	8%	25%	12%	8%	0%	12%	12%	7%	15%
Responding Juvenile Court Schools	17%	17%	0%	0%	0%	0%	0%	17%	50%

The six responding juvenile court schools greatly differed from the overall population of juvenile court schools in California with respect to their geographical location.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Juvenile Court Schools	2%	7%	3%	8%	10%	8%	8%	24%	22%	7%
Responding Juvenile Court Schools	0%	0%	0%	0%	0%	0%	0%	17%	50%	33%

The responding juvenile court schools greatly differed from the overall population of juvenile court schools with respect to percent of non-White students enrolled at their schools. All of the responding juvenile court schools had a student population with more than 71 percent non-White, which is a higher proportion than all juvenile court schools in the state.

County and Community Day Schools

Most of the responding county and community day schools were located in urban fringes of a large city (32 percent), large cities (18 percent), and mid-sized cities (18 percent). Almost 50 percent of these schools had over 80 percent of non-White student population.

Overall Population of County and Community Day Schools N=340; Responding County and Community Day Schools N=28.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of County/Community Day Schools	6%	11%	14%	10%	0%	11%	13%	9%	26%
Responding County/Community Day Schools	18%	18%	32%	7%	0%	0%	4%	0%	21%

Although the county and community day schools in the state were found in most geographical locations except large towns, the responding county and community day schools were primarily located in urban fringes of a large city (32 percent), large cities (18 percent), and mid-sized cities (18 percent).

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of County/Community Day Schools	10%	6%	6%	10%	9%	7%	9%	11%	12%	21%
Responding County/Community Day Schools	4%	0%	4%	4%	0%	11%	25%	7%	25%	21%

Almost 90 percent of the responding county and community day schools had a student population with more than 50 percent non-White students, compared to the 60 percent of the overall population of county and community day schools in the state.

Special Education Schools

The responding special education schools were located in urban areas such as large cities (33 percent), urban fringes of a large city (33 percent), mid-sized cities (17 percent), and urban fringes of a mid-sized city (17 percent). 64 percent of responding special education schools had less than 50 percent non-White students in their student population.

Overall Population of Special Education Schools N=94; Responding Special Education Schools N=6.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Special Education Schools	14%	30%	19%	6%	2%	9%	5%	4%	11%
Responding Special Education Schools	33%	17%	33%	17%	0%	0%	0%	0%	0%

The six responding special schools were exclusively located in or near a large city (33 percent each) and in or near mid-sized cities (17 percent each). These schools had a higher proportion than the overall population of schools in these locations except for mid-sized cities, small towns, and rural areas inside and outside a MSA.*

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Special Education Schools	4%	5%	12%	13%	14%	11%	17%	13%	7%	4%
Responding Special Education Schools	0%	0%	17%	17%	33%	0%	0%	17%	17%	0%

Responding special education schools differed from the overall population of special education schools with respect to the non-White student population because of the small number of special education schools participating in the surveys. For example, 67 percent of the responding special education schools had less than a 50 percent non-White student population, compared to about half of all special education schools in the state.

K-12 Schools

The responding K-12 schools were predominately located in mid-sized cities (33 percent), urban fringes of a large city (27 percent), and large cities (20 percent). There was a wide variation in the percent of non-White students enrolled in K-12 schools.

Overall Population of K-12 Schools N=109; Responding K-12 Schools N=15.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of K-12 Schools	14%	13%	16%	9%	0%	2%	12%	9%	26%
Responding K-12 Schools	20%	33%	27%	0%	0%	0%	0%	7%	13%

* The U.S. Department of Labor, Census Bureau did not assign a locale code to 11 percent of special education schools in the state; however none of these responded.

Responding K-12 schools mainly represented schools in mid-sized cities, the urban fringes of a large city, and large cities in greater proportions when compared to the overall population of K-12 schools in the state. The responding K-12 schools underrepresented rural schools that were outside a MSA (12 percent lower) and on urban fringes of a mid-sized city (nine percent) than the overall population of K-12 schools in the state.*

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of K-12 Schools	4%	6%	18%	17%	17%	9%	5%	6%	4%	15%
Responding K-12 Schools	0%	0%	27%	13%	7%	0%	13%	20%	0%	20%

A majority of responding K-12 schools had a majority non-White student population compared to slightly over a third of K-12 schools in the state.

Opportunity Schools

The two responding opportunity schools were both located in a large city and had over 80 percent non-White students enrolled in their schools.

Overall Population of Opportunity Schools N=36; Responding Opportunity Schools N=2.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of Opportunity Schools	25%	14%	17%	6%	0%	8%	19%	0%	11%
Responding Opportunity Schools	100%	0%	0%	0%	0%	0%	0%	0%	0%

Unlike the overall population of opportunity schools in California, the two participating opportunity schools of the surveys were located in a large city.

* The U.S. Department of Labor, Census Bureau did not assign a locale code to 26 percent of K-12 schools in the state, of which 13 percent responded to the surveys.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of Opportunity Schools	5%	14%	14%	11%	10%	7%	7%	7%	7%	18%
Responding Opportunity Schools	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%

Unlike the overall population of opportunity schools whose racial composition of students varied widely, the responding opportunity schools had over 80 percent non-White students.

California Youth Authority Schools

The only participating CYA school was located in a mid-sized city and had a large non-White student population.

Overall Population of CYA Schools N=9; Responding CYA School N=1.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of CYA Schools	0%	11%	11%	44%	0%	11%	11%	11%	0%
Responding CYA Schools	0%	100%	0%	0%	0%	0%	0%	0%	0%

The only responding CYA school was located in a mid-sized city.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of CYA Schools	0%	0%	0%	0%	0%	0%	0%	11%	56%	33%
Responding CYA Schools	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%

The only responding CYA school had a student population with 81-90 percent non-White students.

State Special School

There were no survey respondents representing a state special school.

Overall Population of State Special Schools N=2; Responding State Special Schools N=0.

Locale Code

Locale Code	Large City	Mid-sized City	Urban Fringe of a Large City	Urban Fringe of Mid-sized City	Large Town	Small Town	Rural, outside MSA	Rural, inside MSA	N/A
Overall Population of State Special Schools	50%	50%	0%	0%	0%	0%	0%	0%	0%

The only two state special schools in California were located in a large or mid-sized city.

Percent of Non-White Students

% Non-White	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Overall Population of State Special Schools	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%

The only two state special schools in California had a majority of non-White students enrolled in their schools.

REASONS FOR NON-RESPONSE

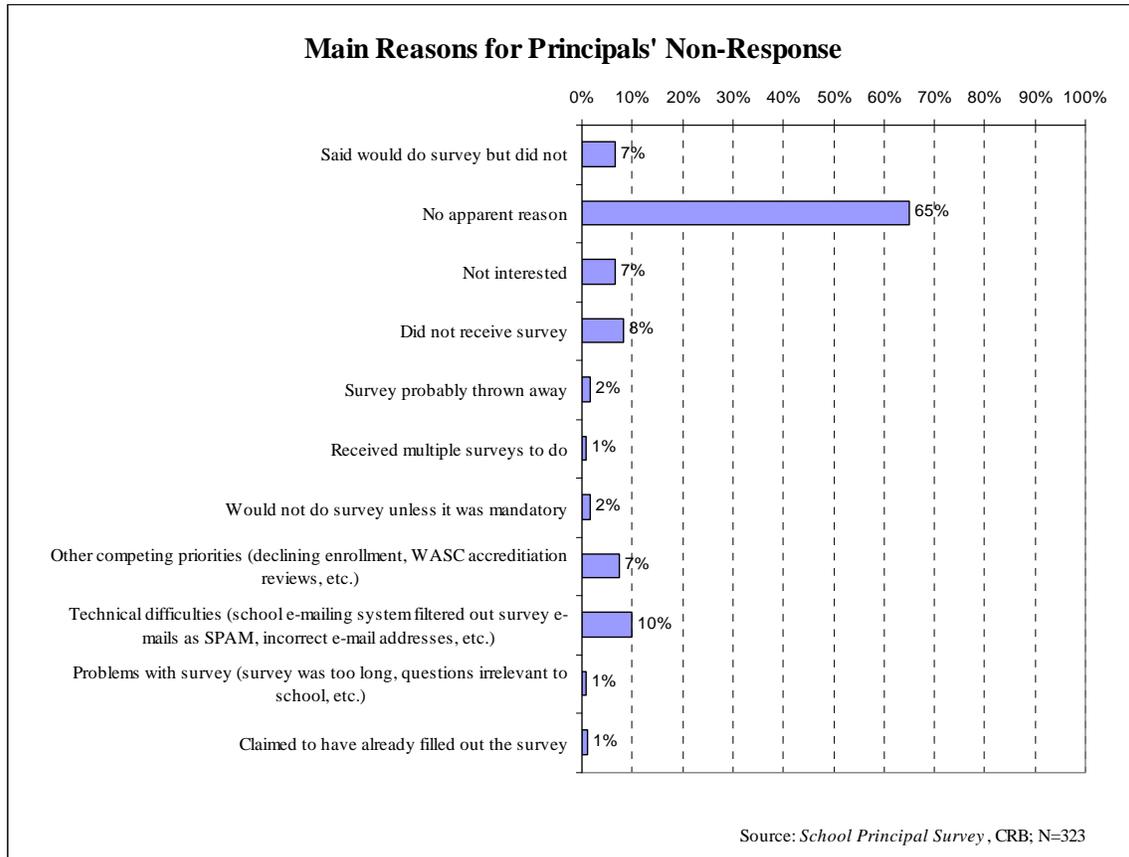
During the repeated follow-up contacts with the schools, school staff including principals, counselors, office managers, and secretaries provided multiple reasons why their principals and counselors did not respond to the surveys. While a majority of school staff did not cite any particular reason, the research team deciphered a number of possible reasons. Some had difficulty accessing the online-version of a survey due to technical difficulties. For example, school e-mail filtering systems either identified the research team’s e-mail messages as SPAM, or they were inadvertently sent to incorrect e-mail addresses. Some school staff promised to fill out a survey, but never did.

A total of 323 principals and 203 counselors did not complete the surveys.* Five and 13 percent of these principals and counselors opted-out of the online survey, respectively. Notably, 14 percent of principals and five percent of counselors who did not complete the surveys were new to their current schools, and therefore were unable to respond to the surveys.

* These figures do did not include schools without principals and counselors.

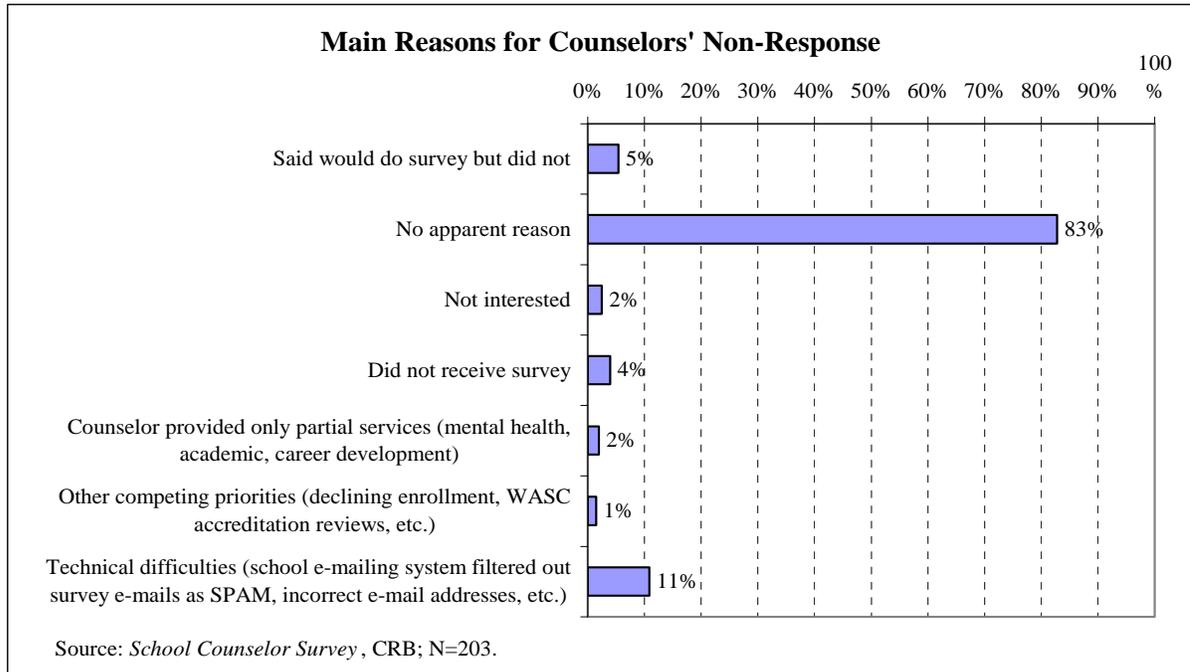
Principals

Chart 5



The majority of school staff did not provide any specific reason why their principal did not complete a survey, as shown in Chart 5. Some school staff experienced technical difficulties in accessing an online survey. A few noted that the schools did not receive the mail-in surveys or were not interested in filling out the surveys, while others said that their principals agreed to fill out the survey, but did not. Some noted that the principals had other competing priorities (such as declining enrollment or WASC accreditation reviews) to be concerned about. One principal's response was removed because the principal responded for a school that was not selected for the survey.

Chart 6



Similarly, a majority of school staff did not provide a specific reason why their counselor did not fill out a counselor survey, as shown in Chart 2. About ten percent experienced technical issues in accessing the online surveys, while some counselors promised to respond to the survey, but never did. Several counselors did not respond to the survey since they reported that they only provided partial services at their schools. A couple schools confessed that the survey had been thrown out. One counselor’s response was removed because the counselor responded for a school that was not selected for the study.

Appendix 5: Survey Findings

SURVEY SUMMARY*

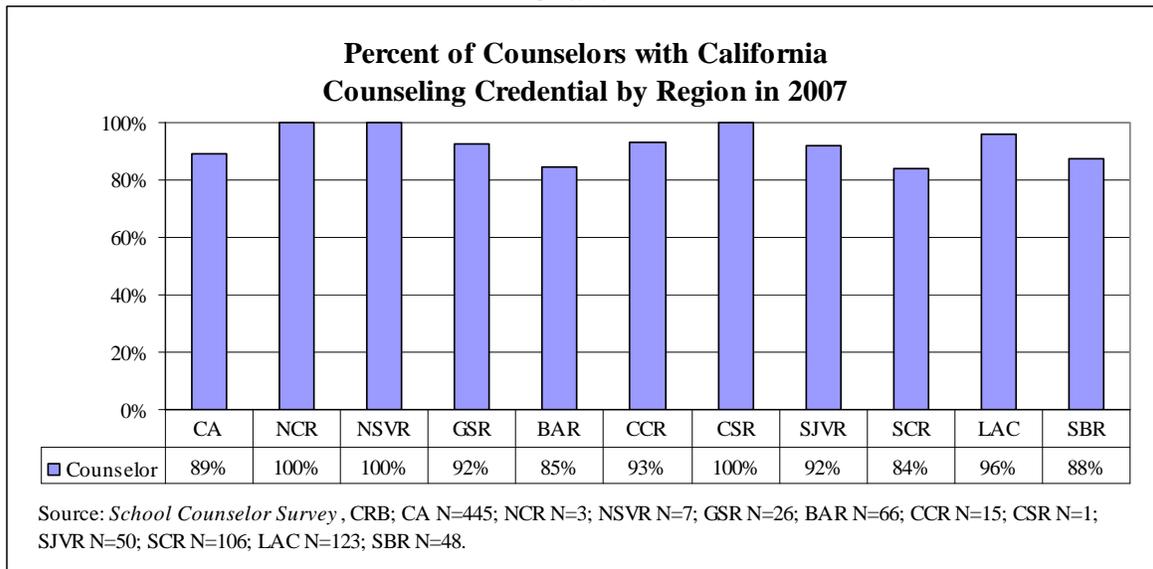
Counselor Question: Did you receive your counseling credential in California?

General

Most counselors (89 percent) who responded to the counselor survey received their counseling credential in California.

Region

Chart 1

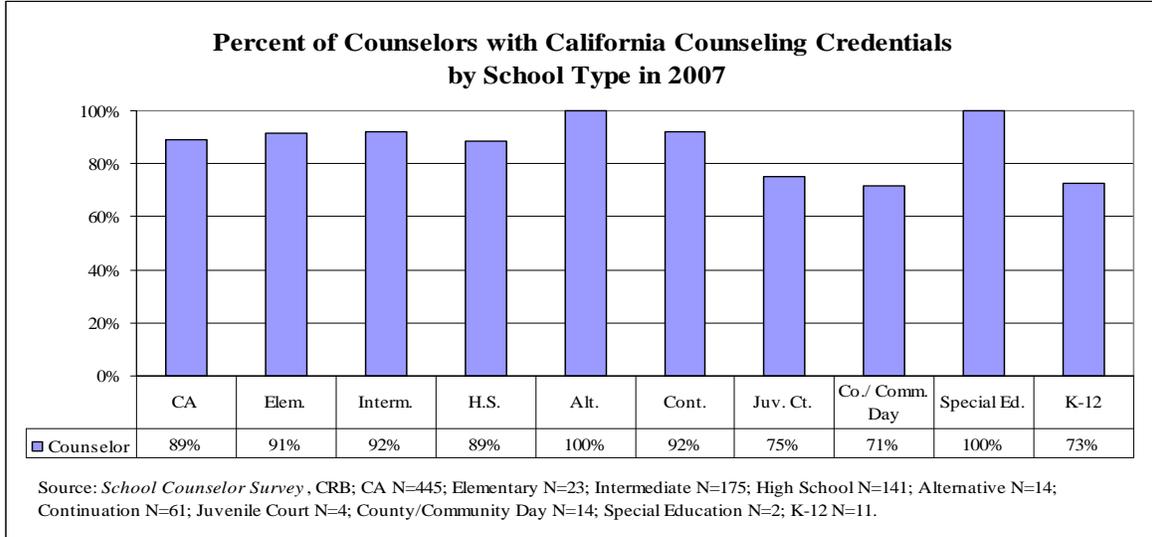


The percentage of counselors who received their counseling credential in California fell within the mid-80 to 100 percent range for each of the regions. The lowest percentage came from the BAR and SCR, where about 15 percent did not receive their counseling credentials in the state. However, all the counselors who responded from the NCR, NSVR, and CSR obtained their counseling credentials in California.

* The survey findings appear in the order presented in the school surveys.

School Type

Chart 2



High proportions of counselors received their counseling credentials in California for most school types shown in Chart 8, with lower percentages found for juvenile court (75 percent), county and community day (71 percent), and K-12 schools (73 percent).

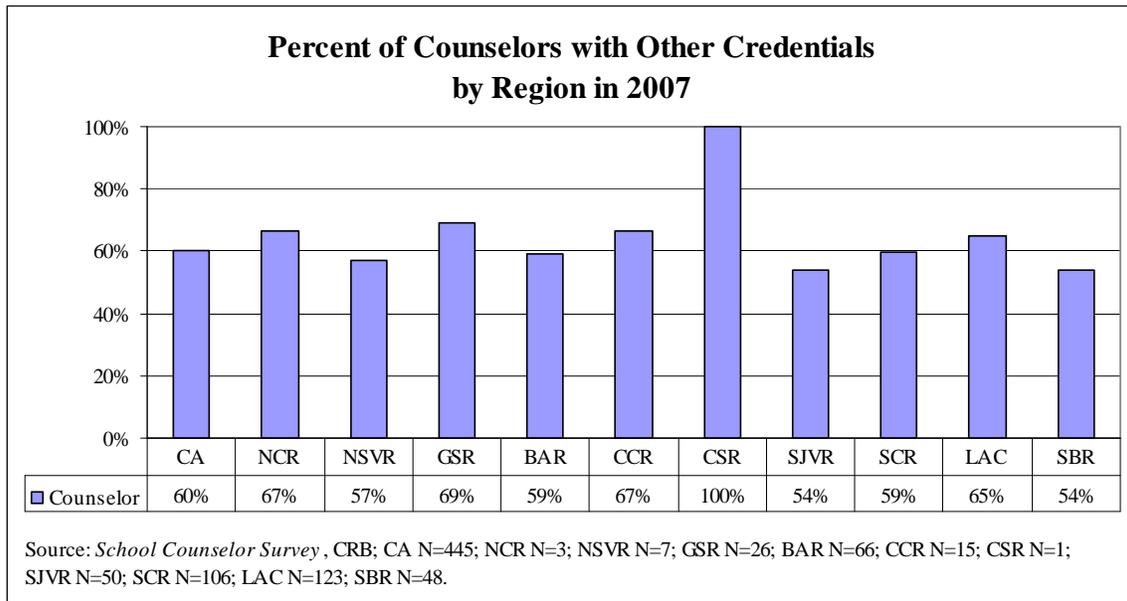
Counselor Question: Do you hold any other credential?

General

The majority of counselors (60 percent) possessed credentials other than counseling credentials.

Region

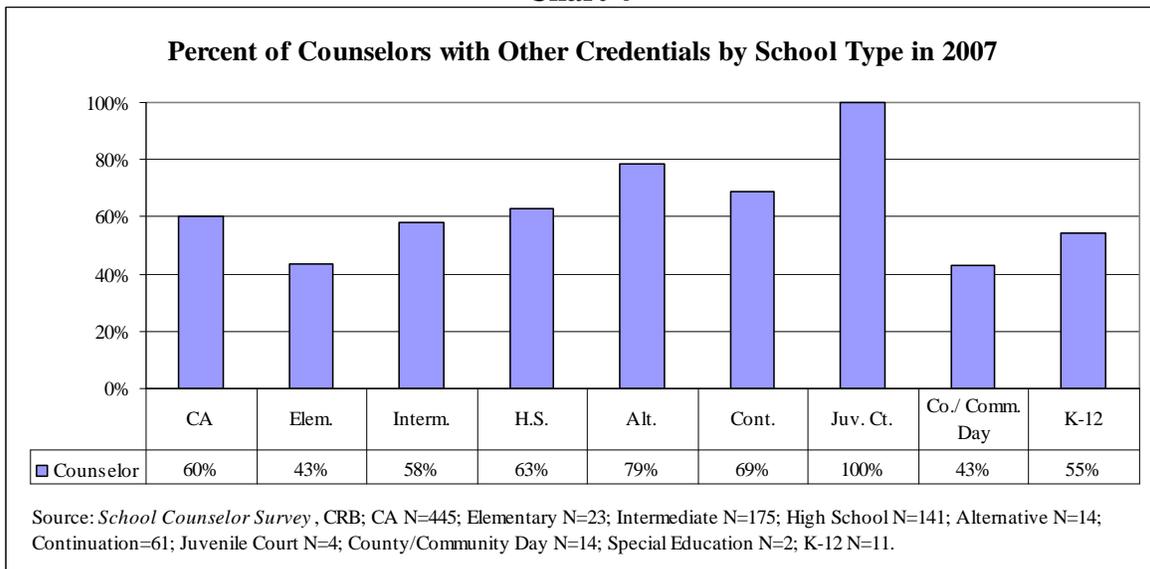
Chart 3



The percent of counselors who held other credentials ranged from 54 percent to 69 percent for across regions, except for the CSR, where there was only one counselor.

School Type

Chart 4



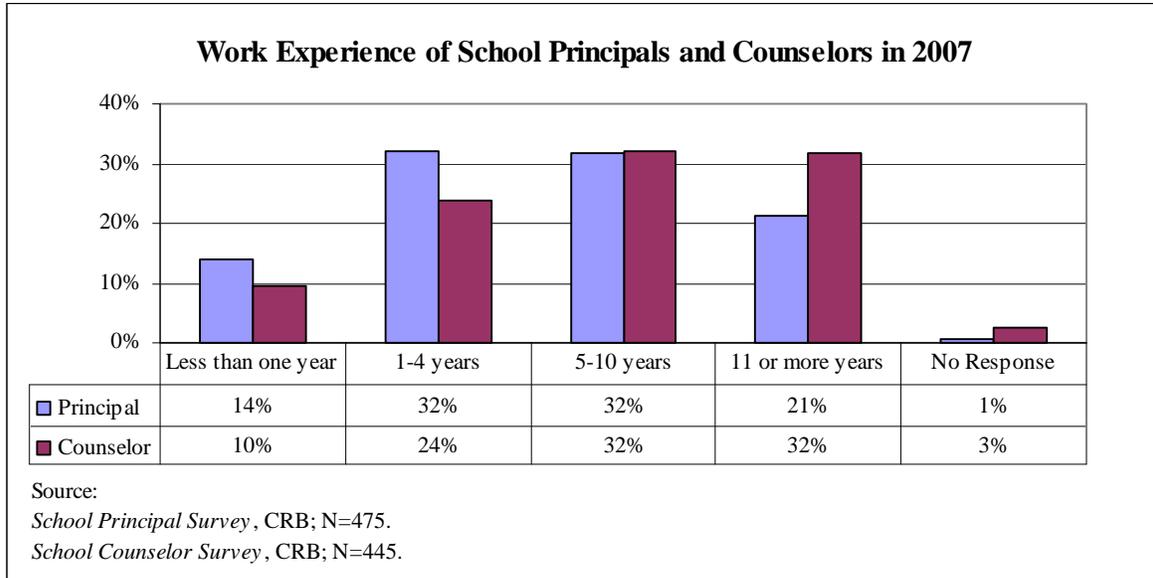
The percent of counselors who held other credentials vary greatly across school types. About 60 percent or more of counselors from K-12 (55 percent), intermediate (58 percent), high schools (63 percent), continuation (69 percent), and alternative schools (79 percent) had other credentials. Less than half of responding counselors from elementary (43 percent) and community day schools (43 percent) had other credentials.

None of the counselors representing special education schools held other credentials, while all of the four counselors who responded from juvenile court schools did. The two special education counselors did not hold other credentials (not shown).

Question: How long have you worked as a school principal? How long have you worked as a school counselor?

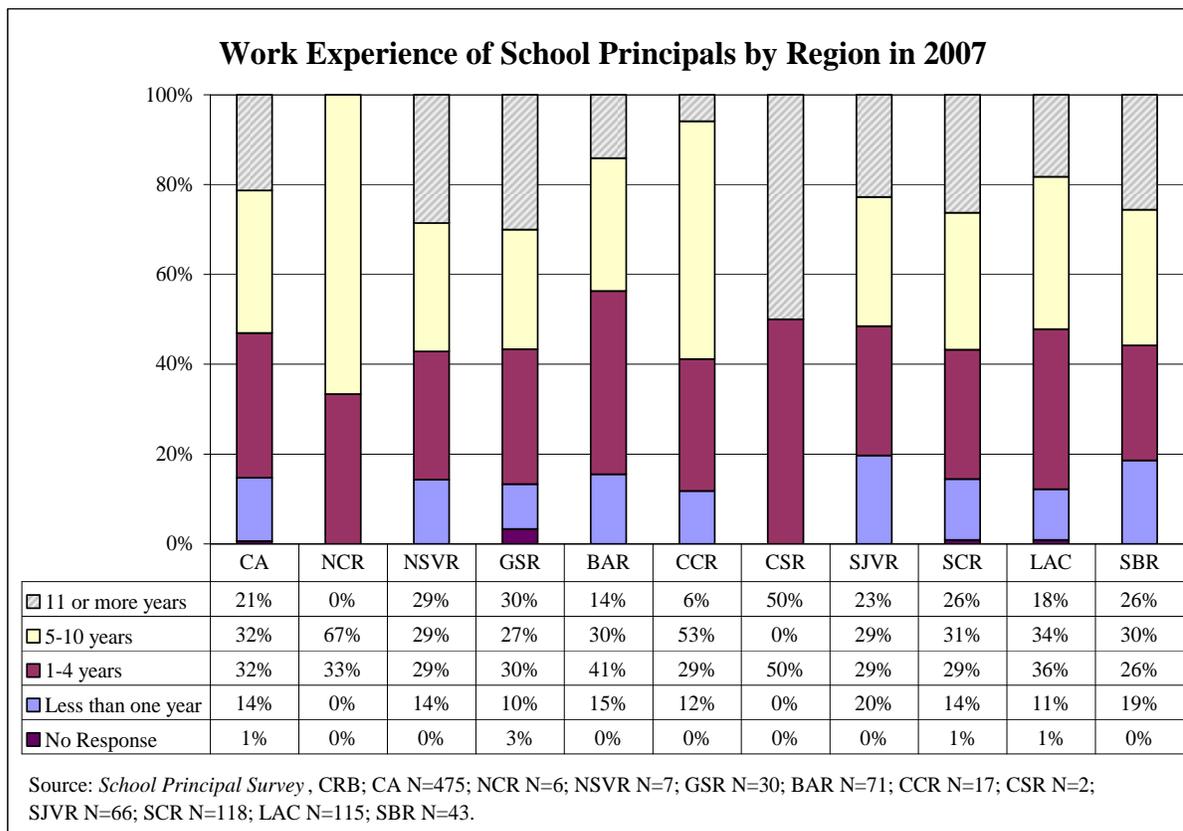
General

Chart 5



When comparing the years of work experience of principals and counselors, Chart 5 shows that counselors generally worked more years as school counselors than principals had as school principals. About two-thirds of the counselors indicated that they worked for five or more years as school counselors, while slightly more than half of the principals worked as school principals for five or more years.

Chart 6



Similar to the statewide trends, the majority of principals had at least five years of work experience across regions, as shown in Chart 6. The regions with the highest percentages of principals whose work experience was at least five years include the NCR, CCR, NSVR, GSR, and SCR. Two other points of interest in Chart 6 include:

- A majority of principals in the BAR, CSR, and LAC reported having less than five years of professional work experience, which was higher than the statewide average, suggesting that these regions had the least experienced principals.
- Conversely, about 30 percent or more of principals from several regions had the most reported years of experience (i.e., 11 or more years) including the NSVR, GSR, CSR, SCR, and SBR, which is higher than the state average of about 20 percent.

Chart 7

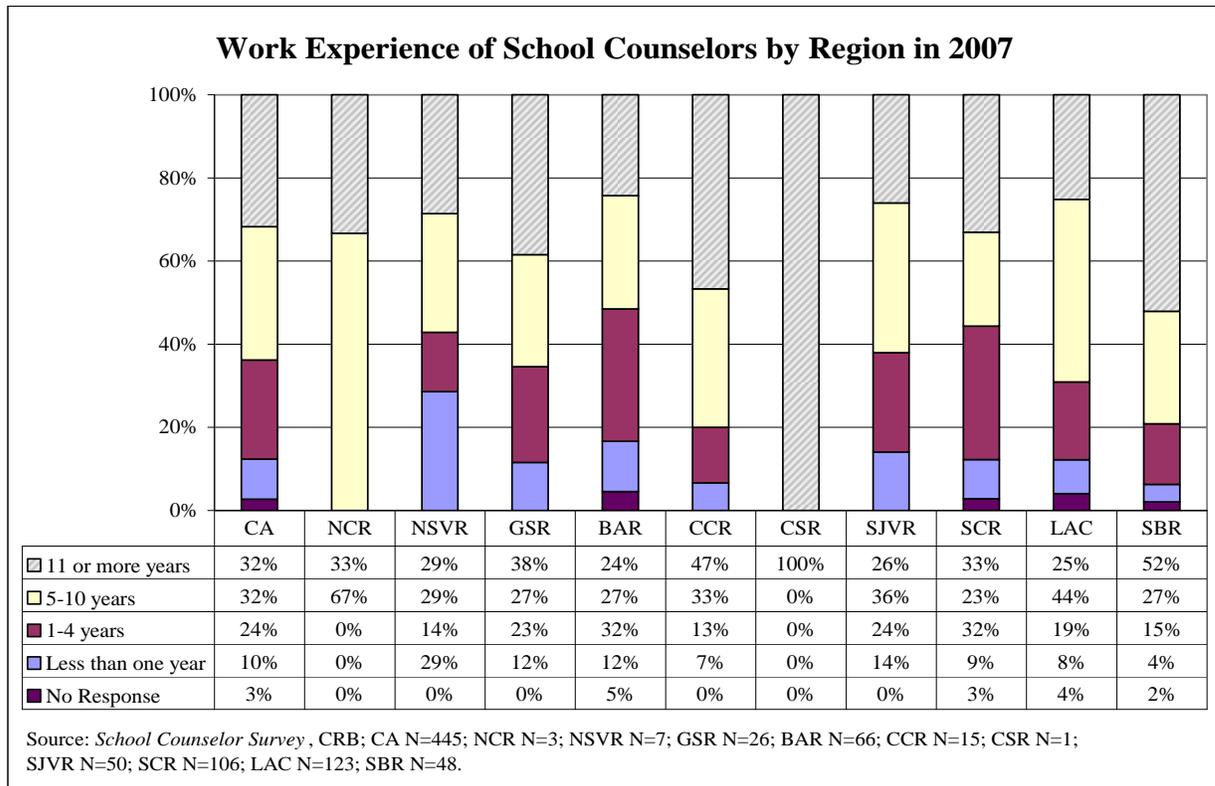


Chart 7 shows that, similar to the statewide trends, counselors generally had more than five years of experience when viewed by region. The NCR, CCR, and SBR had the greatest percentage of counselors with five or more years of experience. Two other points of interest in Chart 7 include:

- A third or more of counselors in the NSVR, GSR, BAR, SJVR, and SCR reported having less than five years of professional work experience, which was higher than the statewide average, suggesting that these regions had the least experienced counselors.
- In contrast, about a third or more of counselors from several regions had 11 or more years of work experience including the NCR, GSR, CCR, CSR, SCR, and SBR, which is higher than the state average of about 30 percent.

Unlike respondents of other regions, principals and counselors in the BAR and LAC had the most concentration of respondents with less than ten years of experience.

School Type

Chart 8

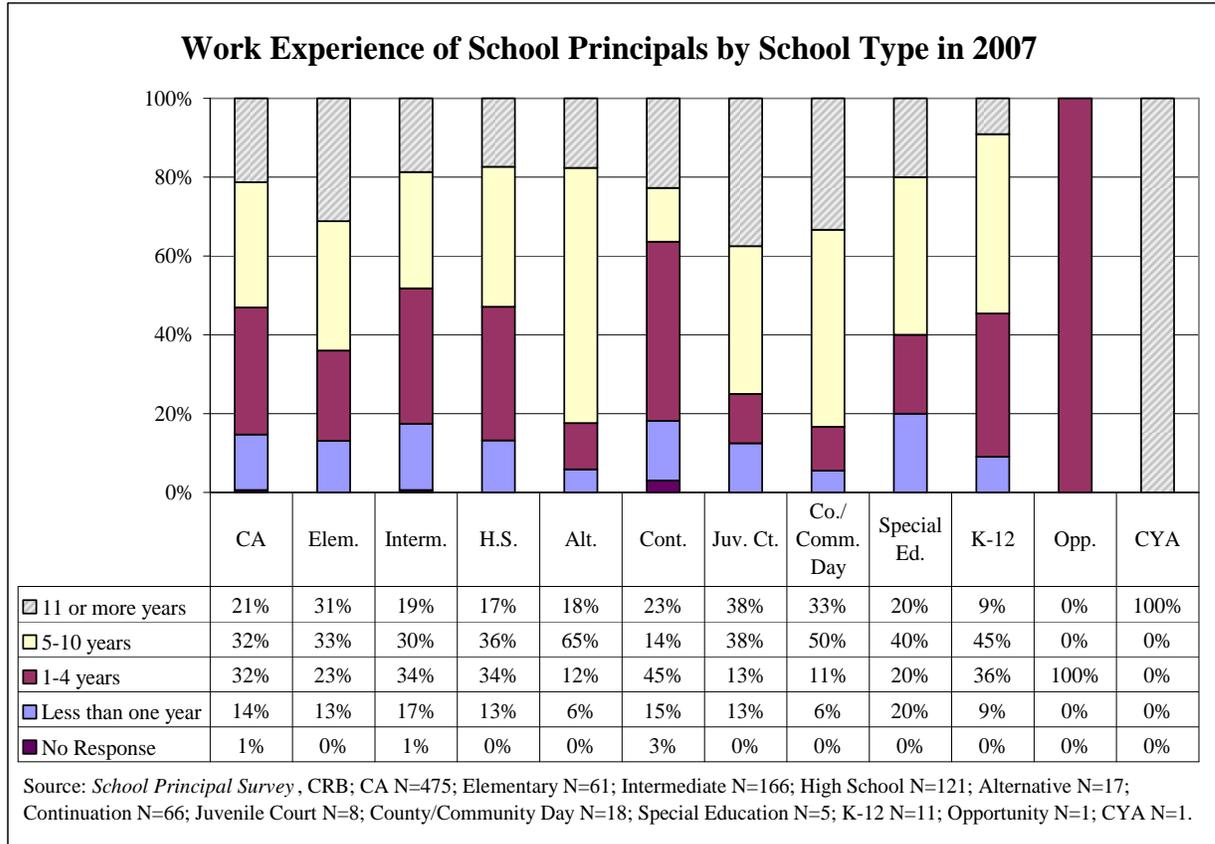


Chart 8 shows that a higher proportion of principals representing elementary, juvenile court, county and community day, and CYA schools had the most experience (i.e., 11 or more years) than principals from other school types. More than three-fourths of principals had at least five years of experience, including alternative, juvenile court, and county and community day schools. Half of the principals had less than five years of experience in the following schools: intermediate, high schools, and continuation schools, suggesting that these school types had the least experienced principals than other school types.

Chart 9

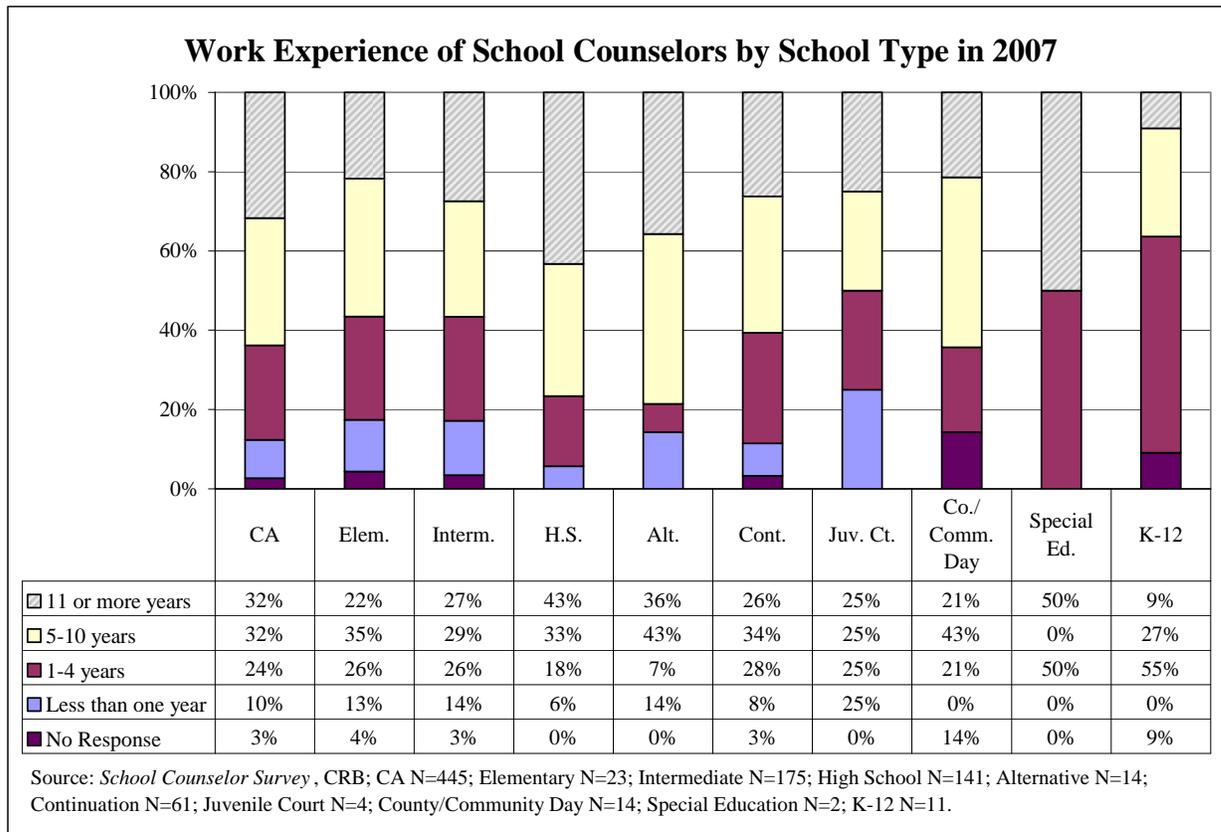


Chart 9 shows that counselors representing high schools and alternative schools had the most work experience (i.e., 11 or more years) among school types. For example, about 70 to 80 percent of counselors from high schools (76 percent) and alternative schools (79 percent) had at least five years of experience.

About half the counselors from juvenile court, special education, and K-12 schools had less than five years of counseling experience, suggesting that these schools had the least experienced school counselors among school types.

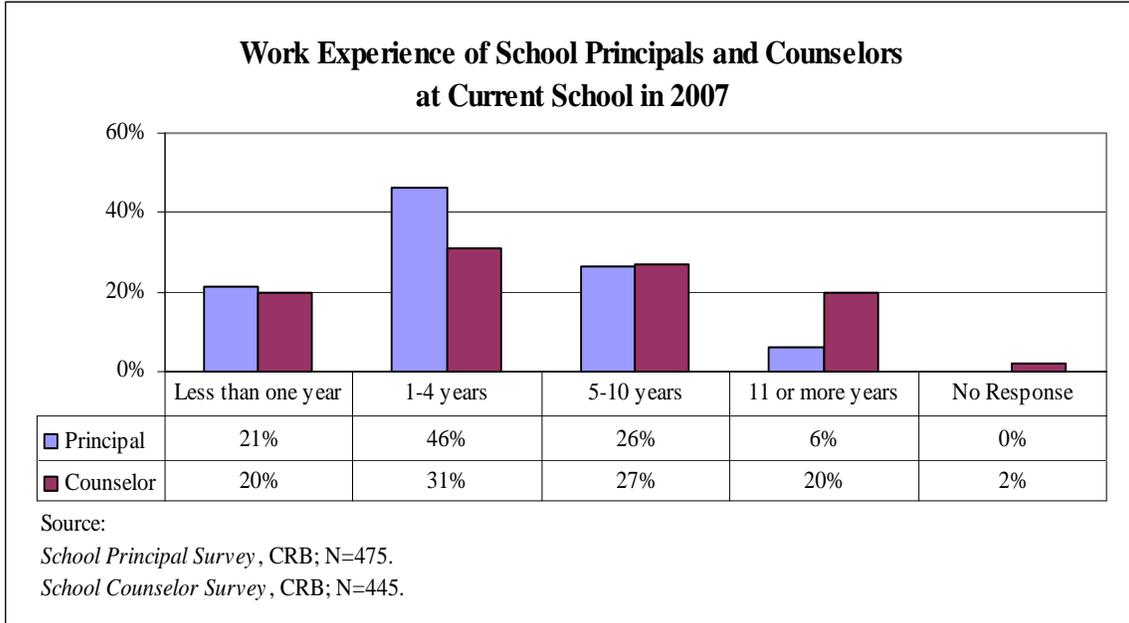
When comparing the years of work experience for both counselors and principals by school type, K-12 schools had the least experienced principals and counselors, whereas alternative and community day schools had the most experienced.

High school principals had less working experience than high school counselors had; 43 percent of counselors had 11 or more years of experience, compared to 17 percent of principals. Similarly, 60 percent of continuation school counselors had at least five years of experience, compared to 37 percent of continuation school principals.

**Question: How long have you worked as a school principal at your current school?
How long have you worked as a school counselor at your current school?**

General

Chart 10



Not surprisingly, principals and counselors had less experience at their current schools than when compared to their overall work experience as principals and counselors.

Chart 10 shows a larger proportion of counselors (20 percent) had the most experience at their current school (i.e., 11 or more years) than principals (six percent) had. However, about a fifth of both principals and counselors had worked at their current school for less than one year.

Region

Chart 11

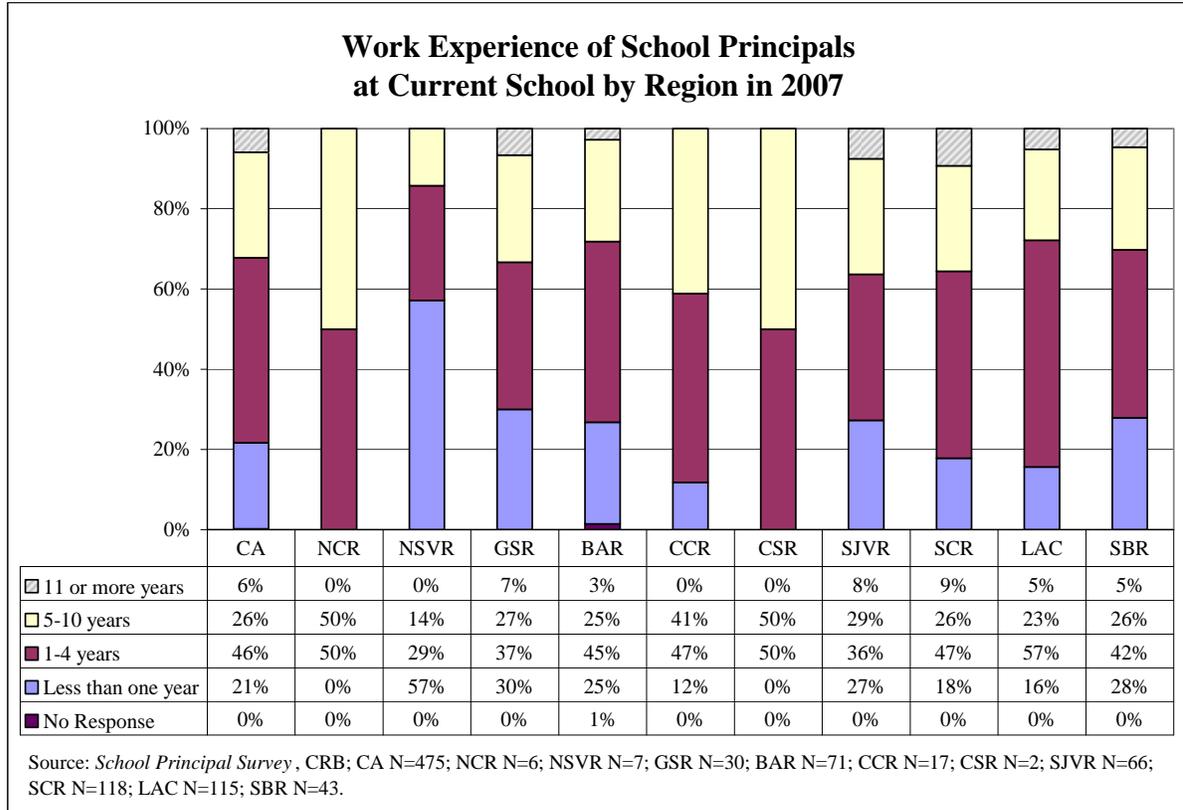
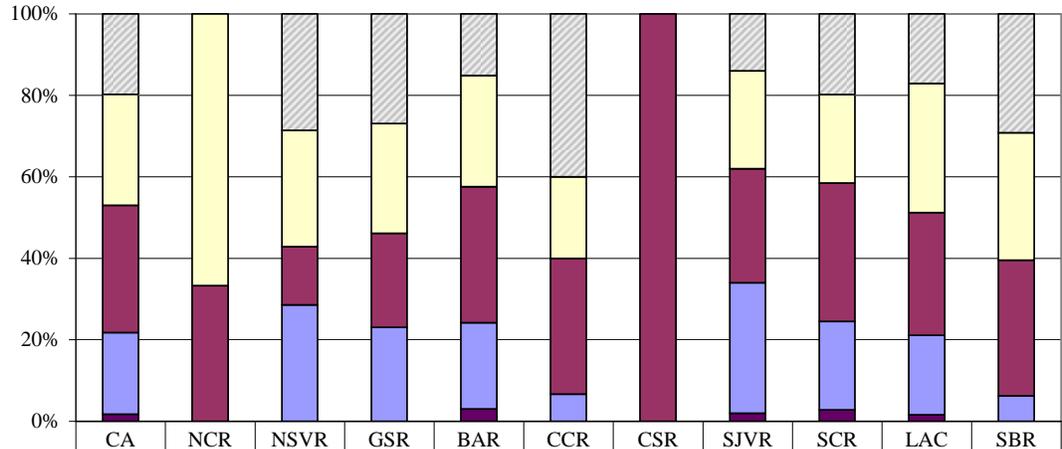


Chart 11 shows that less than ten percent of principals across all regions had more than 11 years of experience at their current school. Most of the regions had about 30 percent or more of their principals with five or more years of experience. Moreover, two-thirds or more of the principals had less than five years of experience at their current school across many of the regions including NSVR, GSR, BAR, SCR, LAC, and SBR, suggesting a large proportion of new principals at schools across regions.

Chart 12

**Work Experience of School Counselors at Current School
by Region in 2007**



	CA	NCR	NSVR	GSR	BAR	CCR	CSR	SJVR	SCR	LAC	SBR
11 or more years	20%	0%	29%	27%	15%	40%	0%	14%	20%	17%	29%
5-10 years	27%	67%	29%	27%	27%	20%	0%	24%	22%	32%	31%
1-4 years	31%	33%	14%	23%	33%	33%	100%	28%	34%	30%	33%
Less than one year	20%	0%	29%	23%	21%	7%	0%	32%	22%	20%	6%
No Response	2%	0%	0%	0%	3%	0%	0%	2%	3%	2%	0%

Source: *School Counselor Survey*, CRB; CA N=445; NCR N=3; NSVR N=7; GSR N=26; BAR N=66; CCR N=15; CSR N=1; SJVR N=50; SCR N=106; LAC N=123; SBR N=48.

Chart 12 shows that across regions a larger proportion of responding counselors worked at their current school for more years (i.e., 11 or more years) than principals. For most of the regions, the majority of responding school counselors had worked at their current school one to ten years.

There is no discernable pattern among regions of counselors who worked at their current school for less than one year and for 11 or more years.

School Type

Chart 13

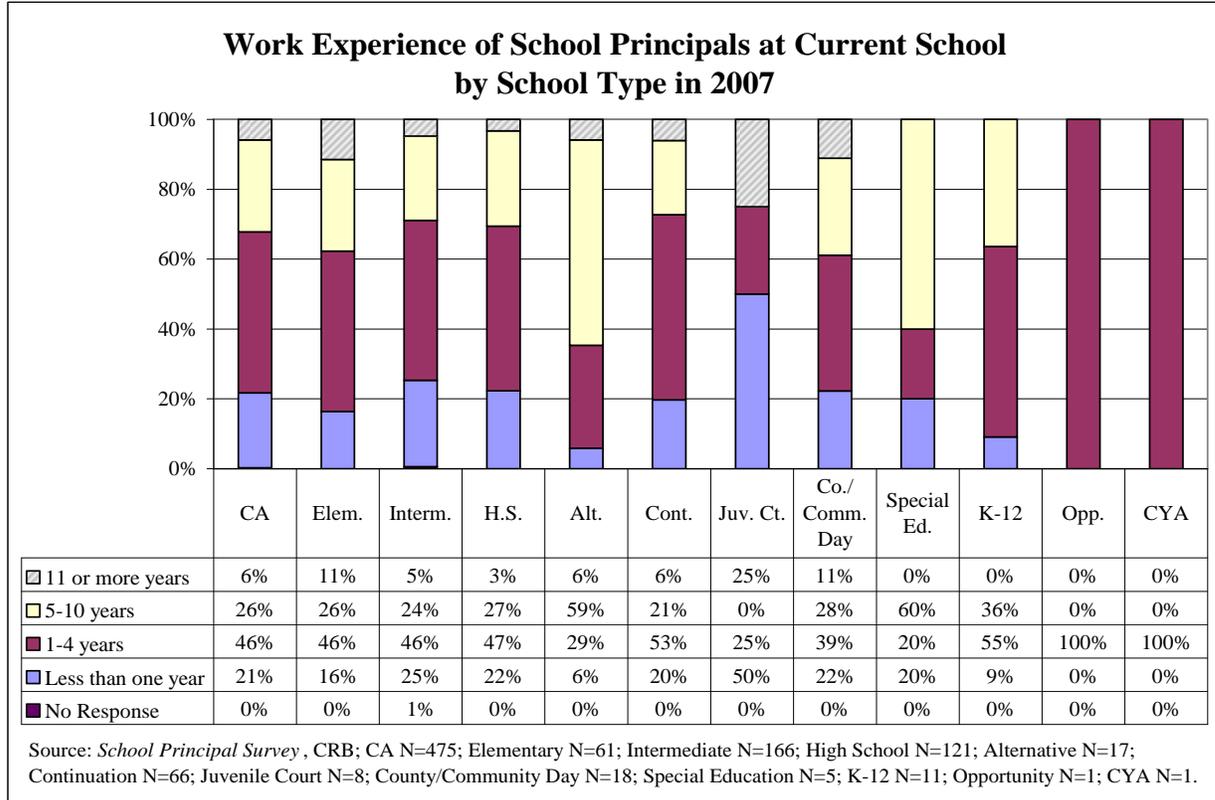


Chart 13 shows that for most school types, at least 60 percent of principals had less than five years of work experience at their current school, except at alternative (35 percent) and special education schools (40 percent).

In contrast, about 60 percent of principals from alternative and special education schools had five or more years of experience. The only responding principals of an opportunity school and a CYA school had one to four years of experience.

Chart 14

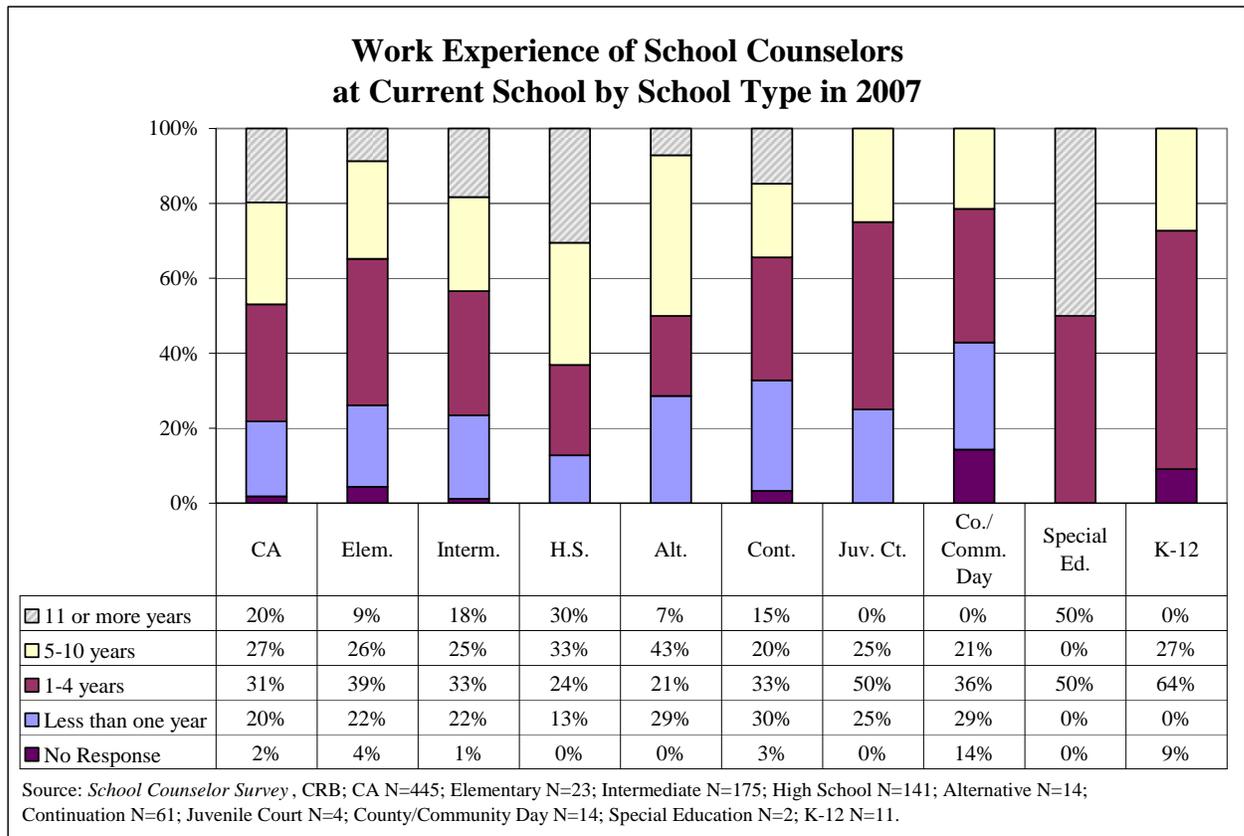


Chart 14 shows that a majority of counselors who responded to the survey had less than five years of counseling experience at their current school irrespective of school type, except at high schools, where 37 percent of counselors had less than five years of work experience at their current school. More importantly, 63 percent of the high school counselors who had responded to the survey had five or more years of experience at their current school.

Question: What kind of master school schedule do you employ at your school?*

General

About 60 percent of principals (59 percent) and counselors (64 percent) who responded to the surveys reported that their schools employed a traditional school schedule (i.e., class periods of 55 minutes for each subject). Nearly one fifth of the principals (18 percent) and counselors (19 percent) used a block period system at their schools,

* Respondents were allowed to select any of the categories offered (e.g., traditional, block, core curriculum, or other) to reflect the master school schedule employed at their school.

and about a tenth of principals (14 percent) and counselors (10 percent) used a core curriculum schedule.*

Region

Chart 15

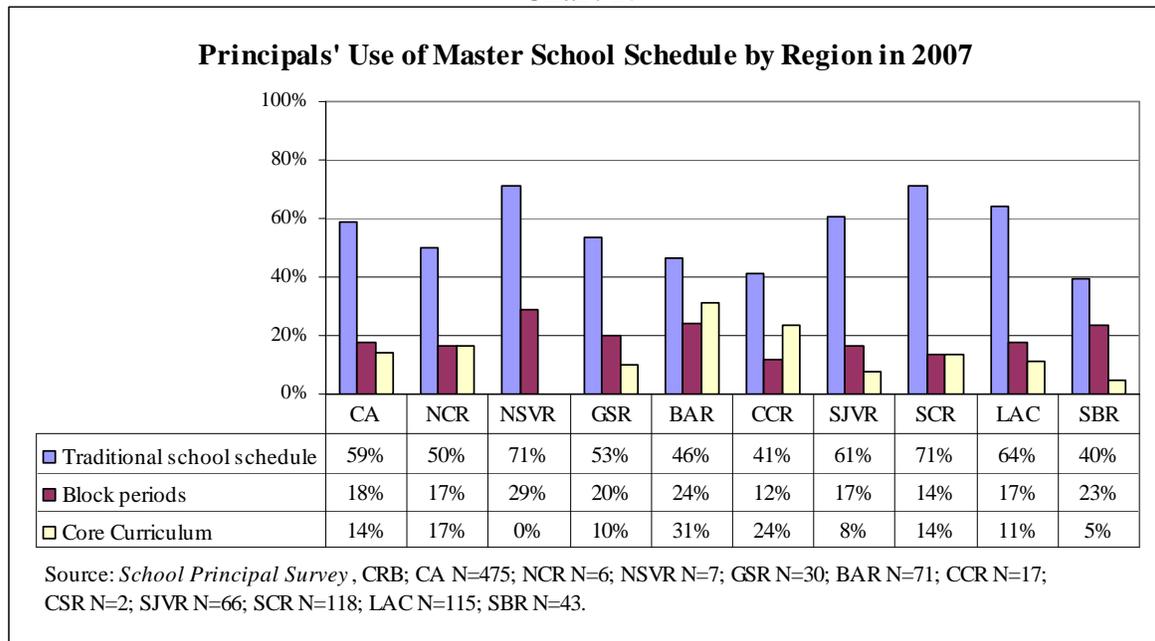


Chart 15 shows the kind of master school schedule employed at schools according to principals by region. Generally, principals reported using a traditional school schedule at their schools since over 40 percent of principals across regions reported this; the largest proportions of principals were found in the NSVR (71 percent), SCR (71 percent), LAC (64 percent), and SJVR (61 percent). Smaller proportions of principals noted that their schools used block periods or a core curriculum schedule for their master school schedule; the largest proportions of principals reporting the use of block periods were found in the NSVR, BAR, and SBR.†

* An example of core curriculum schedule is to combine English Language Arts with History Social Studies.

† Principals from CSR noted that their schools employed a different master school schedule not listed in the question (not shown).

Chart 16

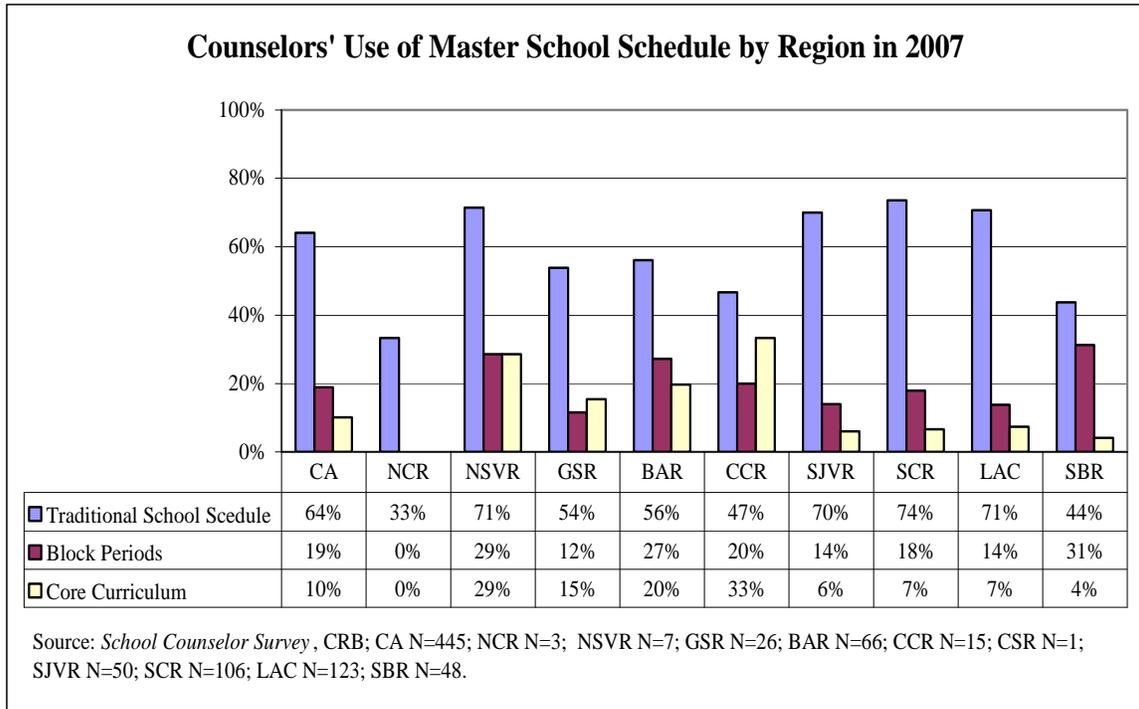


Chart 16 displays the kind of master school schedule that counselors reported employing at their schools by region. Like principals, the traditional school schedule was the most commonly used master school schedule across regions according to counselors; more than 70 percent of counselors from the NSVR (71 percent), SJVR (70 percent), SCR (74 percent), and LAC (71 percent) noted that their schools used a traditional master school schedule. In contrast, smaller proportions of counselors reported that their schools used block periods or a core curriculum; the largest proportions of counselors reported using a block period schedule in the NSVR, BAR, and SBR.

The highest proportions of principals and counselors from the NSVR, SJVR, SCR, and LAC reported using a traditional school schedule, whereas the highest proportions of principals and counselors from the NSVR, BAR, and SBR reported employing a block schedule.

School Type

Chart 17

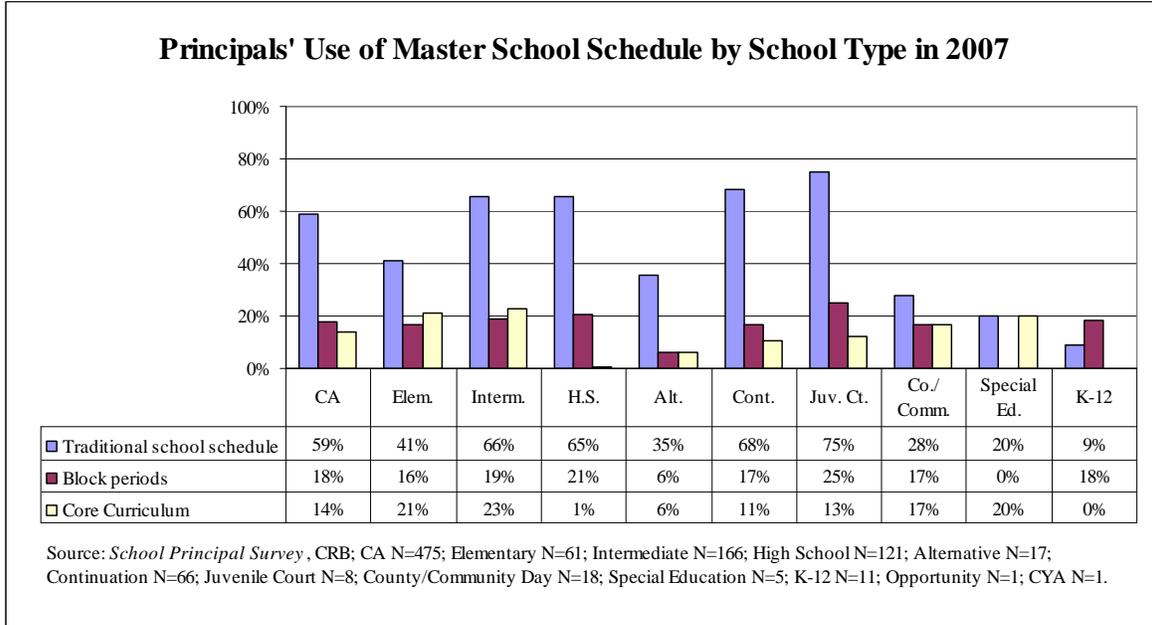
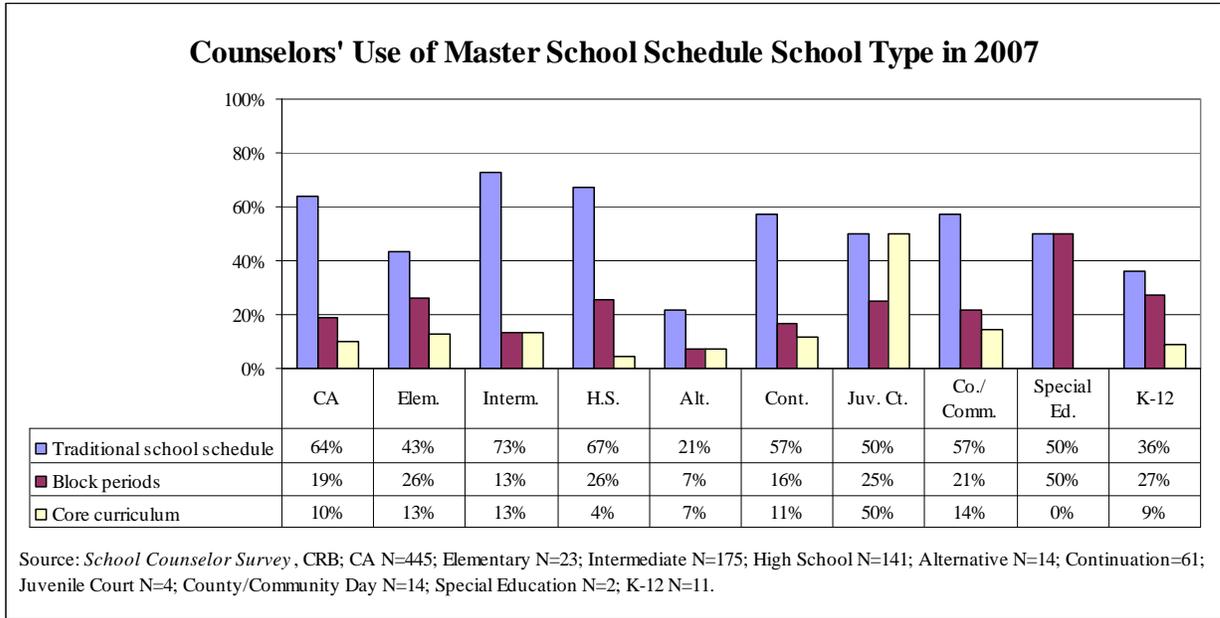


Chart 17 illustrates that principals generally employed a traditional school schedule as their master school schedule, irrespective of their school type. An overwhelming majority of principals from intermediate (66 percent), high schools (65 percent), and juvenile court schools (75 percent) used a traditional school schedule at their schools. The sole principals from an opportunity school and CYA school also specified that they use a traditional master schedule (not shown).

On the other hand, a quarter or less of principals reported their use of block periods or a core curriculum schedule at their schools.

Chart 18



The traditional school schedule was also the most cited master school schedule across most types of schools according to the counselors, as displayed in Chart 18. This was particularly true in intermediate (73 percent) and high schools (67 percent). The use of block periods was the second most commonly-used master school schedule for elementary (26 percent), high schools (26 percent), continuation (16 percent), community day (50 percent), and K-12 schools (27 percent). For intermediate (13 percent) and alternative schools (7 percent), equal proportions of responding counselors indicated that their schools utilized block periods or a core curriculum schedule. An equal number of counselors in juvenile court schools used a traditional school schedule and core curriculum.

The principals' responses closely resembled the counselors' responses for most school types other than juvenile court, county and community day, and special education schools.

Question: Have you heard about the national standards for school counseling programs that address academic, career, and personal development?

General

A greater percent of counselors (91 percent) than principals (66 percent) who responded to the surveys had heard about the national standards for school counseling programs that address academic, career, and personal development.

Region

Chart 19

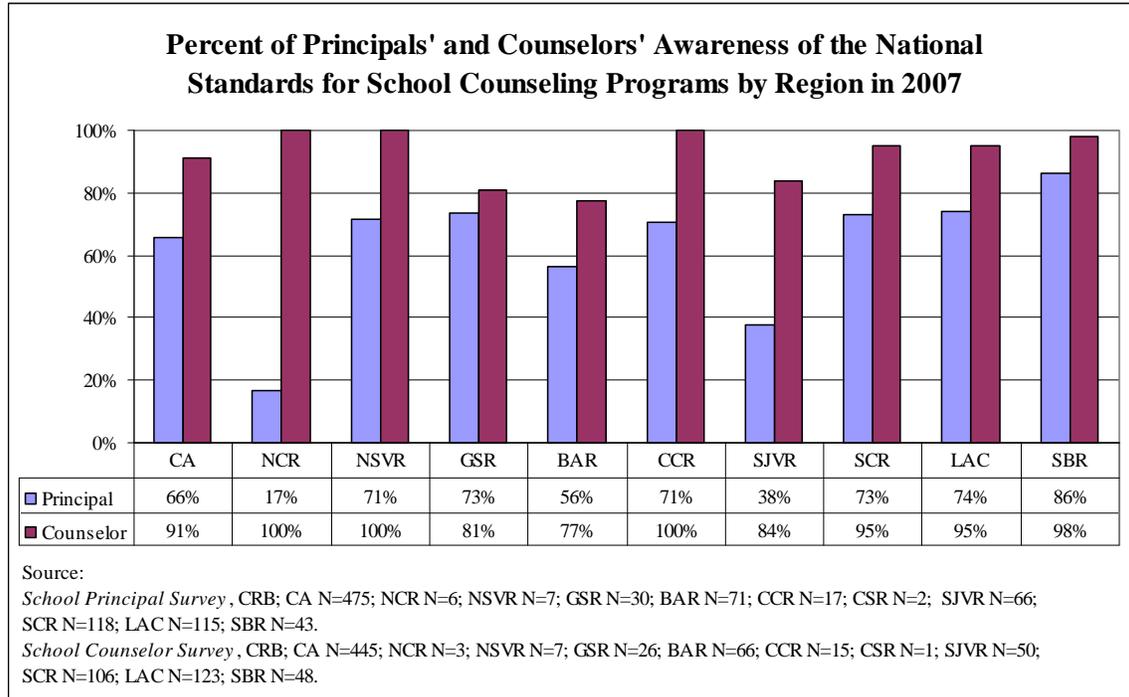


Chart 19 shows that a majority of both responding principals and counselors had heard about the national standards for school counseling programs across regions, except for the NCR and SJVR, where 17 percent and 38 percent of principals were aware of the standards, respectively. Consistent with the statewide finding, more counselors than principals heard about national standards for school counseling programs across regions. More than 90 percent of counselors in seven of the 10 regions (the NCR, NSVR, CCR, CSR, SCR, LAC, and SBR) were aware of the standards.

School Type

Chart 20

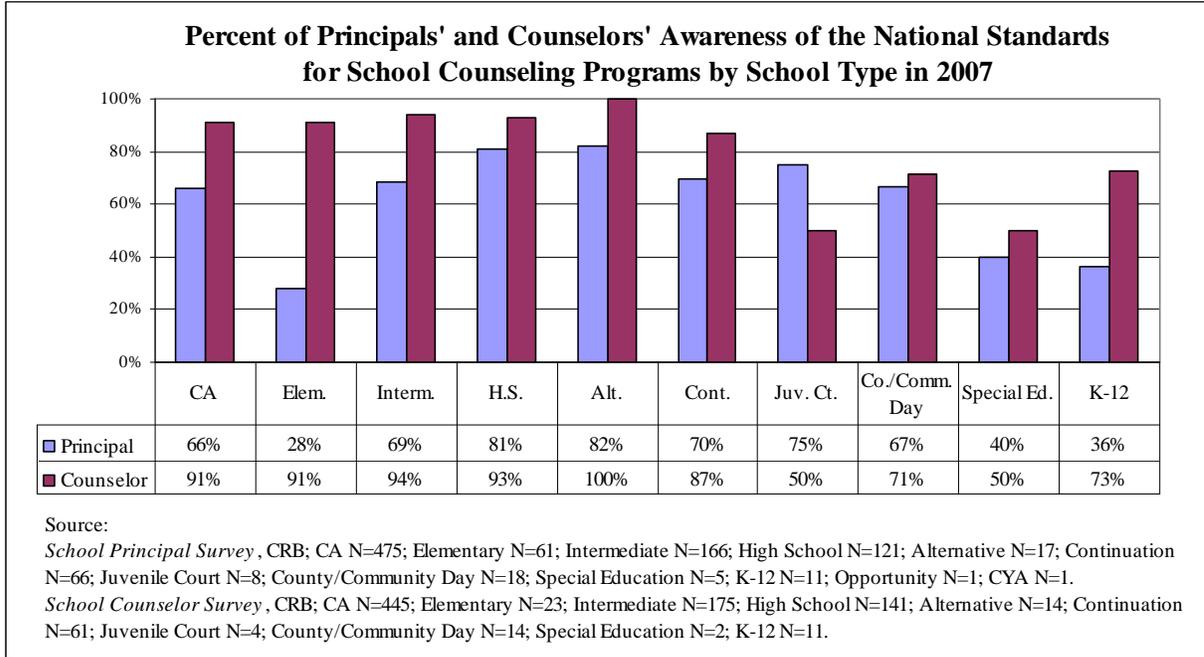


Chart 20 shows that for most types of schools more counselors than principals who responded to the surveys were aware about the national standards for school counseling programs, except for juvenile court schools, where 75 percent of principals compared to 50 percent of counselors had heard of the standards. Among school types, the percentages of principals who had heard of these national standards ranged from 30 to 80 percent, while the percentages of counselors who heard of these standards ranged from 50 to 100 percent. Although principals from elementary schools (28 percent) were among the least likely respondents to have heard about the national standards, over 90 percent of elementary school counselors had. Likewise, 36 percent of K-12 school principals knew of these national standards, while 73 percent of K-12 school counselors were.

The sole principals representing an opportunity and a CYA school had heard of the national standards (not shown).

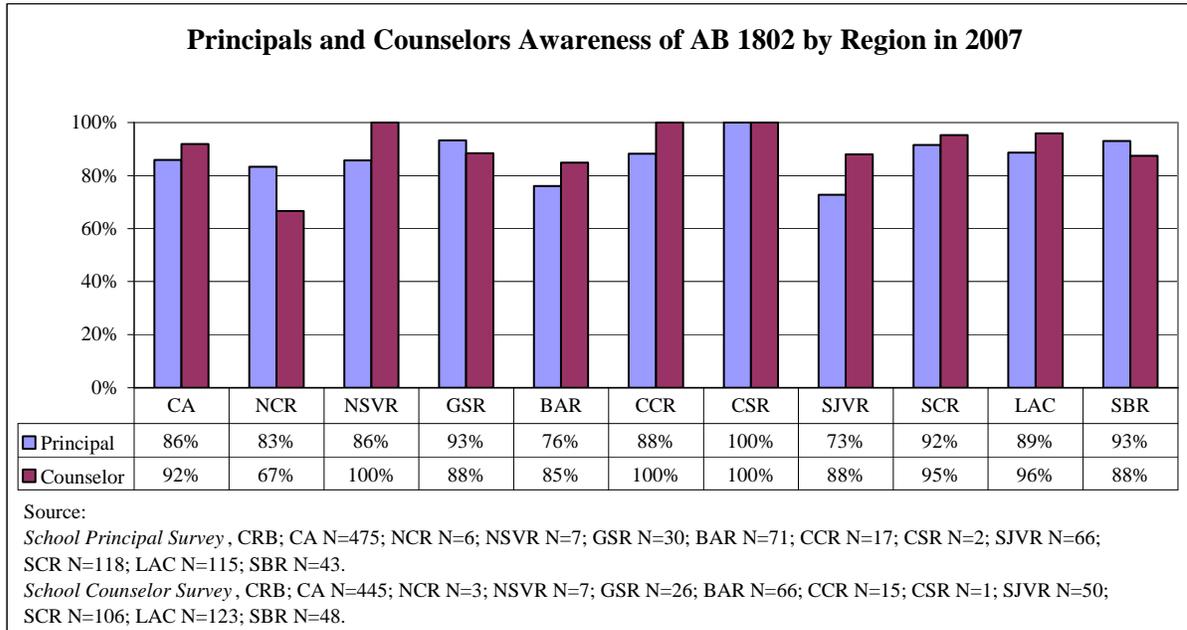
Question: Have you heard about a new law that provides new funding for school counseling called the Middle and High School Supplemental Counseling Program, which was enacted by Assembly Bill 1802 (Statutes of 2006)?

General

Most counselors (92 percent) and principals (86 percent) had heard about a new law that provides new funding for school counseling called the Middle and High School Supplemental Counseling Program, which was enacted by Assembly Bill (AB) 1802 (Statutes of 2006).

Region

Chart 21



A slightly greater percent of counselors than principals had heard of AB 1802 in all but four regions as shown in Chart 21. Specifically, slightly greater percent of counselors than principals in the NSVR, BAR, CCR, SJVR, SCR, and LAC had heard of the new funding law. In three of those regions (the NCR, GSR, and SBR), there was a higher percentage of principals than counselors who were aware of the program. In the fourth region (the CSR) all of the respondents had heard of the program.

Respondents from the NCR, BAR, and SJVR were less likely to have heard of the new funding program than other regions.

School Type

Chart 22

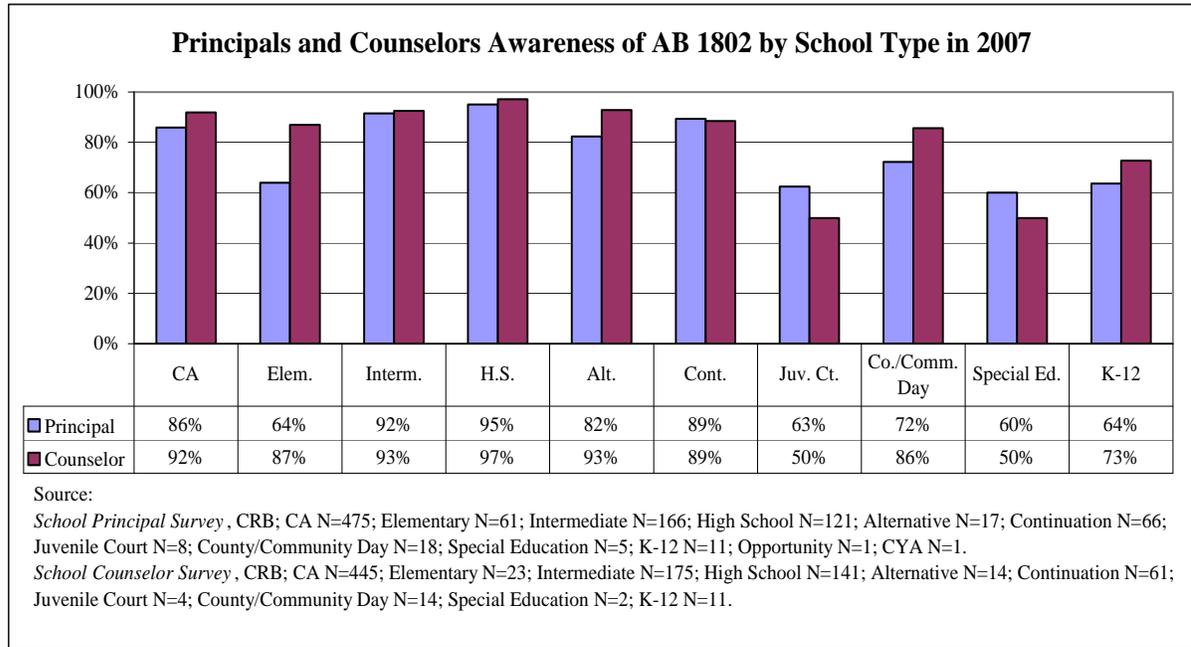


Chart 22 displays the generally high percent of responding principals and counselors who were aware of AB 1802 among the different types of schools. Over 90 percent of the principals and counselors from intermediate and high schools had heard of the program. About 90 percent of counselors who responded to the survey from elementary (87 percent), alternative (93 percent), continuation (89 percent), and county and community day schools (86 percent) knew of the recent funding law, whereas less of K-12 counselors (64 percent) and half of the counselors from juvenile court and special education schools were aware of the new program.

While proportionally fewer principals who responded to the survey had heard of the program than counselors by school type, a majority of principals had heard of the program irrespective of their school type.

The sole school principal representing an opportunity school was aware of the new program, whereas the sole principal from a CYA school was not.

Question: Have you applied for or received funding under the Middle and High School Supplementary Counseling Program/Assembly Bill 1802?

General

A majority of the principals (64 percent) and counselors (70 percent) who responded to the surveys had heard of AB 1802 and had received the new funding. About 15 percent of respondents had applied for, but did not receive the new funding. Twenty percent of principals and 13 percent of counselors had neither applied for nor received this new funding.

Region

Chart 23

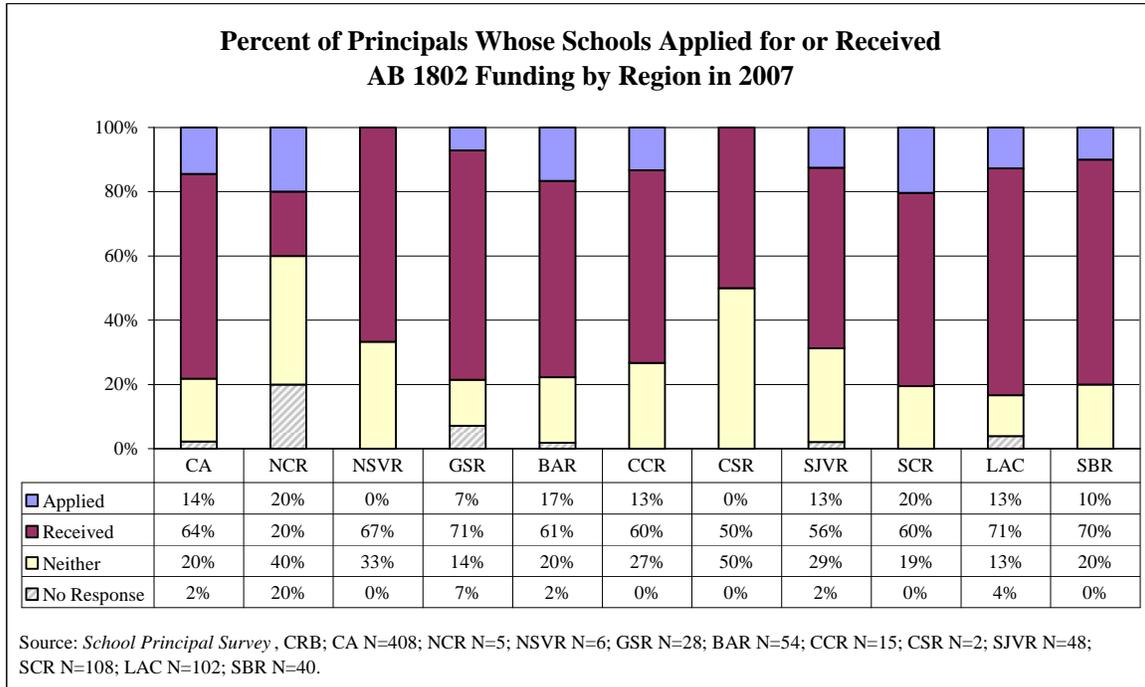
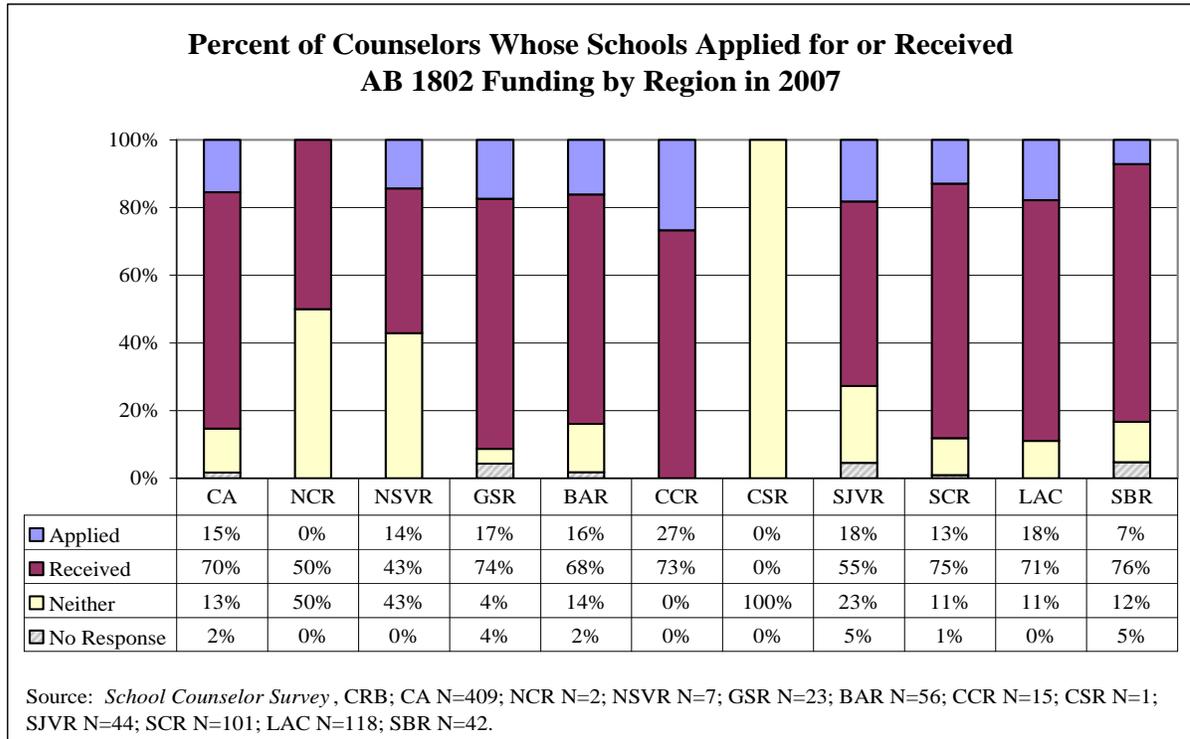


Chart 23 shows the percent of responding principals who were aware of AB 1802 and whose schools had applied for or received funding under AB 1802. A majority of principals across regions reported that their schools received the new funding except for in the NCR, where only 20 percent of the principals' schools received the new funding and another 20 percent did not respond. A smaller proportion of principals' schools had applied for but did not receive funding across regions, except for the NSVR and CSR. Moreover, the percent of principals who had heard of the program but whose schools did not apply for or receive funding varies across the regions, ranging from 13 percent (LAC) to 50 percent (CSR).

School Type

Chart 24



Similar to the principals' responses, most of the responding counselors who had heard of AB 1802 represented schools that also received funding across the ten regions of the state, except for the NCR and NSVR, where 50 percent and 43 percent of the counselors reported that their schools had received funding for the new program, respectively. About 70 percent or more of counselors' schools from the GSR (74 percent), CCR (73 percent), SCR (75 percent), LAC (71 percent), SBR (76 percent), and BAR (68 percent) had received AB 1802 funding.

The percent of counselors who had applied for but whose schools did not receive funding range from zero to 27 percent across regions. The CCR had the greatest percent of counselors (27 percent) whose schools had applied for but did not receive the funding.

The percent of counselors' schools who neither had applied for nor had received funding ranged from 11 to 50 percent. The school of the sole responding counselor representing the CSR neither had applied for nor received funding.

School Type

Chart 25

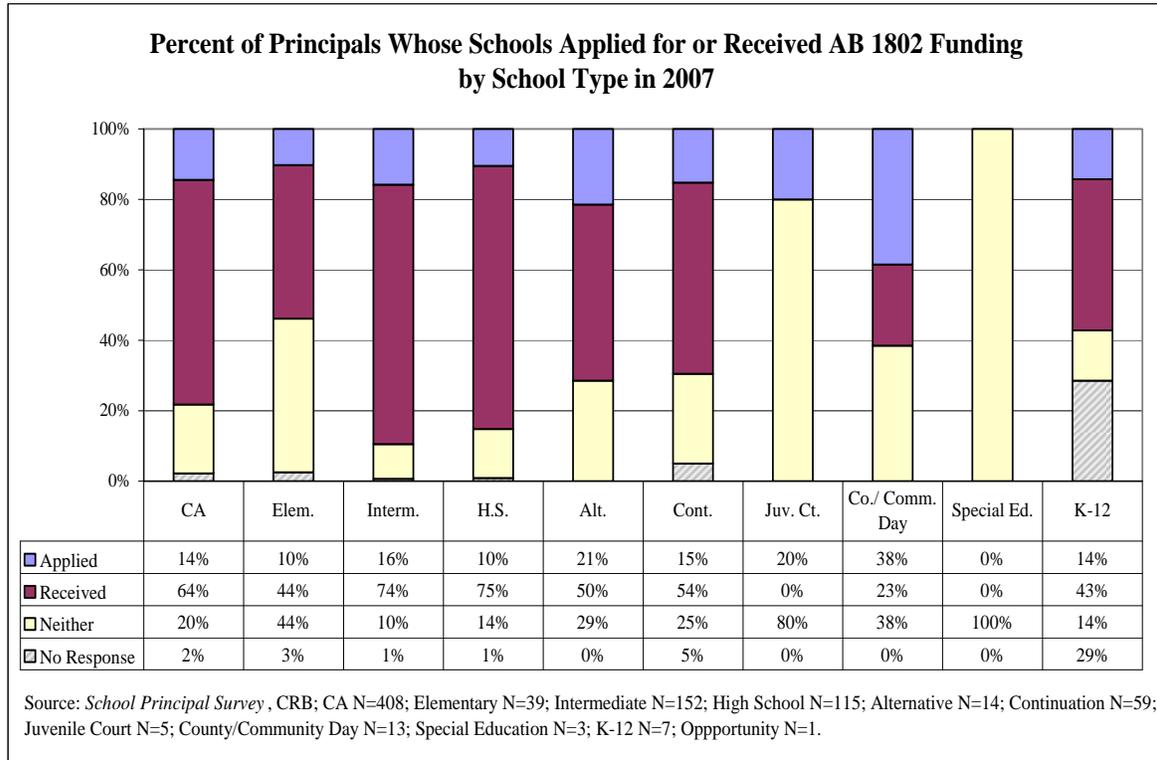


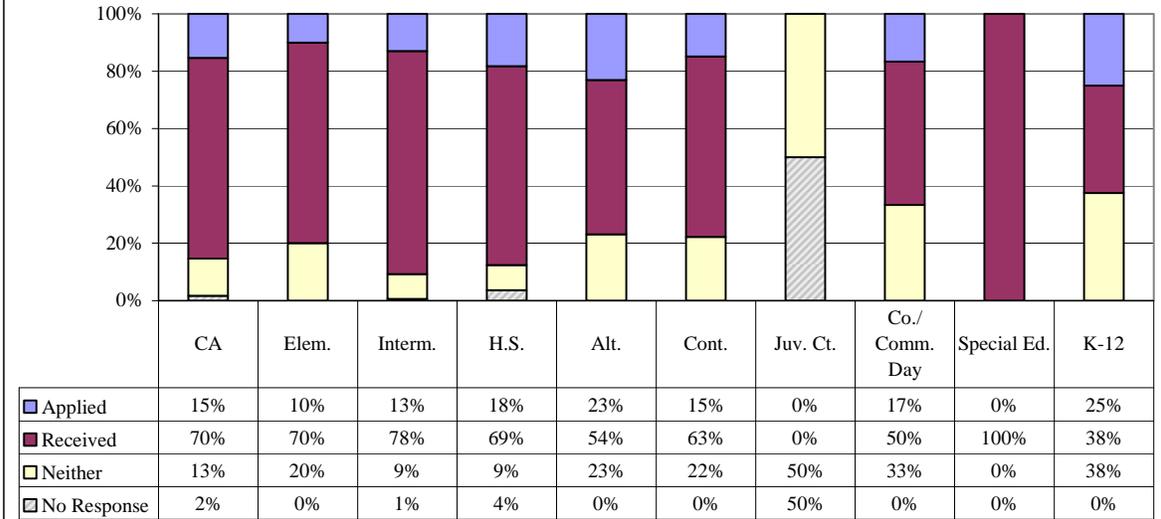
Chart 25 shows the percent of responding principals who had heard of and whose schools had applied for or received funding under AB 1802 by school type. Although schools of 64 percent of principals statewide had received AB 1802 funding, a higher percent of principals' schools from intermediate (74 percent) and high schools (75 percent) had. Schools of about half of the counselors from alternative (50 percent) and continuation schools (54 percent) had obtained funding. Far fewer principals' schools from elementary (44 percent), K-12 (43 percent), and county and community schools (23 percent) had received funding. None of the principals representing juvenile court and special education schools had received funding.

The percent of responding principals whose schools had applied for but did not receive funding ranged from zero to 38 percent across school types. County and community day schools had the greatest percentage of principals (38 percent) whose schools had applied for but did not receive the funding.

Although 20 percent of principals' schools in California had neither applied for nor received the funding, the percentage of principals representing elementary (44 percent), alternative (29 percent), continuation (25 percent), juvenile court (80 percent), county and community day (38 percent), and special education schools (100 percent) is higher. The sole principal representing an opportunity school did not respond to this survey question (not shown).

Chart 26

Percent of Counselors Whose Schools Applied for or Received AB 1802 Funding by School Type in 2007



Source: *School Counselor Survey*, CRB; CA N=409; Elementary N=20; Intermediate N=162; High School N=137; Alternative N=13; Continuation =54; Juvenile Court N=2; County/Community Day N=12; Special Education N=1; K-12 N=8.

Well over the majority of responding counselors from elementary, intermediate, high schools, and continuation schools were aware of the new funding program and represented schools that had received funding, whereas only about half of the counselors from alternative and county and community day schools obtained funding, as displayed in Chart 26. The school of the sole responding special education counselor had received funding, compared to 38 percent of counselors from K-12 schools.

About 25 percent or fewer counselors’ schools across most school types had applied for but did not receive funding from the new program.

The percentages of counselors whose schools had neither applied for nor received funding ranged from about ten percent to about 30 percent for most school types. Counselors from juvenile court, special education, and K-12 schools were exceptions to these trends.

Generally, a slightly greater percentage of counselors than principals reported that their schools received funding across the different school types. Schools of about 70 percent of counselors had obtained the new funding, compared to schools of about 60 percent of principals who had.

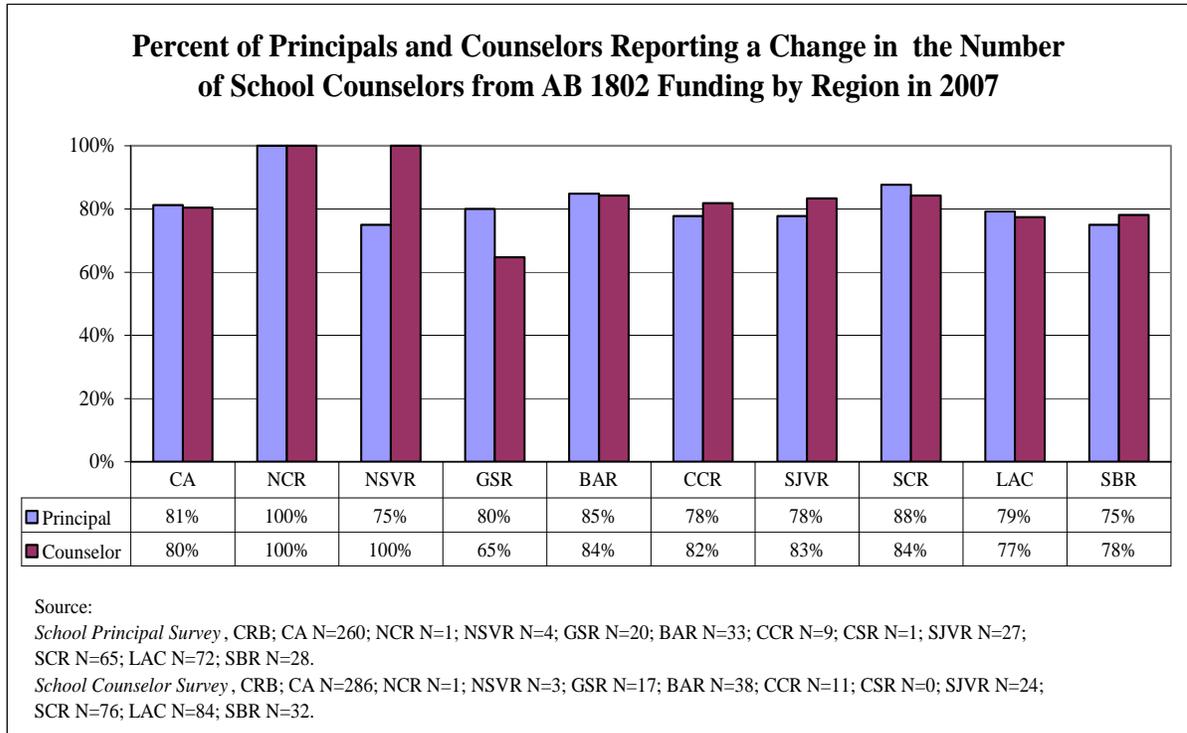
Question: Has the number of school counselors changed at your school since your school received funding from Assembly Bill 1802?

General

About four out of five principals and counselors noted that the number of school counselors changed at their schools since they received AB 1802 funding.

Region

Chart 27



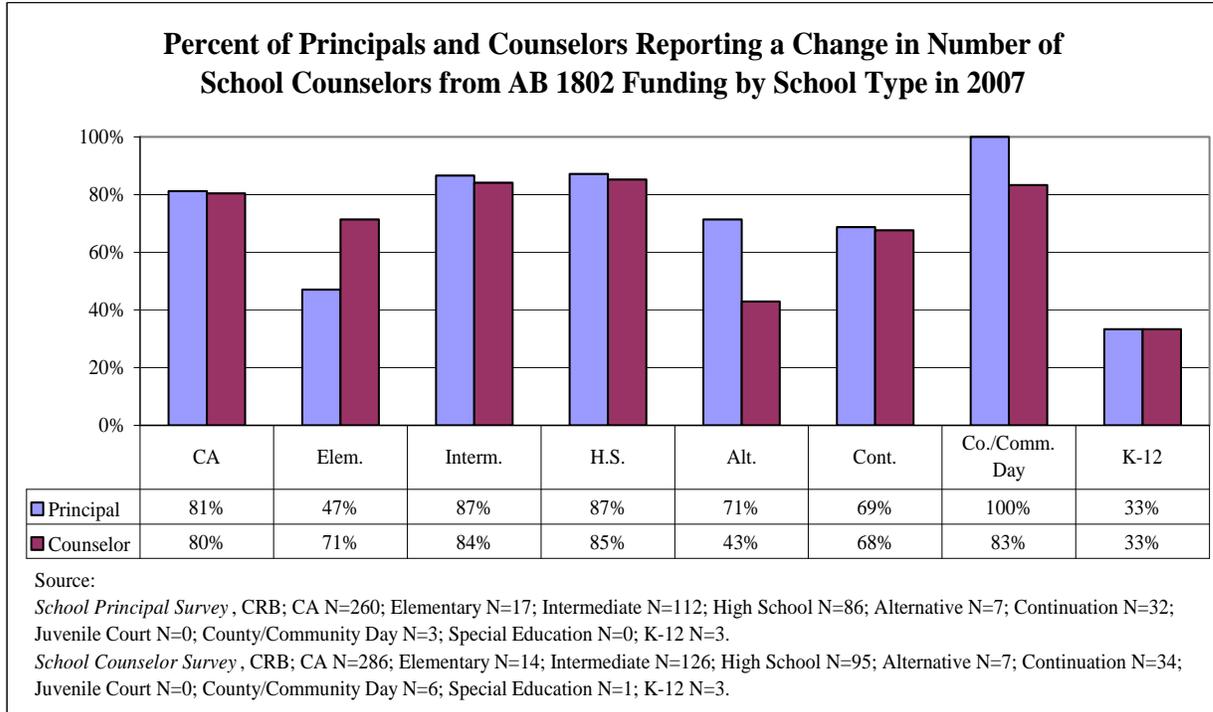
Of the principals and counselors whose schools had received funding from AB 1802, the percentages of principals and counselors across regions who reported that the number of their school counselors had changed as a result of receiving AB 1802 funds closely resembled California’s principal (81 percent) and counselor (80 percent) statewide averages.

For each region, the percentages between principals and counselors varied slightly except for principals and counselors from NSVR and GSR, where there were 25 percent and 15 percent differences between them, respectively.

The school of the sole responding principal from the CSR who had received AB 1802 funding reported that the number of school counselors had not changed since receiving this funding (not shown).

School Type

Chart 28



Unlike the previous analysis by region, the percentages of principals and counselors who noted that the number of school counselors had changed at their schools since obtaining AB 1802 funding varied greatly among school types, as viewed in Chart 28. Over 80 percent of respondents representing intermediate (87 percent of principals and 84 percent of counselors) and high schools (87 percent of principals and 85 percent of counselors) and county and community day schools (100 percent of principals and 83 percent of counselors) stated that the number of counselors at their schools had changed with receipt of AB 1802 funding. Lower percentages of respondents from elementary, alternative, continuation, and K-12 schools stated that their schools had changed the number of counselors employed at their schools had changed after receiving the funds.

Notably, principals and counselors from elementary and alternative schools responded differently. Forty-seven percent of elementary school principals reported that the number of counselors had changed at their schools, while 71 percent of counselors noted this. Seventy-one percent of principals from alternative schools stated that the number of counselors had changed at their schools, whereas only 43 percent of counselors noted this.

The sole responding counselor from a special education school reported a change in the number of counselors at that particular school after receiving the funds (not shown).

Question: Have you extended the school counseling services available for students as a result of receiving funds from Assembly Bill 1802?

General

Nearly all principals (92 percent) and counselors (90 percent) reported that their schools had extended school counseling services for students as a result of receiving funds from AB 1802.

Region

Chart 29

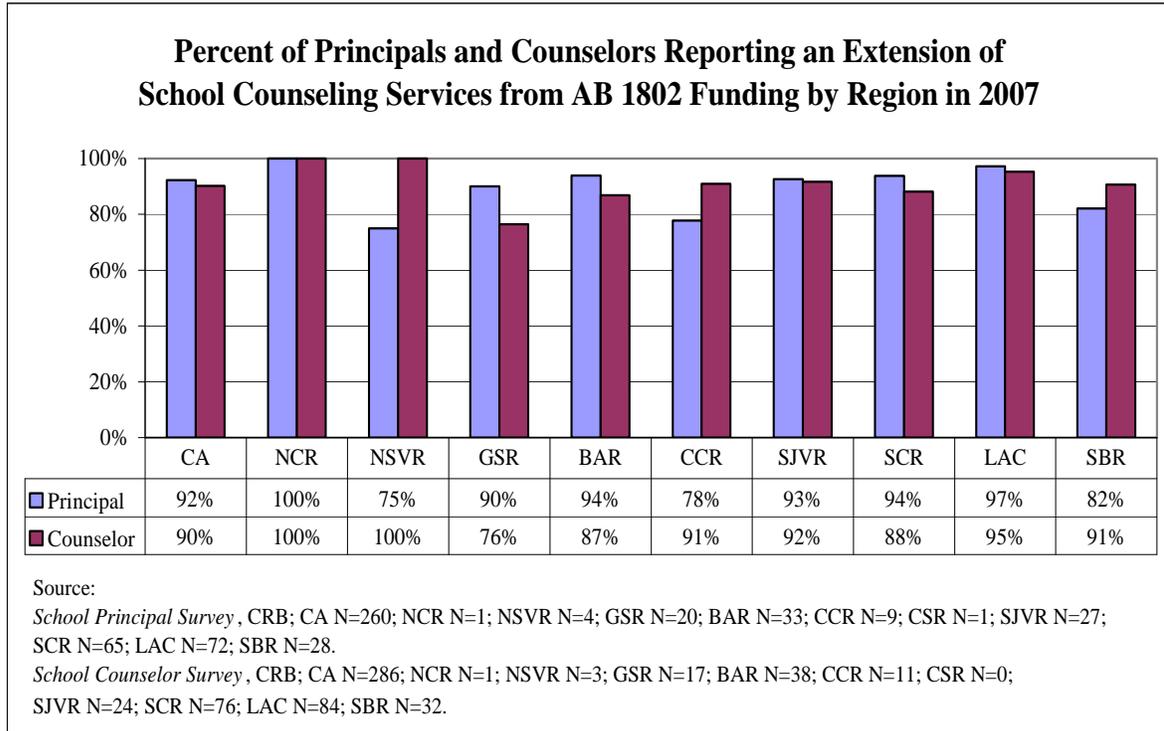
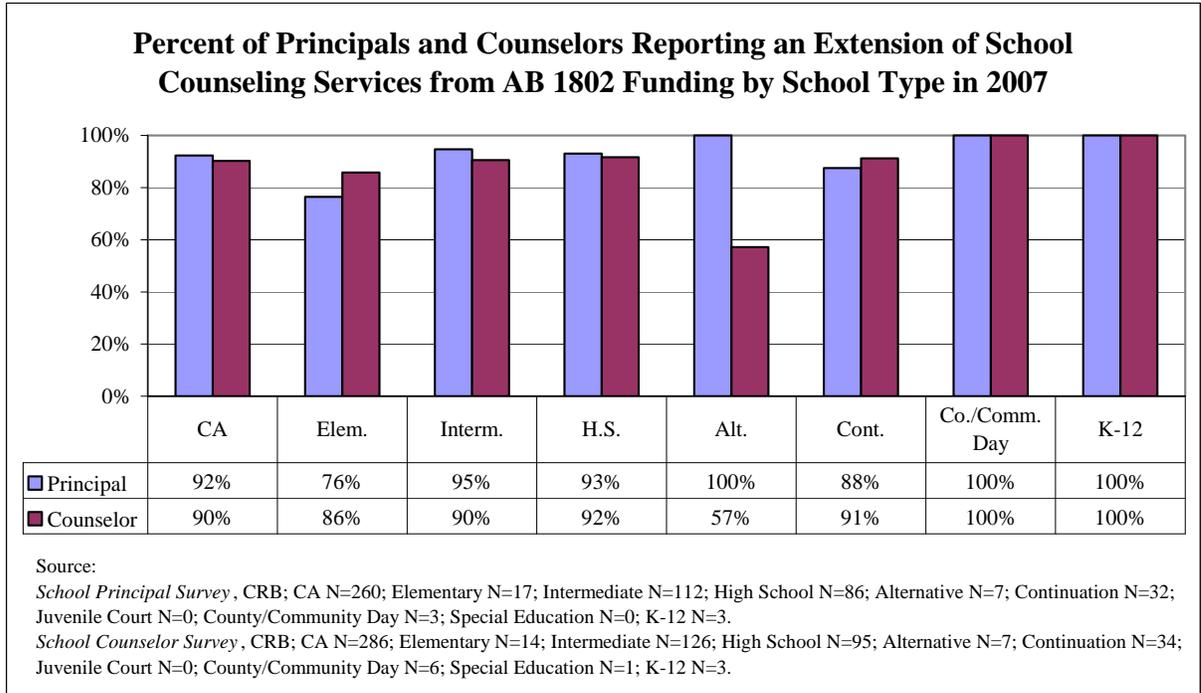


Chart 29 shows that at least three-quarters of principals’ and counselors’ schools across regions utilized the AB 1802 funding to extend school counseling services to students. Notably, schools of 97 percent of principals and 95 percent of counselors from the LAC had extended these counseling services. While the percentages between the principals’ and counselors’ responses vary slightly for most of the regions, there are greater percent differences between principal and counselors responses for the NSVR (25 percent difference), GSR (14 percent difference), and CCR (13 percent difference).

The school of the sole responding CSR principal reported receiving AB 1802 funding and extending school counseling services to students (not shown).

Chart 30



Generally, more than 85 percent of principals and counselors among most school types reported extending school counseling services for their students as a result of their schools receiving funds from AB 1802, as displayed in Chart 30. Lower proportions of principals from elementary schools (76 percent) and counselors from alternative schools (57 percent) had extended their school counseling services, while far greater proportions of principals (100 percent) than counselors (57 percent) from alternative schools reported extending their counseling services to students.

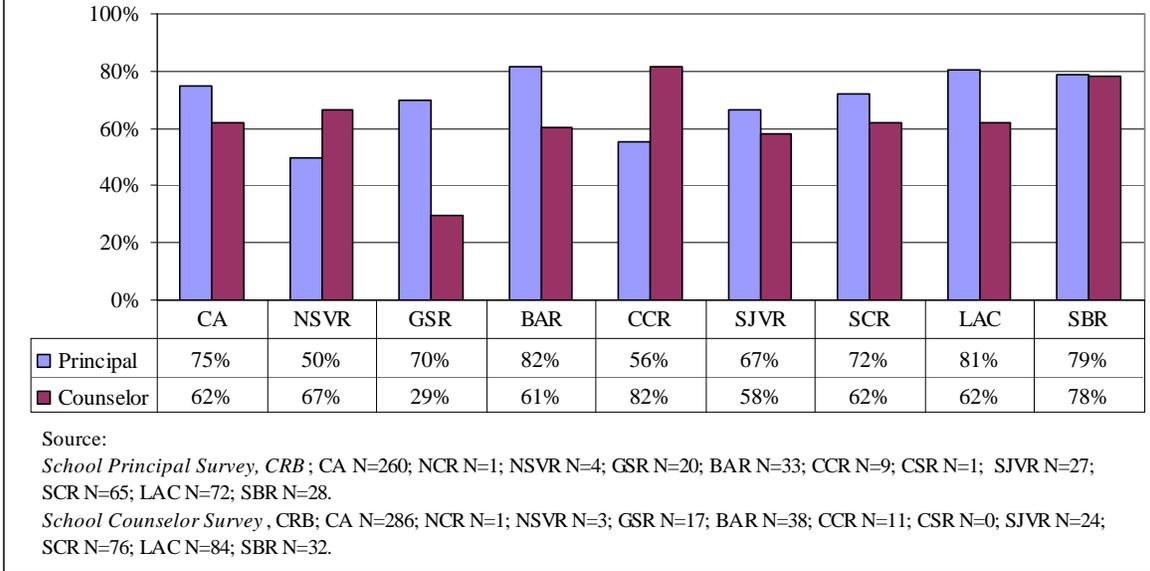
Question: If you met the provisions of Assembly Bill 1802, then have you used the funds to supplement your career guidance program?

General

Of the respondents whose schools had received AB 1802 funding, more principals (75 percent) than counselors (62 percent) reported that their schools had met the provisions of the law and used the funds to supplement their career guidance program.

Chart 31

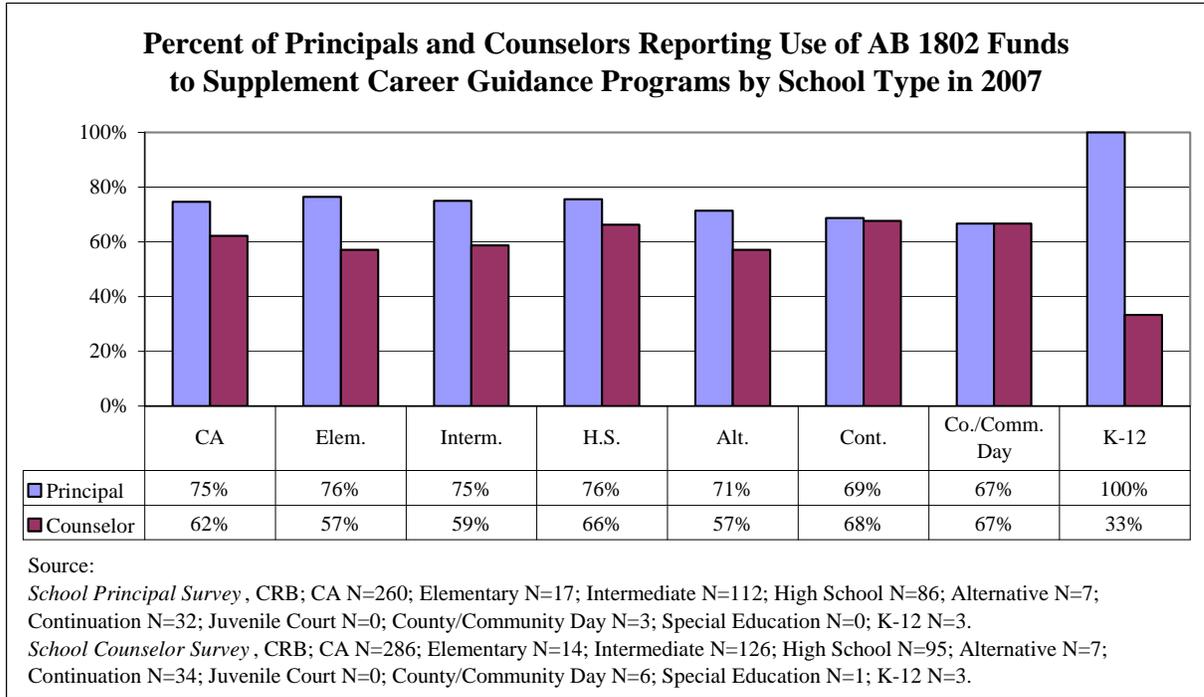
Percent of Principals and Counselors Reporting Use of AB 1802 Funds to Supplement Career Guidance Programs by Region in 2007



Unlike the general consensus between principals and counselors across regions about the use of the AB 1802 funding to change the number of school counselors or extend school counseling services, their reported trends regarding their schools' use of funds to supplement career guidance programs are less clear as shown in Chart 31. The majority of principals and counselors whose schools had met the provisions of AB 1802 affirmed that their schools had also supplemented their career guidance programs (except in the case of counselors in the GSR). Principals generally affirmed that their schools had supplemented their career guidance programs in a greater proportion than counselors, except for in the smaller regions of the NSVR and CCR.

The sole responding counselor representing the NCR and sole responding principal from the CSR reported their schools' use of AB 1802 funding to supplement their career guidance programs (not shown).

Chart 32



The percent of principals and counselors whose schools had met the provisions of AB 1802 and had used the funds to supplement their career guidance programs fall within a narrow range for most of the school types. Chart 32 indicates that the percent of principals whose schools had used the funds to supplement these programs range from about 67 to 76 percent for most school types, while the percent range of counselors is slightly lower, from 57 to 68 percent.

Principals and counselors representing K-12 schools did not conform to the general pattern of schools described above; all three K-12 principals reported their schools' use of the AB 1802 funds to supplement their counseling programs, compared to the sole responding K-12 counselor whose school did so.

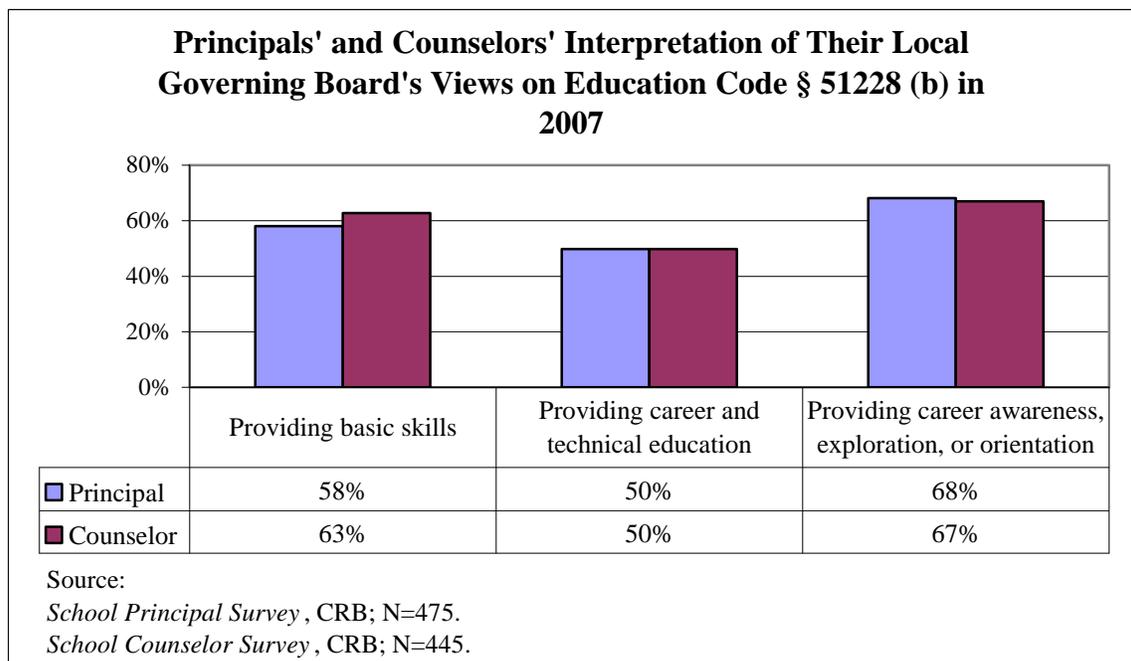
The sole responding counselor representing a special education school reported meeting the AB 1802 provisions and using the funds to supplement career guidance programs (not shown).

For the purposes of this survey, *career development* includes career orientation and exploration, and any other activity, program or tool that your school uses to respond to Education Code § 51228 (b).

California law (Education Code § 51228 (b)) requires local governing boards of schools serving students in grades seven to 12 to offer a course of study that provides an opportunity to attain entry-level employment skills in business or industry upon graduation from high school.

Question: People have different views about what this law requires. Which of these responses is the view of your local governing board? *

Chart 33



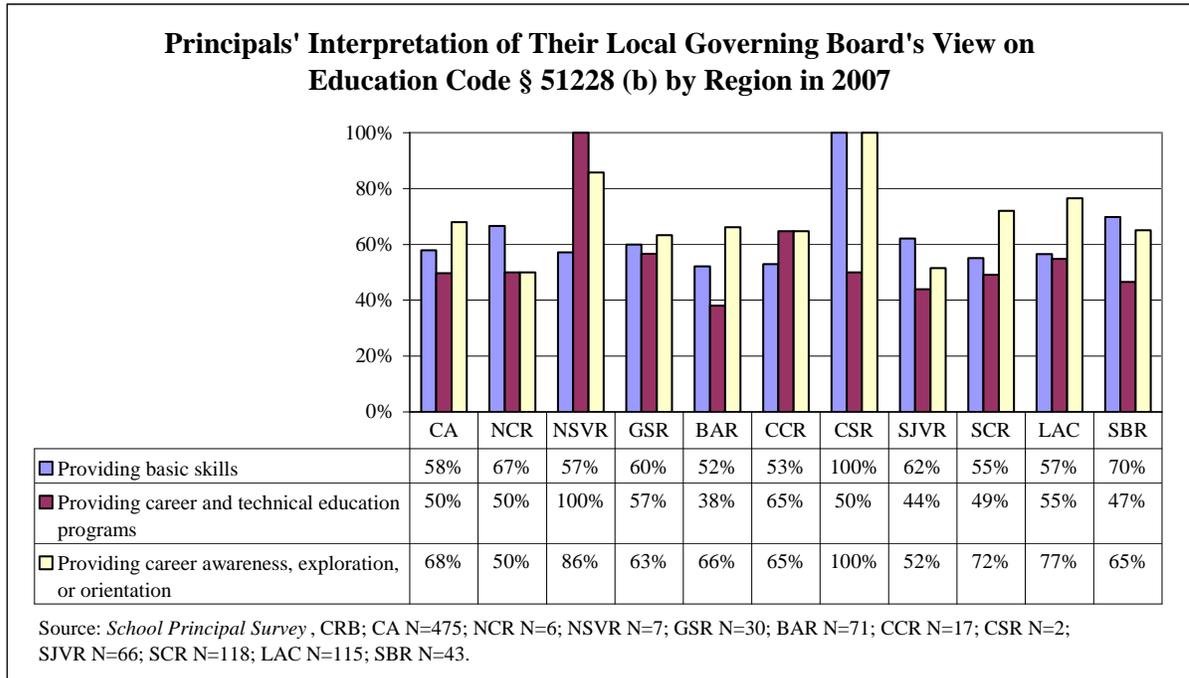
General

Both principals and counselors had similar interpretations about their local governing board's view regarding Education Code § 51228 (b), as displayed in Chart 33. At least half of both principals and counselors believed that their local governing board's view included all three options. Two-thirds of both principals and counselors believed that their local governing board would agree with providing career awareness, exploration, or orientation to meet the intent of the law.

* For this survey question, respondents were instructed to mark any of the responses they believed would represent the views of their local school board.

Region

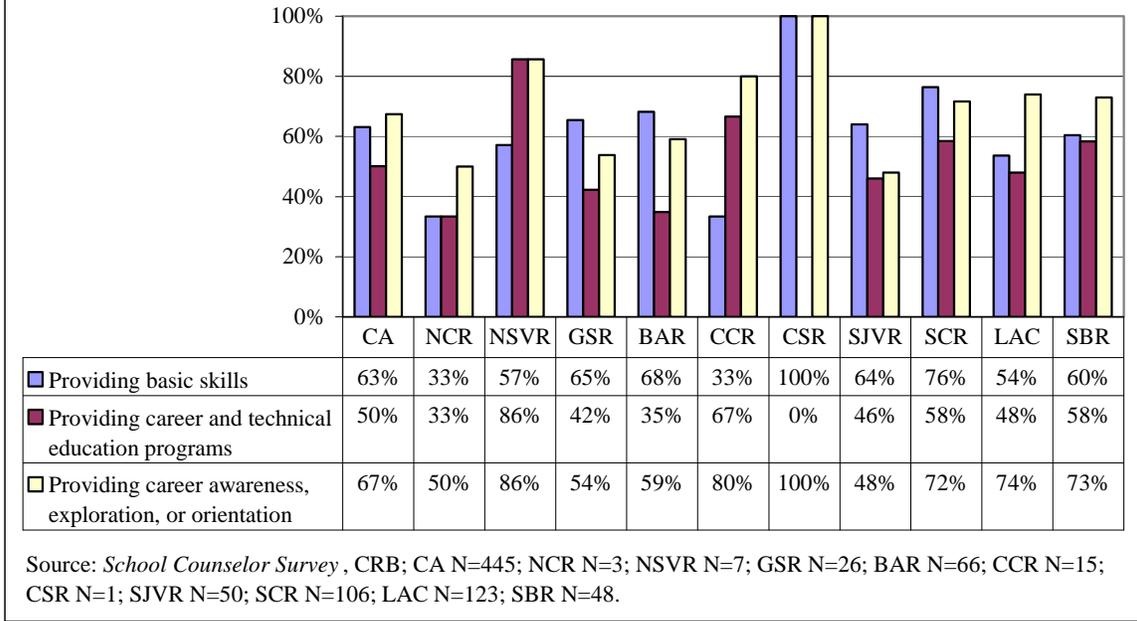
Chart 34



When viewing the responses of principals by region, as in Chart 34, they were generally consistent with the statewide responses except in regions with smaller number of respondents (i.e., the NCR, NSVR, CCR, and CSR). Responding principals from the NCR, SJVR, and SBR indicated that “providing basic skills” was the more likely view of the local governing board than the other options.

Chart 35

Counselors' Interpretation of Their Local Governing Board's View on Education Code § 51228 (b) by Region in 2007



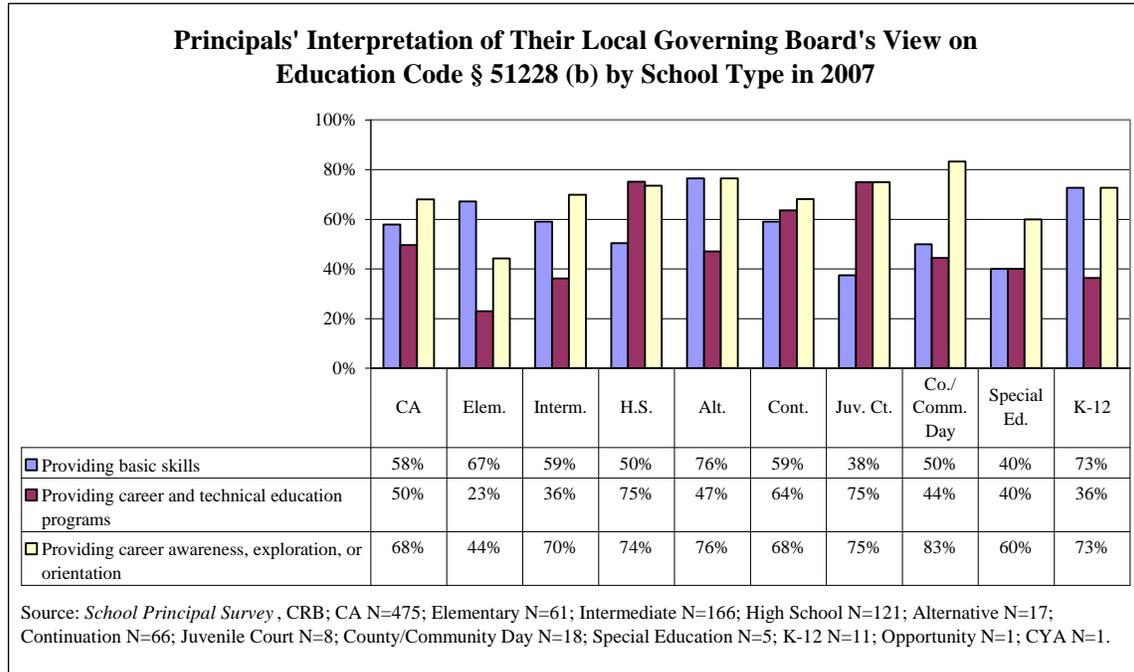
In Chart 35, responses provided by counselors show no discernable pattern across regions regarding their opinions of what their local governing board’s view would be related to Education Code 51228(b). To “provide career and technical education” was the least popular view among counselors by region than the view to “provide basic skills” or “provide career awareness, exploration, or orientation” to students in grades seven through 12. The three smaller regions differed from that generalization (the NCR, NSVR, and CCR).

Principals and counselors had different perspectives on what their governing boards’ leading interpretations of the education code were by region. For example,

- Somewhat similar proportions of principals and counselors representing the SJVR and LAC concurred with each other on their boards’ interpretations of the education code section.
- Principals representing the GSR, BAR, and SCR stated that “providing career awareness, exploration, or orientation” was the most cited interpretation by the board, while counselors from these regions noted that “providing basic skills” was the board’s most common interpretation of the education code.
- Principals from the SBR and NCR noted that “providing basic skills” was their board’s primary view of the law, but counselors in these regions believed that “providing career awareness, exploration, or orientation” was their board’s main interpretation of the education law.

School Type

Chart 36



As with the statewide trend, Chart 36 indicates that principals from the majority of school types stated that providing “career awareness, exploration, or orientation” was one of their local governing boards’ primary interpretations of the course of study required by the Education Code § 51228 (b). These school types included intermediate (70 percent), continuation (68 percent), juvenile court (75 percent), county and community day (83 percent), and special education schools (60 percent). For alternative and K-12 schools, both “providing career awareness, exploration, or orientation” and “providing basic skills” ranked as their boards’ foremost interpretations of the law. The sole CYA principal noted all three interpretations represented its board’s view of the law (not shown).

Three-quarters of high school and juvenile court principals viewed “providing career and technical education programs” as their boards’ primary interpretation of the education law. Nearly the same proportion of high school principals (74 percent) believed that “providing career awareness, exploration, or orientation” was their boards’ most cited interpretation of the education law.

About two-thirds of elementary school principals (67 percent) stated that providing basic skills was their boards’ primary interpretation of the education code.

Chart 37

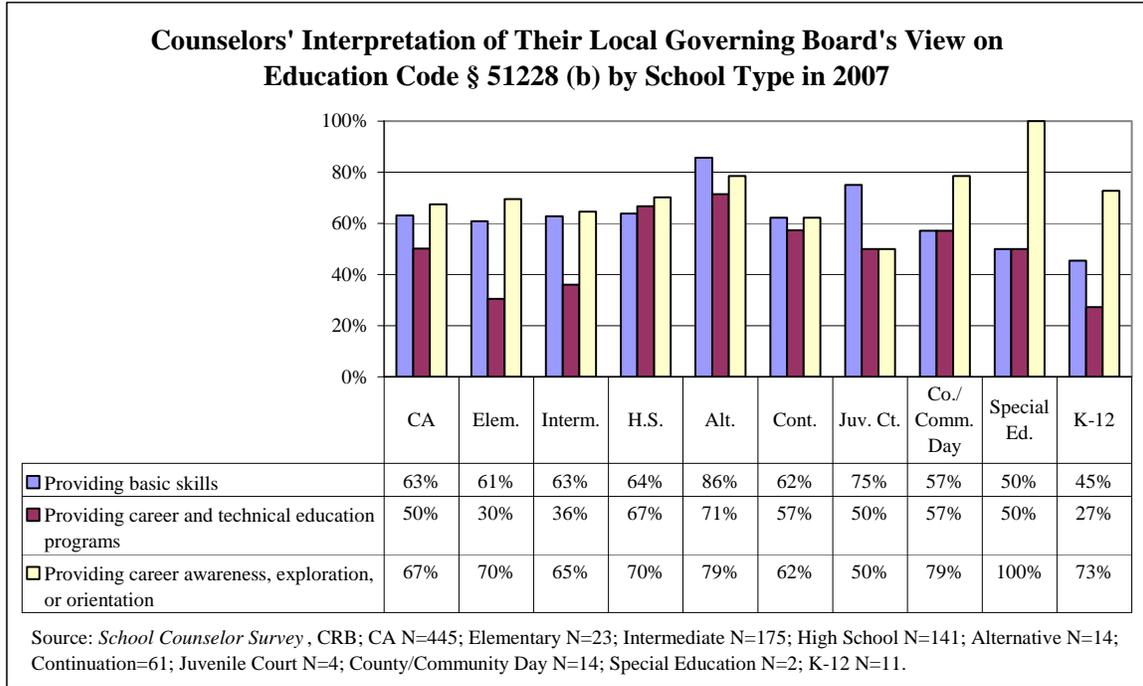


Chart 37 shows that counselors from the majority of school types noted that “providing career awareness, exploration, or orientation” was their local governing boards’ leading interpretation of the course of study required by Education Code § 51228 (b). These school types were elementary (70 percent), high (70 percent), continuation (62 percent), county and community day (79 percent), special education (100 percent), and K-12 schools (73 percent). Counselors from the intermediate schools and continuation schools stated that both “providing career awareness, exploration, or orientation” and “providing basic skills” were their boards’ primary interpretation of what the education law required.

Counselors from alternative and juvenile court schools noted that “providing basic skills” was their boards’ main view on the course of study required by the education code. About 70 percent of high school and alternative school counselors believed that their local boards’ interpretation included “providing career and technical education programs.”

Large majorities of principals and counselors representing continuation, county and community day, and special education schools believed that their local boards’ interpretation of the law included providing career awareness, exploration, or orientation. Similar and large proportions of principals and counselors of elementary, intermediate, and continuation schools thought their local boards’ interpretation of the law included to provide basic skills to students in grades seven through 12.

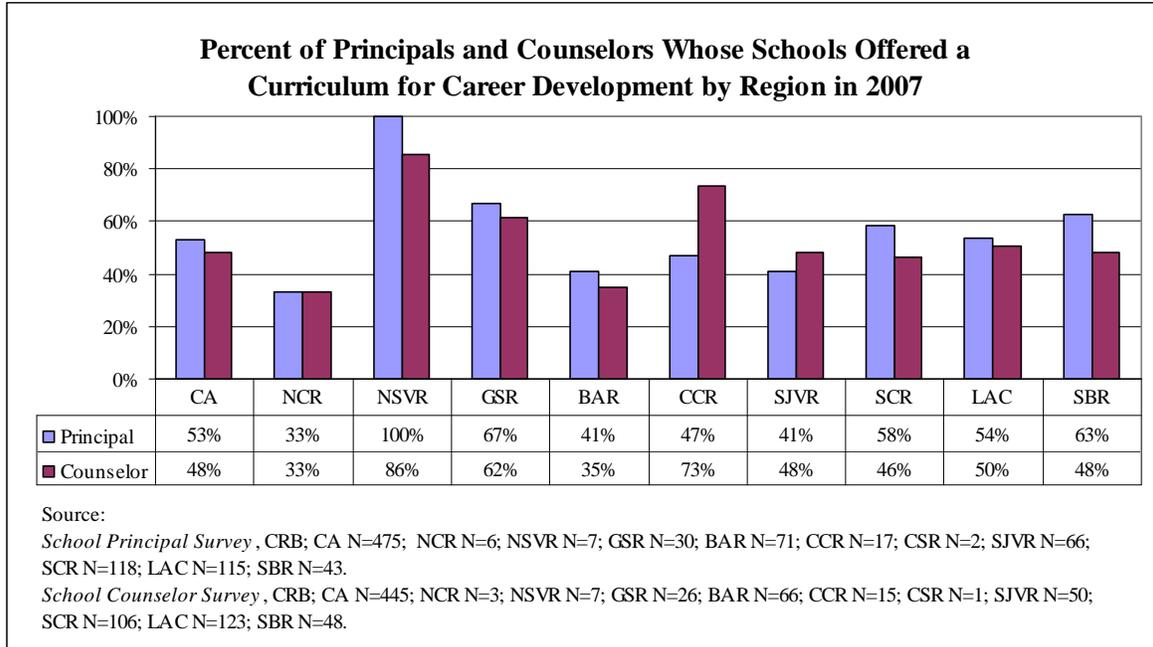
Question: Does your school offer a curriculum for career development?

General

About half of principals and counselors reported that their schools offered a curriculum for career development.

Region

Chart 38



While principals’ and counselors’ responses were nearly equally divided on whether their schools offer a curriculum for career development, their responses differed greatly across regions, as seen in Chart 38. For example:

- A majority of principals and counselors from two regions (the NSVR and GSR) affirmed that their schools offer a curriculum for career development.
- A majority of both principals and counselors from three regions (the NCR, BAR, and SJVR) reported that their schools did not offer a career development curriculum.
- Responses of principals and counselors from three other regions were contrary to one another. In particular, for the SCR and SBR, relatively more principals (about 60 percent) than counselors (about half) indicated that their schools offered a curriculum for career development. In contrast, more counselors (about 70 percent) than principals (about half) from CCR indicated that their schools offered a curriculum for career development.

- The largest region of LAC, about half of both principals and counselors reported that their schools offered a curriculum for career development.
- One of the two principals representing the CSR noted offering a career development curriculum at his/her school.

School Type

Chart 39

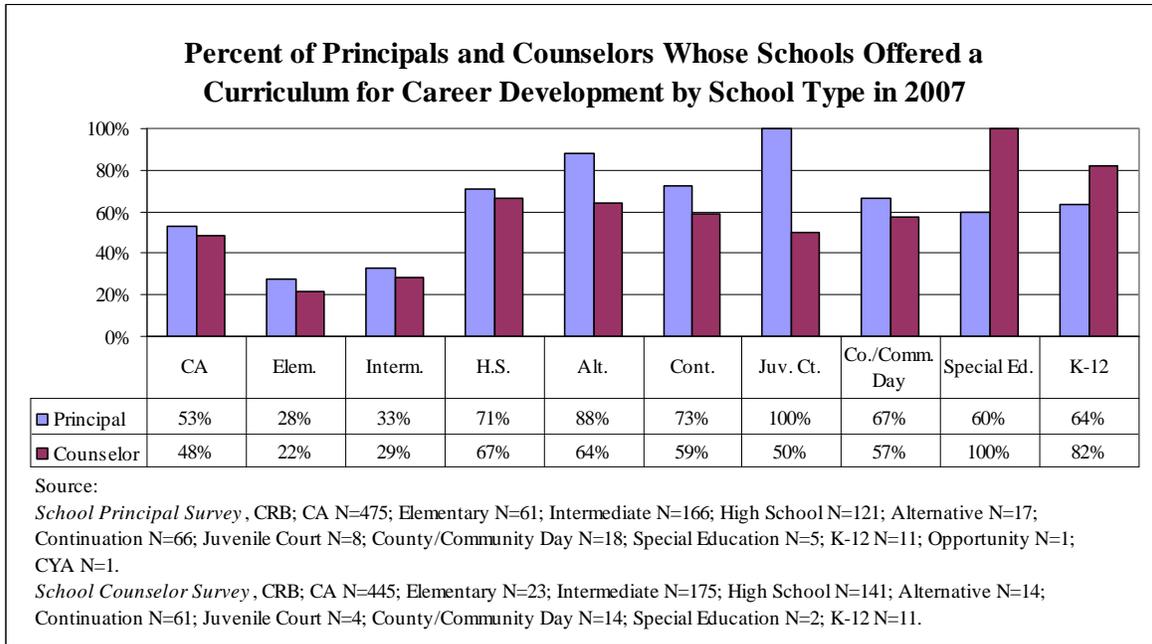


Chart 39 indicates that at least half of the principals and counselors reported that their schools offered a curriculum for career development from most school types. Two notable exceptions included respondents of elementary and intermediate schools where a third or less from elementary (28 percent of principals and 22 percent of counselors) and intermediate schools (33 percent of principals and 29 percent of counselors) noted this.

Generally, principals affirmed that their schools offer a curriculum for career development more so than counselors among the various school types except for special education and K-12 schools.

The sole CYA principal stated that his/her school offered a curriculum of career development (not shown).

Question: Have you or other staff at your school developed a curriculum for your school for career development?

General

Less than half of principals and counselors stated that they or other staff developed a curriculum for their school for career development.

Region

Chart 40

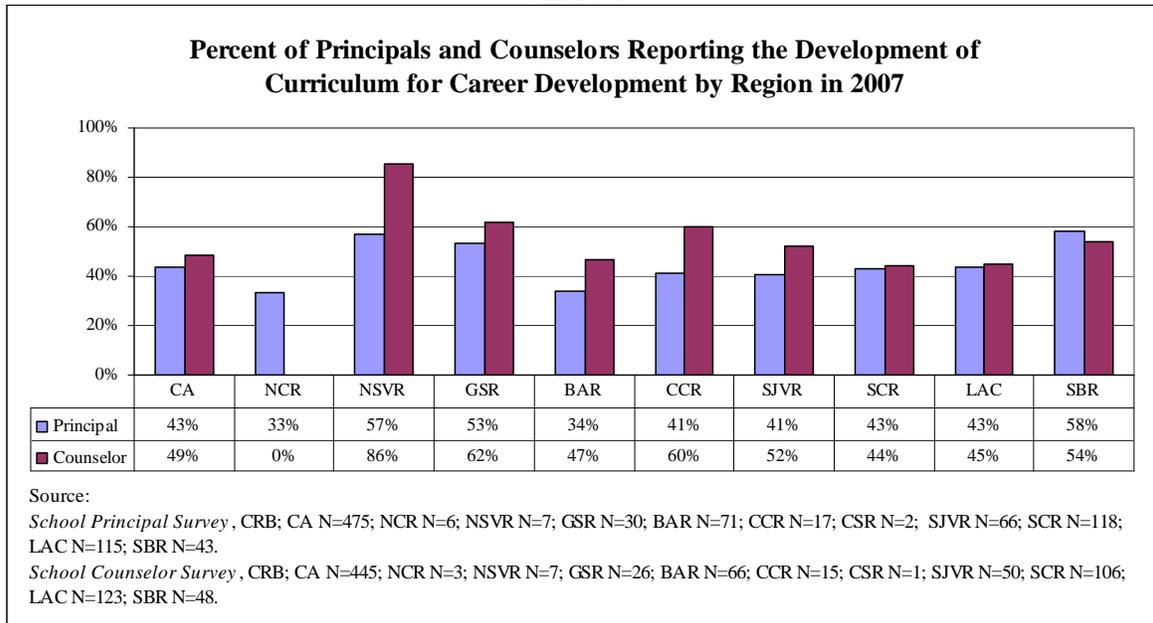


Chart 40 illustrates that the percentage of principals who reported that they or their staff had developed a curriculum for career development ranges from 33 to 58 percent across regions. The NCR (33 percent) and BAR (34 percent) had the lowest percentage of principals, while the SBR had the greatest percentage of principals (58 percent) reporting that they or their staff had developed a curriculum for career development.

Counselors' responses were generally higher than principals' responses and range from 44 to 86 percent for most regions except for the SBR. The SCR (44 percent) and LAC (45 percent) had the lowest percentage of counselors who noted that they or their staff had developed their career development curriculum for their schools. Eighty-six percent of the NSVR counselors concurred; however, the small number of counselor responses should be considered.

None of the respondents representing the CSR had developed a curriculum for career development for their schools (not shown).

School Type

Chart 41

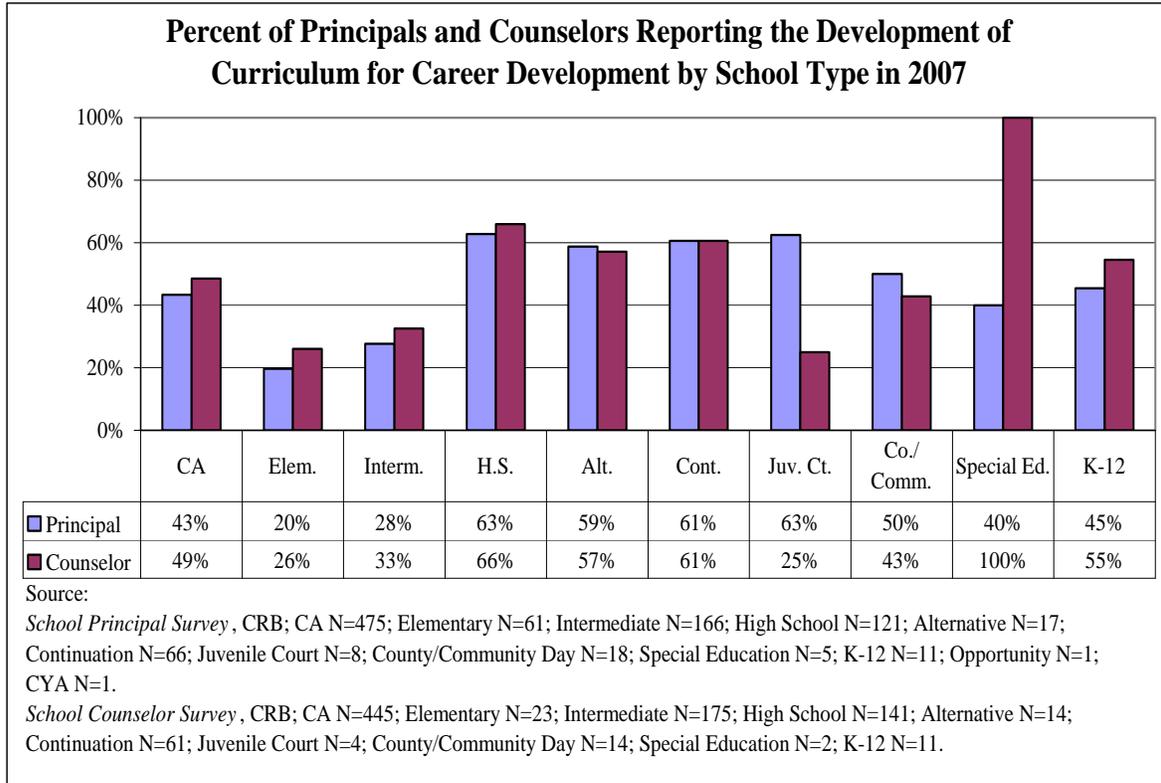


Chart 41 shows that the percent of principals and counselors who reported that they or their staff had developed a curriculum for career development ranges from 43 to 66 percent for the majority of the school types. Elementary (20 percent of principals and 26 percent of counselors) and intermediate schools (28 percent of principals and 33 percent of counselors) had the lowest percentages of principals and counselors who indicated that they or their staff had developed a curriculum for career development for their schools.

Among school types, similar proportions of principals and counselors who had developed career development curriculum for their schools include high schools, alternative, and continuation schools.

Question: If a curriculum for career development has not been developed by you and your staff, has it been developed by the county of education, the district superintendent, a district curriculum specialist, or other?

General

Of the principals and counselors who stated that they or their staff had not developed a curriculum for career development, they cited other staff sources including:

- A county office of education (19 percent of principals and 12 percent of counselors).
- A district curriculum specialist (18 percent of principals and 12 percent of counselors).
- A district superintendent (two percent of principals and four percent of counselors), who was the least cited source.*

Question: Does your school's counseling staff provide career development services *in addition* to academic and personal/social counseling services for the students at your school?

General

Chart 42 shows that greater proportions of counselors (71 percent) than principals (61 percent) noted that their counseling staff had provided career development services in addition to academic and personal/social counseling services for their students.

* Because of the low number of responses, there were no discernable trends regarding the development of curriculum for career development by region and by school type.

Region

Chart 42

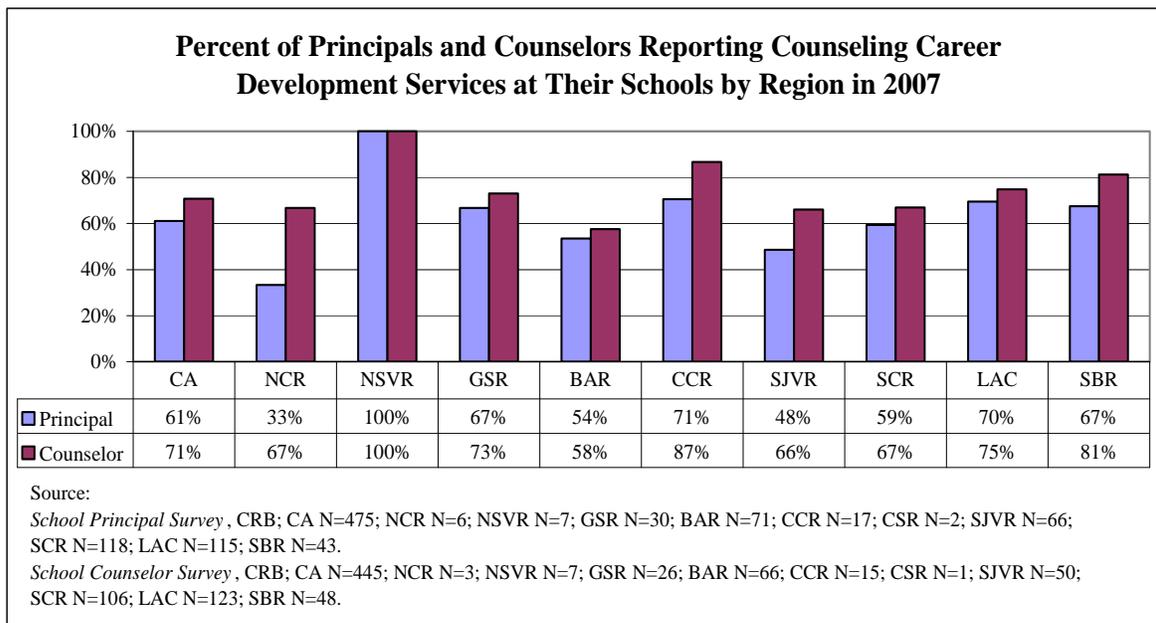


Chart 42 displays the percent of principals who confirmed that their counseling staff had provided career development services (in addition to academic and personal/social counseling services) for their students. Similar to the overall trend, slightly greater proportions of counselors than principals noted that their counseling staff had provided career development services in addition to academic and personal/social counseling services for their students across regions.

In most regions, the percent ranges from 50 to 70 percent, except in the following regions:

- All principals from the NSVR noted that their schools’ counseling staff had provided career development services.
- The NCR had the lowest percentage of principals (33 percent) who reported that their schools’ counseling staff had provided career development services to students.
- Neither of the two responding principals of the CSR indicated that their schools’ counseling staff had provided these services (not shown).

The percent of counselors who noted that their counseling staff had provided career development services in addition to other counseling services for students ranges from 58 to 100 across regions, with the BAR having the lowest percentage amongst the regions.

School Type

Chart 43

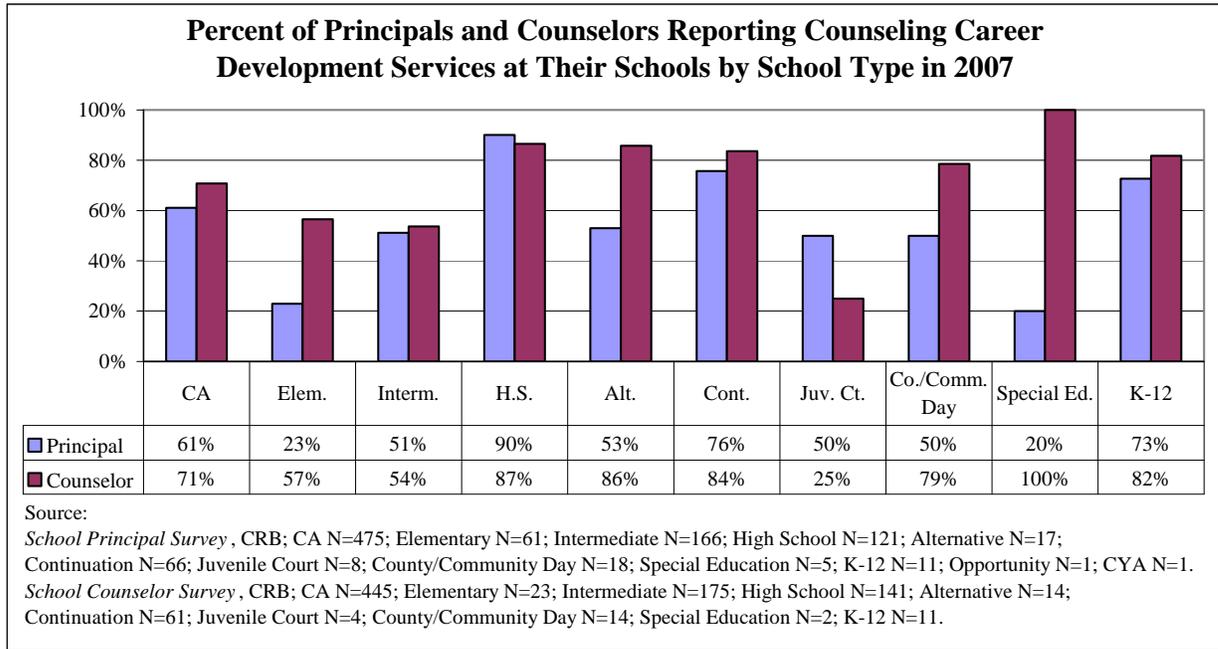


Chart 43 shows that among the different types of schools, high schools (90 percent of principals and 87 percent of counselors), continuation (76 percent of principals and 84 percent of counselors), and K-12 schools (73 percent of principals and 82 percent of counselors) had the highest percentages of respondents who indicated that their counseling staff had provided career development services in addition to academic and personal/social services.

There were notable differences between responses of principals and counselors among some school types pertaining to the provision of career development services in addition to other counseling services. These included elementary (34 percent difference), alternative (33 percent difference), juvenile court (25 percent difference), county and community day (29 percent difference), and special education schools (80 percent difference).

The sole principal representing a CYA school affirmed that the school’s counseling staff had provided career development services (not shown).

Question: Does other staff provide career development services to students at your school?

General

More than two-thirds of principals (69 percent) and counselors (67 percent) indicated that other school staff had provided career development services to students at their schools.

Region

Chart 44

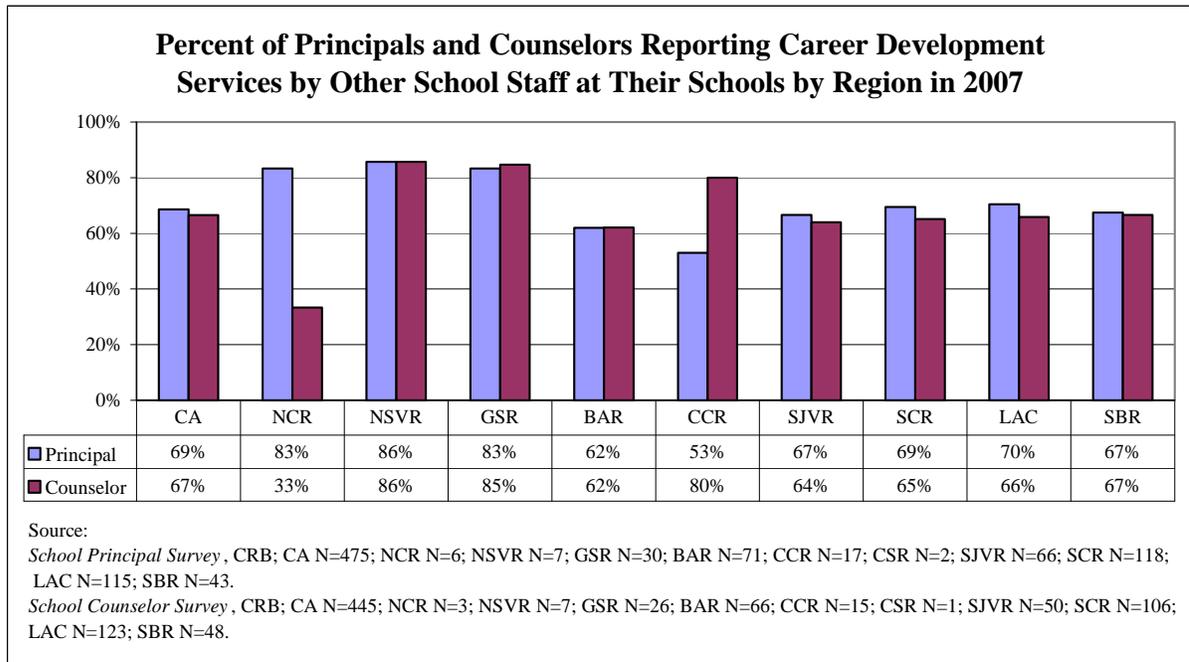


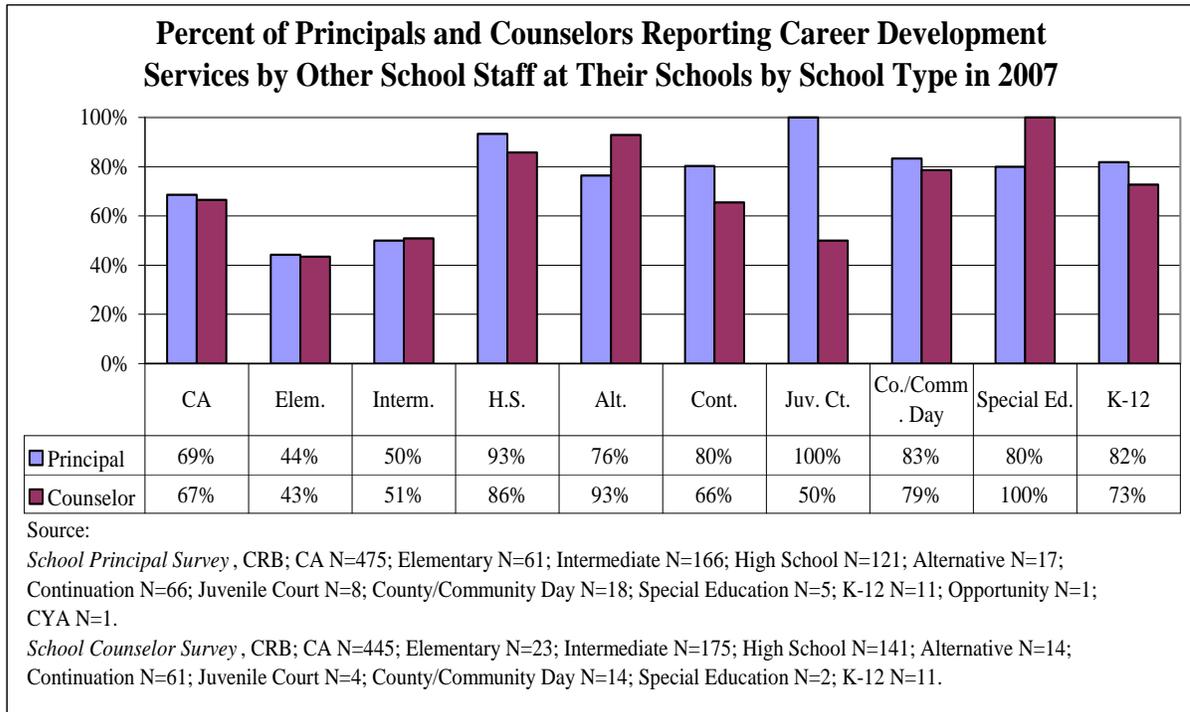
Chart 44 shows that a majority of principals and counselors from most regions noted that other school staff had provided career development services to students at their schools. More than 60 percent of principals and counselors from the BAR, SJVR, SCR, LAC, and SBR regions stated that other staff had provided these services.

Large differences in responses exist between principals and counselors in the NCR and CCR. From the NCR, a greater proportion of principals (83 percent) than counselors (33 percent) concurred that other school staff had provided career development services to students, whereas from the CCR, a greater proportion counselors (80 percent) than principals (53 percent) reported this.

Of the two responding principals in the CSR, one affirmed that other staff had provided career development services to students (not shown).

School Type

Chart 45



Large majorities of both principals and counselors indicated that other staff had provided career development services across most school types, except for both respondents of elementary schools and counselors at juvenile court schools. Elementary and intermediate schools had the lowest percentage of respondents who reported that other staff had provided career development services.

The sole principal representing a CYA school reported that other staff had provided career development services to students at his/her school (not shown).

Question: Do the counseling or other staff provide career development to *all* of the students enrolled in your school in a regular school year, including English learners and students with disabilities?

General

Slightly more than half of the principals (55 percent) and counselors (51 percent) reported that their schools' counseling or other staff had provided career development to *all* students, including English learners and students with disabilities.*

Region

Chart 46

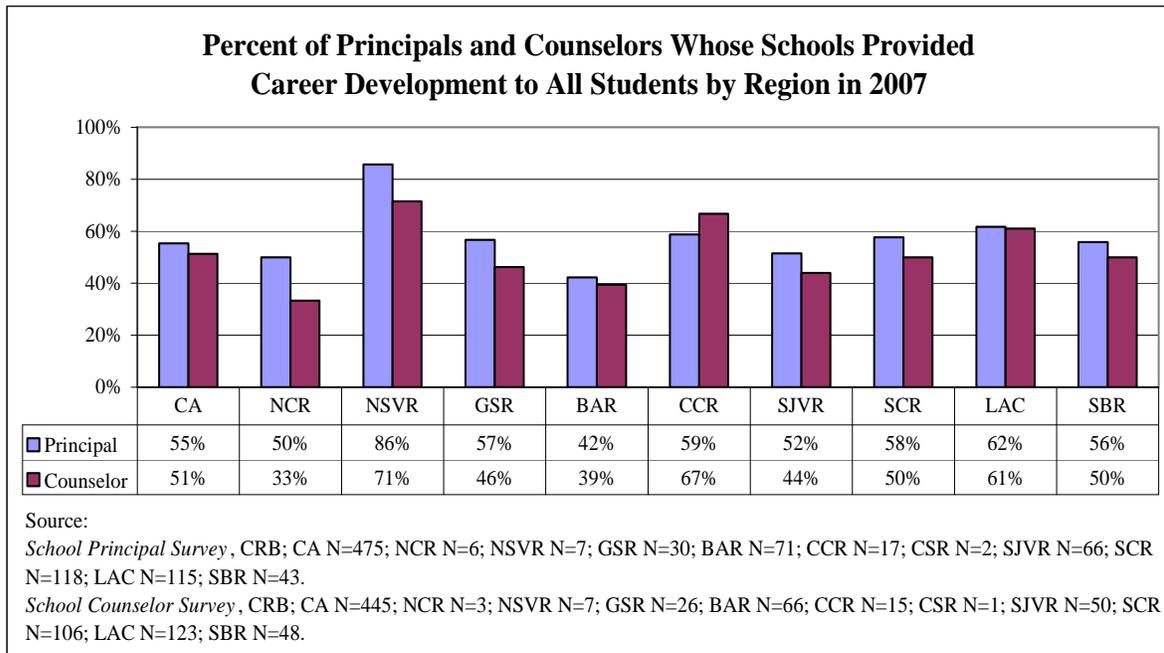


Chart 46 displays the percentages of principals and counselors who affirmed that their counseling or other staff had provided career development to *all* students in a regular school year across regions. Principals' responses were generally higher than counselors and ranged from 42 to 86 percent for most regions, while counselors' responses fell in the 33 to 71 percent range. None of the respondents from the CSR responded affirmatively to this question (not shown).

The NSVR had the highest percentages of principals (86 percent) and counselors (71 percent) who stated that their counseling or other staff had provided career development to *all* students, including English learners and students with disabilities.† In contrast, only about 40 percent of counselors and principals from the BAR noted this.

* Six percent of principals and five percent of counselors did not respond to this survey question.

† The small number of respondents from the NSVR may magnify their answers.

School Type

Chart 47

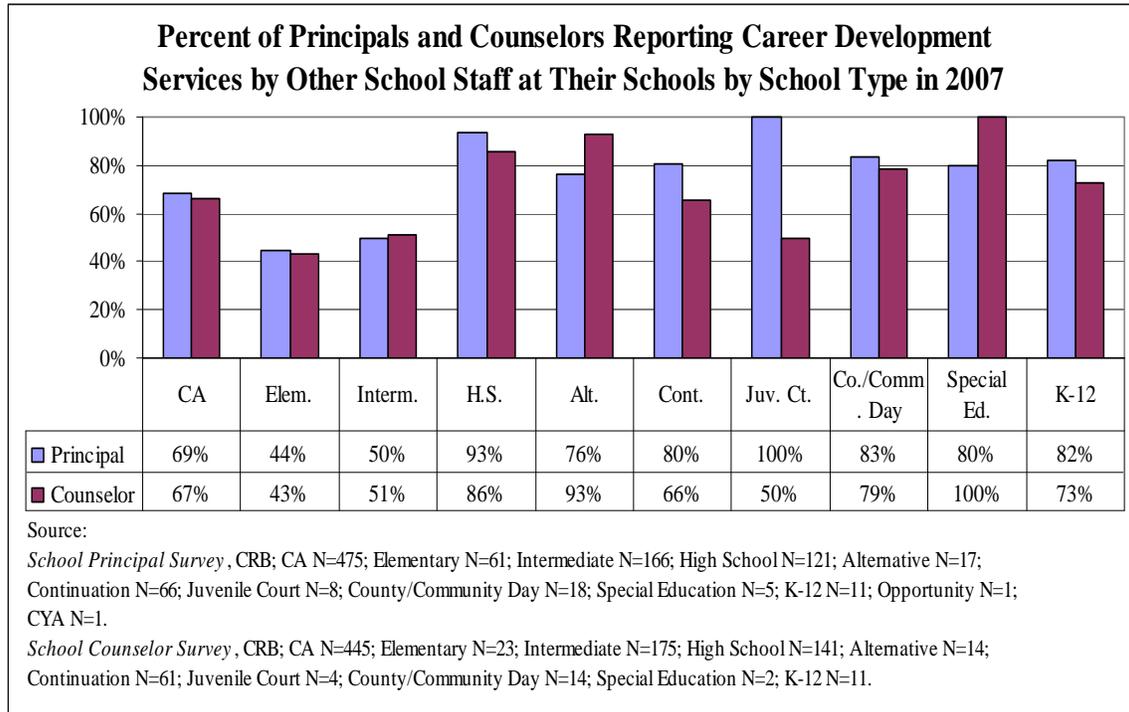


Chart 47 shows the percent of principals and counselors who noted that their schools' counseling and other staff had provided career development to *all* students in a regular school year among the different school types. Principals' responses to this question were generally higher than counselors' responses across school types, except for county and community day, special education, and K-12 schools. Large proportions of respondents of high schools (77 percent of principals and 65 percent of counselors) reported having provided career development to all students, while small proportions of respondents from elementary (33 percent of principals and 22 percent of counselors) and intermediate schools (40 percent of principals and 39 percent of counselors) did.

The sole principal from a CYA school affirmed that career development had been provided to all students, whereas the sole principal from an opportunity school did not respond to the question (not shown).

Question: If not, why not?

For this question, respondents were instructed to select any of the listed reasons explaining why their schools had not provided career development to *all* students.*

General

Chart 48

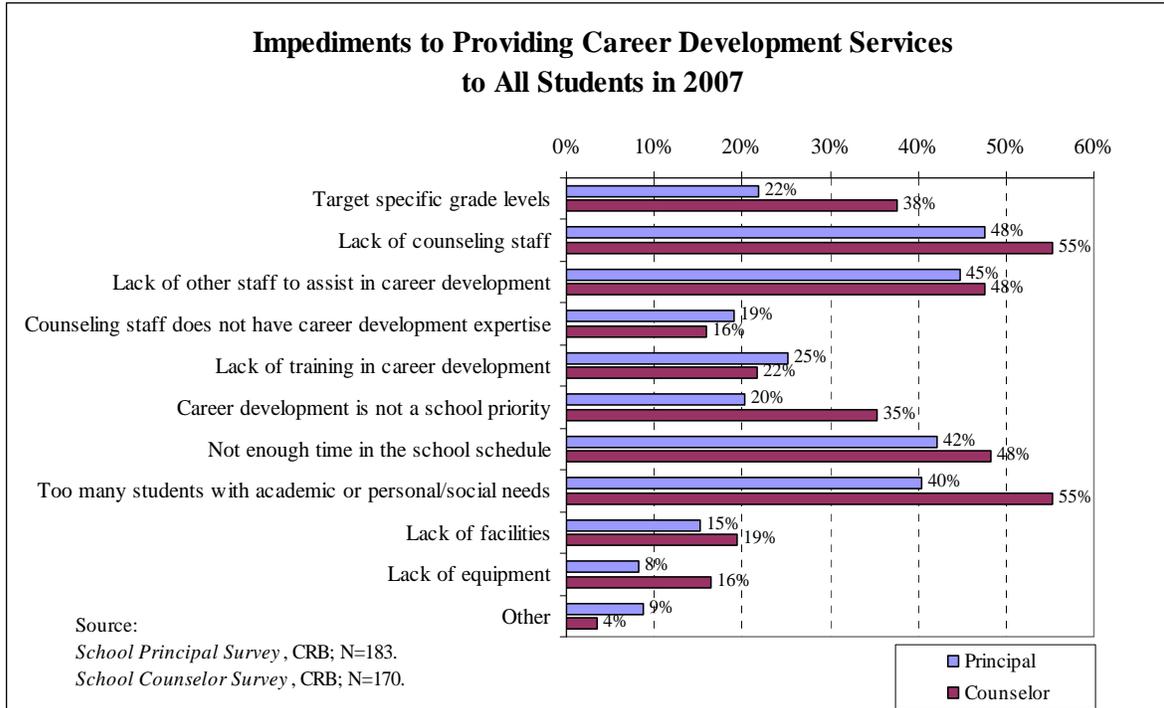


Chart 48 represents the extent that principals and counselors corroborated on the possible reasons for not having provided career development services to all students at their schools. Forty-eight percent of principals and 55 percent counselors identified “the lack of counseling staff” as a leading reason. Respondents also pointed to the “lack of other staff to assist in career development” (45 percent of principals and 48 percent of counselors) and “the lack of time in a school schedule” (42 percent of principals and 48 percent of counselors) as preventing their schools from providing career development services to all students.

* Some respondents who affirmed providing career development to all students also answered this question. Their responses were removed to accurately follow the logical sequence of inquiry.

Chart 55 also shows the difference of opinions between principals and counselors about the impediments for providing career development to all students:

- 55 percent of counselors believed that their schools had not provided these services to all students because there were “too many students with academic and personal/social needs,” while 40 percent of principals stated so.
- 38 percent of counselors indicated that career development services were “targeted to specific grade levels,” thereby barring their schools from providing these services to all students, whereas 22 percent of the principals identified this as an issue.
- 35 percent of counselors compared to 20 percent of principals believed that their schools had not provided these services to all students because “career development was not seen as a school priority.”
- A slightly greater percent of principals than counselors believed that the “lack of counselors with career development expertise” (19 percent of principals and 16 percent of counselors) and “the lack of career development training” (25 percent of principals and 22 percent of counselors) explained why their schools had not provided these services to all students.

The lack of equipment or facilities was the least cited reason for not having provided career development services to all students.

Region

Across regions, principals and counselors cited: “the lack of counseling staff,” “lack of other staff to assist in career development,” “the lack of time in school schedule,” and “too many students with academic and personal needs” as their top reasons. On the other hand, the greatest proportion of counselors from SBR noted that they were not able to provide career development services to all students because these services were targeted to “specific grade levels.”

School Type

Principals and counselors from different school types generally agreed to the reasons for not providing career development to all students. For example, high percentages of elementary principals (60 percent) and counselors (86 percent) recognized that “the lack of counseling staff” served as an obstacle to providing career development services to all students. Large proportions of high school principals (46 percent) and counselors (59 percent) indicated that since the curriculum for career development had “targeted to specific grade levels,” this prevented their schools from providing career development to all students.

Question: Does your school involve parents for their children’s career development?

General

About half the principals (52 percent) and counselors (51 percent) reported that their schools had involved parents for their children’s career development.*

Region

Chart 49

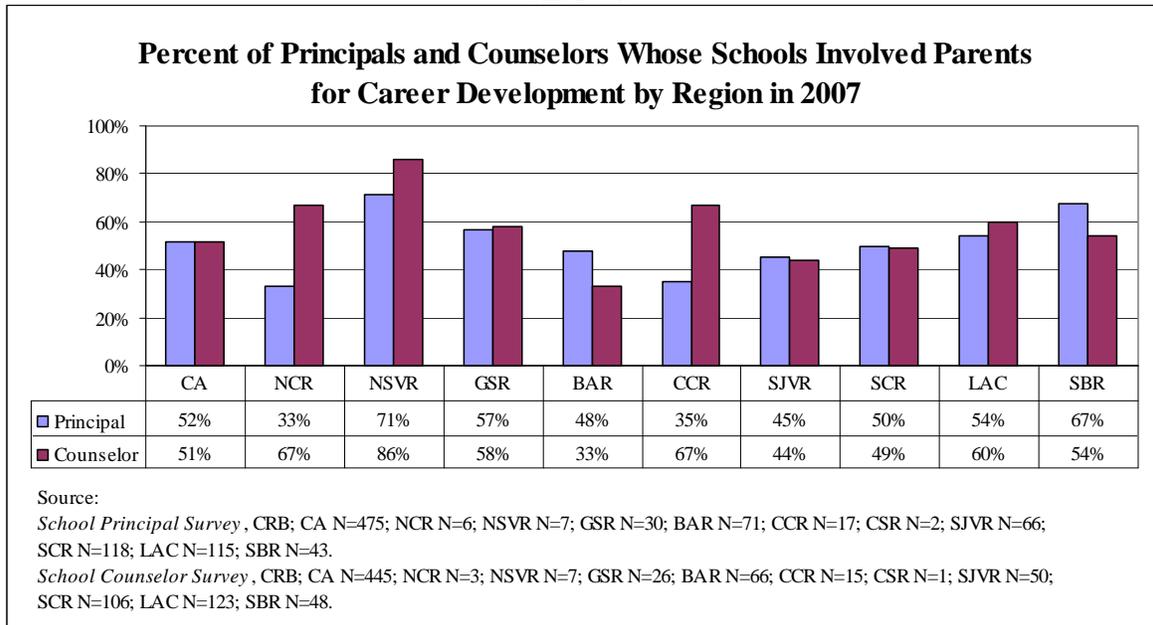


Chart 49 indicates that a relatively greater percent of counselors than principals reported that their schools had involved parents for their children’s career development across regions except in the BAR and SBR. (The SJVR and SCR show a negligible difference.) Regions with small numbers of respondents like the NCR, NSVR, and CCR have notably contrasting results, where 67 percent, 86 percent, and 67 percent of counselors confirmed the involvement of parents at their schools compared to 33 percent, 71 percent, and 35 percent of principals, respectively. The BAR and SJVR had the lowest percentages for both principals (48 percent and 45 percent, respectively) and counselors (33 percent and 43 percent, respectively) who reported that their schools had involved parents in their children’s career development.

One of two responding principals from the CSR reported involving parents for their children’s career development, while the sole counselor from the CSR did not respond to this question (not shown).

* Seven percent of principals and nine percent of counselors did not respond to this survey question.

School Type

Chart 50

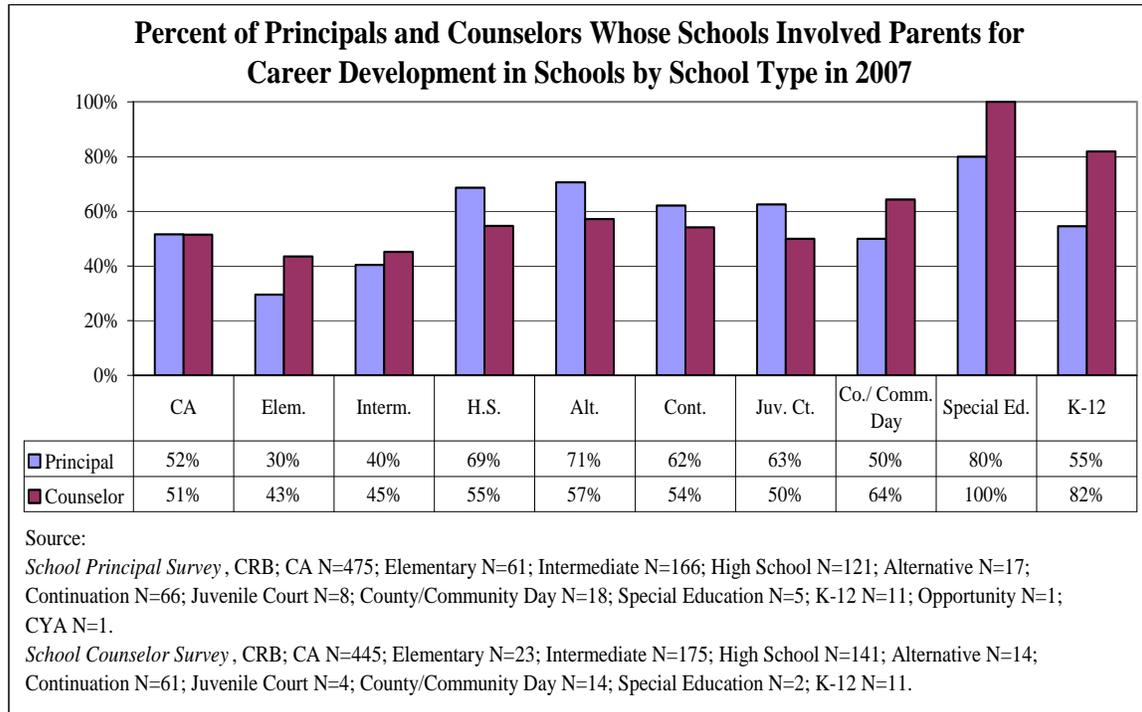


Chart 50 shows that a greater percentage of principals and counselors from high schools and all types of alternative schools (i.e., alternative, continuation, juvenile court, county and community day, special education, and K-12 schools) reported involving parents in their children’s career development than respondents from elementary and intermediate schools. Only 30 percent of principals and 43 percent of counselors from elementary schools and 40 percent of principals and 45 percent of counselors from intermediate schools reported that their schools had involved parents in their children’s career development.

Virtually all respondents of special education schools had involved parents for career development, whereas none of the opportunity or CYA schools had (not shown).

Question: Have you heard about the career technical education standards that were adopted by the State Board of Education in May 2005?

General

More principals (51 percent) than counselors (36 percent) were aware of the career technical education standards (CTE) that had been adopted by the State Board of Education in May 2005.*

Region

Chart 51

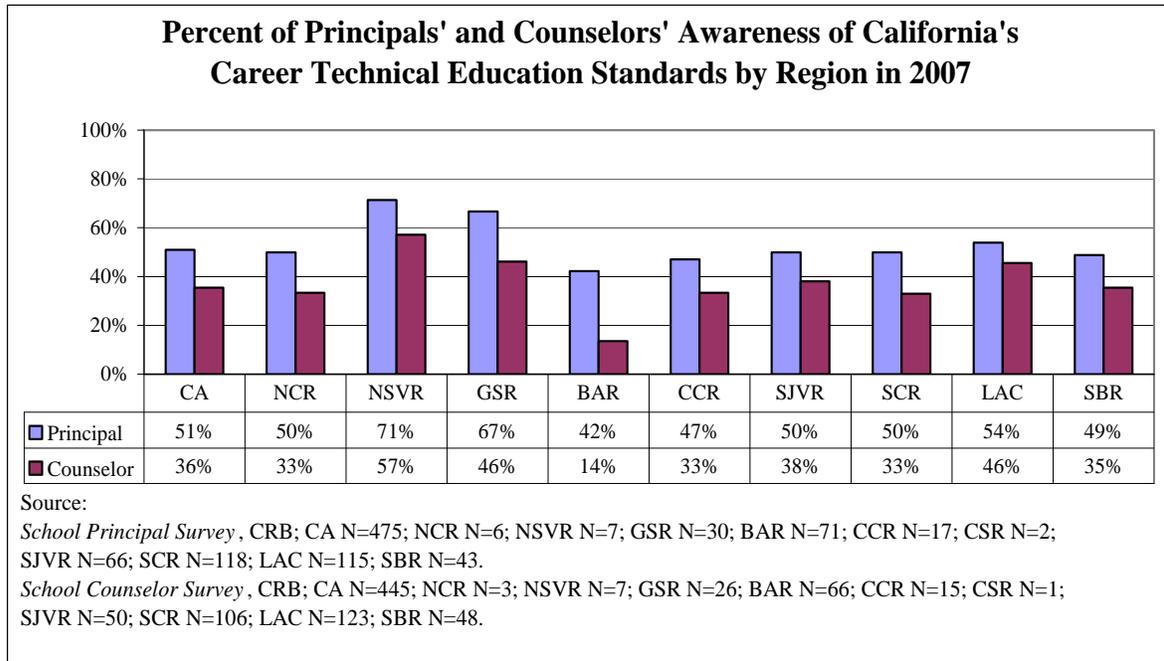


Chart 51 shows a greater percentage of principals than counselors who were aware of the state CTE standards was consistent across all regions of the state.

Chart 51 also indicates that the proportions of principals and counselors were aware of the CTE standards conform to the statewide averages among the regions except for the NSVR, GSR, and BAR (and the LAC for counselors). Percentages of principals and counselors from the NSVR (71 percent of principals and 57 percent of counselors) and GSR (67 percent of principals and 46 percent of counselors) who were aware of the CTE standards were the highest among the regions, including counselors from LAC (46 percent). In contrast, the BAR had the lowest proportion of principals (42 percent) and counselors (14 percent) who were aware of the state CTE standards.

One of two responding principals from the CSR was aware of the CTE standards, and the sole counselor from the CSR did not respond to this survey question (not shown).

* Four percent of principals and nine percent of counselors did not respond to this question.

School Type

Chart 52

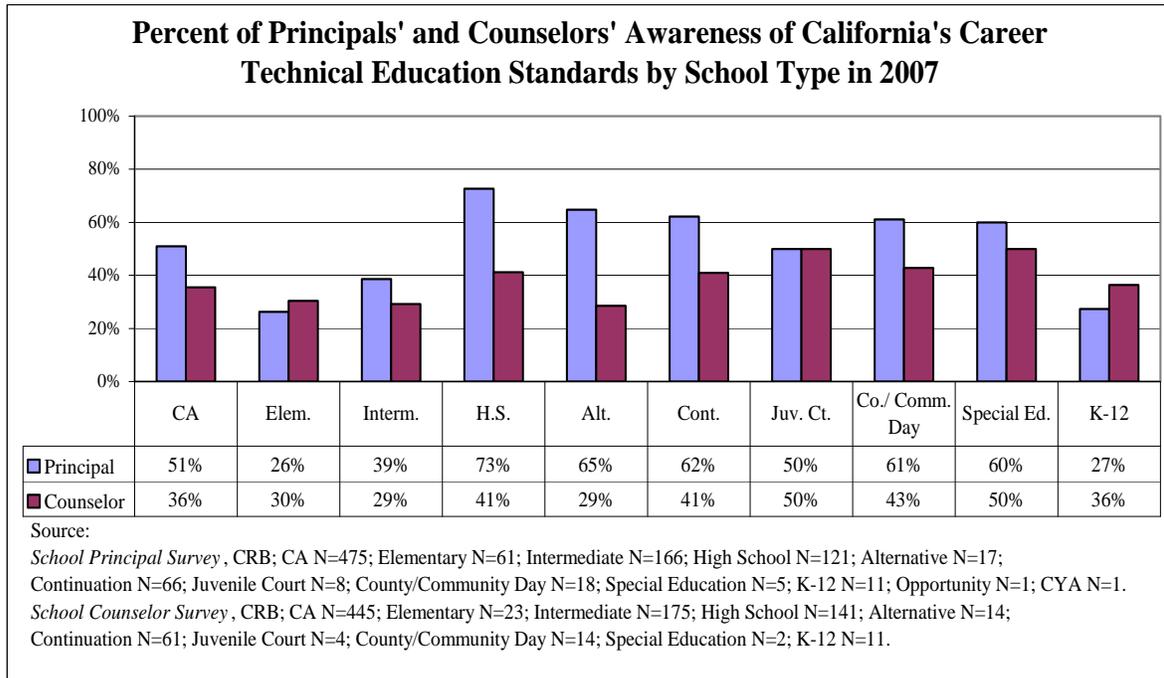


Chart 52 displays a parallel trend among school types: that a larger proportion of principals were aware of the state CTE standards than counselors, except in the cases of elementary, K-12, and juvenile court schools. The chart also shows the disparities between the percent of principals and counselors who were aware of these standards. For example, over 70 percent of principals and only 41 percent of counselors representing high schools had heard of these standards. The differences between principals and counselors ranged from four to 36 percent across all types of schools.

Elementary (26 percent of principals and 30 percent of counselors), intermediate (39 percent of principals and 29 percent of counselors), and K-12 schools (27 percent of principals and 36 of counselors) had the lowest proportions of principals and counselors who were aware of the state CTE standards.

The sole principal representing a CYA school had heard of the CTE standards. The sole principal from an opportunity school did not respond to this survey question.

Question: Have you heard about the competencies and foundation skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) in the 1990s?

General

Less than half of principals (44 percent) and about a third of counselors (32 percent) were aware of the competencies and foundation skills identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS) in the 1990s.*

Region

Chart 53

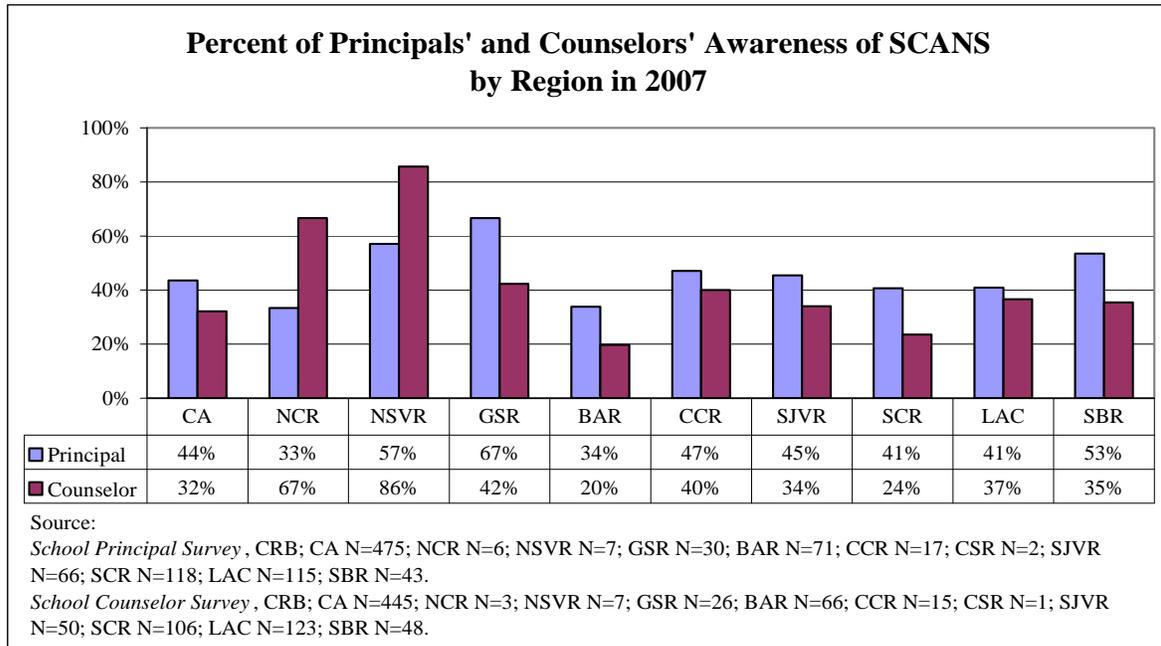


Chart 53 shows that less than half of principals and counselors were aware of the competencies and foundation skills of SCANS across most regions. The principals and counselors from the NSVR and GSR were the most well-informed about the competencies and foundation skills identified by SCANS, whereas principals and counselors from the BAR were the least informed about them.

Generally, a greater proportion of principals than counselors were aware of the competencies and foundation skills for most of the regions, except for the NCR and NSVR.

One of two responding principals and the sole responding counselor from the CSR were aware of the SCANS’ competencies and foundation skills (not shown).

* Four percent of principals and nine percent of counselors did not respond to this question.

School Type

Chart 54

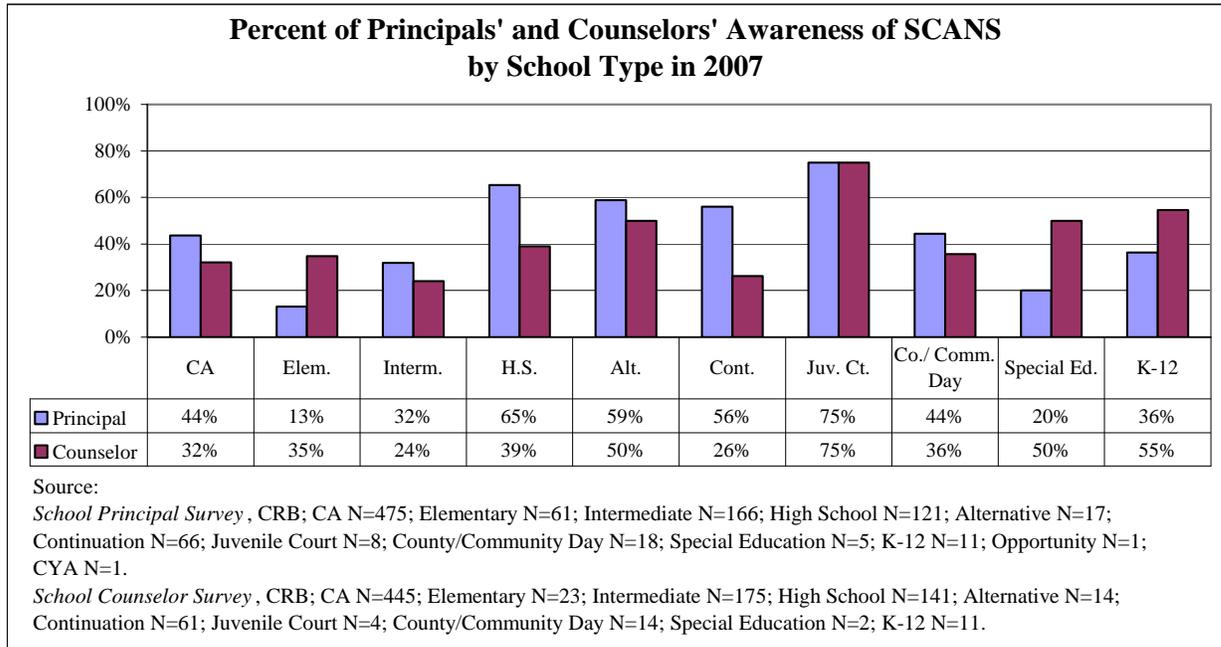


Chart 54 displays no discernable pattern of responses by principals and counselors who were aware of SCANS across school types.

The percent of principals who were aware of the competencies and foundation skills ranged from 13 to 75 percent for most school types. The percent of counselors who were aware of them ranged from 24 to 75 percent. Most principals from high schools and juvenile court schools and most counselors from juvenile court schools were informed about the SCANS' competencies and foundation skills. Principals from elementary and special education schools and counselors from intermediate and continuation schools were the least informed respondents among the different types of schools.

The sole responding principal representing a CYA school was aware of the competencies and foundation skills of SCANS. The sole principal representing an opportunity school did not respond to this question.

Question: Have you implemented any activities for students to learn the competencies or foundation skills of SCANS at your school?

General

Of the principals and counselors who had heard about competencies or foundation skills of SCANS, more than half reported implementing activities for students to learn about them.*

Region

Chart 55

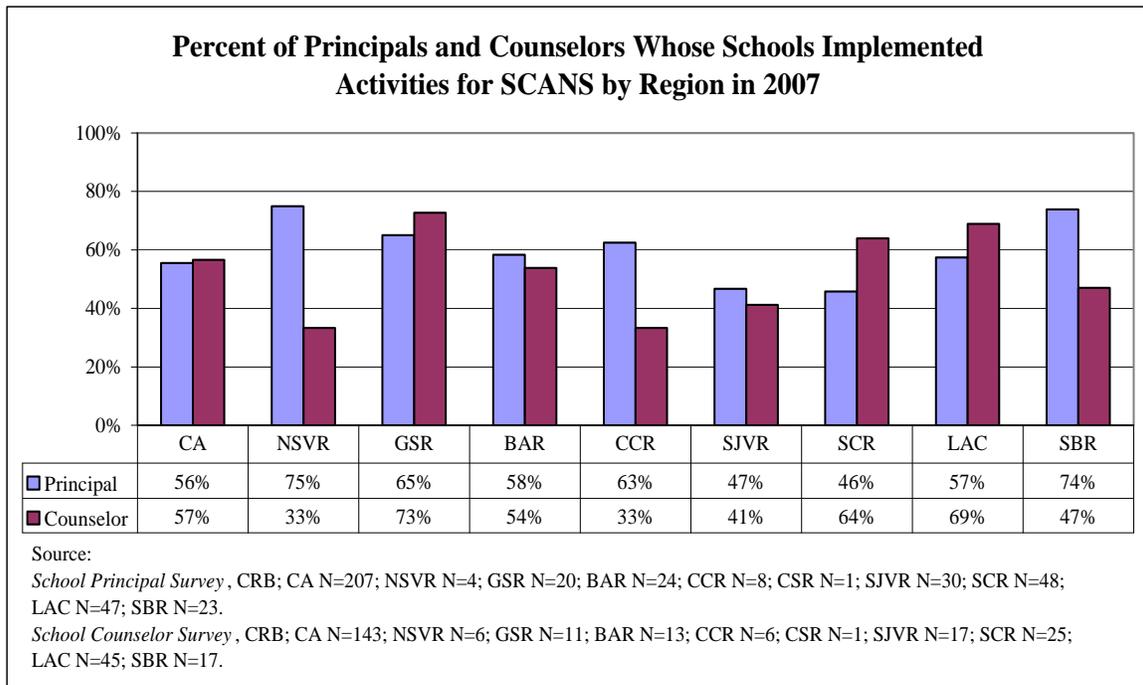


Chart 55 indicates that of the respondents who had heard of the SCANS’ competencies and foundation skills, the majority reported implementing activities for students to learn these skills across the regions. Principals’ responses ranged from 47 to 75 percent for most regions. The NSVR (75 percent) and the SBR (74 percent) had the highest proportions of principals who had implemented activities for students, while the SCR (46 percent) and the SJVR (47 percent) had the lowest proportions of principals who carried out activities for students to learn these skills.

Counselors who knew of the SCANS competencies and foundation skills and had implemented activities ranged from 33 to 73 percent for most regions. The GSR had the highest percent of counselors who had implemented activities for students, while the BAR had the lowest percentage of counselors who had carried out activities for students to learn about the SCANS’ competencies and foundation skills.

* Four percent of principals and seven percent of counselors did not respond to this survey question.

Large differences in the proportions of principals and counselors who reported having implemented activities for students about the SCANS' skills existed in several regions. For example, large differences between principals' and counselors' responses were found in the NSVR (75 percent of principals and 33 percent of counselors), CCR (63 percent of principals and 33 percent of counselors), SCR (46 percent of principals and 64 percent of counselors), and SBR (74 percent of principals and 47 percent of counselors).

None of the principals or counselors representing the NCR and CSR had implemented activities for students about the SCANS' skills (not shown).

School Type

Chart 56

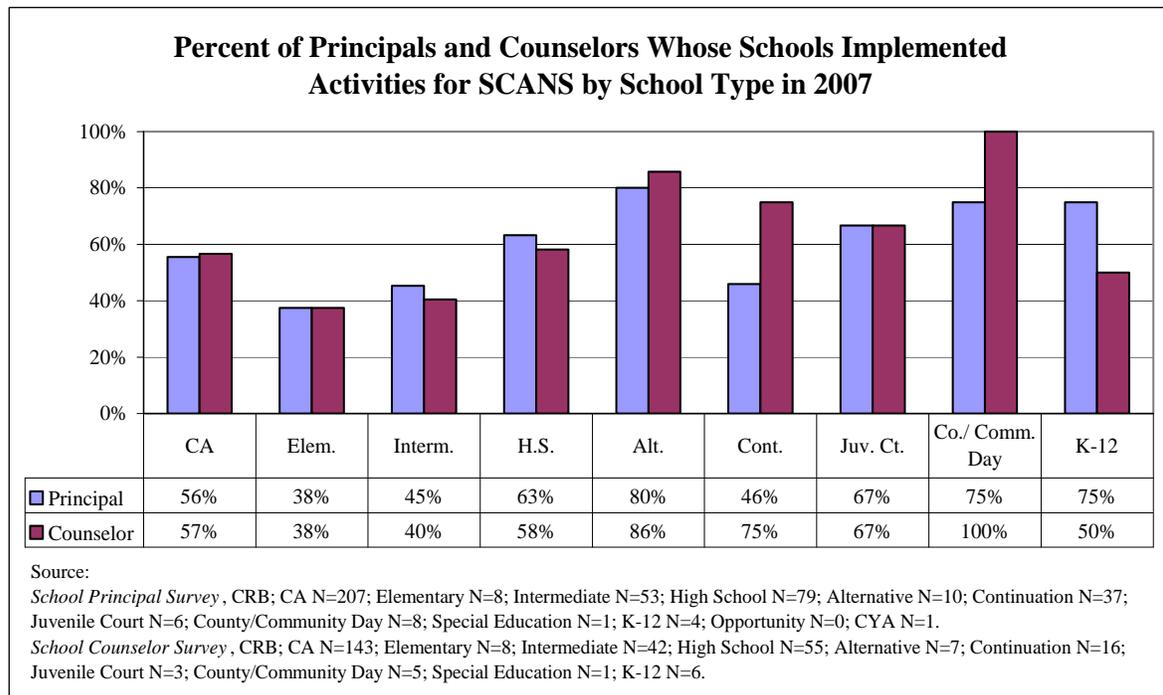


Chart 56 shows the percentages of respondents who were aware of the SCANS' competencies and foundation skills and who had implemented activities for students to learn about these skills by school type. Elementary (38 percent of principals and counselors) and intermediate schools (45 percent of principals and 40 percent of counselors) had the lowest proportions of respondents who had implemented activities for their students among the different school types.*

In contrast, Chart 56 reveals that alternative (80 percent of principals and 86 percent of counselors) and county and community day schools (75 percent of principals and 100 percent of counselors) had the highest proportions of respondents who reported

* Only 46 percent of principals at continuation schools had implemented any activity for students to learn about the competencies and foundation skills.

having implemented activities for their students. None of the responding principals from the special education and CYA schools had implemented activities for their students, while the sole responding special education counselor had (not shown).

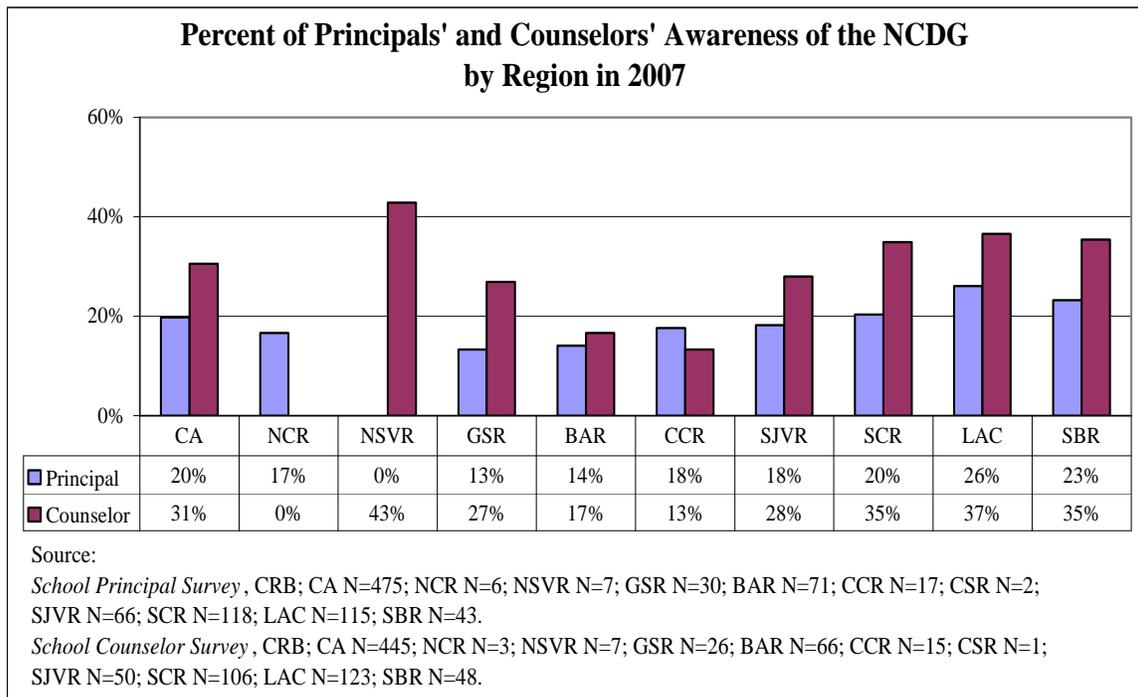
Question: Have you heard about the National Career Development Guidelines (NCDG), which establish competencies in personal social development, educational achievement and lifelong learning, and career management?

General

Only a fifth of the principals (20 percent) and less than a third (30 percent) of counselors had heard about the NCDG, which established competencies in personal social development, educational achievement and lifelong learning, and career management.*

Region

Chart 57



Small proportions of principals and counselors across regions were aware of the National Career Development Guidelines, as seen in Chart 57. The percent range for principals who had heard of the NCDG was 13 to 26 percent for most regions, while the percent range for counselors who had heard of the NCDG was 18 to 43 percent. The BAR had among the lowest proportions of respondents who had heard of the NCDG of the regions, whereas the SCR, LAC, and SBR had the largest.

* Five percent of principals and 11 percent of counselors did not respond to this question.

While four of seven counselors representing the NSVR were aware of the NCDG, none of the principals from that region was. The two responding principals from the CSR had not heard of the NCDG, while the sole counselor representing the CSR did not respond to the survey (not shown).

School Type

Chart 58

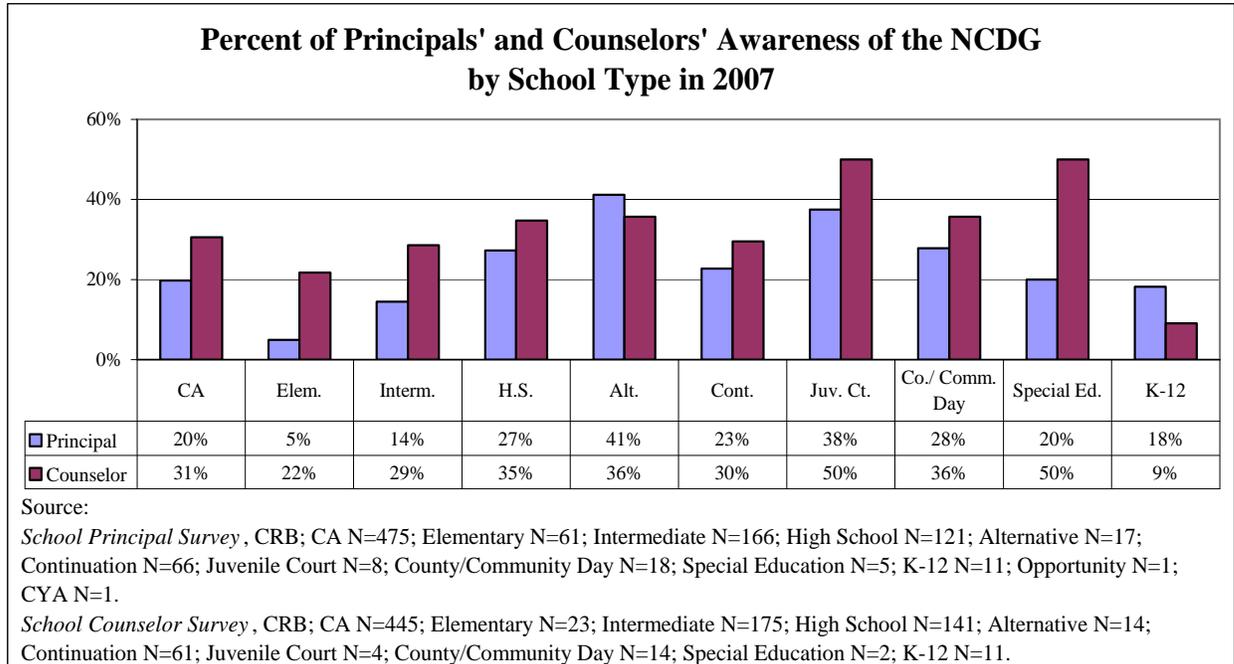


Chart 58 shows that while a small proportion of respondents were aware of the NCDG across school types, alternative and juvenile court schools had the highest proportions of principals and counselors who were aware of them.* On the other hand, K-12 and elementary schools had the lowest proportions of respondents who were aware of the NCDG.

While the sole principal representing a CYA school was aware of the NCDG, the sole opportunity school principal did not respond to this survey question (not shown).

* Forty-one percent of principals and 36 percent of counselors from alternative schools and 38 percent of principals and 50 percent of counselors from juvenile court schools had heard of the NCDG.

Question: Have you implemented any activities for students to learn the competencies identified in the NCDG at your school?

General

Of the respondents who were aware of the NCDG, about half of principals (55 percent) and counselors (50 percent) reported having implemented activities for students to learn about the competencies identified in the NCDG at their schools.*

Region

Chart 59

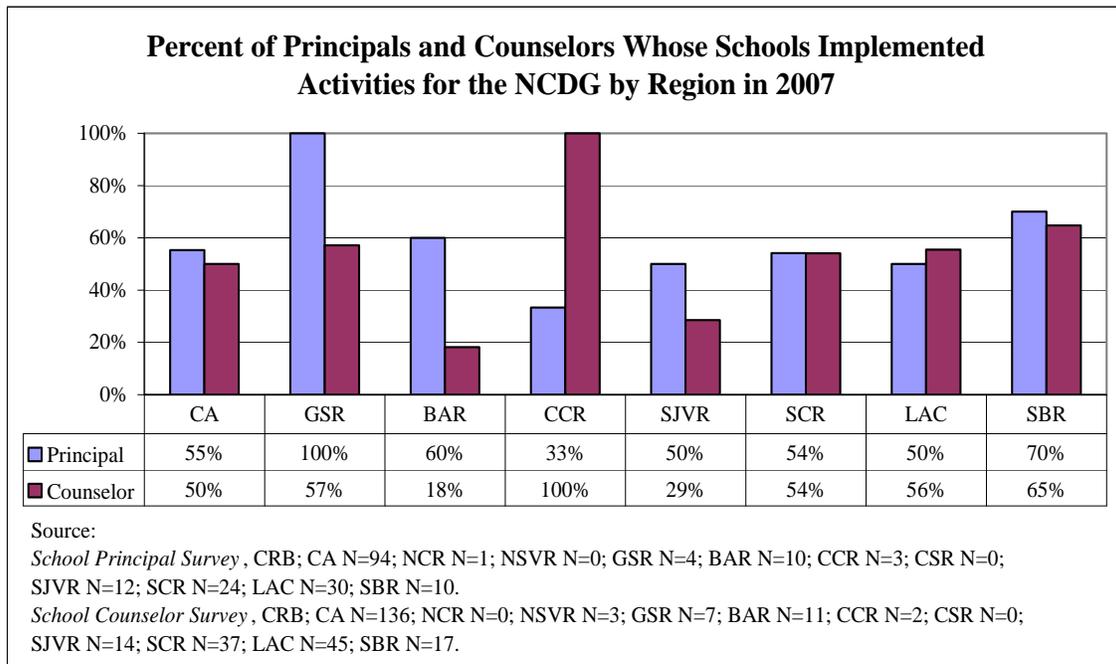


Chart 59 displays the percentages of principals and counselors who were aware of the NCDG’s competencies and foundation skills and had implemented activities for their students across the regions. The greatest proportions of principals and counselors who provided activities for students to learn about these competencies at their schools were from the SCR (54 percent of principals and counselors), LAC (50 percent of principals and 56 percent of counselors), SBR (70 percent of principals and 65 percent of counselors), and GSR (all principals and 57 percent of counselors).

Chart 59 also shows the varying differences between the responses of principals and counselors across the regions. There were slight differences found in some regions including the SCR, LAC, and SBR, and large differences in other regions such as the GSR (43 percent difference), BAR (42 percent difference), the CCR (67 percent difference), and the SJVR (21 percent difference).

* Six percent of principals and counselors who had heard of the NCDG did not respond to this question.

While aware of the NCDG, the sole principal representing the NCR did not respond to this question (not shown). Three of the NSVR counselors who had heard of NCDG did not implement any activities pertaining to the NCDG competencies for their students.

School Type

Chart 60

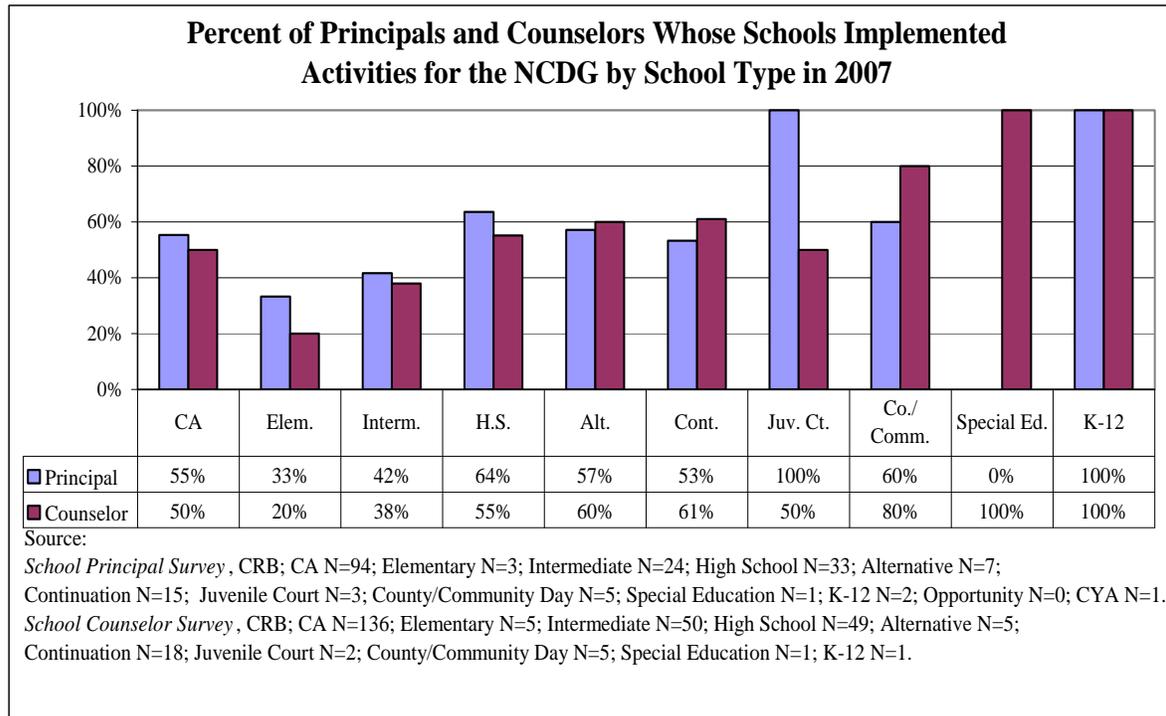


Chart 60 identifies the percentages of principals and counselors by school type who were aware of the NCDG and had implemented activities for students at their schools to learn about the related competencies.* Principals (33 percent) and counselors (20 percent) representing elementary schools were the least likely respondents to have implemented activities, while over half of principals and counselors from high schools and continuation schools had.

While both a principal and counselor representing a special education school were aware of the NCDG, only the counselor had implemented activities for students to learn about these competencies. The sole principal representing a CYA school had not implemented any activities for students (not shown).

* Overall, the low number of responses from most of the school types may exaggerate the results.

Question: Are you using an assessment instrument to determine the effectiveness of your school’s career development activities, programs, or tools?

General

Only about ten percent of principals and counselors reported using assessment instruments to evaluate the effectiveness of their schools’ career development activities, programs, or tools.* †

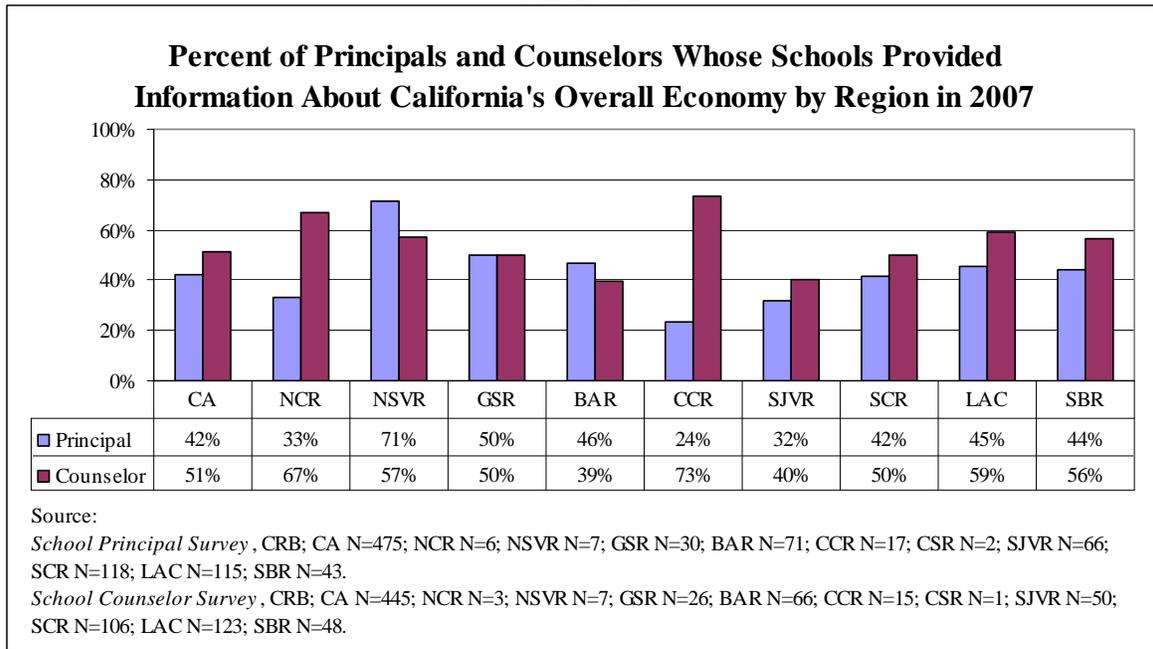
Question: As part of the school’s career development activities, programs, or tools, is information provided to students about California’s overall economy (i.e., the job outlook and wages associated with different industry sectors and occupations in the state’s economy)?

General

A greater proportion of counselors (52 percent) than principals (42 percent) reported providing information about California’s overall economy to students at their schools. ‡

Region

Chart 61



* Eleven percent of principals and 13 percent of counselors did not respond to this question.

† Because of the relatively low number of responses, any trends regarding the use of assessment instruments to determine the effectiveness of career development services by region and school type may be exaggerated.

‡ Fourteen percent of the principals and 15 percent of the counselors did not reply to this survey question.

Like the statewide averages, Chart 61 shows that a greater percentage of counselors than principals reported offering information to students about California’s overall economy across regions, except in the NSVR, GSR, and the BAR. While the percentages of counselors who provided information to students about California’s overall economy ranged from 32 to 73 percent, the percentages of principals ranged from 24 to 71 percent across regions.

In the CCR, while nearly three-fourths of counselors noted that their schools had provided such information to students, only one of four principals noted this. The NSVR had the highest percent of principals (71 percent) and among the highest percent of counselors (57 percent) who had informed students at their schools about California’s economy. Also, nearly 60 percent of counselors from the largest region, LAC, had done so. On the other hand, the SJVR (32 percent of principals and 40 percent of counselors) and BAR (46 percent of principals and 39 percent of counselors) had among the lowest proportions of respondents who provided information about the state’s overall economy to students.

School Type

Chart 62

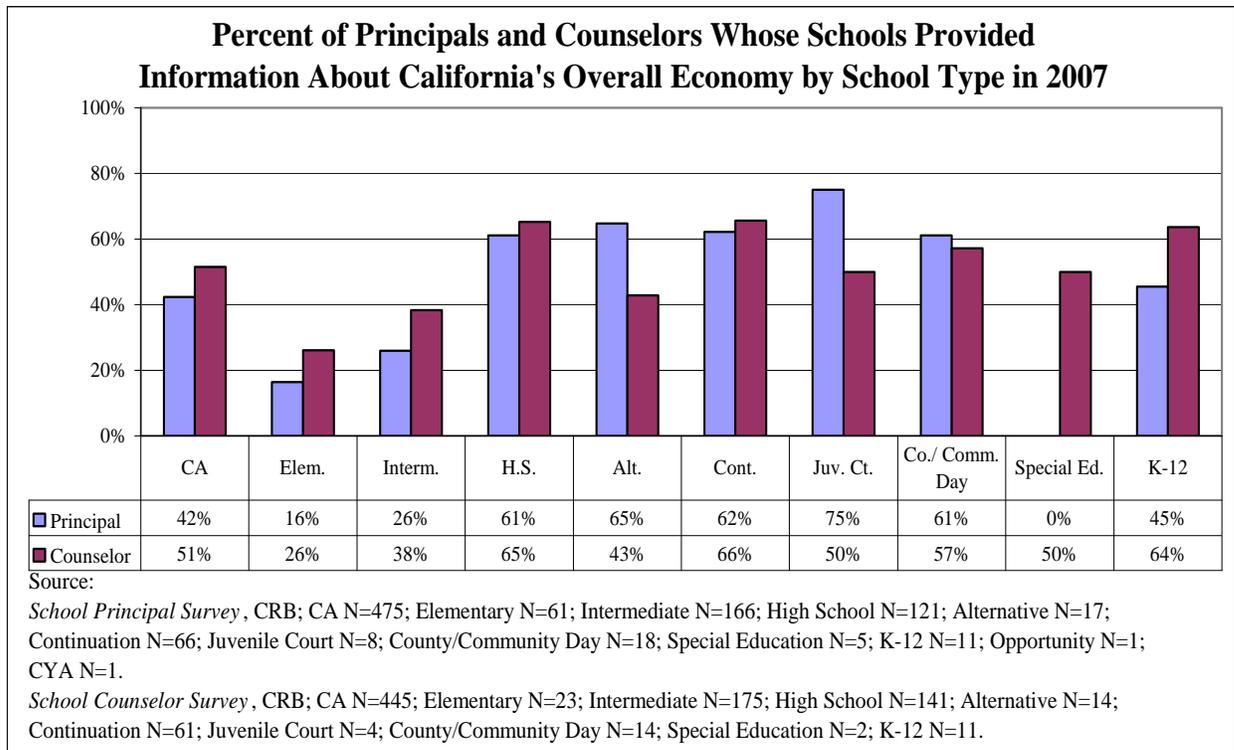


Chart 62 shows the responses of principals and counselors by school type. Respondents of high schools and alternative schools (including continuation, juvenile court, county and community day, special education, and K-12 schools) were far more likely than elementary and intermediate schools to provide students with information about California’s overall economy. Specifically, high schools (61 percent of principals and

65 percent of counselors) and continuation schools (62 percent of principals and 66 percent of counselors) disclosed information about the state’s economy to students at their schools. In contrast, only 16 percent of principals and 26 percent of counselors from elementary schools and 26 percent of principals and 38 percent of counselors from intermediate schools stated that they had done so.

Of the five special education principals, four did not provide any information to students at their schools about California’s economy, and the fifth principal did not respond to the question.

The principals representing an opportunity school and a CYA school did not respond to this survey question (not shown).

Question: Do you also provide students with information about your local regional economy (i.e., the job outlook and wages associated with different industry sectors and occupations in the state economy)?

General

About 40 percent of respondents reported providing information to their students about their local regional economy.

Region

Chart 63

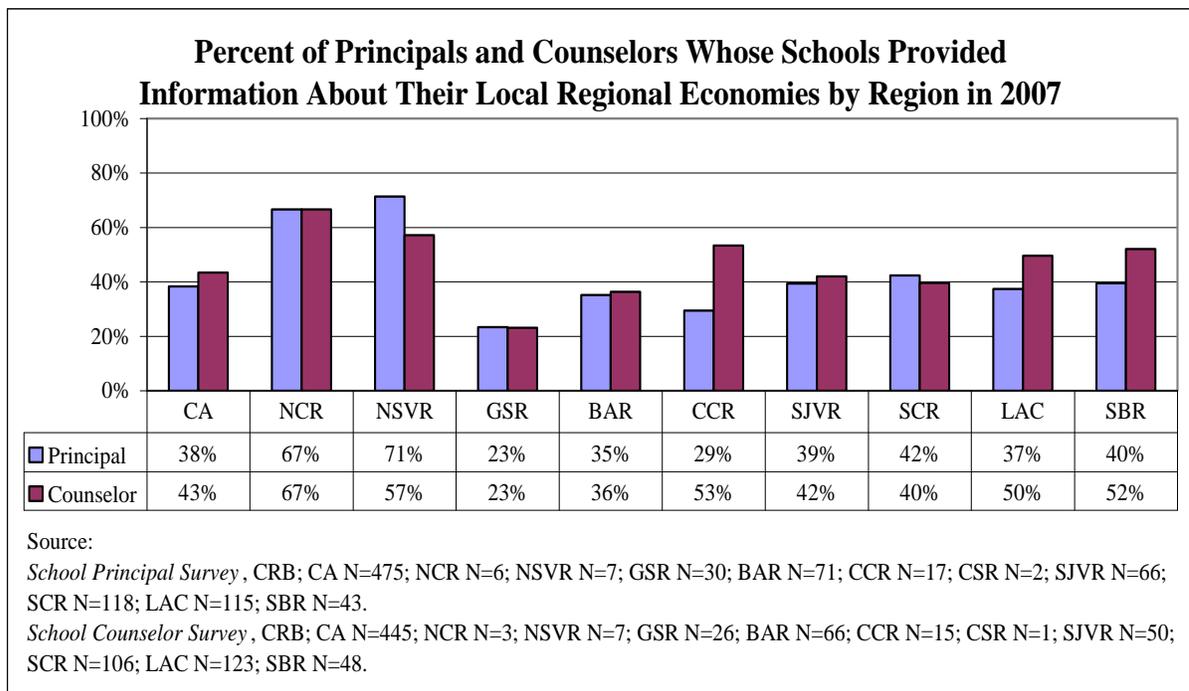


Chart 63 shows a general consistency of responses by region with the statewide averages. The largest proportions of principals and counselors from the NCR (67 percent of principals and counselors) and the NSVR (71 percent of principals and 57 of counselors)

provided students with information about their local regional economies.* Conversely, principals and counselors from the GSR were the least likely to have provided students with information about their local regional economies; only 23 percent of principals and counselors stated they had done so.

The two responding CSR principals did not provide information about their local economies to students at their schools, and the sole counselor representing the CSR did not respond to the survey question (not shown).

School Type

Chart 64

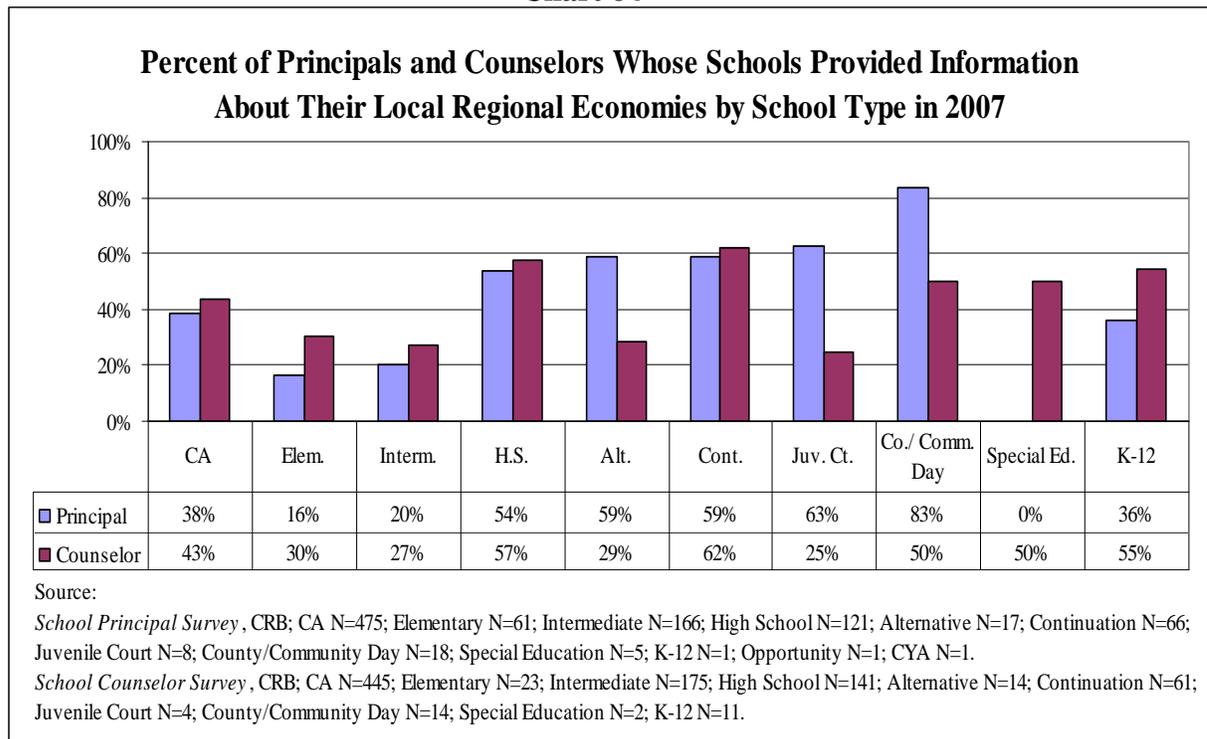


Chart 64 shows that based on responses of principals and counselors by school type, elementary (16 percent of principals and 30 percent of counselors) and intermediate schools (20 percent of principals and 27 percent of counselors) were the least likely to provide information about their local regional economies to students at their schools. On the other hand, more than half of principals and counselors from high schools, continuation, and county and community day schools reported having done so.

Although a slightly greater proportion of counselors than principals statewide reported having informed students at their schools about their local economies, larger proportions of principals than counselors from alternative, juvenile court, and county and community day schools did.

* The small number of respondents from these regions may magnify their results.

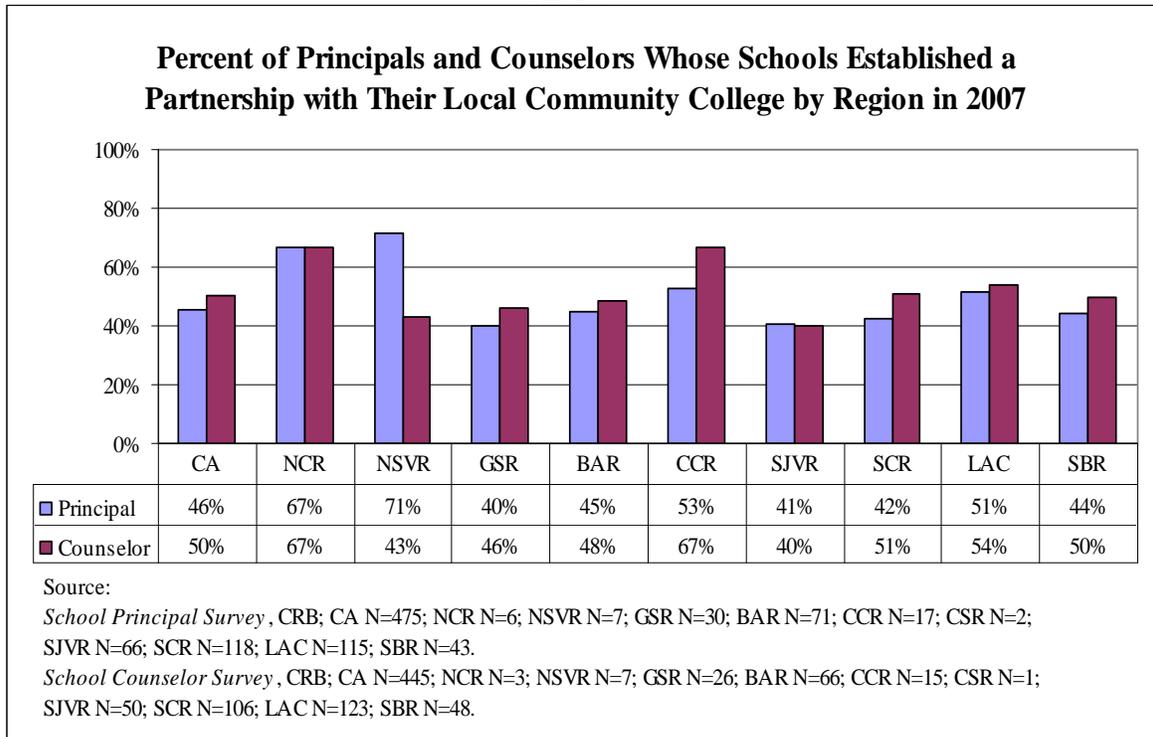
Question: Does your school participate in a partnership with your local community college(s) for career development?

General

About half of principals and counselors stated that their schools had participated in a partnership with their local community colleges.*

Region

Chart 65



The proportions of principals and counselors who indicated that their schools had established partnerships with their local community colleges for career development ranged from 40 to about 70 percent across regions, as shown in Chart 65.

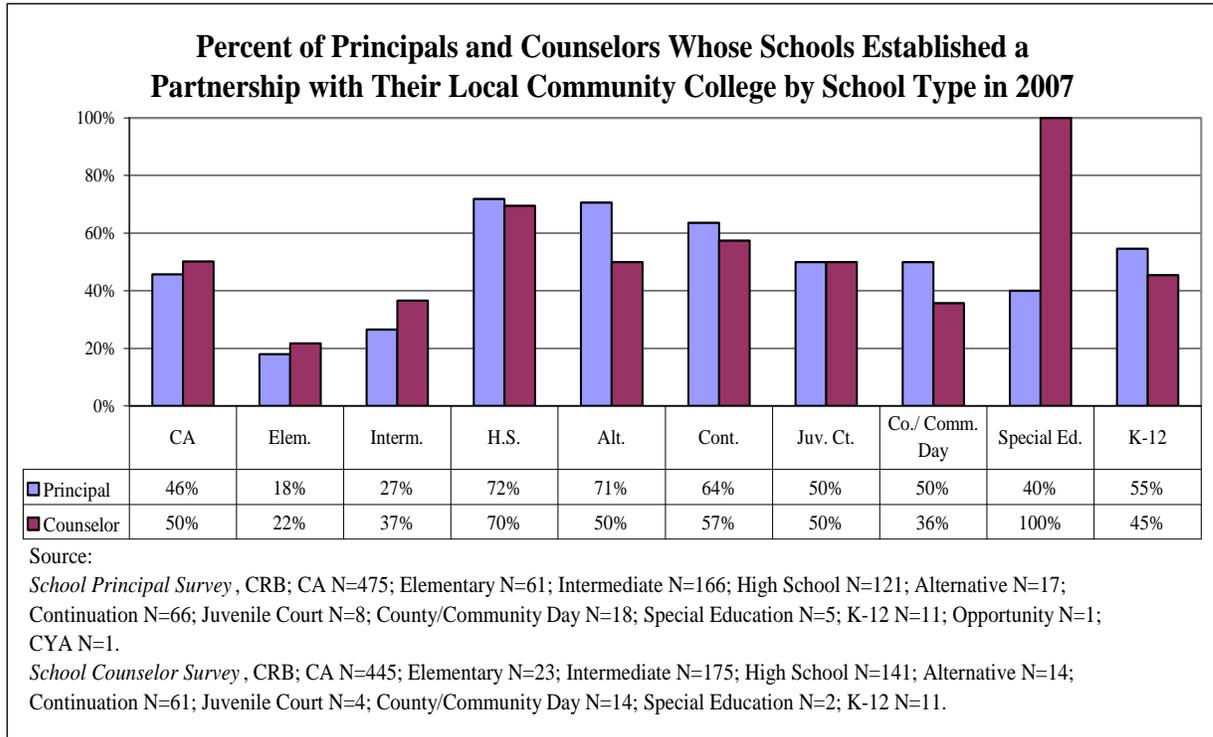
Survey responses indicated that schools in the NCR were most likely to have participated in partnerships with their local community colleges for career development than other regions, since 67 percent of principals and 75 percent of counselors reported the existence of such a partnership. On the other hand, the SJVR had one of the lowest proportions of respondents who reported having been involved with their local community colleges for career development.

* Twelve percent of principals and 14 percent of counselors did not respond to the survey question.

Neither of the principals representing the CSR reported having been involved in a partnership with their local community colleges, while the sole counselor representing the CSR did not respond to this question (not shown).

School Type

Chart 66



When viewed by school type, Chart 66 indicates that at least half of principals and counselors from high schools, alternative, continuation, and juvenile court schools had participated in a partnership with their local community colleges for career development. In contrast, elementary (18 percent of principals and 22 percent of counselors) and intermediate schools (27 percent of principals and 37 percent of counselors) were the least likely of school types to have been involved in a partnership with a local community college.

Principals representing an opportunity and a CYA school did not respond to this survey question (not shown).

Question: Have you heard of Senate Bill (SB) 70 (Statutes of 2005), which provided funding support to community colleges to establish partnerships with public middle and high schools in California?

General

About a fifth of respondents (23 percent of principals and 16 percent of counselors) were aware of SB 70, which provided funding support to community colleges to establish partnerships with public middle and high schools in California.*

Region

Chart 67

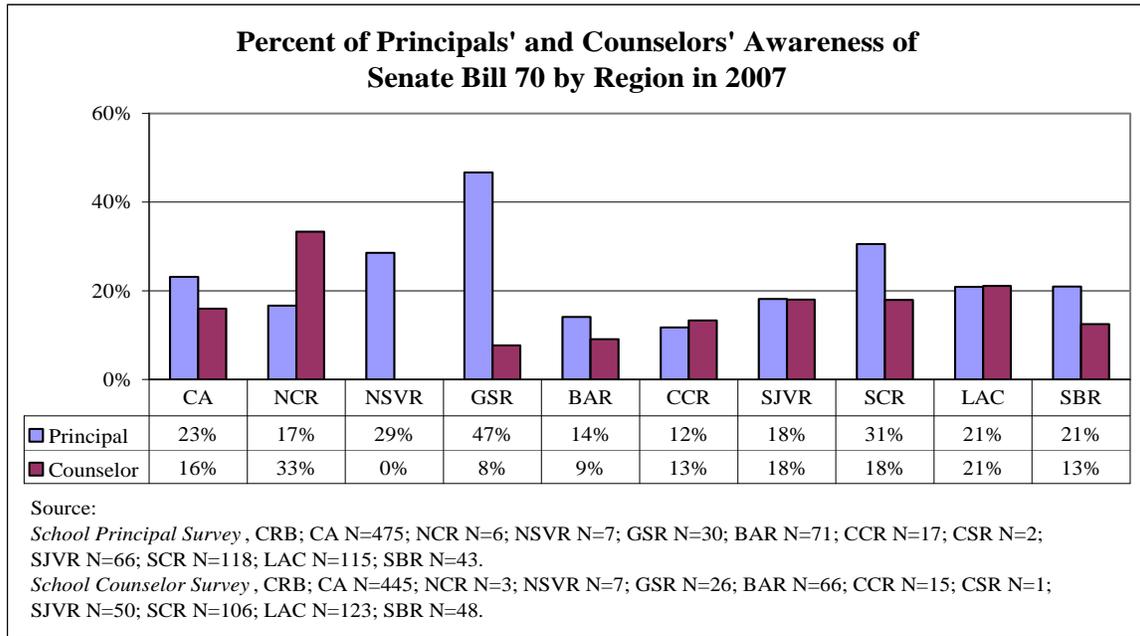


Chart 67 displays the small proportions of principals and counselors who were aware of SB 70 across regions, which ranged from 12 to 47 percent and from eight to 33 percent, respectively.

Nearly equal proportions of respondents of the CCR, SJVR, and LAC were aware of SB 70; however, responses vary for other regions in the state. For example, far greater percentages of principals than counselors from the GSR (47 percent and eight percent, respectively) and SCR (31 percent and 18 percent, respectively) were aware of the law, while greater percentages of counselors than principals from the NCR (33 percent and 17 percent, respectively) had heard of SB 70.

Neither principal from the CSR was aware of SB 70, while the sole counselor representing this region did not respond to the question (not shown).

* Eleven percent of principals and 19 percent of counselors did not respond to this survey question.

School Type

Chart 68

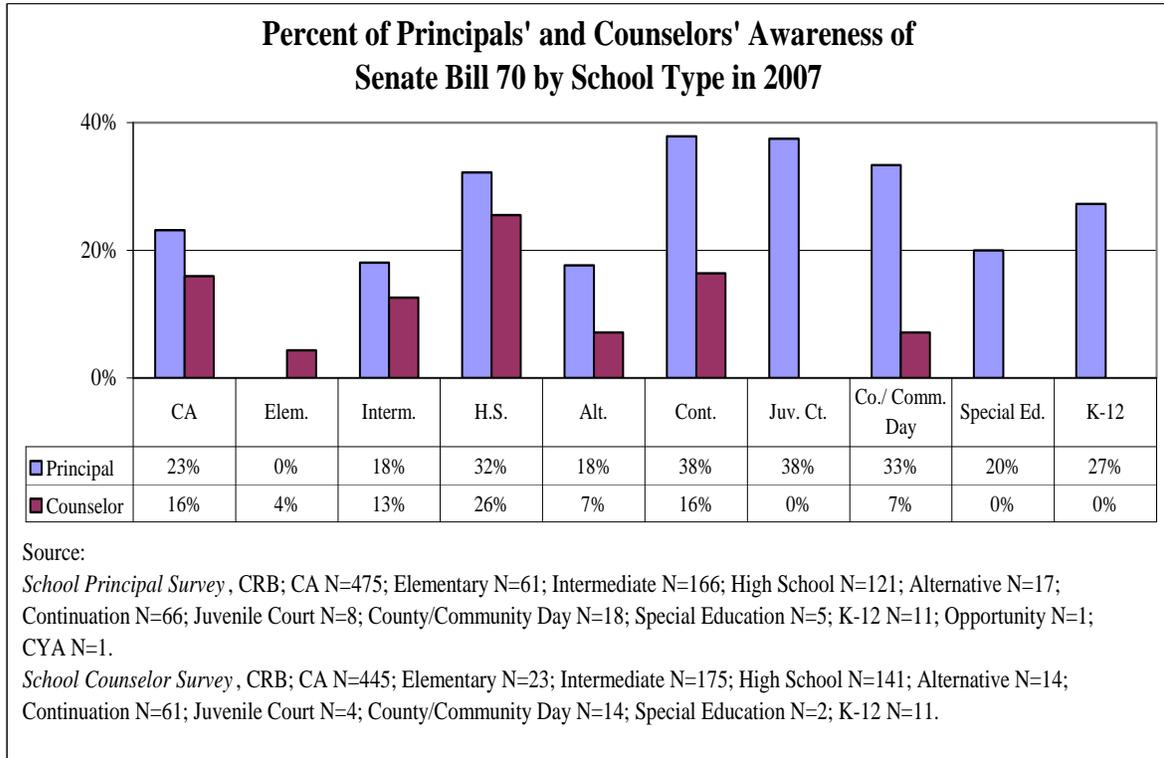


Chart 68 shows that a greater proportion of principals than counselors had heard of SB 70 for most school types, except for elementary schools in which nearly all had not. * High schools (32 percent of principals and 26 percent of counselors) and continuation schools (38 percent of principals and 16 percent of counselors) had among the highest proportions of respondents who had heard of SB 70.

Chart 68 also displays the wide differences between principals' and counselors' responses ranging from four to 38 percent for most of school types.

Principals representing an opportunity and CYA schools did not respond to this question (not shown).

* Eleven percent of elementary school principals did not respond to this survey question.

Question: Has your school established a partnership with local business, employer, or industry groups in order to promote career development (i.e., serving on an advisory committee, participating in career days, providing class speakers, job shadowing experiences, mentoring, internships, work experience, etc.)?

General

Less than half of principals (42 percent) and counselors (46 percent) reported having established a partnership with local business, employer, or industry groups to promote career development.*

Region

Chart 69

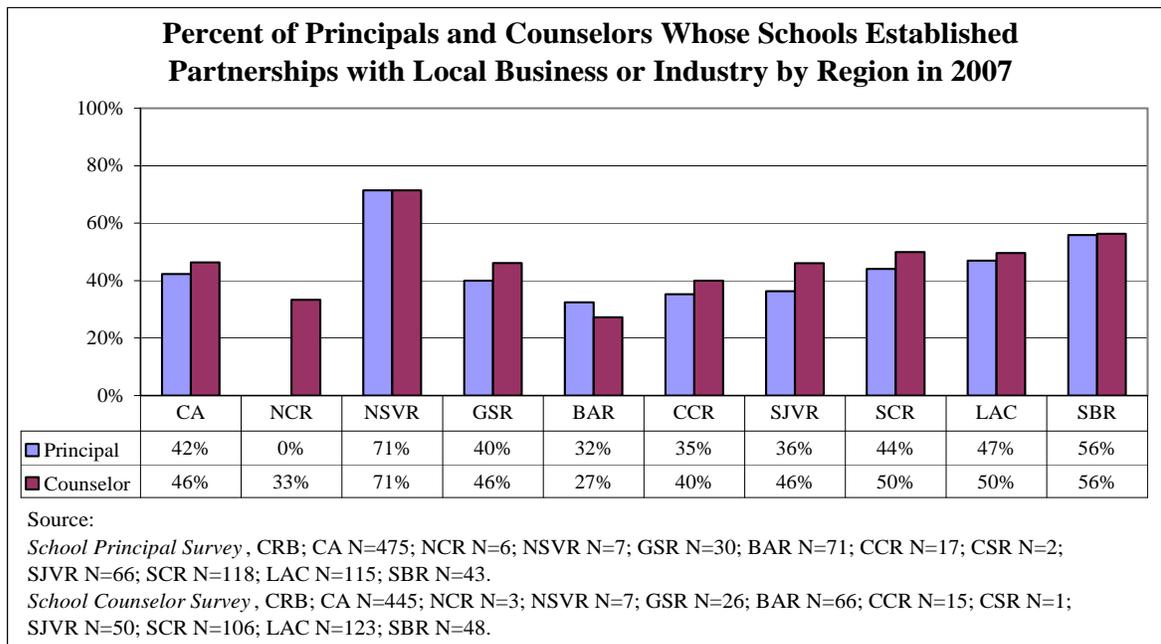


Chart 69 shows the proportion of respondents whose schools had established partnerships with local business or industry was in the 30 to mid-50s percent range for most regions. Slightly over 70 percent of principals and counselors from the NSVR noted establishing such partnerships. Conversely, respondents representing the BAR were the least likely to have established partnerships with local businesses (32 percent of principals and 27 percent of counselors).

There were minimal differences between the responses of principals and counselors in each region.

Neither principal representing the CSR had established a local partnership with business, nor did the sole counselor of this region respond to this question (not shown).

* Nine percent of principals and 14 percent of counselors did not respond to this survey question.

School Type

Chart 70

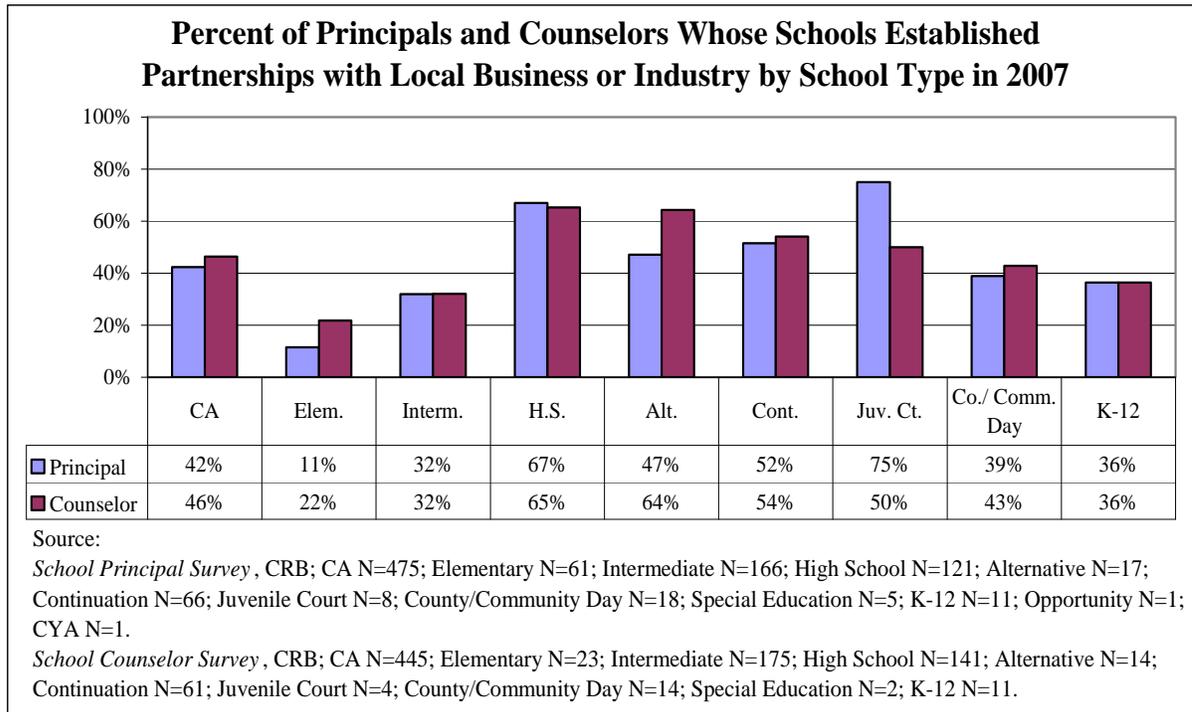


Chart 70 indicates that high schools had among the highest proportion of respondents (67 percent principals and 65 percent counselors) who reported having established partnerships with local business or industry groups among the different types of schools, while elementary (11 percent principals and 22 percent counselors) and intermediate schools (32 percent of principals and counselors) had the lowest proportions. Also, at least 50 percent of the respondents of continuation and juvenile court schools noted that their schools had established these types of partnerships.

Four (of five) principals and two counselors representing special education schools had not established any partnerships with local businesses; the principals of an opportunity and CYA schools did not respond to this survey question (not shown).

Question: Have you measured the effectiveness of your partnership with business or industry for the career development of the students at your school?

General

Of the respondents who reported having established a partnership with local business or industry for the career development of the students at their schools, only about one of five principals (20 percent) and counselors (23 percent) had assessed the effectiveness of these partnerships.*

Region

Chart 71

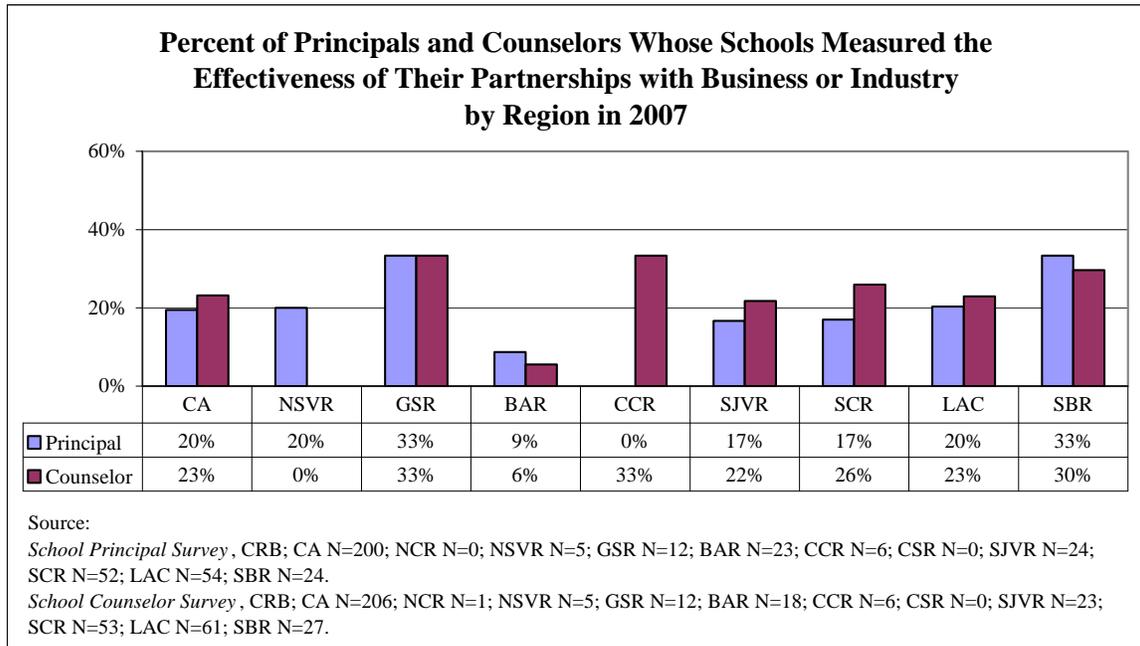


Chart 71 shows that about a third or less of the respondents who had established partnerships with local business or industry had assessed the effectiveness of these partnership activities across regions. Among the regions, the GSR and SBR had the highest percent of principals and counselors (about a third) who reported measuring the effectiveness of their business partnerships. Conversely, the BAR had among the lowest percent of principals and counselors (less than ten percent) who reported having done so.

The sole counselor representing the NCR whose school had established a partnership with local business reported that the school had not measured the effectiveness of their partnership with business or industry (not shown).

* Seven percent of principals and three percent of counselors whose schools had established partnerships with local business or industry did not answer this survey question.

School Type

Chart 72

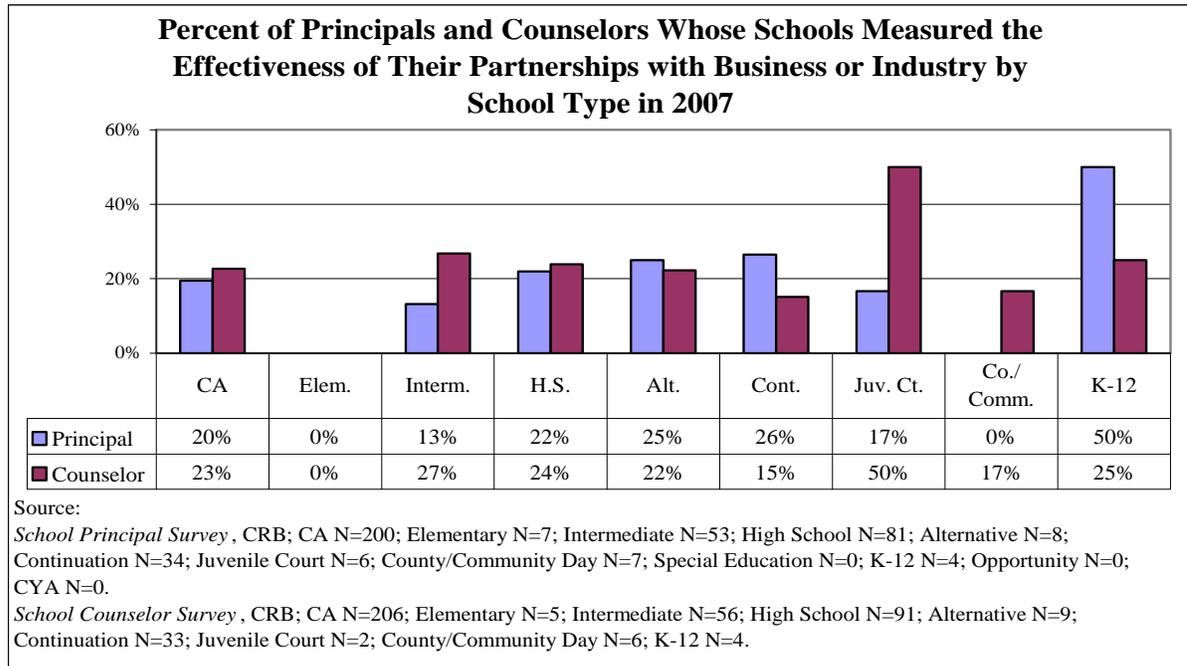
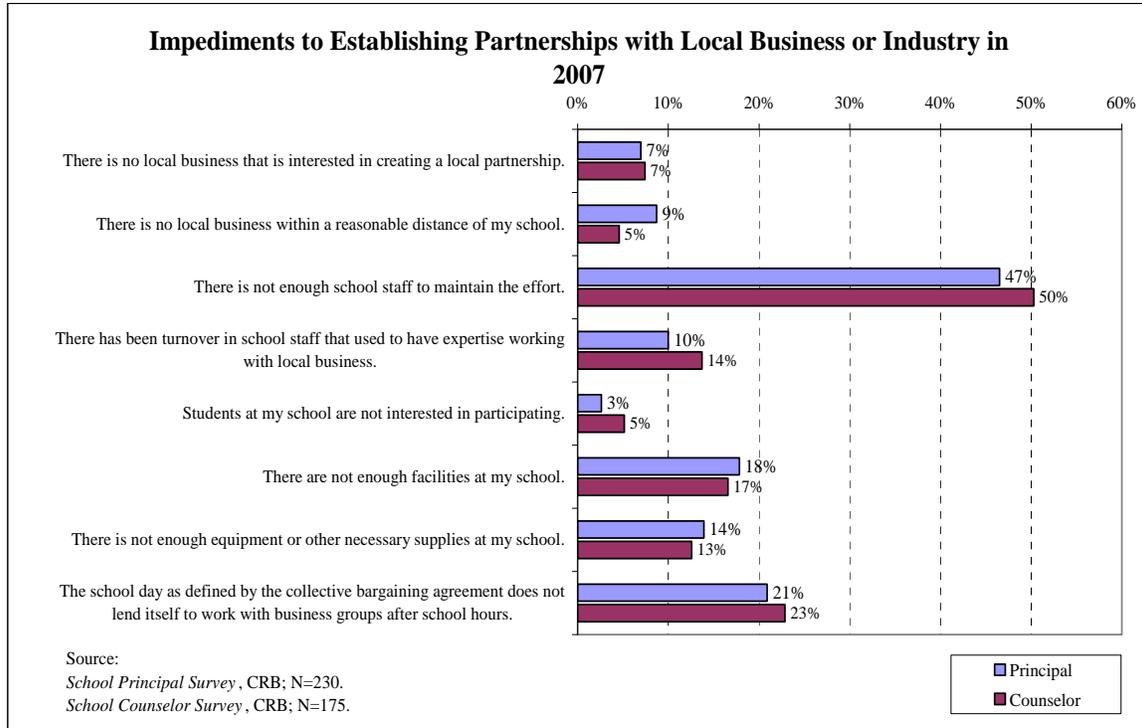


Chart 72 indicates that about a quarter or less of the respondents among the various school types had assessed their partnerships with local business or industry. Of the two juvenile court counselors, one reported having assessed the effectiveness of the local partnership with business or industry. Of the four principals representing K-12 schools, two indicated they had measured their business partnership.*

* None of the respondents from special education, opportunity, or CYA schools answered this question.

Question: If your school does not have a partnership with a local business or employer group, what is/are the reason(s)? Please mark all answers that apply.*

Chart 73



General

Chart 73 points to the “lack of school staff” to maintain partnerships with local business or industry as the most cited reason for not having established a partnership, according to about half of the respondents. The lack of school staff to maintain partnerships with local businesses was the most stated reason for not establishing partnerships with local business and industry across regions and school types.

About a fifth of principals (21 percent) and counselors (23 percent) reported that the “school day as defined by the collective bargaining agreement” did not lend itself to working with business groups after school hours, thereby hindering the schools’ ability to establish partnerships with local business and industry. The “lack of available facilities” (18 percent of principals and 17 percent of counselors) and “necessary equipment and supplies” (14 percent of principals and 13 percent of counselors) also prevented schools from establishing such partnerships with employers.

* Some respondents who reported having established partnerships with local business answered this question; thus, the CRB research team removed their responses to this question to accurately follow the logical sequence of inquiry.

“The lack of interest among students” in these local partnerships was the least cited reason for not establishing business partnerships by both groups of respondents.

Question: Is your school involved in any other type of local partnership relative to career development (i.e., with community-based organizations, apprenticeship programs, workforce investment boards, economic development organizations, California State University, University of California, or other)?

General

Less than a third of principals (26 percent) and counselors (29 percent) stated that their schools were involved in other types of local partnership relative to career development.*

Region

Chart 74

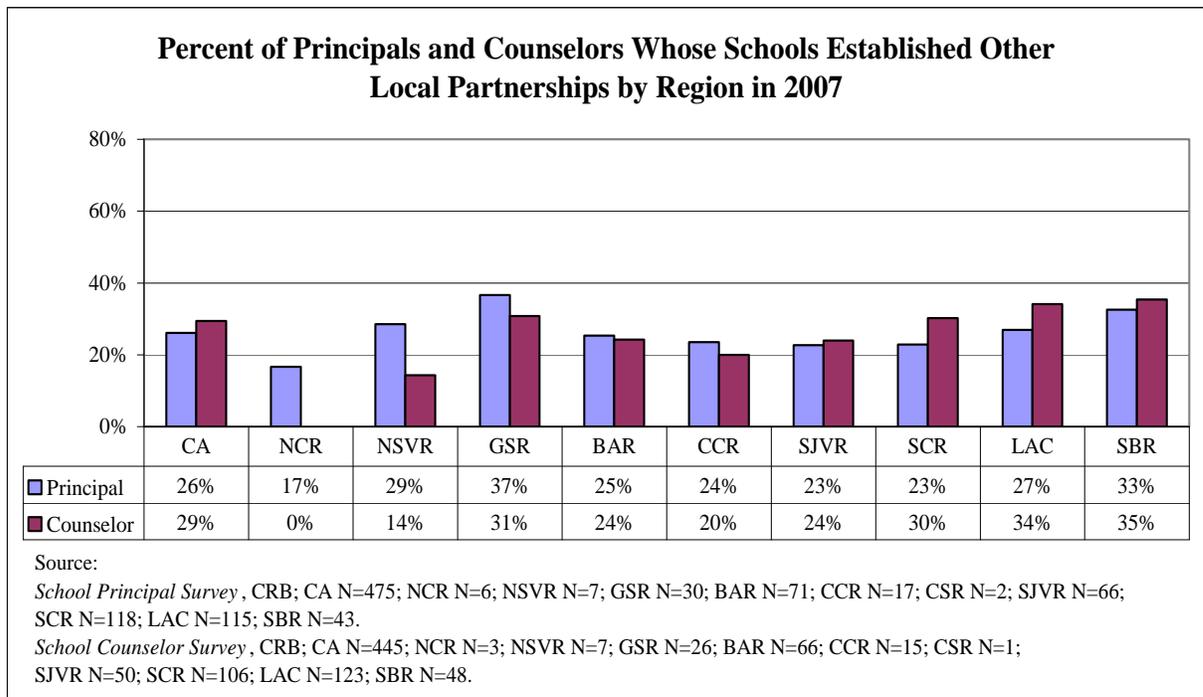


Chart 74 shows a consistent low pattern of responses across regions. The percent range of principals who stated that their schools had been involved in another local partnership was 17 to 37, whereas the percent range of counselors was 14 to 35 for most of the regions. The GSR (37 percent of principals and 31 percent of counselors), LAC (27 percent of principals and 34 percent of counselors), and SBR (33 percent of principals and 35 percent of counselors) had the highest proportions of respondents whose schools were involved in other types of local partnerships, whereas the NCR had

* Thirteen percent of principals and 18 percent of counselors did not respond to this survey question.

the lowest percentage of respondents (17 percent of principals and no counselors) whose schools were involved in other partnerships amongst the regions.

Of the two principals representing the CSR, one affirmed the school’s involvement with a local community organization, and the sole counselor from this region did not answer this question (not shown).

School Type

Chart 75

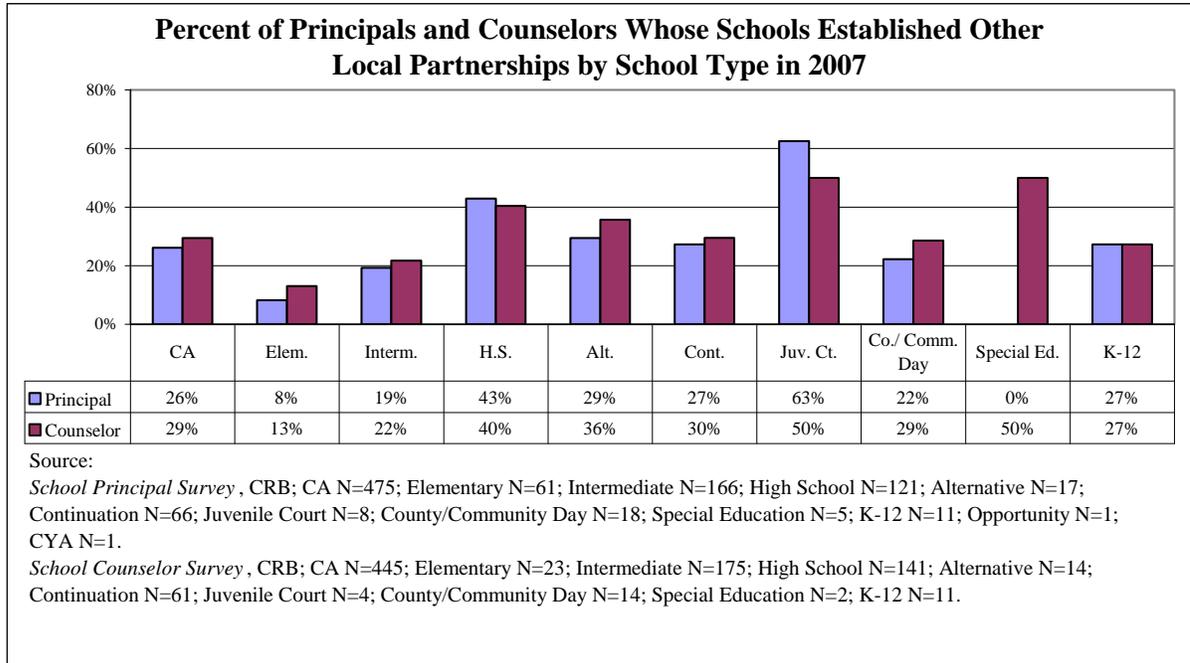


Chart 75 shows that high schools (43 percent of principals and 40 percent of counselors) and juvenile court schools (63 percent of principals and 50 percent of counselors) were most likely to be involved with other local partnerships amongst the different kinds of schools. This is contrasted with respondents from elementary (eight percent of principals and 13 percent of counselors) and intermediate schools (19 percent of principals and 22 percent of counselors) who were least likely to have established other local partnerships.

Question: Have you measured the effectiveness of your local community partnership in advancing the career development of the students at your school?

General

Of the respondents whose schools had been involved with other types of local partnerships, about one-fifth of the respondents (23 percent of principals and 19 percent of counselors) had measured the effectiveness of their local community partnerships in advancing the career development of their students at their schools.*

Question: If your school has not established a local community partnership, what is/are the reason(s)?[†]

General

Chart 76

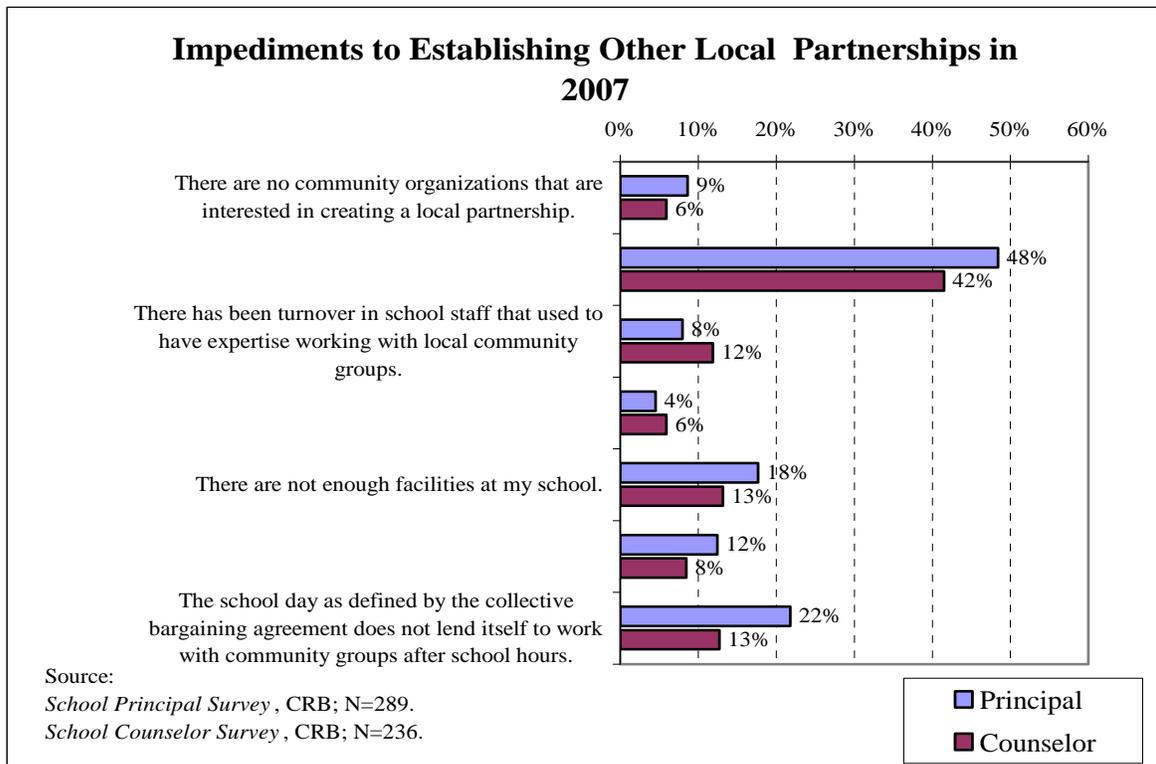


Chart 76 shows the reported barriers that prevented principals and counselors from establishing a local community partnership. According to the survey respondents, the “lack of staff” to maintain community partnerships for students’ career development was the reason most cited why some schools had not established a local community

* Six percent of principals and three percent of counselors did not respond to this survey question.

[†] Although some respondents who had partnerships with local community groups answered this question, we took out their responses to this question to accurately follow the logical sequence of inquiry.

partnership. About five out of ten principals and four out of ten counselors noted this. Twenty-two percent of principals and 13 percent of counselors stated that “the school day as defined by collective bargaining agreement does not lend itself to work with community groups after school hours.” About 18 percent of principals and 13 percent of counselors noted that their schools had not established a local community partnership because of the “lack of facilities.”

Students’ lack of interest in participating in these local partnerships was the least cited reason for not having established a local community partnership.

Appendix 6: List of Other Credentials by Responding Counselors

- Elementary Teaching (multiple subject) Credential
- Secondary Teaching (single subject) Credential (i.e., English, Social Science, Social Studies, Life Science, Psychology, Physical Education, Health)
- Professional Clear Teaching Credential (i.e., multiple-subject, single subject)
- Developmental Center Lifetime Clear Credential
- Fisher Credentials
- Ryan Credentials
- Special Secondary Life Credential
- General Secondary Life Credential
- Elementary Life Credential
- Supplementary authorization (e.g., biology, English)

- Administrative Services Credential (preliminary, Tier 1)
- General Administration Credential
- Supervisory Administrative Credential
- Administrative Internship Credential
- School Leadership License

- Masters in School Counseling
- Masters of Social Work (MSW)
- Masters in Education
- Masters in Reading and Hearing Disorders
- California Community College Instructor
- School Psychologist
- Licensed Clinical Social Worker (LCSW) License
- Marriage and Family Therapist (MFT) License
- Bachelor of Science

- English as a Second Language (ESL) Certificate
- Cross Cultural Language and Academic Development (CLAD) Credential
- Bilingual Cross-cultural Language and Academic Development (BCLAD) multiple subject Credential
- BCLAD single-subject (social science) Credential
- English Language Development Specialist

- Special Education Credential for Learning Handicapped
- Specialist Teaching Credential: Mild/Moderate Disabilities
- California Lifetime Restricted Teaching Credential: Deaf and Hard of Hearing
- Resource Specialist – Learning Handicapped

- Vocational Business Credential
- Vocational Education Credential
- Specialist Credential in Agriculture
- Designated Subjects Vocational Credential

- Substitute Credential
- 30-day Emergency Substitute Teaching Permit

- Community College Special Services
- Junior College or Community College Counseling Credential
- Elementary Resource Specialist
- Adapted Physical Education Credential
- Driver Education and Training Credential
- California Association of Alcoholism and Drug Abuse Counselors (CAADAC) Certificate
- Child Welfare and Attendance Administrative Credential
- Reading Specialist Credential