

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Partnerships Between University & K-12 School Counseling Programs; Fulfilling
National School Counseling Standards

A graduate project submitted in partial fulfillment of the requirements
for the degree of Master of Science in Counseling,
School Counseling

By
Jessica Vega

In collaboration with
Julie Erbez

June 2006

A Graduate Project of Jessica Vega is approved:

Charles Hanson, Ph.D.

Date

Shari Tarver-Behring, Ph.D

Date

Tovah Sands, Ph.D., Chair

Date

California State University, Northridge

DEDICATION

To my husband Helmut whom I give all my heart and my gratitude, and who always believes in me. Thank you for all your encouragement. I love you with all my heart. To my mother Maria, for instilling in me the value of hard work, I love you.

ACKNOWLEDGMENT

I would like to thank my committee members who supported my efforts in writing this Graduate Project.

To my chair, Dr. Tovah Sands,
To Dr. Charles Hanson,
To Dr. Shari Tarver-Behring,
And to my partner Julie Erbez,

I would like to thank each one of you for your time, ideas, and feedback in assisting in the completion of this project.

TABLE OF CONTENTS

Signature Page	ii
Dedication	iii
Acknowledgment	iv
Abstract	vi
CHAPTER I – INTRODUCTION	1
Statement of Need	3
Purpose of Graduate Project	4
Terminology	4
Bridge to Next Section	6
CHAPTER II – REVIEW OF LITERATURE	8
The School Counseling Professional: Roles in the past and present	8
National School Counseling Standards	13
School Counseling Preparation Programs	15
Fieldwork Activities of School Counseling Students	18
The Role of Field Supervisors	21
More Approaches for a Successful Internship	23
Summary	24
CHAPTER III – METHODOLOGY	25
Development of the Project and Intended Audience	25
Method	25
Procedures of Joint Project	29
CHAPTER IV – EVALUATION AND CONCLUSION	30
Evaluation	30
REFERENCES	32
APPENDIX	
A- Legend	34
B- CSUN School Counseling Fieldwork Resource	36
C- School Districts Contact Information	64

ABSTRACT

Partnership Between University & K-12 School Counseling Programs; Fulfilling National
School Counseling Standards

By

Jessica Vega

Master of Science in Counseling,
School Counseling

The purpose of this project is to create a database for the School Counseling program at California State University, Northridge (CSUN). Upon completion, the CSUN School Counseling Fieldwork Resource will be utilized by students and faculty in the school counseling program in partnership with area field sites to better facilitate the training of graduate school counseling students, and also to optimize the utilization of their services by their on-site supervisors.

CHAPTER I

INTRODUCTION

What exactly embodies a School Counselor, why was their role created and what are the roles of a school counselor? When Congress passed the National Defense Education Act in 1958 in response to the USSR's launching of the *Sputnik*, it provided funding for high school counselors in every school. The school counselor's goal was to identify gifted math and science students and advocate for them to attend college (Devoss & Andrews, 2006). In other words, school counselors were put on the school scene "as a means of advancing the United States in the Space and technology race with the Soviet Union" (Devoss & Andrews, 2006, p.5).

During the 1940's and 1950's the school counseling profession was more focused on career counseling. This was the beginning of an important change in the national agenda. During this time it was all about the international space race. School counselors were seen as the crucial piece to helping the nation's students get into more math and science careers, as well as other careers, but this area was the main focus.

There were two major contributors to the counseling profession in the 1900's. These were Jesse B. Davis and Frank Parsons. They were contributors of vocational guidance. Davis was an educational and vocational counselor in Detroit, Michigan, and later was a principal in Grand Rapids Michigan; "He is credited with developing and implementing the first systematic school-wide guidance program" (Devoss & Andrews, 2006, p.4).

Parsons, who was an engineer, founded the Vocational Bureau of Boston and also is the author of the book, *Choosing a Vocation* (1909). The purpose of the Vocational

Bureau was to help young adolescents not attending high school with occupational guidance.

Because of the USSR's launching of the world's first satellite, *Sputnik*, the U.S. Congress passed the National Defense Education Act (NDEA) in 1958. The NDEA provided funding for high school counselors to identify gifted math and science students advocating for them to attend college. The main purpose was for the U.S. to supersede other countries in the area of students choosing math and science classes. Not only were funds provided for the counseling profession, but also for colleges and university programs to start offering counseling training programs (Devoss & Andrews, 2006). This was the major focus of the country during this time.

In the 1990's, much of the school counseling profession took a turn and changed its focus to a "social justice model" (Devoss & Andrews, 2006). "The new-vision school counselor is expected to be a proactive leader committed to excellence in education, *as well as expected to provide equal access to postsecondary education for all students*" (Devoss & Andrews, 2006, p. 6). The focus for school counseling was the relations and interactions between students and their school environment while also reducing any institutional and environmental obstacles that would hinder student academic achievement (Devoss & Andrews, 2006).

To advance with the times, it is crucial that school counseling graduate students at California State University, Northridge have access to schools practicing the new-vision roles of school counselors.

Statement of Need

There has been and currently is a need for a Fieldsite Resource for school counseling graduate students at California State University, Northridge. A Fieldsite Resource will provide school counseling students with information about K-12 field-site placements based on the American School Counseling Association's (ASCA) National Standards. This Fieldsite Resource will provide up-to-date information regarding potential sites for school internships based on ASCA's National Standards.

The Educational Psychology and Counseling department (EPC) also fulfills requirements for the accreditation with the Commission for the Accreditation of Counseling and Related Educational Programs (CACREP). The Commission for the Accreditation of Counseling and Related Educational Programs (CACREP) is an organization that provides leadership and accreditation for many counseling related programs across the nation. The organization is made up of over 50,000 practicing counselors. Their goal is to advance and promote excellence in the development of standards and procedures in counseling programs that reflect our diverse and complex society. (Retrieved May 2, 2006, from <http://www.cacrep.org>)

The Fieldsite Resource will help to ensure that the Educational Psychology and Counseling Department (EPC) continues to meet CACREP standards by providing quality fieldwork sites to school counseling students.

An example of how the CSUN School Counseling Fieldsite Resource will serve the needs of school counseling students in choosing a field site is by offering detailed information as to whether or not students will be able to practice their counseling skills in the schools. Students will want to know if this is a school that has implemented and is

practicing the ASCA National Standards and where they can practice counseling skills. The Fieldsite Resource possibly will facilitate discussion between the school counseling intern and the site's school counselor on any of the issues or difficulties encountered during internship experiences.

Purpose of Graduate Project

The purpose of this project is to develop a Fieldsite Resource providing school counseling graduate students and faculty at California State University, Northridge detailed information regarding potential school counseling fieldwork placements that have implemented the ASCA School Counseling National Standards. It is anticipated that the database will allow the school counseling program at California State University, Northridge to develop, facilitate, and maintain positive, professional working partnerships with the K-12 schools in the greater Los Angeles area.

Terminology

1. American School Counselor Association (*ASCA*) - American School Counselor Association. ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and be prepared to lead fulfilling lives as responsible members of society (Retrieved May 11, 2006, from www.schoolcounselor.org).

2. *Commission for the Accreditation of Counseling and Related Educational Programs (CACREP)* - provides the guidelines for which counselor preparation programs are accredited on. This body prepares counseling and related professionals to provide service consistent with the ideal of optimal human development (Retrieved May 11, 2006, from www.cacrep.org).

3. *Education Trust*- A non-profit independent organization that works for the high academic achievement of all students at all levels, pre-kindergarten through college, and for closing the achievement gaps that separate low- income students and students of color from other youth. Their basic tenet is this- All children will learn at high levels when they are taught to high levels.

4. *Fieldwork/Field site placement*- Site where school counseling students gain hands on experience in fulfilling requirements for California State University, Northridge's school counseling program, (i.e. Individual counseling, facilitating groups, and presentations).

5. *Greater Los Angeles Area*- Schools in the following areas in greater Los Angeles are included in The CSUN School Counseling Fieldsite Resource: Alhambra, Azusa, Burbank, Covina-Valley, Glendale, Granada Hills, Hacienda-La Puente, Inglewood, Los Angeles, Monrovia, Montebello, North Hills, Northridge, Pacoima, Pasadena, Reseda, San Fernando, South Pasadena, Sun Valley, Tarzana, Thousand Oaks, Van Nuys, Woodland Hills, Santa Clarita, Palmdale, Lancaster, Venice, Santa Monica, North and West Hollywood, Culver City, Westlake Village, Camarillo, Agoura, Calabasas, Valencia, Newhall, Redondo Beach, Manhattan Beach, and El Segundo.

6. *Intern*- An intern is a graduate student who is currently enrolled in the school counseling Masters degree or credential program and is working in the field gaining practicum or fieldwork experience, typically in a K-12 public school setting.

7. *National Standards for School Counseling*- Developed by the American School Counseling Association (ASCA) as a framework for the school counseling profession to align the purpose, vision, and goals of school counseling programs that could be tailored to individual school's missions. The National Standards for school counseling programs

facilitate student development in three content areas: Academic Development, Career Development, and Personal/Social Development.

8. *On-site Supervisor*- School counselor at the field site who serves as a mentor for school counseling students.

9. *Postsecondary Planning*- Academic counseling usually at the high school level to assist students in planning their next step after high school graduation, (i.e. college applications, financial aid, military and vocational careers, or community college information).

10. *Student Competencies*- Within each content area in the National Standards (listed above) are student competencies that define the specific attitudes, knowledge, and skills that students should achieve or demonstrate as a result of participating in a school counseling program. The competencies are listed in chapter two.

11. *Title I schools*- Federal funding for education levels K-12. The purpose of Title I funding is to ensure that all students have access to quality education to reach their full potential, and at minimum, reach proficiency on challenging state academic achievement standards and state academic assessments.

Bridge to Next Section

In Chapter II I will be reviewing literature on the school counseling profession, the National School Counseling standards, and the CACREP standards for the School Counseling profession. In chapter three, the methodology section, I will detail the procedures I used to combine all the school's information on the Fieldsite Resource.

Chapter IV will provide the conclusion summarizing the thesis project. In the Appendix section will be the Legend, defining what the abbreviations mean in the Fieldsite

Resource, the CSUN School Counseling Fieldsite Resource, and school district's contact information.

CHAPTER II

REVIEW OF LITERATURE

The School Counseling Professional: Roles in the past and present

The school counseling profession has undergone major restructuring for progression within the field. In the past, a school counselor was seen as the person who scheduled classes and made sure the students were enrolled in the right classes and they would provide postsecondary planning to a select few students. They had a lot of administrative duties and seldom worked with other school staff members; they worked isolated in their offices. From time to time, they would individually counsel students who were having “emotional problems”, thus counselors needed to know how to carry out mental health services for their students (Stone & Dahir, 2004).

Another reality of the traditional school counselor was and still is the high caseloads of students they serve. Unfortunate high numbers of students are not even seen by their counselor and therefore are not properly equipped with the multitude of information for beyond high school planning options. It is unacceptable that some students do not receive the information they need regarding what classes they need to take in order to attend college. In this sense, some argue that the school counseling profession has allowed and contributed to the inequities that exist in our schools (Stone & Dahir, 2004).

Fortunately, the profession has at various times paused to examine the traditional roles of school counselors. In 1994, the National Standards were developed by ASCA to guide the school counseling profession to improve roles that will set the foundation for the school counseling professional to be an important role in education that will

contribute to student's educational success as well as close the achievement gap and eliminate the educational inequities that exist (Dahir, 2004).

The school counseling profession has been reformed and improved within the last decade. There has been much confusion as to what exactly entailed the school counselor's role. Some of the role descriptors of the traditional counselor, according to the Education Trust (1998), were mental health providers, record keepers, guardians of the status quo, and postsecondary planners for few select students, to name a few.

American School Counselor Association

The American School Counselor Association (ASCA) is the leading national organization for professional school counselors, advocating for school counselors to provide academic, personal/social, and career counseling to all K-12 students. Founded in 1952, this organization provides professional development, research, advocacy and other resources to more than 18,000 professional school counselors. (Retrieved May 2, 2006, from <http://schoolcounselor.org>)

The American School Counselor Association (ASCA) has helped improve the school counseling profession by setting forth a foundation or a national model of standards based school counseling programs nationwide. This is known as the ASCA National Model and was first introduced in 1997. In providing a National Model, school counselors have moved from a service provider emphasis to a more program centered emphasis for every student. The National Model provides the framework for school counselors to implement an appropriately tailored guidance program for their schools. "The model provides the mechanism with which school counselors and school counseling teams will design, coordinate, implement, manage and evaluate their programs for

students' success". (Retrieved May 2, 2006, from <http://www.schoolcounselor.org>) More detail about the National Standards will be discussed in the following sections.

With the American School Counselor Association (ASCA) and the Education Trust (ED Trust) providing the leadership for most of the reform for the school counseling profession, there are now specific roles that the new-vision school counselor should espouse. These new roles will be discussed later in the literature review.

To understand the reform better, it is wise to discuss why reform was needed in the first place. The roles mentioned above for school counselors were in desperate need of change. These roles may have worked once for the student populations these counselors were serving, but the populations and their needs are very diverse today in comparison.

In the literature, there is a plethora of information as to why this school counseling reform needs to take place. Reform would mean that school counselors receive specialized training in consultation and collaboration, as well as team and relationship building (Erford, 2003). This training would benefit school counselors as they try to build collaborative relationships and to implement comprehensive programs within the school. This reform change stems from the realization that school counselors cannot do their jobs alone. The skills in collaboration and team building will serve in allowing school counselors to collaborate with other school staff to work as a team for the improvement of school related items on their agenda for improving their school.

Another change that is characterized in the reform is that school counselors need to plan and execute well-organized and well-run comprehensive developmental school counseling programs. The reason for this is that if the school counselor does not act upon

this responsibility, then it is very likely that no one else in the school is going to do it. The responsibility then falls to the counselor. Once the school counselor realizes this, then he or she is in a better position to collaborate with other staff members and enlist their assistance.

The most important reason as to why reform is needed is because too many students are not receiving the essentials from their school counseling guidance program to succeed academically, and therefore are ill prepared to move on successfully in their educational careers. This can be drastic especially when a counselor may be students' last and only hope to make the difference in their educational paths (Erford, 2003).

There are models across the nation as to what positive examples of a school counseling program should look like. According to researchers there are six major components that contribute to effective schools. The first characteristic of a high performing school is that it has "autonomous school leadership" (Perusse & Noel, 2001). Schools with more independence from school boards and other leadership subdivisions tend to perform at more optimal levels. Secondly, attributes of high achieving schools are when leadership staff actively recognize academic achievement and consistently measure student achievement (Fitch & Marshall, 2004). There is more accountability and training provided for staff in high performing schools. Third, there are strong and positive staff relationships and professional development. There is a sense of updating knowledge and practices to keep up with the ever changing populations of students' educational needs. "Fourth, students in high-achieving schools reported a sense of belongingness with the school. They felt they were treated fairly and respected by staff" (Fitch & Marhsall, 2004, p.3). This is one of the most crucial ingredients that are sadly missing from many local

schools. Fifth, parent and community involvement is strong in high performing schools. Sixth, student's social systems are a lot higher in strong performing schools than in low performing schools. Students are consistently reminded about the importance of education by family and community members. All of these components work cohesively to result in a high performing school. A high performing school also uses the valuable resources and expertise of its counselors, especially the expertise and skills within human relations.

The term *professional school counselor* is the preferred term by ASCA (1999a) (Erford, 2003). The American School Counselor Association asserts that "professional school counselors are first and foremost representatives of their profession" (Erford, 2003, p.14). School counselors practice as professionals in three major ways. First, professional school counselors are aware of the history of their profession. The idea here is that to be able to move forward successfully, one must know and understand where one has been. Professional school counselors use effective techniques implemented through legal, ethical, and professional means, and they maintain membership in professional organizations at the local, state, and national levels (Erford, 2003).

The Education Trust, an education advocacy organization, also gives the professional school counselor a definition which depicts the new vision for the profession: "A profession that focuses on the relations and interactions between students and their school environments with the express purpose of reducing the effect of environmental and instrumental barriers that impede student academic success" (Devoss & Andrews, 2006, p.6). The idea behind the new vision for the professional school counselor is to provide proactive leadership, committed to excellence in education, and

provide postsecondary counseling to all students (Devoss & Andrews, 2006). The new vision role descriptors for professional school counselors are described as academic achievement promoters, leaders, planners, program developers, integral educational team members, data users, advocates for inclusion of all, collaborators, and change agents for equity. Other role descriptors of the new vision for professional school counselors are focusing on academic strengths and involvement with all important school stakeholders for the success of every student (Devoss & Andrews, 2006).

National School Counseling Standards

The American School Counselor Association (ASCA) has contributed much to the reform process for the school counseling profession (Stone & Dahir, 2004). The National School Counseling Standards were established in 2002 as a foundation to provide guidelines for professional school counselors to implement defined roles in their schools. Another purpose of creating the National School Counseling Standards was to set a foundation for what is required of school counseling curriculum in the K-12 schools across the nation. From the school counseling standards, professional school counselors could have a guideline from which to create their own counseling curriculum while modifying it to fit the specific needs of their school (Stone & Dahir, 2004). Also very important in producing the National Model is the premise that school counselors will become partners as leaders in systemic change while assuring educational equity and access for every student. (Retrieved May 2, 2006, from <http://www.schoolcounselor.org>)

There are three areas within the Standards that are of key importance to the school counseling profession for K-12 student development. These three areas are academic development, career development, and personal-social development. In accordance with

these three areas, nine standards (three standards for each area) delineate what K-12 students should learn and be able to do as a result of participating in a counseling curriculum focusing on these standards (Stone & Dahir, 2004).

Academic Development

The first area is academic development and the three standards for this area “guide school counselors as they implement school counseling program strategies and activities to support and maximize student learning” (Stone & Dahir, 2004, p.211). The academic development standards are:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community. (p.212)

Career Development

The standards for career development will enable school counselors to “help students acquire attitudes, knowledge, and skills to successfully transition from grade to grade, from school to postsecondary education, and ultimately to the world of work” (Stone & Dahir, 2004, p. 212). The three standards for career development are:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success

and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work. (p. 212)

Personal-Social Development

The personal-social development aspect of the standards is used to guide school counselors as they develop and implement counseling programs that will provide for “personal and social growth experiences to facilitate students’ progress through school and the transition to adulthood” (Stone & Dahir, 2004, p. 212). The focus for the personal-social development area is to teach students skills that allow them to become positive contributors of society, as well as to develop effective interpersonal skills. The three personal-social development standards are:

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take appropriate action to achieve goals.

Standard C: Students will understand safety and survival skills.

Source: Sharing the Vision: The National Standards for School Counseling Programs (Erford, 2003, pp.487)

School Counseling Preparation Programs

Council for Accreditation of Counseling and Related Educational Programs

On what is a Master’s level school counseling program based? At CSUN, the school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The CACREP accreditation process

could be described as somewhat rigorous as the school counseling department or program is evaluated via the CACREP standards. This involves “examining the curriculum, faculty resources, clinical experience requirements and supervisor qualification, and program evaluation processes”. (Retrieved May 2, 2006, from <http://www.cacrep.org>) This is referred to as the self study report. After this process, the department must submit the application and self study report that is signed by the president or chancellor of CSUN, describing how the Standards are being implemented and met in the Department of Educational Psychology and Counseling by providing documented evidence. After this process, CACREP reviews the self study report and application and completes an on-site visit that is conducted by other volunteer counselor practitioners or educators. The time span of the on-site visit is usually about 3-4 days during which time, the reviewers spend time interviewing program graduates, students, faculty, institutional administrators, and supervisors. (Retrieved May 2, 2006, from <http://www.cacrep.org>) Once the visitation is over, a report is submitted by the visiting team and a copy is given to the institution to make adjustments where needed. An overall review is performed by governing board members from the CACREP agency. Everything is taken into account, the self study report, application, on-site visitation reports, and the institution’s response to the reports. If the institution is accredited, it can be from 2-8 years. This accreditation allows for the Masters degree in school counseling from an institution to be recognized throughout the United States as a program of high standards with excellent quality preparation for school counselors.

With this accreditation there are criteria that CSUN’s school counseling program must fulfill to maintain accreditation. Part of the CACREP criteria are, that all students

are required to participate in a practicum and internship experience, that students become members of professional associations like the American Counseling Association (ACA), and that students be exposed to small-group activity to provide direct experiences as a participant in a small group. (Retrieved May 2, 2006, from <http://www.cacrep.org>)

Another example of this criteria set forth by CACREP is the 100 clock hours of supervised practicum experiences that school counseling students must complete during their first semester. This affords the student practice of counseling skills under direct supervision. Students' practicum consists of 40 hours of direct service with clients, including individual and group counseling experience, weekly interaction of 1 hour of individual or group supervision occurring at a minimum during each academic term, as well as 1 and ½ hour of group supervision that occurs in weekly practicum courses in which students are enrolled for all four semesters of the two year program. (Retrieved May 2, 2006, from <http://www.cacrep.org>)

After completing the requirement of the 100 clock hours, school counseling students must also fulfill 600 clock hours of supervised internship experience. The 600 hours of supervised internship provides the student with the opportunity to perform counseling skills and activities that a professional school counselor performs. These activities include 240 hours of direct service with clients, 1 hour of weekly individual or triadic supervision (that is usually performed by the on-site supervisor), and 1 and ½ hours of group supervision performed by a faculty member during practicum hours. Other internship experiences include record keeping, supervision, information and referral, in-service and staff meetings, and learning a school's computer programs' to retrieve student records. (Retrieved May 2, 2006, from <http://www.cacrep.org>)

Video and audio taping sessions with students at the field site is another stipulation set forth by CACREP. During these individual counseling sessions, the school counseling student is required to video or audio tape the session and bring the tape back to practicum to share with the practicum supervisor and other school counseling students. At this time, the school counseling student will receive feedback on his/her counseling techniques, will also have opportunities to ask questions on how to progress with counseling the student, and also to receive specific advise on the counseling relationship or a quality of the school counseling student's counseling skills.

The school counseling curriculum at California State University, Northridge has the following core CACREP approved curricular experiences offered to students in the following areas: professional identity, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research and program evaluation. (Retrieved May 2, 2006, from <http://www.cacrep.org>)

Successful completion of the core curricular areas noted above fulfills the requirements of the Masters of Science degree in School Counseling at California State University, Northridge, as well as the course requirements for the State of California's Pupil Personnel Services credential.

Fieldwork Activities of School Counseling Students

Research provides insight regarding schools that can become ideal fieldwork sites for school counseling students. The opportunities that these sites offer are live observations, modeling, case studies, role-playing, video-audio observations, and case presentations (Studer, 2005). School counseling students will bring their experiences back to the practicum for discussion and learning items. Live observations occur when

school counseling students have the opportunity to observe their site supervisor or other counselors work with students and parents, as well as have their own counseling observed during sessions with their counsees. This can be extremely helpful for the school counseling student in receiving direct feedback on their counseling skills. It can also be beneficial for the site supervisor or other staff in knowing that their students are receiving quality counseling (Studer, 2005). There is also modeling of counseling techniques that can be provided to the intern by the supervisor on a technique or skill that the intern needs more knowledge on. In this way the supervisor can model the skill and then have the intern imitate it and then provide feedback.

Another technique that is described in the literature is case studies (Studer, 2005). This is when there is a case that is presented in practicum class that involves a typical school counseling situation. A case study is usually a client that the intern is counseling and the sessions are video or audio-taped (with parental consent). Usually this case study is presented to the on-site supervisor or the faculty supervisor. When observing the case study the intern can conceptualize how he/she would proceed with a similar situation. The on-site or faculty supervisor could also serve as a teacher offering advice and instruction in what assessments, interventions, and techniques the intern chose to use (Studer, 2005).

Role-playing is a technique that is useful and constructive for interns to transform what they have learned into practice. The intern can observe the supervisor provide a specific intervention during a session with a K-12 student. Then, in practicum the school counseling intern can role-play the skill with the practicum supervisor acting as the student; the intern can role-play a student that he/she has counseled in the past providing

insight into the student's perceived thoughts, behaviors, and feelings while the practicum supervisor role-plays the counselor; the practicum supervisor or other school counseling students can take on the role of K-12 students with a variety of concerns while the intern practices his/her counseling skills. (Studer, 2005) Role playing is helpful, not only because the intern can pretend to be someone else, but it also is an excellent method to develop or enhance empathy (Baird, 1999).

As discussed, audio and video taping of individual counseling sessions is a requirement for school counseling interns to complete during their internship at their field sites. Interns must first receive parental consent before taping a student. A typical form states who the intern is, what school program the intern is in, and a global statement of the issues to be discussed with the K-12 student. Parents are asked to sign the consent form and are encouraged to call the counseling office and speak with the supervisor and intern if questions arise. The audio or video tape is brought back to practicum where the intern shares his/her tape with the practicum supervisor and the other school counseling students for feedback. This is also a great method for the practicum supervisor to see how the intern is improving in particular areas of skill.

Audio and video-taping are useful learning tools that interns use at their field sites to learn and practice their counseling skills (Freeman & McHenry, 1996). The intern selects the portion of the tape to be viewed for efficient use of time. The literature states that reviewing the portion of the tape where interns feel they did not perform at their best, can become a beneficial and productive learning experiences when receiving feedback from the practicum supervisor and other interns (Baird, 1999).

What exactly entails fieldwork or school counselor internships? When a student

is admitted into the school counseling program at CSUN, he or she will be expected to complete 100 practicum hours and 600 fieldwork placement hours. The hours are determined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Some of the field site activities may include the following: individual and group counseling, observe classroom instruction, attend multi-disciplinary team meetings such as Student Study Team or an Individualized Educational Plan (IEP), learn how to access student records, facilitate classroom presentations on related educational topics and National Standards such as career, academic, and personal social issues. Students are also expected to have one hour per week of supervision with their site supervisor. The fieldwork site supervisor is usually a professional, certified school counselor who will serve as a mentor to the school counseling student.

The Role of Field Supervisors

The school counseling student is supervised by a field site supervisor, typically a credentialed school counseling professional working in the school. The literature reveals that many school counselors are not trained on how to supervise a school counseling intern (Studer, 2005), so many times this is where there are discrepancies between what the school counseling student or intern is learning in the school counseling program and what is actually experienced in the field. There may be frustration and inconsistency between CACREP-accredited school counseling university programs and K-12 schools that do not follow CACREP or ASCA guidelines.

The literature shows that supervisors should be trained in their supervisory role with a school counseling student, and yet this is seldom the case. The literature provides models for supervisors to follow in their supervisory relationship with school counseling

students (Studer, 2005). In one article there was a description of work by Barret and Schmidt (1986) describing three different types of supervision for school counselors. The different types are administrative, program, and counseling. The administrative role focuses on attendance, punctuality, staff relations, and outreach to parents, while the program type of supervision focuses on program development, implementation, and coordination. The last type is counseling, which focuses on enhancing clinical knowledge and skills. (Nelson & Johnson, 1999, p. 2)

There is a model of supervision that allows for clarification of school counselor supervisory roles, known as the Littrell, Lee-Borden, and Lorenz Model (Nelson & Johnson, 1999, p. 90) In the model, there are four stages in which a school counselor supervisor can assist the school counseling intern depending on what professional, confidence, and maturity level the school counseling intern has when he or she begins an internship. The first stage is described as supervisors taking on the role of teacher and counselor as they establish a relationship with the student, set goals, and delineate the details of the relationship between the supervisor and the intern. The second stage is described in terms of the supervisor's changing roles fluctuating between the counselor role and the teacher role as the student gains more confidence in carrying out counseling duties and as he or she gets more familiarized with the school and its rules and regulations. During the third stage the student should have more confidence and a lot more freedom as he or she starts initiating more ideas. The supervisor then shifts into more of a consultant role and the relationship is more collaborative in nature. In the last or fourth stage, the school counseling intern is now acting more independently and is treated more as a professional than a novice. The supervisor is now more of a "distant

consultant” (Nelson & Johnson, 1999).

It is evident from this proposed model that much effort goes into supervising a school counseling trainee and achieving success from the supervisor-trainee relationship. This is why it is crucial that CSUN school counseling students have assistance in finding a fieldwork site; one that will match their needs, learning style, and goals throughout the school counseling program, as well as their post Masters professional goals.

More Approaches for a Successful Internship

Another strategy for a school counseling intern’s success at a field site is through assessments by both site supervisors and oneself. Not only is assessing one’s own work as an intern beneficial and required in a school counseling program, but it is also required of counselor educators and school counseling supervisors, as stated by the Association for Counselor Education and Supervision (ACES 1993) (Hensley, Smith, & Thompson, 2003).

Counselor educators and supervisors have the professional and ethical responsibility to provide ongoing assessment of the student’s personal and professional limitations as they would impede the student’s ability in becoming a successful school counselor.

At CSUN, school counseling students are evaluated by their practicum supervisors at the end of the first semester. The student is evaluated on the basis of academic, personal and professional growth. This practice is in line with the CACREP standards, stating that “programs must systematically evaluate students in the areas of academics, professional, and personal development and distribute policies governing retention and dismissal, both for academic and nonacademic reasons, to all students prior to or during

their first term of enrollment” (Hensley, Smith, & Thompson, 2003, p.2).

The idea of ongoing of assessment of counseling, academic, personal, and professional growth stem from the notion, that if students know of goals they should meet, then students’ performance enhances as they attempt to rise to the challenges of meeting the requirements. This can also be explained in terms of accountability; when students know they will be held accountable, they will work hard to meet the requirements set forth before them.

What assessments are seen in school counseling programs that can be very useful in student’s learning, application, and growth? For example, one area in which school counseling students can be assessed is in the duties they carry out at their field site placements. In one article found, Hensley et al. (2003) developed nine characteristics that were considered competencies for school counseling students. These are “being open, flexible, positive, cooperative, willing to use and accept feedback, remaining aware of impact on others, dealing effectively with conflict, having the ability to accept personal responsibility; and expressing feelings effectively and appropriately” (Hensley, et al., 2003, p. 5).

Summary

This chapter has reviewed the past roles of the school counseling profession, ASCA’s development of the National School Standards and their role in revolutionizing the school counseling profession. This chapter also reviewed school counseling preparation programs and the importance of the CACREP accreditation; fieldwork activities of school counseling students, the role of field supervisors, and approaches for a successful internship.

CHAPTER III

METHODOLOGY

Development of Project and Intended Audience

The idea for The CSUN School Counseling Fieldsite Resource was developed initially by Dr. Tovah Sands, Associate Professor in the Educational Psychology and Counseling Department at California State University, Northridge.

This CSUN School Counseling Fieldsite Resource is for use by school counseling students in the School Counseling option of the Masters in Counseling program at California State University, Northridge. These students all possess a bachelor's degree and have fulfilled the requirements to be accepted into the School Counseling program, per the faculty's recommendations and the University's acceptance requirements of being in good standing at their last institute, having at least a 2.5 GPA in their last 60 semester/90 quarter units attempted and completing the department application. Use of The CSUN School Counseling Fieldsite Resource will be under the guidance of Dr. Tovah Sands. The CSUN School Counseling Fieldsite Resource was designed as a self-explanatory guide for appropriate internship sites to be used with guidance by school counseling student's practicum and fieldwork instructors at California State University, Northridge.

Method

The initial information that Dr. Sands had was set up on an Excel spread sheet and had approximately 26 fields on the Y axis including fields such as, school name, school counselor name, summer school opportunities. A large part of this information was utilized in the Fieldsite Resource developed for this graduate project but, over discussion

with Dr. Sands and partner Julie Erbez, the Y-axis was reduced to 18 fields which, we as a team, deemed to convey the most pertinent information for school counseling graduate students to be made aware of, based on the National School Counseling Standards.

The Fieldsite Resource includes detailed information about separate schools in 35 school districts in the greater Los Angeles area. The school districts included are within a 25 mile circular radius of California State University, Northridge. Other schools/school districts that are included in this Fieldsite Resource that are outside the 25 mile radius are included on the basis that a graduate student enrolled in the School Counseling program has currently, or has had previously, an internship at that site. In each school district listed, every high school and middle school is represented, with the exception of those in the Los Angeles Unified School District (LAUSD). Also in each school district, all elementary schools are listed if there are six or less. If there are six or more elementary schools in the district, then the district main phone number is provided. For LAUSD, every high school in the district is included while middle schools and elementary schools are included only if a school counseling student has currently, or has had previously, an internship at that site. Private and charter schools in the greater Los Angeles area are only included if a school counseling student has currently, or has had previously, an internship at that site.

The information that was entered into the 18 fields came from a multitude of sources. All of the names of the schools in The CSUN School Counseling Fieldsite Resource were found from a listing of local school districts on the California Department of Education Website (www.cde.ca.gov). Additional information was culled from school counseling students' evaluation forms. Since these evaluations contained confidential

information concerning internship sites retrieved from previous years' school counseling cohorts, they were examined with close guidance provided by Dr. Sands for the purposes of this graduate project only.

The District, Address, City, Zip, Phone #, Calendar, Ethnicity and Title 1 information was taken from the California Education Data Website via the California Department of Education (www.ed-data.k12.ca.us). The information for the fields labeled "School Counselor", "Site Supervisor", "MFT", "MFT Name", "CSUN Grad", "Groups" and "PC" came from the CSUN School Counseling Program Evaluations, from web pages of the individual schools, from information provided by Dr. Sands and from individual phone and email inquiries and responses from school counselors at each school site.

Included in The CSUN School Counseling Fieldsite Resource are 18 fields that contain important information based on the School Counseling National Standards. Each column has a different title and offers detailed information that is essential in helping to choose a fieldwork site. The first column is titled "School Name." This is where the actual name of the particular school site is listed. The second column is titled "District." This is where the district of the particular school site is listed. The third column is titled "Address." This is where the street address of the particular school site is listed. The fourth column is titled "City." This is where the city that the particular school site is in is listed. The fifth column is titled "Zip." This is where the zip code of the particular school site is listed. The sixth column is titled "Phone #." This is where the main school phone number is listed. The seventh column is titled "Calendar." This column tells whether the school site is on a traditional or year round schedule. The eighth column is titled "School

Counselor.” This column lists the name of the school counselor employed in that particular school. The ninth column is titled “Site Supervisor.” This column lists the name of the site supervisor, only if it differs from the name of the school counselor that is currently employed at that school. If the site supervisor is the same person as the school counselor, “same” is placed in the column. If different, the supervisors name will be written out and their title will be placed next to their name. The tenth column is titled “MFT.” This column indicates whether there is a person at the school site that has a Marriage and Family Therapy license. A “Yes” or “No” will be placed in the column. The eleventh column is titled “MFT Name.” This column delineates the name of the person at the site who holds a Marriage and Family Therapy license. If there is a “No” in the MFT column then, the MFT Name column will remain blank. If there is a “Yes” in the MFT column, then there will be a name put in the MFT Name column. The twelfth column is titled “CSUN Grad.” This column indicates if the school counselor currently employed at that school is a graduate of California State University, Northridge. If the school counselor is, then the year of graduation is also provided. The thirteenth column is titled “Ethnicity.” This column shows the ethnicity of the majority group at the school site, including the percentage. The fourteenth column is titled “Title 1.” This column shows if the particular school site is considered a Title 1 school or not. The fifteenth column is titled “Intern Hrs.” This column delineates whether or not an intern has the opportunity to work at different times than the regular school hours. The options are summer school hours, Saturday programs and after-school programs. The sixteenth column is titled “Groups.” This column delineates if small group counseling is offered at the school and if so, the types of groups. The different types of groups may include small

groups, large groups, IMPACT groups, academic groups and social/emotional groups. The seventeenth column is titled "PC." This column delineates if there is a Parent Center on the school site or not. PC stands for Parent Center. If a Parent Center is in place there will be a "Yes" in the column. If a Parent Center doesn't exist then there will be a "No" in the column. If a Parent Center is in the process of being opened, then there will be a "Soon" in the column. The last column is titled "Prgrm Comments." This column will contain any other important information that is unique to this school site and was not covered by the previous columns of The CSUN School Counseling Fieldsite Resource.

Procedures of Joint Project

For this joint graduate project, Julie and I divided evenly the many tasks to be completed for the school counseling Fieldsite Resource. The way we divided the work was that each of us started out with 200 different schools. The 200 schools were in different cities and districts and our task was to retrieve information for the Fieldsite Resource for each school. Many follow-up phone calls and emails were also done by each of us.

The information that is included in this final version of the CSUN School Counseling Fieldsite Resource is of about half of the schools that were on the list of 400 at the start of our venture. The schools that are left out of the Resource are those for which we have incomplete information, typically because phone calls or emails were not returned. Although not all 400 original schools are included, there is still a very comprehensive list of elementary, middle, and high schools included in this Fieldsite Resource in the greater Los Angeles area.

CHAPTER IV

EVALAUTION AND CONCLUSION

The purpose of The CSUN School Counseling Fieldsite Resource is to assist school counseling students in choosing a field site placement that will optimize their internship experiences.

We anticipate that the pertinent information provided in the CSUN School Counseling Fieldsite Resource will be used to assure high quality fieldwork experience for school counseling students.

Some of the quality experiences that were lacking in some fieldwork school sites in the last few years include the following: unstructured supervision, unavailability of a variety of skills, (always scheduling or just counseling); no student individual counseling, attendance of staff meetings; included in school leadership; no supervision; sufficient work space; no exposure to counseling groups; resistance from staff; limited access to counselees; no computer system training; and lack of positive interactions. These are just several issues that hopefully will be solved, or at least minimized, by providing this information in the form of the Fieldsite Resource to school counseling students.

Evaluation

Evaluation of the CSUN School Counseling Fieldsite Resource could be accomplished by comparing the school counseling program evaluation forms and the Field site Supervisor Evaluation of the current graduate school counseling cohort of 2005-2006, to future cohorts' same evaluative forms.

By comparing the evaluations of students who selected school sites before and after the development and implementation of the Fieldsite Resource, an evaluation could

be made of the improvement of the fieldwork experience of school counseling students as a result of utilizing this thesis project.

Future work on the CSUN School Counseling Fieldsite Resource will be to continue updating the information on the Y axis as the K-12 schools change, the school counseling program at CSUN changes, and also to include other information professors and coordinators of the school counseling program may provide in the future. Our hope is that more high quality schools will be added to the Fieldsite Resource, and that a constructive partnership and collaboration between the Department of Educational Psychology and Counseling at California State University, Northridge and K-12 schools in the greater Los Angeles area, will ensue.

REFERENCES

- Baird, B.N. (1999). Internship Classes and Peer Groups. In, N. Roberts, B. Webber, & J.L. Cohen, B. Billler (Eds.), *The Internship, Practicum, and Field Placement Handbook* (pp. 55-56). Upper Saddle River, NJ: Prentice Hall.
- Devoss, J., & Andrews, M. (2006). School Counselors in the Twenty-first Century. In M. Falcon, K. Doyle, & L. Gentel (Eds.), *School Counselors as Educational Leaders* (pp. 3-16). Boston, MA: Houghton Mifflin Company.
- Devoss, J., & Andrews, M. (2006). The Vision: The National Model. In M. Falcon, K. Doyle, & L. Gentel (Eds.), *School Counselors as Educational Leaders* (pp.22-28). Boston, MA: Houghton Mifflin Company.
- Erford, B.T. (2003). Realizations Guiding the Transformation of the Professional School Counselor's Role. In B.T.Erford (Ed). *Transforming the School Counseling Profession* (pp. 11-15). Columbus, OH: Merrill Prentice Hall.
- Fitch, J., & Marshall, J. (2004). What Counselors Do In High-Achieving Schools: A Study on the Role of the School Counselor. *Professional School Counseling*, 7(3), 172-177.
- Freeman, B., & McHenry, S. (1996). Clinical Supervision of Counselors-in-Training: A Nationwide Survey of Ideal Delivery Goals. *Counselor Education & Supervision*, 36(2), 144-159.
- Hensley, L.G., Smith, S.L., & Thompson, R.W. (2003). Professional Development; Assessing Competencies of Counselors-in-Training: Complexities in Evaluating Personal and Professional Development. *Counselor Education and Supervision*, 42(3), 78-84.

- Nelson, D., & Johnson, P. (1999). School Counselors as Supervisors: An Integrated Approach for Supervising School Counseling Interns. *Counselor Education & Supervision, 39*(2), 89-101.
- Perusse, R., Goodnough, G.E., & Noel, C.J. (2001). Use of the National Standards for School Counseling Programs in Preparing School Counselors. *Professional School Counseling, 5*, 49-56.
- Perusse, R., Goodnough, G.E., & Noel, C.J. (2001). A National Survey of School Counselor Preparation Programs: Screening Methods, Faculty Experiences, C Curricular Content, and Fieldwork Requirements. *Counselor Education & Supervision, 40*, 252-263.
- Stone, C.B., & Dahir, C.A. (2004). Implementing the National Standards and the ASCA Model. In M. Falcon, Bridges, M.P., & Gentel, L. (Eds.), *In The Transformed School Counselor* (pp.206-231). Upper Saddle River, NJ: Lahaska Press.
- Studer, J. (2005). Supervising School Counselors-in-Training: A Guide for Field Supervisors. *Professional School Counseling, 8*, 353-359.
- Retrieved April 10, 2006, from <http://www.cde.ca.gov>
- Retrieved March 15, 2006, from <http://www.ed-data.k12.ca.us>
- Retrieved March 19, 2006, from <http://www.ed.gov/policy>
- Retrieved May 2, 2006, from <http://www.cacrep.org>
- Retrieved May 2, 2006, from <http://www.schoolcounselor.org>

APPENDIX A

Legend for The CSUN School Counseling Fieldsite Resource

Column Title: **Intern Hours**

---This column delineates whether or not an intern has the opportunity to work extra hours than just the regular school hours provided. The options are summer school hours, Saturday programs and after school programs.

SS= Summer School

SP= Saturday Programs

ASP= After School Programs

Column Title: **Group**

---This column delineates if the internship site runs groups through the counseling office and what types of groups are run as well. The different types of groups that could be run at an internship site are small groups, large groups, IMPACT groups, academic groups and social/emotional groups.

SG= Small Groups

LG= Large Groups

IG= IMPACT Groups

AG= Academic Groups

SEG= Social/Emotional Groups

Column Title: **CSUN Grad**

---This column delineates if the school counselor currently employed in that internship site was a graduate of California State University, Northridge. If the counselor was then the year of graduation is also provided.

Ex. Yes-2003

Column Title: **School Counselor**

---This column delineates the name of the school counselor currently employed in that particular internship site.

Column Title: **Site Supervisor**

---This column delineates the name of the site supervisor, only if it differs from the name of the school counselor that is currently employed at that internship site. If the site supervisor is the same person as the school counselor, "same" will be placed in the column. If different, the supervisors name will be written out and their title will be placed next to their name

P= Principal
AP= Assistant Principal
SP= School Psychologist

Column Title: **MFT**

--This column delineates whether there is a person on site that has a Marriage and Family Therapy license. A "Yes" or "No" will be placed in the column.

Column Title: **MFT Name**

---This column delineates the name of the person at the site that holds a Marriage and Family Therapy license. If there is a "No" in the MFT column then, the MFT Name column will remain blank. If there is a "Yes" in the MFT column, then there will be a name put in the MFT Name column.

Column Title: **Title I**

---This column delineates if the school receives government funding. Title I is government funding provided for schools in high poverty areas that target children with low achievement.

Column Title: **PC**

--This column delineates if there is a Parent Center on the school site or not. PC stands for Parent Center. If a Parent Center is in place there will be a "Yes" in the column. If a Parent Center doesn't exist then there will be a "No" in the column. If a Parent Center is in the process of being opened, then there will be a "Soon" in the column.

Disclaimer: All of the information cited in this field site database was accurate and current as of April 2006. However, since changes for school counselors and K-12 school counseling programs occur fairly frequently, the accuracy of specific information cited in this database cannot be guaranteed. Therefore, school counseling students utilizing this fieldwork handbook are advised to consult with their practicum and fieldwork instructors prior to initiating contact with a school directly. School phones number are listed on page __ of this Handbook.

APPENDIX B
The CSUN School Counseling Fieldsite Resource

School Name	District	Address
AGOURA		
Agoura High School	LVUSD	28545 West Driver Ave.
Sumac Elementary	LVUSD	6050 North Clamfield Ave.
Willow Elementary	LVUSD	29026 Laro Dr.
ALHAMBRA		
Mark Keppel High	AUSD	501 E. Hellman Ave.
Marguerita Elementary (K-8)	AUSD	1603 S. Marguerita Ave.
AZUSA		
Azusa High	AZUD	240 N. Cerritos Ave.
Gladstone High	AZUD	1340 N. Enid
Sierra High	AZUD	1134 S. Barranca
Center Middle	AZUD	5500 N. Cerritos Ave.
Slauson Middle	AZUD	340 W. Fifth St.
BURBANK		
John Burroughs High	BUSD	1920 W. Clark Ave.
Providence Catholic High	BUSD	511 S. Buena Vista St.
Luther Burbank Middle	BUSD	3700 W. Jeffries Ave.
John Muir Middle	BUSD	1111 N. Kenneth Rd.
CALABASAS		
Arthur E. Wright Middle School	LVUSD	4029 North Las Virgenes Rd.
Filmore Senior High	FUSD	555 Central Ave.
Mesa Verde Middle	MUSD	14000 Peach Hill Rd.
Channel Islands High	OUHSD	1400 Raiders Way
Hueneme High	OUHSD	500 Bard Rd.
Pacifica High	OUHSD	600 East Gonzales Rd.
Santa Paula High	SPUSD	404 North Sixth St.
Anacapa Middle	VUSD	100 South Mills Rd.
Foothill Technology High School	VUSD	100 Day Rd.
CAMARILLO		
Camarillo High School	OUHSD	4660 Mission Oaks Blvd.
Dos Caminos Elementary	PVSD	3635 Appian Way
Las Posas Elementary	PVSD	75 Calle La Guerra
Los Altos Middle	PVSD	700 Temple Ave.
COVINA-VALLEY		
Covina High	CVUSD	463 S. Hollenbeck Ave.
Northview High	CVUSD	1016 W. Cypress St.
South Hills High	CVUSD	645 S. Barranca St.
Las Palmas Middle	CVUSD	641 N. Lark Ellen Ave.
Sierra Vista Middle	CVUSD	777 E. Puente Ave.
Traweek Middle	CVUSD	1941 E. Rowland Ave.
CULVER CITY		
Culver city Middle School	CCUSD	4601 Elenda St.
Farragut Elementary	CCUSD	10820 Farragut Dr.
EL SEGUNDO		
El Segundo High School	ESUSD	640 Main St.
Center Street Elementary	ESUSD	700 Center St.
Richmond St. Elementary	ESUSD	615 Richmond St.
GLENDALE		
Clark Magnet High	GUSD	4747 New York Ave.
Theodore Roosevelt Middle	GUSD	222 E. Acacia Ave.
Woodrow Wilson Middle	GUSD	1221 Monterey Rd.

School Name	District	Address
GRANADA HILLS		
Granada Hills Charter	LAUSD	10535 Zelzah
John F. Kennedy High	LAUSD	11254 Gothic Ave.
HACIENDA-LA PUENTE		
Los Altos High	HPUSD	15325 E. Los Robles
William Workman High	HPUSD	16303 E. Temple Ave.
Sierra Vista Middle	HPUSD	15801 Sierra Vista Ct.
Grandview Middle (6-8)	HPUSD	795 N. Grandview
INGLEWOOD		
Albert F. Monroe Middle	IUSD	10711 Tenth Ave.
LANCASTER		
Endeavour Middle School	LEUSD	831 East Ave. K-2
Amargosa Creek Middle School	LEUSD	44333 27th Street West
Desert View Elementary	LEUSD	1555 West Ave. H-10
Joshua Elementary	LEUSD	43926 North Second St., East
New Vista Middle	LEUSD	753 East Ave.
Piute Middle	LEUSD	425 East Ave. H-11
Park View Middle	LEUSD	808 West Ave. J
Sierra Elementary	LEUSD	747 West Ave. J-12
Quartz Hill High School	LEUSD	6040 W. Ave L
LOS ANGELES		
Belvedere Middle School	LAUSD	312 North Record Ave.
Bridge Street Elementary	LAUSD	605 North Boyle Ave.
CALS Early College High School	LAUSD	700 Wilshire Blvd
Carson Senior High	LAUSD	22328 South Main St.
Carnegie Middle	LAUSD	21820 Bonita St.
Carver Middle School	LAUSD	4410 McKinley Ave.
Curtiss(Glen Hammond) Middle	LAUSD	1254 East Helmick St.
Dayton Heights Elementary	LAUSD	607 N. Westmoreland Ave
Franklin Senior High	LAUSD	820 North Ave. 54
Huntington Park High	LAUSD	6020 Miles Ave.
Jefferson High School	LAUSD	1319 East 41st St.
Laurel Elementary	LAUSD	925 North Hayworth Ave.
Joseph Leconte Middle School	LAUSD	1316 North Bronson Ave.
Nimitz (Chester W.) Middle	LAUSD	6021 Carmelita Ave.
Palms Middle	LAUSD	10860 Woodbine St.
Roosevelt High	LAUSD	456 South Mathews St.
South East High	LAUSD	2720 Tweedy Blvd
Westchester High	LAUSD	7400 West Manchester Ave.
Wilson High School	LAUSD	4500 Multnomah St.
MANHATTAN BEACH		
Mira Costa High School	MBUSD	701 South Peck Ave.
MONROVIA		
Canyon Oaks High (Continuation)	MUSD	930 Royal Oaks Dr.
Clifton Middle	MUSD	226 S. Ivy Ave.
Santa Fe Middle	MUSD	148 W. Duarte Rd.
MONTEBELLO		
Montebello High	MSD	2100 W. Cleveland Ave.
Montebello Intermediate (5-8)	MSD	1600 Whittier Blvd.
NEWHALL		
Placerita Junior High	HUUSD	25015 North Newhall Ave.

School Name	District	Address
NORTH HILLS		
Monroe High	LAUSD	9229 Haskell Ave.
NORTH HOLLYWOOD		
Colfax Elementary	LAUSD	11724 Addison St.
Madison Middle School	LAUSD	13000 Hart St.
Walter Reed Middle	LAUSD	4525 Irvine Ave.
NORTHRIDGE		
Northridge Academy High (Valley New	LAUSD	9601 Zelzah Ave.
Chime Middle Charter	LAUSD	20040 Parthenia St.
PACOIMA		
Pacoima Middle	LAUSD	9919 Laurel Canyon Blvd.
PALMDALE		
Palmdale High School	AVUSD	2137 East Ave. R
William Pete Knight High	AVUSD	37423 70th Street East
Desert Willow Intermediate	PEUSD	37320 37th Street East
Barrel Springs Elementary	PEUSD	3636 Ponderosa
Buena Vista Elementary	PEUSD	37005 Hillcrest Drive
Cactus Middle	PEUSD	38060 20Th St. East
Golden Poppy	PEUSD	37802 Rockie Lane
Los Amigos	PEUSD	37230 37th Street East
Juniper Intermediate	PEUSD	39066 Palm Tree Way
Mesa Intermediate School	PEUSD	3243 East Ave. R-8
Shadow Hills Intermediate	PEUSD	37315 60th St. East
Wildflower Elementary	PEUSD	38136 35th St. East
PASADENA		
Blair High IB Magnet (7-12)	PUSD	1201 S. Marengo Ave.
Pasadena High	PUSD	2925 E. Sierra Madre Blvd.
Washington Middle School	PUSD	1505 N. Marengo Ave.
REDONDO BEACH		
Adams Middle School	RBUSD	2600 Ripley Ave.
Tulita Elementary School	RBUSD	1520 South Prospect Ave.
Redondo Union High School	RBUSD	631 Vincent Park
Birney Elementary	RBUSD	1600 Green Ln.
Parras Middle School	RBUSD	200 North Lucia
RESEDA		
Reseda High	LAUSD	18230 Kittridge St.
Cleveland Grover High	LAUSD	8140 Vanalden Ave.
SAN FERNANDO		
San Fernando High	LAUSD	11133 O'Melveny Ave.
Community Charter Middle	LAUSD	919 Eighth Street
Vaugh Next Century Learning Center	LAUSD	13330 Vaughn St.
SANTA CLARITA		
Santa Clarita Elementary	SUESD	27177 Seco Canyon Rd.
Saugus High School	HUHS	21900 West Centurion Way
Sierra Vista Junior High	HUHS	19425 West Stillmore St.
La Mesa Junior High	HUHS	26623 May Way
Golden Valley High	HUHS	20510 Golden Valley Rd.
Castaic Elementary	CEUSD	30455 Park Vista Dr.
Castaic Middle School	CEUSD	28900 Hillcrest Pkwy.
SOUTH PASADENA		
South Pasadena Middle	SPUSD	1600 Oak St.

School Name	District	Address
SUN VALLEY		
Polytechnic (Francis) High	LAUSD	12432 Roscoe Blvd.
TARZANA		
Tarzana Elementary	LAUSD	5726 Topeka Dr.
THOUSAND OAKS		
Los Cerritos Middle School	CVUSD	2100 Ave. de Las Flores
VALENCIA		
Rancho Pico Junior High	HUHSD	26250 West Valencia Boulevard
Arroyo Seco Junior High	HUHSD	27171 Vista Delgado Dr.
VAN NUYS		
Birmingham High	LAUSD	17000 Haynes St.
Grant High	LAUSD	13000 Oxnard St.
Van Nuys High	LAUSD	6535 Cedros Ave.
Mulholland Middle	LAUSD	17120 Vanowen St.
Valerio Primary Center	LAUSD	14935 Valerio St.
VENICE		
Broadway Elementary	LAUSD	1015 Lincoln Blvd.
Westminster Ave Elementary	LAUSD	1010 Abbott Kinney Blvd.
Animo Venice Charter High	LAUSD	1015 Lincoln Blvd.
WESTLAKE VILLAGE		
Westlake High School	CVUSD	100 North Lakeview Canyon Rd.
WOODLAND HILLS		
El Camino Real High	LAUSD	5440 Valley Circle Blvd.
Taft High	LAUSD	5461 Winnetka Ave.

School Name	City	Zip code	Phone Number
AGOURA			
Agoura High School	Agoura	91301	(818) 889-1262
Sumac Elementary	Agoura	91301	(818) 991-4940
Willow Elementary	Agoura	91301	(818) 889-0677
ALHAMBRA			
Mark Keppel High	Alhambra	91821	(626) 572-2242
Marguerita Elementary (K-8)	Alhambra	91803	(626) 308-2423
AZUSA			
Azusa High	Azusa	91702	(626) 815-3419
Gladstone High	Covina	91722	(626) 815-3619
Sierra High	Glendora	91740	(626) 852-8300
Center Middle	Azusa	91702	(626) 815-5184
Slauson Middle	Azusa	91702	(626) 815-5137
BURBANK			
John Burroughs High	Burbank	91505	(818) 558-4777
Providence Catholic High	Burbank	91505	(818) 846-8141 x.104
Luther Burbank Middle	Burbank	91505	(818) 558-4646
John Muir Middle	Burbank	91504	(818) 558-5320
CALABASAS			
Arthur E. Wright Middle School	Calabasas	91302	(818) 880-4614
Filmore Senior High	Filmore	93015	(805) 524-1711
Mesa Verde Middle	Moorpark	93021	(805) 378-6309
Channel Islands High	Oxnard	93033	(805) 385-2756
Hueneme High	Oxnard	93033	(805) 385-2651
Pacifica High	Oxnard	93036	(805) 278-5000
Santa Paula High	Santa Paula	93060	(805) 525-4406
Anacapa Middle	Ventura	93003	(805) 641-5135
Foothill Technology High School	Ventura	93003	(805) 289-0023
CAMARILLO			
Camarillo High School	Camarillo	93012	(805) 389-6404
Dos Caminos Elementary	Camarillo	93010	(805) 482-9894
Las Posas Elementary	Camarillo	93010	(805) 482-4606
Los Altos Middle	Camarillo	93010	(805) 482-4656
COVINA-VALLEY			
Covina High	Covina	91723	(626) 974-6020
Northview High	Covina	91722	(626) 974-6120
South Hills High	Covina	91723	(626) 974-6208
Las Palmas Middle	Covina	91722	(626) 974-7200
Sierra Vista Middle	Covina	91723	(626) 974-7300
Traweek Middle	Covina	91723	(626) 974-7400
CULVER CITY			
Culver city Middle School	Culver City	90230	(310) 842-4200
Farragut Elementary	Culver City	90230	(310) 842-4323
EL SEGUNDO			
El Segundo High School	El Segundo	90245	(310) 615-2661
Center Street Elementary	El Segundo	90245	(310) 615-2676
Richmond St. Elementary	El Segundo	90245	(310) 615-2676
GLENDALE			
Clark Magnet High	La Crescenta	91214	(818) 248-8324 x.1262
Theodore Roosevelt Middle	Glendale	91205	(818) 242-6845
Woodrow Wilson Middle	Glendale	91206	(818) 244-8145

School Name	City	Zip code	Phone Number
GRANADA HILLS			
Granada Hills Charter	Granada Hills	91344	(818) 360-2361 x.347
John F. Kennedy High	Granada Hills	91344	818-363-6794
HACIENDA-LA PUENTE			
Los Altos High	Hacienda Heights	91745	(626) 934-5400
William Workman High	Cty. of Industry	91744	(626) 933-8800
Sierra Vista Middle	La Puente	91744	(626) 933-4000
Grandview Middle (6-8)	Valinda	91744	(626) 933-5850
INGLEWOOD			
Albert F. Monroe Middle	Inglewood	90303	(310) 680-5310
LANCASTER			
Endeavour Middle School	Lancaster	93535	(661) 948-4661
Amargosa Creek Middle School	Lancaster	93536	(661) 729-6064
Desert View Elementary	Lancaster	93534	(661) 942-9521
Joshua Elementary	Lancaster	93535	(661) 948-0743
New Vista Middle	Lancaster	93535	(661) 726-4271
Piute Middle	Lancaster	93535	(661) 942-9508
Park View Middle	Lancaster	93534	(661) 942-0496
Sierra Elementary	Lancaster	93534	(661) 942-9536
Quartz Hill High School	Lancaster	93536	(661) 943-3271
LOS ANGELES			
Belvedere Middle School	Los Angeles	90063	(323) 266-3730
Bridge Street Elementary	Los Angeles	90033	(323) 222-0165
CALS Early College High School	Los Angeles	90017	(213) 239-0063
Carson Senior High	Carson	90745	(310) 835-0181
Carnegie Middle	Carson	90745	(310) 830-1330
Carver Middle School	Los Angeles	90011	(323) 233-3261
Curtiss(Glen Hammond) Middle	Carson	90746	(310) 537-3551
Dayton Heights Elementary	Los Angeles	90004	(323) 661-3308
Franklin Senior High	Los Angeles	90042	(323) 254-7104
Huntington Park High	Huntington Park	90255	(323) 583-3333
Jefferson High School	Los Angeles	90011	(323) 232-2261
Laurel Elementary	Los Angeles	90046	(323) 654-1930
Joseph Leconte Middle School	Los Angeles	90028	(323) 461-4741
Nimitz (Chester W.) Middle	Huntington Park	90255	(323) 585-0957
Palms Middle	Los Angeles	90034	(310) 837-5236
Roosevelt High	Los Angeles	90033	(323) 268-7241
South East High	South Gate	90280	323-568-3400
Westchester High	Los Angeles	90045	(310) 670-4003
Wilson High School	Los Angeles	90032	(323) 223-1131
MANHATTAN BEACH			
Mira Costa High School	Manhattan Beach	90266	(310) 318-7337
MONROVIA			
Canyon Oaks High (Contiuation)	Monrovia	91016	(626) 471-3000
Clifton Middle	Monrovia	91016	(626) 471-2685
Santa Fe Middle	Monrovia	91016	(626) 471-2700
MONTEBELLO			
Montebello High	Montebello	90640	(323) 728-0121
Montebello Intermediate (5-8)	Montebello	90640	(323) 721-5111
NEWHALL			
Placerita Junior High	Newhall	91321	(661) 259-1551

School Name	City	Zip code	Phone Number
NORTH HILLS			
Monroe High	North Hills	91343	(818) 892-4311
NORTH HOLLYWOOD			
Colfax Elementary	North Hollywood	91607	(818) 761-5115
Madison Middle School	North Hollywood	91605	(818) 765-7796
Walter Reed Middle	North Hollywood	91602	(818) 762-0691
NORTHRIDGE			
Northridge Academy High (Valley New	Northridge	91325	(818) 700-2222
Chime Middle Charter	Northridge	91324	(818) 677-4979
PACOIMA			
Pacoima Middle	Pacoima	91331	(818) 899-5291
PALMDALE			
Palmdale High School	Palmdale	93550	(661) 273-3181
William Pete Knight High	Palmdale	93552	(661) 533-9000
Desert Willow Intermediate	Palmdale	93550	(661) 273-0847
Barrel Springs Elementary	Palmdale	93550	(661) 285-9270
Buena Vista Elementary	Palmdale	93552	(661) 285-4158
Cactus Middle	Palmdale	93550	(661) 273-0847
Golden Poppy	Palmdale	93552	(661) 285-3683
Los Amigos	Palmdale	93550	(661) 285-1545
Juniper Intermediate	Palmdale	93551	(661) 947-0181
Mesa Intermediate School	Palmdale	93550	(661) 947-0188
Shadow Hills Intermediate	Palmdale	93552	(661) 273-5613
Wildflower Elementary	Palmdale	93550	(661) 272-1571
PASADENA			
Blair High	Pasadena	91106	(626) 441-2201
Pasadena High	Pasadena	91107	(626) 798-8901
Washington Middle School	Pasadena	91103	(626) 798-6708
REDONDO BEACH			
Adams Middle School	Redondo Beach	90278	(310) 798-8636
Tulita Elementary School	Redondo Beach	90277	(310) 798-8628
Redondo Union High School	Redondo Beach	90277	(310) 798-8665
Birney Elementary	Redondo Beach	90278	(310) 798-8626
Parras Middle School	Redondo Beach	90277	(310) 798-8616
RESEDA			
Reseda High	Reseda	91335	(818) 342-6121 x.302
Cleveland Grover High	Reseda	91335	(818) 349-8410
SAN FERNANDO			
San Fernando High	San Fernando	91340	(818) 365-1121x.300
Community Charter Middle	San Fernando	91340	(818) 837-9190
Vaugh Next Century Learning Center	San Fernando	91340	(818) 896-7461
SANTA CLARITA			
Santa Clarita Elementary	Saugus	91350	(661) 297-8845
Saugus High School	Saugus	91350	(661) 297-3900
Sierra Vista Junior High	Canyon Country	91351	(661) 252-3113
La Mesa Junior High	Santa Clarita	91355	(661) 250-0022
Golden Valley High	Santa Clarita	91321	(661) 298-8140
Castaic Elementary	Castaic	91384	(661) 257-3550
Castaic Middle School	Santa Clarita	91384	(661) 257-0937
SOUTH PASADENA			
South Pasadena Middle	South Pasadena	91030	(626) 441-5761

School Name	City	Zip code	Phone Number
SUN VALLEY			
Polytechnic (Francis) High	Sun Valley	91352	(818) 767-4860
TARZANA			
Tarzana Elementary	Tarzana	91356	(818) 881-1424
THOUSAND OAKS			
Los Cerritos Middle School	Thousand Oaks	91362	(805) 492-3538
VALENCIA			
Rancho Pico Junior High	Valencia	91355	(661) 284-3260
Arroyo Seco Junior High	Valencia	91354	(661) 296-0991
VAN NUYS			
Birmingham High	Van Nuys	91406	(818) 881-1580 x.249
Grant High	Van Nuys	91401	(818) 781-1400 x.278
Van Nuys High	Van Nuys	91411	(818) 781-2371
Mulholland Middle	Van Nuys	91406	(818) 345-5446
Valerio Primary Center	Van Nuys	91405	(818) 902-1851
VENICE			
Broadway Elementary	Venice	90291	(310) 329-4944
Westminster Ave Elementary	Venice	90291	(310) 392-3041
Animo Venice Charter High	Venice	90291	(310) 392-8751
WESTLAKE VILLAGE			
Westlake High School	Westlake Village	91362	(805) 497-6711
WOODLAND HILLS			
El Camino Real High	Woodland Hills	91367	(818) 888-8920
Taft High	Woodland Hills	91364	(818) 348-7171

School Name	Calendar	School Counselor
AGOURA		
Agoura High School	Traditional	Joel Barr
Sumac Elementary	Traditional	Kelly Lowry
Willow Elementary	Traditional	NONE
ALHAMBRA		
Mark Keppel High	Traditional	Russell Yamanakd (AP)
Marguerita Elementary (K-8)	Traditional	NONE
AZUSA		
Azusa High	Traditional	Barbara Salyer
Gladstone High	Traditional	Jeff Schultz
Sierra High	Traditional	Karen Kar-Dashian
Center Middle	Traditional	Lynn Reck
Slauson Middle	Traditional	Lori Shore
BURBANK		
John Burroughs High	Traditional	Martie Smith
Providence Catholic High	Traditional	Devon Boyd
Luther Burbank Middle	Traditional	Sharon Kassel
John Muir Middle	Traditional	Halle Fleishman
CALABASAS		
Arthur E. Wright Middle School	Traditional	Abby Kreiner
Filmore Senior High	Year Round	Karin Ashim
Mesa Verde Middle	Traditional	Tisha Glassman
Channel Islands High	Traditional	Ivan Kozin
Hueneme High	Traditional	Cyndie Bogan
Pacifica High	Traditional	Betty Patterson
Santa Paula High	Traditional	Bianca Lopez
Anacapa Middle	Traditional	Mary Geb, Lyn Utsunomyia
Foothill Technology High School	Traditional	Dr. Cheryl Meyers
CAMARILLO		
Camarillo High School	Traditional	Marciana Pinuella
Dos Caminos Elementary	Traditional	NONE
Las Posas Elementary	Traditional	NONE
Los Altos Middle	Traditional	Barbara Roihier
COVINA-VALLEY		
Covina High	Traditional	Kim Sheehan
Northview High	Traditional	Teresa Humphreys
South Hills High	Traditional	Glenda Sammelman
Las Palmas Middle	Traditional	Jamie Phillips
Sierra Vista Middle	Traditional	Mel Borden
Traweek Middle	Traditional	Karla Flores
CULVER CITY		
Culver city Middle School	Traditional	Jocie Wilson-AP
Farragut Elementary	Traditional	NONE
EL SEGUNDO		
El Segundo High School	Traditional	Stephanie Burns
Center Street Elementary	Traditional	NONE
Richmond St. Elementary	Traditional	NONE
GLENDALE		
Clark Magnet High	Traditional	Linda Doll
Theodore Roosevelt Middle	Traditional	Lucy Aroutunian
Woodrow Wilson Middle	Traditional	Jim Jasper

School Name	Calendar	School Counselor
GRANADA HILLS		
Granada Hills Charter	Traditional	Mea Aparicio
John F. Kennedy High	Traditional	Genie Dryer
HACIENDA-LA PUENTE		
Los Altos High	Traditional	Tram Hong
William Workman High	Traditional	Loretta Guzman
Sierra Vista Middle	Traditional	Mark Pedicini
Grandview Middle (6-8)	Traditional	Dianne L. Logan
INGLEWOOD		
Albert F. Monroe Middle	Year Round	Eve Domacena
LANCASTER		
Endeavour Middle School	Traditional	NONE
Amargosa Creek Middle School	Year Round	NONE
Desert View Elementary	Traditional	NONE
Joshua Elementary	Traditional	NONE
New Vista Middle	Year Round	NONE
Piute Middle	Year Round	NONE
Park View Middle	Traditional	NONE
Sierra Elementary	Traditional	NONE
Quartz Hill High School	Traditional	Robert Walls
LOS ANGELES		
Belvedere Middle School	Traditional	Gustavo Barrientos
Bridge Street Elementary	Traditional	NONE
CALS Early College High School	Traditional	Kathryn Howard
Carson Senior High	Traditional	Mr. Nunez
Carnegie Middle	Traditional	Mrs. Miller
Carver Middle School	Year Round	Lorena Domani
Curtiss(Glen Hammond) Middle	Traditional	info not given
Dayton Heights Elementary	Year Round	NONE
Franklin Senior High	Year Round	Judith Perez
Huntington Park High	Year Round	Mr. Barbosa
Jefferson High School	Year Round	N/A
Laurel Elementary	Traditional	NONE
Joseph Leconte Middle School	Year Round	Ms. Underwood
Nimitz (Chester W.) Middle	Year Round	Mr. Torres
Palms Middle	Traditional	Robin Day
Roosevelt High	Year Round	Mary Gode-AP
South East High	Traditional	Alex Paredes
Westchester High	Traditional	Elizabeth Rozinsky
Wilson High School	Traditional	Josephyne Lam
MANHATTAN BEACH		
Mira Costa High School	Traditional	Denise Anderson
MONROVIA		
Canyon Oaks High (Contiuation)	Traditional	Tara Pfaff
Clifton Middle	Year Round	Jessica Gonzales
Santa Fe Middle	Traditional	Laura Christopher
MONTEBELLO		
Montebello High	Traditional	five counselors
Montebello Intermediate (5-8)	Traditional	Lucia Reyes
NEWHALL		
Placerita Junior High	Traditional	Jody Liss-Monteleone

School Name	Calendar	School Counselor
NORTH HILLS		
Monroe High	Year Round	Aaron Andrade (Magnet)
NORTH HOLLYWOOD		
Colfax Elementary	Traditional	N/A
Madison Middle School	Traditional	Ms. Palmer
Walter Reed Middle	Year Round	Steve Salva
NORTHRIDGE		
Northridge Academy High (Valley)	Traditional	Francisca Ortega
Chime Middle Charter	Year Round	NONE
PACOIMA		
Pacoima Middle	Traditional	R. Conant
PALMDALE		
Palmdale High School	Traditional	Elanor Coon
William Pete Knight High	Traditional	Raymond Hart
Desert Willow Intermediate	Traditional	NONE
Barrel Springs Elementary	Traditional	NONE
Buena Vista Elementary	Traditional	NONE
Cactus Middle	Traditional	NONE
Golden Poppy	Traditional	NONE
Los Amigos	Traditional	NONE
Juniper Intermediate	Traditional	NONE
Mesa Intermediate School	Traditional	NONE
Shadow Hills Intermediate	Traditional	NONE
Wildflower Elementary	Traditional	NONE
PASADENA		
Blair High	Traditional	Karen Favor
Pasadena High	Traditional	Randy Barrozo
Washington Middle School	Traditional	La Theia Black
REDONDO BEACH		
Adams Middle School	Traditional	Mr. Plouman
Tulita Elementary School	Traditional	Jan Malone
Redondo Union High School	Traditional	
Birney Elementary	Traditional	Genie Lewis
Parras Middle School	Traditional	Kathy Brugger
RESEDA		
Reseda High	Traditional	Sandra Huerta
Cleveland Grover High	Traditional	8 counselors
SAN FERNANDO		
San Fernando High	Year Round	Same
Community Charter Middle	Year Round	Kathryn Howard
Vaugh Next Century Learning Cen	Year Round	Patrick Geary, Stan Leandro
SANTA CLARITA		
Santa Clarita Elementary	Year Round	Tamie Martinez
Saugus High School	Traditional	Dan Blanchfield
Sierra Vista Junior High	Traditional	Helen Meek
La Mesa Junior High	Traditional	Kathy Gorlick
Golden Valley High	Traditional	Justin Thomas
Castaic Elementary	Year Round	Elizabeth Hernandez
Castaic Middle School	Year Round	Melissa Roth
SOUTH PASADENA		
South Pasadena Middle	Traditional	Marina Thompson

School Name	Calendar	School Counselor
SUN VALLEY		
Polytechnic (Francis) High	Year Round	Adriane Summers
TARZANA		
Tarzana Elementary	Traditional	Joan Spitz
THOUSAND OAKS		
Los Cerritos Middle School	Traditional	Anne Howard, Lori Woodley
VALENCIA		
Rancho Pico Junior High	Traditional	Jo Ann Ward, Jodi Ferry
Arroyo Seco Junior High	Traditional	Sue Dielentheis
VAN NUYS		
Birmingham High	Traditional	Ana Martinez
Grant High	Traditional	Karen Kolway, John Villafane
Van Nuys High	Year Round	Nicole Pacheco; Maria Duran
Mulholland Middle	Traditional	Alejandro Carmona
Valerio Primary Center	Year Round	Rosalie Bell-Psyc
VENICE		
Broadway Elementary	Traditional	info not given
Westminster Ave Elementary	Traditional	info not given
Animo Venice Charter High	Year Round	Laura Fawcett
WESTLAKE VILLAGE		
Westlake High School	Traditional	Martha Aggazzotti
WOODLAND HILLS		
El Camino Real High	Traditional	Pam Nowak
Taft High	Traditional	Elena Paul

School Name	Site Supervisor	MFT	MFT Name
AGOURA			
Agoura High School	Same	No	N/A
Sumac Elementary	Same	Yes	same
Willow Elementary	N/A	No	N/A
ALHAMBRA			
Mark Keppel High	Russell Yamanakd	No	N/A
Marguerita Elementary (K-8)	Phyliss Evans-AP	No	N/A
AZUSA			
Azusa High	Same	No	N/A
Gladstone High	Same	No	N/A
Sierra High	Rebecca Tortelot	No	N/A
Center Middle	Same	No	N/A
Slauson Middle	Same	No	N/A
BURBANK			
John Burroughs High	John Paramo-AP	No	N/A
Providence Catholic High	Michelle Schulte	No	N/A
Luther Burbank Middle	Same	Yes	??
John Muir Middle	Same	Yes	Same
CALABASAS			
Arthur E. Wright Middle School	Same	No	N/A
Filmore Senior High	Al Arguelles	Yes	Lois Duncan
Mesa Verde Middle	Same	No	N/A
Channel Islands High	Same	Yes	Dr. Jim Schmidt
Hueneme High	Same	No	N/A
Pacifica High	Same	No	N/A
Santa Paula High	Same	No	N/A
Anacapa Middle	Lyn Utsunmya	No	N/A
Foothill Technology High School	Same	No	N/A
CAMARILLO			
Camarillo High School	Darla Weiss	No	N/A
Dos Caminos Elementary	N/A	No	N/A
Las Posas Elementary	N/A	No	N/A
Los Altos Middle	Ms. Eastman-P	No	N/A
COVINA-VALLEY			
Covina High	Same	No	N/A
Northview High	Same	No	N/A
South Hills High	Same	No	N/A
Las Palmas Middle	Same	Yes	David Garcia
Sierra Vista Middle	Same	No	N/A
Traweek Middle	Same	No	N/A
CULVER CITY			
Culver city Middle School	310-842-4200x3235	N/A	Info not given
Farragut Elementary	N/A	N/A	N/A
EL SEGUNDO			
El Segundo High School	Linal Harada-AP	No	N/A
Center Street Elementary	N/A	No	N/A
Richmond St. Elementary	N/A	No	N/A
GLENDALE			
Clark Magnet High	Same	Yes	Linda Doll
Theodore Roosevelt Middle	Same	No	N/A
Woodrow Wilson Middle	Same	No	N/A

School Name	Site Supervisor	MFT	MFT Name
GRANADA HILLS			
Granada Hills Charter	Charlene Creeger	Yes	Wendy Duran
John F. Kennedy High	Jeri Holden	Yes	Chris Resbigno
HACIENDA-LA PUENTE			
Los Altos High	Same	No	N/A
William Workman High	Same	No	N/A
Sierra Vista Middle	Same	Yes	Carolina Garcia
Grandview Middle (6-8)	Same	Yes	Same
INGLEWOOD			
Albert F. Monroe Middle	Same	No	N/A
LANCASTER			
Endeavour Middle School	N/A	N/A	N/A
Amargosa Creek Middle School	N/A	N/A	N/A
Desert View Elementary	N/A	N/A	N/A
Joshua Elementary	N/A	N/A	N/A
New Vista Middle	N/A	N/A	N/A
Piute Middle	N/A	N/A	N/A
Park View Middle	N/A	N/A	N/A
Sierra Elementary	N/A	N/A	N/A
Quartz Hill High School	Same	Yes	same
LOS ANGELES			
Belvedere Middle School	Same	No	N/A
Bridge Street Elementary	N/A	No	N/A
CALS Early College High School	Same	Yes	Christine Sartiaguda
Carson Senior High	Michelle Bryant	Yes	Mary Beth Dichecco
Carnegie Middle	Same	No	N/A
Carver Middle School	Monique Pardee	Yes	Lorena Domani
Curtiss(Glen Hammond) Middle	info not given		Info not given
Dayton Heights Elementary	info not given	No	Info not given
Franklin Senior High	Evan Zekofsky-AP	Yes	Mrs. Badillo
Huntington Park High	Same	No	N/A
Jefferson High School	N/A	N/A	N/A
Laurel Elementary	N/A	N/A	N/A
Joseph Leconte Middle School	Mrs. Siegel	No	N/A
Nimitz (Chester W.) Middle	Same	Yes	Aracely Morfin
Palms Middle	Same	Yes	same
Roosevelt High	Same	Yes	many
South East High	Same	No	N/A
Westchester High	Elaine Isaacson	No	N/A
Wilson High School	Barry Allwright-AP	No	N/A
MANHATTAN BEACH			
Mira Costa High School	info not given	N/A	Info not given
MONROVIA			
Canyon Oaks High (Contiuation)	Same	Yes	Michael Penafiel
Clifton Middle	Paul Pagano	No	N/A
Santa Fe Middle	Same	No	N/A
MONTEBELLO			
Montebello High	Michele Rainis	No	N/A
Montebello Intermediate (5-8)	Same	No	N/A
NEWHALL			
Placerita Junior High	same	No	N/A

School Name	Site Supervisor	MFT	MFT Name
NORTH HILLS			
Monroe High	Julie Kovacs	No	N/A
NORTH HOLLYWOOD			
Colfax Elementary	N/A	No	N/A
Madison Middle School	Venus Lindo	No	N/A
Walter Reed Middle	Same	Yes	Eric Marshall
NORTHRIDGE			
Northridge Academy High (Valley)	Same	No	N/A
Chime Middle Charter	Deanne Torvinen	No	N/A
PACOIMA			
Pacoima Middle	Same	No	N/A
PALMDALE			
Palmdale High School	Kevin Wassnur	No	N/A
William Pete Knight High	Same	Yes	same
Desert Willow Intermediate	info not given	N/A	N/A
Barrel Springs Elementary	info not given	N/A	N/A
Buena Vista Elementary	info not given	N/A	N/A
Cactus Middle	info not given	N/A	N/A
Golden Poppy	info not given	N/A	N/A
Los Amigos	info not given	N/A	N/A
Juniper Intermediate	info not given	N/A	N/A
Mesa Intermediate School	info not given	N/A	N/A
Shadow Hills Intermediate	info not given	N/A	N/A
Wildflower Elementary	info not given	N/A	N/A
PASADENA			
Blair High	Same	No	N/A
Pasadena High	Same	Yes	Andi Cordeiro-Benson
Washington Middle School	Same	No	N/A
REDONDO BEACH			
Adams Middle School	Same	No	N/A
Tulita Elementary School	Same	No	N/A
Redondo Union High School		No	N/A
Birney Elementary	Same	No	N/A
Parras Middle School	Same	No	N/A
RESEDA			
Reseda High	Karen Williams	Yes	Kathleen Van Dam
Cleveland Grover High	Jay Krishner	Yes	Gayle Gold
SAN FERNANDO			
San Fernando High	Shelley Loftus	No	N/A
Community Charter Middle	Same	Yes	Christine Sartiaguda
Vaugh Next Century Learning Cen	Patrick Geary	No	N/A
SANTA CLARITA			
Santa Clarita Elementary	Same	Yes	Ann Hausmann
Saugus High School	Same	No	N/A
Sierra Vista Junior High	Same	Yes	same
La Mesa Junior High	Same	No	N/A
Golden Valley High	Roselyn Hubbell	No	N/A
Castaic Elementary	Same	Yes	Melissa Roth
Castaic Middle School	Same	Yes	same
SOUTH PASADENA			
South Pasadena Middle	Same	Yes	Rene Arrobio

School Name	Site Supervisor	MFT	MFT Name
SUN VALLEY			
Polytechnic (Francis) High	Pablo Leanus	Yes	Sylvia Brown
TARZANA			
Tarzana Elementary	Daryl Johnson	No	N/A
THOUSAND OAKS			
Los Cerritos Middle School	Dr. Elly Love-P	No	N/A
VALENCIA			
Rancho Pico Junior High	Same	No	N/A
Arroyo Seco Junior High	Same	No	N/A
VAN NUYS			
Birmingham High	Margie Keyser	No	N/A
Grant High	Bonnie Elbaz-Deckel	No	N/A
Van Nuys High	Susan Mitchnick	No	N/A
Mulholland Middle	Jackie Purdy	No	N/A
Valerio Primary Center	Same	No	N/A
VENICE			
Broadway Elementary	info not given	No	Info not given
Westminster Ave Elementary	info not given	No	Info not given
Animo Venice Charter High	Same	No	N/A
WESTLAKE VILLAGE			
Westlake High School	Same	No	N/A
WOODLAND HILLS			
El Camino Real High	David Hussey	No	N/A
Taft High	Terry Serrino	No	N/A

School Name	CSUN Grad	Ethnicity	Title I	Intern Hrs
AGOURA				
Agoura High School	No	White-84%	No	No
Sumac Elementary	No	White-73%	Yes	No
Willow Elementary	N/A	White-84%	No	N/A
ALHAMBRA				
Mark Keppel High	No	Asian-72%	No	SP
Marguerita Elementary (K-8)	No	Latino-49%	No	ASP
AZUSA				
Azusa High	No	Latino-81%	No	SS,SP
Gladstone High	No	Latino-84%	No	SS,SP
Sierra High	No	Latino-86%	No	ASP
Center Middle	No	Latino-89%	No	ASP,SP
Slauson Middle	No	Latino-87%	No	No
BURBANK				
John Burroughs High	No	White 48%	No	SP
Providence Catholic High	Yes	White-48%	No	ASP
Luther Burbank Middle	No	Latino-48%	No	ASP, SS
John Muir Middle	No	White-50%	No	ASP
CALABASAS				
Arthur E. Wright Middle School	No	White-80%	Yes	No
Filmore Senior High	No	Lation-79%	Yes	ASP
Mesa Verde Middle	No	White-48%	No	SS, ASP
Channel Islands High	Yes, 2004	Lation-77%	Yes	No
Hueneme High	No	Latino-79%	Yes	ASP
Pacifica High	No	Latino-83%	Yes	info not given
Santa Paula High	No	Latino-84%	Yes	ASP
Anacapa Middle	No	White-52%	No	No
Foothill Technology High School	No	White-70%	No	No
CAMARILLO				
Camarillo High School	No	White-62%	No	ASP
Dos Caminos Elementary	N/A	White-50%	Yes	N/A
Las Posas Elementary	N/A	White-47%	Yes	N/A
Los Altos Middle	No	White-50%	No	No
COVINA-VALLEY				
Covina High	No	Latino-59%	No	SS,ASP
Northview High	No	Latino-68%	No	ASP,SS
South Hills High	No	Latino-45%	No	SS,ASP
Las Palmas Middle	No	Latino-71%	No	SS,SP,ASP
Sierra Vista Middle	No	Latino-52%	No	ASP
Traweek Middle	No	Latino-68%	No	SS,ASP
CULVER CITY				
Culver city Middle School	info not given	Latino-39%	Yes	info not given
Farragut Elementary	N/A	White-36%	No	N/A
EL SEGUNDO				
El Segundo High School	No	White-63%	No	ASP
Center Street Elementary	No	White-67%	No	N/A
Richmond St. Elementary	No	White-67%	No	N/A
GLENDALE				
Clark Magnet High	No	White-56%	No	No
Theodore Roosevelt Middle	Yes	White-46%	No	SS
Woodrow Wilson Middle	No	White-62%	No	SS

School Name	CSUN Grad	Ethnicity	Title I	Intern Hrs
GRANADA HILLS				
Granada Hills Charter	Yes	White-39%	Yes	SS, SP
John F. Kennedy High	Yes	Latino-69%	Yes	SS, ASP
HACIENDA-LA PUENTE				
Los Altos High	No	Latino-61%	No	No
William Workman High	No	Latino-87%	No	SS
Sierra Vista Middle	No	Latino-89%	No	ASP
Grandview Middle (6-8)	No	Latino-86%	No	SS, SP, ASP
INGLEWOOD				
Albert F. Monroe Middle	No	Latino-70%	Yes	ASP, SP
LANCASTER				
Endeavour Middle School	No	Latino-37%	Yes	N/A
Amargosa Creek Middle School	No	White-43%	Yes	N/A
Desert View Elementary	No	Latino-48%	Yes	N/A
Joshua Elementary	No	Latino-40%	Yes	N/A
New Vista Middle	No	Latino-36%	Yes	N/A
Piute Middle	No	Latino-50%	Yes	N/A
Park View Middle	No	Latino-40%	Yes	N/A
Sierra Elementary	No	Latino-38%	Yes	N/A
Quartz Hill High School	No	White-71%	No	ASP
LOS ANGELES				
Belvedere Middle School	No	Latino-97%	Yes	ASP, SS, SP
Bridge Street Elementary	No	Latino-96%	Yes	N/A
CALS Early College High School	No	Latino-94%	Yes	ASP
Carson Senior High	No	Latino-42%	Yes	ASP, SS
Carnegie Middle	No	Latino-49%	Yes	ASP
Carver Middle School	Yes	Latino-92%	Yes	ASP, SP
Curtiss(Glen Hammond) Middle	N/A	African Am-67%	Yes	info not given
Dayton Heights Elementary	No	Latino-82%	Yes	info not given
Franklin Senior High	No	Latino-87%	Yes	No
Huntington Park High	No	Latino-96%	Yes	SS
Jefferson High School	N/A	Latino-92%	Yes	N/A
Laurel Elementary	N/A	Latino-45%	Yes	N/A
Joseph Leconte Middle School	No	Latino-77%	Yes	No
Nimitz (Chester W.) Middle	No	Latino-99%	Yes	AS, SP
Palms Middle	No	Latino-45%	No	ASP
Roosevelt High	No	Latino-99%	Yes	ASP, SS
South East High	yes, 2005	Latino-99%	Yes	ASP
Westchester High	No	African Am-56%	No	No
Wilson High School	No	Latino-91%	Yes	SS
MANHATTAN BEACH				
Mira Costa High School	info not given	White-73%	Yes	info not given
MONROVIA				
Canyon Oaks High (Contiuation)	No	Latino-66%	No	ASP
Clifton Middle	Yes	Latino-47%	No	ASP, SS
Santa Fe Middle	No	Latino-59%	Yes	ASP
MONTEBELLO				
Montebello High	No	Latino-94%	No	SS, ASP, SP
Montebello Intermediate (5-8)	Yes	Latino-95%	No	SS, SP, ASP
NEWHALL				
Placerita Junior High	Yes, 82	White-58%	Yes	ASP, SP, SS

School Name	CSUN Grad	Ethnicity	Title I	Intern Hrs
NORTH HILLS				
Monroe High	No	Latino-81%	Yes	ASP, SS
NORTH HOLLYWOOD				
Colfax Elementary	N/A	White-44%	Yes	N/A
Madison Middle School	No	Latino-66%	Yes	ASP,
Walter Reed Middle	Yes	Latino-63%	Yes	SS, SP
NORTHRIDGE				
Northridge Academy High (Valley	Yes-2005	Latino-48%	No	ASP, SS
Chime Middle Charter	No	White-50%	No	No
PACOIMA				
Pacoima Middle	No	Latino-91%	Yes	ASP
PALMDALE				
Palmdale High School	No	Latino-54%	Yes	No
William Pete Knight High	Yes	Latino-53%	Yes	ASP
Desert Willow Intermediate	N/A	Latino-53%	No	N/A
Barrel Springs Elementary	N/A	Latino-39%	Yes	N/A
Buena Vista Elementary	N/A	Latino-62%	Yes	N/A
Cactus Middle	N/A	Latino-57%	Yes	N/A
Golden Poppy	N/A	Latino-54%	Yes	N/A
Los Amigos	N/A	Latino-81%	Yes	N/A
Juniper Intermediate	N/A	Latino-51%	Yes	N/A
Mesa Intermediate School	N/A	Latino-60%	Yes	N/A
Shadow Hills Intermediate	N/A	Latino-52%	Yes	N/A
Wildflower Elementary	N/A	Latino-56%	Yes	N/A
PASADENA				
Blair High	No	Latino-55%	No	ASP
Pasadena High	No	Latino-47%	No	SS, ASP
Washington Middle School	No	Latino-73%	Yes	ASP, SP
REDONDO BEACH				
Adams Middle School	No	White-49%	Yes	ASP
Tulita Elementary School	No	White-65%	No	ASP
Redondo Union High School	No	White-59%	No	ASP, SP
Birney Elementary	No	White-52%	Yes	ASP
Parras Middle School	No	White-65%	No	ASP
RESEDA				
Reseda High	Yes	Latino-70%	Yes	SP, ASP, SS
Cleveland Grover High	Yes	Latino-57%	Yes	SP, ASP, SS
SAN FERNANDO				
San Fernando High	Yes	Latino-98%	Yes	SP
Community Charter Middle	No	Latino-95%	Yes	ASP
Vaugh Next Century Learning Cen	Yes	Latino-98%	Yes	ASP, SP, SS
SANTA CLARITA				
Santa Clarita Elementary	No	White-66%	Yes	No
Saugus High School	No	White-73%	No	ASP, SS
Sierra Vista Junior High	Yes	White-59%	Yes	No
La Mesa Junior High	No	White-46%	Yes	SP, SS, ASP
Golden Valley High	Yes, 04, 02	White-46%	No	ASP, SS
Castaic Elementary	No	White-67%	No	No
Castaic Middle School	No	White-64%	No	ASP
SOUTH PASADENA				
South Pasadena Middle	No	White-40%	Yes	N/A

School Name	CSUN Grad	Ethnicity	Title I	Intern Hrs
SUN VALLEY				
Polytechnic (Francis) High	Yes	Latino-89%	Yes	ASP, SS, SP
TARZANA				
Tarzana Elementary	No	Latino-47%	Yes	SS, ASP
THOUSAND OAKS				
Los Cerritos Middle School	Yes	White-72%	No	No
VALENCIA				
Rancho Pico Junior High	No	White-59%	No	ASP, SP
Arroyo Seco Junior High	No	White-67%	No	ASP, SS
VAN NUYS				
Birmingham High	Yes	Latino-64%	Yes	ASP, SS
Grant High	Yes	Latino-57%	Yes	ASP
Van Nuys High	Yes	Latino-64%	Yes	ASP, SP
Mulholland Middle	No	Latino-77%	Yes	
Valerio Primary Center	No	Latino-88%	Yes	No
VENICE				
Broadway Elementary	No	Latino-82%	Yes	info not given
Westminster Ave Elementary	No	Latino-75%	Yes	info not given
Animo Venice Charter High	Yes, 2005	Latino-69%	No	SS
WESTLAKE VILLAGE				
Westlake High School	No	White-74%	No	info not given
WOODLAND HILLS				
El Camino Real High	No	White-51%	No	SS
Taft High	Yes	Latino-38%	Yes	SS, ASP

School Name	Groups	Parent Center
AGOURA		
Agoura High School	No	No
Sumac Elementary	SEG, AG, SG, LG	No
Willow Elementary	N/A	N/A
ALHAMBRA		
Mark Keppel High	SG, LG, SEG, AG	No
Marguerita Elementary (K-8)	SG, AG, SEG	No
AZUSA		
Azusa High	No	No
Gladstone High	SG, AG, SEG	No
Sierra High	AG, SG	No
Center Middle	SG, AG, SEG	Yes
Slauson Middle	SG, AG, SEG	No
BURBANK		
John Burroughs High	No	No
Providence Catholic High	AG	No
Luther Burbank Middle	AG, SEG	No
John Muir Middle	AG, SEG	N/A
CALABASAS		
Arthur E. Wright Middle School	AG, SEG	No
Filmore Senior High	ALL	No
Mesa Verde Middle	ALL	No
Channel Islands High	ALL	No
Hueneme High	ALL	No
Pacifica High	info not given	info not given
Santa Paula High	SG, LG, SEG, AG	No
Anacapa Middle	SEG, AG	No
Foothill Technology High School	ALL	No
CAMARILLO		
Camarillo High School	ALL	No
Dos Caminos Elementary	N/A	N/A
Las Posas Elementary	N/A	N/A
Los Altos Middle	SEG, AG, SG, LG	No
COVINA-VALLEY		
Covina High	SG, AG, SEG	No
Northview High	AG, SEG	No
South Hills High	SG, AG, SEG	No
Las Palmas Middle	SG, AG, SEG	Yes
Sierra Vista Middle	SG, AG, SEG	No
Traweek Middle	SG, AG, SEG	No
CULVER CITY		
Culver city Middle School	info not given	info not given
Farragut Elementary	N/A	N/A
EL SEGUNDO		
El Segundo High School	ALL	No
Center Street Elementary	N/A	N/A
Richmond St. Elementary	N/A	N/A
GLENDALE		
Clark Magnet High	SG, AG	No
Theodore Roosevelt Middle	SG, AG	No
Woodrow Wilson Middle	SG, AG	No

School Name	Groups	Parent Center
GRANADA HILLS		
Granada Hills Charter	AEG, SEG	No
John F. Kennedy High	IG, AG, SEG	Yes
HACIENDA-LA PUENTE		
Los Altos High	SG, AG, SEG	No
William Workman High	SG, AG	No
Sierra Vista Middle	SG, AG	No
Grandview Middle (6-8)	SG, AG	No
INGLEWOOD		
Albert F. Monroe Middle	SG, LG, SEG, AG	Yes
LANCASTER		
Endeavour Middle School	N/A	N/A
Amargosa Creek Middle School	N/A	N/A
Desert View Elementary	N/A	N/A
Joshua Elementary	N/A	N/A
New Vista Middle	N/A	N/A
Piute Middle	N/A	N/A
Park View Middle	N/A	N/A
Sierra Elementary	N/A	N/A
Quartz Hill High School	AG, SEG	No
LOS ANGELES		
Belvedere Middle School	SG, LG, SEG, AG	Yes
Bridge Street Elementary	N/A	N/A
CALS Early College High School	SEG, SG, AG	No
Carson Senior High	SEG	Yes
Carnegie Middle	ALL	Yes
Carver Middle School	SG, LG, SEG, AG	Yes
Curtiss(Glen Hammond) Middle	info not given	info not given
Dayton Heights Elementary	info not given	info not given
Franklin Senior High	SG, LG, SEG, AG	Yes
Huntington Park High	SG, LG, SEG, AG	Yes
Jefferson High School	N/A	N/A
Laurel Elementary	N/A	N/A
Joseph Leconte Middle School	ALL	No
Nimitz (Chester W.) Middle	ALL	Yes
Palms Middle	ALL	No
Roosevelt High	ALL	Yes
South East High	SG, LG, SEG, AG	Yes
Westchester High	ALL	Soon
Wilson High School	ALL	Yes
MANHATTAN BEACH		
Mira Costa High School	info not given	info not given
MONROVIA		
Canyon Oaks High (Contiuation)	AG, SEG	No
Clifton Middle	ALL	No
Santa Fe Middle	No	No
MONTEBELLO		
Montebello High	SG, AG, SEG	No
Montebello Intermediate (5-8)	SG, AG, SEG	No
NEWHALL		
Placerita Junior High	ALL	No

School Name	Groups	Parent Center
NORTH HILLS		
Monroe High	No	No
NORTH HOLLYWOOD		
Colfax Elementary	N/A	N/A
Madison Middle School	SEG, AG, SG, LG	Yes
Walter Reed Middle	SG, LG, SEG, AG	Yes
NORTHRIDGE		
Northridge Academy High (Valley Ne	SG, LG, SEG, AG	Yes
Chime Middle Charter	No	No
PACOIMA		
Pacoima Middle	SG, AG, SEG	Yes
PALMDALE		
Palmdale High School	ALL	No
William Pete Knight High	AG, SEG	No
Desert Willow Intermediate	N/A	N/A
Barrel Springs Elementary	N/A	N/A
Buena Vista Elementary	N/A	N/A
Cactus Middle	N/A	N/A
Golden Poppy	N/A	N/A
Los Amigos	N/A	N/A
Juniper Intermediate	N/A	N/A
Mesa Intermediate School	N/A	N/A
Shadow Hills Intermediate	N/A	N/A
Wildflower Elementary	N/A	N/A
PASADENA		
Blair High	SG, LG, SEG, AG	Yes
Pasadena High	No	No
Washington Middle School	AG, SEG, SG, LG	Yes
REDONDO BEACH		
Adams Middle School	SG, LG, SEG, AG	NO
Tulita Elementary School	SG, LG, SEG, AG	NO
Redondo Union High School	SG, LG, SEG, AG	NO
Birney Elementary	SG, LG, SEG, AG	NO
Parras Middle School	SG, LG, SEG, AG	NO
RESEDA		
Reseda High	ALL	Yes
Cleveland Grover High	SG, AG, SEG	Yes
SAN FERNANDO		
San Fernando High	SG, AG	Yes
Community Charter Middle	SG, AG, SEG, LG	Yes
Vaugh Next Century Learning Center	SG, LG, SEG, AG	Yes
SANTA CLARITA		
Santa Clarita Elementary	SEG, SG, LG, AG	No
Saugus High School	ALL	No
Sierra Vista Junior High	SEG, SG, LG, AG	No
La Mesa Junior High	ALL	No
Golden Valley High	ALL	Yes
Castaic Elementary	SEG, SG	Yes
Castaic Middle School	SEG, SG	Yes
SOUTH PASADENA		
South Pasadena Middle	AG, SEG	No

School Name	Groups	Parent Center
SUN VALLEY		
Polytechnic (Francis) High	ALL	Yes
TARZANA		
Tarzana Elementary	SEG	Yes
THOUSAND OAKS		
Los Cerritos Middle School	ALL	No
VALENCIA		
Rancho Pico Junior High	ALL	No
Arroyo Seco Junior High	SG, LG, SEG, AG	No
VAN NUYS		
Birmingham High	IG, AG, SEG	Yes
Grant High	AG, SG	Yes
Van Nuys High	Yes	Yes
Mulholland Middle		
Valerio Primary Center	SG, SEG	No
VENICE		
Broadway Elementary	info not given	info not given
Westminster Ave Elementary	info not given	info not given
Animo Venice Charter High	SG, LG, SEG, AG	No
WESTLAKE VILLAGE		
Westlake High School	info not given	info not given
WOODLAND HILLS		
El Camino Real High	AG, SG, SEG	Yes
Taft High	IG, AG, SEG	Yes

School Name	Prgm comments
AGOURA	
Agoura High School	very interested in interns!!
Sumac Elementary	very interested in interns!!
Willow Elementary	
ALHAMBRA	
Mark Keppel High	
Marguerita Elementary (K-8)	Only School Psychologist;interns welcome
AZUSA	
Azusa High	
Gladstone High	They are really eager to have interns!
Sierra High	
Center Middle	There is a parent liaison in a comp. rm.
Slauson Middle	
BURBANK	
John Burroughs High	
Providence Catholic High	May not run groups, only observe
Luther Burbank Middle	
John Muir Middle	
CALABASAS	
Arthur E. Wright Middle School	new counselor, open to suggestions
Filmore Senior High	very interested in interns!!
Mesa Verde Middle	
Channel Islands High	very interested in interns
Hueneme High	SC is a teacher at La Verne in SC program.
Pacifica High	Not interested in interns
Santa Paula High	
Anacapa Middle	
Foothill Technology High School	
CAMARILLO	
Camarillo High School	very interested in interns!!
Dos Caminos Elementary	
Las Posas Elementary	
Los Altos Middle	
COVINA-VALLEY	
Covina High	Maybe too full at this time, but in the future
Northview High	Monthly Parent meetings
South Hills High	Has Deaf program available for stu's
Las Palmas Middle	
Sierra Vista Middle	
Traweek Middle	
CULVER CITY	
Culver city Middle School	prefer be contacted by interns instead of in database
Farragut Elementary	
EL SEGUNDO	
El Segundo High School	very interested in interns!!
Center Street Elementary	don't have elem SC's on site
Richmond St. Elementary	don't have elem SC's on site
GLENDALE	
Clark Magnet High	More personalized experience w/ students
Theodore Roosevelt Middle	
Woodrow Wilson Middle	

School Name	Prgm comments
GRANADA HILLS	
Granada Hills Charter	
John F. Kennedy High	Nine counselors on site
HACIENDA-LA PUENTE	
Los Altos High	
William Workman High	space for 4 interns
Sierra Vista Middle	
Grandview Middle (6-8)	
INGLEWOOD	
Albert F. Monroe Middle	
LANCASTER	
Endeavour Middle School	School psych in district, call office for further details
Amargosa Creek Middle School	School psych in district, call office for further details
Desert View Elementary	School psych in district, call office for further details
Joshua Elementary	School psych in district, call office for further details
New Vista Middle	School psych in district, call office for further details
Piute Middle	School psych in district, call office for further details
Park View Middle	School psych in district, call office for further details
Sierra Elementary	School psych in district, call office for further details
Quartz Hill High School	
LOS ANGELES	
Belvedere Middle School	have had interns but not from CSUN
Bridge Street Elementary	
CALS Early College High School	
Carson Senior High	
Carnegie Middle	
Carver Middle School	
Curtiss(Glen Hammond) Middle	not interested in interns
Dayton Heights Elementary	satisfied: supervisor provides many resources
Franklin Senior High	contact AP for intern placement
Huntington Park High	
Jefferson High School	does not want to be included
Laurel Elementary	
Joseph Leconte Middle School	
Nimitz (Chester W.) Middle	
Palms Middle	
Roosevelt High	very interested in interns!!
South East High	
Westchester High	
Wilson High School	very interested in interns!!
MANHATTAN BEACH	
Mira Costa High School	does not want to participate
MONROVIA	
Canyon Oaks High (Contiuation)	
Clifton Middle	Prepare interns for success & marketability
Santa Fe Middle	
MONTEBELLO	
Montebello High	Parent led groups (ex. GATE)
Montebello Intermediate (5-8)	
NEWHALL	
Placerita Junior High	

School Name	Prgm comments
NORTH HILLS	
Monroe High	
NORTH HOLLYWOOD	
Colfax Elementary	can't supervise, not there enough hrs.
Madison Middle School	have a great parent center, would love to have interns
Walter Reed Middle	
NORTHRIDGE	
Northridge Academy High (Valley New High #1)	
Chime Middle Charter	No counselor on site; not a lot of funds
PACOIMA	
Pacoima Middle	CSUN grad-2006 Medeiros
PALMDALE	
Palmdale High School	
William Pete Knight High	requires Interns to be registered by the Distirct Office
Desert Willow Intermediate	call district for placement with elem and middle schls
Barrel Springs Elementary	call district for placement with elem and middle schls
Buena Vista Elementary	call district for placement with elem and middle schls
Cactus Middle	call district for placement with elem and middle schls
Golden Poppy	call district for placement with elem and middle schls
Los Amigos	call district for placement with elem and middle schls
Juniper Intermediate	call district for placement with elem and middle schls
Mesa Intermediate School	call district for placement with elem and middle schls
Shadow Hills Intermediate	call district for placement with elem and middle schls
Wildflower Elementary	call district for placement with elem and middle schls
PASADENA	
Blair High	3 counselors; eager to have interns!
Pasadena High	Sycamores run groups, can observe
Washington Middle School	
REDONDO BEACH	
Adams Middle School	Had interns from UCLA
Tulita Elementary School	Great supervisor
Redondo Union High School	Supportive distircit
Birney Elementary	Supportive distircit
Parras Middle School	Supportive distircit
RESEDA	
Reseda High	Supv. helpful, 2nd yr-may be \$\$ internships.
Cleveland Grover High	Parent education classes
SAN FERNANDO	
San Fernando High	Saturday school & groups a possibility
Community Charter Middle	
Vaugh Next Century Learning Center	
SANTA CLARITA	
Santa Clarita Elementary	schools offer paid internships! Conact #661-294-5309
Saugus High School	
Sierra Vista Junior High	
La Mesa Junior High	very interested in interns
Golden Valley High	Not organzied, lack of respect for interns
Castaic Elementary	more MFT based
Castaic Middle School	satisfied
SOUTH PASADENA	
South Pasadena Middle	

School Name	Prgm comments
SUN VALLEY	
Polytechnic (Francis) High	
TARZANA	
Tarzana Elementary	Cedar Sinai and Centro de Amistad visits
THOUSAND OAKS	
Los Cerritos Middle School	very interested in interns!!
VALENCIA	
Rancho Pico Junior High	
Arroyo Seco Junior High	
VAN NUYS	
Birmingham High	Hart Program and Violence Prevention
Grant High	
Van Nuys High	
Mulholland Middle	
Valerio Primary Center	Parent education groups and social skills groups
VENICE	
Broadway Elementary	does not want to be included
Westminster Ave Elementary	does not want to be included
Animo Venice Charter High	very interested in interns!!
WESTLAKE VILLAGE	
Westlake High School	does not want to be included
WOODLAND HILLS	
El Camino Real High	7 counselors and 1 college counselor
Taft High	

APPENDIX C

School District Contact Information

SCHOOL DISTRICT	DISTRICT ABBREVIATION	MAIN NUMBER
Alhambra Unified	AUSD	626) 308-2200
Antelope Valley Unified	AVUSD	(661) 948-7655
Azusa Unified	AZUD	(626) 967-6211
Beverly Hills Unified	BHUSD	(310) 557-0651
Burbank Unified	BUSD	(818) 729-4429
Castaic Elem. Unified	CEUSD	(661) 257-4500
Conejo Valley Unified	CVUSD	(805) 497-9511
Covina Valley Unified	CVUSD	(626) 974-7000
Culver City Unified	CCUSD	(310) 842-4220
El Segundo Unified	ESUSD	(310) 615-2650
Fillmore Unified	FUSD	(805) 524-6000
Glendale Unified	GUSD	(818) 241-3111
Hacienda-La Puente Unified	HPUSD	(626) 933-1000
Hart Unified	HUHSD	(661) 259-0033
Inglewood Unified	IUSD	(310) 419-2700
Lancaster Elem. Unified	LEUSD	(661) 948-4661
Las Virgenes Unified	LVUSD	(818) 880-4000
Los Angeles Unified	LAUSD	(213) 241-1000
Manhattan Beach Unified	MBUSD	(310) 318-7345
Monrovia Unified	MUSD	(626) 471-2000
Montebello Unified	MSD	(323) 726- 1225
Moorpark Unified	MUSD	(805) 378-6300

Newhall Elem. Unified	NEUSD	(661) 291-4000
Oxnard Elem. Unified	OEUSD	(805) 487-3918
Oxnard Unified	OHUSD	(805) 385-2541
Pasadena Unified	PUSD	(626) 795- 6981
Pleasant Valley District	PVSD	(805) 482-2763
Redondo Beach Unified	RBUSD	(310) 379-5449
Santa Monica-Malibu Unified	SMMUSD	(310) 450-8338
Santa Paula Unified	SPUSD	(805) 525-0988
Saugus Unified	SUESD	(661) 294.5300
South Pasadena Unified	SPSD	(626) 441- 5703
Ventura Unified	VUSD	(805) 641.5000