



Santa Cruz County  
Executive Summary Report

December 2018

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### **About the Arts Education Data Project**

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nation-wide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis.

### **About Create CA**

Create CA, California's Statewide Arts Education Coalition, works to ensure that all students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the 21st century workforce. The California Department of Education, California County Superintendents Educational Services Association (CCSESA), the California Alliance for Arts Education (CAAE), the California Arts Council (CAC) and the California State PTA are organizational members coordinating with this effort.

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## Santa Cruz County Executive Summary

### About the Data

The California Department of Education captures enrollment by grade level for arts courses delivered at California traditional public and charter schools from schools with grades 6 through 12. The source of data comes directly from information submitted by schools through the California Longitudinal Pupil Achievement Data System (CALPADS) - California's K-12 longitudinal data system. This includes schools designated as intermediate/middle/junior high schools, high schools and elementary/high combination schools (EHC). Elementary school data is not included, as subject-level data is not currently collected at the elementary level. The data does not include any arts instruction provided by non-school entities. Data for the 2013-2014, 2014-2015, 2015-2016 and 2016-2017 school years were provided to Quadrant Research for analysis. Each record contained the school, district, course name, teacher, grade level and student enrollment. Additionally, unique enrollment by discipline and unique total arts enrollment data were provided. The unique enrollment used student-level records to determine unique counts of students within a discipline and across all disciplines to eliminate counting students who would be enrolled in more than one course within a discipline or enrolled in courses across multiple disciplines.

Demographic data is from the Common Core of Data file from the National Center for Education Statistics. Specific data element definitions for Free and Reduced Price Lunch, Title I, Locale Codes, and links to Course Codes and Course Code Descriptions may be found in the Appendix.

### **Santa Cruz County 2016/2017 School Year**

<b>School Configuration</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Student Enrollment</b>	<b>% Student Enrollment</b>
Elementary-High Combination	7	21.21%	4,091	19.31%
Middle/Junior High	12	36.36%	7,013	33.11%
High School	14	42.42%	10,077	47.58%
<b>Totals</b>	<b>33</b>	<b>100.00%</b>	<b>21,181</b>	<b>100.00%</b>

The table above establishes the universe of schools and students referred to throughout this report.

## **How to View the Data**

When reviewing the data contained in both the summary report and the complete table report it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data.

## **California State Education Policy and Code**

The expectations for arts education in California schools are established by state education code.

“Arts” includes the four disciplines of dance, drama and theatre, music, and visual arts as set forth in the state’s adopted curriculum framework for visual and performing arts as published by the California State Department of Education in the Visual and Performing Arts Framework for California Public Schools.

### Primary (Grades 1-6)

Article 2, SECTION 51210 of the California Education Code states:

Areas of Study, Grades 1–6

The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study... (e) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

### Secondary (Grades 7-12)

Article 3, SECTION 51220 of the California Education Code states:

Areas of Study, Grades 7–12

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: . . . (g) Visual and performing arts, including dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

What this means is that in grades 1-12, schools shall include instruction (Primary) or offer courses (Secondary) in the arts disciplines of dance, drama and theatre, music, and visual arts.

## **California State Graduation Requirement**

In order to graduate from High School, students must complete one year of either visual and performing arts, foreign language, or career technical education.

## **College Entrance Requirement**

In order to enroll as a freshman at a University of California or a California State University affiliated institution a student must complete one year of visual and performing arts chosen from the following: Dance, Music, Theatre or Visual Art.

## **Course Names**

Throughout the report abbreviated course names are used for Visual Arts (Art) and Arts, Media and Entertainment (AME).

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## Key Findings: Santa Cruz County Arts Education Data Project

- ❖ Although most students (89%) have access to arts instruction, only 13% of students have access to the four arts disciplines as required by state education code. These are **well below** the region measures of (96.1%) and (21%) respectively
- ❖ Thirty percent of all students participated in at least one arts education course. This represents more than 6,000 students and is **well below** the state and regional measures of 39% and 42% respectively.
- ❖ Participation in Art (18%) and Music (7%) were highest among the five artistic disciplines. Art (79%) and Music (48%) are also the most widely available of the arts disciplines.
- ❖ There were 2,335 students, or 11%, who did not have access to any arts instruction. This is **well above** the state and regional measures of 2.7 and 3.9% and is the highest in the region. Between 2014 and 2017 there has been 445% increase in the number of students without access to arts instruction.
- ❖ The proportion of students without access to any arts courses was greater where the majority of students in the school were Hispanic when compared to the distribution of the total student enrollment (64% of “no arts” students when compared to 41% of the student population).
- ❖ There is a no correlation between the arts access rates, distribution of “no arts” students, and the diversity of course offerings when compared to the percentage of students on Free and Reduced Price Lunch (FRPL).
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

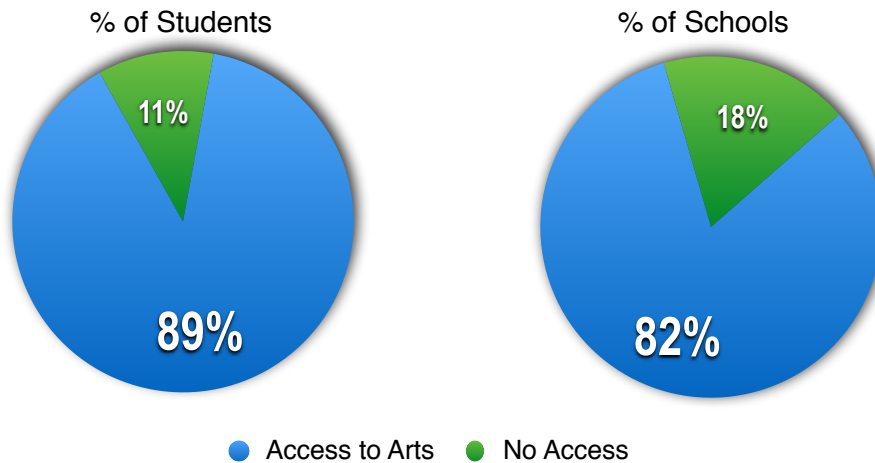
Highest Arts Participation Rates	Lowest Arts Participation Rates
Mid-High Poverty (Free Lunch Students 51-75%)	High Poverty (Free Lunch Students >75%)
Suburb: Midsize	Suburb: Small
Traditional Public Schools	Charter Schools
Title I Target Assistance Program Schools	Title I Schoolwide Eligible Schools
Majority Race/Ethnicity “No Majority”	Majority Race Ethnicity “Hispanic”
High Schools	Middle Schools

- ❖ Schools with the highest percentage of English learners have the lowest access to arts instruction, access to four required, participation, and presences of disciplines and the greatest concentration of “no arts” students.
- ❖ Middle School Arts enrollment remains unusually low. There is a larger percentage of student participation in high schools (39%) than middle schools (22%).
- ❖ For the region, the county has the lowest overall student access, access to music, overall participation and participation in Music and Dance. The county ranks in the bottom three counties for school access, required disciplines, access to AME, Theatre and Dance as well as participation in Art, AME and Theatre.
- ❖ Students attending charter schools have greater access to arts programs, more disciplines offered, and a lower distribution of “no arts” students than traditional public schools. Traditional public schools have a slightly higher participation rate.

# Santa Cruz COUNTY SUMMARY

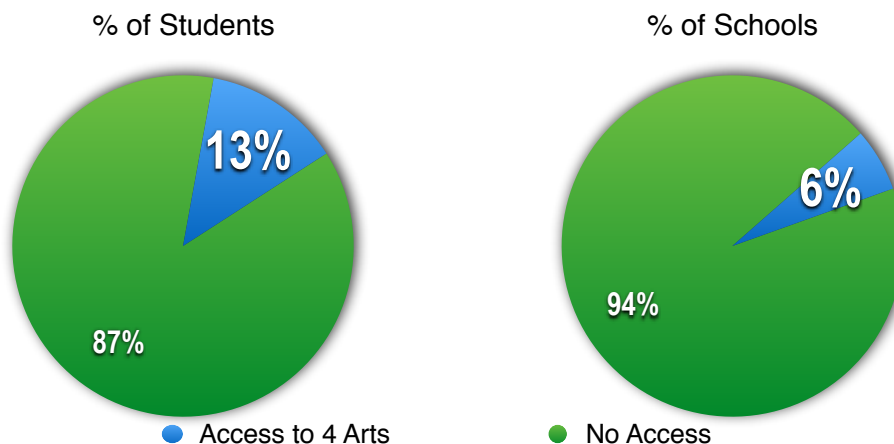
## Overall Access to Any Arts Instruction

“Access” is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates the presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction. In 2017, 89% of the 21,181 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 82% of schools offering at least one art form (compared to 87% for the region). There were 2,335 students (11%) who did not have access to any arts instruction, an increase from 525 students in 2015. Between 2015 and 2017 there has been a 445% increase in the number of students without access to arts instruction. Access by students and schools is below the state measures (97.2% and 87% respectively) while the percentage of students with no access is four times the state measure and more than double the region measure (2.7% for the state and 3.9% for region).



## Overall Access to the Required Arts Disciplines

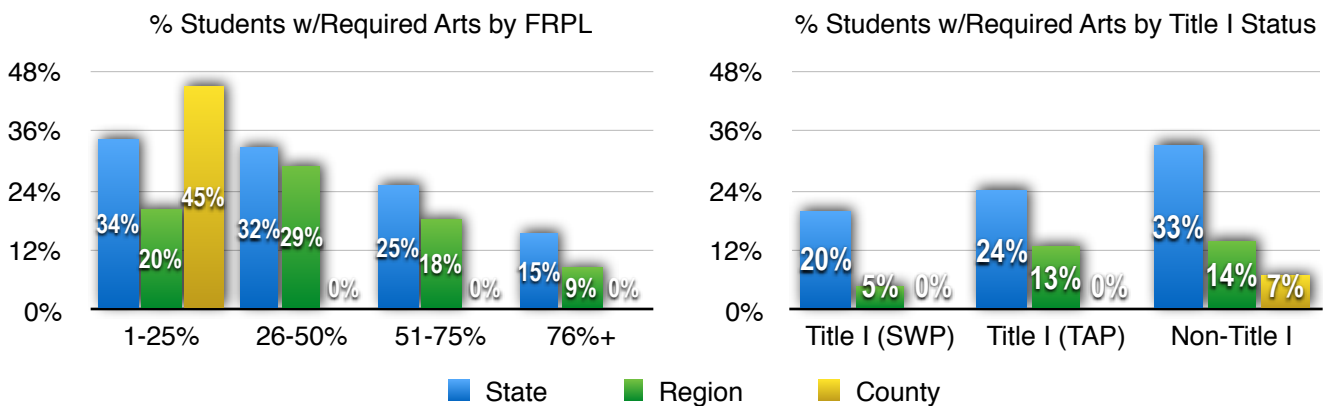
In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 13% of students (2,754) had access to all four required arts disciplines in schools. This represents 7% of schools offering all four arts disciplines. More than 18,000 students did not have access to all four arts disciplines in the county. Both student and school access are below the state measures of 25% and 12% and region measures of 21% and 11% respectively.





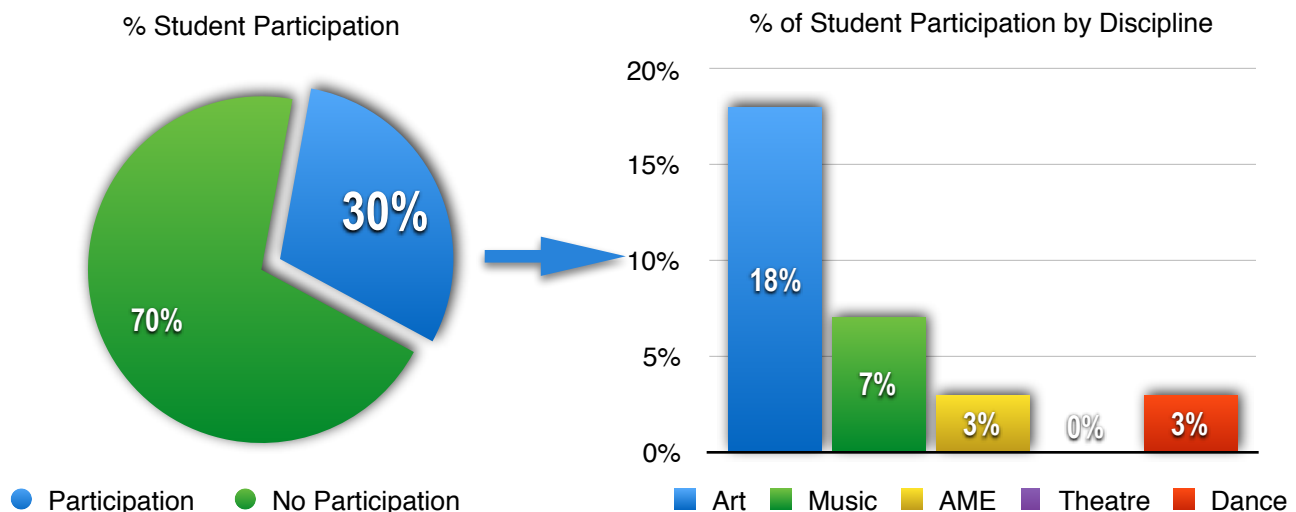
### **Required Arts Disciplines by Free and Reduced Price Lunch and Title I**

Student access to the four required disciplines varies based on the percentage of students eligible for Free and Reduced Price Lunch (FRPL) or Title I designation of School Wide Programs (SWP), Targeted Assistance (TAP) or Non-Title I. Students in schools with lower percentages of students eligible for Free and Reduced Price Lunch and students attending Non-Title I schools have greater access to the four required arts disciplines. Both measures are below the state data. The Title I measures are well below the region measures.



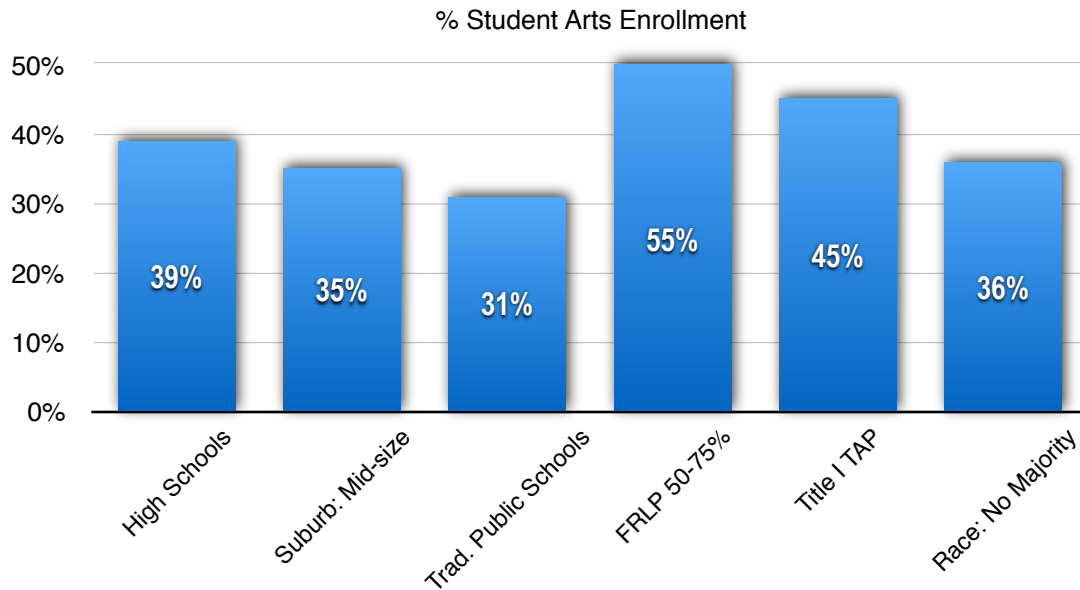
### **Overall Participation**

Course enrollment data reveals 30% of all students (6,354 students) were enrolled in at least one arts discipline in 2017 which is above the state measure of 39% and below the region measure of 42%. Out of the total student population, 18% participated in Art followed by 7% in Music, 3% in AME, 0% in Theatre and 3% in Dance.



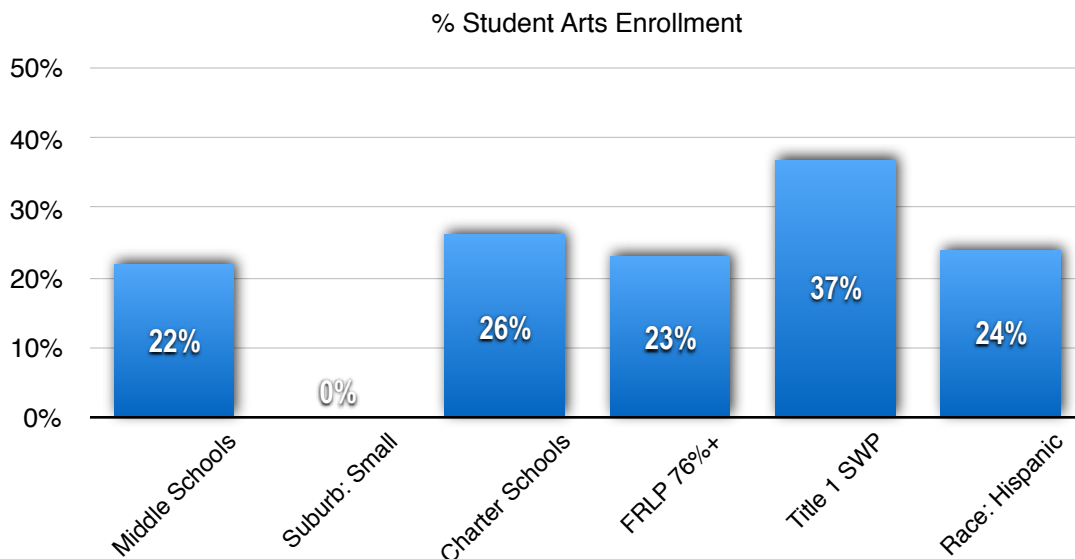
### **Highest Participation by Attribute**

Arts participation is highest for students attending high schools (39%), schools in the locale designation of “Suburb, Midsize” (35%), traditional (non charter) public schools (31%), schools where 50-75% of students were eligible for Free and Reduced Price Lunch (55%), Title I Targeted Assistance Program schools (45%) and where the majority of students have a race/ethnicity designation of “no majority” (36%).



### **Lowest Participation by Attribute**

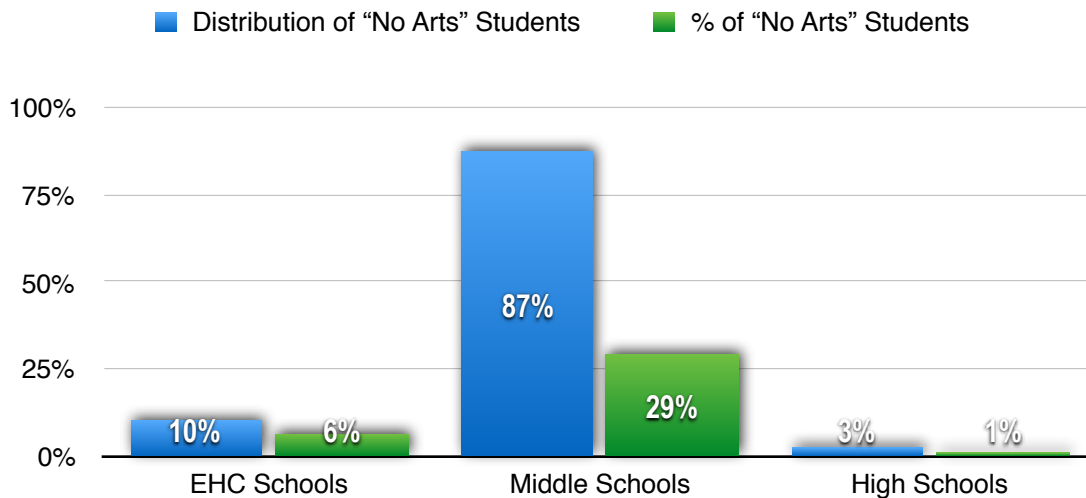
Arts participation was at the lowest levels for students attending schools designated as middle schools (22%), students in schools locale designation of “Suburb, Small” (0%), charter schools (26%), where 75% or more of students are eligible for Free and Reduced Price Lunch (23%), Title I Schoolwide Programs schools (37%) and where the majority of students in the school are Hispanic (24%).



### No Arts Schools and Students

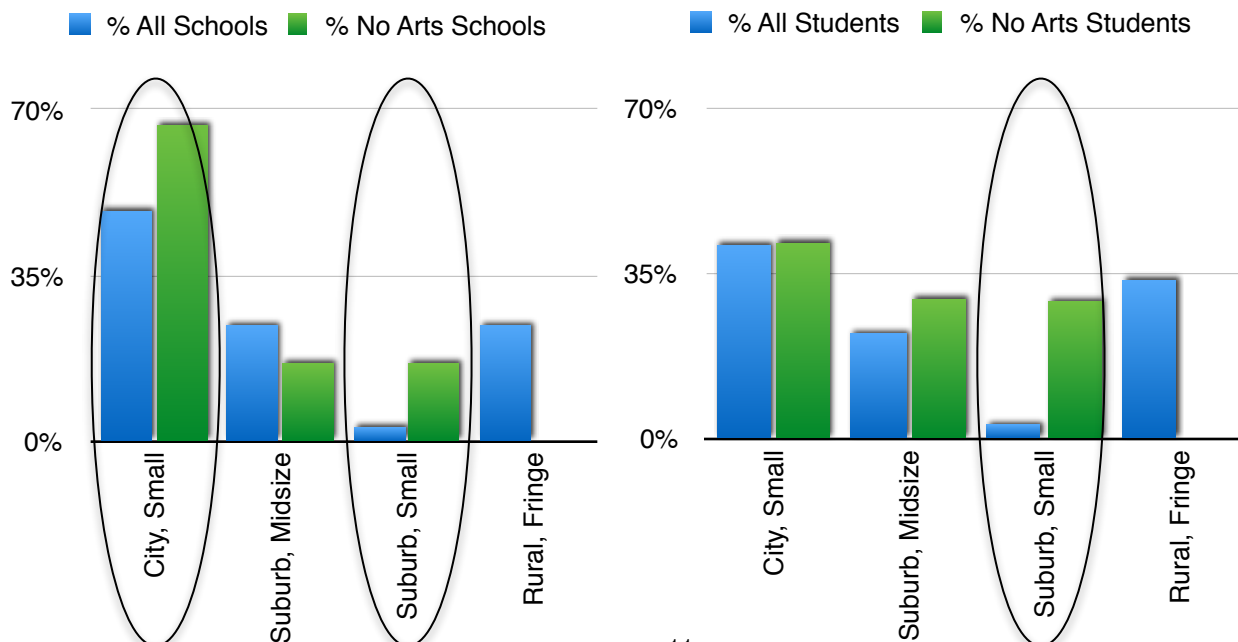
There were 6 schools providing no arts courses. This impacts 2,335 students (representing 19% of schools and 11% of all students). This has improved since 2015 (declining from 22% of schools and 7% of students). One school district represents 87% of the students without access to arts courses.

The largest concentration of “no arts” students is in middle schools and EHC schools (87% or 2,031 students). 29% of all students attending middle schools do not have arts programs (above the region measure of 5%).



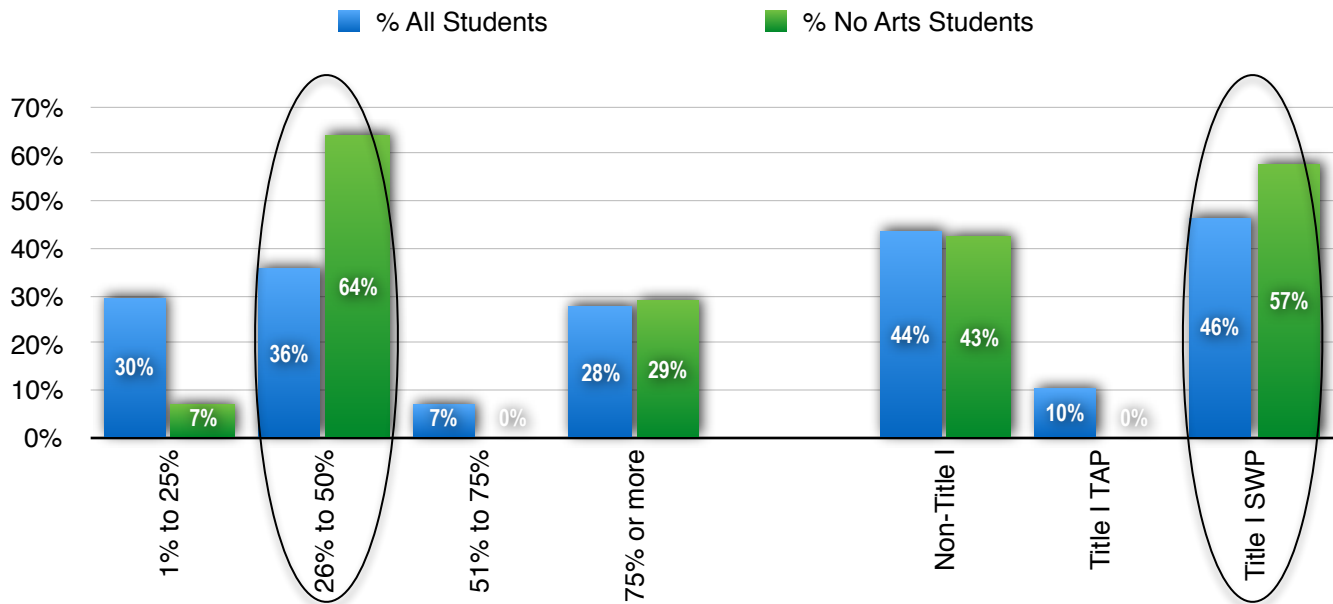
### No Arts Schools and Students by Locale

The greatest percentage of “no arts” schools are in the locale designations of “City, Small” and “Suburb, Small” when compared to all schools. The proportion of “no arts” students is highest in “Suburb, Small” locale designation when compared to the total student enrollment.



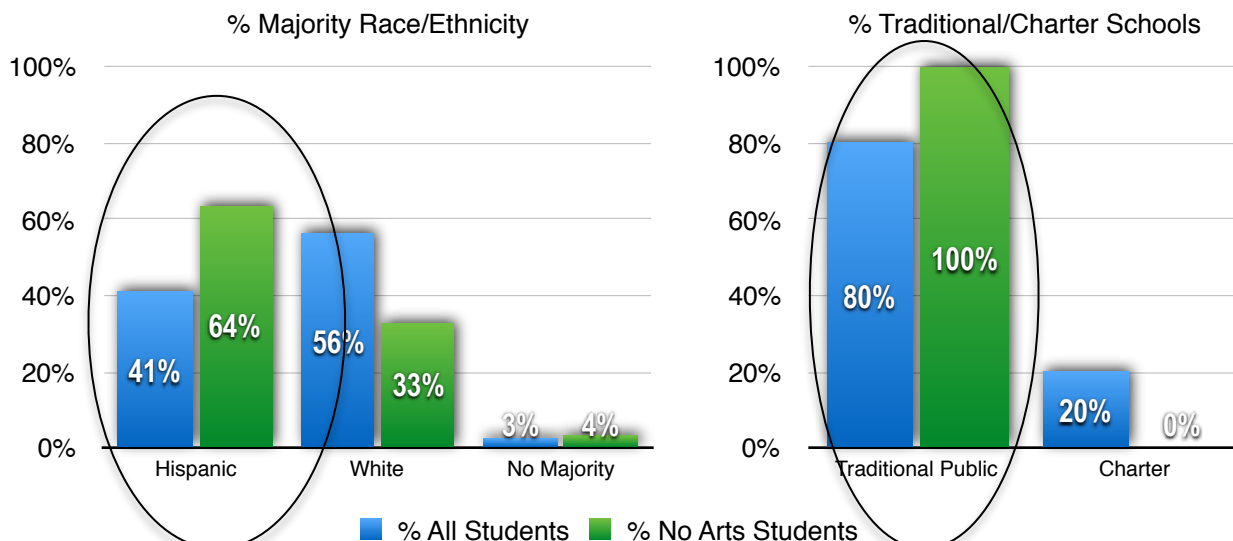
### **No Arts Schools and Students by Free and Reduced Price Lunch and Title I**

When analyzing the “no arts” students, 64% are in schools where the percentage of students eligible for Free and Reduced Price Lunch is between 25%-50%. When examining Title I status, 57% of “no arts” students are located in schools eligible for Title I Schoolwide (SWP) and is below the region (64%) and the state (58%). Both of these measures are higher than when compared to the total student enrollment distribution for these measures.



### **No Arts Schools and Students by Race/Ethnicity and School Type**

The proportion of “no arts” students is higher where the majority of students (greater than 50%) attend schools that are majority Hispanic when compared to the total student enrollment distribution. “No arts” students are over-represented in traditional public schools.



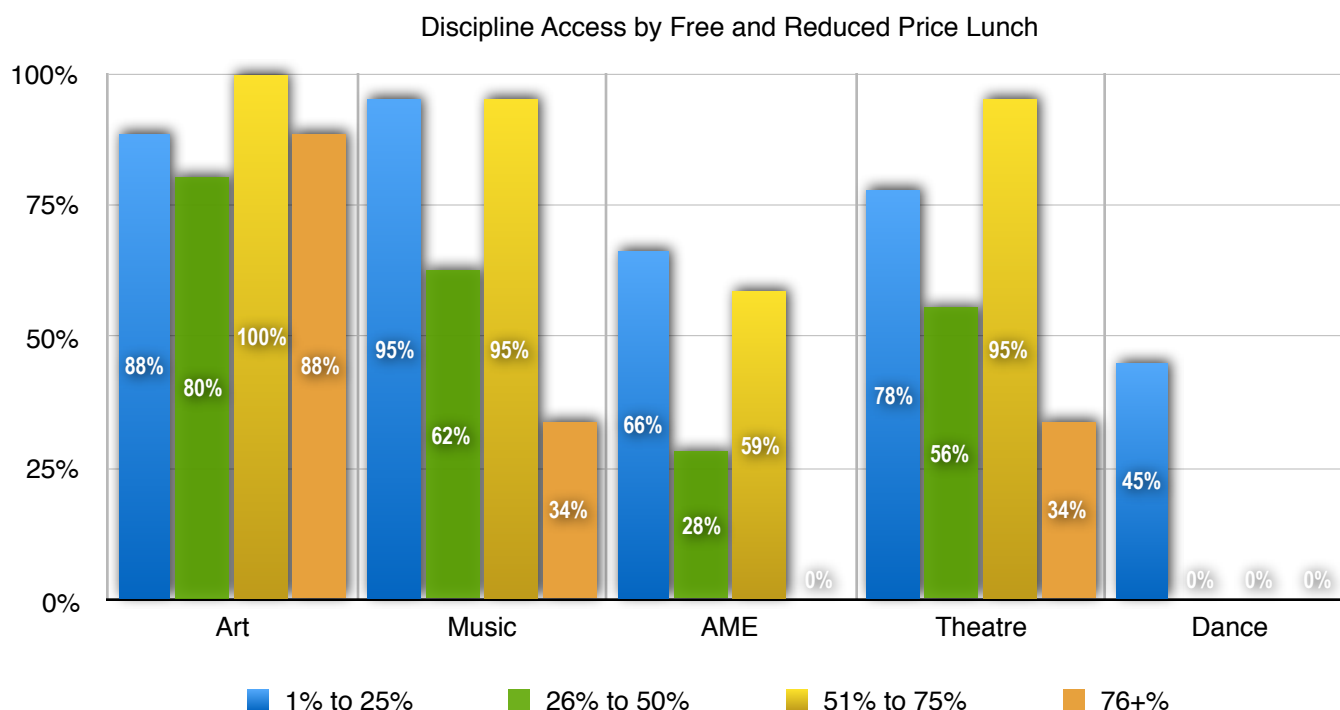
### Free and Reduced Price Lunch

There is a no correlation between the arts access rates, distribution of “no arts” students, and the diversity of course offerings when compared to the percentage of students on Free and Reduced Price Lunch (FRPL). In fact, mid-high poverty schools (FRPL = 51%-75%) have the highest measures on all indicators except the provision of the four required arts disciplines. Mid-low poverty schools (FRPL = 25%-50%) have the lowest measures except for participation. The lowest participation rate in the highest poverty schools (where FRPL = 76%+).

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	97%	90%	31%	7%	10%
25-50%	80%	71%	30%	64%	0%
51-75%	100%	100%	55%	0%	0%
76%+	88%	83%	23%	29%	0%

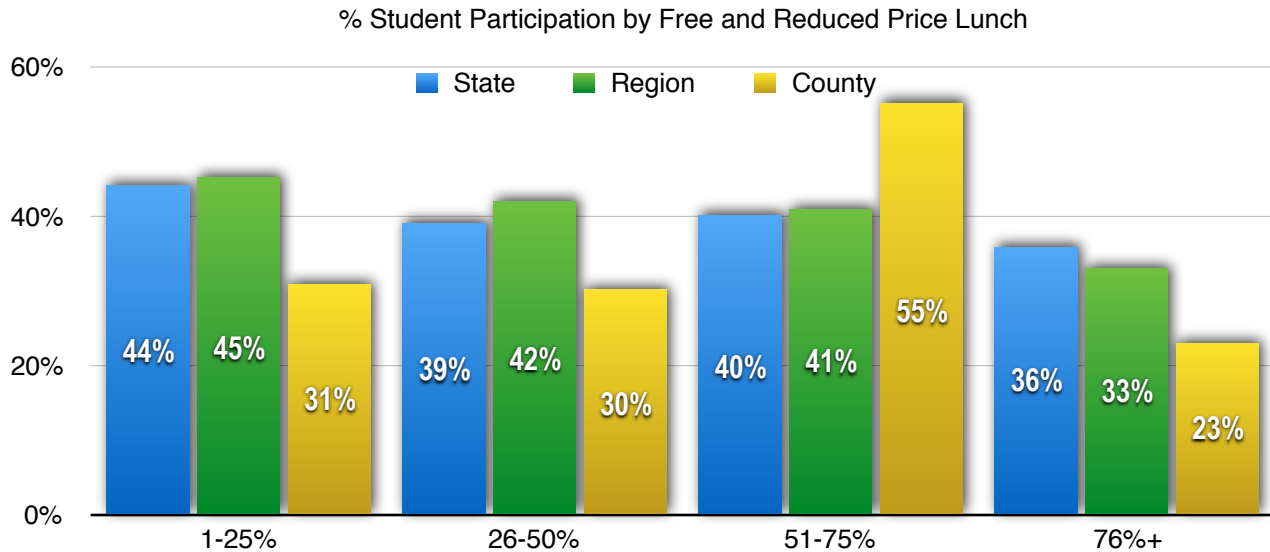
### Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline the same trend is visible. Mid-high poverty schools (FRPL = 51%-75%) have the highest access to Art, Music, and Theatre. The high poverty schools (FRPL = 76%+) have the lowest access to most disciplines. Dance is only offered in the lowest poverty schools (FRPL = 1%-25%).



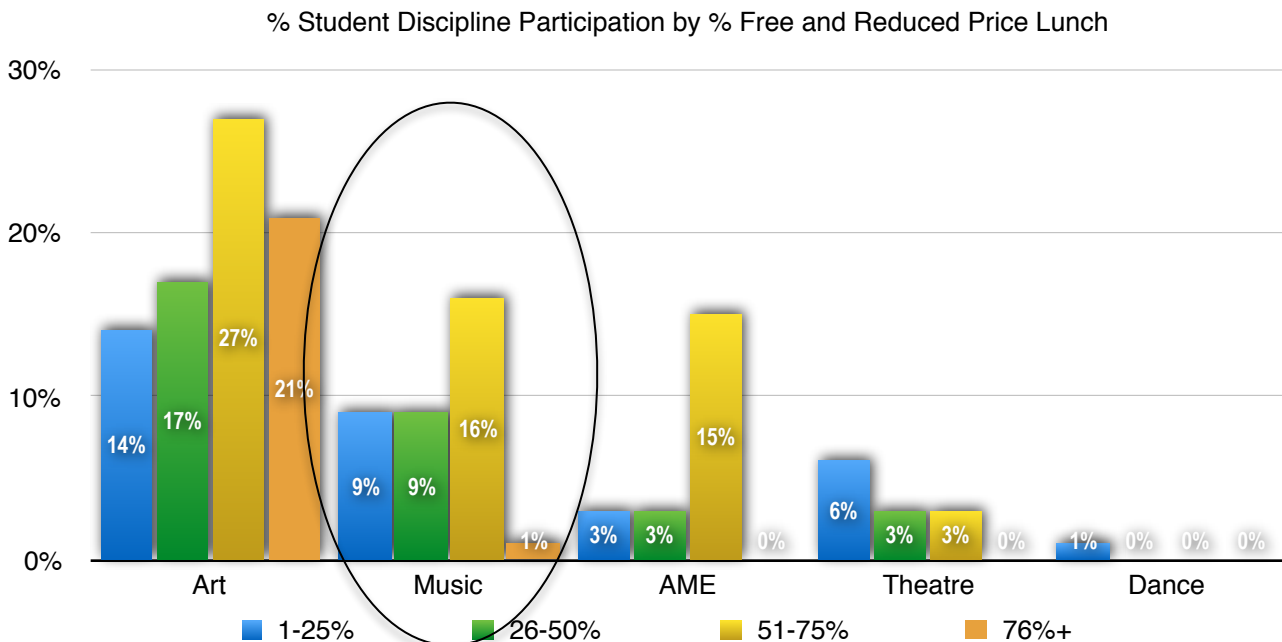
### Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for FRPL in a school increases with the exception of the 51%-75% FRPL schools. They have the highest participation rate. This is contrary to the findings for the state or region. The chart below compares the state and region participation with county participation.



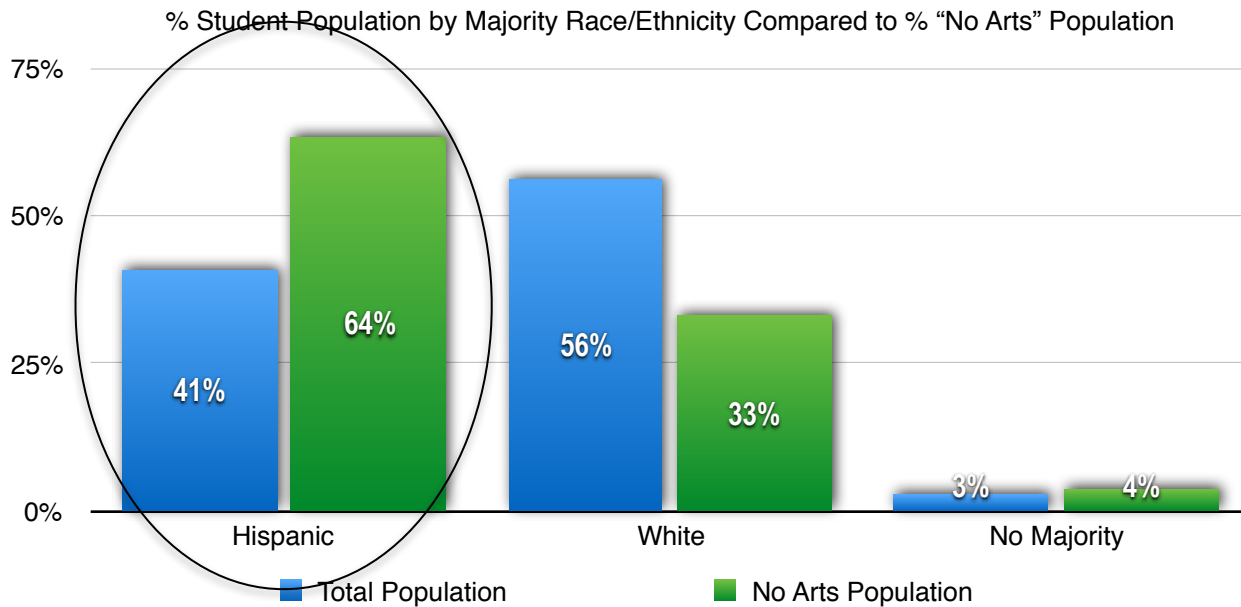
### Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline, low participation is largely centered in Music as the percentage of FRPL students increase. Art participation actually increases as the percentage of FRPL students increases. Participation rates are highest in all disciplines except Dance for the schools in the mid-high poverty category (FRPL = 50%-75%). All of these measures are contrary to state and regional findings.



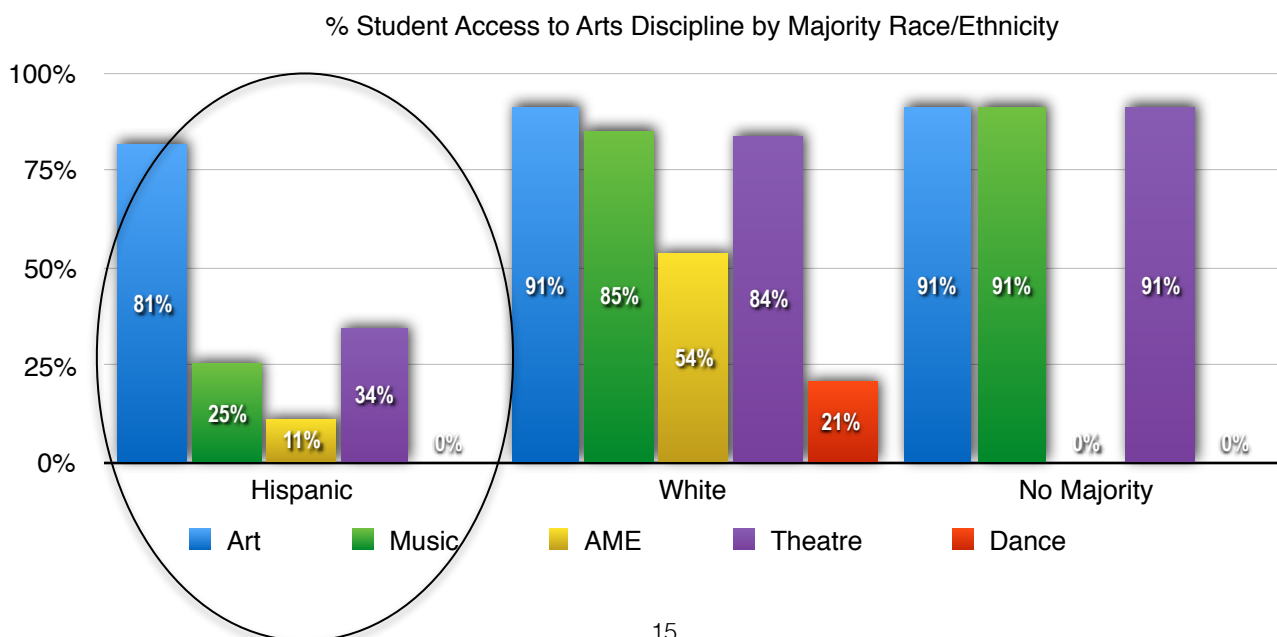
### **Majority Race/Ethnicity and “No Arts” Students**

When analyzing the data based on the majority race/ethnicity of a school, the proportion of “no arts” students is higher where the majority of students in the school are Hispanic when compared to the total student enrollment distribution. (Note: There are no majority African American or Asian schools in the county)



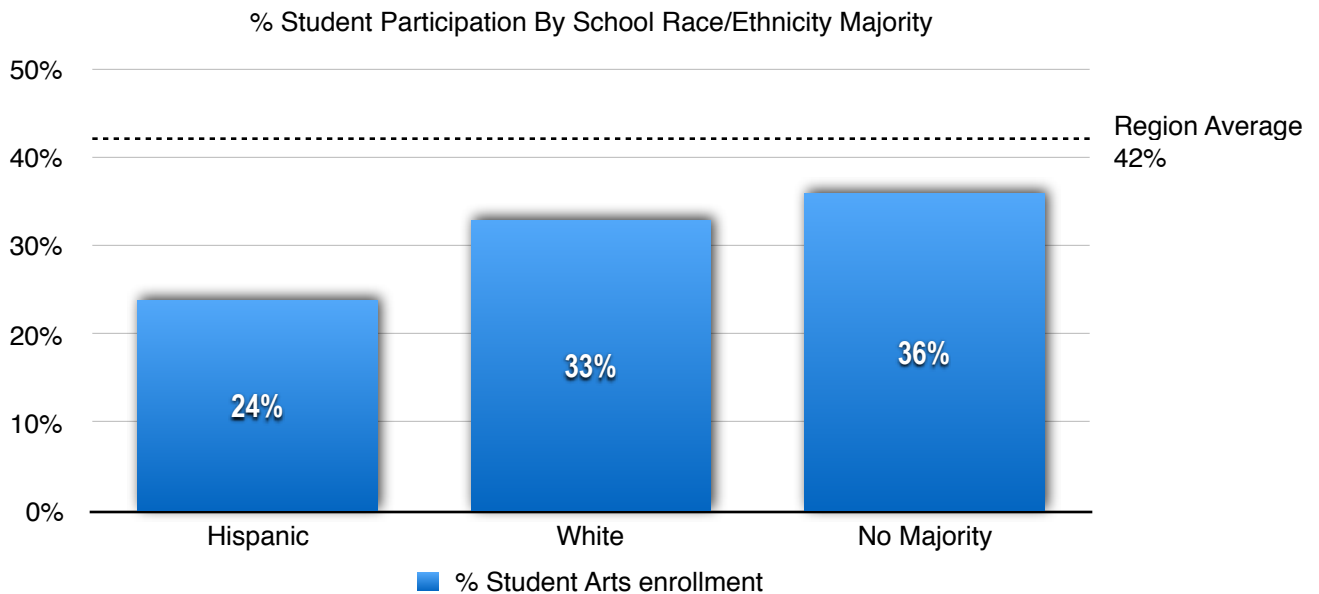
### **Majority Race/Ethnicity Access by Arts Discipline**

When analyzing access by discipline and race/ethnicity there are differences between the groups. Students in schools where the student majority is White or No Majority have greater access to each of the arts disciplines than in schools where the majority is Hispanic.



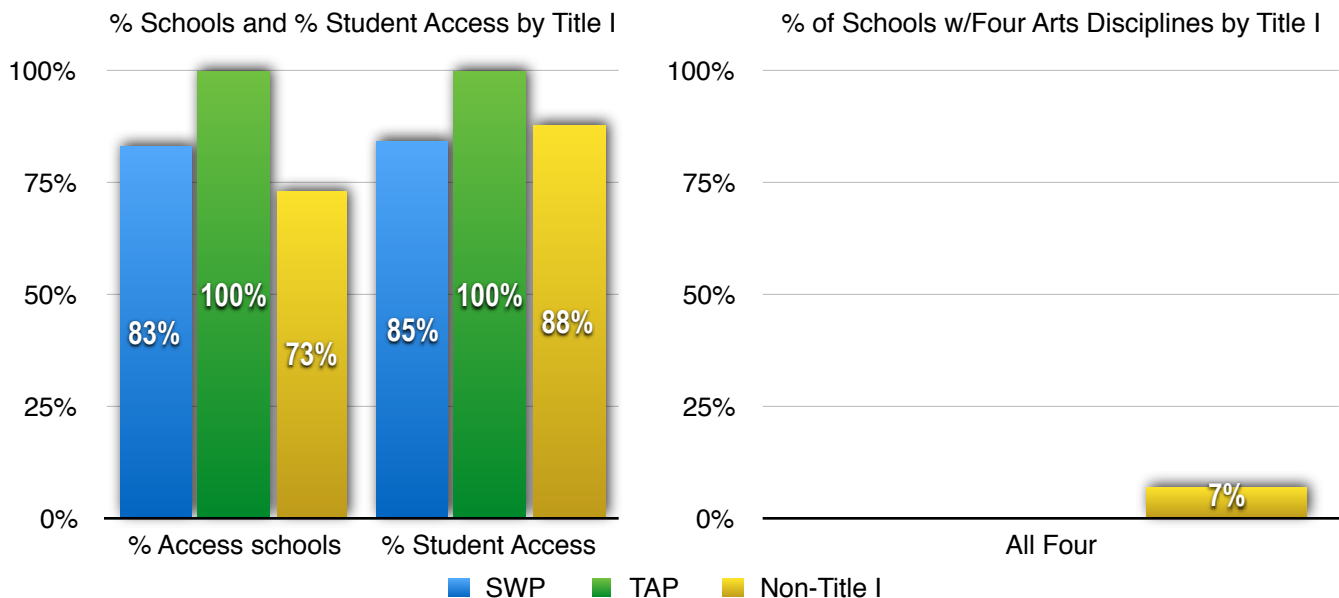
### Arts Participation based on Majority Race/Ethnicity

When analyzing arts participation by the race/ethnicity of a school there are differences between the groups. Students in schools where the student majority is White or No Majority have greater arts participation rates than in schools where the majority is Hispanic. All are below the state and regional averages (the regional averages is represented by the dotted line).



### Title I Schools Arts Access

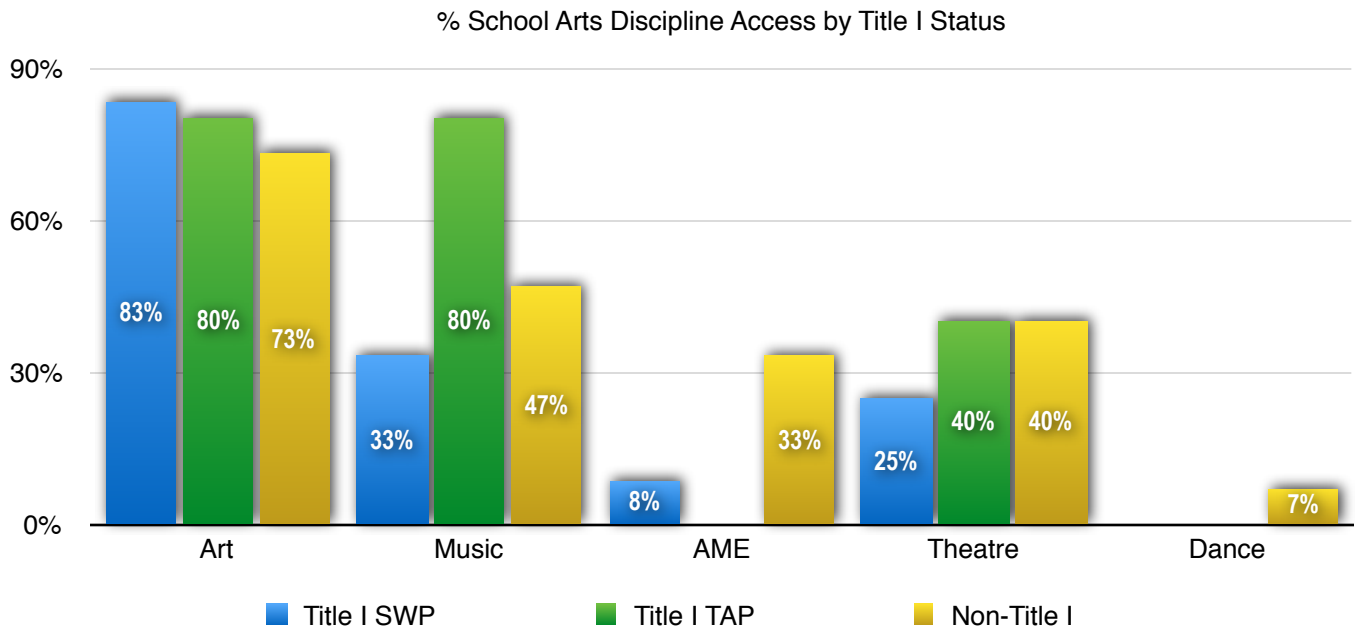
Title I Targeted Assistance Program schools provide greater access to at least some arts disciplines in terms of both schools and students. Non-Title I schools provide the greatest student, school and required arts access. Title I Schoolwide and Non-Title I schools provide similar arts access for schools and students.





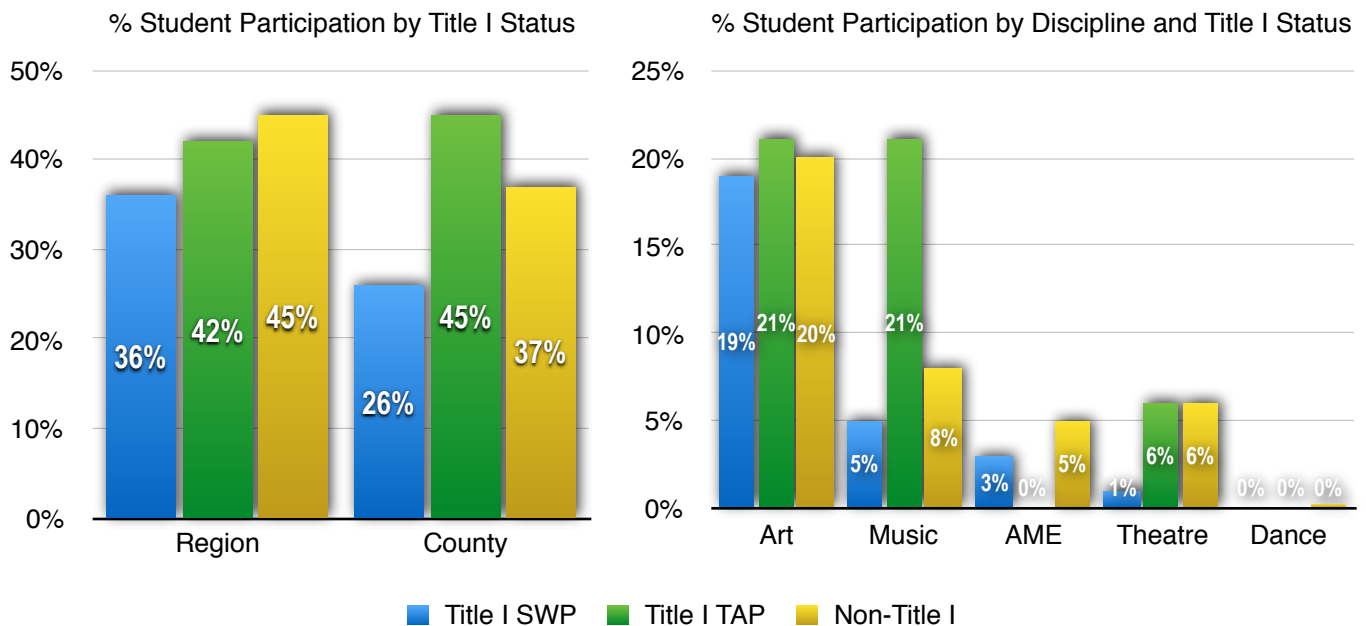
### **Title I Schools Arts Discipline Access**

Non-Title I Schools provide the most diverse access to disciplines. Title I Targeted Assistance Program schools provide the greatest access to Music and Theatre. Title I Schoolwide Program schools provide the greatest access to Art.



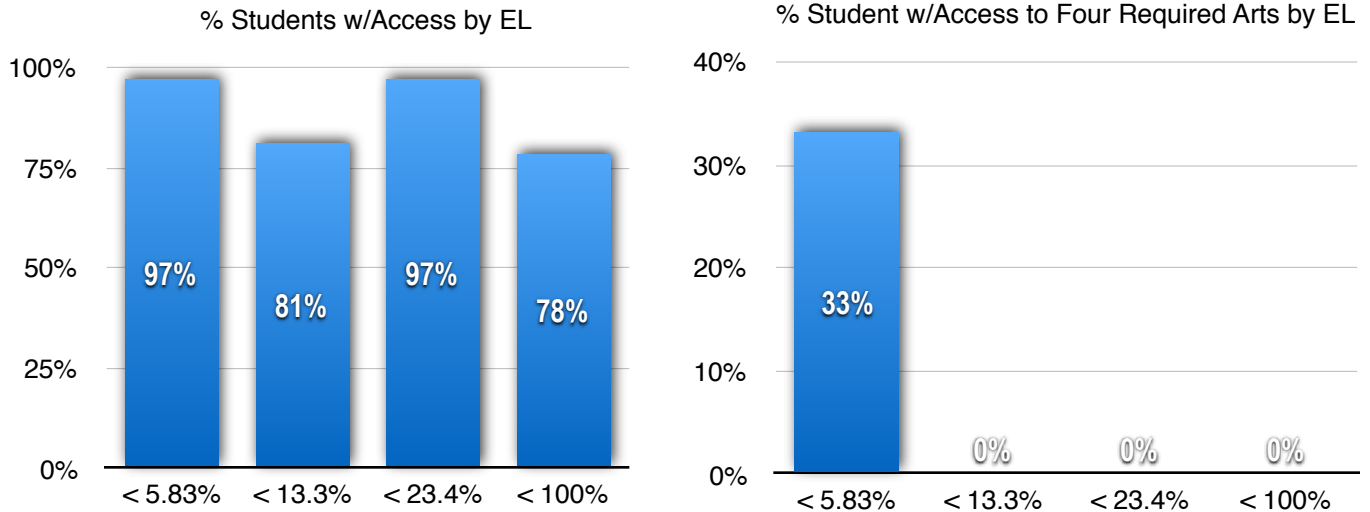
### **Title I Schools Arts Participation**

When examining the overall participation rates there is a difference between Title I Targeted Assistance Program schools and the other categories. When examining participation rates by discipline, Title I Targeted Assistance Program schools have the greatest participation rates (with the exception of AME and Dance).



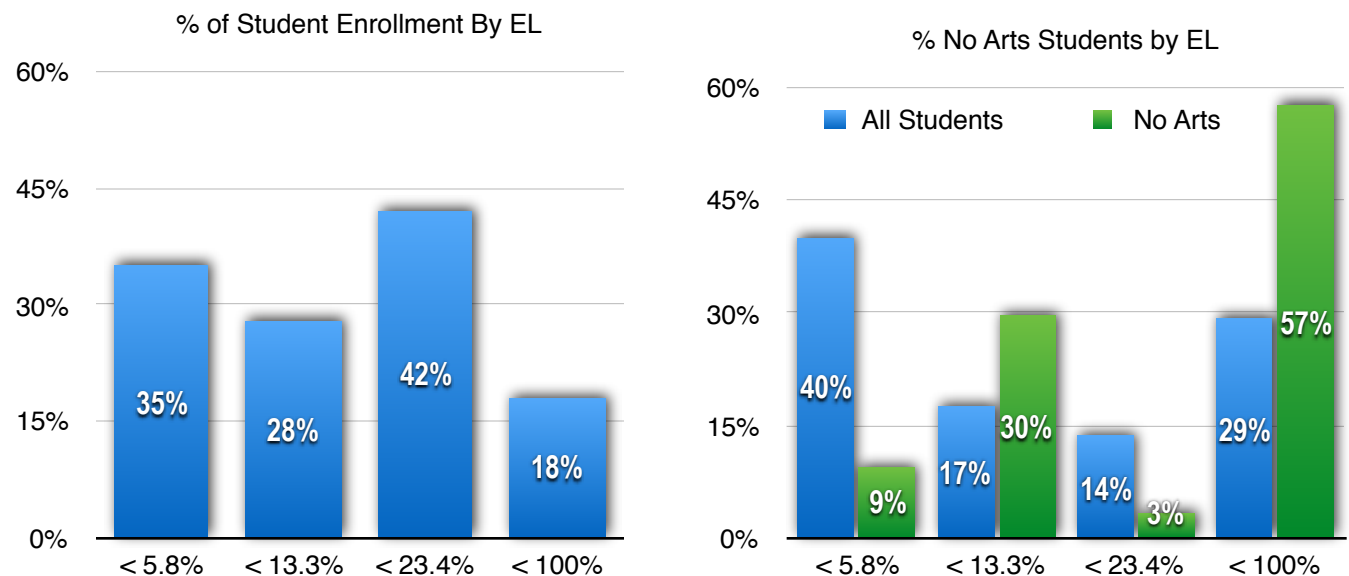
### **English Learners Access**

When comparing access to any arts instruction and access to the four required arts disciplines based on the percentage of students designated as English learners (EL) in a school, the highest percentage of English learners have the lowest the access to both attributes.



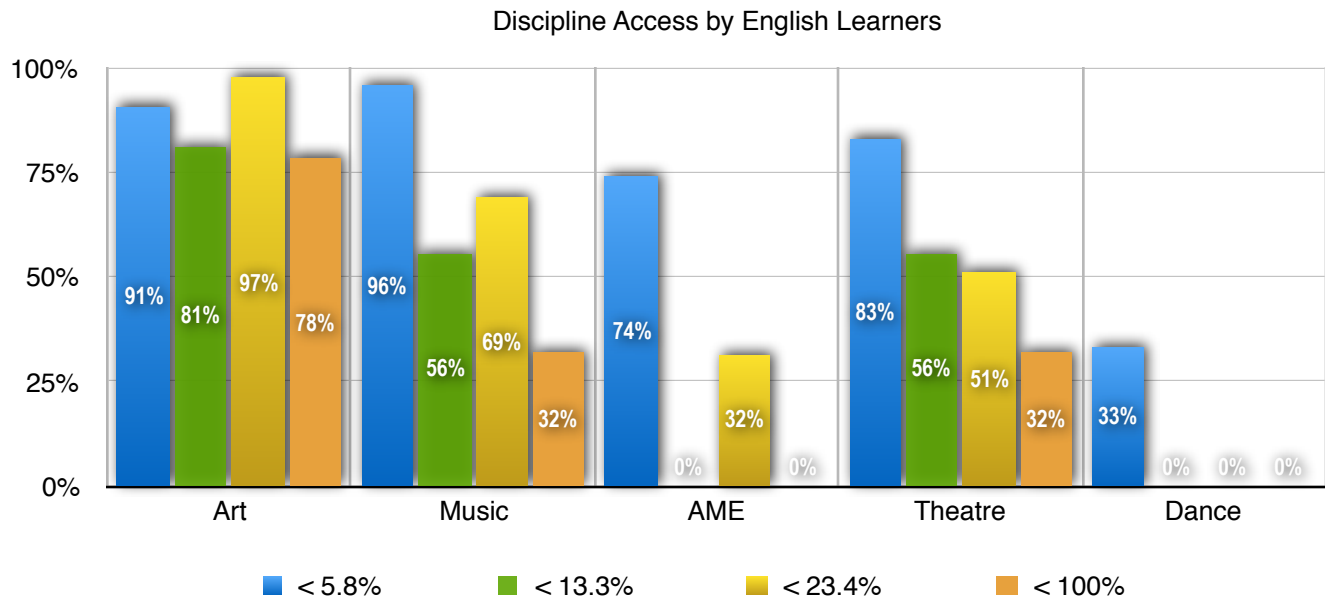
### **English Learners Participation and No Arts**

Schools with the highest percentage of English learners have the lowest rate of arts participation. Schools with the highest percentage of English learners have the greatest concentration of “No Arts” students when compared to the distribution of all students.



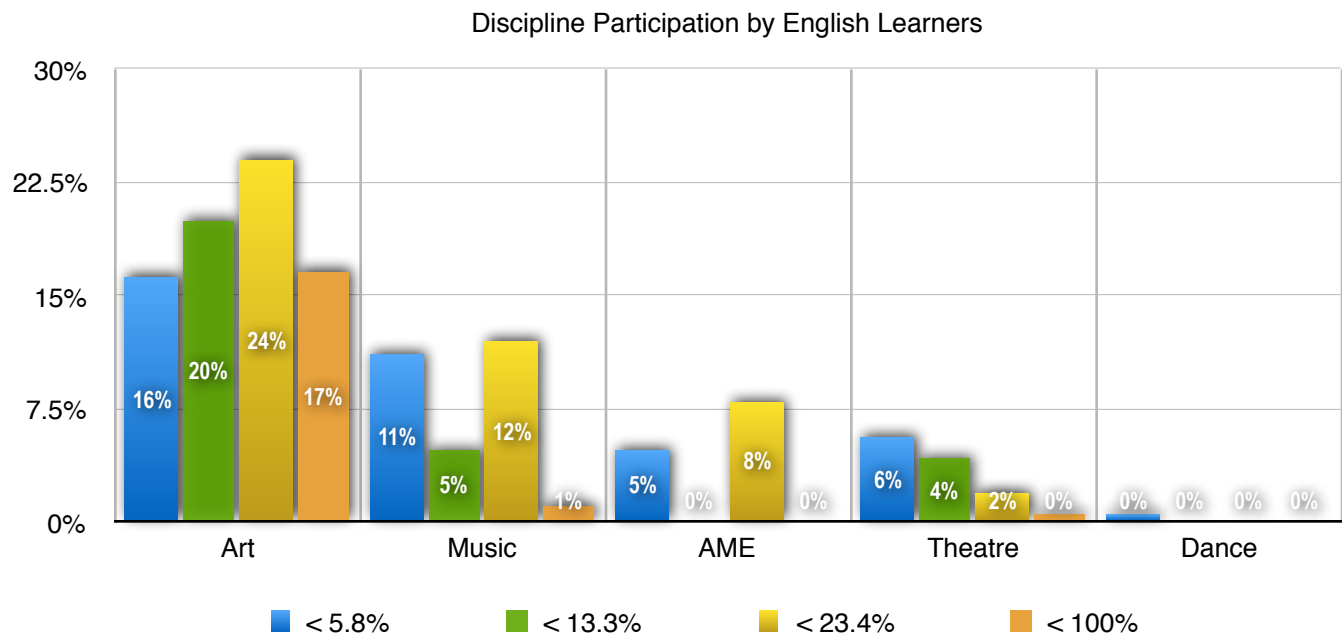
### **Discipline Access by English Learners**

Schools with the highest percentage of English learners have lower access to each of the five arts disciplines when compared to schools with the lowest percentage of English learners.



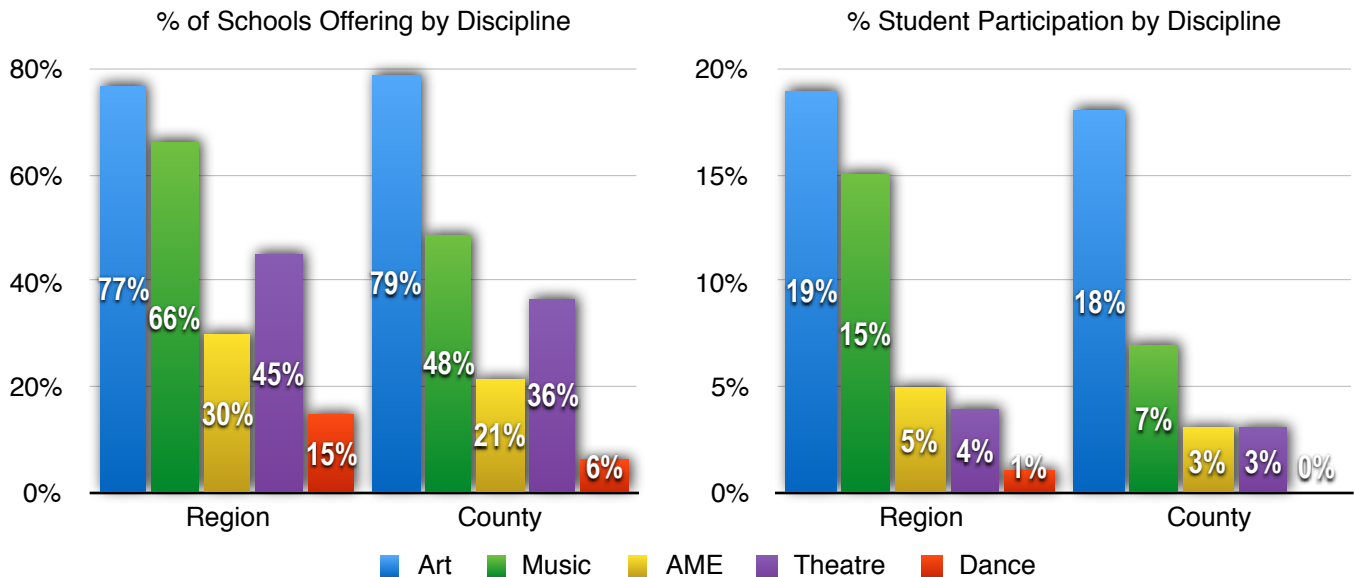
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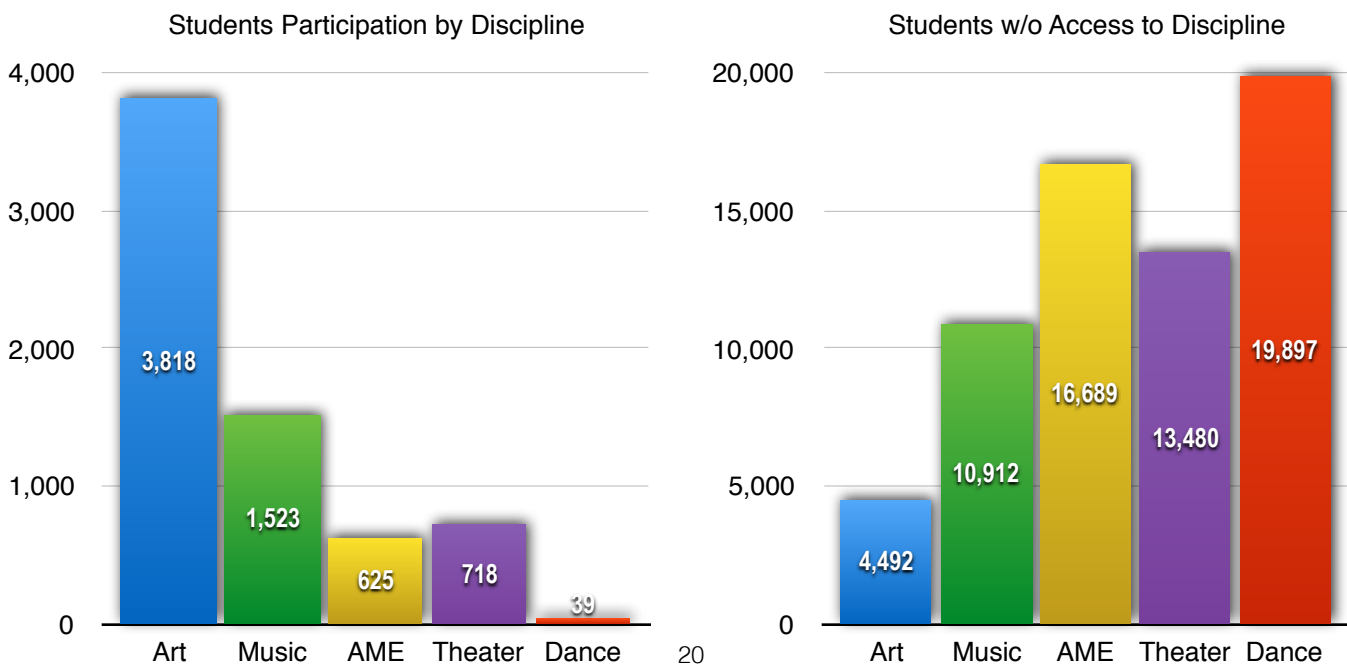
### Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music, leading both of these disciplines to have the highest participation rates (although Music access and participation is well below the state and region measures). Schools are more likely to provide Art or Music than Theatre, AME or Dance, creating unequal learning opportunities in each of the arts disciplines. County access and participation is lower than Region averages across all measures.



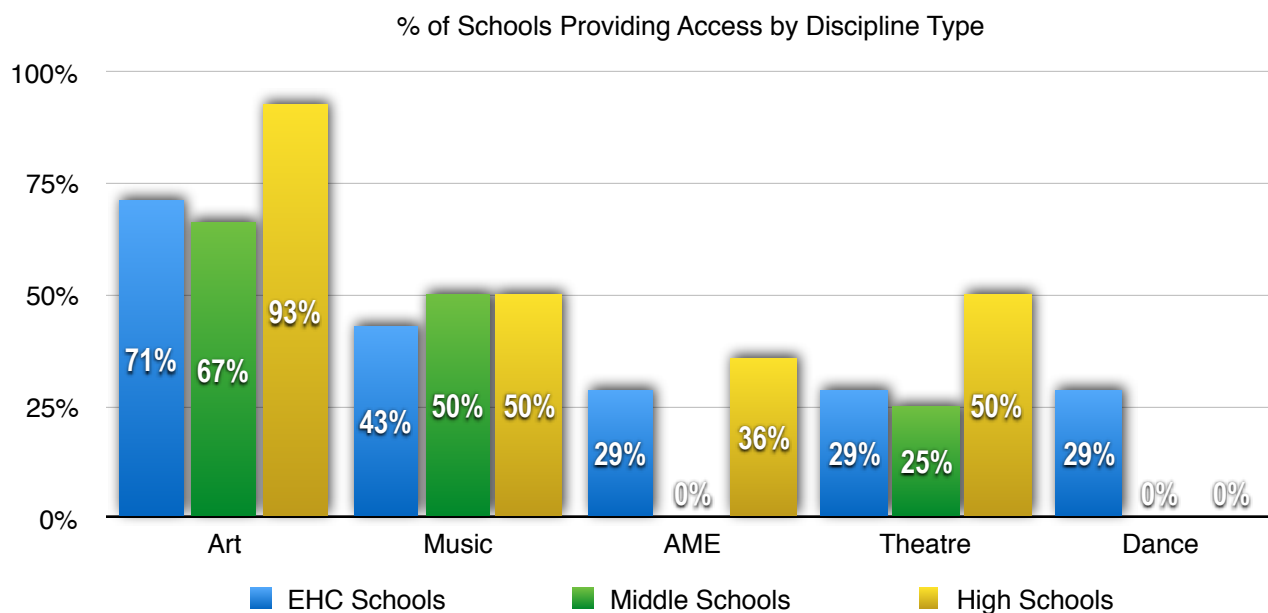
### Overall Arts Discipline Participation

With Music and Art being more widely available, there is greater student enrollment. Likewise, the lack of access to AME, Theatre, and Dance limits student opportunities.



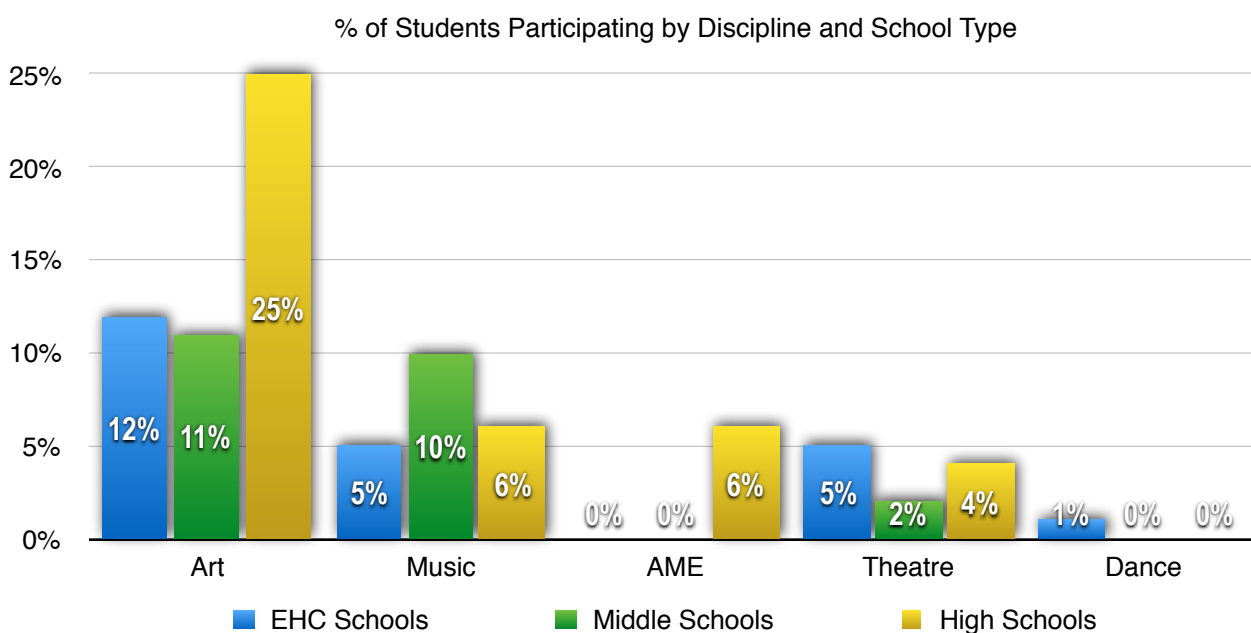
### Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music and Dance. Fifty percent of middle schools and high schools provide access to Music. This is contrary to findings in other states. Usually, access increases with grade level. States where similar data is available report 90% or greater access to Music in high schools. Dance is only available in EHC schools.



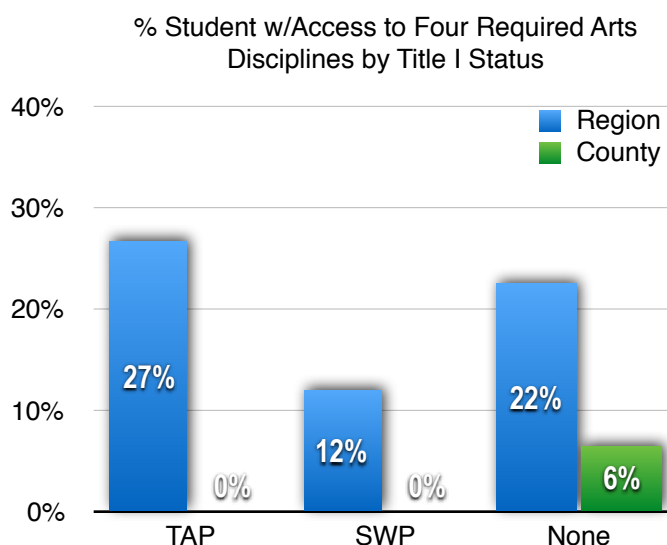
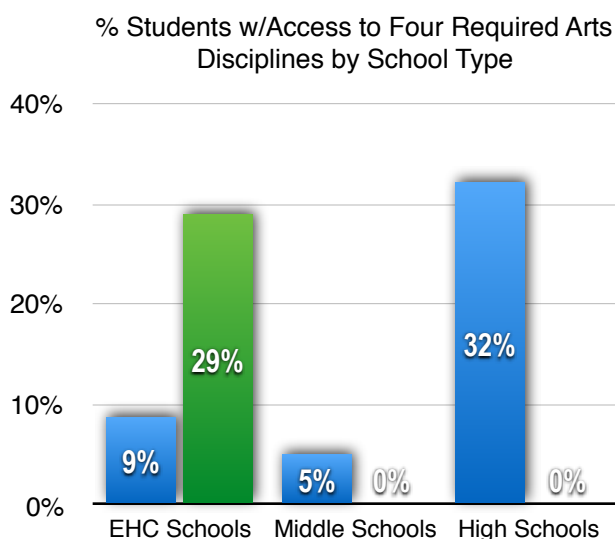
### Arts Discipline Participation by School Type

High schools have the largest total arts participation (39%). Music has the highest percentage of participation in middle schools. All other disciplines have the highest percentage of participation in high schools. Usually, middle schools will have higher participation rates than high schools.



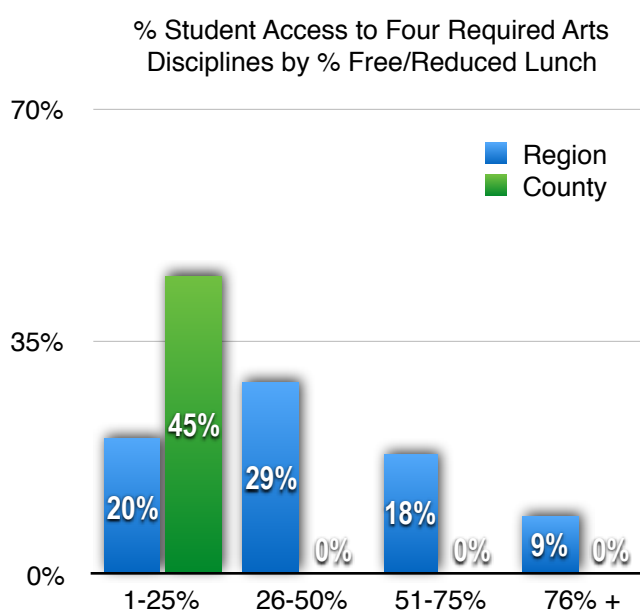
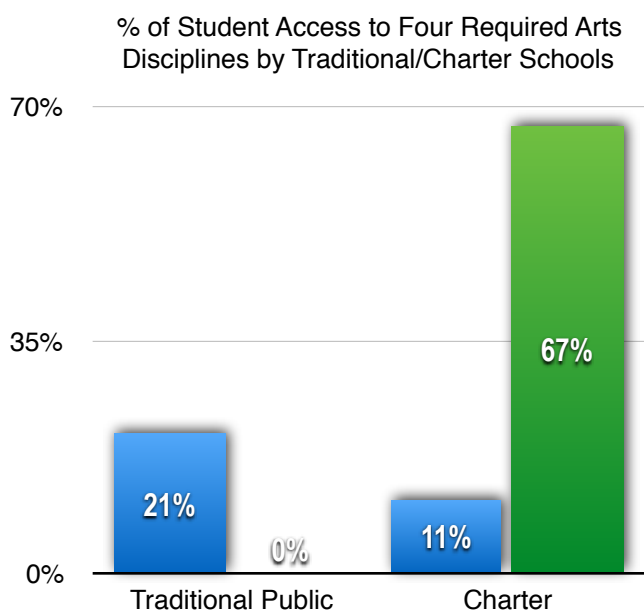
### Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 6% of schools meet this requirement (providing access for 13% of students). The charts below explore different attributes based on the percentage of student access to all four required arts disciplines. Students attending ECH schools and students in Non-Title I Schools have greater access to the four required arts disciplines. The other categories do not provide access to all four required disciplines. All four charts compare the region with the county measures.



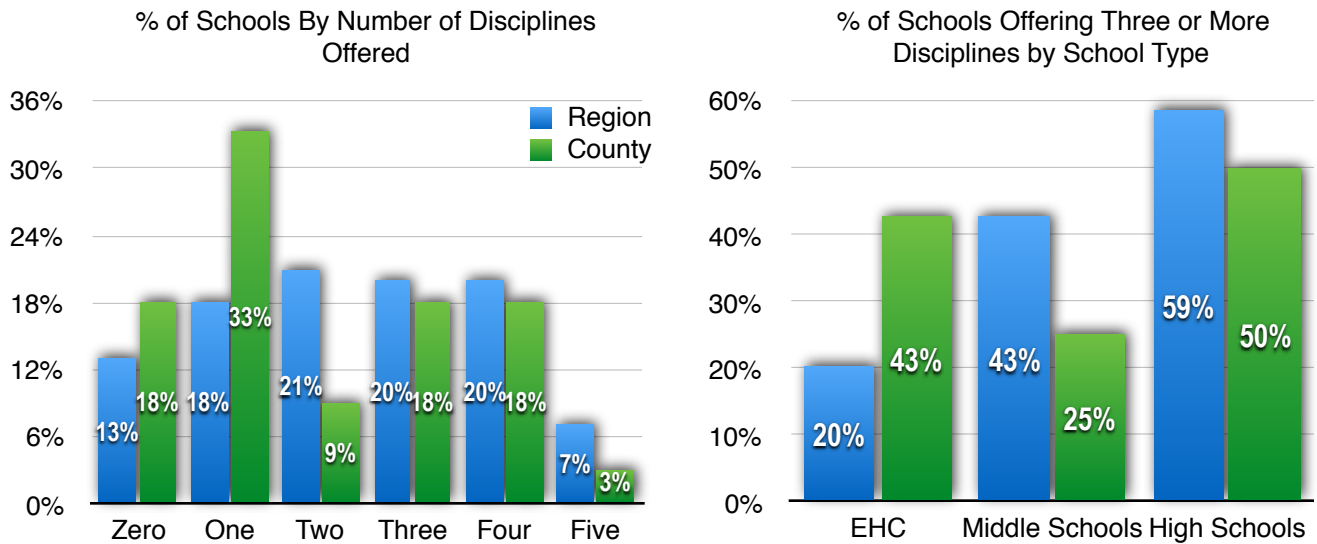
### Four Required Arts Disciplines by School

Students attending charter schools have greater access to all four disciplines than students attending traditional public schools. This contrasts with the state averages where the numbers between public and charter schools are similar. Only students in the lowest percentage FRPL schools provide access to all four disciplines.

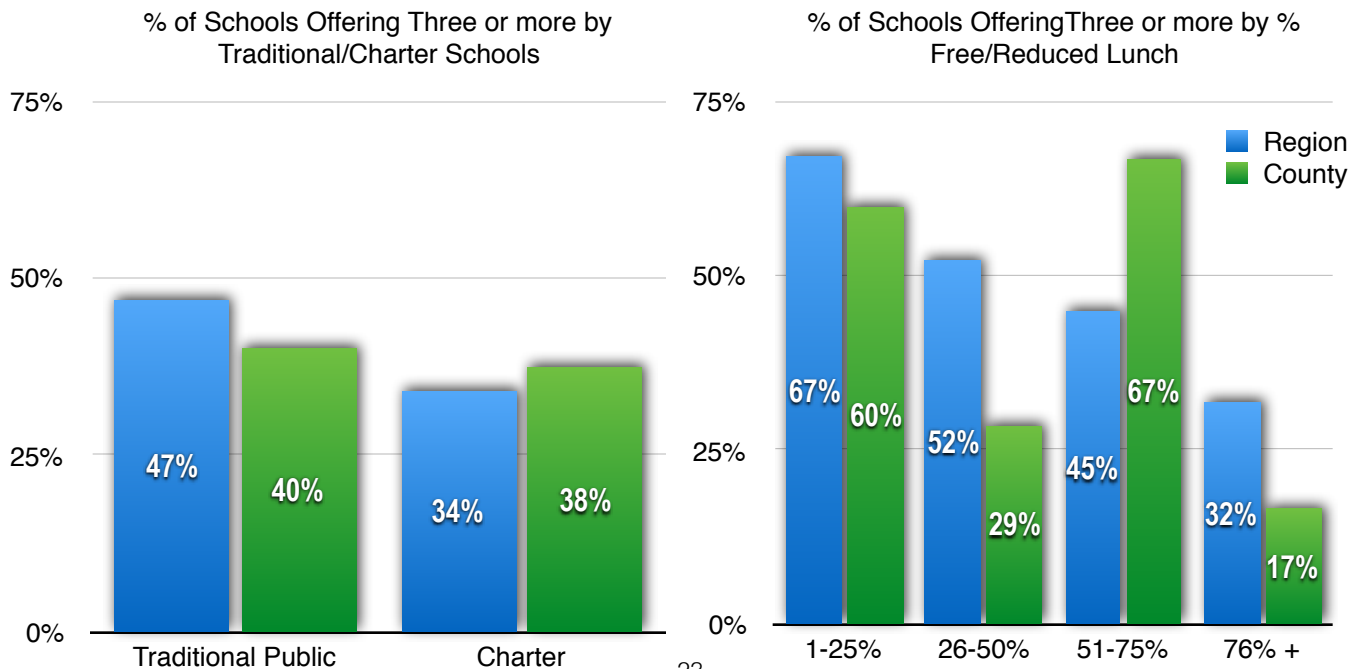


## Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. More than half of schools in the county (60%) offer fewer than three arts disciplines as compared to 52% for the region. High schools are more likely than any other school type to provide three or more arts disciplines. All four charts compare the region with the county measures. County measures are below the region measures across the board.



Students attending traditional public schools, as well as schools where the percentage of students qualifying for Free and Reduced Price Lunch are in the low and mid-high categories, are more likely to have access to three or more arts disciplines.



### Top Courses by Discipline

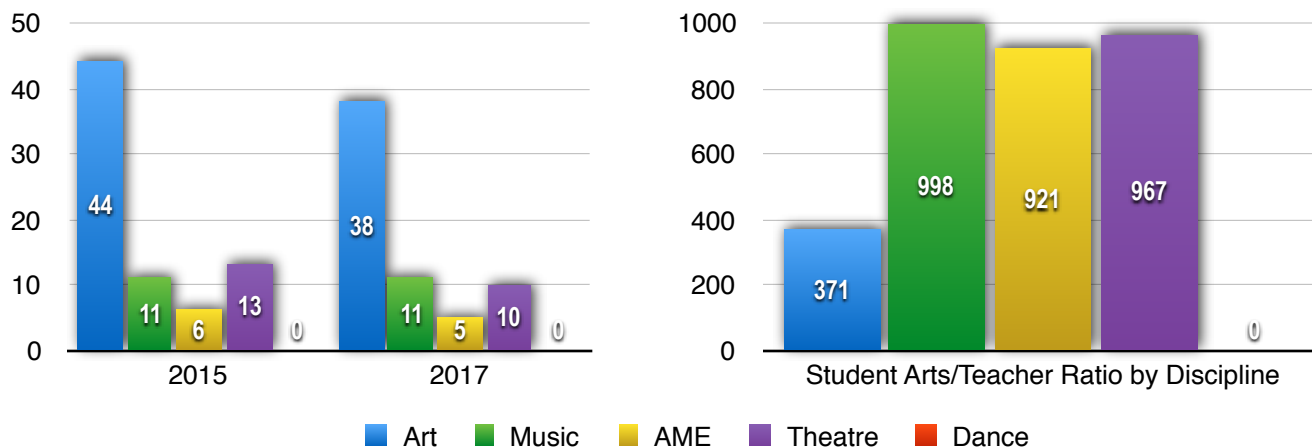
Listed in the table below are the top arts courses by discipline based on a) presence in schools offering the discipline and b) the percentage of students participating based on student enrollment in across the entire discipline. For example, 79% of schools offer art with 18% of students participating. Within Art, the course Other Art Course is available in 50% of all schools that offer Art with 16% of all Art students participating in the course.

Course	% of Schools Offering Discipline	% of Students within Discipline
<b>Art (79% of Schools, 18% of Students)</b>		
Other Art Course	50%	16%
Art Appreciation (secondary)	42%	26%
Ceramics	31%	18%
<b>AME (21% of Schools, 3% of Students)</b>		
Other Arts, Media and Entertainment	86%	26%
<b>Dance (6% of Schools, 0.5% of Students)</b>		
Dance, Movement, & Rhythmic Fund (Secondary)	100%	62%
Other Dance Course	50%	28%
Dance Choreography	50%	31%
<b>Music (48% of Schools, 7% of Students)</b>		
Chorus/Choir/Vocal Ensemble	71%	24%
Band	59%	46%
Instrumental Music Lessons	24%	15%
Instrumental Ensemble	18%	5%
General/Exploratory Music	12%	3%
<b>Theatre (36% of Schools, 3% of Students)</b>		
Theatre/Play Production (secondary)	75%	41%
Media/Film/Video/Television	33%	15%

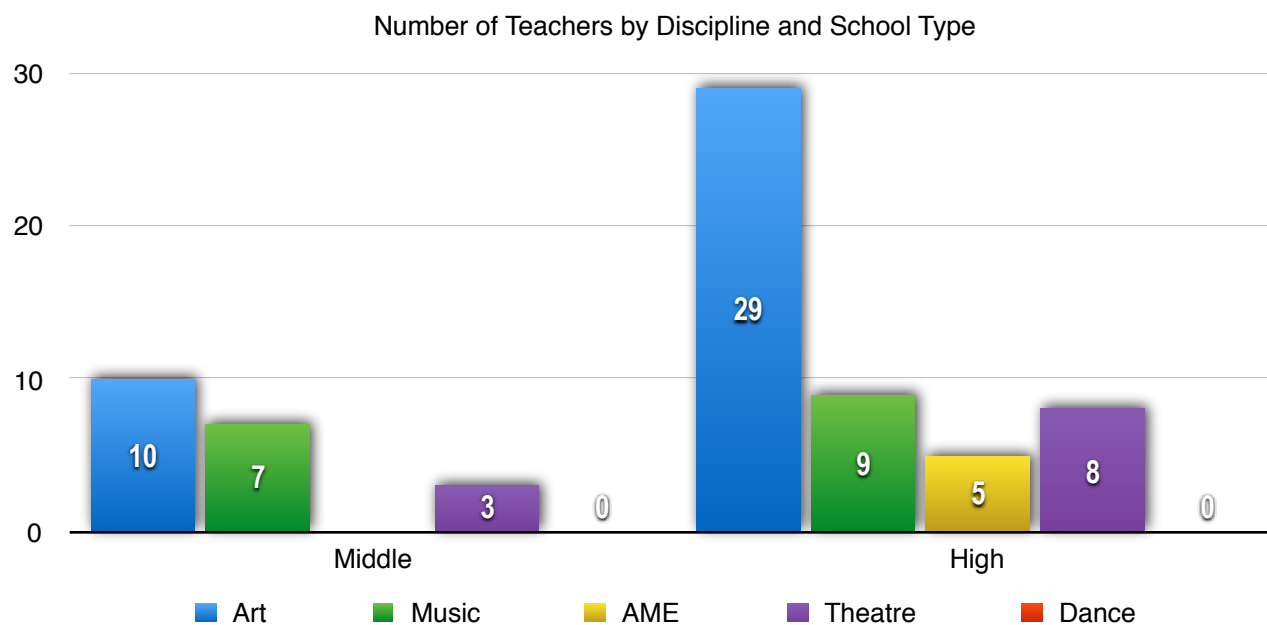


## Arts Educators

There are 64 arts educators teaching in traditional public schools covered in this report - a decrease from 74 teachers in 2015 (charter schools are excluded). In the chart showing the teachers by discipline, note that a teacher may be counted in more than one discipline. The overall student/arts teacher ratio is 292 to 1 (compared to 225 to 1 for the state). The chart on the right highlights the student/arts teacher ratio for each discipline. A lower ratio is preferable. All ratios are higher than the state or regional ratio for each discipline except Art.

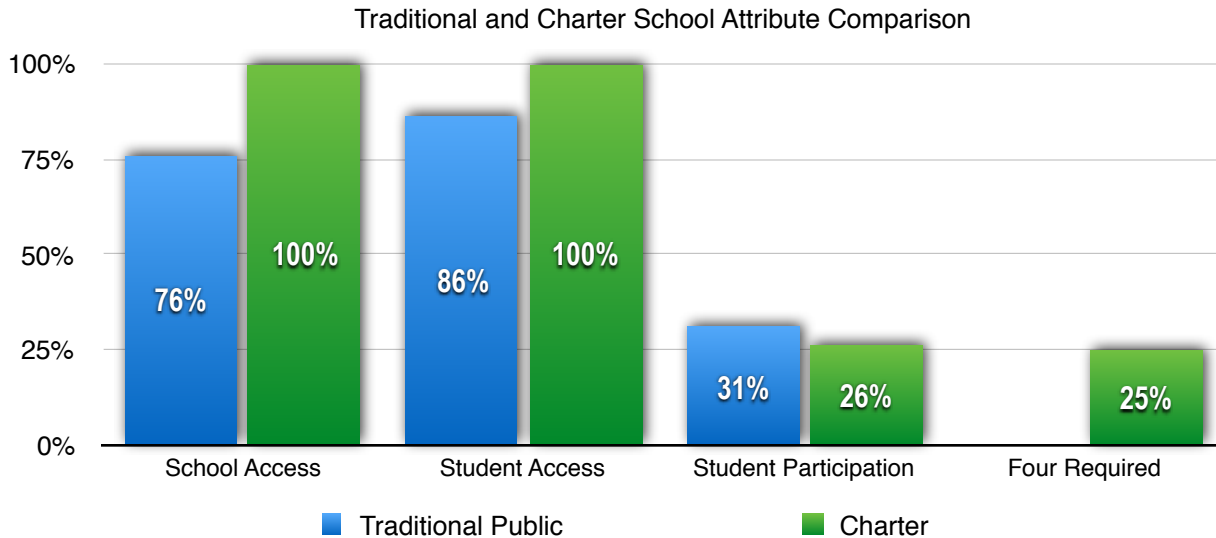


The number of teachers dedicated to arts education across all disciplines is far greater at the high school level than at in middle school levels. Elementary high school combination schools are excluded from this chart since they are all charter schools.



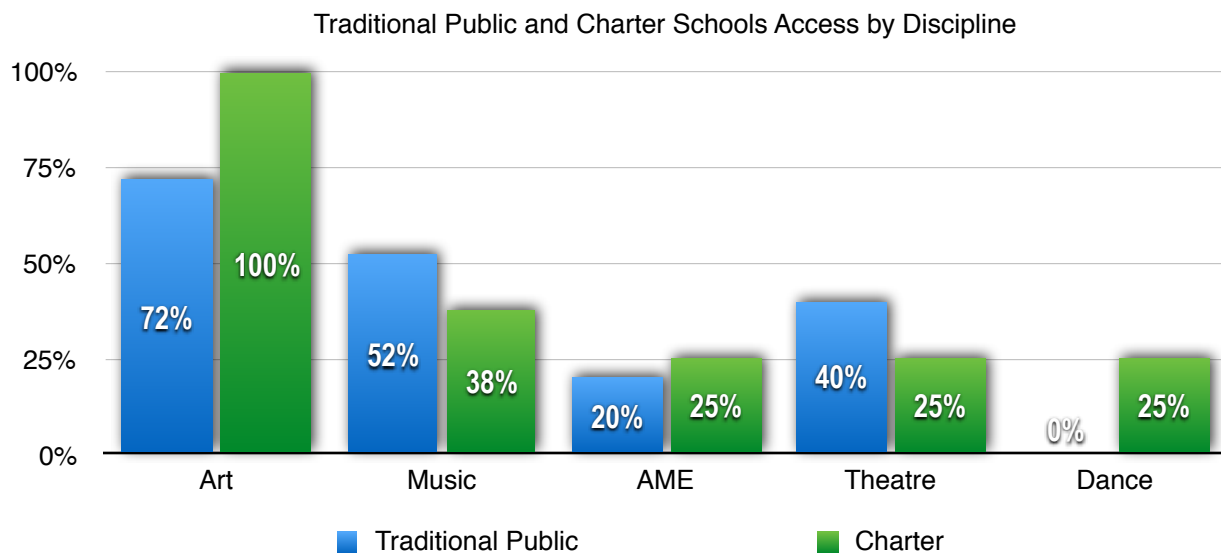
### **Traditional Public/Charter Schools**

Charter schools perform better than traditional public schools across most arts measures. One hundred percent of all charter schools provide arts instruction as compared to 76% for public schools. When looking at student access, 100% of traditional charter school students have access versus 86% for public students. Student participation rates show a slight disparity, with 31% of traditional public school students participating in the arts as compared to 26% for charter school students (both are below the state and region measures). Only 6% of charter schools and no public schools offer the four required arts disciplines (compare to 12% and 6% respectively for the region).



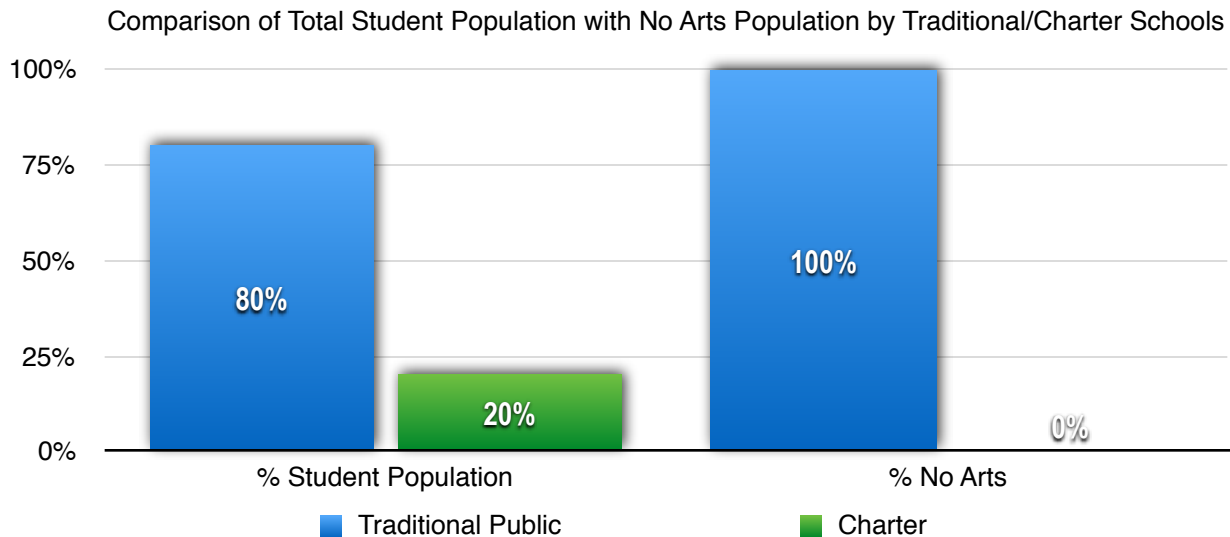
### **Traditional/Charter Schools Access by discipline**

When exploring access by specific discipline between traditional public schools and charter schools there are large differences. Art, AME, and Dance are more prevalent in charter schools while Music and Theatre have a greater presence in public schools.



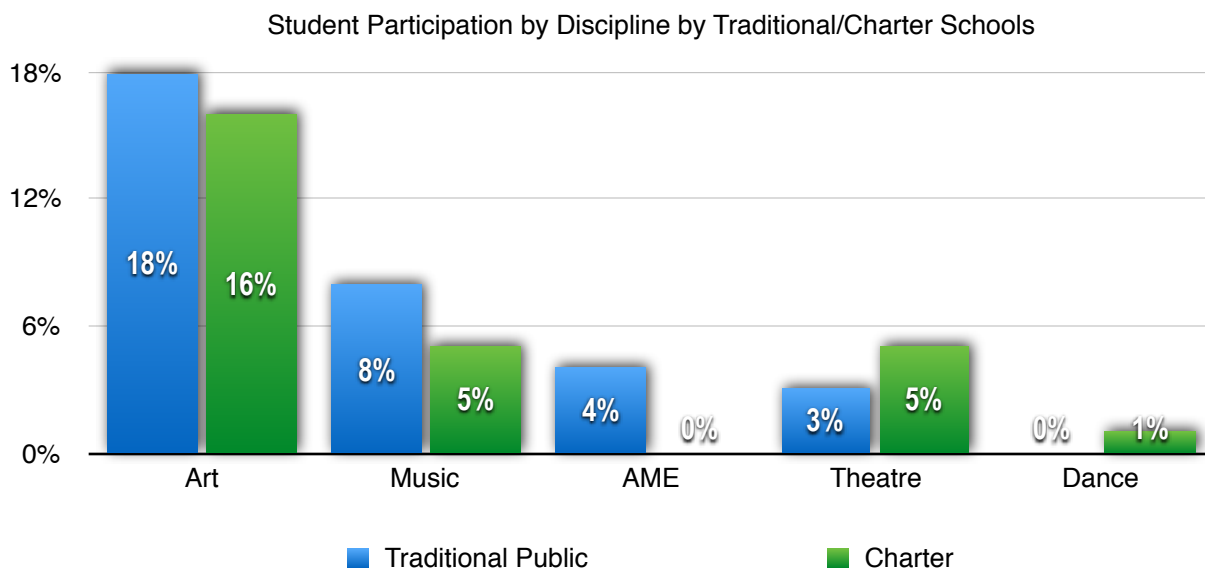
### **Traditional/Charter Schools No Arts**

Although public schools represent about 80% of the overall student population, 100% of all students without access to any arts attend public schools. At the region level, public schools represent 91% of the overall student population and 60% of all students without access to any arts.



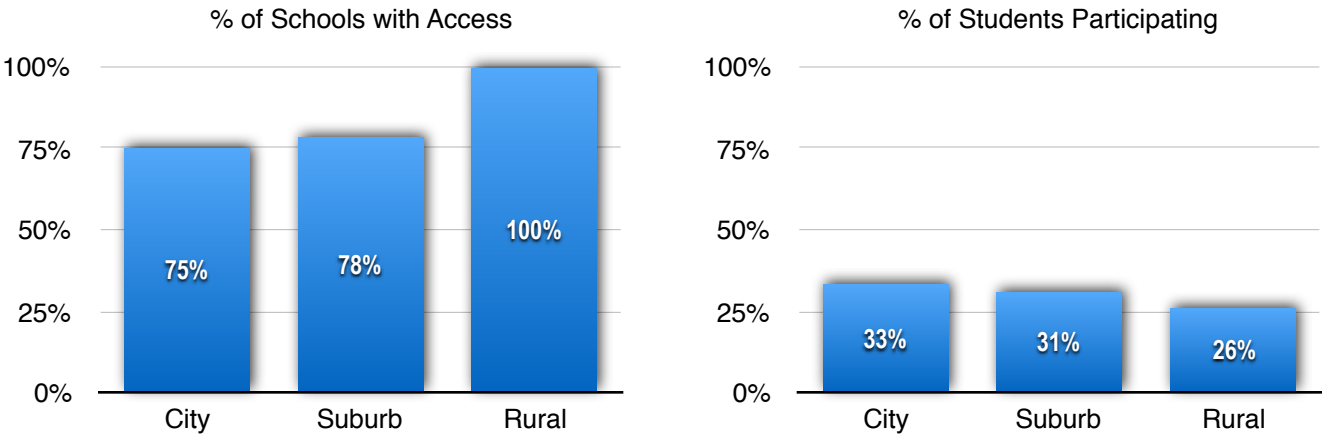
### **Traditional/Charter Schools Participation**

Where an arts discipline is available, the participation rates vary between traditional public and charter schools with the exception of Theatre. Theatre and Dance enrollment in charter schools exceeds the enrollment in public schools. Enrollment in Art, Music, and AME have greater participation in traditional public schools.



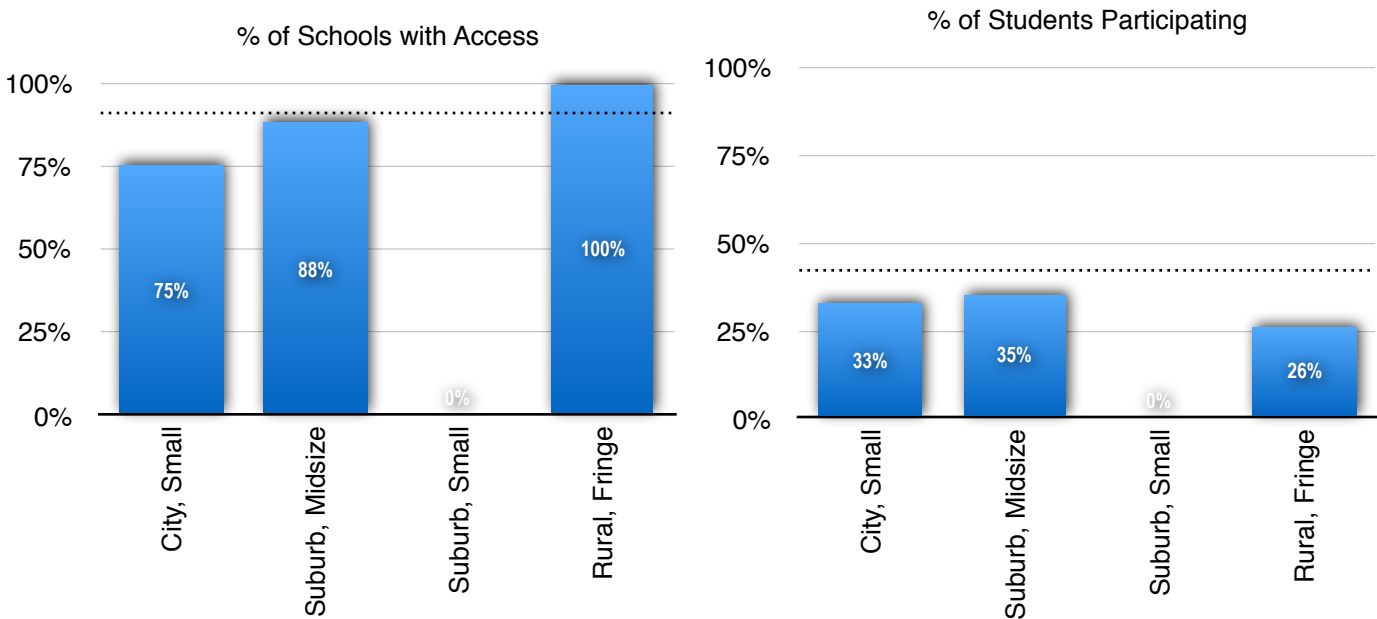
**Major Locale Code Arts Access and Participation**

Locale codes provide a way to look at arts access and participation rates through a school's location in reference to a geographic center. Schools in the Rural classifications provide greater access than schools in the City classification. Student participation declines across the classifications.



**Locale Code Subcategories and Arts Access and Participation**

When exploring the subcategories of the locale codes, access level tracks with the major locale codes although there are greater variations in the student participation. “Rural, Fringe” has the least access of all areas. All other subcategories have access and participation rates below the region averages (represented by the dotted line).



### **Santa Cruz County District Comparison**

The table below contains key measures for comparison across the 19 districts in Santa Cruz County. The top measure in each area is highlighted in green. The lowest measure in each area is highlighted in red.

County	Student Access	School Access	Student Access Four	School Access Four	% No Arts	% Sch Access Art	% Sch Access Music	% Sch Access AME	% Sch Access Theatre	% Sch Access Dance	% Arts Participation
Live Oak Elementary	100%	100%			0%	100%	50%		50%		59%
Loma Prieta Joint Union Elementary	100%	100%			0%	100%	100%				75%
Pajaro Valley Unified	78%	75%			22%	75%	17%		17%		21%
San Lorenzo Valley Unified	100%	100%	60%	25%	0%	100%	100%	75%	75%	25%	21%
Santa Cruz City High	95%	78%			5%	78%	56%	33%	44%		45%
Santa Cruz County Office Of Education	87%	50%	87%	50%	13%	50%	50%		50%	50%	70%
Scotts Valley Unified	100%	100%			0%	50%	100%	50%	50%		32%
Soquel Union Elementary	100%	100%			0%	100%					18%
<b>Total</b>	<b>89%</b>	<b>82%</b>	<b>13%</b>	<b>6%</b>	<b>11%</b>	<b>79%</b>	<b>49%</b>	<b>21%</b>	<b>36%</b>	<b>6%</b>	<b>30%</b>

## Appendix A

### Free and Reduced Price Lunch

The percentage of students eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those from families with incomes that are between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

In this indicator, public schools (including both traditional and charter) are divided into categories by FRPL eligibility.

High-poverty schools are defined as public schools where more than 75.0 percent of the students are eligible for FRPL

Mid-high poverty schools are those schools where 50.1 to 75.0 percent of the students are eligible for FRPL

Mid-low poverty schools are those schools where 25.1 to 50.0 percent of the students are eligible for FRPL

Low-poverty schools are defined as public schools where 25.0 percent or less of the students are eligible for FRPL

% Free or Reduced Lunch	Number of Schools	% of Schools	Number of Students	% of Students
1% to 25%	10	30%	6,261	30%
26% to 50%	14	42%	7,539	36%
51% to 75%	3	9%	1,535	7%
75% or more	6	18%	5,846	28%

Source: NCES, The Condition of Education [http://nces.ed.gov/programs/coe/indicator\\_clb.asp](http://nces.ed.gov/programs/coe/indicator_clb.asp)

## Appendix B

### Title I Schools

Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards.

Title I Schoolwide Program (SWP) - Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

Title I Targeted Assistance Program (TAP) - Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards.

Non-Title I Schools - This designation applies to schools that are not eligible for either Title I Schoolwide Program (SWP) or Title I Targeted Assistance Program (TAS )

Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.

<b>Title I Category</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
<u>Eligible</u> for Title I Targeted Assistance (TAP)	5	15.63%	1,958	10%
<u>Eligible</u> for Title I Schoolwide program (SWP)	12	37.50%	8,716	46%
<u>Not Eligible</u> for either (TAS) or (SWP)	15	46.88%	8,220	44%

## Appendix C

### English Learners

For this series of reports, a measure was created to identify any correlational relationship between the percentage of a school's student population identified by the state of California as English learners across various arts education measures using data provided by the California Department of Education.

To create this measure, all schools in the 11 county region that comprise the San Francisco Bay Area Region were distributed into quartiles from the lowest to the highest percentage of English learners. Each school was then assigned the quartile for the region. The quartiles created are:

< 5.8% = Schools with 5.8% or less of the student population identified as English learners.

< 13.3% = Schools with 13.3% or less of the student population identified as English learners.

< 23.4% = Schools with 23.4% or less of the student population identified as English learners.

< 100% = Schools with 100% or less of the student population identified as English learners.

Below is the distribution of schools and students, by English learner category, for this report:

<b>% Free or Reduced Lunch</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
< 5.8%	13	39%	8,464	40%
< 13.3%	6	18%	3,694	17%
< 23.4%	7	21%	2,859	13%
< 100%	7	21%	6,164	29%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>	<b>21,181</b>	<b>100%</b>



## Appendix D

### New Urban-Centric Locale Codes

“Locale codes” are derived from a classification system originally developed by NCES in the 1980’s to describe a school’s location ranging from “large city” to “rural”

Locale codes are a measure of geographic status on an urban continuum that ranges from “large city” to “rural.” The new locale codes used for analysis in this report incorporate changes in the way rural areas are defined, in agreement with geographic standards used in the 2000 decennial Census.

The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Locale Code	Locale Code Description
11 - City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
21 - Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
31 - Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42 - Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43 - Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

## Appendix E

### Course Codes and Course Code Descriptions

The state of California has established a series of course codes and course definitions for each of the arts disciplines (Dance, Music, Theatre, Visual Arts and Arts, Media and Entertainment (AME). The complete list of course codes and definitions may be located at the Create CA website by going to the following address:

**<http://bit.ly/2dkCiMH>**

## Arts Education Data Project Partners



## National Funders of the Arts Education Data Project



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