



Contra Costa 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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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.

Contra Costa County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	16	15.2%	3,856	4.1%
Middle/Junior High	44	41.9%	36,041	38.5%
High School	45	42.9%	53,658	57.4%
Totals	105	100%	93,555	100%

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: Contra Costa County Arts Education Data Project

- ❖ Although most students (98.2%) have access to arts instruction, only 24% of students have access to the four arts disciplines as required by state education code. These are both **above** the region measures of 96.1% and 21% respectively.
- ❖ Forty-three percent of all students participated in at least one arts education course. This represents more than 40,000 students and is **above** both the state and region measures of 39% and 42% respectively.
- ❖ Participation in Art (18% - third lowest in the region) and Music (16%) were highest among the five artistic disciplines. Music (74% - highest in the region) and Art (82%) are also the most widely available of the arts disciplines.
- ❖ There were 1,661 students, or 1.8%, who did not have access to any arts instruction. This is below both the state and region measures of 2.7% and 3.9% respectively. Between 2014 and 2017 there has been a 22% improvement 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.
- ❖ As the percentage of students on Free and Reduced Price Lunch (FRPL) in a school increases, the measures of arts education (access, participation, presences of disciplines, and access to four arts disciplines) become least favorable for the students in schools with the highest FRPL population.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

Highest Arts Participation Rates	Lowest Arts Participation Rates
Low Poverty (Free Lunch Students < 25%)	High Poverty (Free Lunch Students >75%)
City Schools	Rural Schools
Traditional Public Schools	Charter Schools
Non-Title I Schools	Title I Schoolwide Eligible Schools
Majority Race/Ethnicity "Asian"	Majority Race Ethnicity "African American"
High Schools	Elementary/High Combination Schools

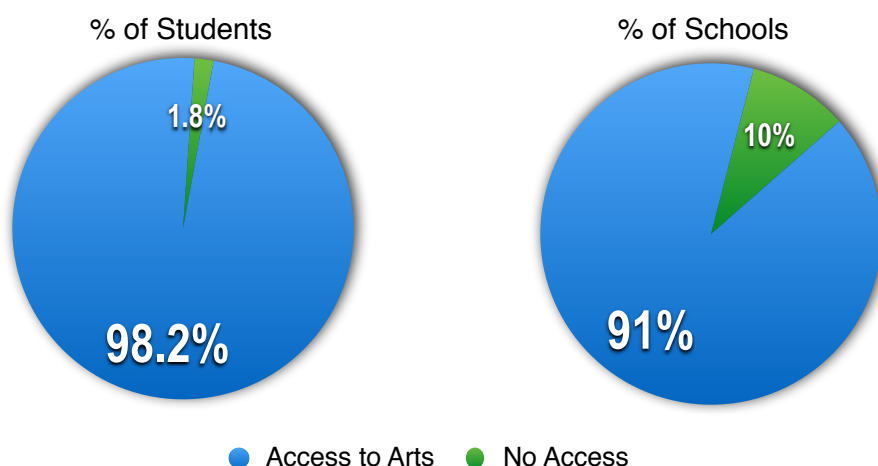
- ❖ As the percentage of English learners in a school increases, the measures of arts education (access, participation, presences of disciplines, and no arts students) become less favorable.
- ❖ Middle School Arts enrollment is unusually low. There is a larger percentage of student participation in High Schools (47%) than in either Middle Schools (37%) or the Elementary/High Combination Schools (34%). While similar to California, this is contrary to findings in other states where participation rates decline as the grade levels advance.

- ❖ For Music, there remains greater access to these courses in Middle Schools (98%) than at the High Schools (67%). While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance. Access to Music and AME is highest for the region while participation in AME ranks among the top three counties. Dance (2%) and Theatre (4%) have the lowest participation since both have the lowest levels of student access (45% and 20% respectively).
- ❖ Students attending traditional public schools have greater access to arts programs, more disciplines offered, have higher participation rates and a lower distribution of “no arts” students than charter schools.

CONTRA COSTA COUNTY SUMMARY

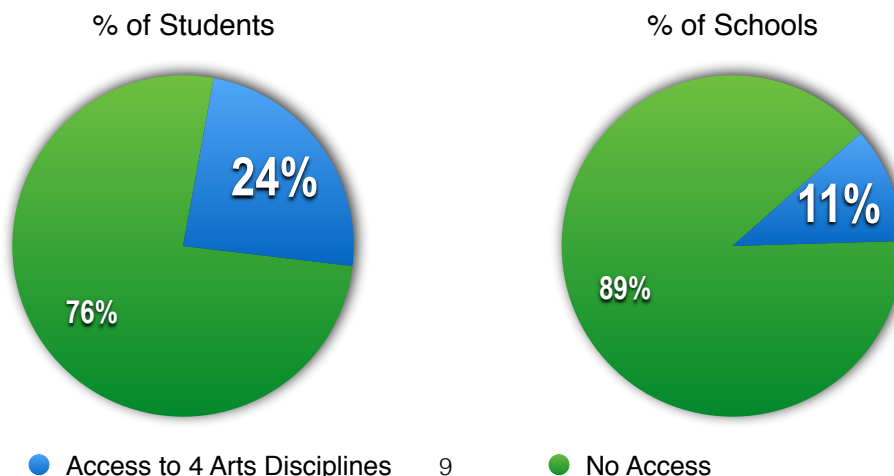
Overall Access to Any Arts Instruction

“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. In 2017, 98.2% of the 91,870 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 91% of schools offering at least one art form (compared to 87% for the region). There were 1,681 students (1.8%) who did not have access to any arts instruction, down from 2,149 students in 2015. Between 2015 and 2017 there has been a 22% decline (improvement) in the number of students without access to arts instruction. Access by students and schools is above the state measures (97.2% and 87% respectively) while the percentage of students with no access less than half the region measure and below the state (3.9% for region versus 2.7% for the state).



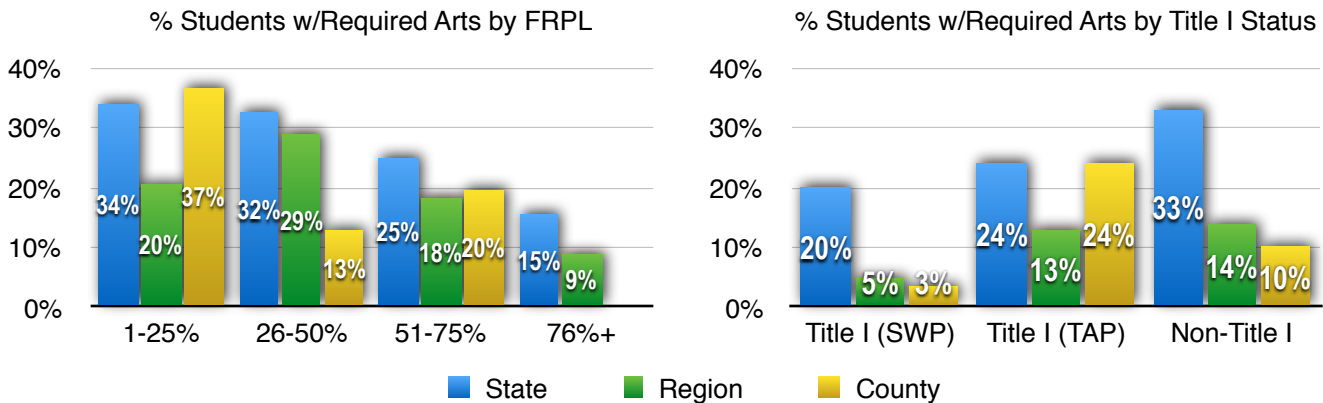
Overall Access to the Required Arts Disciplines

In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 24% of students (22,453) had access to all four required arts disciplines in schools. This represents 11% of schools offering all four arts disciplines. More than 71,000 students did not have access to all four arts disciplines in the county. Both student and school access is below the state of 25% and 12% and above the region of 21% and 11% respectively.



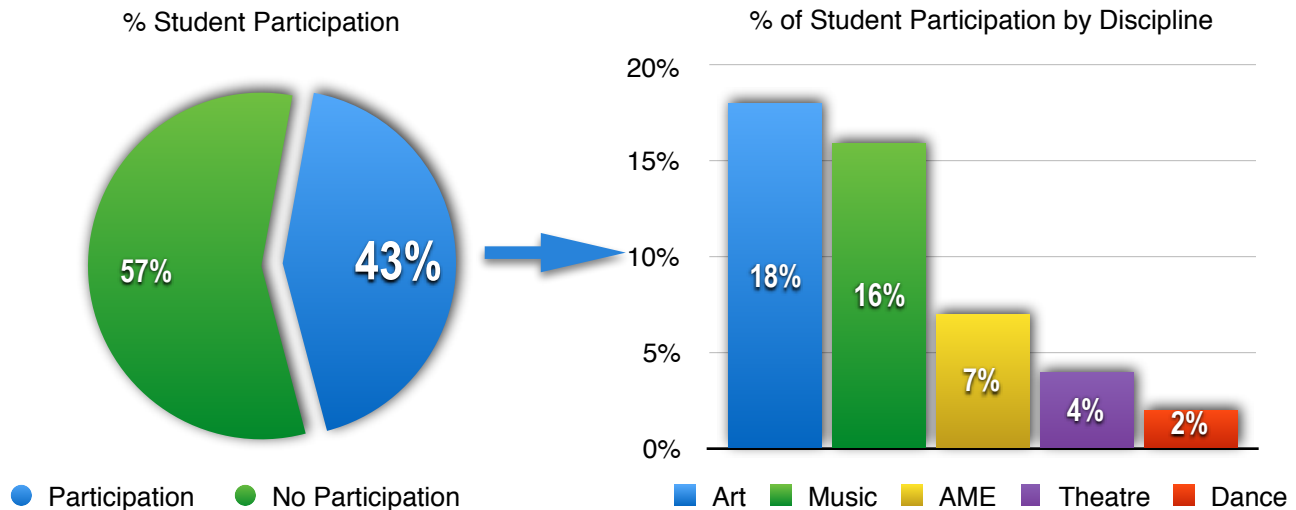
Required Arts Disciplines by Free and Reduced Price Lunch and Title I

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 FRPL and students attending Title I Targeted Assistant Schools schools have greater access to the four required arts disciplines. Students in Title I Schoolwide Programs and Non-Title I schools have lower access to the required arts disciplines than state and region measures.



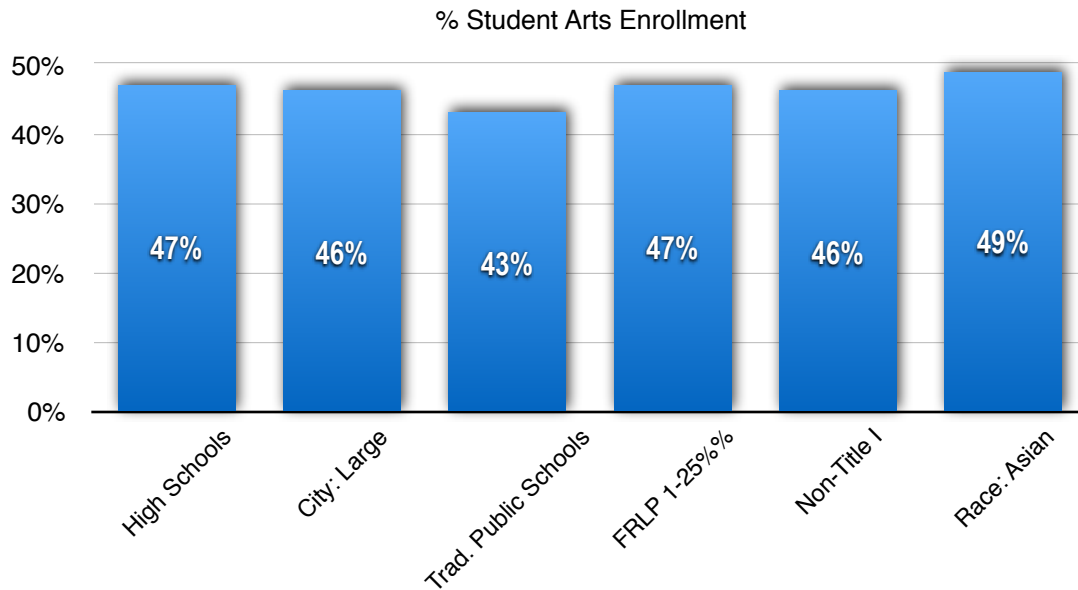
Overall Participation

Course enrollment data reveals 43% of all students (40,001 students) were enrolled in at least one arts discipline in 2017 which is above both the state (39%) and region (42%) measures. Out of the total student population, 18% participated in Art followed by 16% in Music, 7% in AME, 4% in Theatre and 2% in Dance.



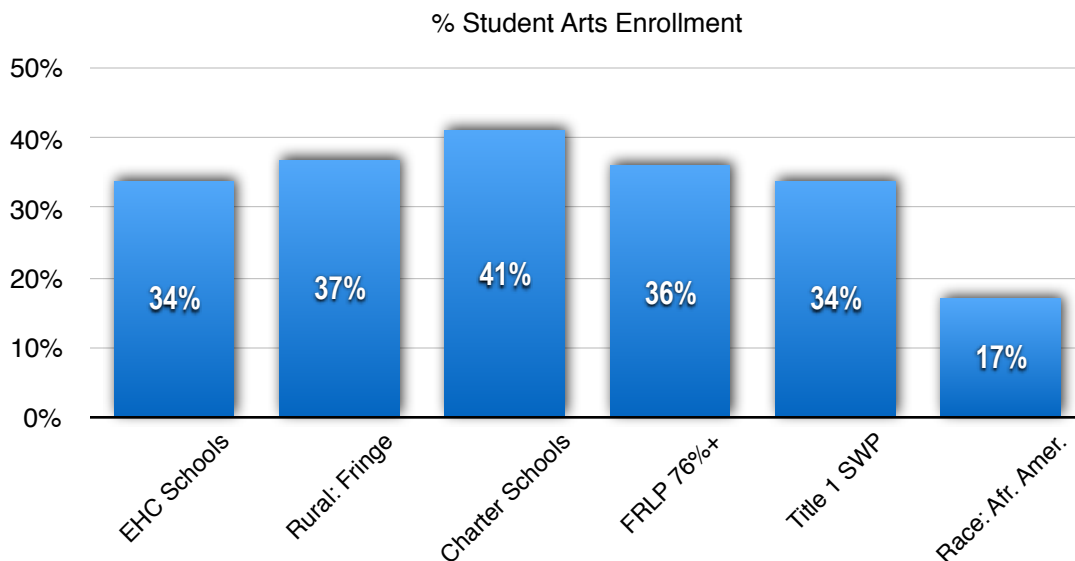
Highest Participation by Attribute

Arts participation is highest for students attending high schools (47%), schools in the locale designation of “city, large” (46%), traditional (non charter) public schools (43%), schools where 1-25% of students were eligible for Free and Reduced Price Lunch (47%), Non-Title I schools (46%) and where the majority of students have a race/ethnicity designation of “Asian” (49%).



Lowest Participation by Attribute

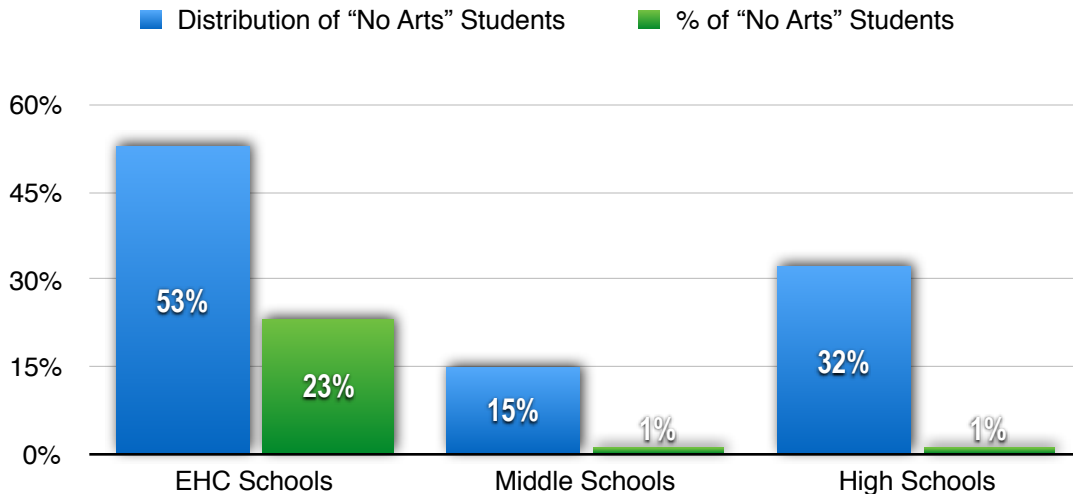
Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (34%), students in schools locale designation of “rural, fringe” (37%), charter schools (41%), where 76% or more of students are eligible for FRPL (36%), Title I Schoolwide Programs schools (34%) and where the majority of students in the school are African American (17%).



No Arts Schools and Students

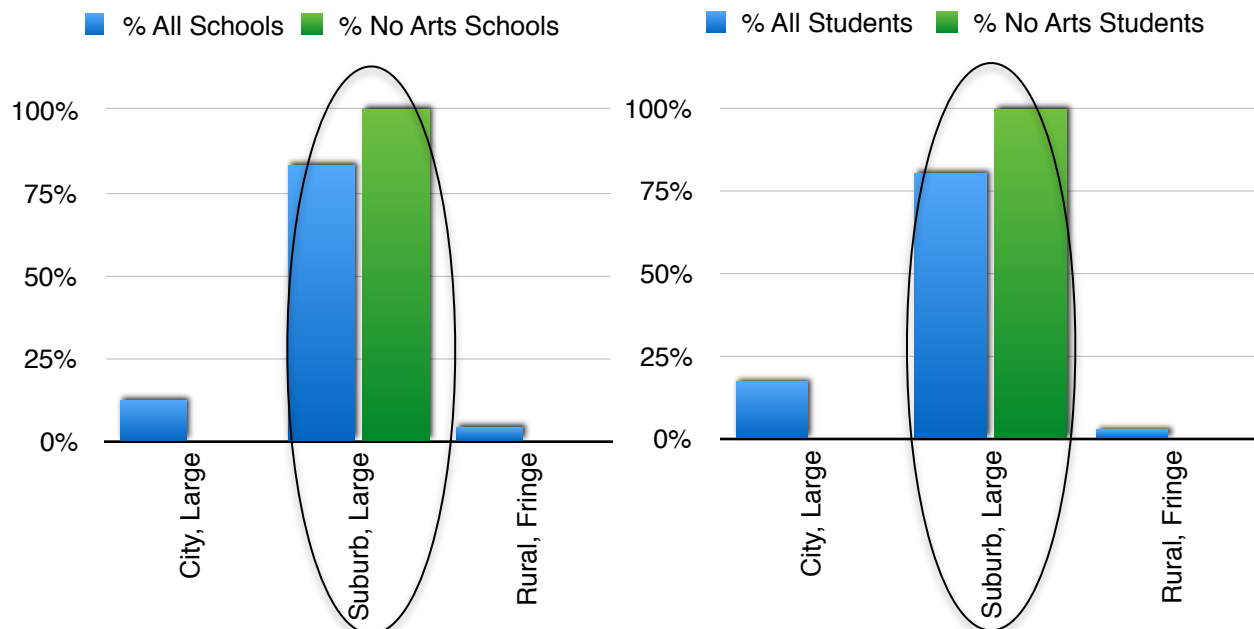
There were 10 schools providing no arts courses. This impacts 1,661 students (representing 9.5% of schools and 1.8% of all students). This has improved since 2015 (declining from 12% of schools and 2.3% of students or a 22% improvement). Two school districts represent 97% of the students without access to arts courses.

Although the largest concentration of “no arts” students is split between middle schools and EHC schools (85% or 1,412 students), 23% of all students (representing 887 students) attending EHC schools do not have arts programs (equal to the region measure).



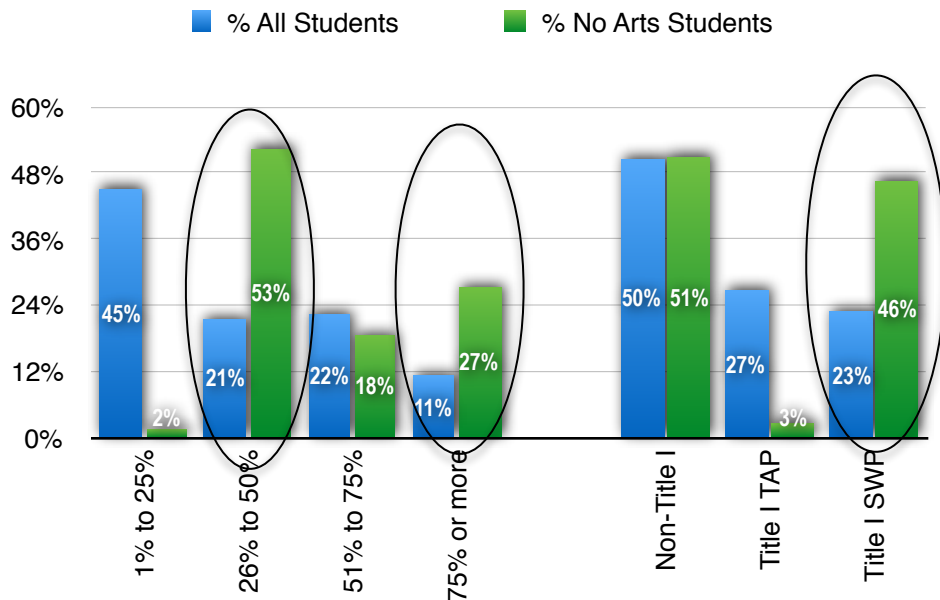
No Arts Schools and Students by Locale

The greatest percentage of “no arts” schools and students are all in the locale designation of “suburb, large” when compared to all schools and student enrollment



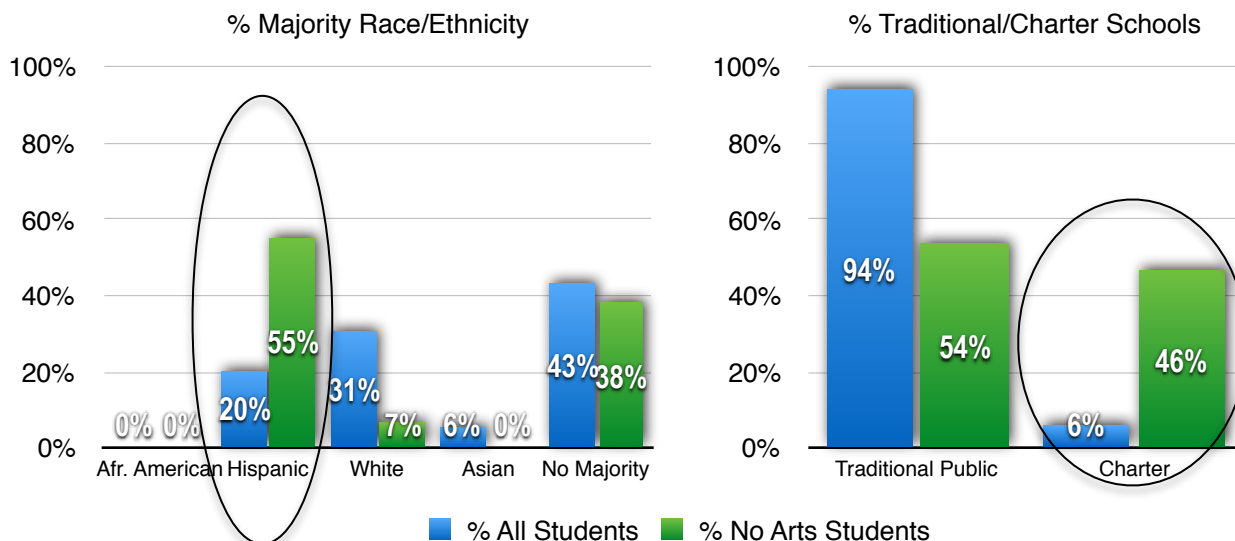
No Arts Schools and Students by Free and Reduced Price Lunch and Title I

When analyzing the “no arts” students, 53% are in schools where the percentage of students eligible for FRPL is greater between 26-50%. When examining Title I status, 46% of “no arts” students are located in schools eligible for Title I Schoolwide (SWP) and is below the region (64%) and the state (58%). Three measures are higher than when compared to the total student enrollment distribution.



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

The proportion of “no arts” students is higher where the majority of students are Hispanic (greater than 50%) when compared to the total student enrollment distribution (20% of students and 55% of “no arts” students). “No arts” students are over-represented in charter schools (6% of students yet 46% of “no arts” students).



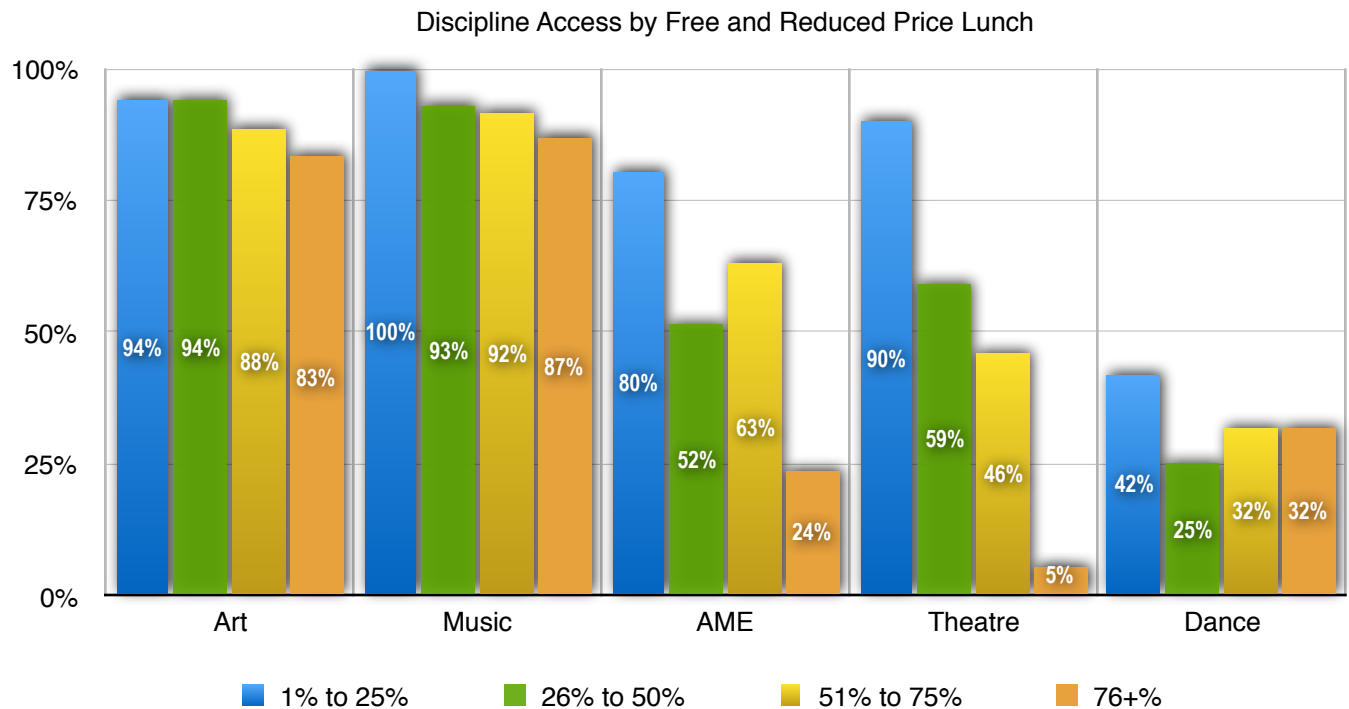
Free and Reduced Price Lunch

There is a strong 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 greater the percentage of students eligible for FRPL, the lower the arts access rate for students and schools, student participation, and the percentage of schools offering four arts disciplines. Students in schools where 26-50% of students are eligible for FRPL have the higher the concentration of students attending schools without arts education.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	100%	97%	47%	2%	17%
25-50%	96%	81%	44%	53%	7%
51-75%	99%	93%	36%	18%	8%
76%+	96%	88%	36%	27%	0%

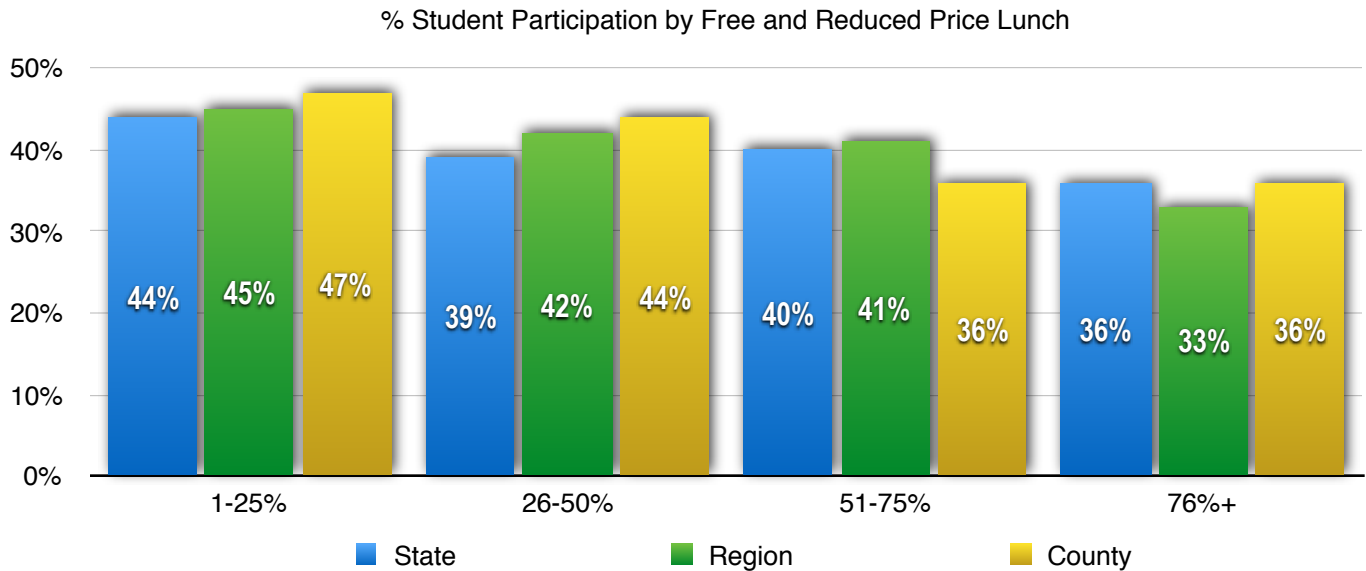
Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline the same trend is visible. The higher the percentage of students eligible for FRPL the lower the percentage of students with access to most disciplines.



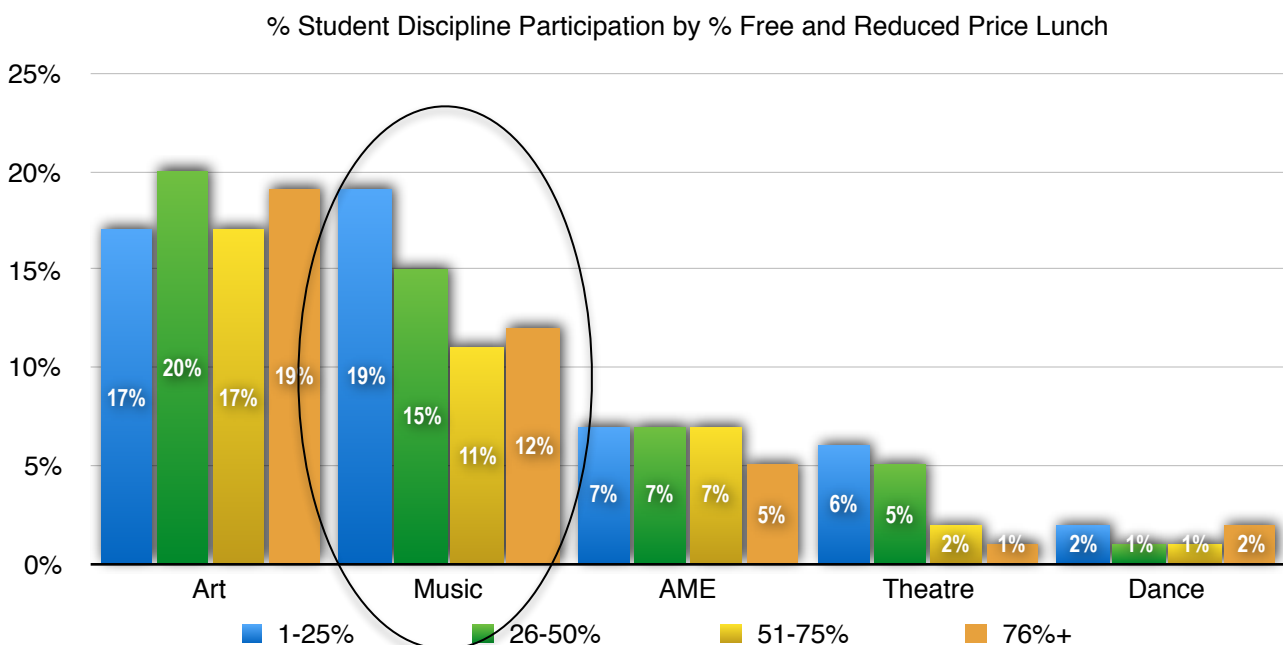
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for FRPL in a school increases though not as dramatically as seen at the state or region level. The chart below compares the state and region participation with county participation.



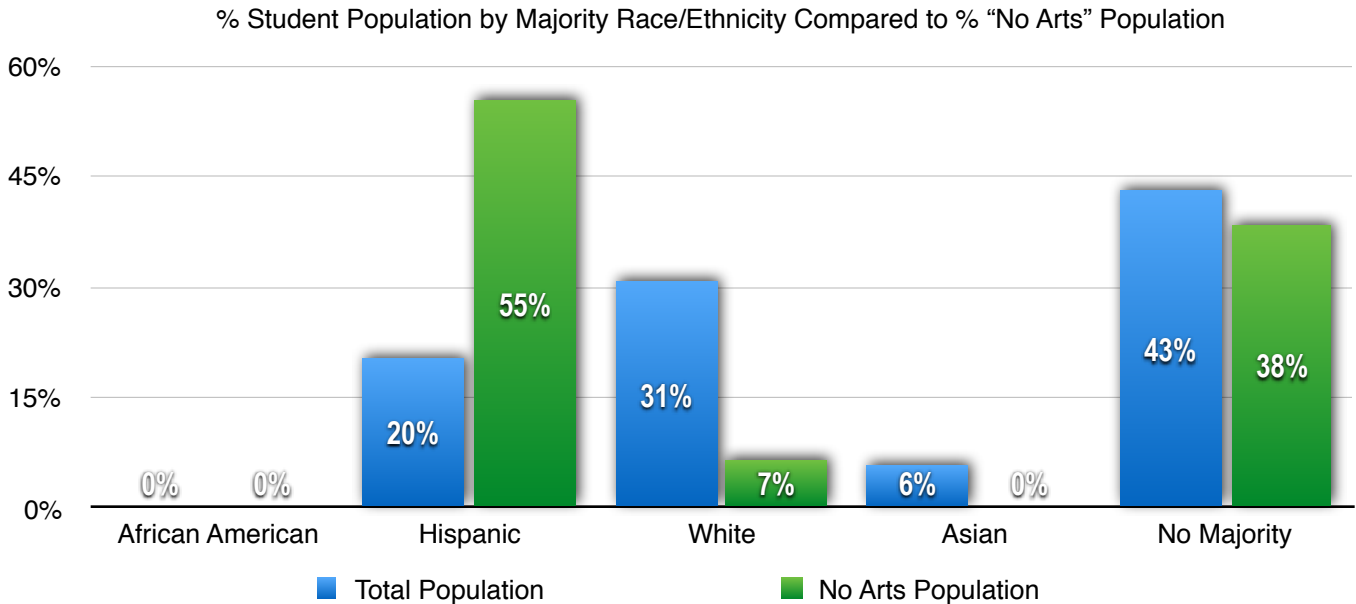
Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline, participation declines is largely centered in Music as the percentage of FRPL students increase. This indicates that although improved access would lead to increased student participation in most disciplines, there is some other barrier to participation in Music. The decline in participation in Music is not solely based on access. The music participation issue appears in the statewide and region reports.



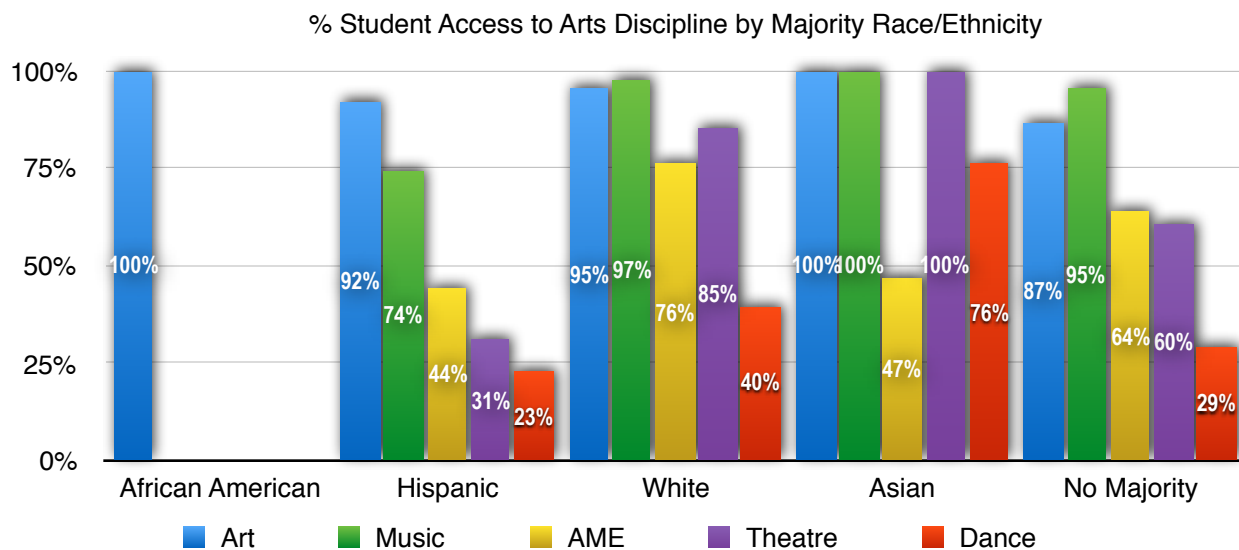
Majority Race/Ethnicity and “No-Arts” Students

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.



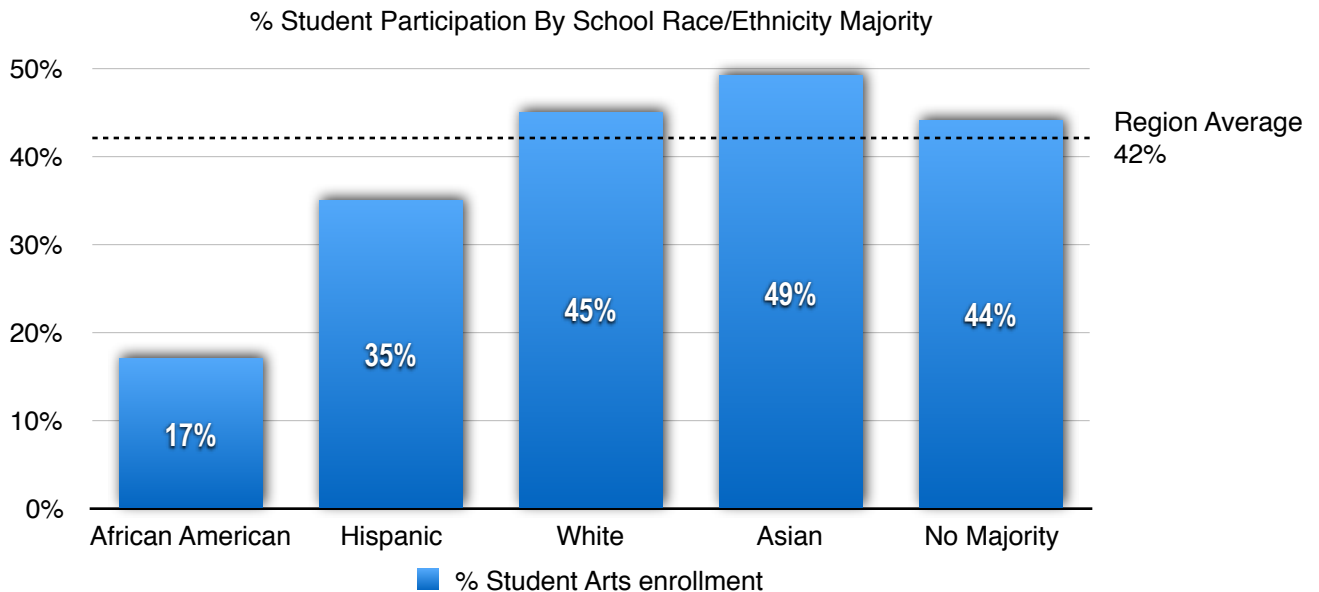
Majority Race/Ethnicity Access by Arts Discipline

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



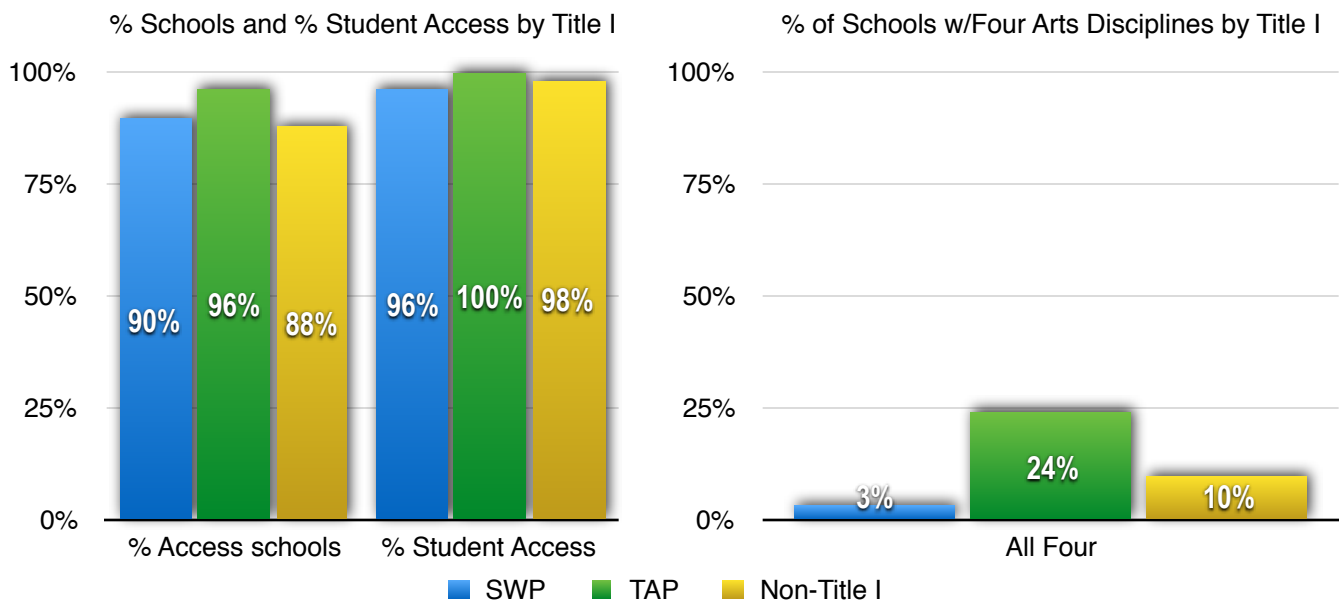
Arts Participation based on Majority Race/Ethnicity

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, Asian and No Majority have greater arts participation rates (and are near or above the region average) than in schools where the majority is African American or Hispanic.



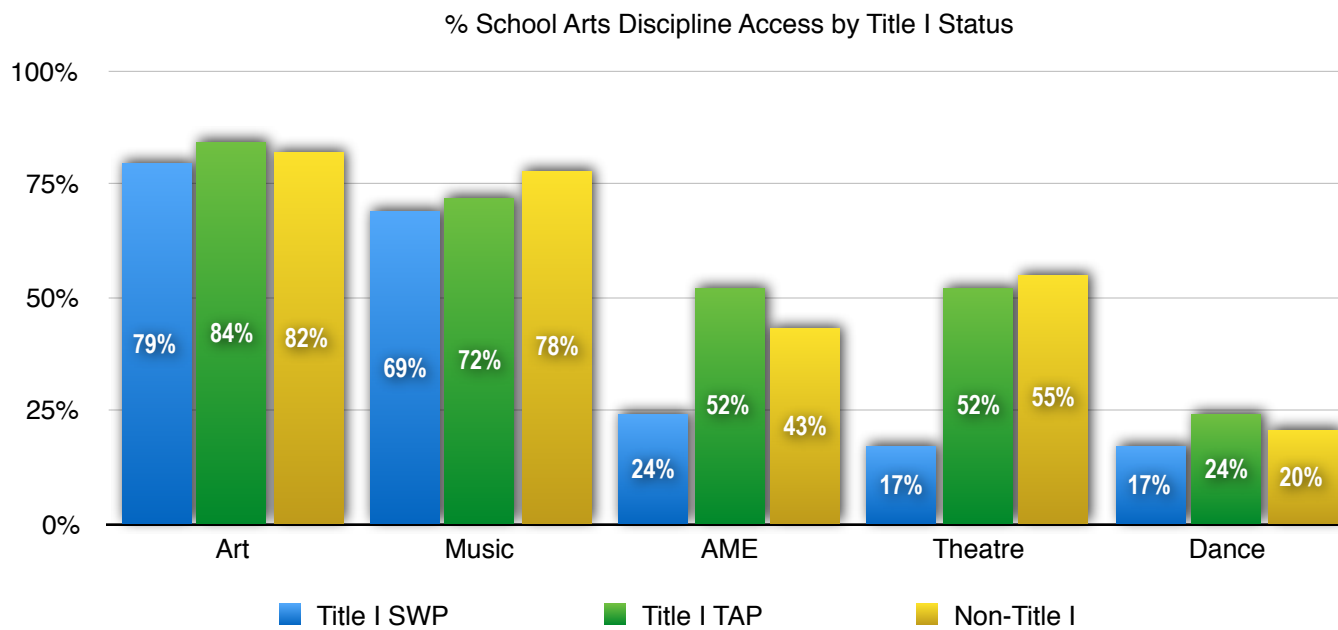
Title I Schools Arts Access

Title I schools provide similar access to at least some arts disciplines in terms of both schools and students. Title I Targeted Assistance Program schools provide the greatest student, school and required arts access. Title I Schoolwide schools have the lowest numbers across these measures.



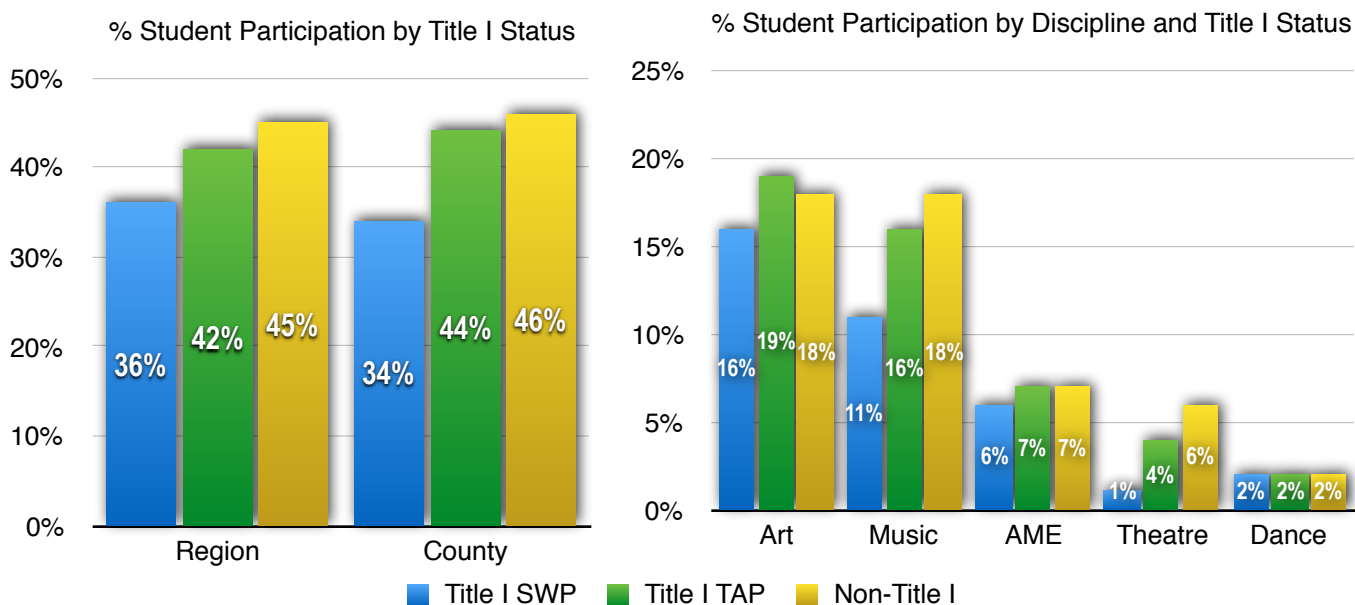
Title I Schools Arts Discipline Access

When exploring access to the individual arts disciplines (within schools where arts are offered) the access gap between Title I Schoolwide Program schools and Non-Title I schools becomes apparent for all disciplines. Students attending Non-Title I schools have greater access to the individual arts disciplines than students in schools eligible for Title I Schoolwide. Title 1 Targeted Assistance Program schools have the greatest access to Art, AME, and Dance.



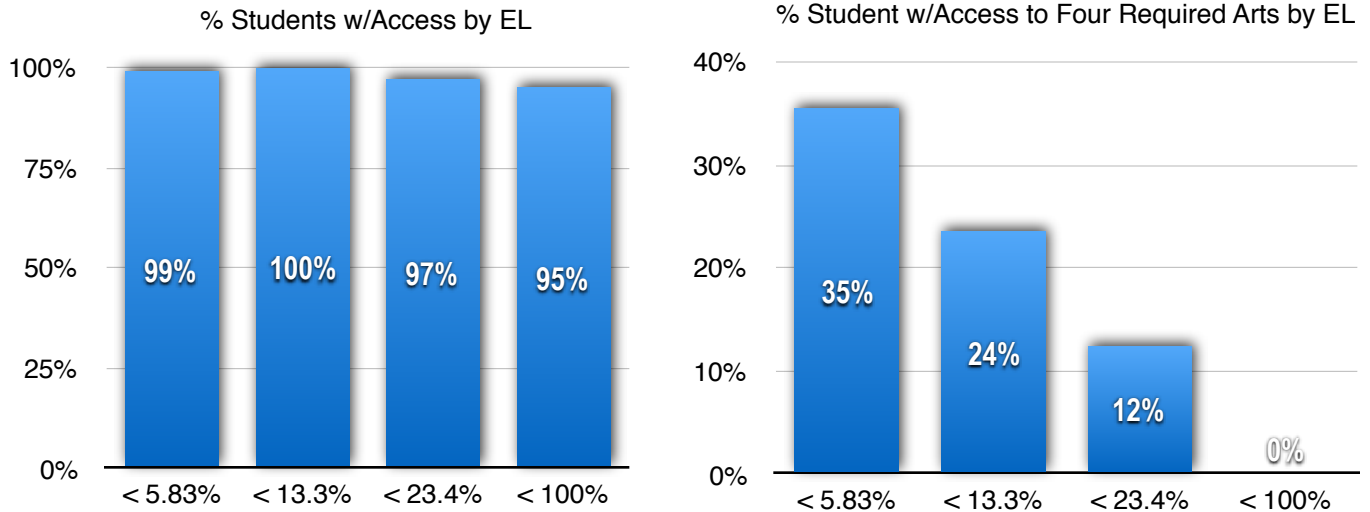
Title I Schools Arts Participation

When examining the overall participation rates Non-Title I schools have the greatest participation rates. When examining participation rates by discipline, Non-Title I schools have the greatest participation rates (with the exception of Art). Art participation is highest in Title 1 Targeted Assistance Program schools.



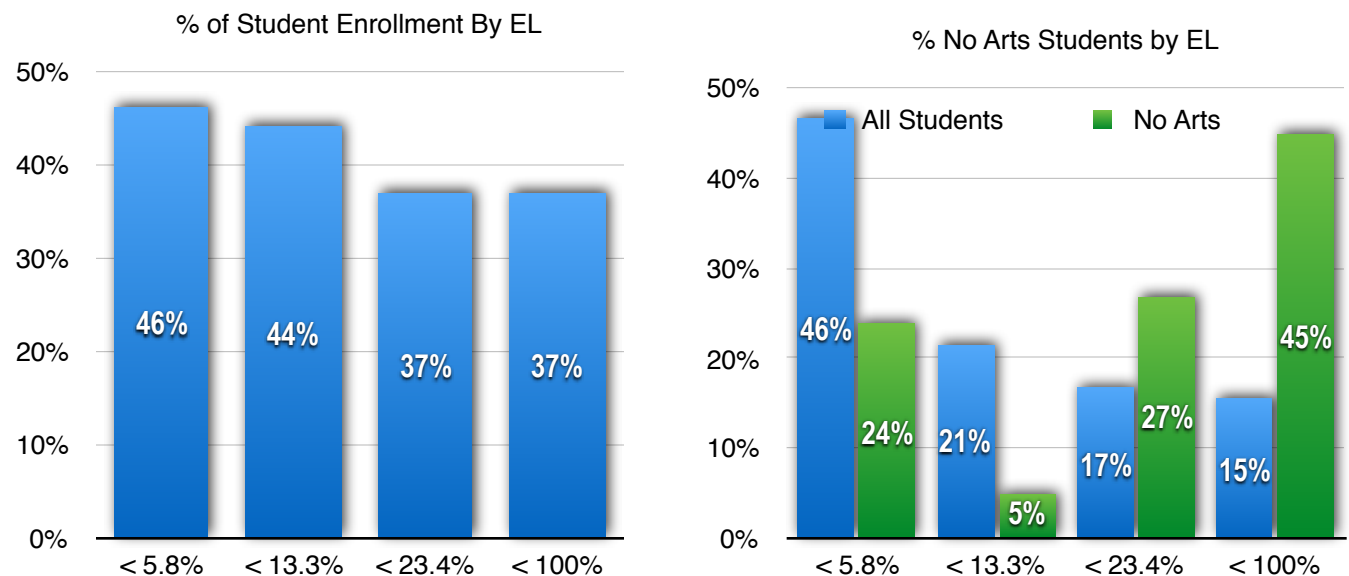
English Learners Access

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 higher the percentage of English learners the lower the access to both attributes.



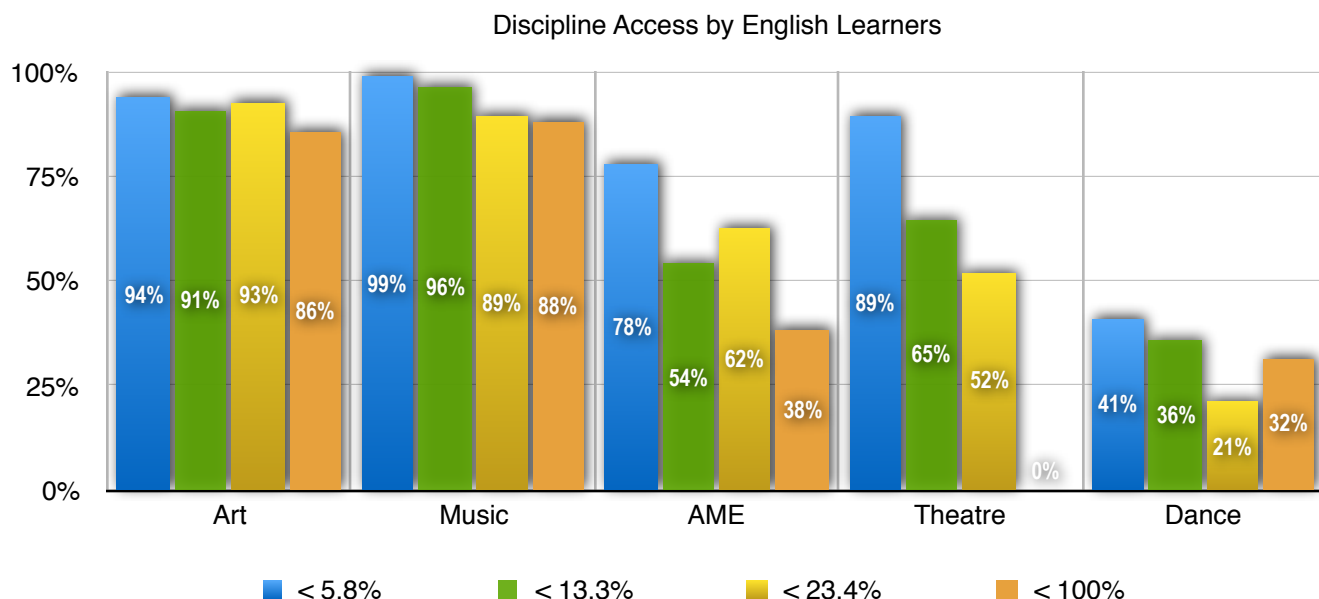
English Learners Participation and No Arts

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.



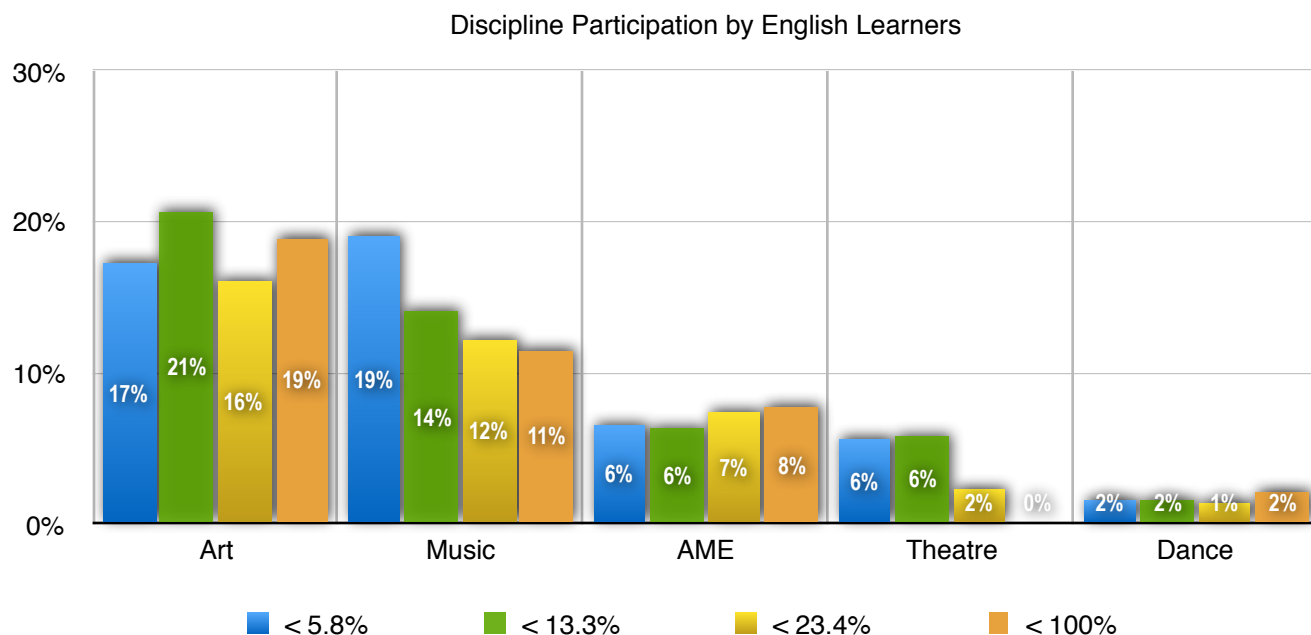
Discipline Access by English Learners

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.



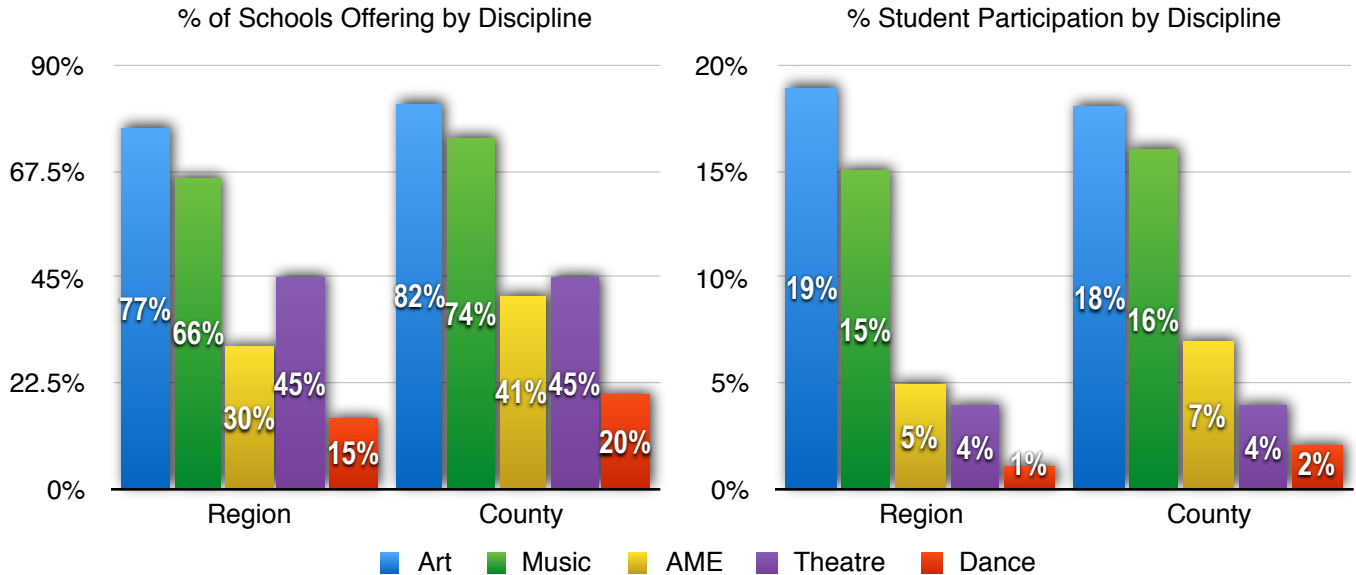
Discipline Participation by English Learners

Schools with the highest percentage of English learners have lower participation in Music, AME and Theatre when compared to schools with the lowest percentage of English learners.



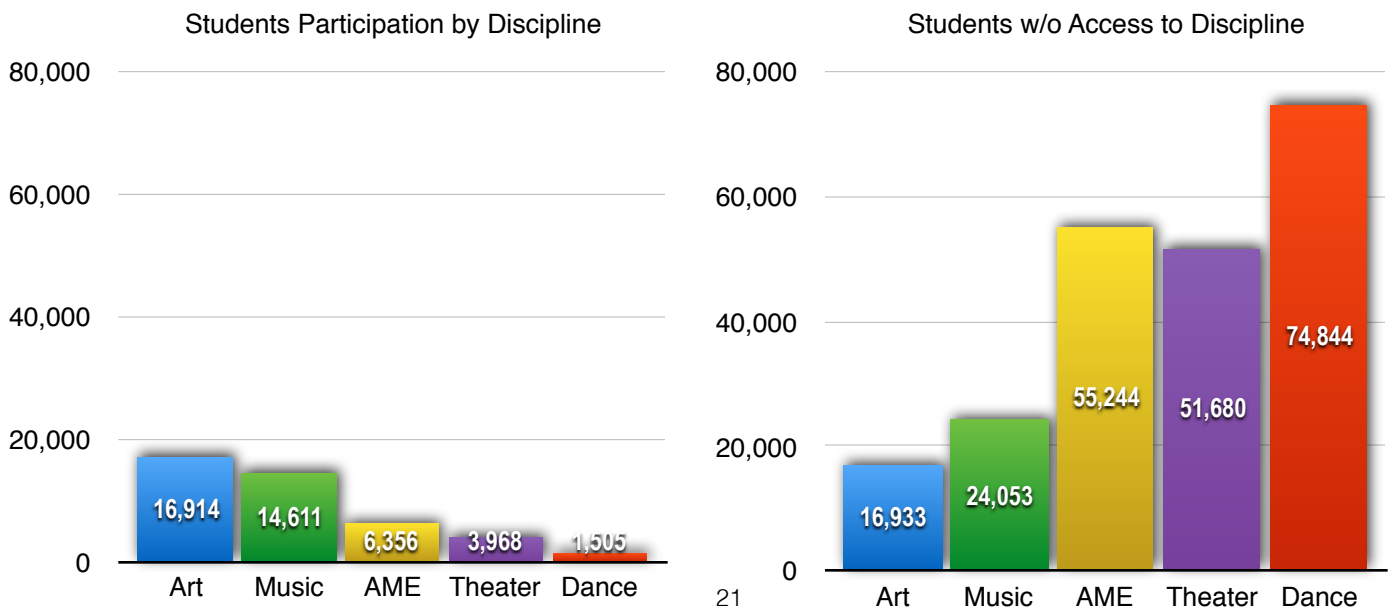
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music (highest in the region), leading both of these disciplines to have the highest participation rates. Schools are more likely to provide Art or Music than AME, Theatre, or Dance (although access to AME is highest in the region and Dance is second highest), creating unequal learning opportunities in each of the arts disciplines. County access and participation is higher than region averages across most measures. Participation rates in Art and AME rank in the top three counties for the region.



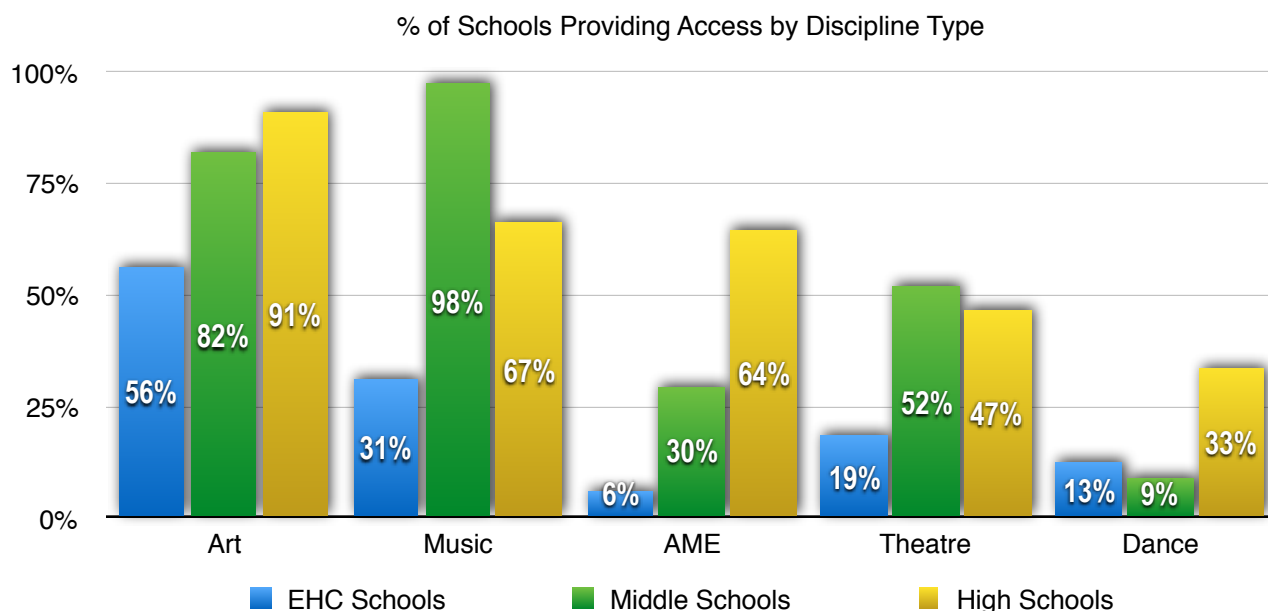
Overall Arts Discipline Participation

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.



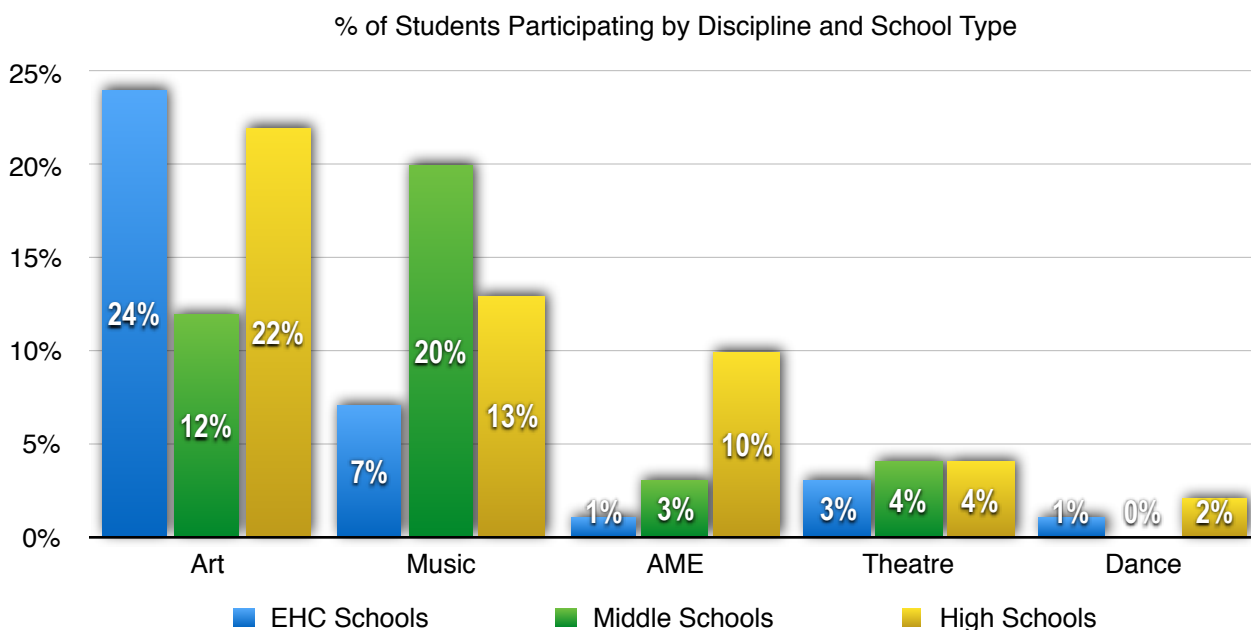
Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music and Theatre. Ninety-eight percent of middle high schools provide access to Music as compared to 67% of high schools. 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.



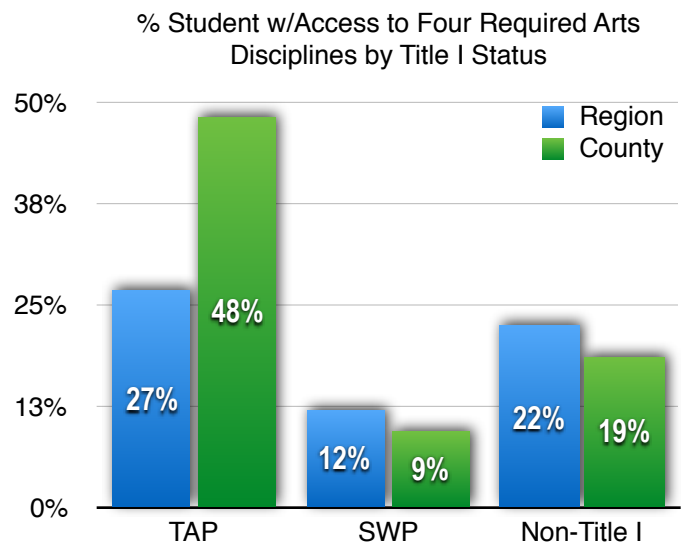
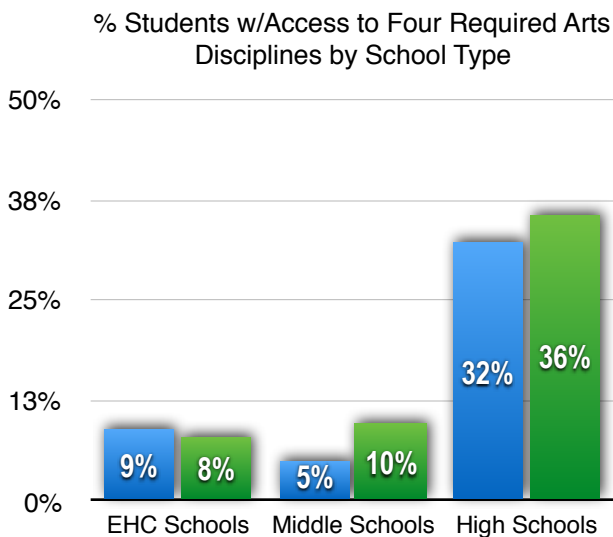
Arts Discipline Participation by School Type

High schools have the largest total arts participation (47%). This is contrary to what is seen in other states where middle school arts participation (37%) is larger than in high schools. Music has the highest percentage of participation in middle schools. Art has the highest percentage of participation in EHC schools. All other disciplines have the highest percentage of participation in high schools.



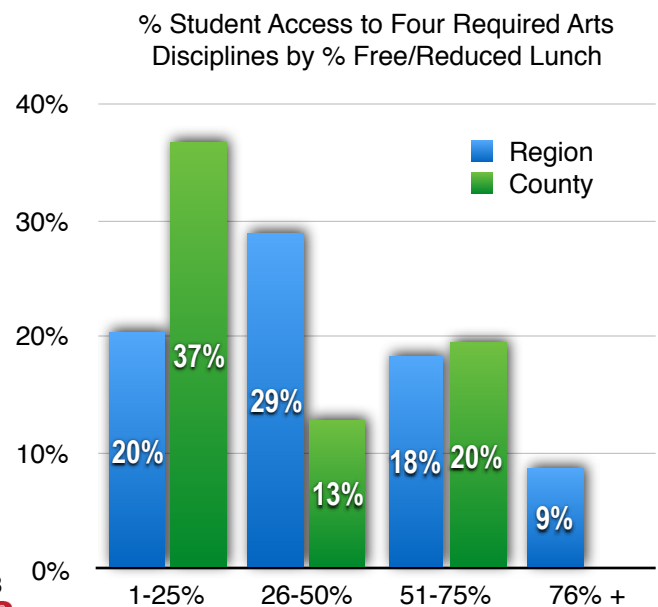
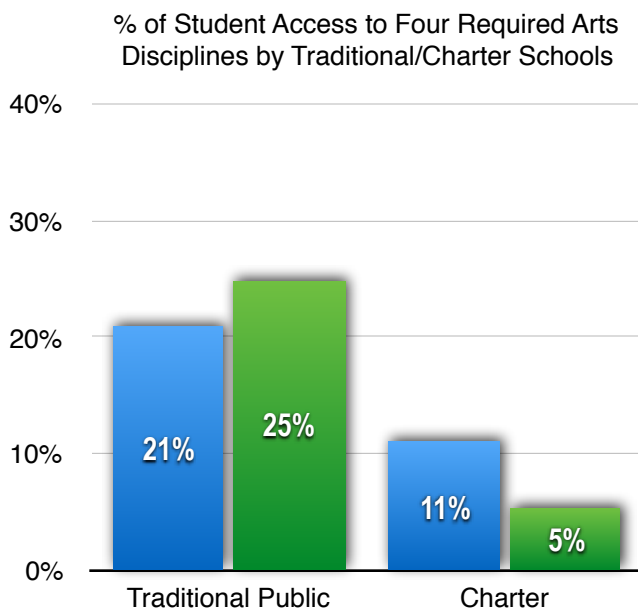
Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 11% of schools meet this requirement (providing access for 24% of students). The charts below explore different attributes based on the percentage of student access to all four required arts disciplines. Students attending high school and students in schools eligible for the Title I Target Assistance Program have greater access to the four required arts disciplines. All four charts compare the region with the county measures.



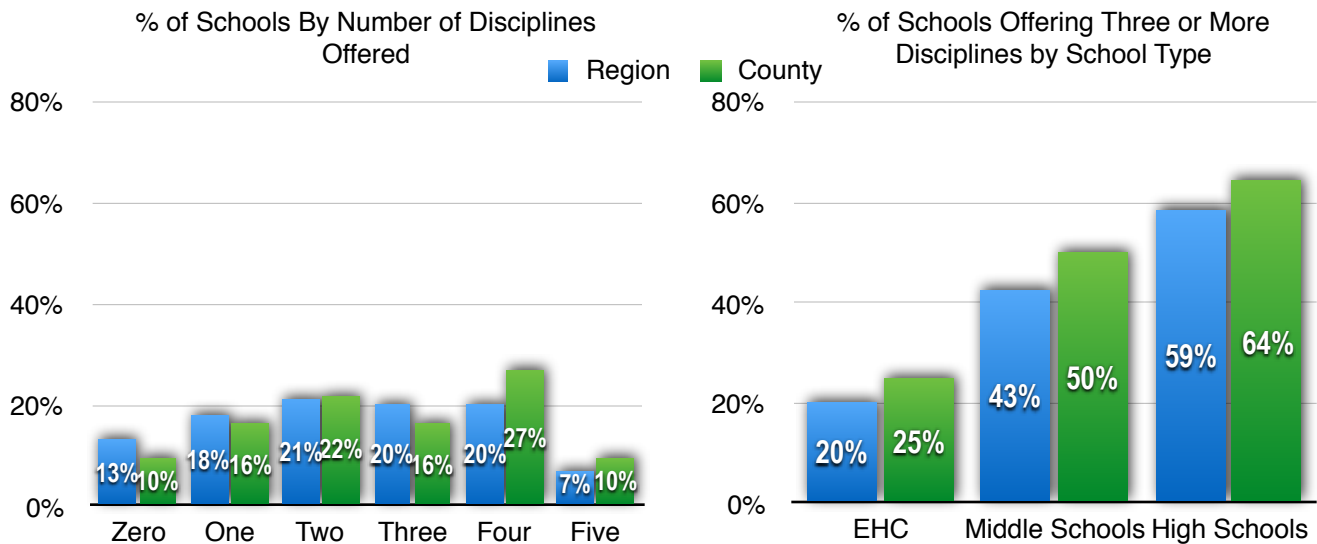
Four Required Arts Disciplines by School

Students attending traditional public schools have greater access to all four disciplines than students attending charter schools. This contrasts with the state averages where the numbers between public and charter schools are similar although this mirrors the region. Schools with the highest percentage of students qualifying for FRPL have no access (0%) to the required arts disciplines (compared to 9% for the county).

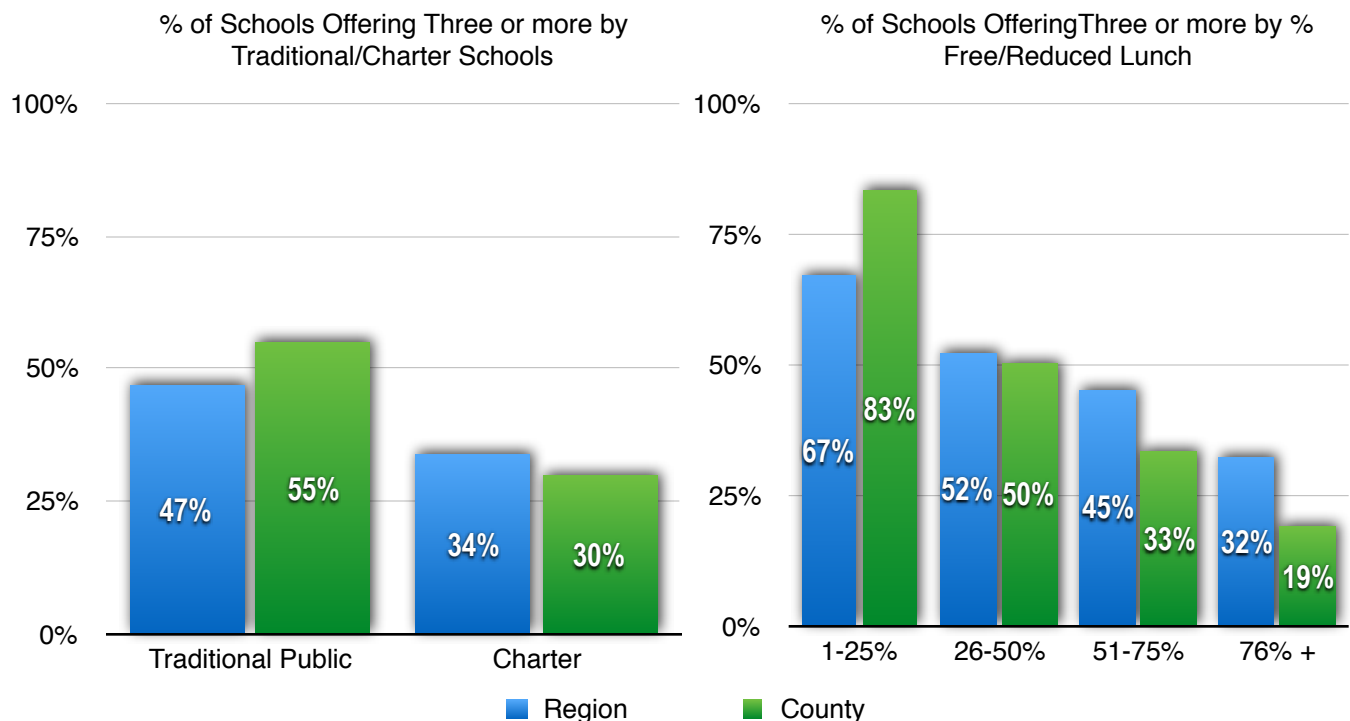


Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. Less than half of schools in the county (48%) 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 with a smaller percentage of students qualifying for Free and Reduced Price Lunch, are more likely to have access to three or more disciplines.



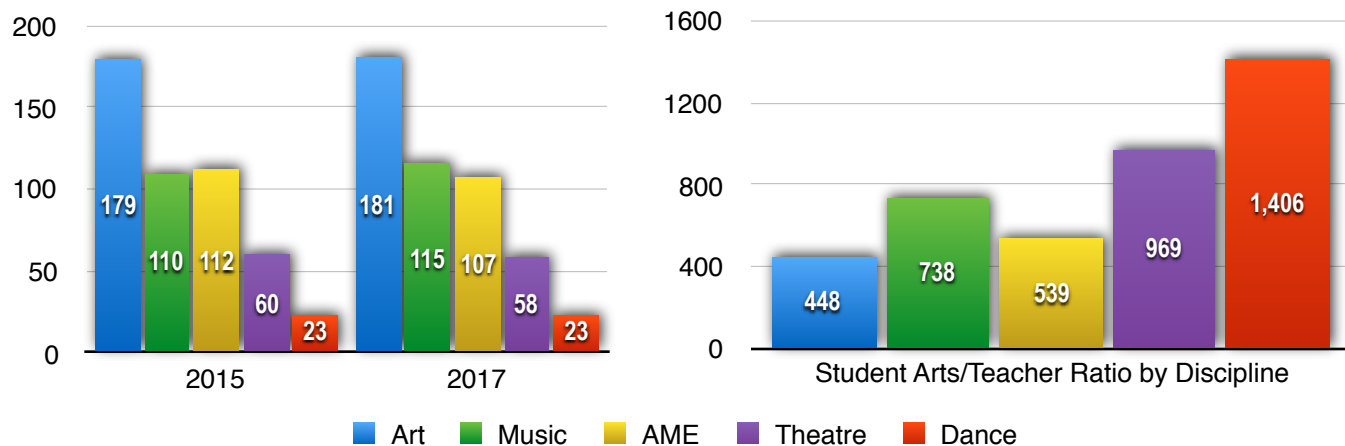
Top Courses by Discipline

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, 82% of schools offer art with 18% of students participating. Within Art, the course Fundamentals of Art (Secondary) is available in 74% of all schools that offer Art with 50% of all Art students participating in the course.

Course	% of Schools Offering Discipline	% of Students within Discipline
Art (82% of Schools, 18% of Students)		
Fundamentals of Art (Secondary)	74%	50%
Other Art Courses	39%	7%
Ceramics	23%	12%
AME (21% of Schools, 7% of Students)		
Film/Cinema/Video Production	53%	20%
Dance (20% of Schools, 2% of Students)		
Dance, Movement, & Rhythmic Fund (Secondary)	86%	53%
Ballet, Modern, Jazz, World	29%	31%
Dance Choreography	19%	12%
Music (74% of Schools, 16% of Students)		
Band	81%	35%
Orchestra/symphony	59%	19%
Chorus/Choir/Vocal Ensemble	58%	21%
Instrumental Ensemble	45%	12%
Instrumental Music Lessons	19%	4%
Theatre (45% of Schools, 4% of Students)		
Theatre/Play Production (Secondary)	53%	46%
Theatre/Creative Dramatics (Elementary)	32%	27%

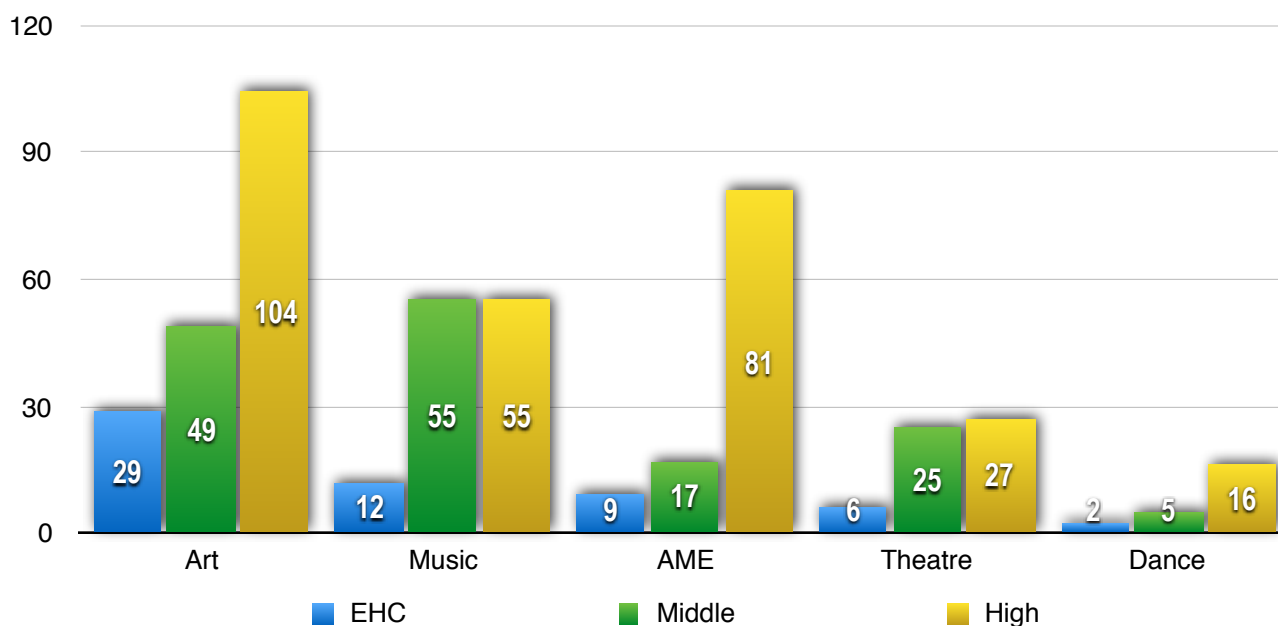
Arts Educators

There are 484 arts educators teaching in traditional public schools covered in this report - the same number of teachers as 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. A decline occurred in AME. The overall student/arts teacher ratio is 219 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 better than the state ratio for each discipline except Music.



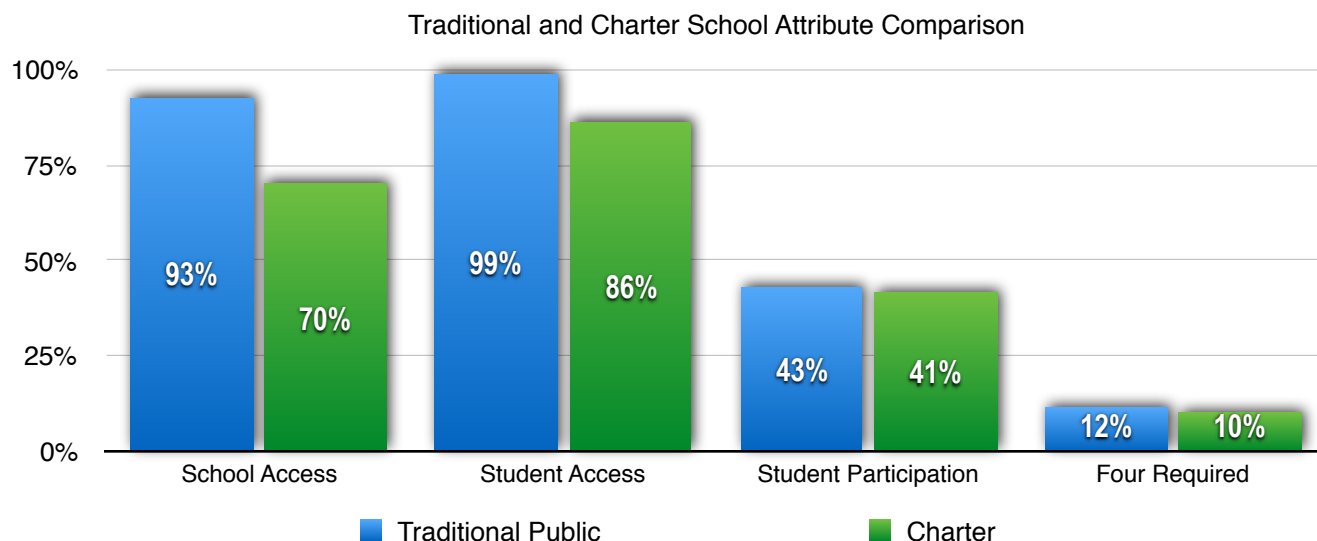
The number of teachers dedicated to arts education across all disciplines is far greater at the high school level (with the exception of music) than at either the middle or elementary/high combination school levels.

Number of Teachers by Discipline and School Type



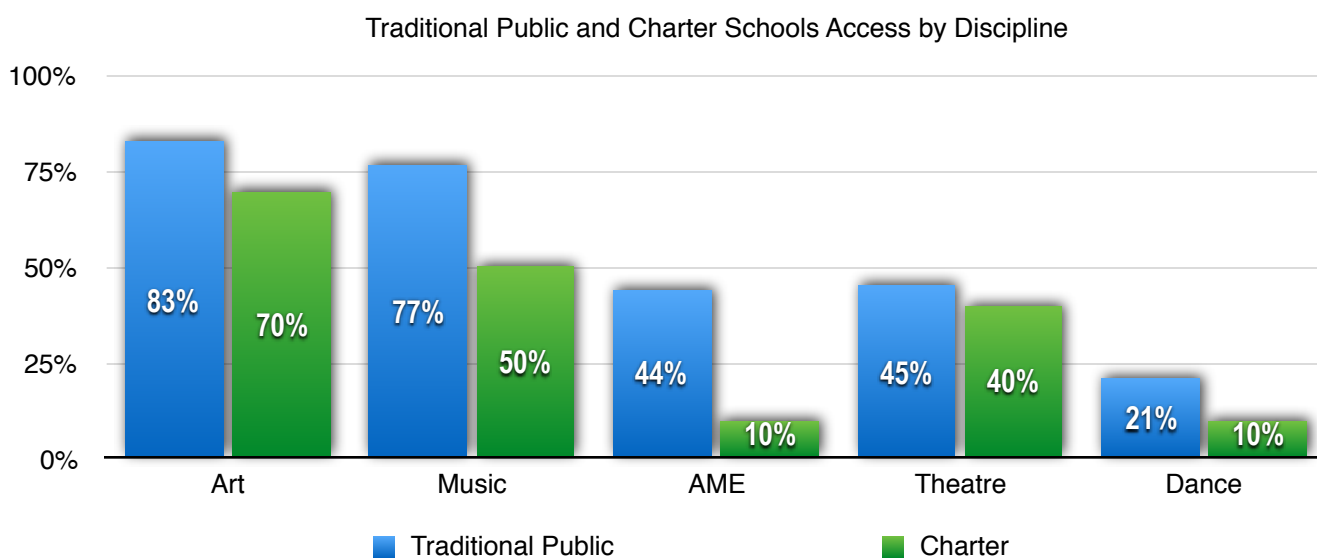
Traditional Public/Charter Schools

Traditional public schools and charter schools have comparable numbers across most measures. Ninety-three percent of all public schools provide arts instruction as compared to 70% of charter schools. When looking at student access, 99% of traditional public school students have access versus 86% for charter students. Student participation rates show a slight disparity, with 43% of traditional public school students participating in the arts as compared to 31% for charter school students. Twelve percent of public and 10% charter schools offer the four required arts disciplines (compare to 12% and 6% respectively for the region).



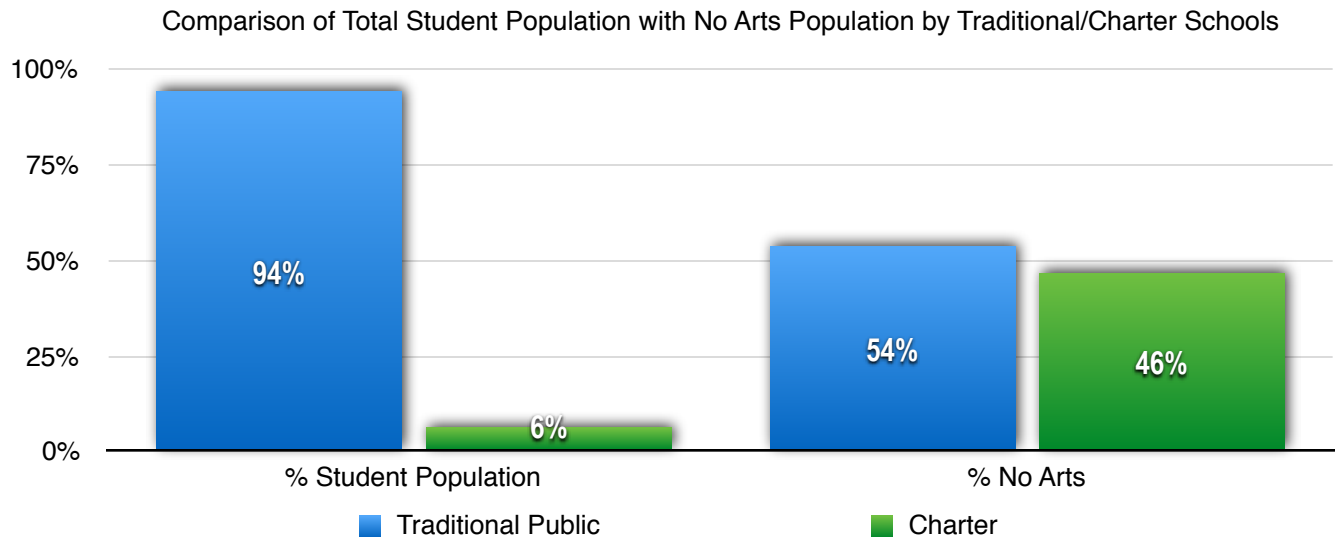
Traditional/Charter Schools Access by discipline

When exploring access by specific discipline between traditional public schools and charter schools there are large differences with Art, Music, AME, and Dance being the most pronounced.



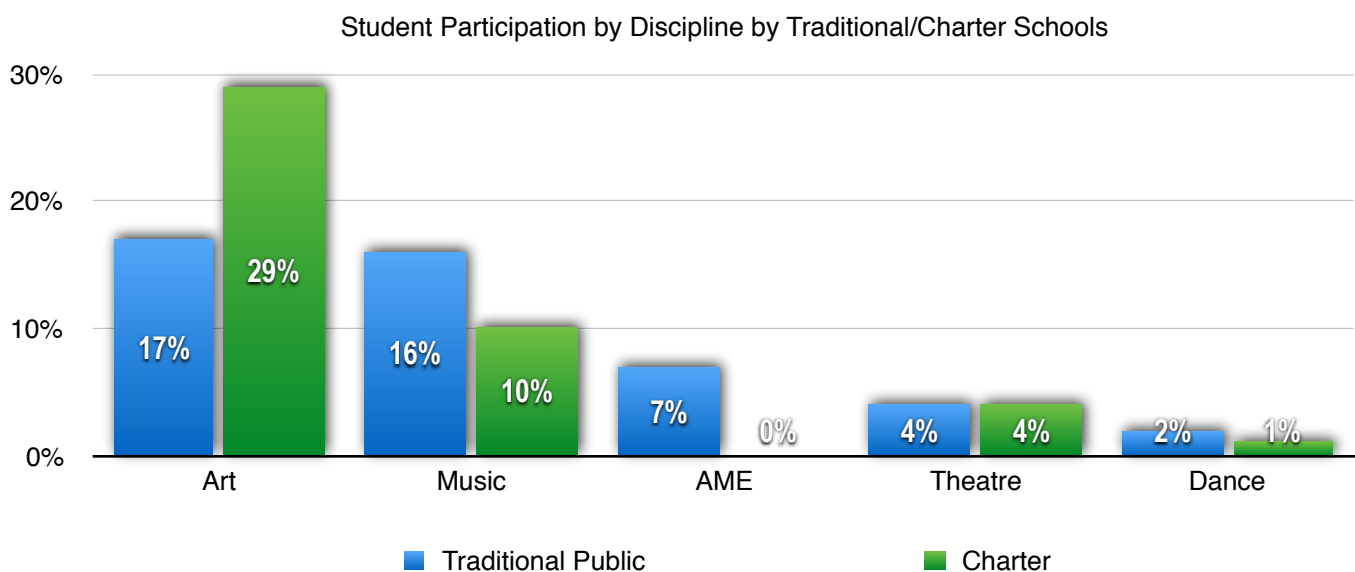
Traditional/Charter Schools No Arts

Although charter schools represent about 6% of the overall student population, 46% of all students without access to any arts attend charter schools. At the region level, charter schools represent 9% of the overall student population and 40% of all students without access to any arts attend charter schools.



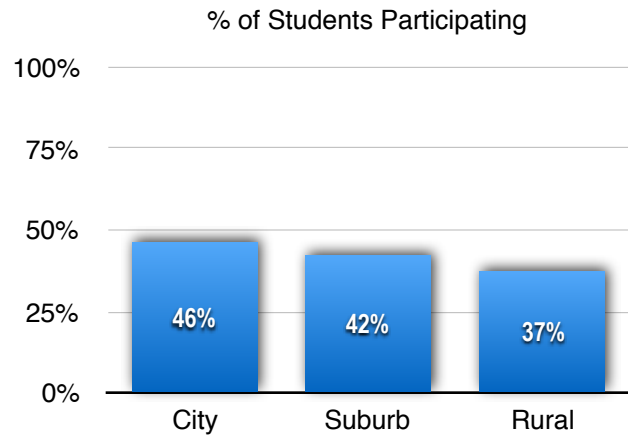
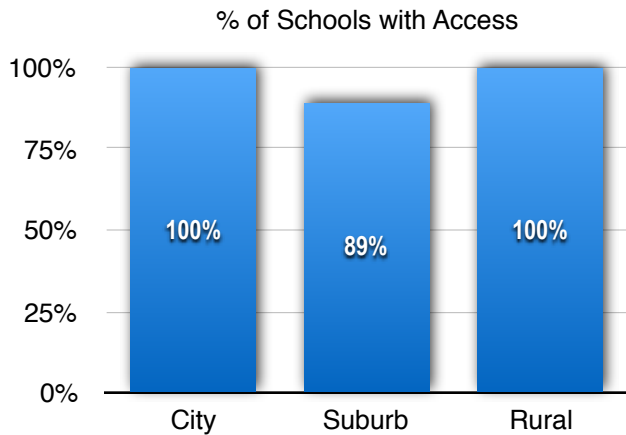
Traditional/Charter Schools Participation

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



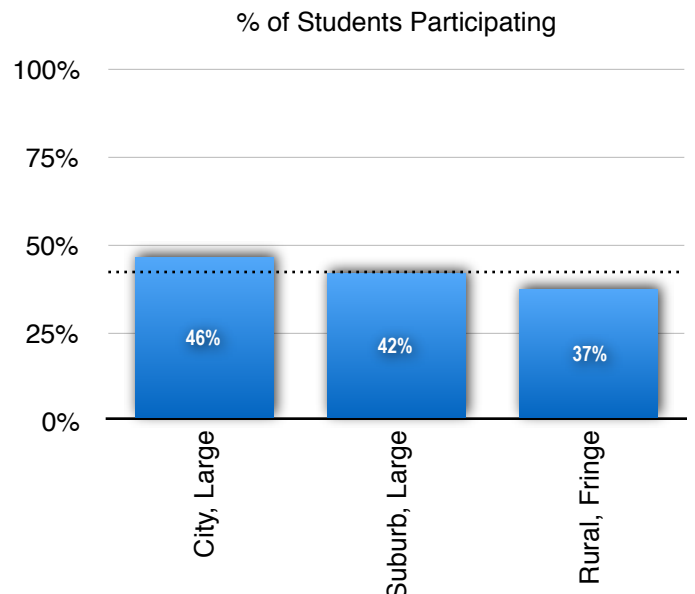
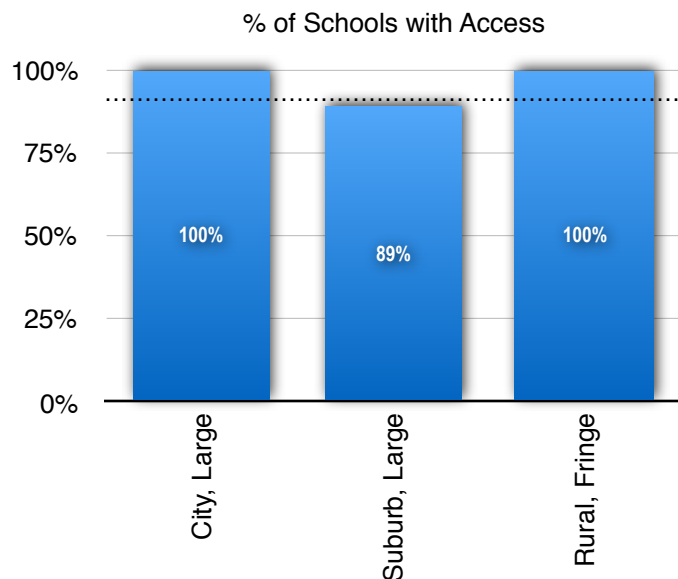
Major Locale Code Arts Access and Participation

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 City and Rural classifications provide greater access than schools in the Suburb classification. Student participation is greatest in the City



Locale Code Subcategories and Arts Access and Participation

When exploring the subcategories of the locale codes, access level tracks with the major locale codes since there are only three locale subcategories for the county. The region average represented by the dotted line.



Contra Costa County District Comparison

The table below contains key measures for comparison across the 17 districts in Contra Costa 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
Acalanes Union High	100%	100%			0%	100%	80%	80%	80%		48%
Antioch Unified	100%	100%	47%	20%	0%	60%	70%	20%	40%	20%	29%
Brentwood Union Elementary	100%	100%			0%	67%	100%		100%		33%
Byron Union Elementary	100%	100%			0%	100%	100%		100%		34%
Contra Costa County Office Of Education	84%	38%	8%	13%	16%	38%	38%	13%	25%	13%	44%
John Swett Unified	100%	100%			0%	100%	67%	33%	67%		32%
Lafayette Elementary	100%	100%			0%		100%	100%			26%
Liberty Union High	100%	100%	32%	20%	0%	100%	80%	60%	80%	20%	54%
Martinez Unified	100%	100%			0%	100%	50%	50%	50%		44%
Moraga Elementary	100%	100%			0%	100%	100%		100%		35%
Mt. Diablo Unified	100%	95%	10%	5%	0%	95%	75%	50%	30%	25%	48%
Oakley Union Elementary	100%	100%			0%	100%	100%				33%
Orinda Union Elementary	100%	100%			0%	100%	100%	100%	100%		47%
Pittsburg Unified	100%	100%			0%	80%	80%	20%	20%		29%
San Ramon Valley Unified	100%	100%	68%	43%	0%	100%	93%	71%	86%	43%	48%
Walnut Creek Elementary	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	47%
West Contra Costa Unified	93%	80%			7%	70%	65%	30%	10%	25%	42%
Total	98%	91%	24%	11%	2%	82%	74%	41%	45%	20%	43%

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%	36	34%	42,123	45%
26% to 50%	26	25%	19,968	21%
51% to 75%	27	26%	20,988	22%
75% or more	16	15%	10,476	11%

Source: NCES, The Condition of Education 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.

Title I Category	Number of Schools	% of Schools	Number of Students	% of Students
<u>Eligible</u> for Title I Targeted Assistance (TAP)	25	24.27%	24,194	27%
<u>Eligible</u> for Title I Schoolwide program (SWP)	29	28.16%	20,845	23%
<u>Not Eligible</u> for either (TAP) or (SWP)	49	47.57%	45,444	50%

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:

% Free or Reduced Lunch	Number of Schools	% of Schools	Number of Students	% of Students
< 5.8%	39	37%	43,456	46%
< 13.3%	23	22%	20,059	21%
< 23.4%	18	17%	15,585	17%
< 100%	25	24%	14,455	15%
TOTAL	105	100%	93,555	100%

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>

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