

The logo for the Arts Education Data Project. The word "ARTS" is written in large, bold, red capital letters. Inside the letter 'A' is a white eye, inside the letter 'R' is a white ear, and inside the letter 'S' are two white hands. Below "ARTS" is a dark blue horizontal bar containing the word "EDUCATION" in white, bold, capital letters. Below the bar is the word "DATA PROJECT" in dark blue, bold, capital letters, with wide letter spacing.

ARTS
EDUCATION
DATA PROJECT

Marin 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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Marin 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.

Marin County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	2	8.7%	235	1.4%
Middle/Junior High	9	39.1%	6,946	40.8%
High School	12	52.2%	9,841	57.8%
Totals	23	100%	17,022	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: Marin County Arts Education Data Project

- ❖ All students in Marin County (100%) have access to arts instruction (the only county in the region to provide universal access) and is **above** the region measure of 96.1%.
- ❖ Only 8% of students have access to the four arts disciplines as required by state education code. This is the second lowest in the region and **below** the region measure of 21%.
- ❖ Fifty-five percent of all students participated in at least one arts education course - the highest participation rate for the entire region. This represents more than 9,400 students and is **above** both the state and region measures of 39% and 42% respectively.
- ❖ Participation in Art (27% and highest in the region) and Music (21% and second highest in the region) were highest among the five artistic disciplines with Art participation the highest in the region and Music the second highest. Music (70%) and Art (96% and highest in the region) are also the most widely available of the arts disciplines. Theatre participation (8%) is highest in the region while Dance (1%) and AME (4%) participation rates are in the lower half for the region.
- ❖ There is no correlation between the arts access rates, participation, distribution of “no arts” students, and the diversity of course offerings when compared to the percentage of students on Free and Reduced Price Lunch.
- ❖ There is a correlation between Music participation and Free and Reduced Price Lunch with participation declining as the percentage of students eligible for Free and Reduced Price Lunch increase.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

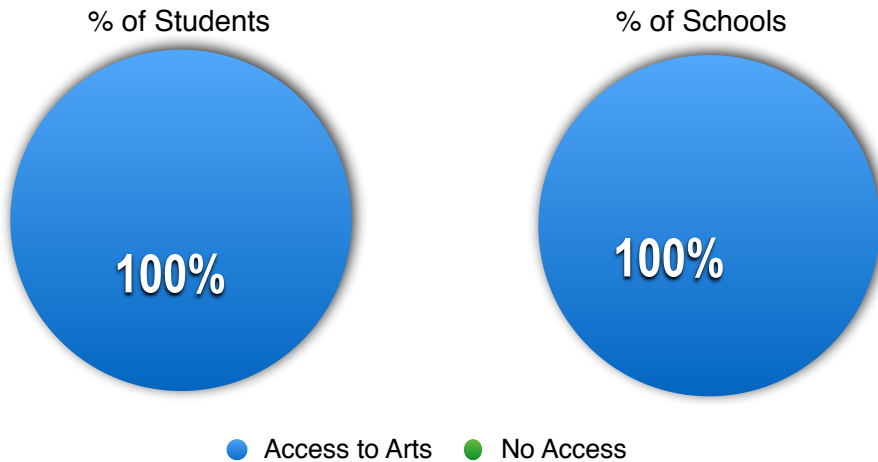
Highest Arts Participation Rates	Lowest Arts Participation Rates
Low Poverty (Free Lunch Students < 25%)	Mid-High (Free Lunch Students 50%-75%)
Suburb Schools	Rural Schools
Title I Targeted Assistance Schools	Title I Schoolwide Eligible Schools
Majority Race/Ethnicity “White”	Majority Race Ethnicity “Hispanic”
Middle Schools	Elementary/High Combination 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.
- ❖ For Music, there remains greater access to these courses in Middle Schools (100%) than at the High Schools (58%). While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance.
- ❖ Dance (1%) and AME (4%) have the lowest participation as a result of having the lowest levels of student access (9% and 35% respectively).

MARIN COUNTY SUMMARY

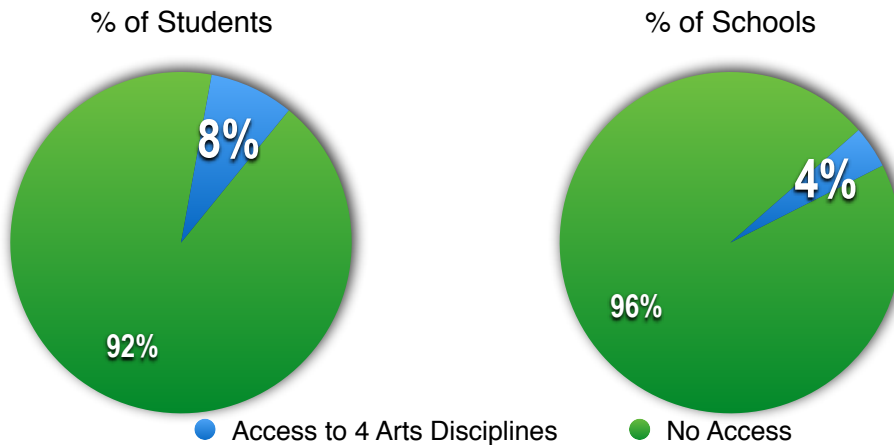
Overall Access to Any Arts Instruction

“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, 100% of the 17,022 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 100% of schools offering at least one art form (compared to 87% for the region). There were no students that did not have access to arts instruction. Access by students and schools is significantly above the state measures (97.2% and 87% respectively) while the percentage of students with no access (0%) is better than the state or region (2.7% for the state and 3.9% for the region).



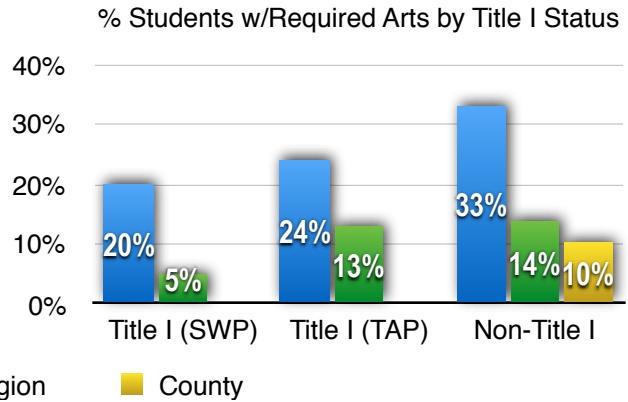
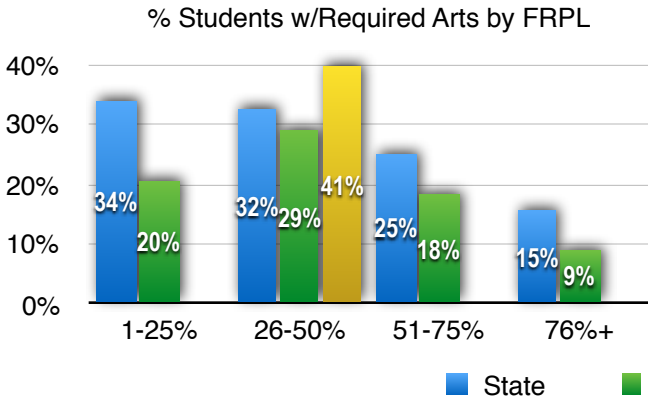
Overall Access to the Required Arts Disciplines

In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 8% of students (1,361) had access to all four required arts disciplines in schools. This represents 4% of schools offering all four arts disciplines. More than 15,000 students did not have access to all four arts disciplines in the county. Both student and school access are below the state of 25% and 12% and above the region of 21% and 11% respectively.



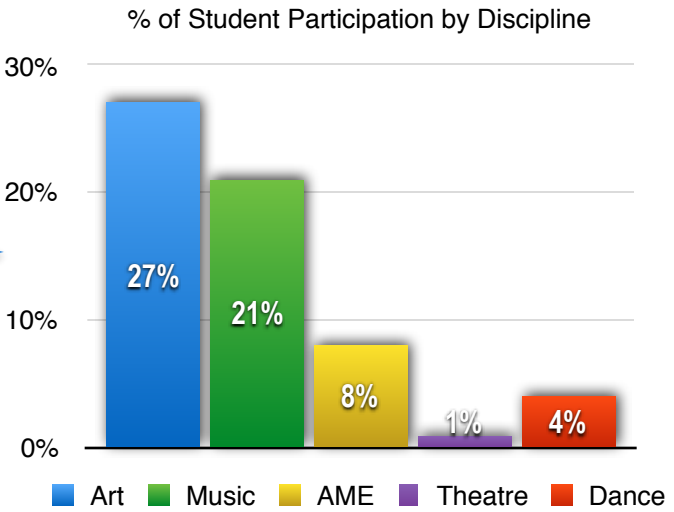
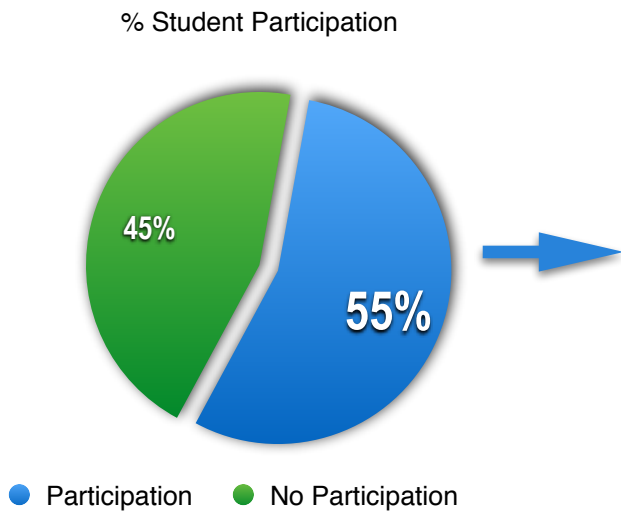
Required Arts Disciplines by Free and Reduced Price Lunch and Title I

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 (TAS) of Non-Title I. Students in schools with lower percentages of students eligible for Free and Reduced Price Lunch (26%-50%) and students attending Non-Title I schools have greater access to the four required arts disciplines. Students in the county schools much lower access to the required arts disciplines than state and region measures.



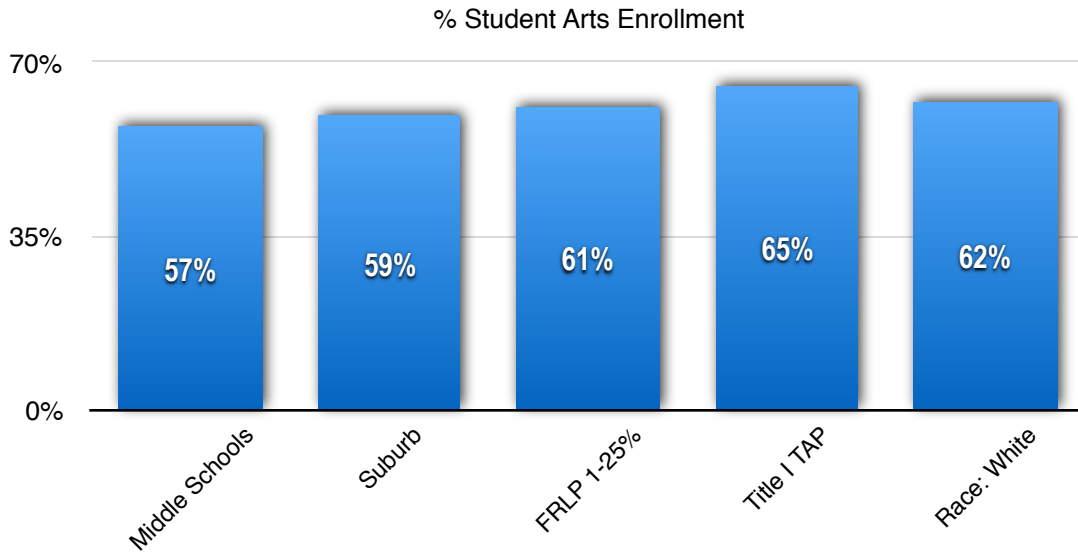
Overall Participation

Course enrollment data reveals 55% of all students (9,446 students) were enrolled in at least one arts discipline in 2017 which is above the state measure of 39% and above the region measure of 42%. Out of the total student population, 27% participated in Art followed by 21% in Music, 8% in AME, 1% in Theatre and 4% in Dance.



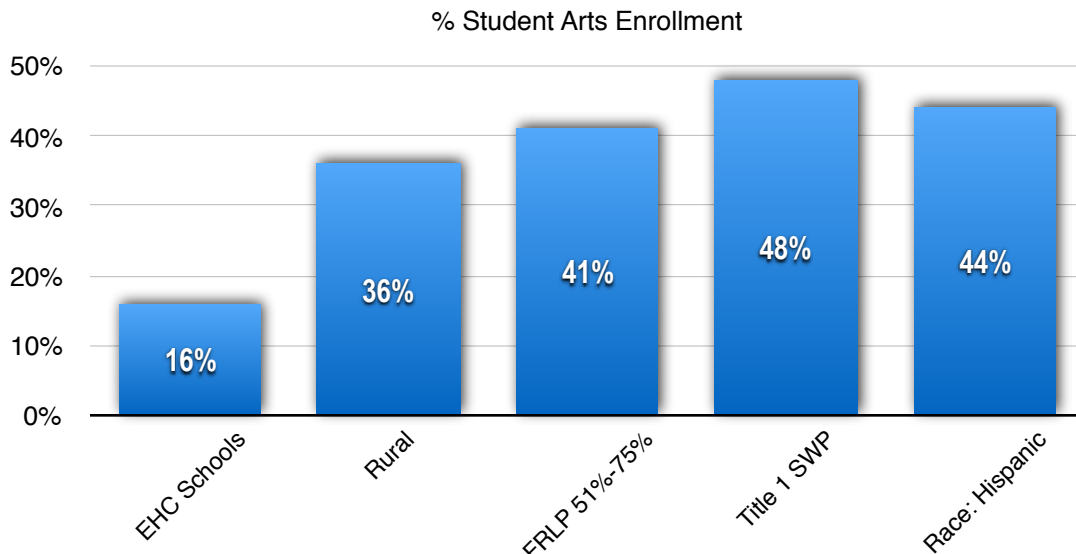
Highest Participation by Attribute

Arts participation is highest for students attending high schools (43%), schools in the locale designation of “city, midsize” (45%), traditional (non charter) public schools (40%), schools where 50-75% of students were eligible for Free and Reduced Price Lunch (42%), Non-Title I schools (42%) and where the majority of students have a race/ethnicity designation of “no majority” (41%).



Lowest Participation by Attribute

Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (22%), students in schools locale designation of “city, large” (36%), charter schools (36%), where 75% or more of students are eligible for Free and Reduced Price Lunch (37%), Title I Targeted Assistance Programs schools (37%) and where the majority of students in the school are African American (25%).



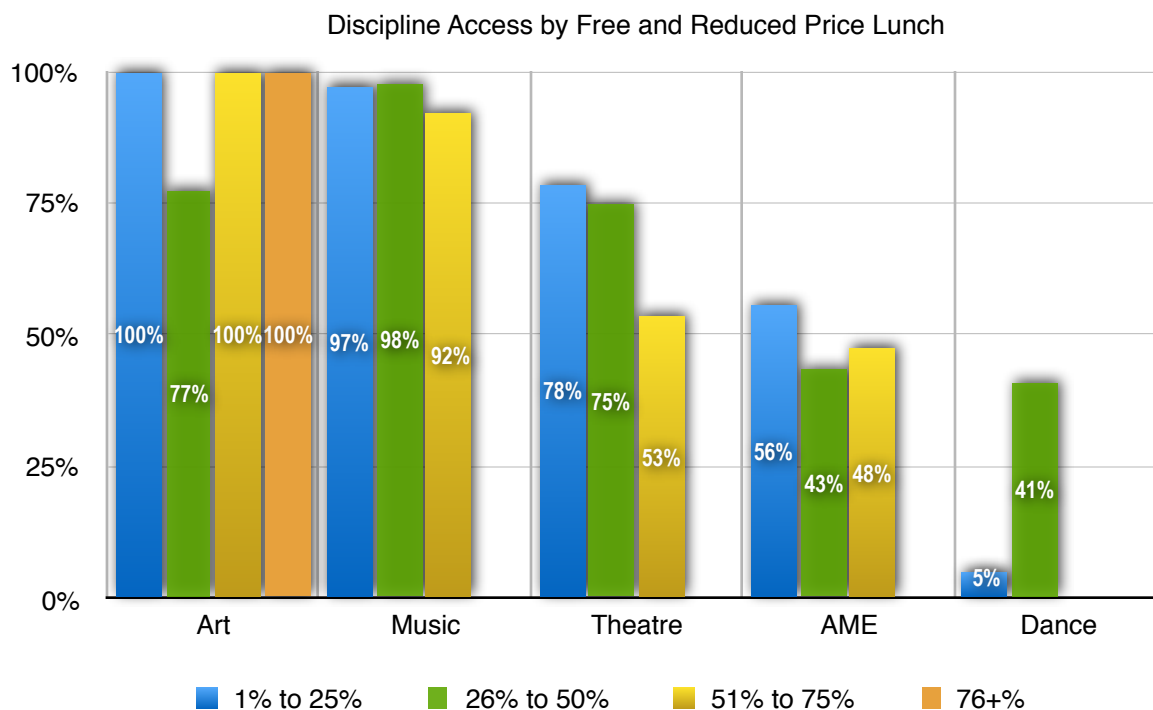
Free and Reduced Price Lunch

There is 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). Access by schools and students as well as the percentage of “no arts” students is the same across all categories. Only in participation and access to all four disciplines do we see any variations between categories with participation being favorable for schools with the lowest percentage of students eligible for Free and Reduced Price Lunch.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	100%	100%	61%		
25-50%	100%	100%	51%		26%
51-75%	100%	100%	41%		
76%+	100%	100%	50%		

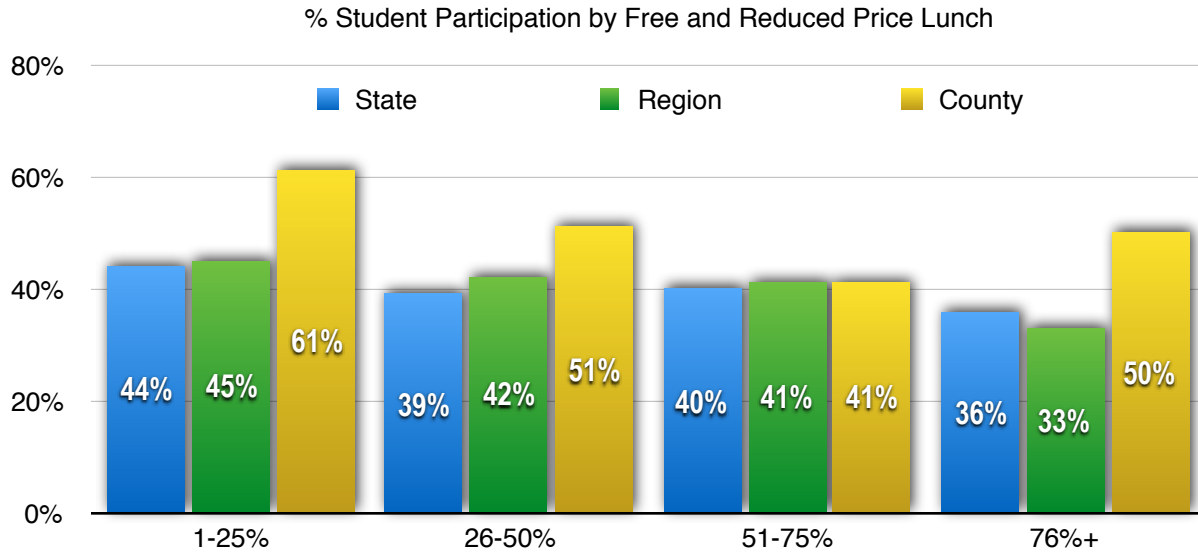
Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline a trend becomes visible. The higher the percentage of students eligible for Free and Reduced Price Lunch the lower the percentage of students with access to most disciplines (Art being the exception with nearly all students with access).



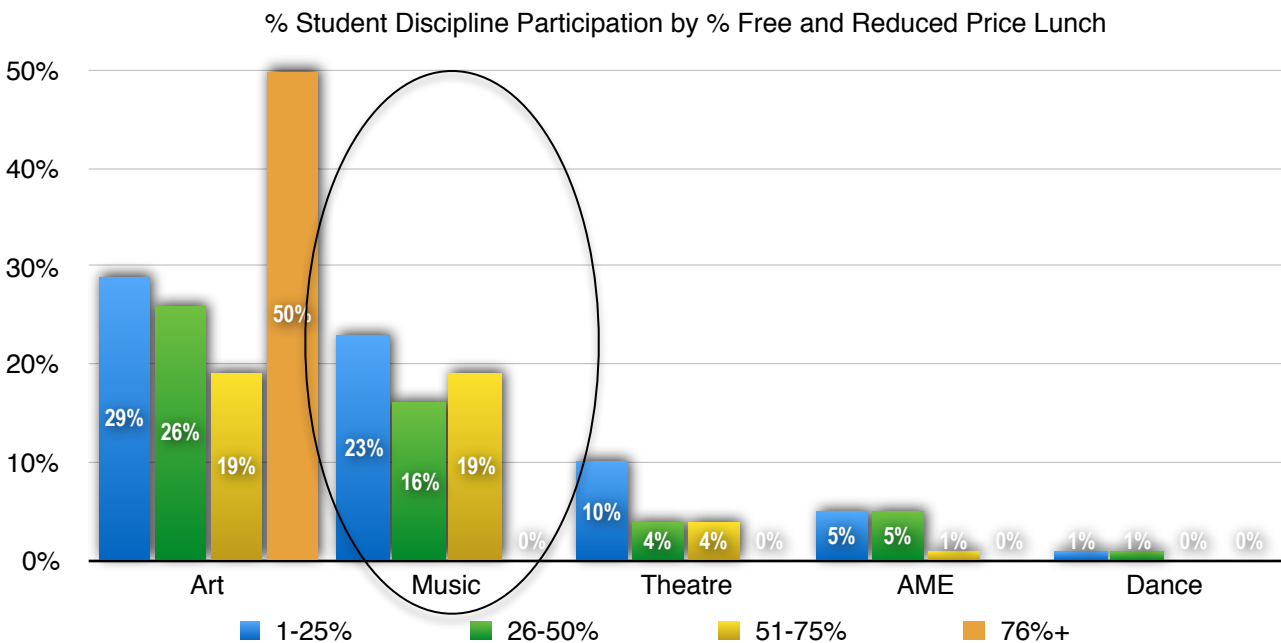
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for FRPL in a school increases and then improves for in the 76%+ category. The chart below compares the state and region participation with county participation.



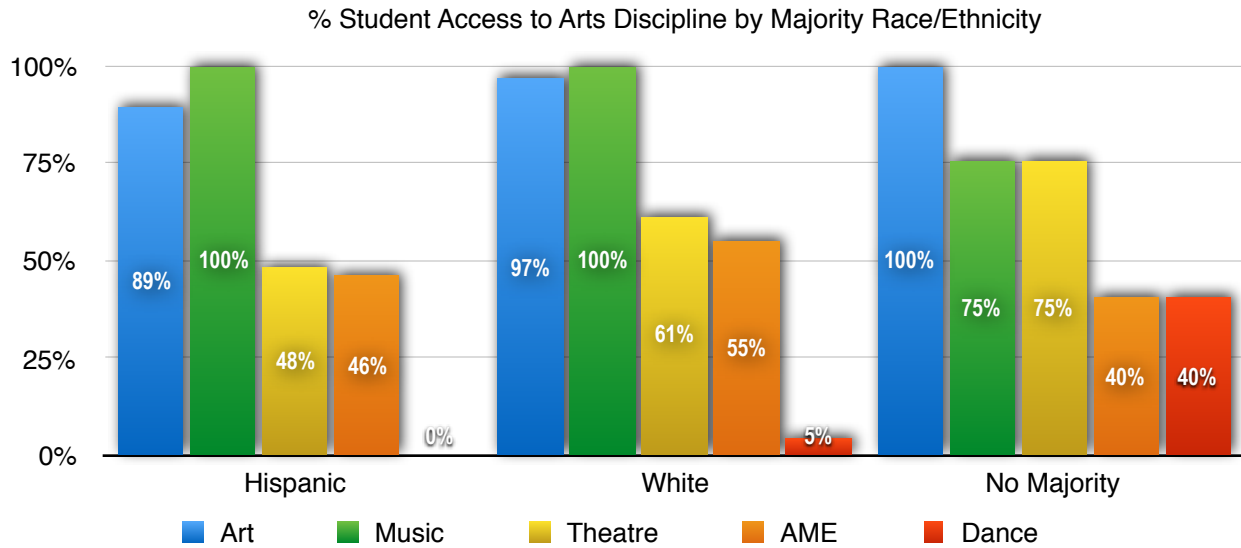
Free and Reduced Price Lunch Participation by Discipline

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. The greatest participation rate is for Art in the 76%+ FRPL category.



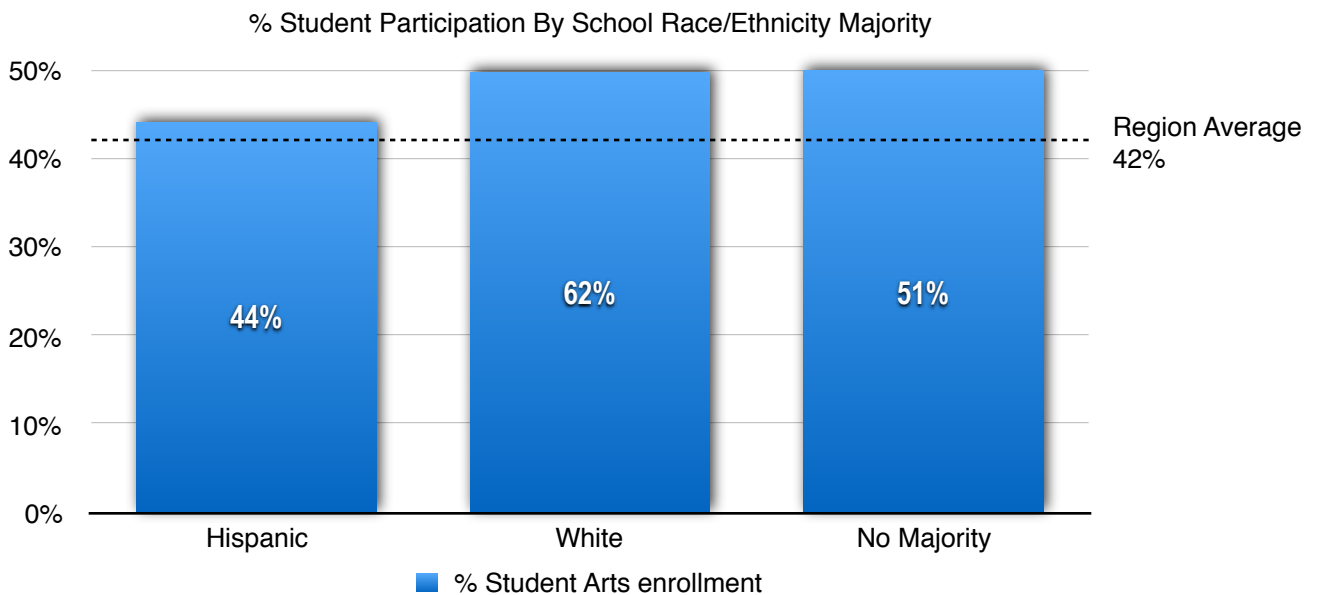
Majority Race/Ethnicity Access by Arts Discipline

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 (with the exception of Music and AME). (Note: There are no majority African American or Asian schools in the county)



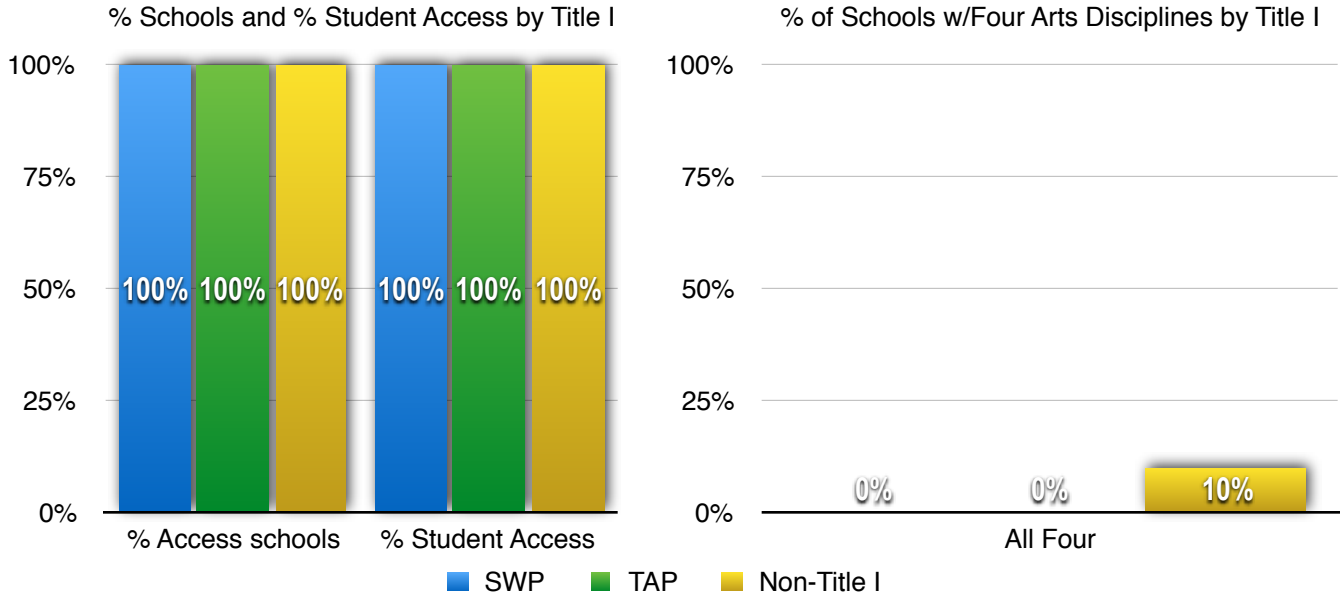
Arts Participation based on Majority Race/Ethnicity

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



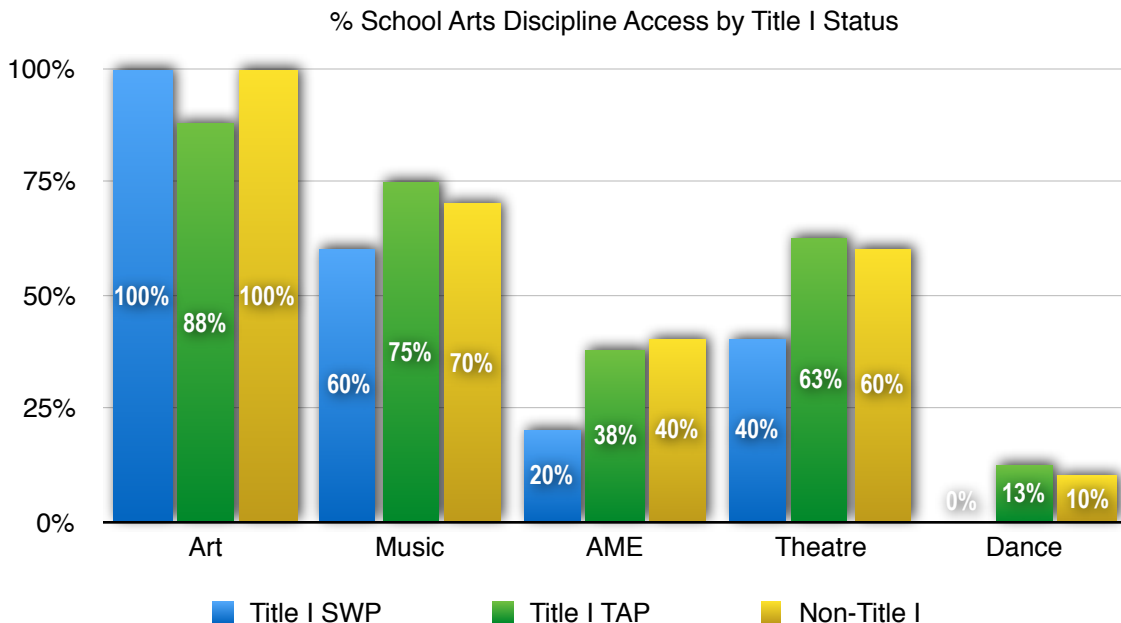
Title I Schools Arts Access

There is universal access across all Title I school categories. Only a small percentage of Non-Title I schools provide access to all four arts disciplines.



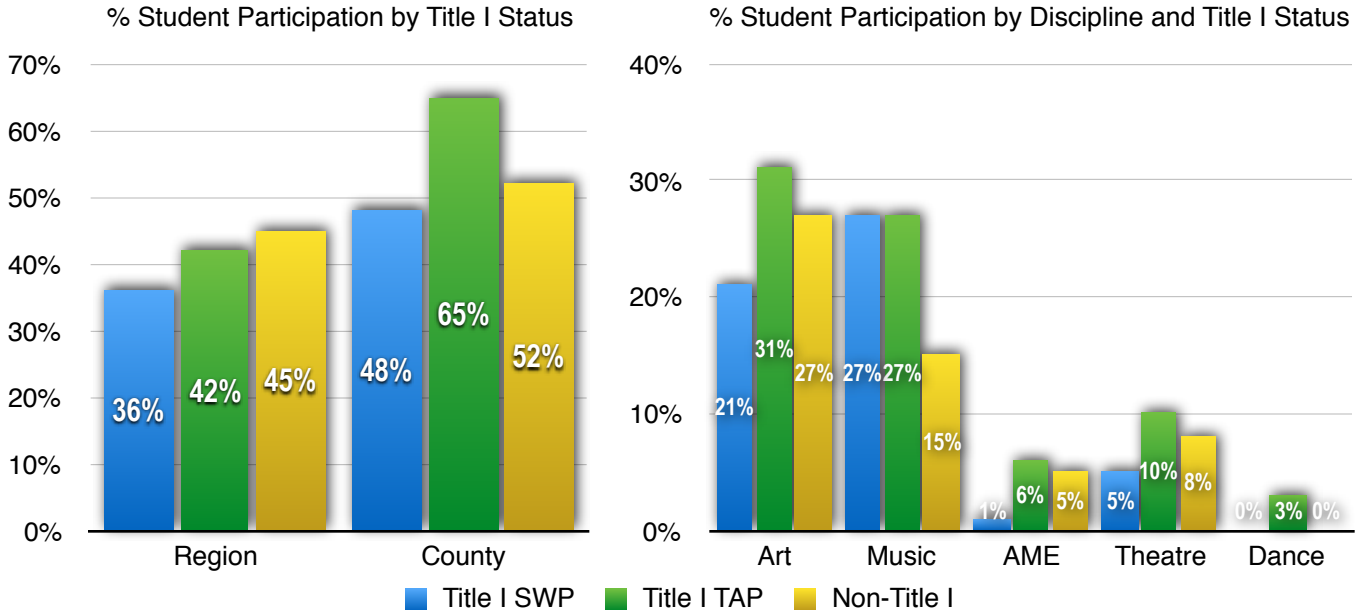
Title I Schools Arts Discipline Access

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 except Art. 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 Music and Theatre.



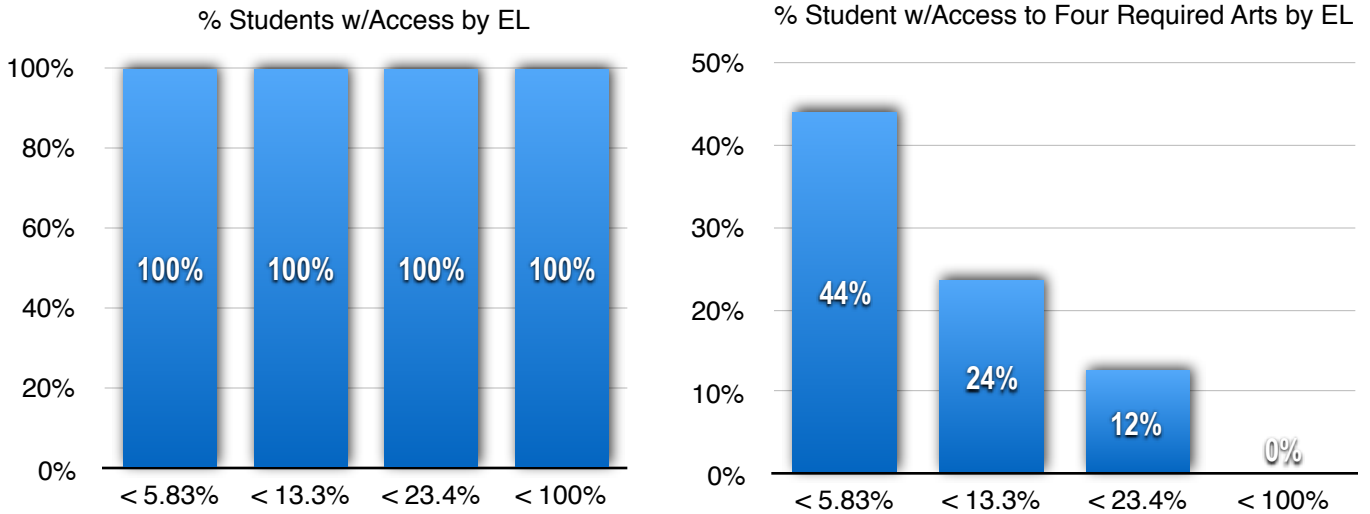
Title I Schools Arts Participation

When examining the overall participation rates Title 1 Targeted Assistance Program schools have the greatest participation rates. When examining participation rates by discipline, Title 1 Targeted Assistance Program schools have the greatest participation rates. This is different than the region measures.



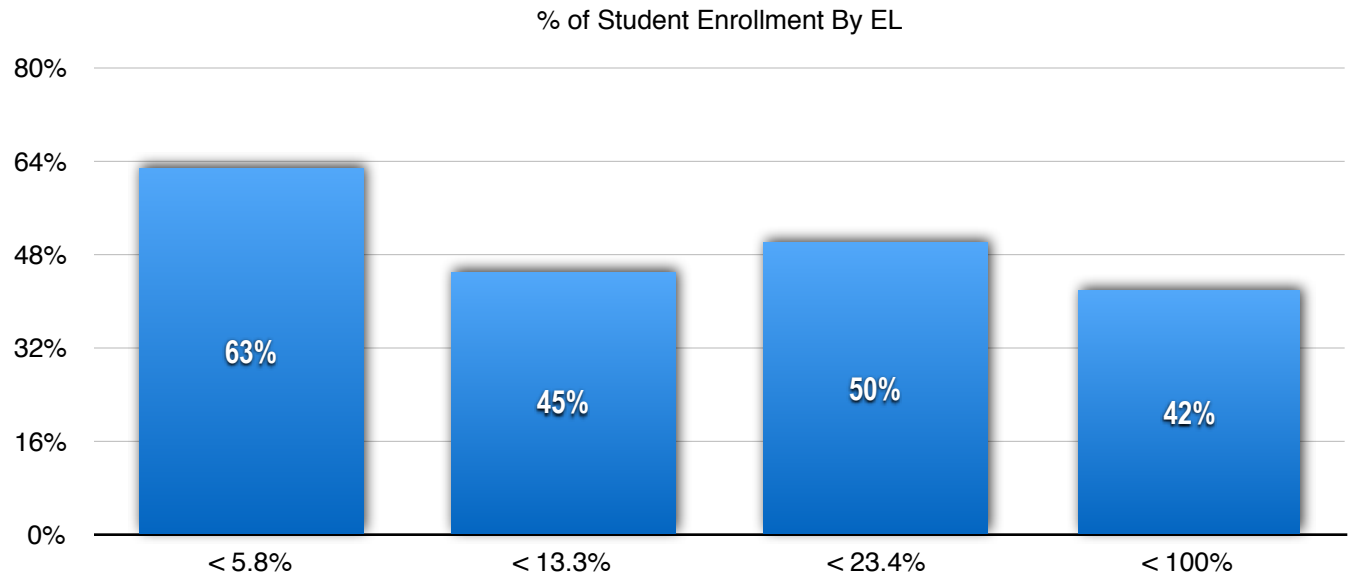
English Learners Access

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 the four required arts disciplines. There is universal access to the arts for English learners across the county.



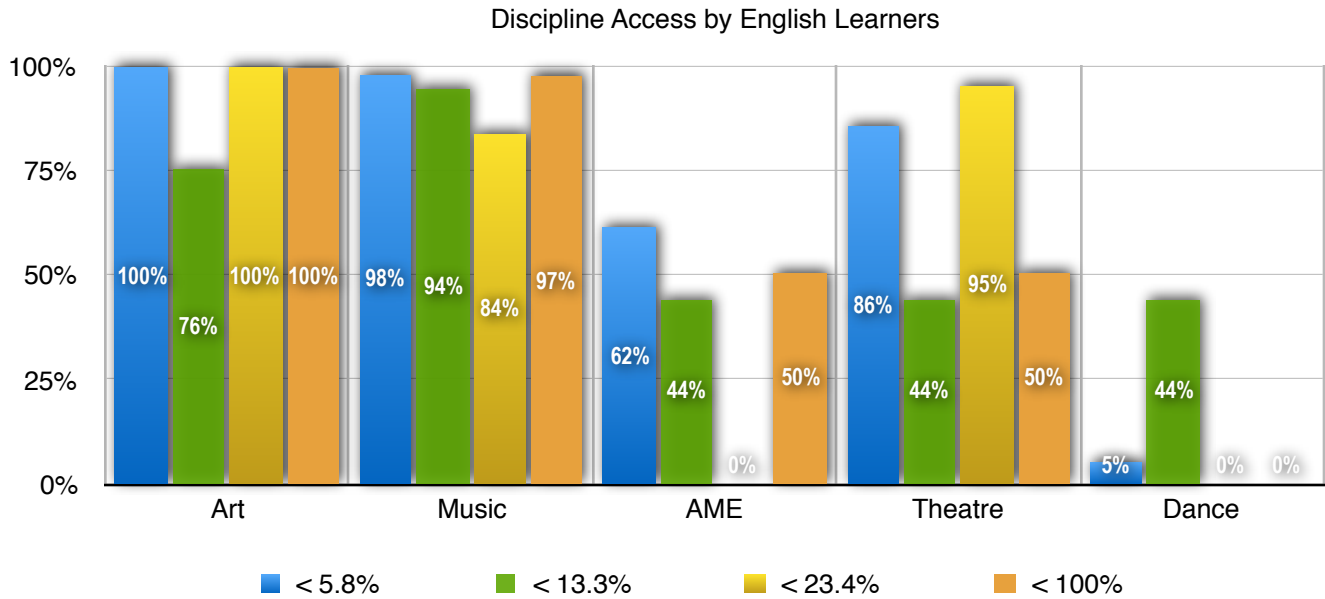
English Learners Participation

Schools with the highest percentage of English learners have the lowest rate of arts participation.



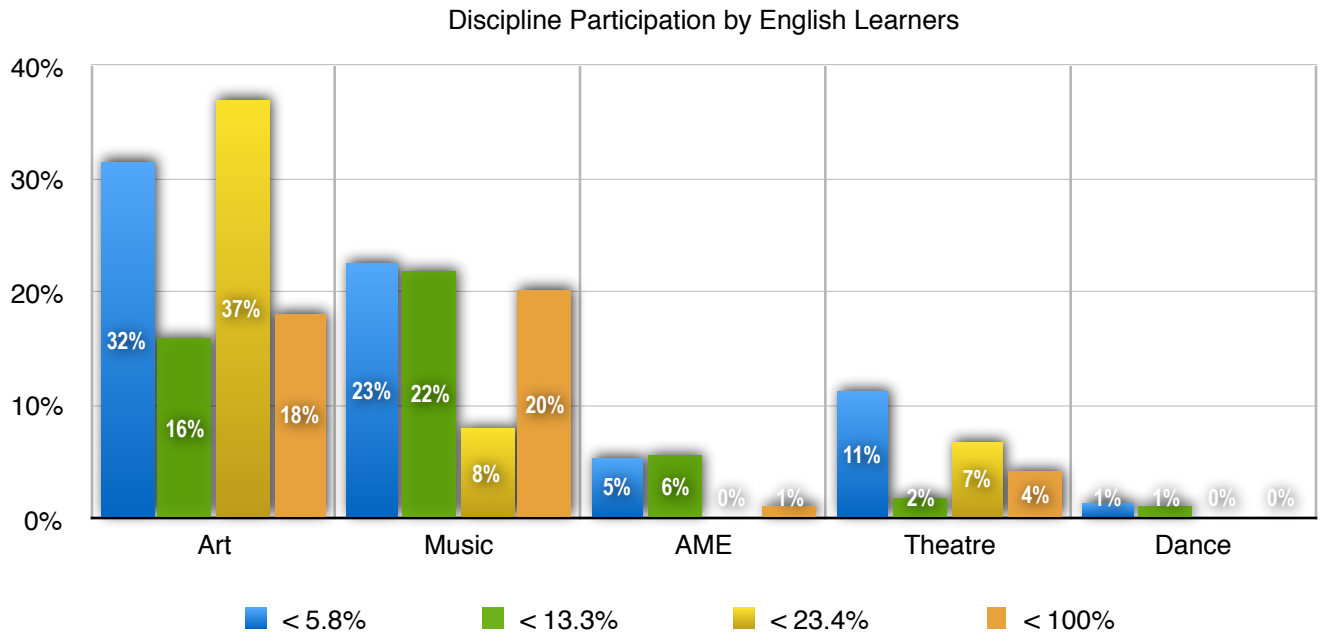
Discipline Access by English Learners

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



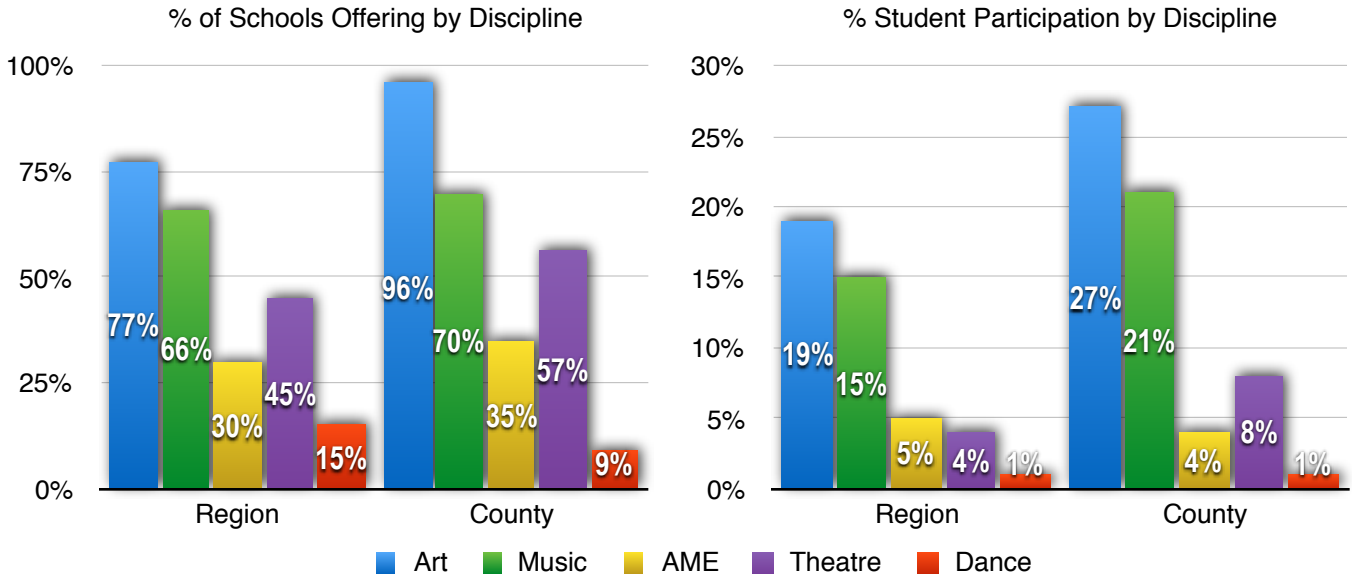
Discipline Participation by English Learners

Schools with the highest percentage of English learners have lower participation in most disciplines when compared to schools with the lowest percentage of English learners.



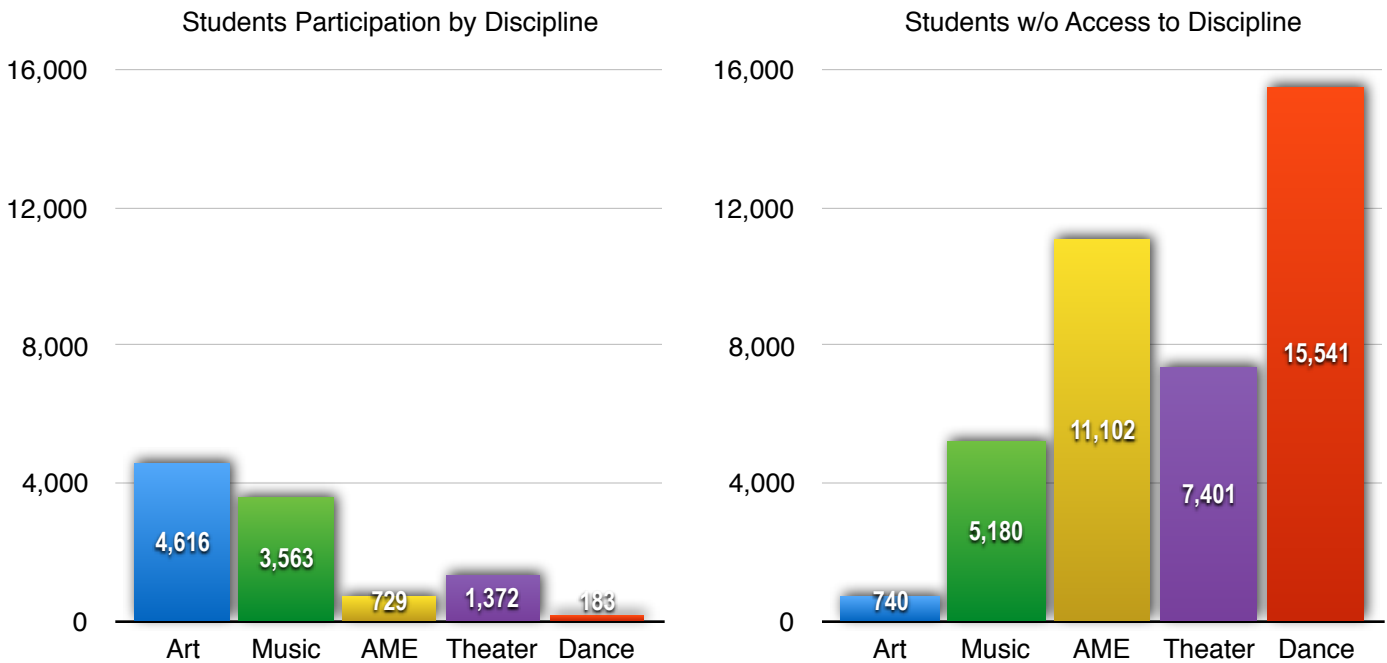
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music, 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 creating unequal learning opportunities in each of the arts disciplines. County access and participation is higher than region averages across most measures.



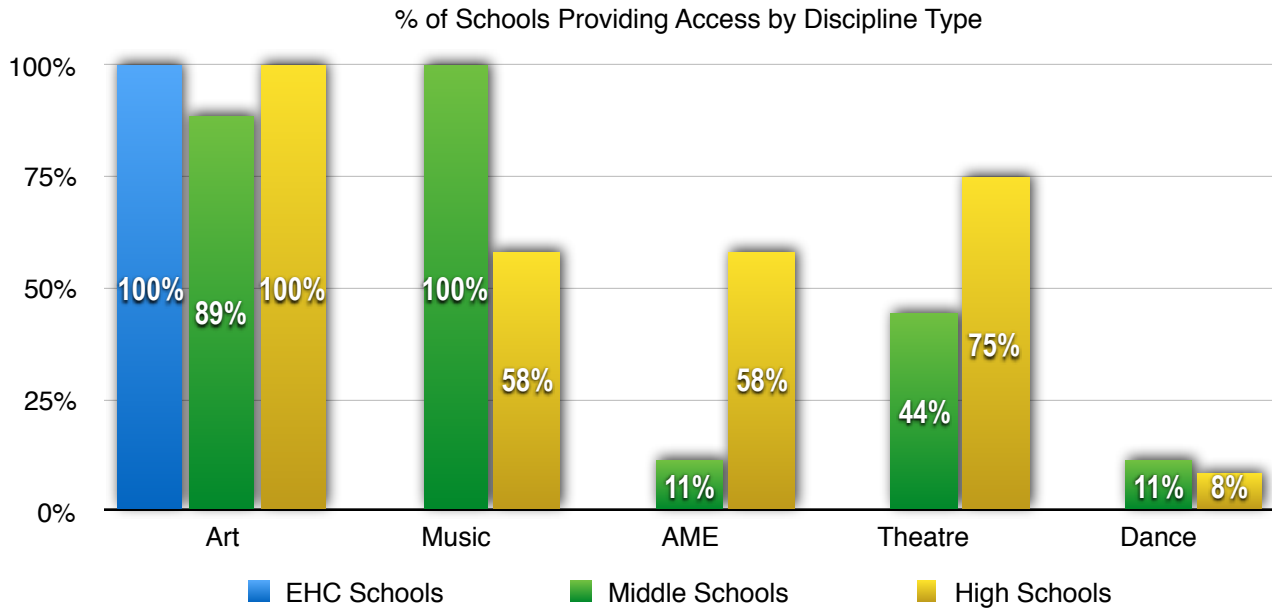
Overall Arts Discipline Participation

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.



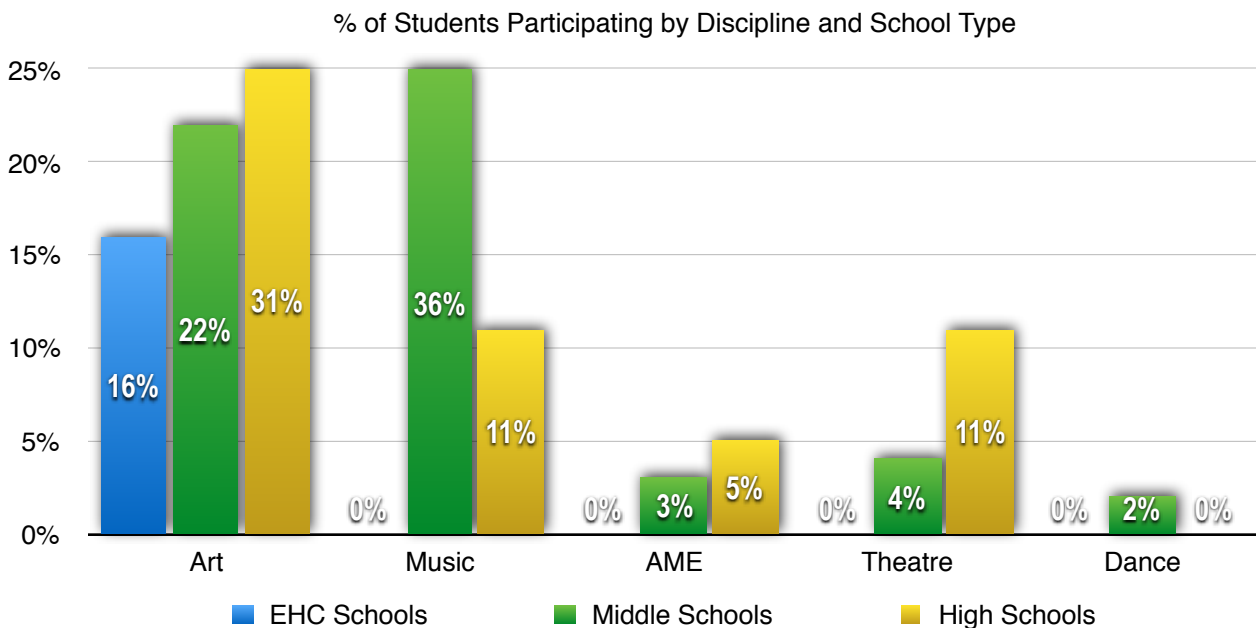
Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music and Dance. One hundred percent of middle schools provide access to Music as compared to 58% 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. Only Art is available in EHC schools.



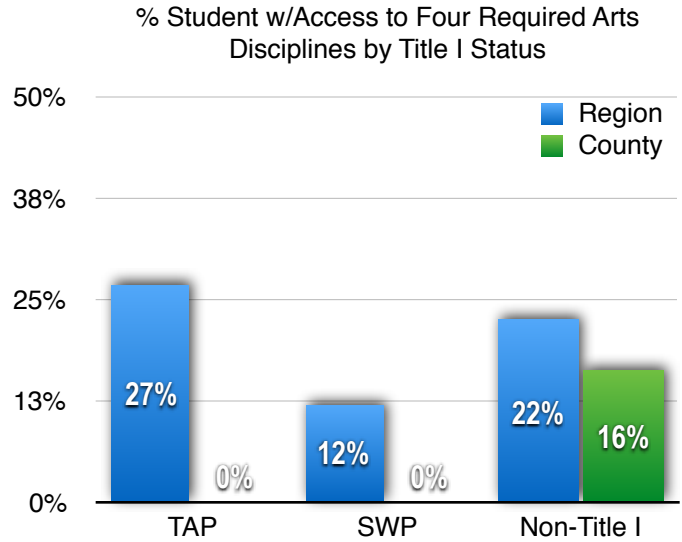
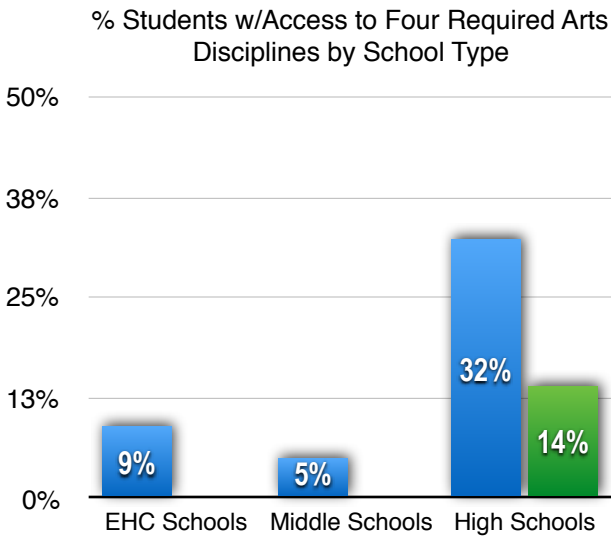
Arts Discipline Participation by School Type

Middle schools have the largest total arts participation (57%). Music and Dance have the highest percentage of participation in middle schools. All other disciplines have the highest percentage of participation in high schools.



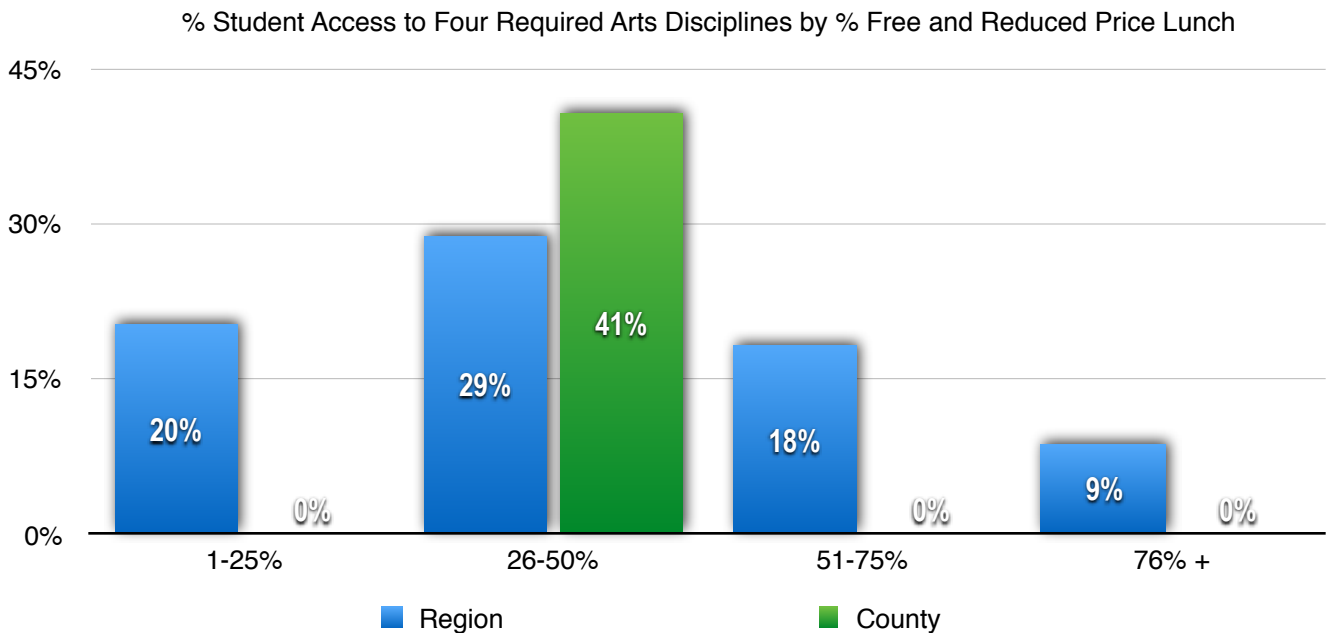
Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 4% of schools meet this requirement (providing access for 8% 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 Non-Title I schools have any access to the four required arts disciplines. All four charts compare the region with the county measures.



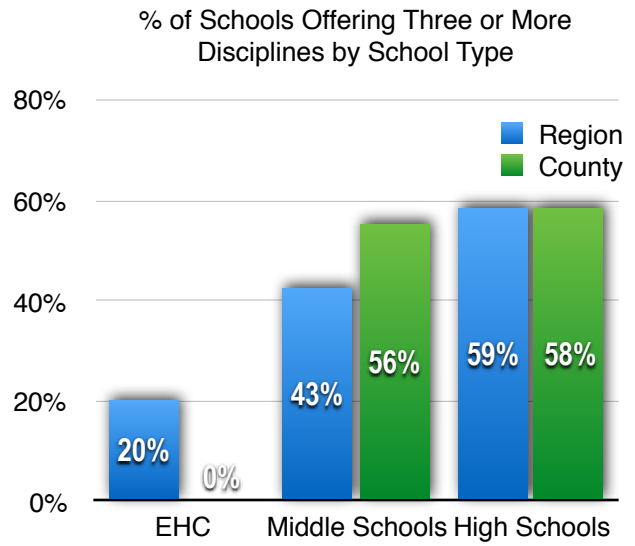
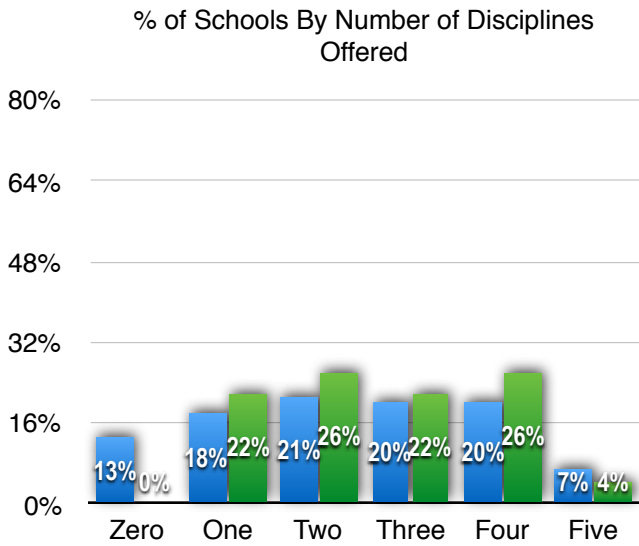
Four Required Arts Disciplines by School

Only schools with 26%-50% of students qualifying for Free and Reduced Price Lunch have access to the required arts disciplines. No charter schools provide the four required disciplines.

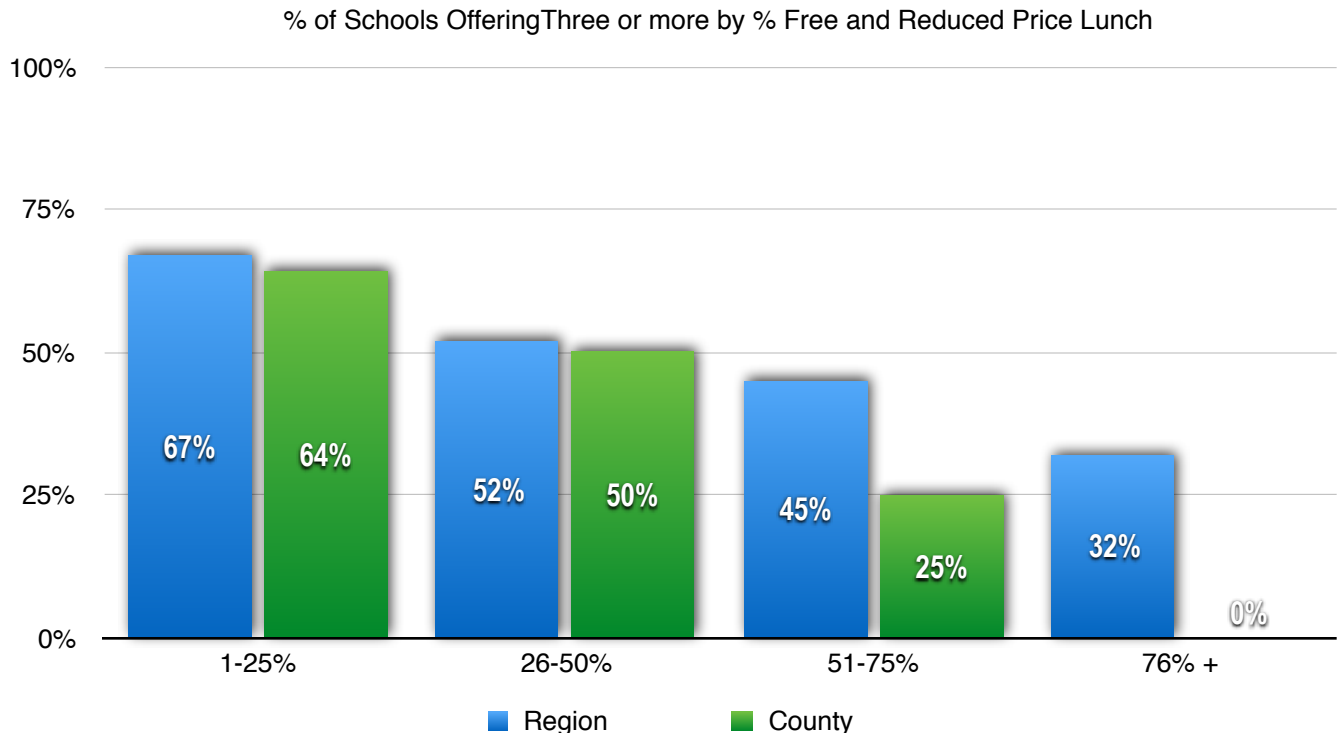


Number of Disciplines Offered

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 and middle 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 above the region measures across the board.



Students attending schools with a smaller percentage of students qualifying for Free and Reduced Price Lunch are more likely to have access to three or more arts disciplines.



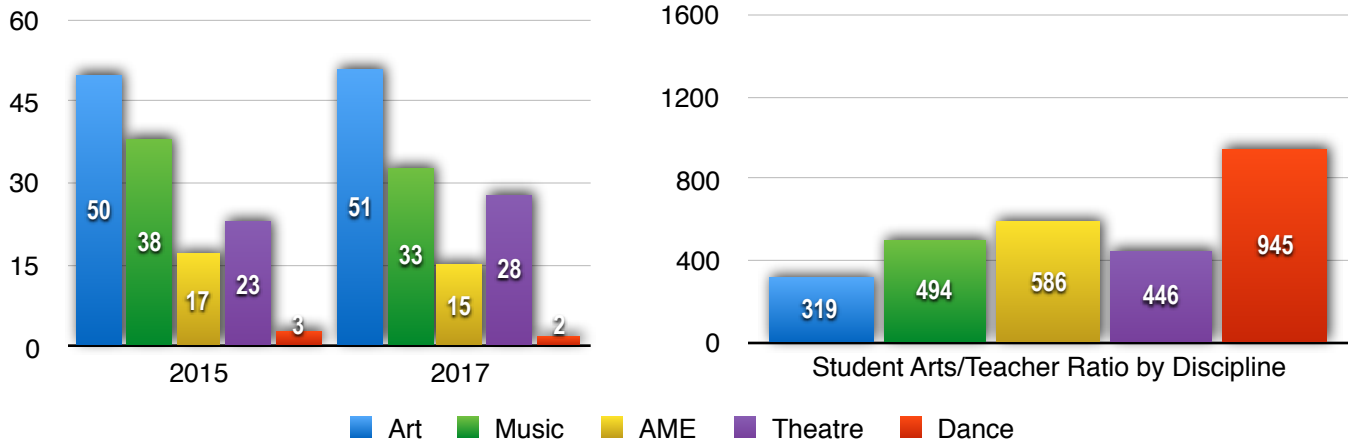
Top Courses by Discipline

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, 96% of schools offer art with 27% of students participating. Within Art, Other Art Course is available in 55% of all schools that offer Art with 32% of all Art students participating in the course.

Course	% of Schools Offering Discipline	% of Students within Discipline
Art (96% of Schools, 27% of Students)		
Other Art Courses	55%	32%
Photography	41%	9%
Ceramics	27%	10%
AME (35% of Schools, 8% of Students)		
Intro to Multimedia Production	50%	19%
Dance (9% of Schools, 4% of Students)		
Dance, Movement, & Rhythmic Fund (Elementary)	50%	80%
Dance, Movement, & Rhythmic Fund (Secondary)	50%	20%
Music (70% of Schools, 21% of Students)		
Band	88%	43%
Chorus/Choir/Vocal Ensemble	75%	26%
Orchestra/symphony	43%	7%
Instrumental Music Lessons	38%	4%
Other Music Course	25%	6%
Theatre (57% of Schools, 1% of Students)		
Theatre/Play Production (secondary)	62%	23%
Theatre/Creative Dramatics (elementary)	46%	54%

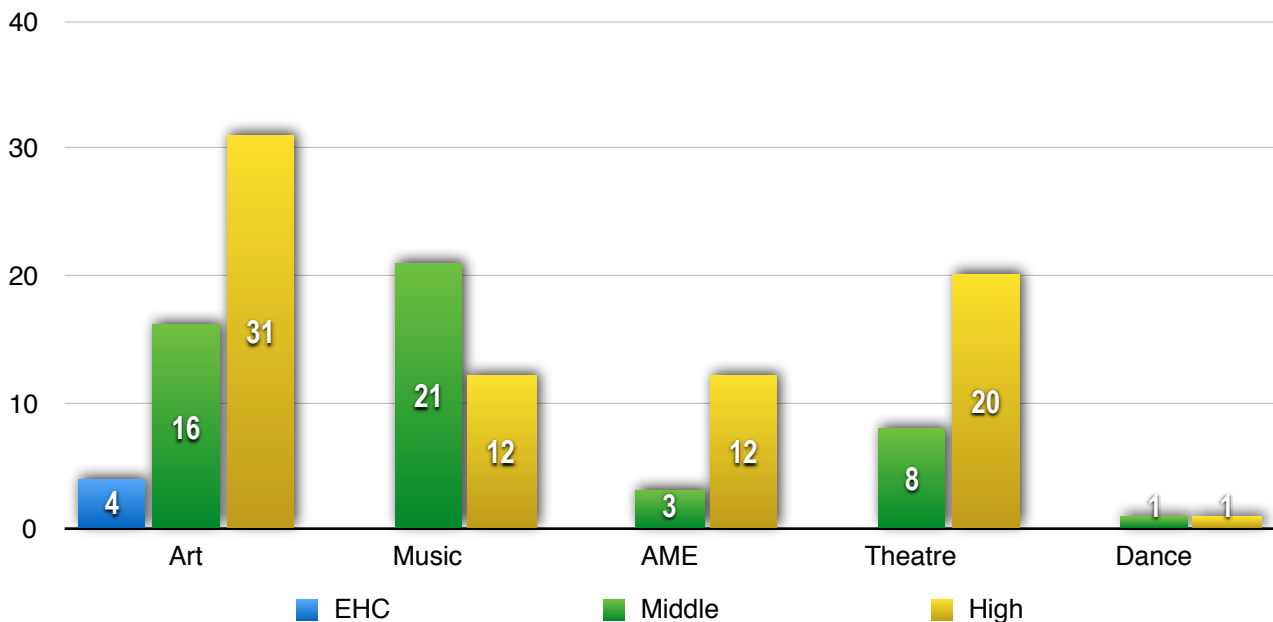
Arts Educators

There are 129 arts educators teaching in traditional public schools covered in this report - a decrease from 131 teachers in 2015 (charter schools are excluded) with the decline centered in Music. 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 146 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.



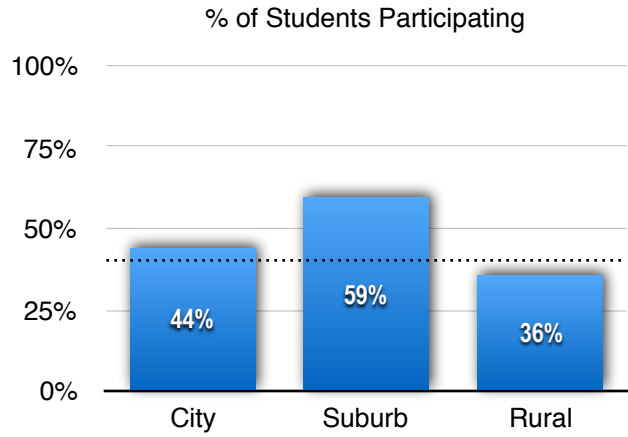
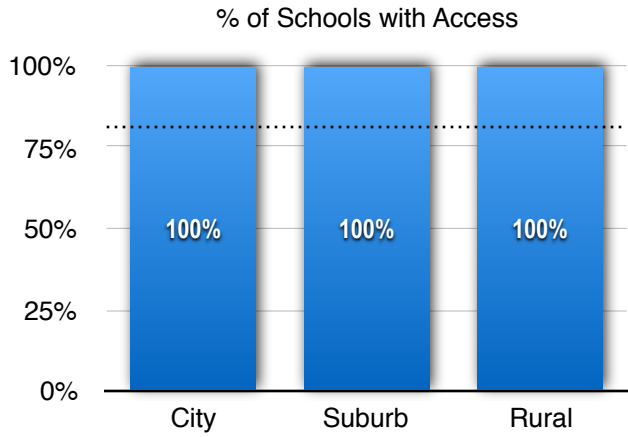
The number of teachers dedicated to arts education across all disciplines is far greater at the high school level (with the exception of music) than at either the middle or elementary/high combination school levels.

Number of Teachers by Discipline and School Type



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 Suburbs. The region average represented by the dotted line.



Marin County District Comparison

The table below contains key measures for comparison across the 12 districts in Marin 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
Dixie Elementary	100%	100%	0%	0%	0%	100%	100%	0%	100%		70%
Kentfield Elementary	100%	100%	0%	0%	0%	100%	100%	0%	100%		77%
Larkspur-corte Madera	100%	100%	0%	0%	0%	100%	100%	100%	0%	100%	83%
Marin County Office Of Education	100%	100%	0%	0%	0%	100%	0%	0%	0%		8%
Mill Valley Elementary	100%	100%	0%	0%	0%	100%	100%	0%	100%		97%
Novato Unified	100%	100%	33%	17%	0%	83%	67%	33%	33%	17%	47%
Reed Union Elementary	100%	100%	0%	0%	0%	100%	100%	0%	100%	0%	54%
Ross Valley Elementary	100%	100%	0%	0%	0%	100%	100%	0%	0%	0%	45%
San Rafael City Elementary	100%	100%	0%	0%	0%	100%	100%	0%	0%	0%	32%
San Rafael City High	100%	100%	0%	0%	0%	100%	67%	33%	67%	0%	51%
Shoreline Unified	100%	100%	0%	0%	0%	100%	0%	0%	100%	0%	36%
Tamalpais Union High	100%	100%	0%	0%	0%	100%	60%	80%	80%	0%	58%
Total	100%	100%	8%	4%	0%	96%	70%	35%	57%	9%	55%

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%	14	61%	10,852	64%
26% to 50%	4	17%	3,380	20%
51% to 75%	4	17%	2,720	16%
75% or more	1	4%	70	0%

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 for Title I Targeted Assistance (TAP)</u>	8	34.78%	5,315	31%
<u>Eligible for Title I Schoolwide program (SWP)</u>	5	21.74%	3,235	19%
<u>Not Eligible for either (TAP) or (SWP)</u>	10	43.48%	8,472	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%	13	57%	9,950	58%
< 13.3%	4	17%	3,127	18%
< 23.4%	3	13%	1,380	8%
< 100%	3	13%	2,565	15%
TOTAL	23	100%	17,022	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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