



Monterey 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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## Monterey 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.

### Monterey County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	8	15.69%	1,466	4.06%
Middle/Junior High	19	37.25%	13,998	38.79%
High School	24	47.06%	20,619	57.14%
Totals	51	100.00%	36,083	100.00%

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).the

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## Key Findings: Monterey County Arts Education Data Project

- ❖ Although most students (92.6%) have access to arts instruction, only 19% of students have access to the four arts disciplines as required by state education code. These are **below** the region measures of 96.1% and 21% respectively. Monterey ranks last in the region for student and school access.
- ❖ Thirty-six percent of all students participated in at least one arts education course. This represents more than 12,800 students and is **below** the state and region measures of 39% and 42% respectively. The county ranks next to last in the region in student arts participation.
- ❖ Participation in Art (19%) and Music (13%) were highest among the five artistic disciplines. Music (57%) and Art (72%) are also the most widely available of the arts disciplines. Access to Art, Music, AME, and Theatre are in the bottom three counties for the region. Participation in AME and Theatre rank next to last.
- ❖ There were 2,671 students, or 7.2% (next to last in the region), who did not have access to any arts instruction. This is **well above** both the state and region measures of 2.7% and 3.9% respectively. Between 2014 and 2017 there has been a 1% 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 White when compared to the distribution of the total student enrollment.
- ❖ As the percentage of students eligible for Free and Reduced Price Lunch in a school increases student participation decrease. This is also true for the individual disciplines of Music, Theatre and AME. Student access is lowest in the lowest Free and Reduced Price Lunch category (1%-25%).
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

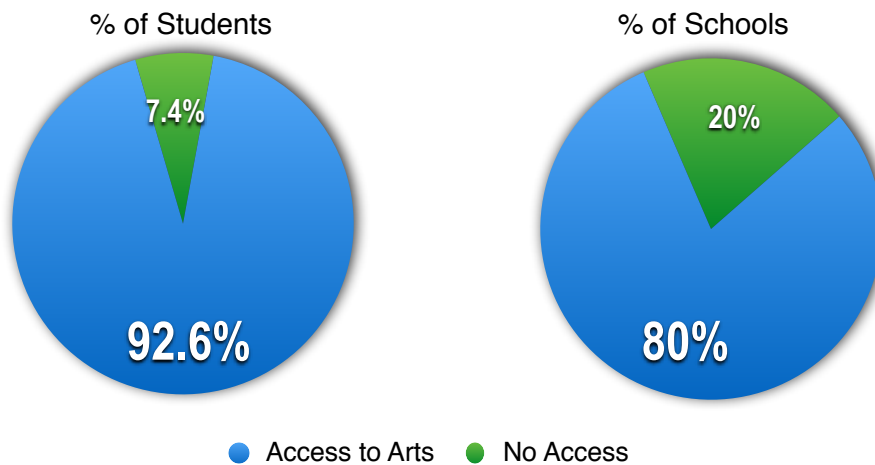
Highest Arts Participation Rates	Lowest Arts Participation Rates
Low Poverty (Free Lunch Students < 25%)	High Poverty (Free Lunch Students >75%)
Town Schools	Rural Schools
Traditional Public Schools	Charter Schools
Non Title I Schools	Title I Schoolwide Eligible Schools
Majority Race/Ethnicity "White"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

- ❖ Schools with the highest percentage of English learners have lower participation in most disciplines.
- ❖ Middle School Arts enrollment is unusually low. There is a larger percentage of student participation in High Schools (40%) than in either Middle Schools (32%) or the Elementary/High Combination Schools (8%). 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 (74%) 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 (3%) have the lowest participation as a result of having the lowest levels of student access (14% and 24% 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.

# MONTEREY COUNTY SUMMARY

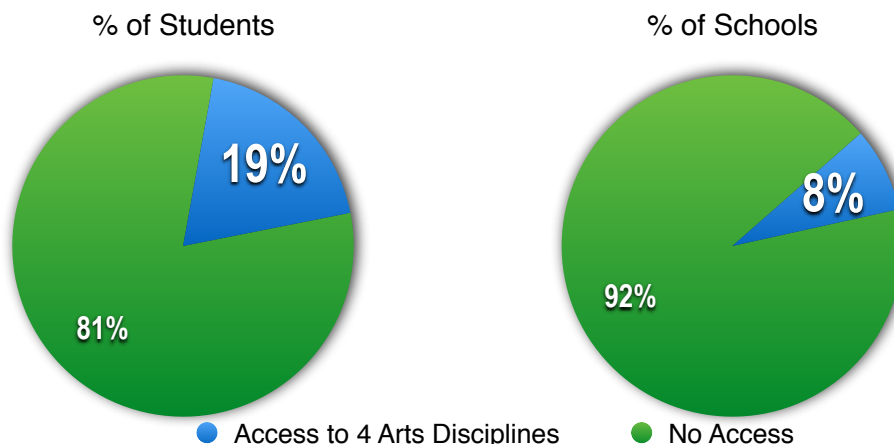
## Overall Access to Any Arts Instruction

“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, 92.6% of the 36,083 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 80% of schools offering at least one art form (compared to 87% for the region). There were 2,671 students (7.4%) who did not have access to any arts instruction, up from 2,549 students in 2015. Between 2015 and 2017 there has been a 4.8% increase (deterioration) 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 significantly higher than the state and region measures (2.7% for the state and 3.9% for the region).



## Overall Access to the Required Arts Disciplines

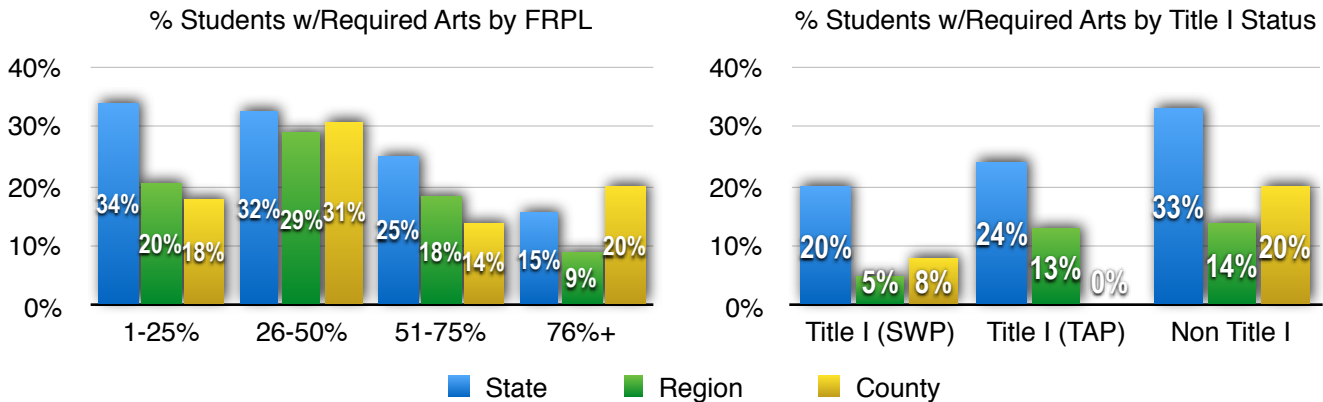
In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 19% of students (6,856) had access to all four required arts disciplines in schools. This represents 8% of schools offering all four arts disciplines. More than 29,000 students did not have access to all four arts disciplines in the county. Both student and school access is below the state measures of 25% and 12% and region measures of 21% and 11% respectively.





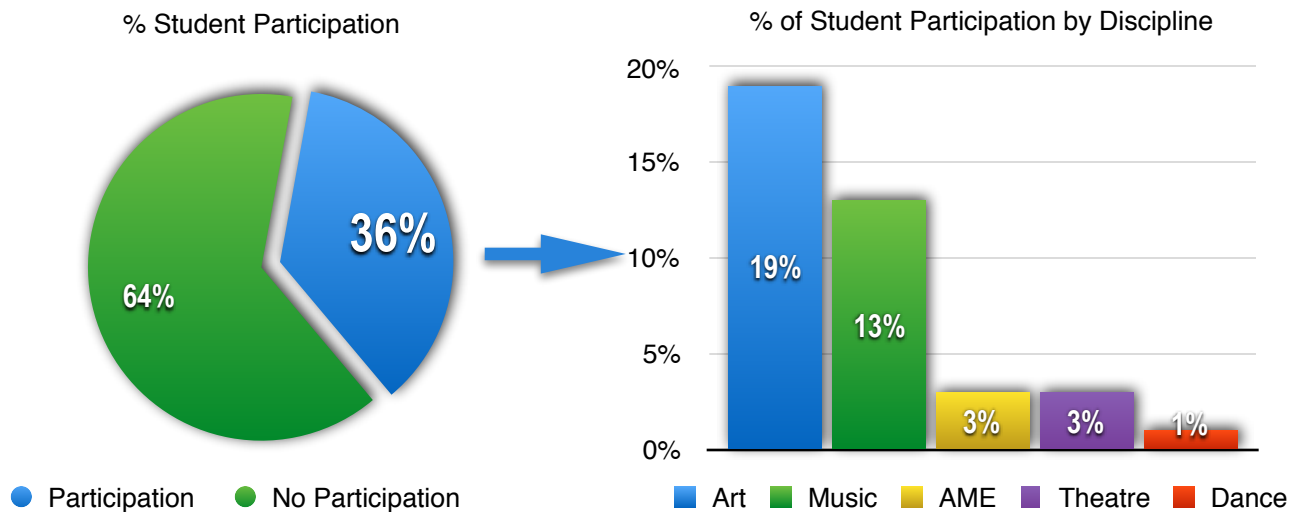
### Required Arts Disciplines by Free and Reduced Price Lunch and Title I

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) of Non Title I schools. While access to at least one arts course is comparable, 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.



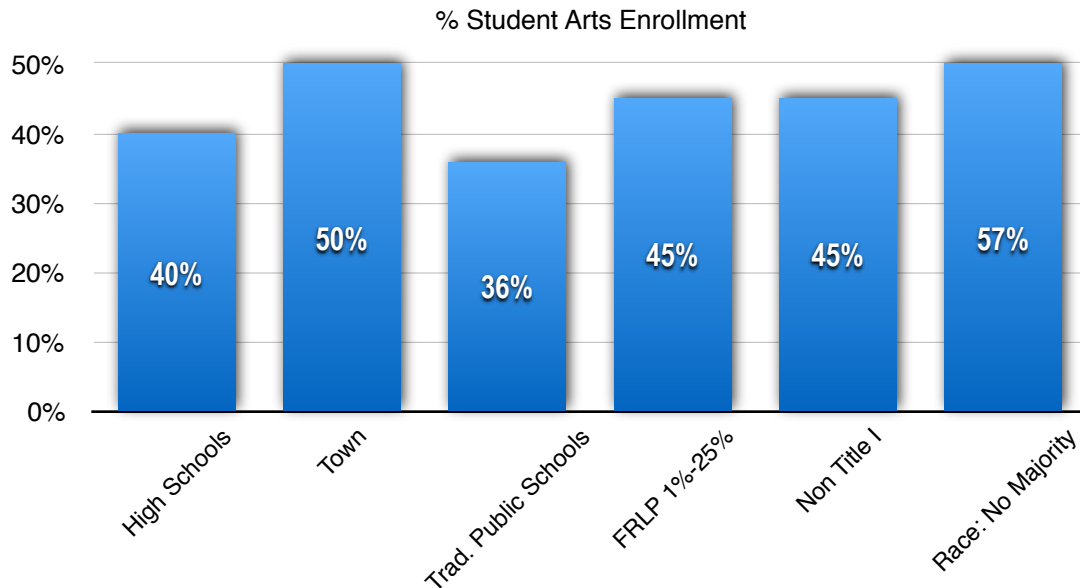
### Overall Participation

Course enrollment data reveals 36% of all students (12,851 students) were enrolled in at least one arts discipline in 2017 which is below both the state (39%) and region (42%) measure ranking next to last in the region. Out of the total student population, 19% participated in Art followed by 13% in Music, 3% in AME, 3% in Theatre and 1% in Dance.



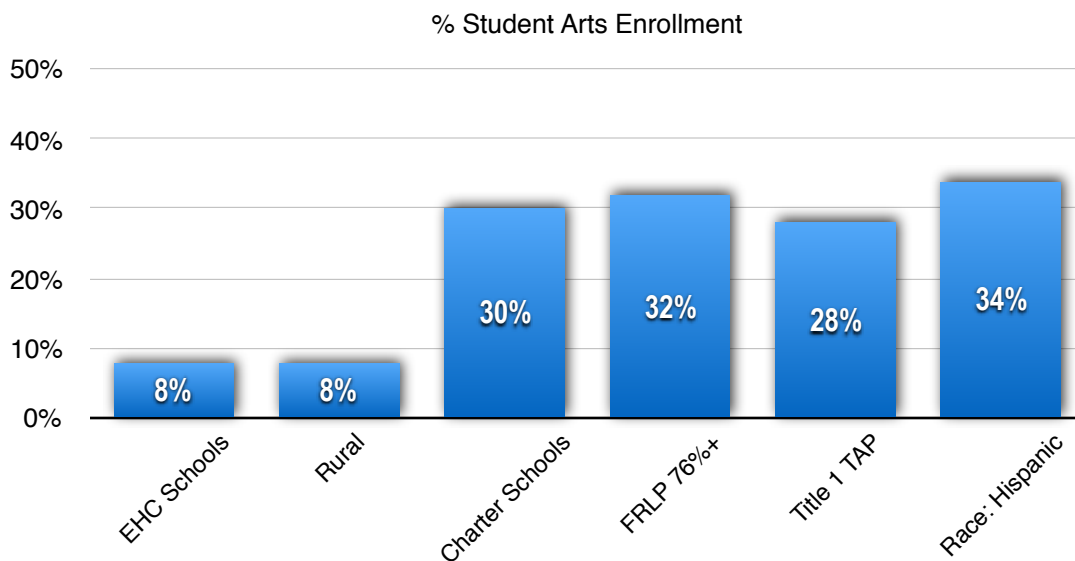
### Highest Participation by Attribute

Arts participation is highest for students attending high schools (40%), schools in the locale designation of “town” (50%), traditional (non charter) public schools (36%), schools where 1%-25% of students were eligible for Free and Reduced Price Lunch (45%), Non Title I schools (45%) and where the majority of students have a race/ethnicity designation of “No Majority” (41%).



### Lowest Participation by Attribute

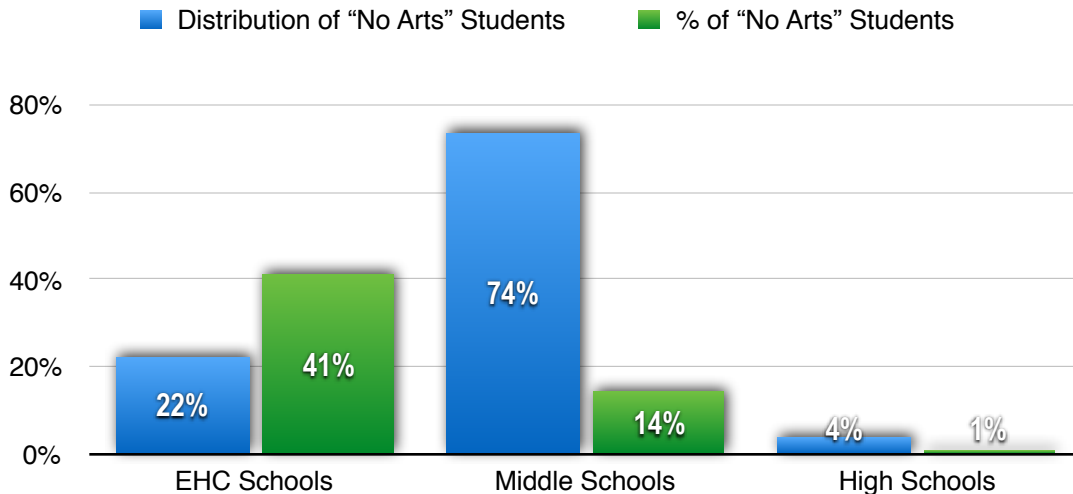
Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (8%), students in schools locale designation of “rural” (8%), charter schools (30%), where 75% or more of students are eligible for Free and Reduced Price Lunch (32%), Title I Targeted Assistance Programs schools (28%) and where the majority of students in the school are Hispanic (34%).



### **No Arts Schools and Students**

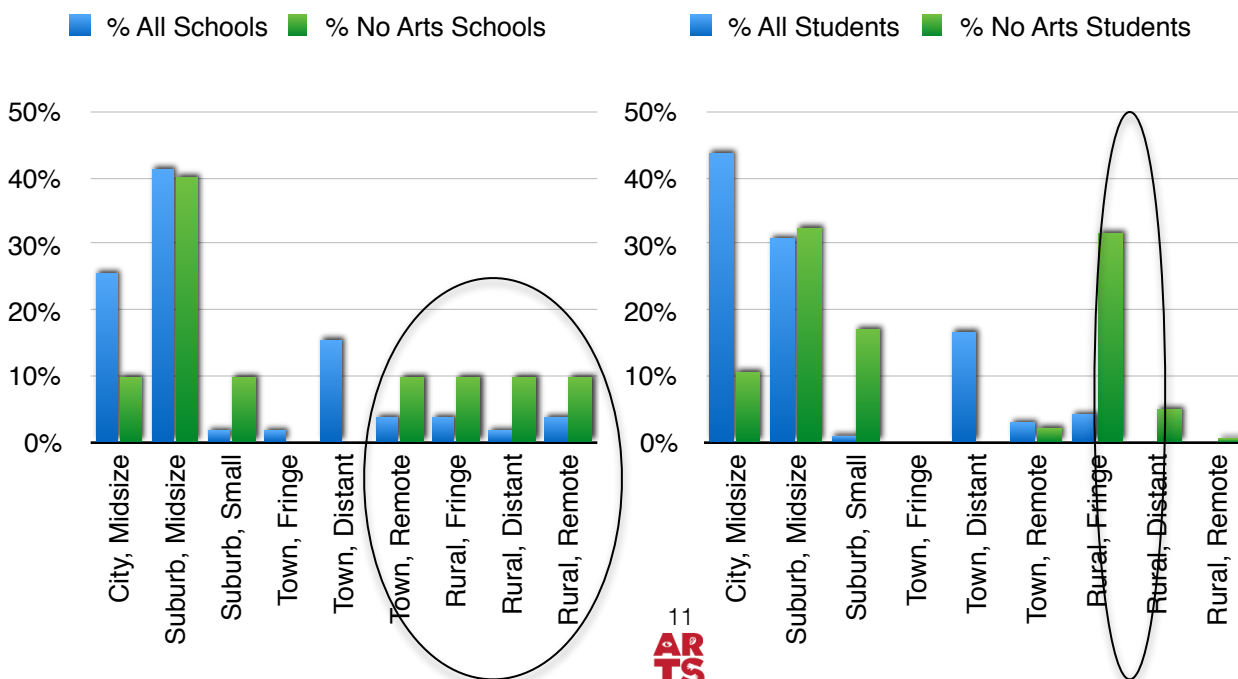
There were 10 schools providing no arts courses. This impacts 2,671 students (representing 20% of schools and 7.2% of all students). This has increased since 2015 (increasing from 16% of schools and down from 7.3% of students). Three school districts represent 70% of the students without access to arts courses. The county ranks next to last in this category

Although the largest concentration of “no arts” students is in middle schools (74% or 1,969 students), 22% of all students (representing 597 students) attending EHC schools do not have arts programs (slightly below the region measure of 23%).



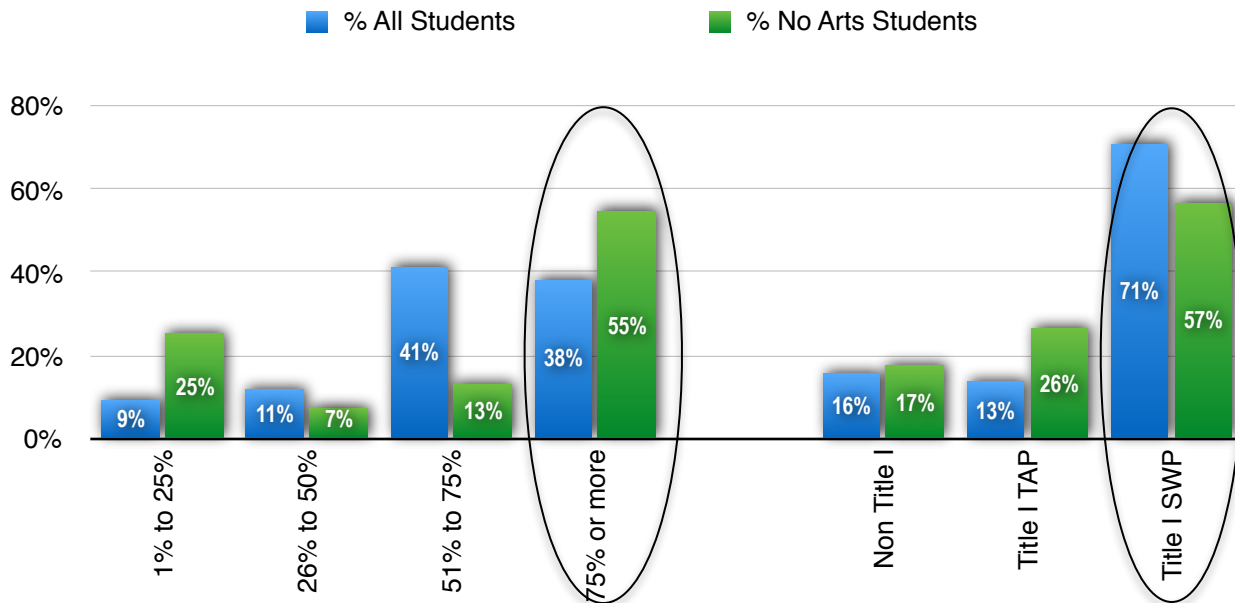
### **No Arts Schools and Students by Locale**

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



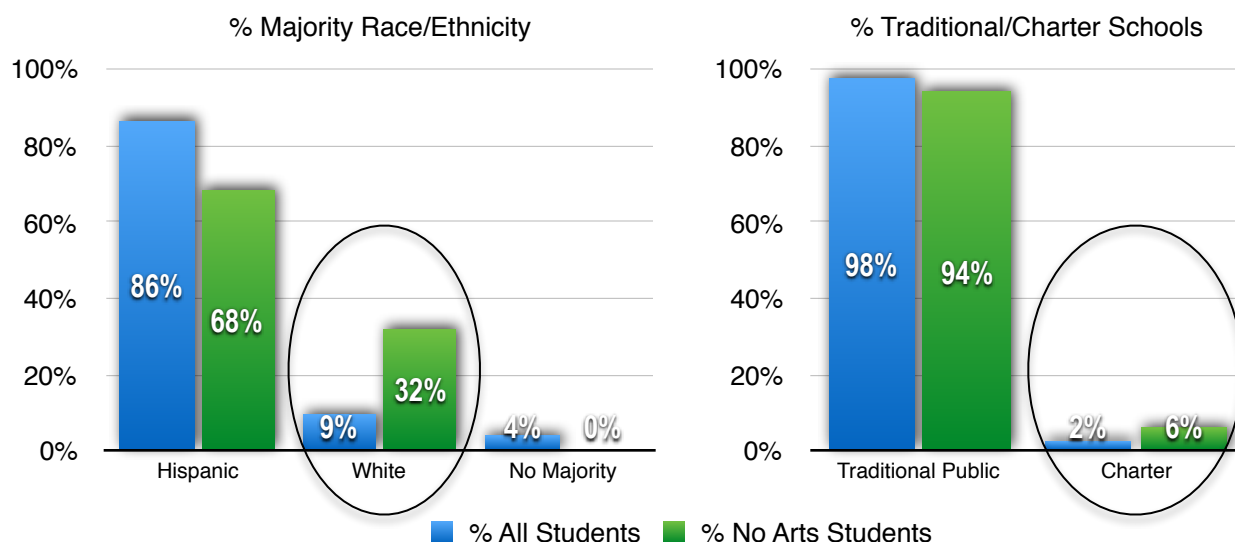
### **No Arts Schools and Students by Free and Reduced Price Lunch and Title I**

When analyzing the “no arts” students, 55% are in schools where the percentage of students eligible for Free and Reduced Price Lunch is greater than 75%. 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%). The Free Lunch 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 White when compared to the total student enrollment distribution. “No arts” students are slightly overrepresented in charter schools.



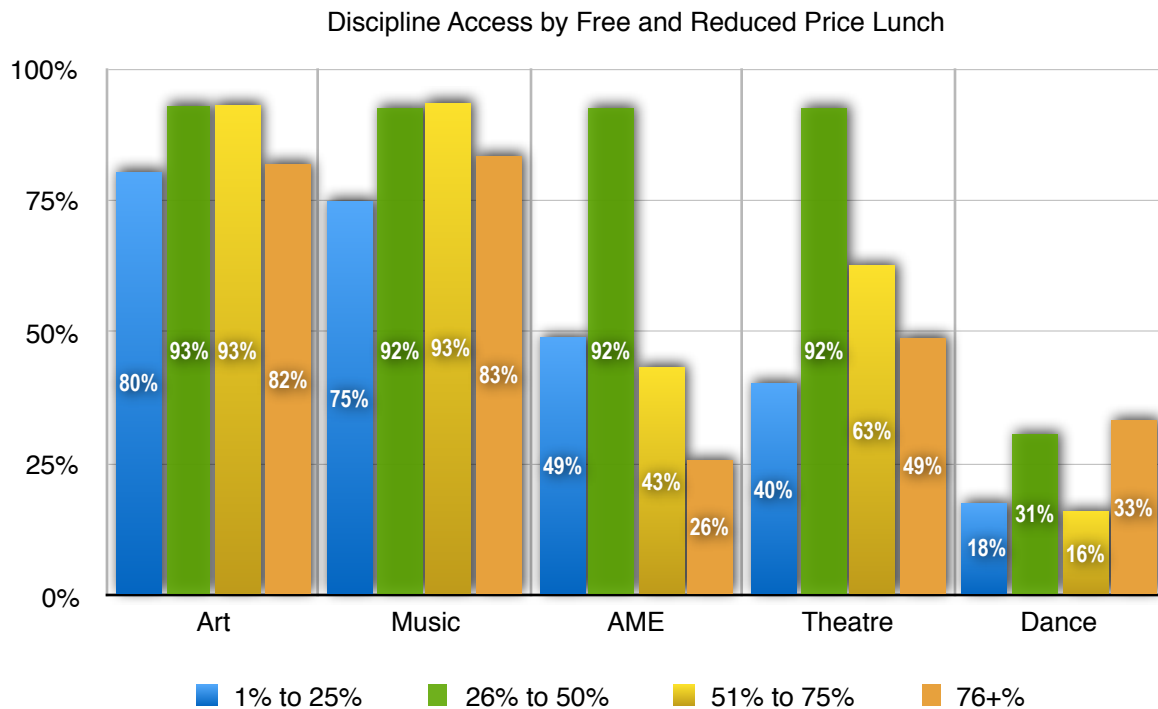
### **Free and Reduced Price Lunch**

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. There is a correlation with arts participation. The greater the percentage of students eligible for Free and Reduced Price Lunch, the lower the level of student participation in the arts.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	80%	71%	45%	25%	8%
25-50%	95%	67%	35%	7%	14%
51-75%	98%	90%	37%	13%	4%
76%+	89%	78%	32%	55%	6%

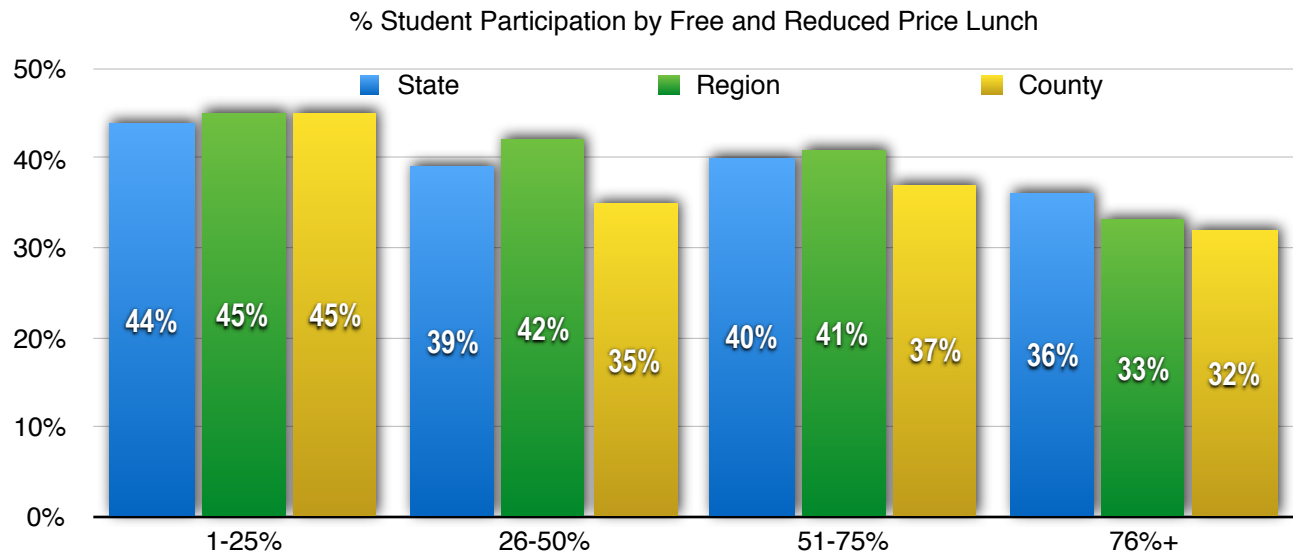
### **Free and Reduced Price Lunch Access by Discipline**

When looking at student access rates by discipline there are a few insights. Student access is higher for students in schools with the highest percentage of students eligible for FRPL than those students in schools with the lowest FRPL percentage. Additionally, students in the 26-50% FRPL category have the greatest access across all disciplines.



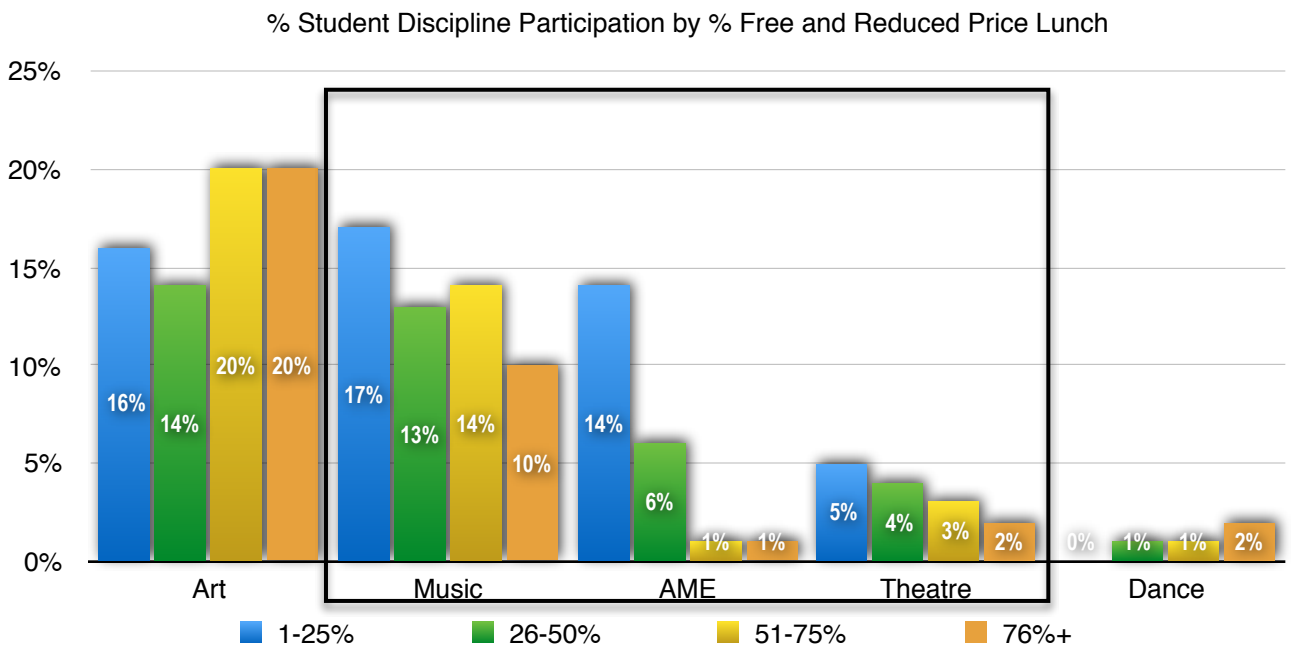
### **Free and Reduced Price Lunch Participation**

As noted on the prior page, the percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for Free and Reduced Price Lunch in a school increases. This occurs to a greater degree than what occurs at the state level. The chart below compares the state and region participation with county participation.



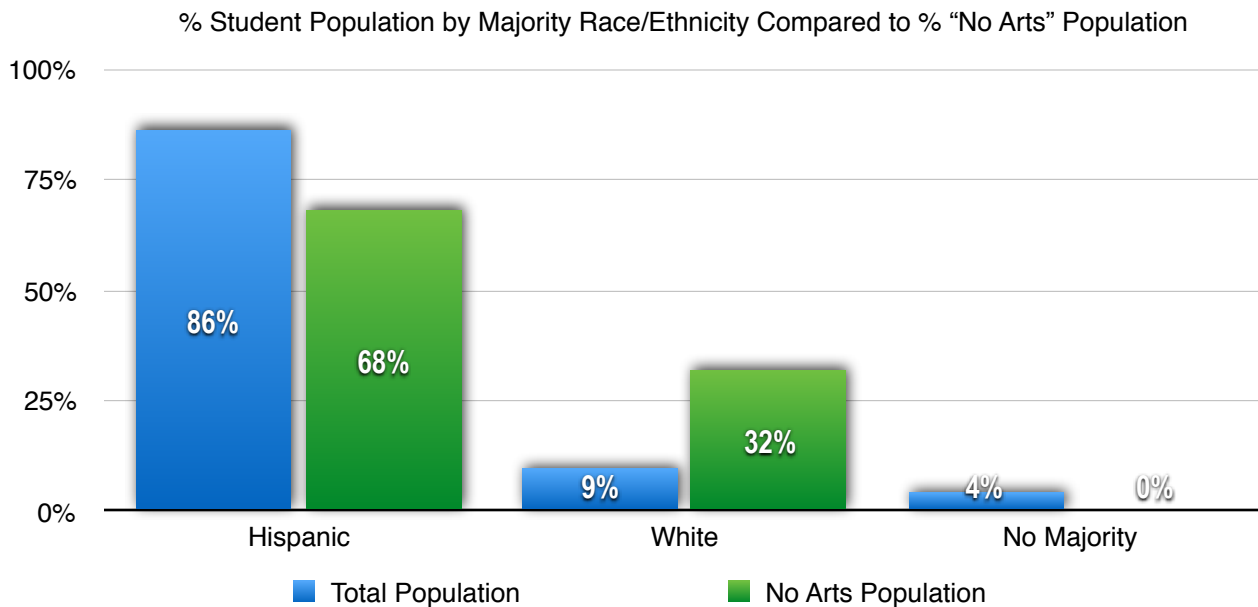
### **Free and Reduced Price Lunch Participation by Discipline**

When looking at participation by arts discipline, participation declines is largely centered in Music, AME, and Theatre as the percentage of FRPL students increase with AME having the most dramatic decline. Art participation is highest in the higher FRPL categories. The music participation issue appears in the statewide report.



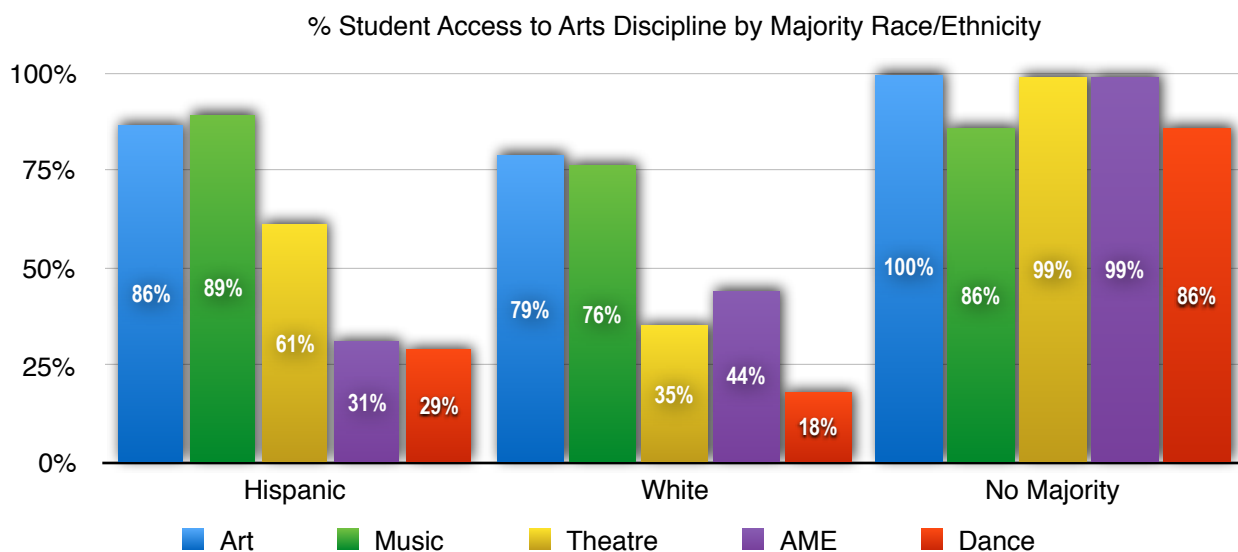
### **Majority Race/Ethnicity and “No Arts” Students**

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 White when compared to the total student enrollment distribution. (Note: There are no majority African American or Asian schools in the county)



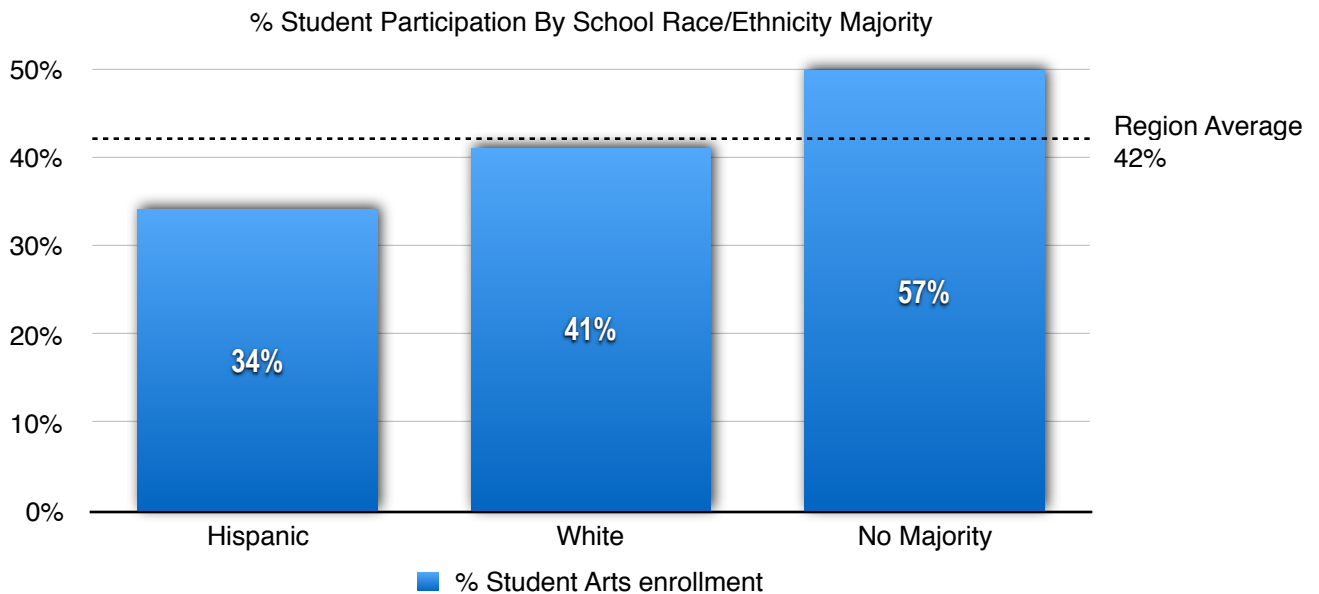
### **Majority Race/Ethnicity Access by Arts Discipline**

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



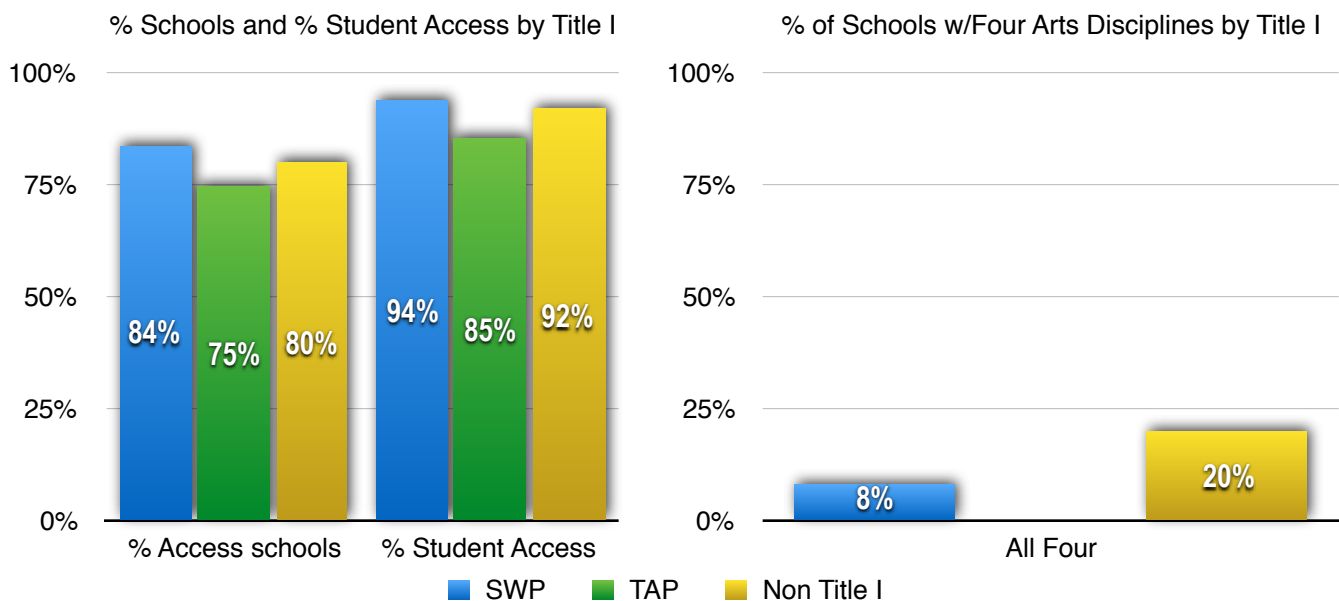
### **Arts Participation based on Majority Race/Ethnicity**

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



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

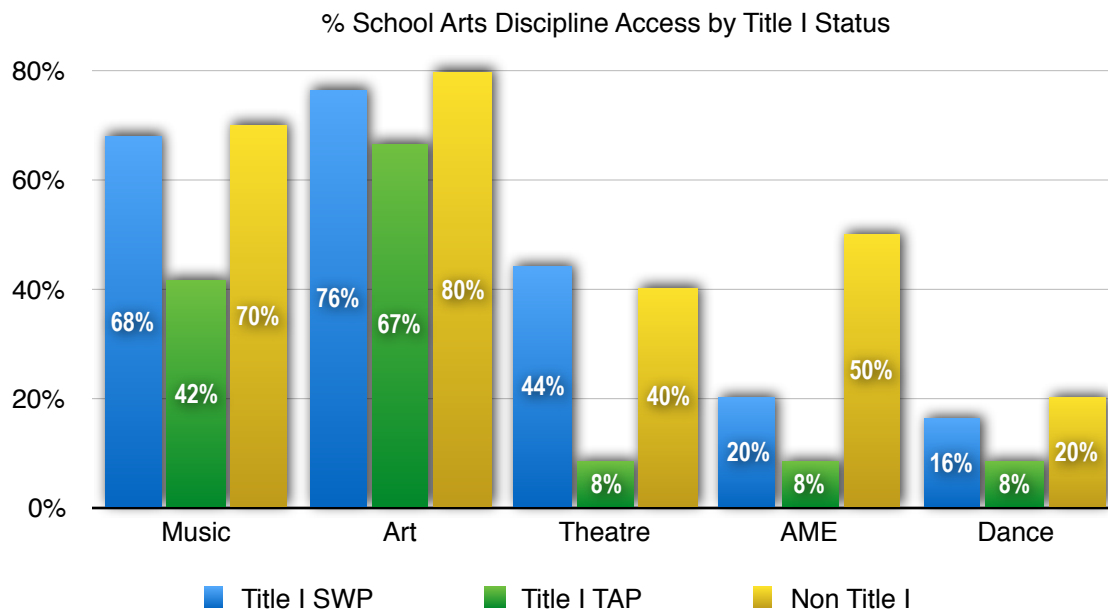
Title I schools provide similar access to at least some arts disciplines in terms of both schools and students. Non Title I schools provide the greatest student, school and required arts access. Title I Targeted Assistance Program schools have the lowest numbers across these measures.





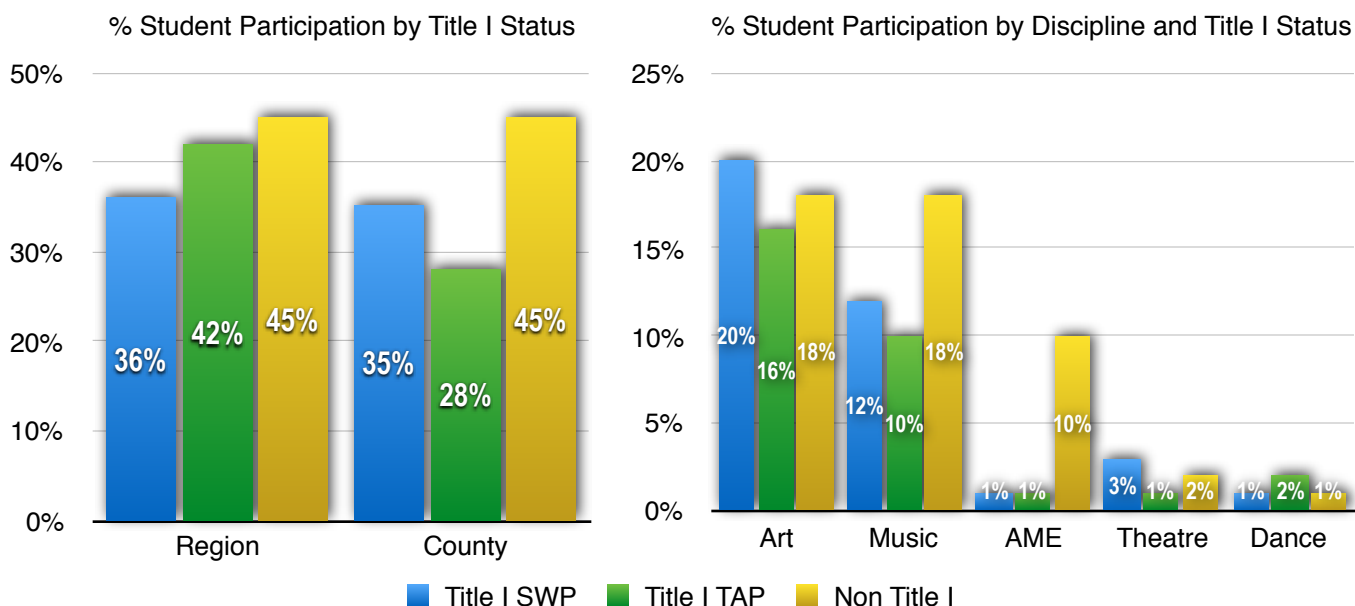
### **Title I Schools Arts Discipline Access**

When exploring access to the individual arts disciplines (within schools where arts are offered) the access gap between categories becomes apparent. Students attending Non Title I schools and Title I Schoolwide schools have greater access to the individual arts disciplines than students in schools eligible Title I Target Assistance Program. Non Title I schools provide the greatest access to AME and Dance.



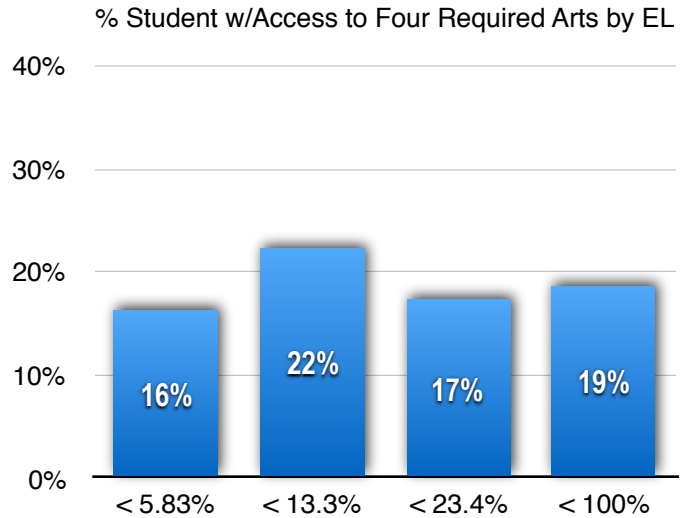
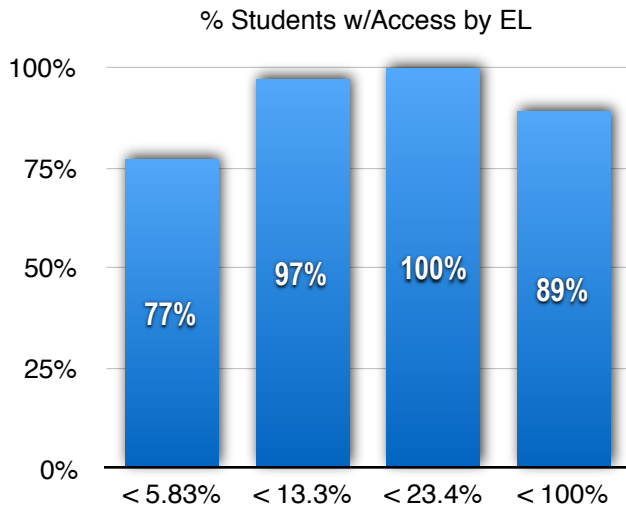
### **Title I Schools Arts Participation**

When examining the overall participation rates there is a difference between Title I Target Assistance Programs and the other categories with Non Title I schools having the highest overall participation. When examining participation rates by discipline, Non Title I schools have the greatest participation rates (with the exception of Art and Theatre). Art participation is highest in Title 1 Schoolwide schools. Increased access to the various arts disciplines across Title I schools will lead to more student participation.



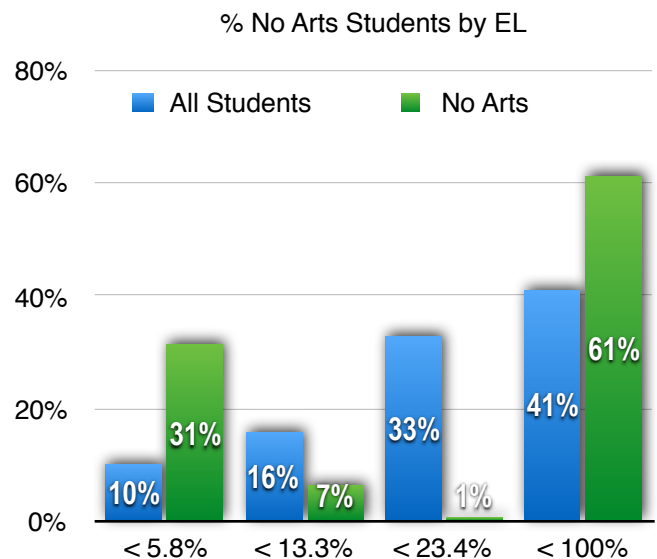
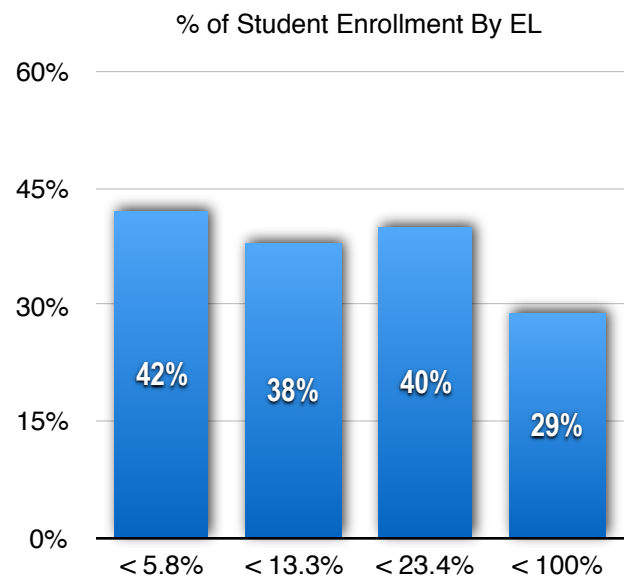
### **English Learners Access**

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, there is no correlation with either of these attributes.



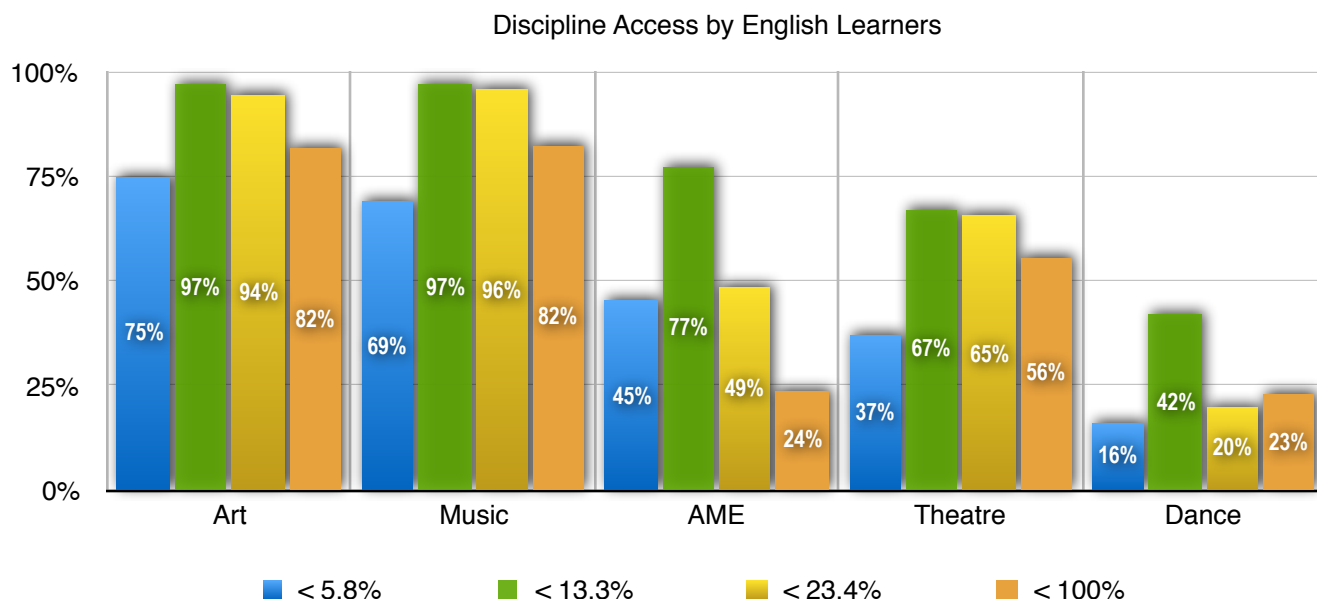
### **English Learners Participation and No Arts**

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



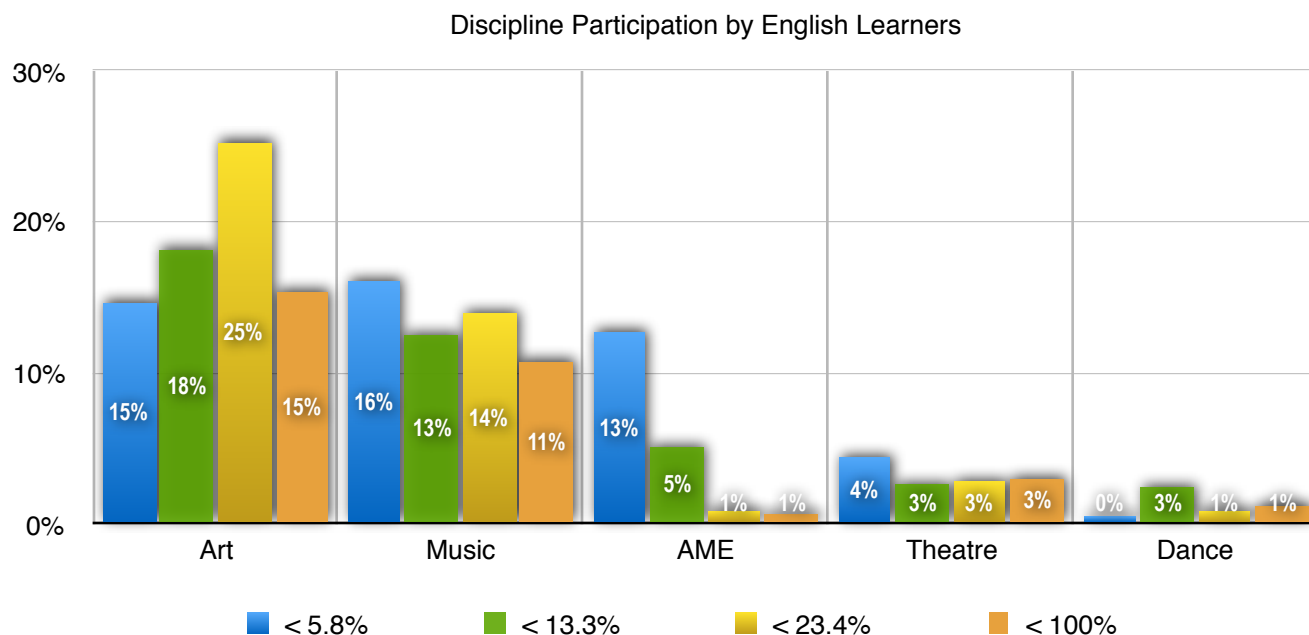
### Discipline Access by English Learners

Schools with the both the lowest and 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.



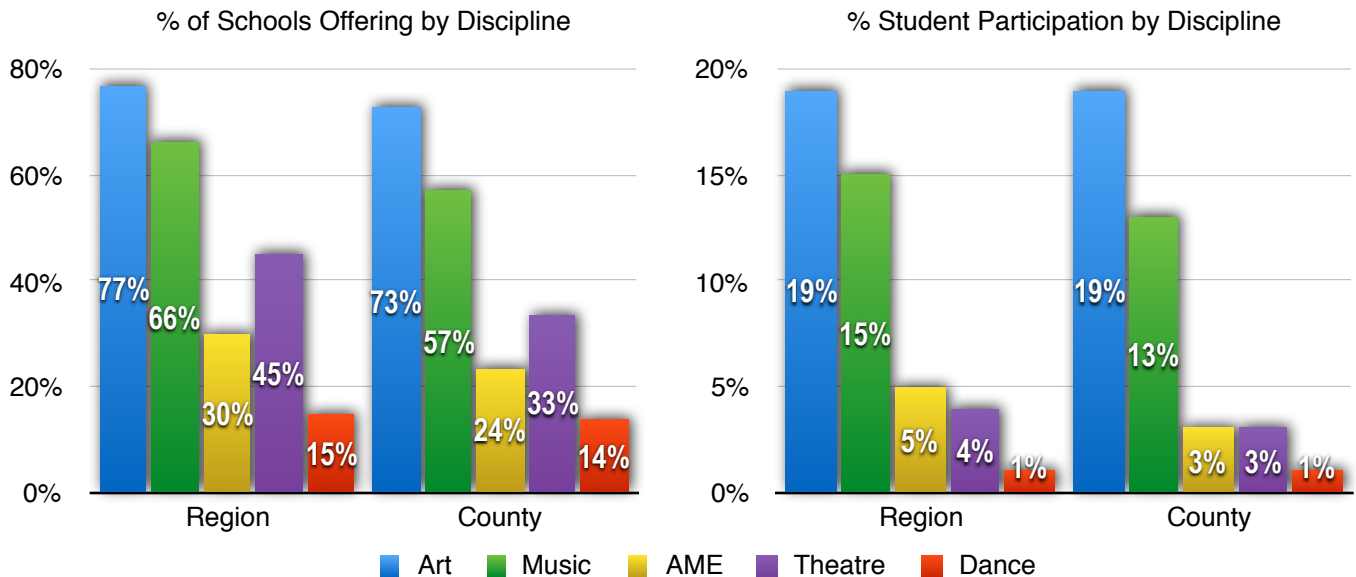
### Discipline Participation by English Learners

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



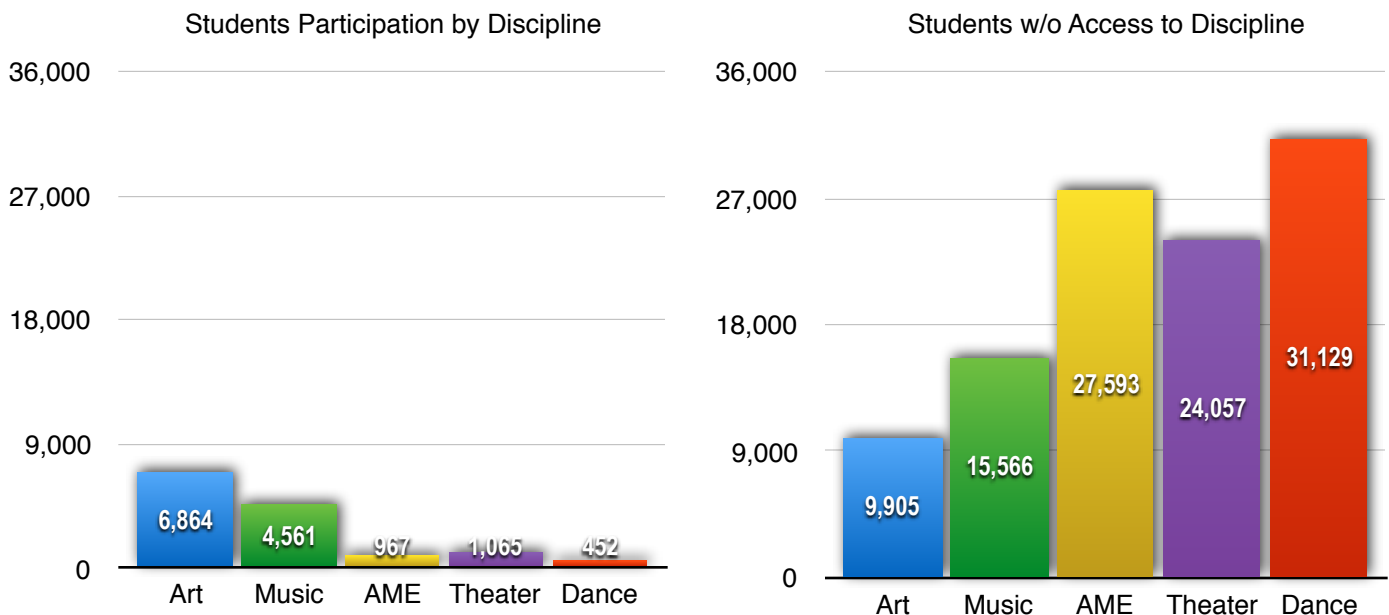
### Overall Arts Discipline Access and Participation

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 Theatre, AME, or Dance, creating unequal learning opportunities in each of the arts disciplines. County access and participation is lower than Region averages across most measures. Access to Art, Music, AME, and Theatre are in the bottom three counties for the region. Participation in AME and Theatre rank next to last.



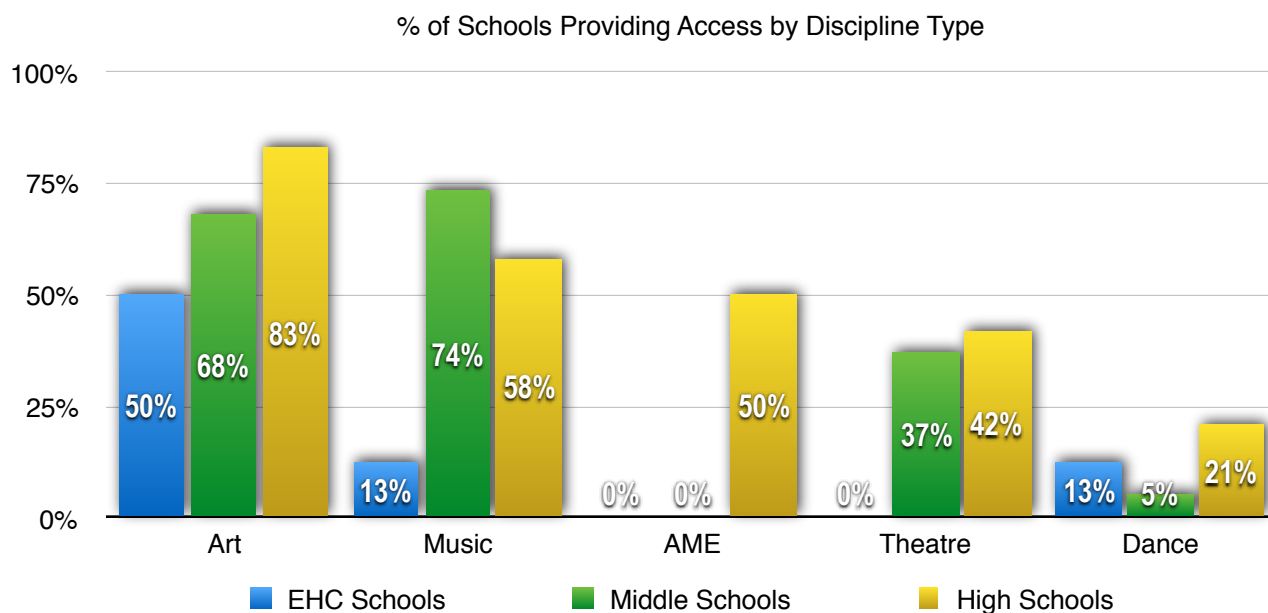
### Overall Arts Discipline Participation

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.



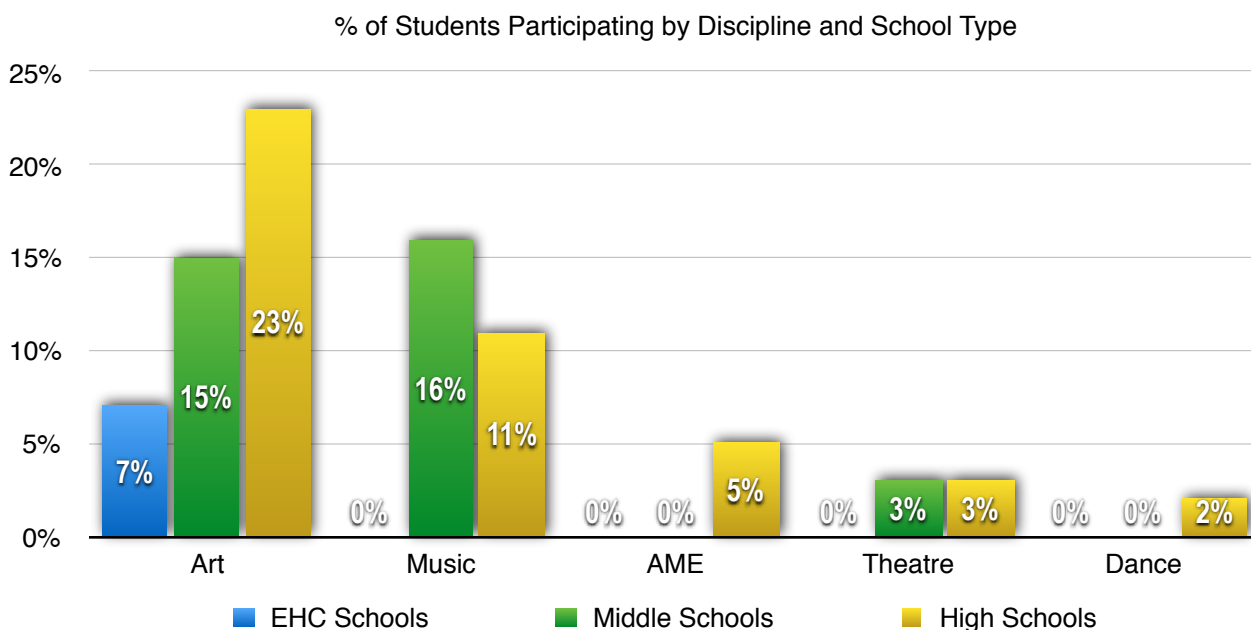
### Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music. Seventy-four 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. AME is only available in high schools.



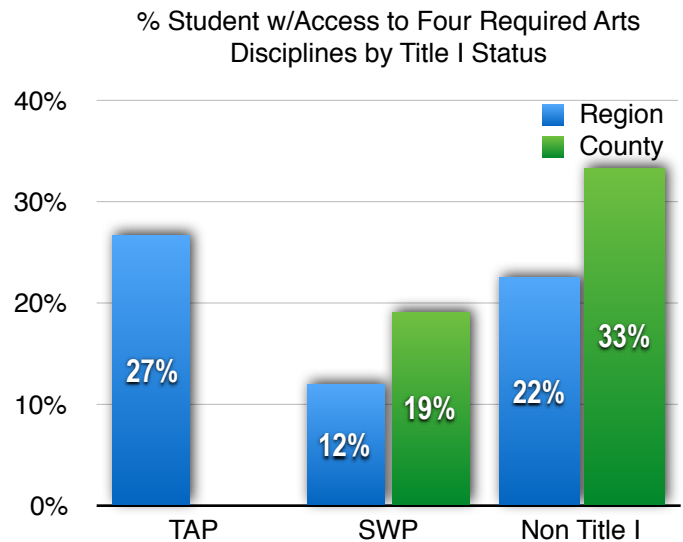
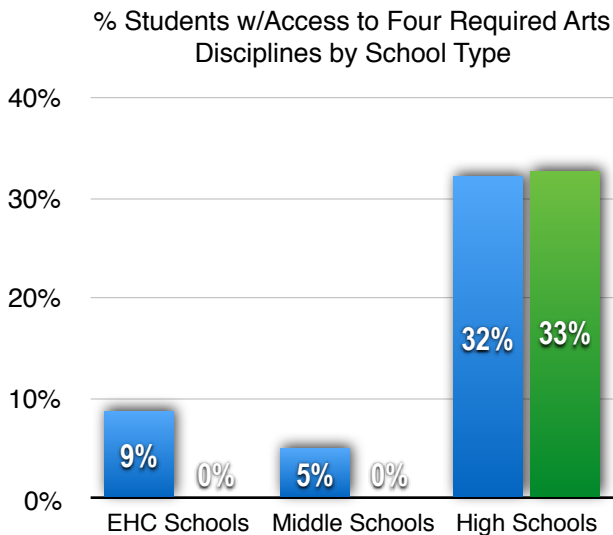
### Arts Discipline Participation by School Type

High schools have the largest total arts participation (40%). This is contrary to what is seen in other states where middle school arts participation (32%) is larger than in high schools. Music has the highest percentage of participation in middle schools. All other disciplines have the highest percentage of participation in high schools.



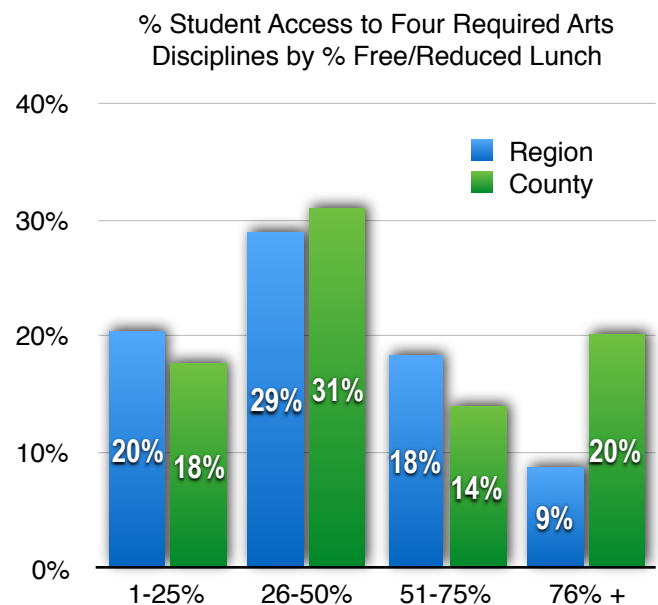
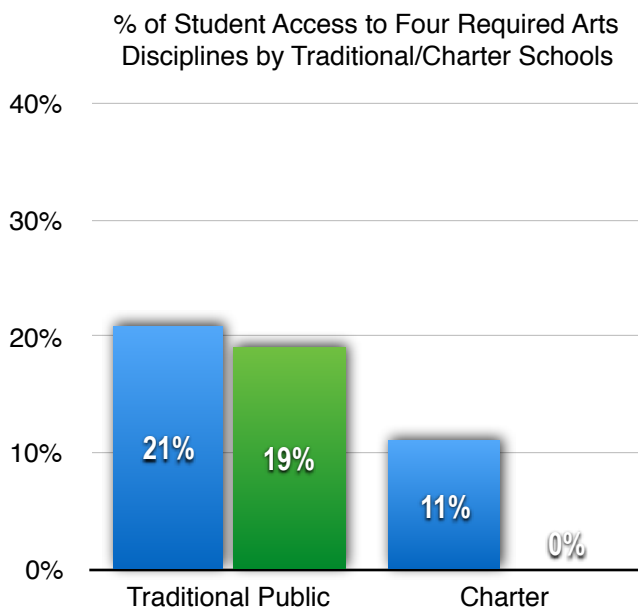
### Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 8% of schools meet this requirement (providing access for 19% 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 greater access to the four required arts disciplines. All four charts compare the region with the county measures.



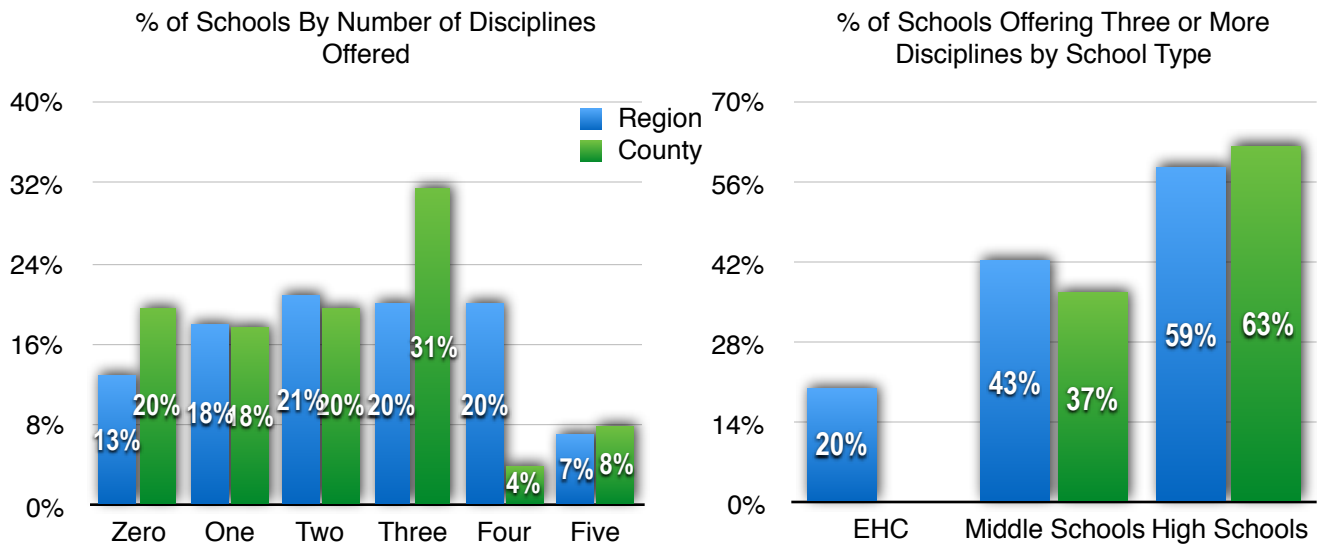
### Four Required Arts Disciplines by School

Students attending traditional public schools have greater access to all four disciplines than students attending charter schools. This contrasts with the state and region averages where the numbers between public and charter schools are similar. Access to the four required disciplines based on FRPL is similar to the region measures. High FRPL schools have the same access as Low FRPL Schools.

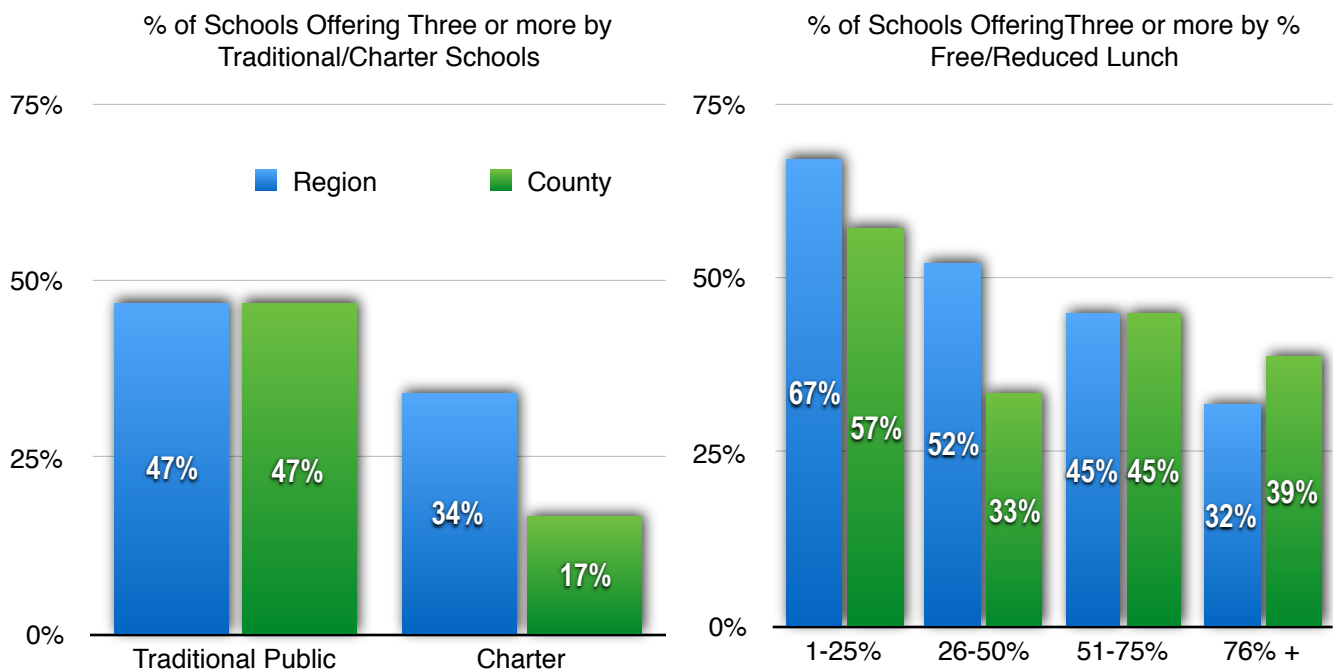


## Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. More than half of schools in the county (58%) 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.



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 arts disciplines.



### Top Courses by Discipline

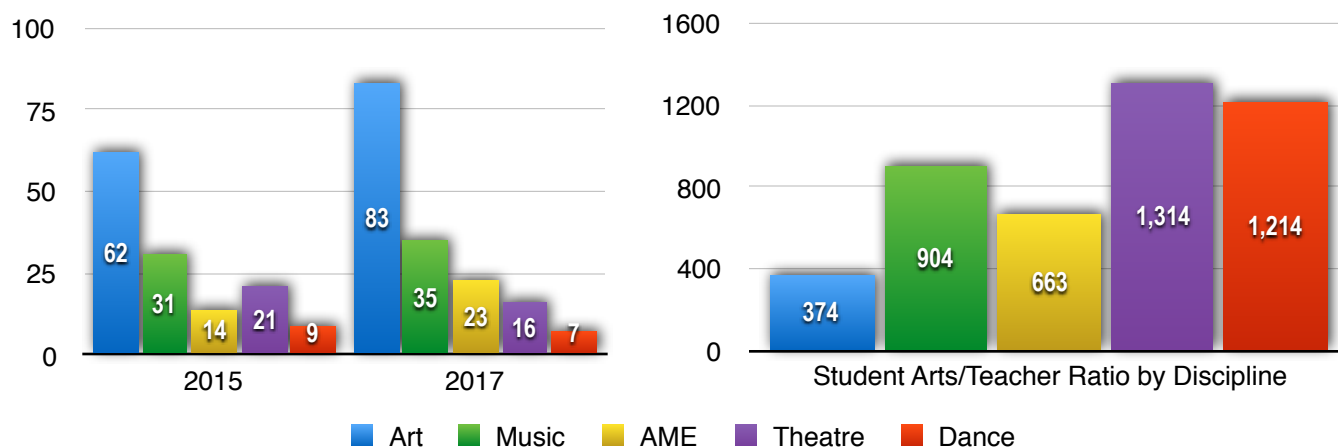
Listed in the table below are the top arts courses by discipline based on a) presence in schools offering the discipline and b) the percentage of students participating based on student enrollment in across the entire discipline. For example, 73% of schools offer art with 19% of students participating. Within Art, the course Fundamentals of Art is available in 50% of all schools that offer Art with 24% of all Art students participating in the course.

Course	% of Schools Offering Discipline	% of Students within Discipline
<b>Art (73% of Schools, 19% of Students)</b>		
Fundamentals of Art (secondary)	50%	24%
Other Art Courses	50%	21%
Ceramics	21%	11%
<b>AME (24% of Schools, 3% of Students)</b>		
Film/Cinema/Video Production	46%	17%
<b>Dance (14% of Schools, 1% of Students)</b>		
Folk/Traditional Dance	29%	56%
Other Dance Course	29%	12%
Dance Choreography	29%	10%
<b>Music (57% of Schools, 13% of Students)</b>		
Band	87%	45%
Chorus/Choir/Vocal Ensemble	63%	18%
Orchestra/symphony	43%	13%
Instrumental Music Lessons	27%	9%
Music Appreciation/History	20%	8%
<b>Theatre (33% of Schools, 3% of Students)</b>		
Theatre/Creative Dramatics (elementary)	53%	51%
Theatre/Play Production (secondary)	41%	26%
Advanced Theatre	12%	1%



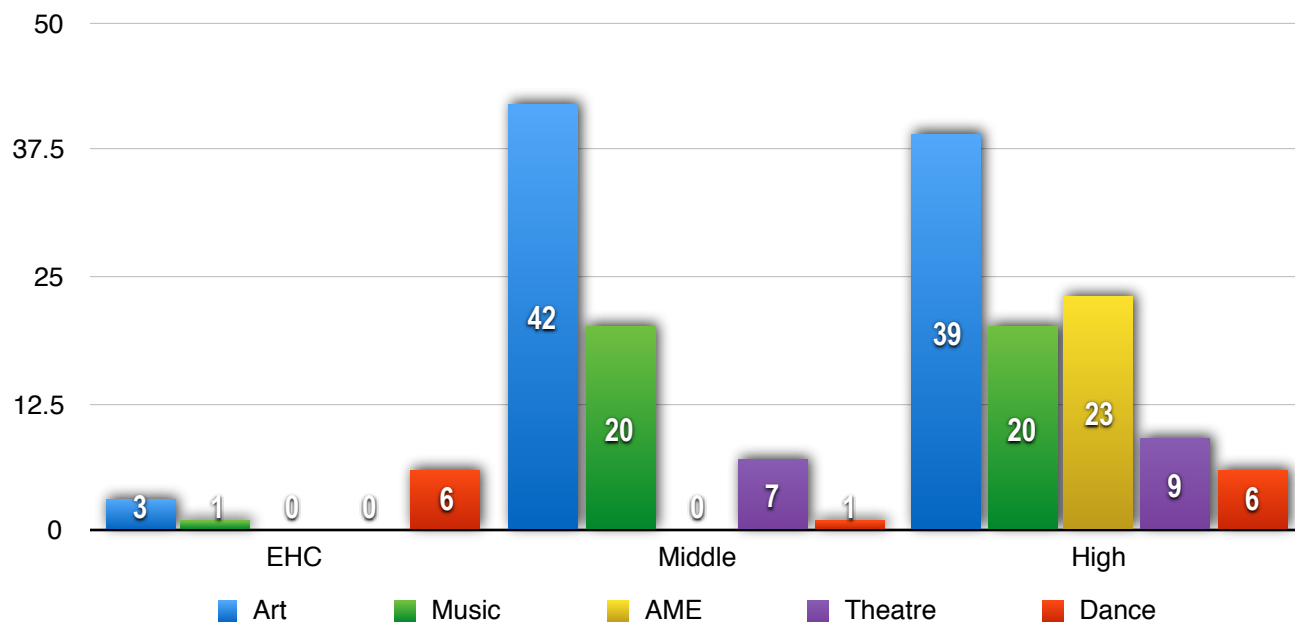
## Arts Educators

There are 164 arts educators teaching in traditional public schools covered in this report - an increase from 137 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. Most of the increase is in Art and AME. The overall student/arts teacher ratio is 233 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 for Music (744 for the state) and Theatre (1,050 for the state).



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.

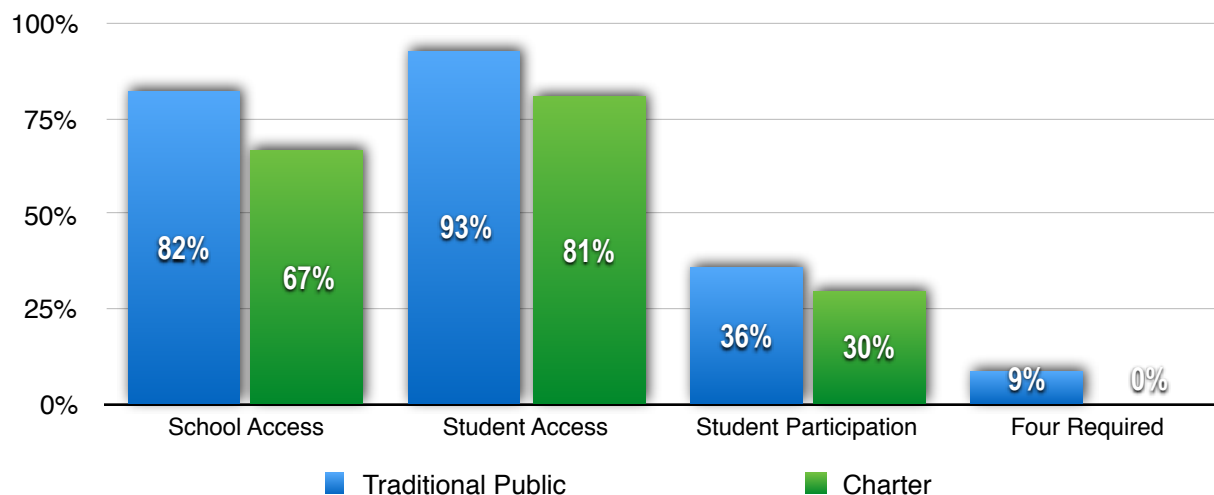
Number of Teachers by Discipline and School Type



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

There are differences between traditional public schools and charter schools. Eighty-two percent of all public schools provide arts instruction as compared to 67% of charter schools. When looking at student access, 93% of traditional public school students have access versus 81% for charter students. Student participation rates show a slight disparity, with 36% of traditional public school students participating in the arts as compared to 30% for charter school students. Only 9% of public and 0% charter schools offer the four required arts disciplines (compare to 12% and 6% respectively for the region).

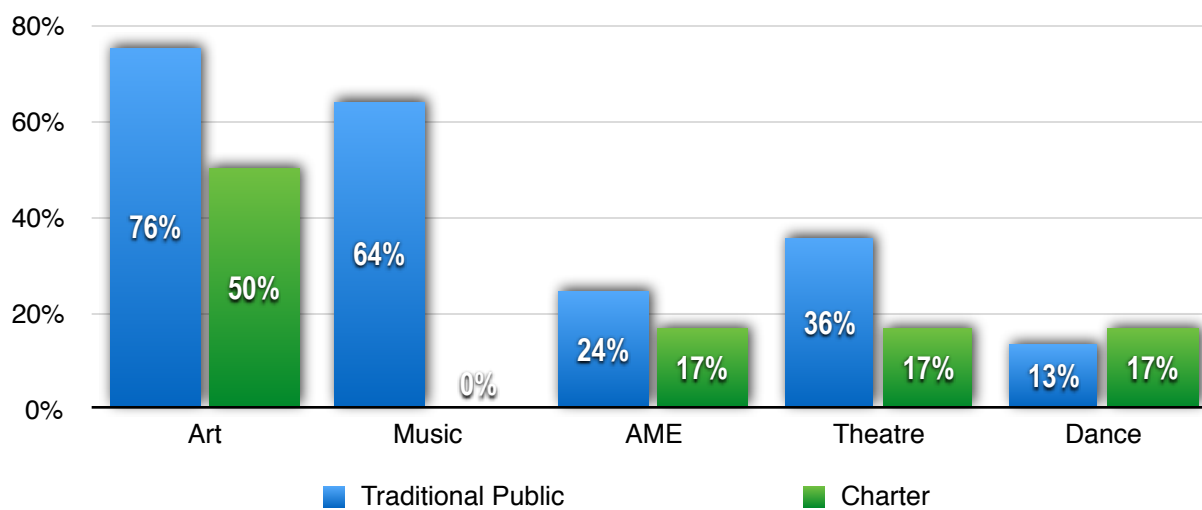
Traditional and Charter School Attribute Comparison



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

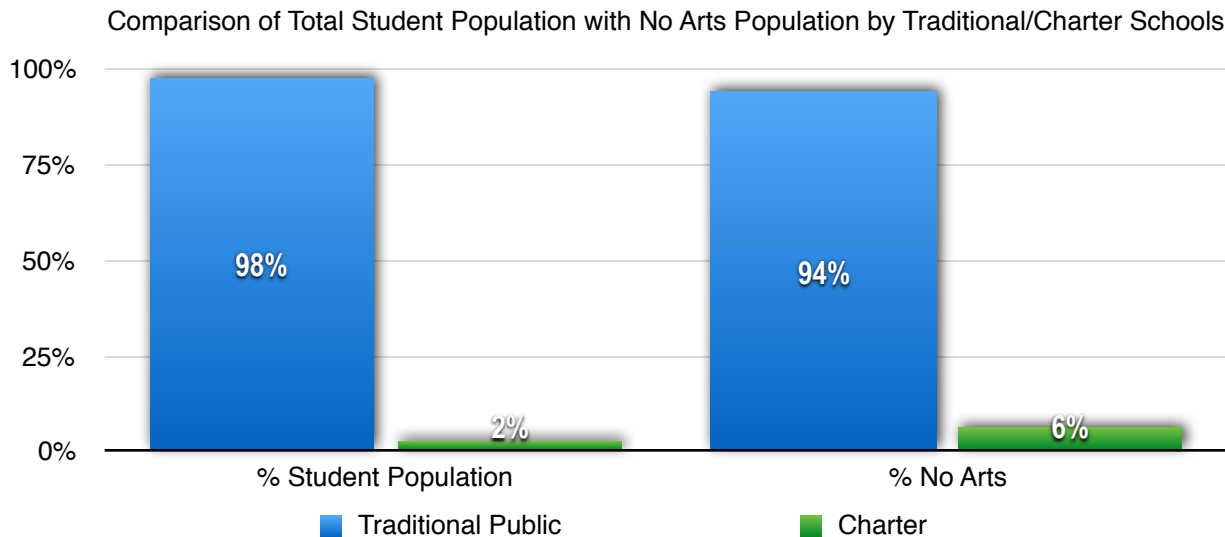
When exploring access by specific discipline between traditional public schools and charter schools there are large differences in access to all disciplines except dance. The difference in Music is the most pronounced with no charter schools offering music.

Traditional Public and Charter Schools Access by Discipline



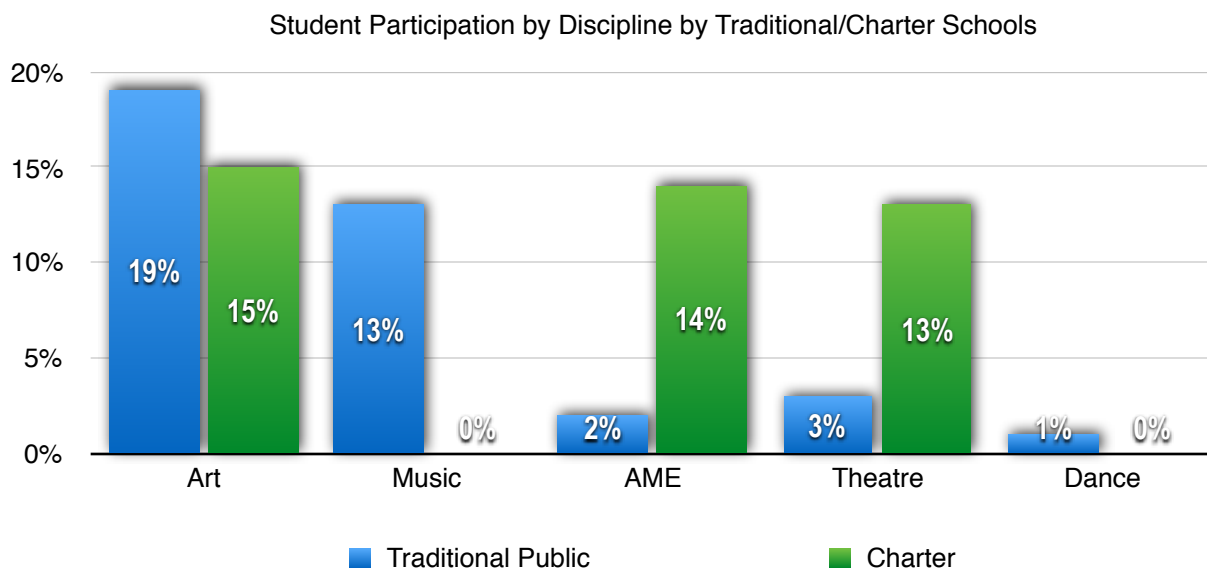
### **Traditional/Charter Schools No Arts**

Although charter schools represent about 2% of the overall student population, 6% 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.



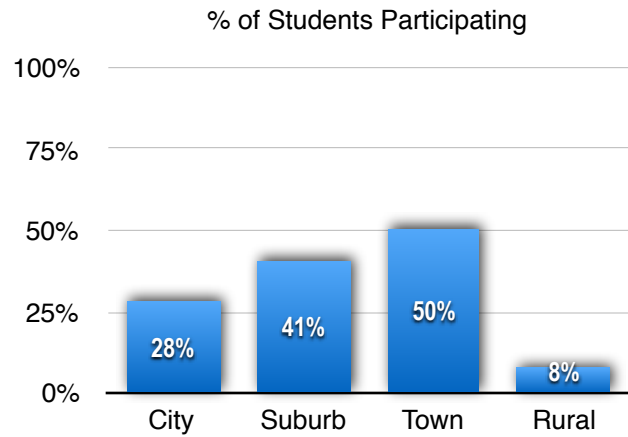
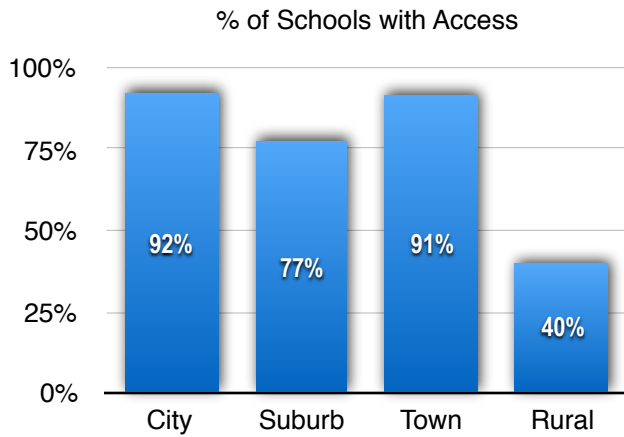
### **Traditional/Charter Schools Participation**

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



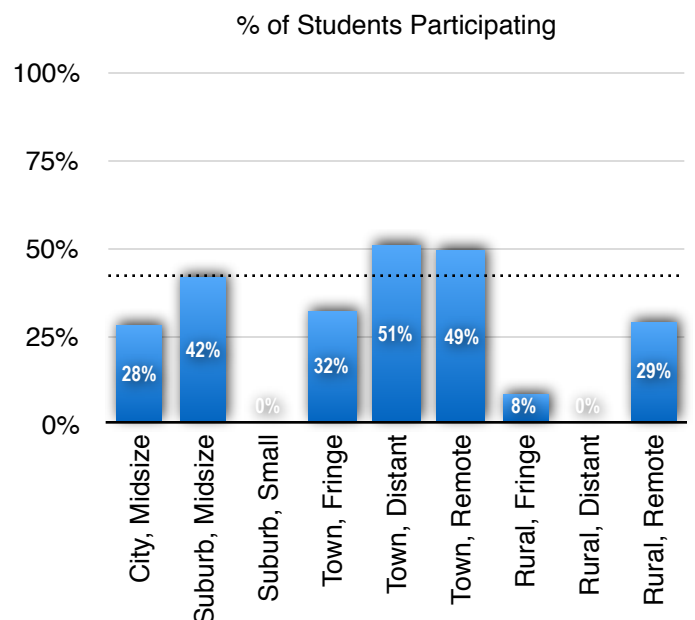
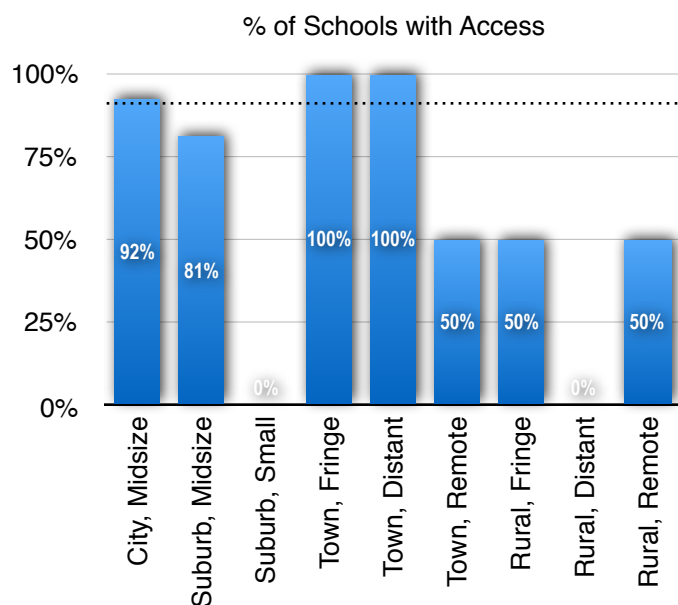
## Major Locale Code Arts Access and Participation

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 City classification provide greater access than schools in the Rural classification. Student increases as geography moves away from the City category with the Rural category with the lowest level of participation.



## 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. "suburb, small" and "rural, distant" have the least access of all areas. The areas of "city, midsize", "town, fringe" and "town, distant" have access rates above the region average represented by the dotted line. The areas of "suburb, midsize", "town, distant" and "town, remote" have participation rates above the region average.



## Monterey County District Comparison

The table below contains key measures for comparison across the 17 districts in Monterey 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
Big Sur Unified	100%	100%	0%	0%	0%	50%	0%	0%	0%	0%	10%
Bradley Union Elementary	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
Carmel Unified	100%	100%	0%	0%	0%	100%	67%	33%	33%	0%	58%
Gonzales Unified	100%	100%	0%	0%	0%	67%	67%	33%	33%	0%	52%
Greenfield Union Elementary	100%	100%	0%	0%	0%	100%	100%	0%	100%	0%	20%
King City Union	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
Monterey County Office Of Education	64%	67%	0%	0%	37%	67%	0%	33%	33%	33%	31%
Monterey Peninsula Unified	100%	100%	25%	13%	0%	100%	75%	50%	25%	25%	49%
North Monterey County Unified	92%	75%	0%	0%	9%	75%	25%		25%	25%	28%
Pacific Grove Unified	98%	67%	54%	33%	2%	67%	67%	33%	33%	33%	45%
Pajaro Valley Unified	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
Salinas Union High	100%	100%	32%	20%	0%	90%	90%	40%	50%	20%	28%
Santa Rita Union Elementary	100%	100%	0%	0%	0%	50%	100%	0%	50%	0%	29%
Soledad Unified	100%	100%	0%	0%	0%	100%	67%	0%	33%	0%	67%
South Monterey County Joint Union High	96%	50%	0%	0%	4%	50%	50%	0%	50%	0%	48%
Spreckels Union Elementary	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
Washington Union Elementary	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%
<b>Total</b>	<b>93%</b>	<b>80%</b>	<b>19%</b>	<b>8%</b>	<b>7%</b>	<b>73%</b>	<b>57%</b>	<b>24%</b>	<b>33%</b>	<b>14%</b>	<b>36%</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

<b>% Free or Reduced Lunch</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
1% to 25%	7	14%	3,406	9%
26% to 50%	6	12%	4,147	11%
51% to 75%	20	39%	14,810	41%
75% or more	18	35%	13,720	38%

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)	12	25.53%	4,787	13%
<u>Eligible</u> for Title I Schoolwide program (SWP)	25	53.19%	25,256	71%
<u>Not Eligible</u> for either (TAP) or (SWP)	10	21.28%	5,630	16%

## 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%	11	22%	3,686	10%
< 13.3%	5	10%	5,716	16%
< 23.4%	14	27%	11,929	33%
< 100%	21	41%	14,752	41%
<b>TOTAL</b>	<b>51</b>	<b>100%</b>	<b>36,083</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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