



Napa County
Executive Summary Report

December 2018

Acknowledgements

The Arts Education Data Project, Create CA and the California Department of Education would like to acknowledge and thank the following collaborators and contributors to the original project:

California Arts Ed Data Project Committee

Jason Spencer, Principal Advisor to State Superintendent
Torlakson
Sarah Anderberg, California County Superintendents
Education Services Association
Anne Bown-Crawford, Director of Arcata Art Institute
Robert Bullwinkel, Fresno County Office of Education
Charlene Cheng, Communications, California Dept of
Education
Jack Mitchell, California Department of Education
Mary Rice, California Department of Education
Pat Wayne, Create CA

Additional Contributors:

Ray Cagan, Alameda Office of Education (2014 Blueprint Data
workgroup)
Justine Fischer, California State PTA
Shelly Gilbride, California Arts Council
Denise Grande, LA County Arts Commission (2014 Blueprint
Data workgroup)
Sherry Griffith, California State PTA
Sharon Herpin, WestEd (2014 Blueprint Data workgroup)
Jesus Holguin, California State School Boards Association
Joe Landon, California Alliance for Arts Education
Jessica Mele, Hewlett Foundation (2014 Blueprint Data
workgroup)
Patti Saraniero, Moxie Research (2014 Blueprint Data
workgroup)
Michelle Eklund, California State PTA
Caitlin Fitzwater, California Arts Council
Sibyl O'Malley, California Alliance for Arts Education
Amanda Taggart, California County Superintendents
Education Services Association

Arts Education Data Project

Robert B. Morrison, Project Director, Quadrant Research
Julie Palkowski, Project Director, State Education Agency
Directors of Arts Education
Dr. Pat Cirillo, Research Director, Quadrant Research
Patrick McCormick, Database Design and Dashboard
Integration, Quadrant Research
Jeff Hasselberger, Editorial, Hasselberger Associates
Dug Gillan, Graphic Design, Hasselberger Associates

A very special thank you to:

Randy Bonnell, Educational Research and Evaluation
Administrator, California Department of Education
Jenny Kern, Vice President, Spitfire Strategies
Marcia McCaffrey, State Education Agency Directors of Arts
Education

This report was commissioned by



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.

Recommended Citation: Morrison, R. 2018. Arts Education Data Project Napa County Executive Summary Report



16 Mount Bethel Road Warren NJ, 07059

© 2018 Quadrant Research



Napa 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.

Napa County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	3	17.65%	500	4.52%
Middle/Junior High	6	35.29%	4,272	38.64%
High School	8	47.06%	6,285	56.84%
Totals	17	100.00%	11,057	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).

This page is intentionally blank

Key Findings: Napa County Arts Education Data Project

- ❖ Although most students (99.8%) have access to arts instruction, 47% of students have access to the four arts disciplines as required by state education code. These are **above** the region measures of 96.1% and 21% respectively.
- ❖ Fifty-three percent of all students participated in at least one arts education course. This represents more than 5,800 students and is **above** the state and region measures of 39% and 42% respectively.
- ❖ Participation in Art (21%), Music (24%), Theatre (6%) and Dance (3%) are among the top three counties in the region. Music (65%) Art (88% - second highest in the region) and Theatre (76% - highest in the region) the most widely available of the arts disciplines.
- ❖ There were 21 students in one school who did not have access to any arts instruction (this is 0.2% of all students and 6% of all schools). This is **well below** both the state and region measures of 2.7% and 3.9% respectively. Between 2015 and 2017 there are 200 fewer students without access to arts instruction or a 90% improvement.
- ❖ While there is no correlation between Free and Reduced Price Lunch and arts participation in general - there is a decline in music participation as the percentage of students eligible for Free and Reduced Price Lunch increases.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

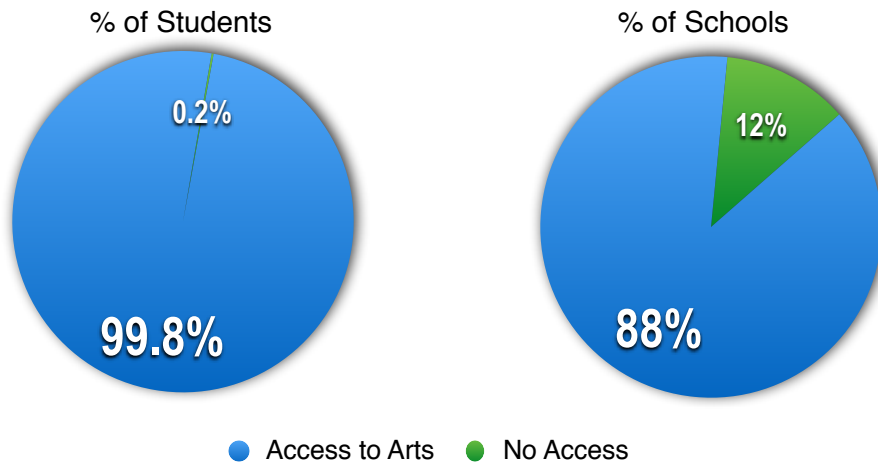
Highest Arts Participation Rates	Lowest Arts Participation Rates
High Poverty (Free Lunch Students 76+%)	Mid High Poverty (Free Lunch Students 50-75%)
Rural Schools	Suburban Schools
Charter Schools	Traditional Public Schools
Non-Title I Schools	Title I Target Assistance Program Schools
Majority Race/Ethnicity "No Majority"	Majority Race Ethnicity "Hispanic"
Middle and High Schools	Elementary/High Combination Schools

- ❖ Schools with the highest percentage of English learners have lower participation in Music, AME and Theatre.
- ❖ Middle school Arts enrollment is unusually low. There is an equal percentage of student participation in high schools (52%) as in middle schools (52%). Elementary/high combination schools have the lowest participation (48%). While similar to California, this is contrary to findings in other states where participation rates decline as the grade levels advance.
- ❖ For Music, Art and Theatre, there remains greater access to these courses in Middle Schools (100%) than at the High Schools (50%, 88% and 75% respectively). While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance.
- ❖ Dance (3%) and AME (3%) lower overall participation as a result of having the lowest levels of student access (18% and 29% respectively).
- ❖ Students attending charter schools have greater school access to arts programs and higher participation rates. Public schools equal student access and offer more arts discipline.

Napa COUNTY SUMMARY

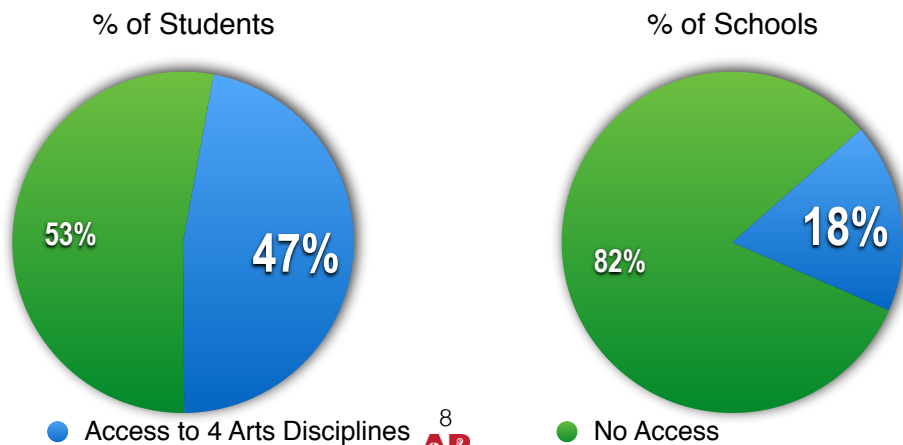
Overall Access to Any Arts Instruction

“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, 99.8% of the 11,057 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 88% of schools offering at least one art form (compared to 87% for the region). There were 21 students (0.2%) who did not have access to any arts instruction, down from 284 students in 2015. Between 2015 and 2017 there has been a 93% 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 (0.2%) is below both the state and region measures (2.7% for the state and 3.9% for region).



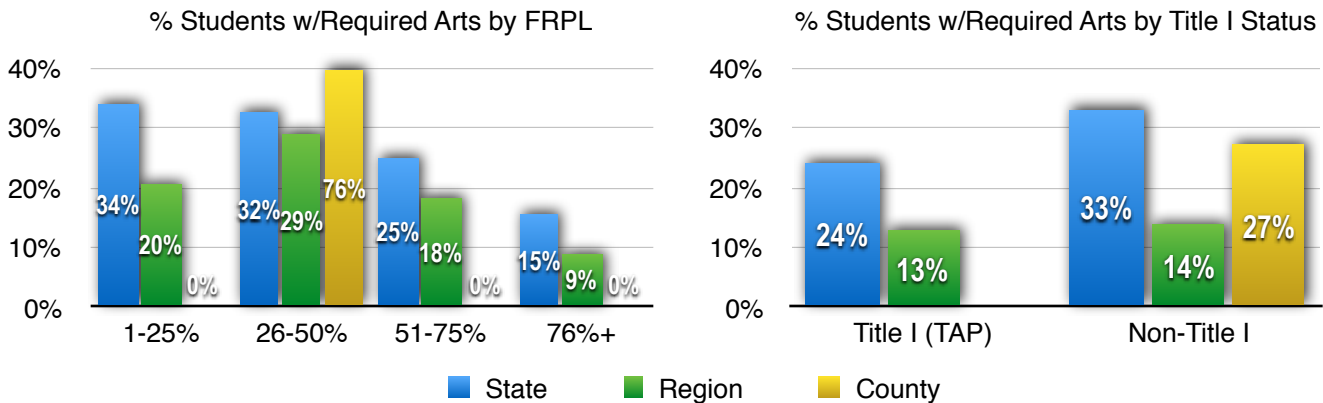
Overall Access to the Required Arts Disciplines

In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 47% of students (5,197) had access to all four required arts disciplines in schools - the highest for the region. This represents 18% of schools offering all four arts disciplines (third in the region). More than 5,800 students did not have access to all four arts disciplines in the county. Both student and school access are well above the state measures of 25% and 12% and region measures of 21% and 11% respectively.



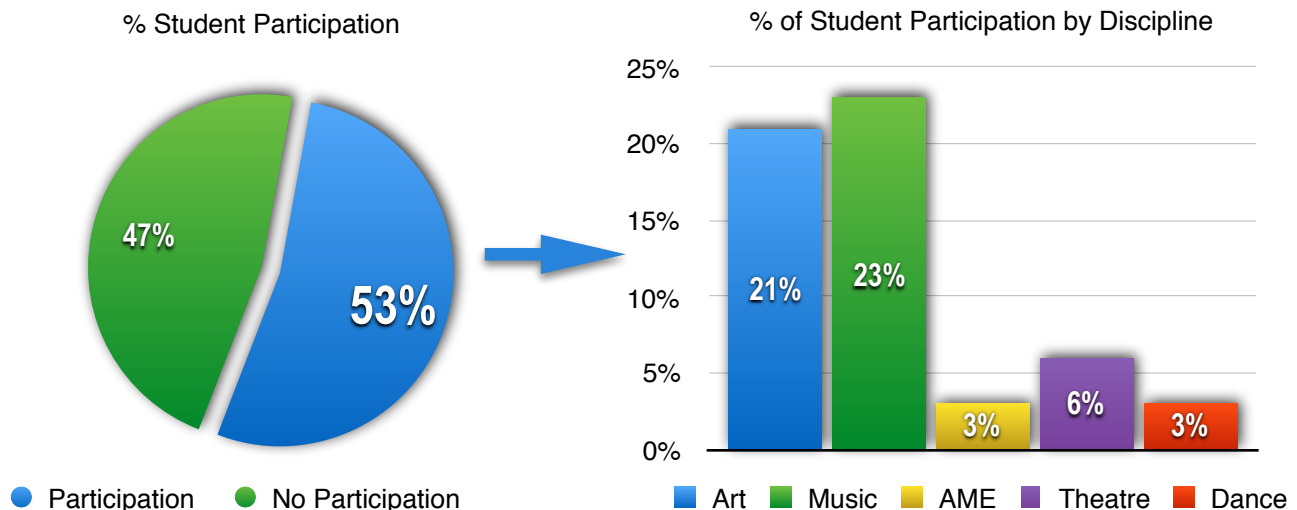
Required Arts Disciplines by Free and Reduced Price Lunch and Title I

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 Targeted Assistance (TAP) or Non-Title I (there are no School Wide Programs in the county). 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 (26-50%) and students attending Non-Title I schools have greater access to the four required arts disciplines. Both measures are below the state data.



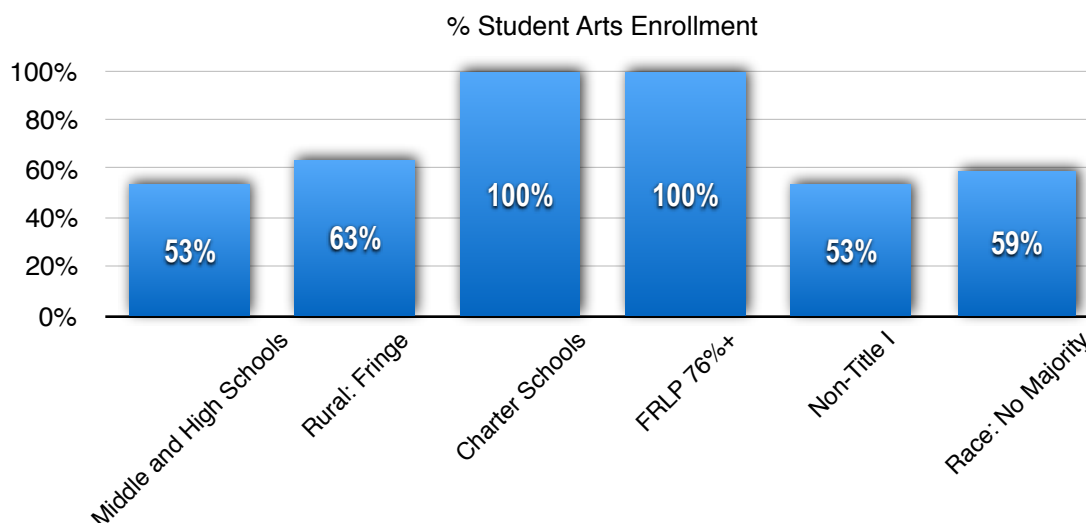
Overall Participation

Course enrollment data reveals 53% of all students (5,828 students) were enrolled in at least one arts discipline in 2017 which is well above both the state measure of 39% and the region measure of 42% and is second highest in the region. Out of the total student population, 21% participated in Art followed by 23% in Music, 3% in AME, 6% in Theatre and 3% in Dance.



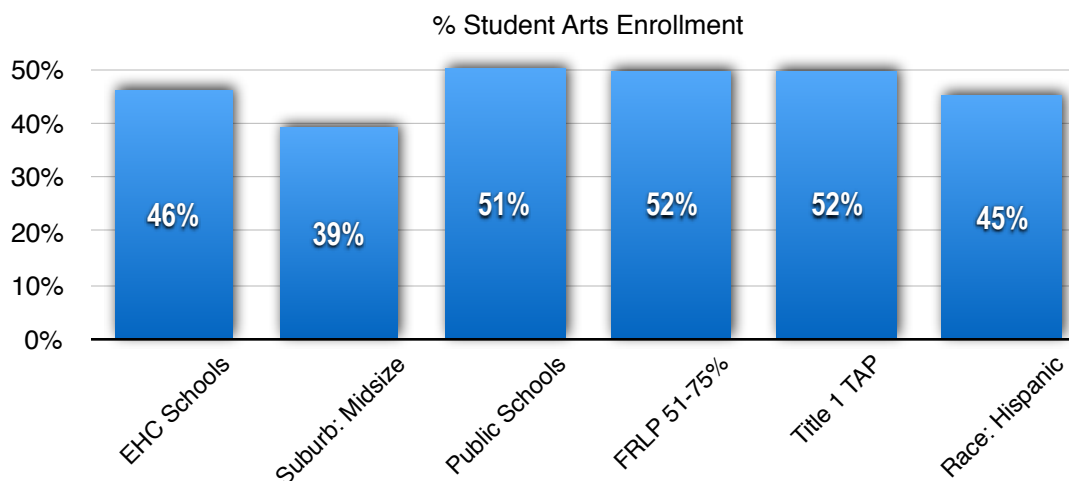
Highest Participation by Attribute

Arts participation is highest for students attending middle and high schools (53%), schools in the locale designation of “rural, fringe” (63%), charter schools (100%), schools where 76+% of students were eligible for Free and Reduced Price Lunch (100%), Non-Title I schools (53%) and where the majority of students have a race/ethnicity designation of “no majority” (59%).



Lowest Participation by Attribute

Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (46%), students in schools locale designation of “suburb, midsize” (39%), public schools (51%), where 51-75% of students are eligible for Free and Reduced Price Lunch (52%), Title I Targeted Assistance Programs schools (52%) and where the majority of students in the school are Hispanic (45%).



No Arts Schools and Students

There is 1 school providing no arts courses (second lowest in the region). This impacts 21 students (representing 6% of schools and 0.2% of all students). This has improved since 2015 (declining from 12% of schools and 2.4% of students). 1 school represents 100% of the students without access to arts courses. Since there is only one school with “no arts” students no further analysis by School Type, Locale Code, Free and Reduced Price Lunch, or Race/Ethnicity is needed.

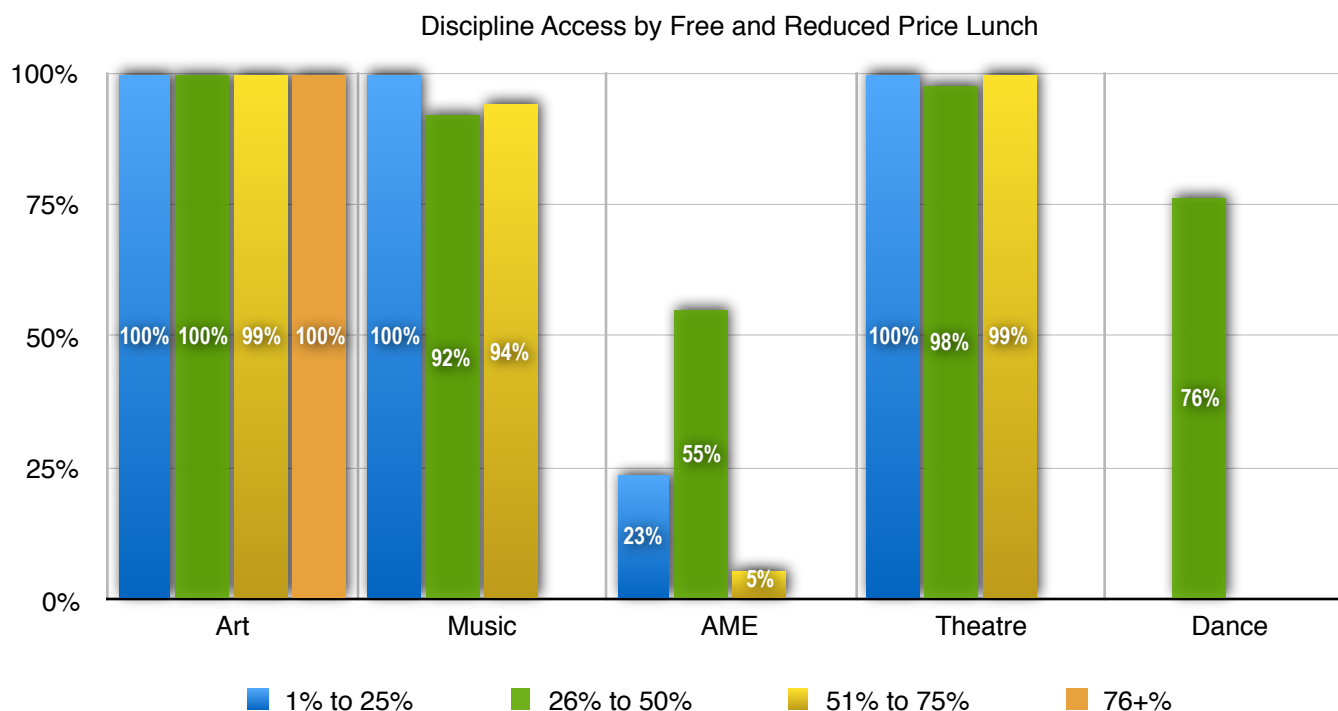
Free and Reduced Price Lunch

There is a 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. Student participation is similar across all areas except the highest category of Free and Reduced Price Lunch (100% represented by 1 school).

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	100%	100%	59%	0%	
25-50%	100%	100%	52%	0%	43%
51-75%	99%	83%	52%	100%	
76%+	100%	100%	100%	0%	

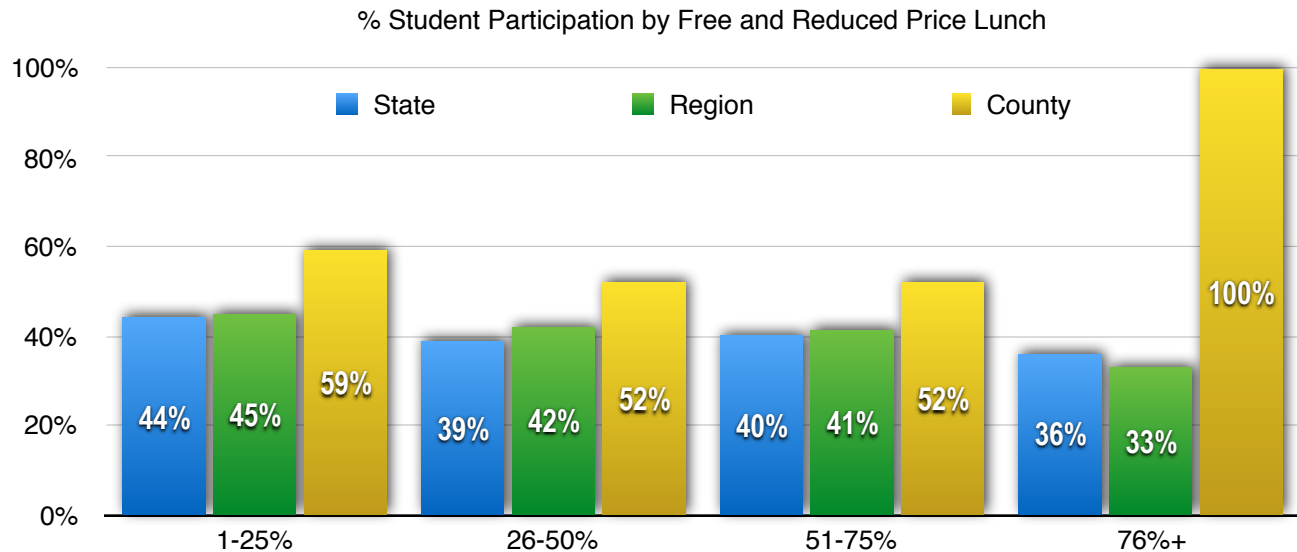
Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline, most schools are offering Music, Art and Theatre. Fewer are offering AME and Dance.



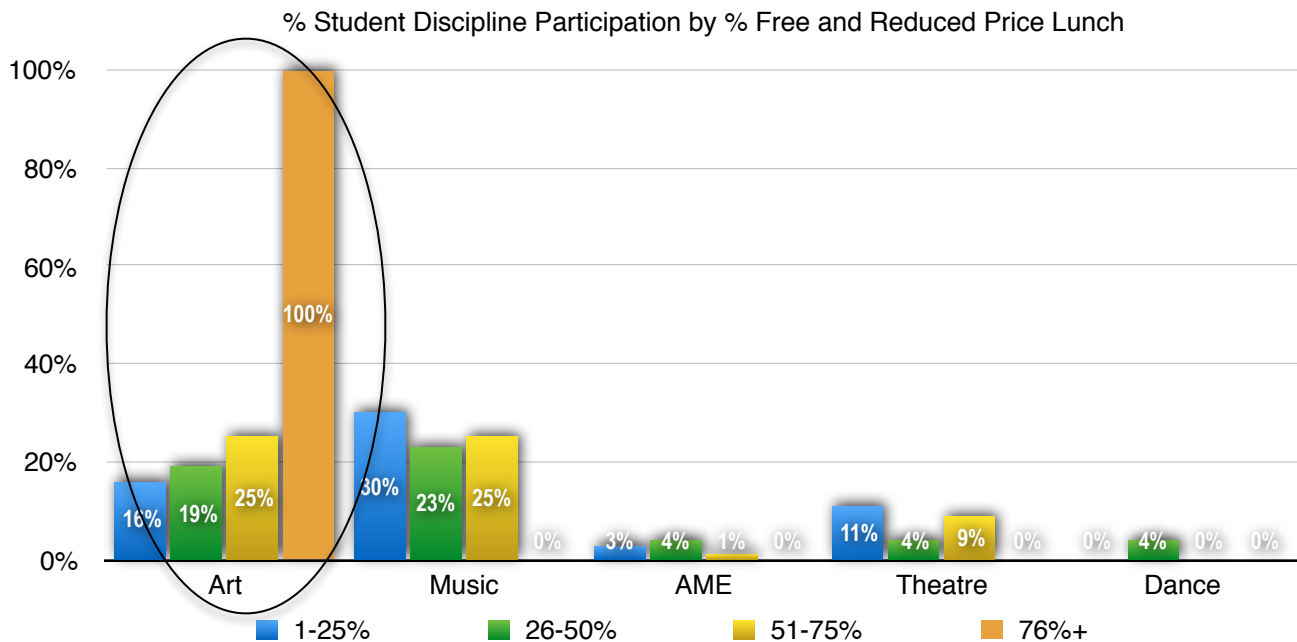
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline decreases slightly as the percentage of students eligible for Free and Reduced Price Lunch in a school increases - though not as dramatically as seen at the state or region level. The 76%+ category shows 100% driven by a single school. The chart below compares the state and region participation with county participation.



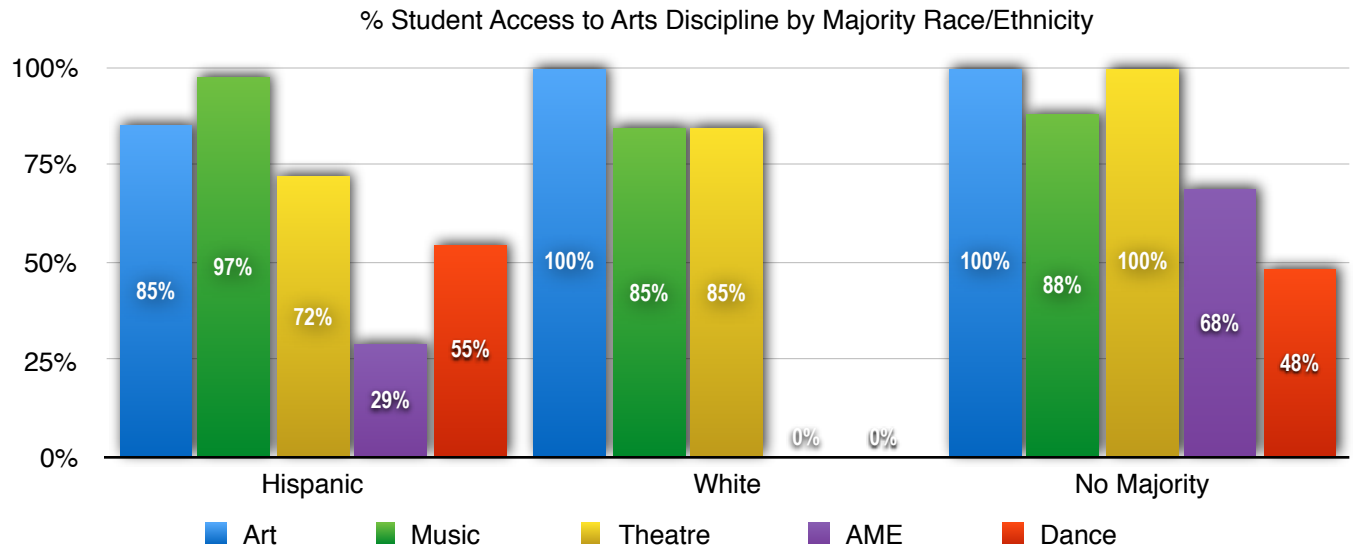
Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline, participation declines are largely centered in Music as the percentage of Free and Reduced Price Lunch students increase. The music participation issue appears in the statewide report. To the contrary, Art participation increases as the percentage of Free and Reduced Price Lunch students increases.



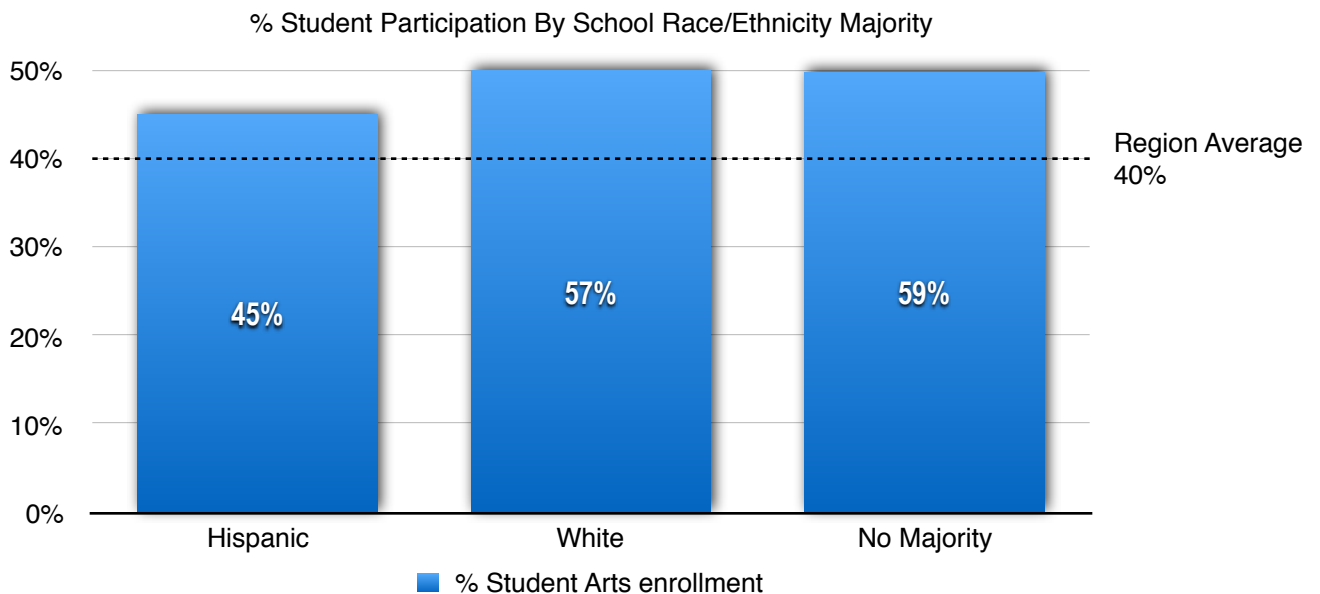
Majority Race/Ethnicity Access by Arts Discipline

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 Dance. (Note: There are no majority African American or Asian schools in the county)



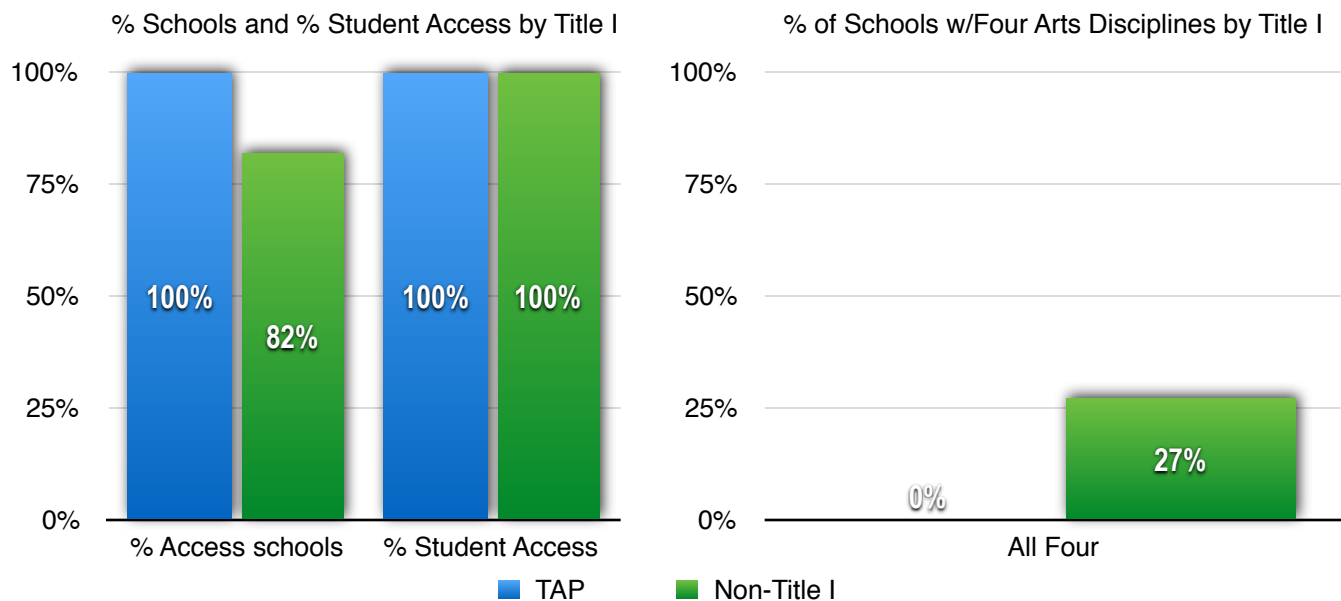
Arts Participation based on Majority Race/Ethnicity

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



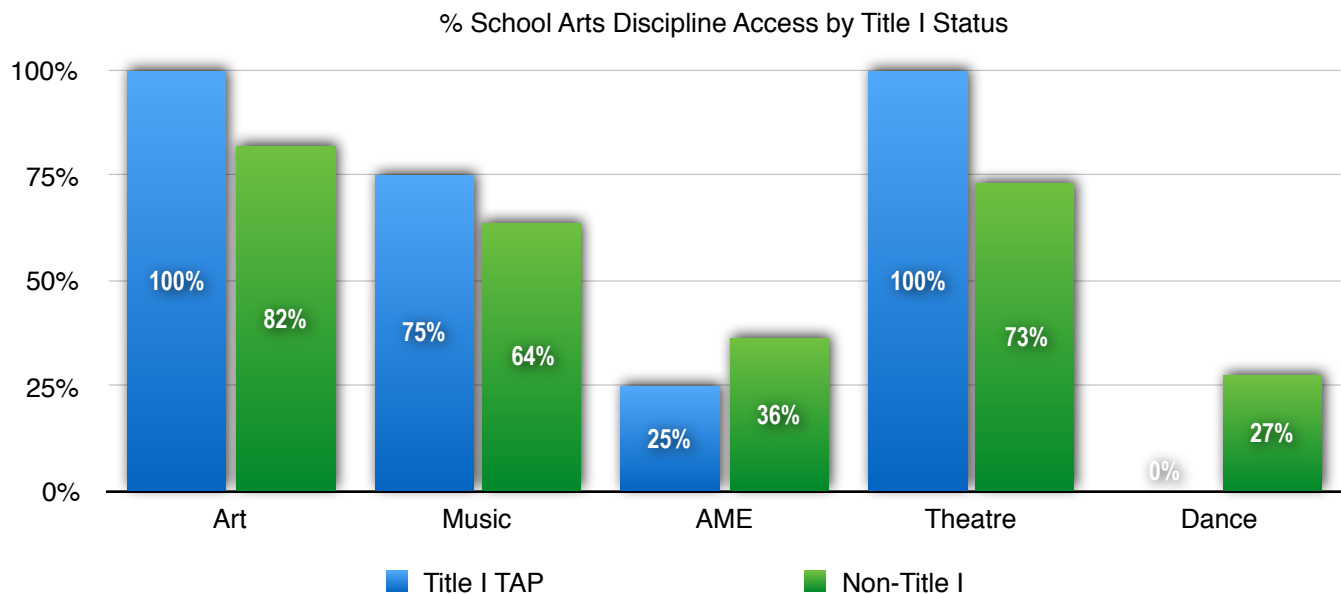
Title I Schools Arts Access

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 and required arts access. Title I Targeted Assistance Program schools provide the greatest access.



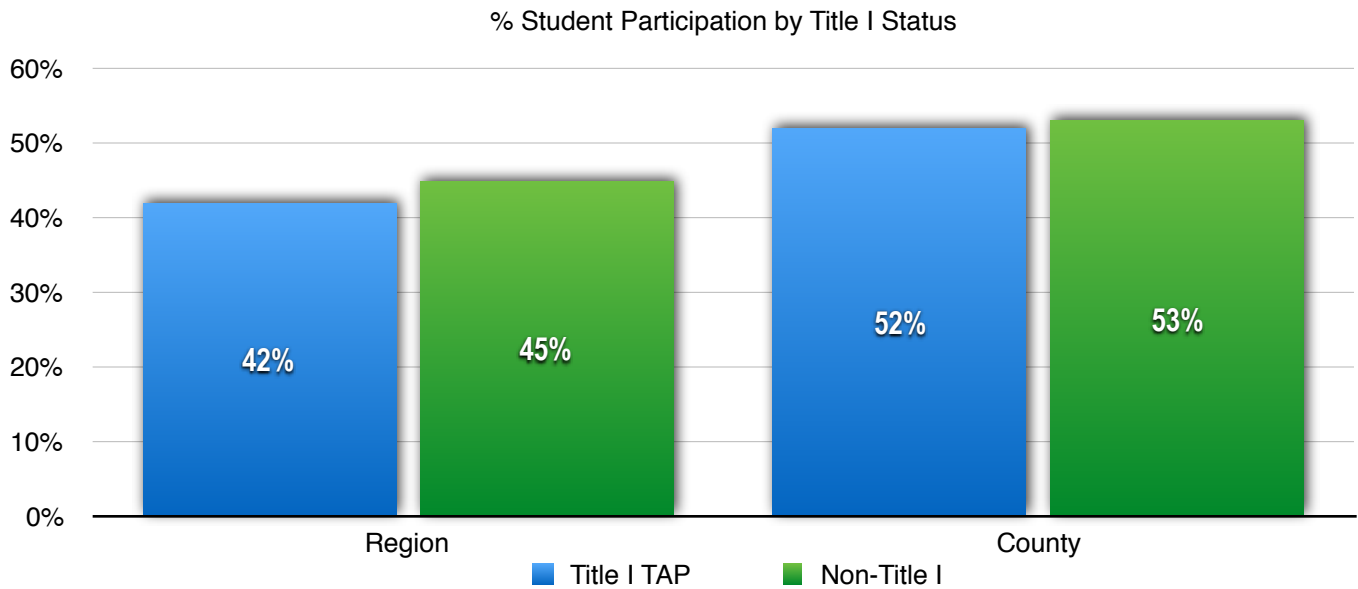
Title I Schools Arts Discipline Access

When exploring access to the individual arts disciplines (within schools where arts are offered) the access gap between Title I schools and Non-Title I schools becomes apparent for all disciplines except AME and Dance. Students attending Title I Target Assistance Program schools have greater access to Music, Art, and Theatre. Non-Title I schools provide greater access to AME and Dance.



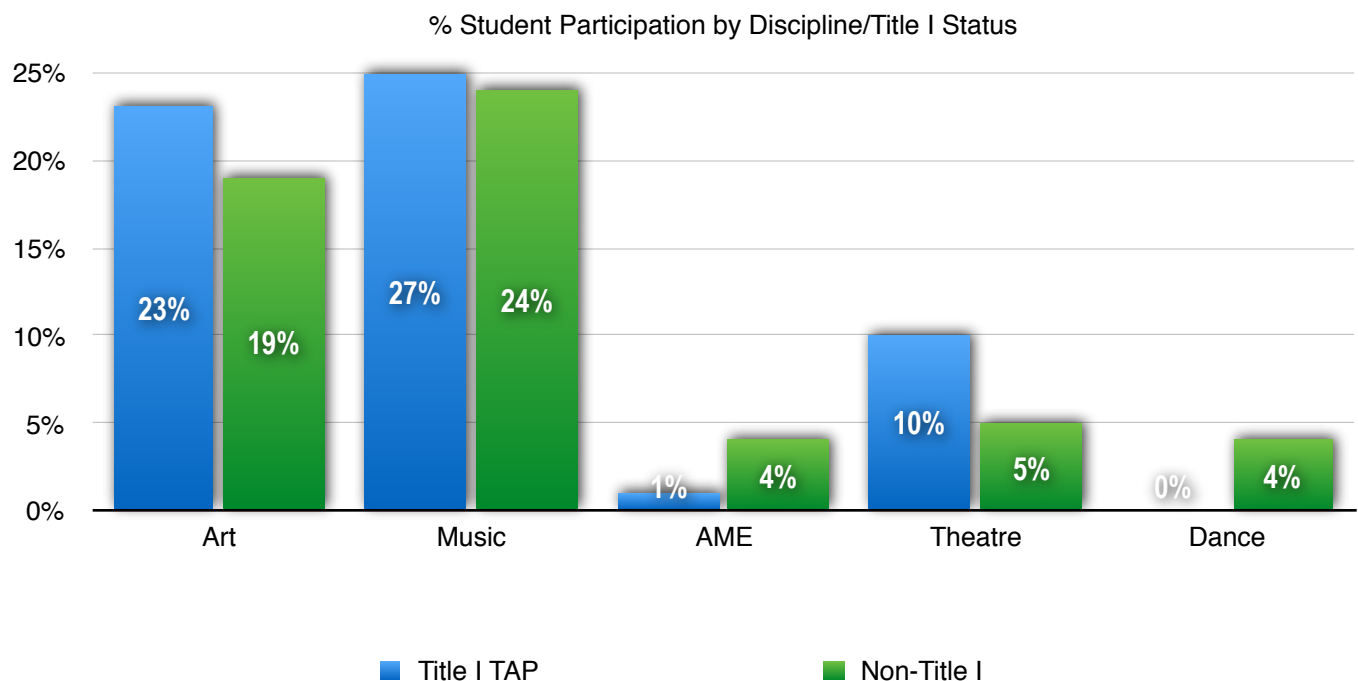
Title I Schools Arts Participation

When examining the overall participation rates there are slight differences between Title I and Non-Title I schools.



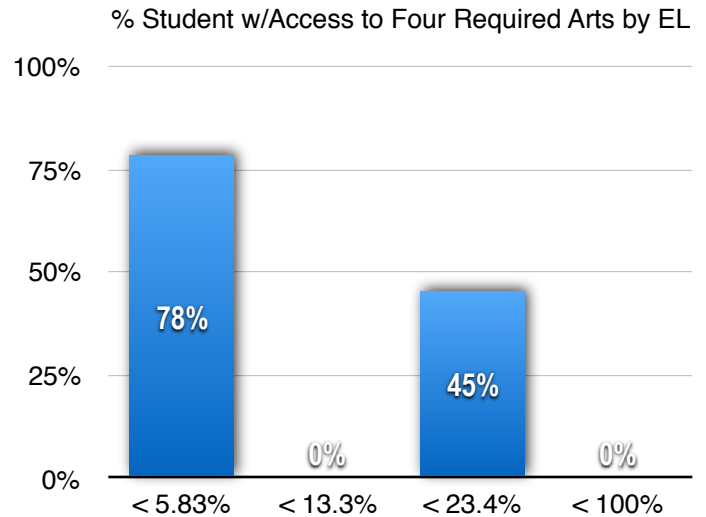
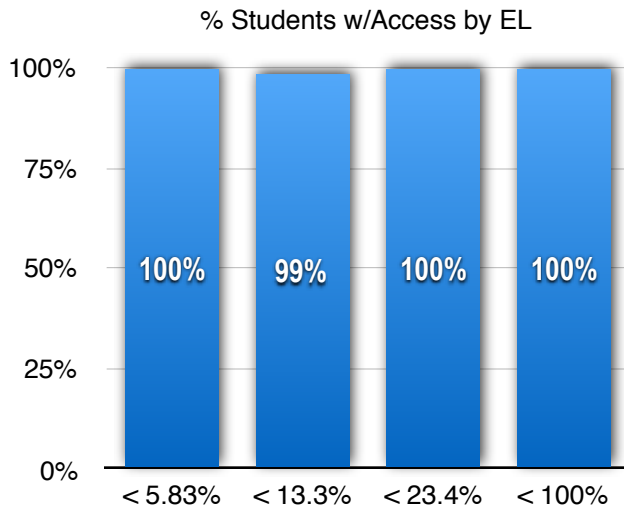
Title I Schools Arts Participation by Discipline and Title I Status

When examining participation rates by discipline, Title I schools have the greatest participation rates (with the exception of AME and Dance).



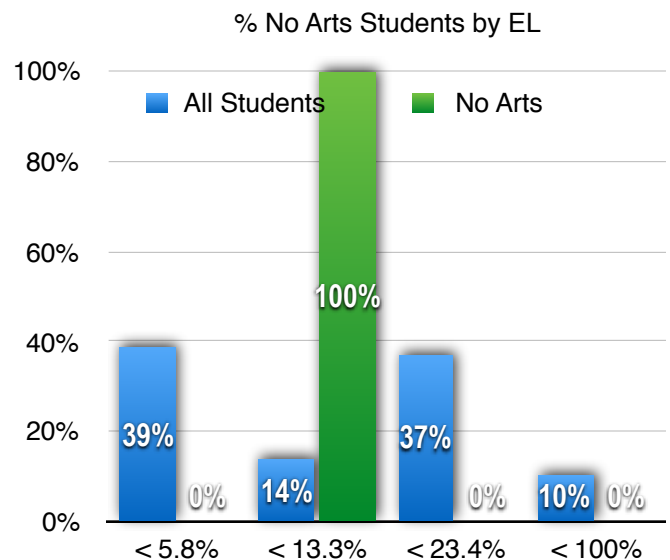
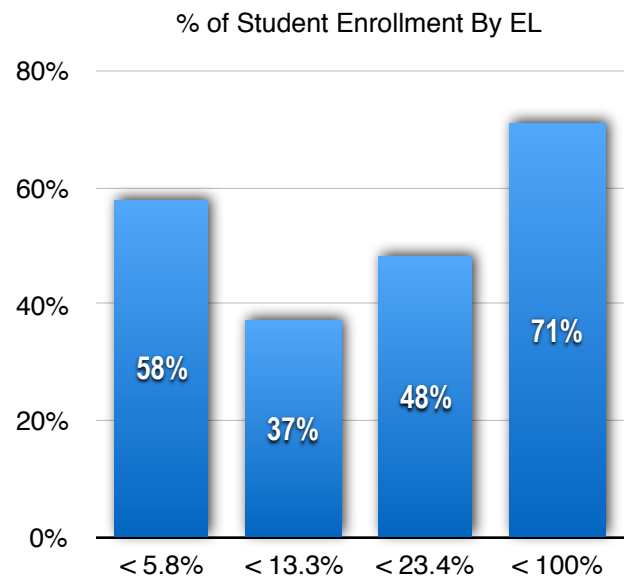
English Learners Access

When comparing 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 nearly universal access to the arts for English learners across the county.



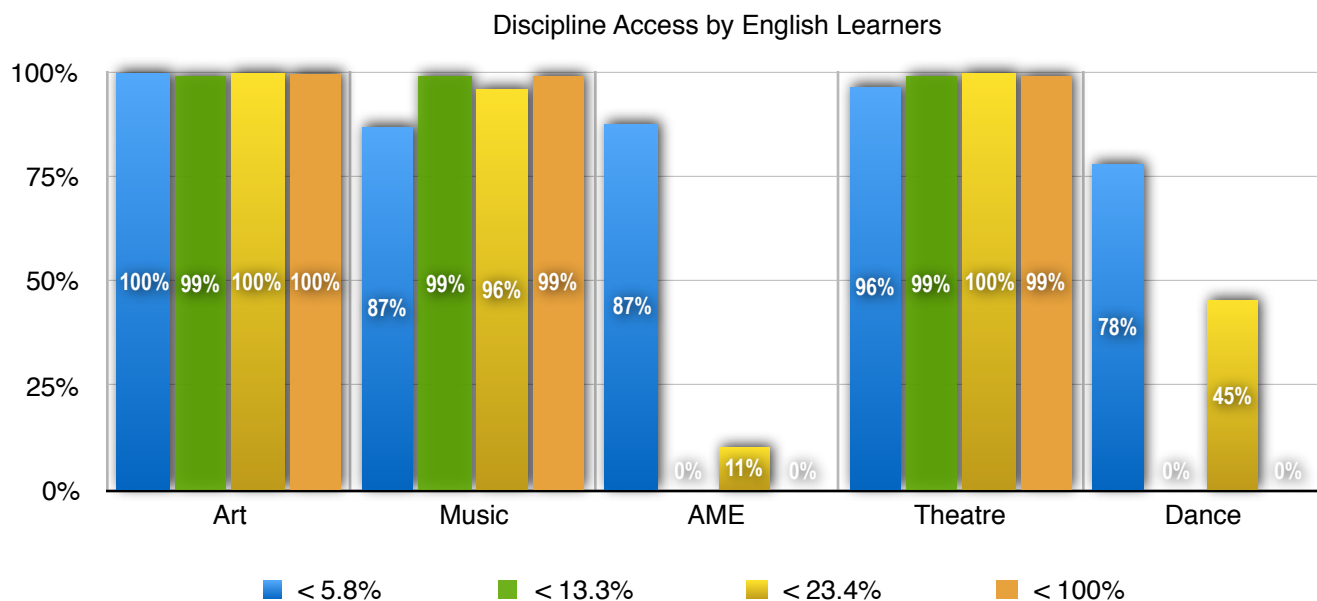
English Learners Participation and No Arts

Schools with the highest percentage of English learners have the highest rate of arts participation which is country to what is seen across the region. No arts students are concentrated in a single English learners category.



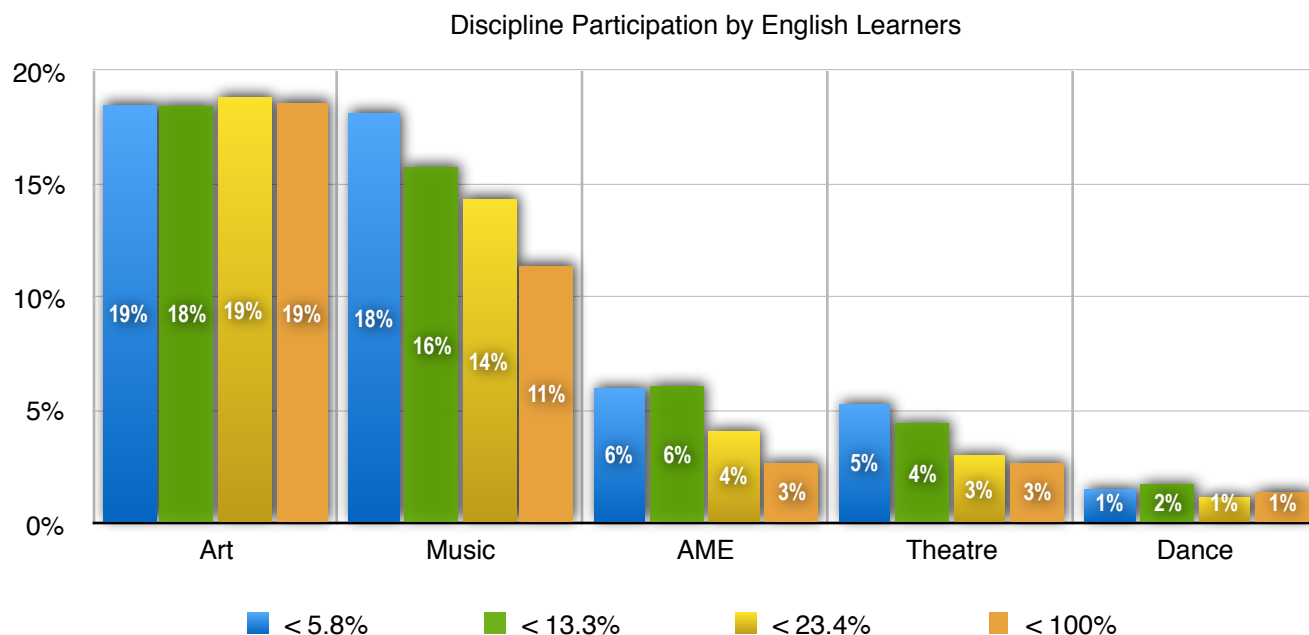
Discipline Access by English Learners

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



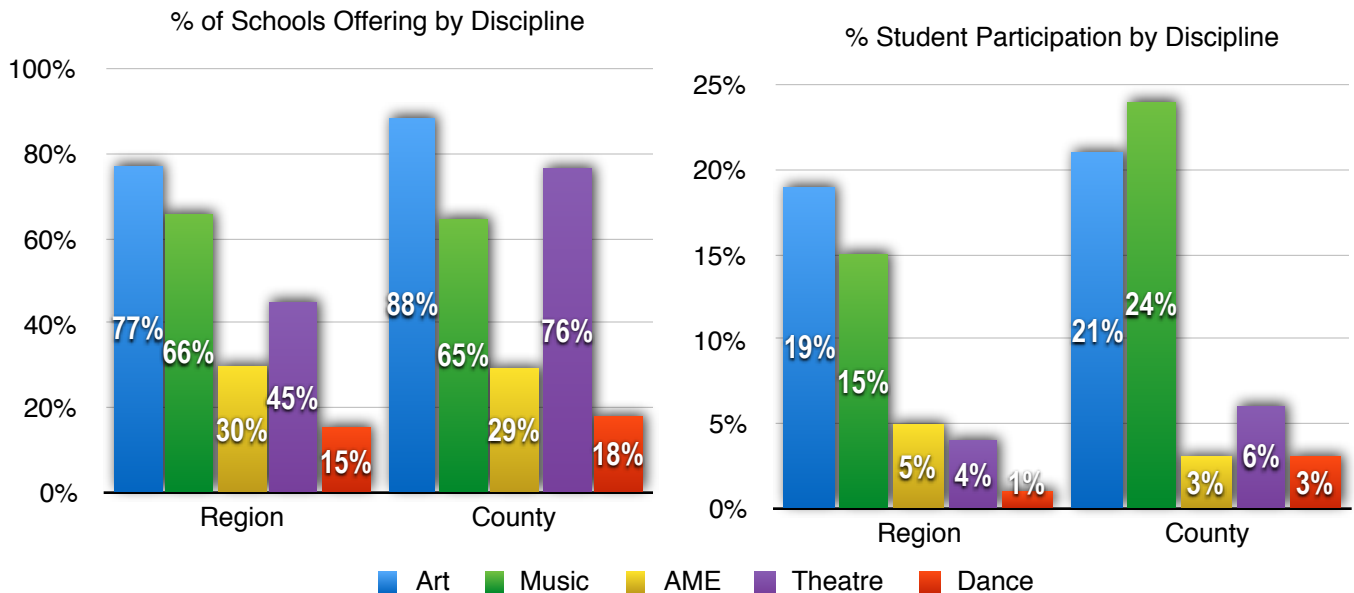
Discipline Participation by English Learners

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



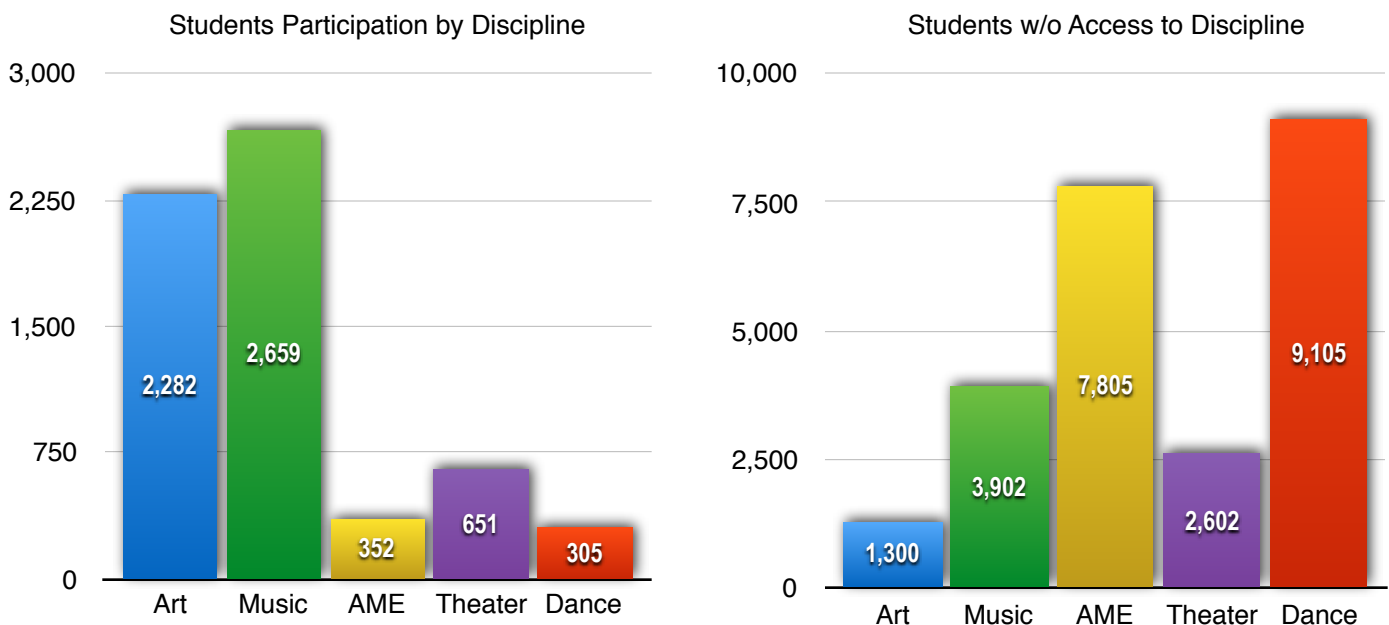
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art (third highest in the region), Theatre (highest in the region) and Music. A larger percentage of schools offer Theatre than Music which is unusual for the region. Schools are more likely to provide Art, Music or Theatre than AME or Dance, creating unequal learning opportunities in each of the arts disciplines. County access and participation is higher than region averages across all measures except AME. Music participation is highest in the region. Theatre and Dance participation is second highest in the region. Art participation is third highest.



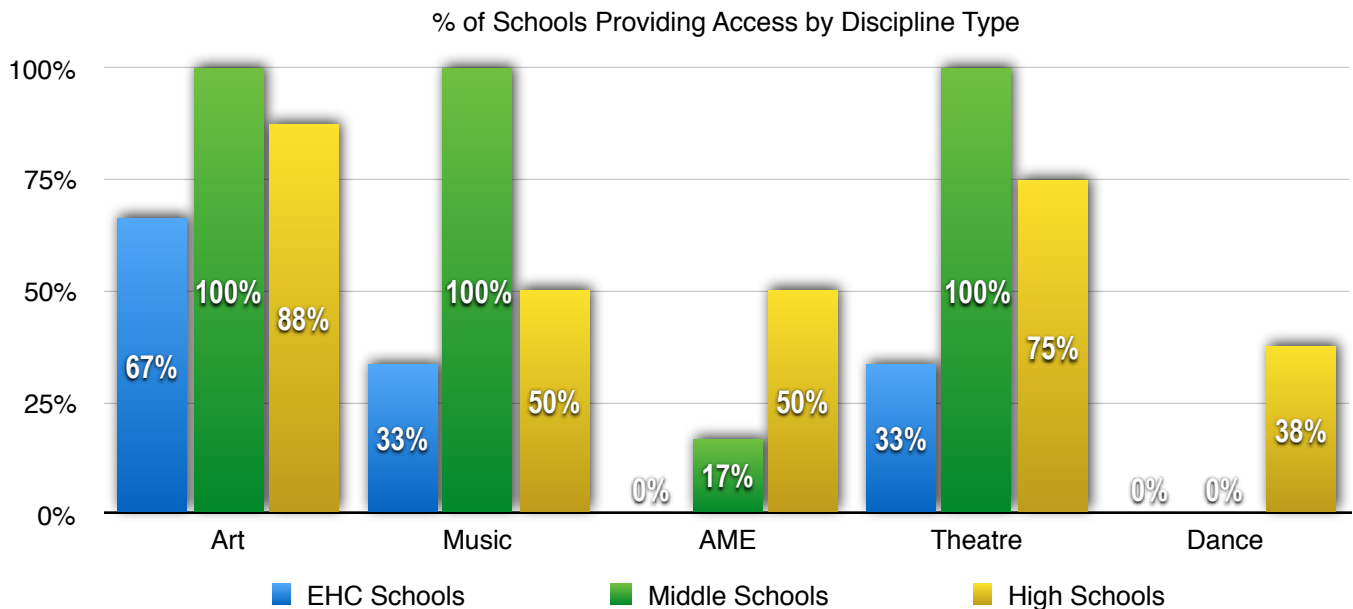
Overall Arts Discipline Participation

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



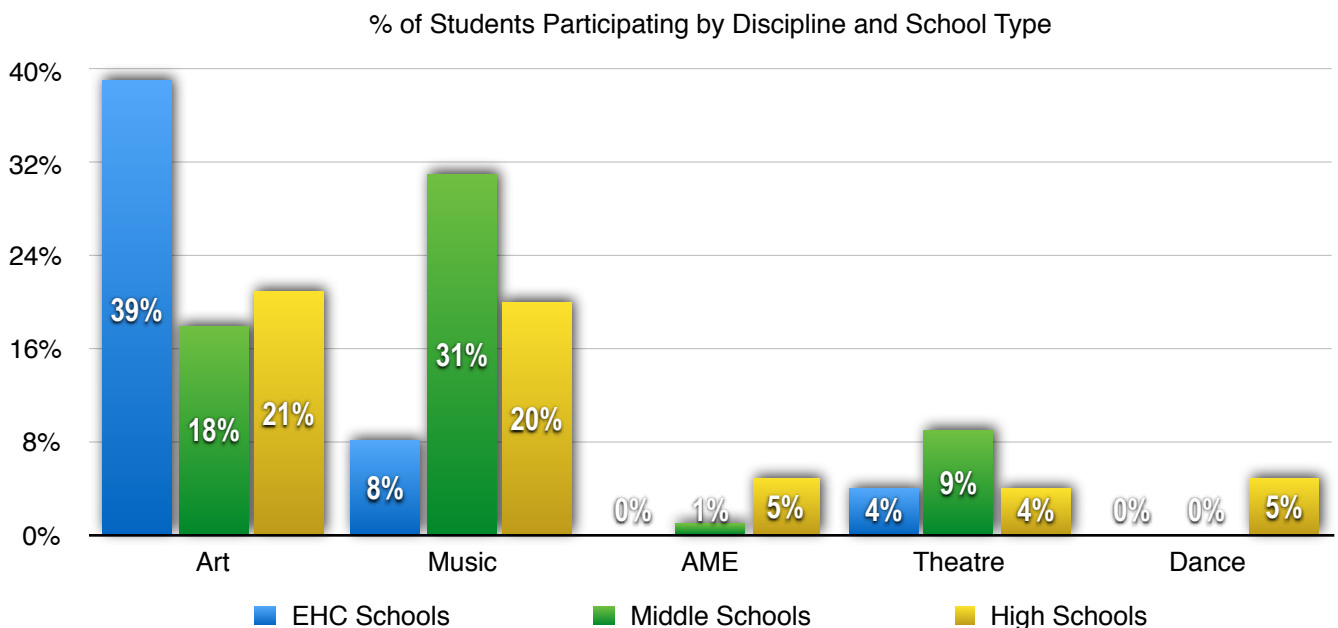
Arts Discipline Access by School Type

Middle schools provide greater access to all arts disciplines with the exception of AME and Dance. One hundred percent of middle schools provide access to Art, Music, and Theatre as compared to 88%, 50% and 75% respectively for high schools. This is contrary to what is seen in other areas where high schools would have the greater access to these programs.



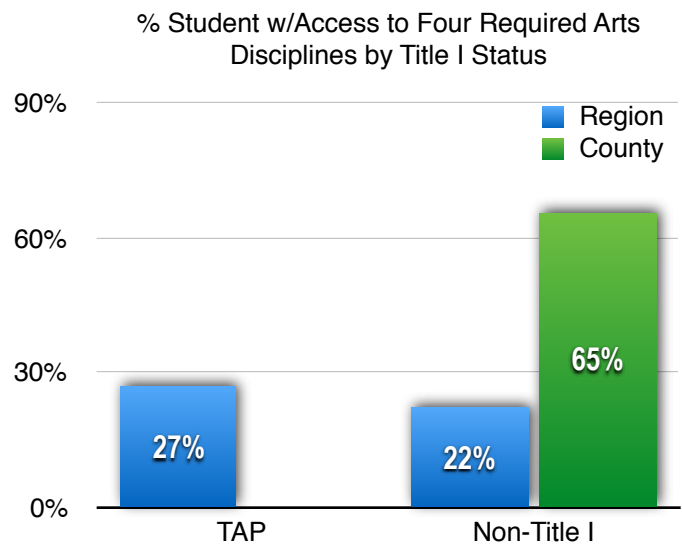
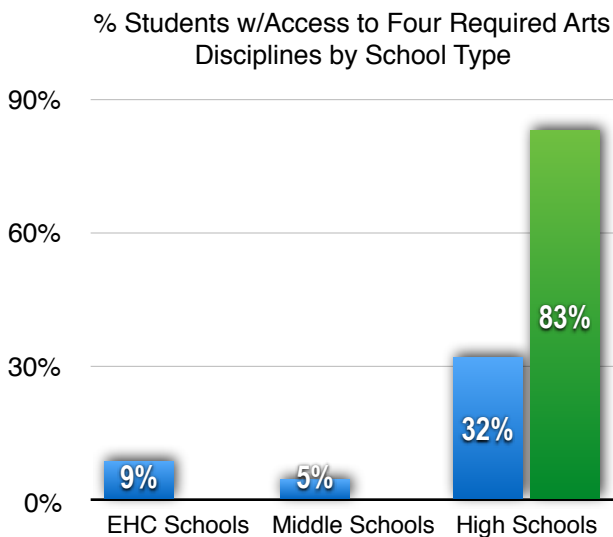
Arts Discipline Participation by School Type

Middle and high schools have the same total arts participation (53%). This is contrary to what is seen in other states where middle school arts participation is normally higher than in high schools. Music and Theatre have the highest percentage of participation in middle schools. AME and Dance have the highest percentage of participation in high schools. Art has the highest participation in EHC schools.



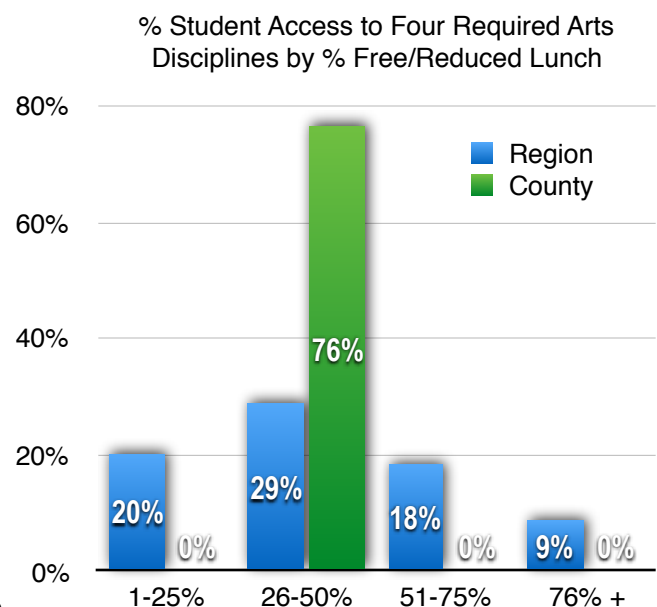
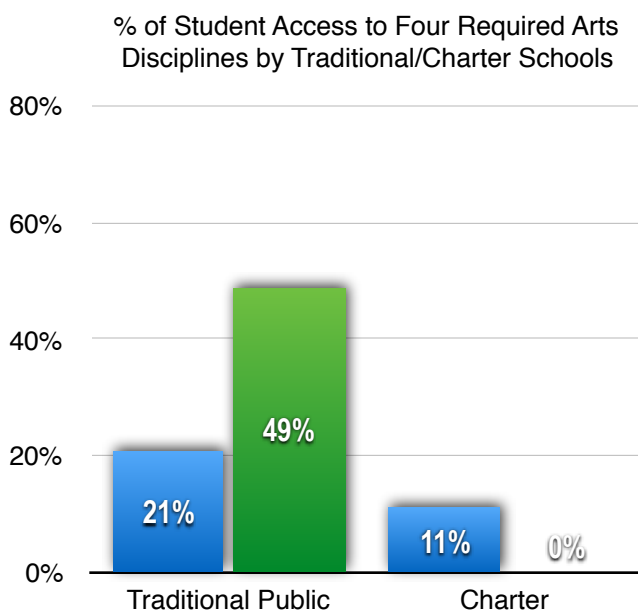
Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” 47% of schools meet this requirement (providing access for 18% of students) and is the highest for the region. 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.



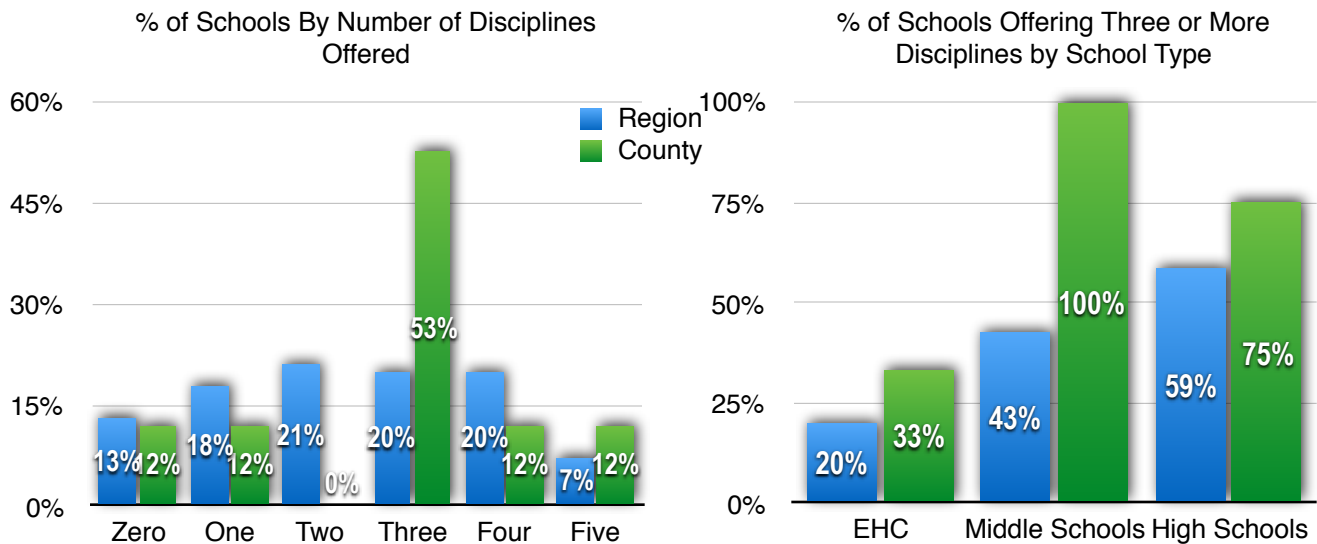
Four Required Arts Disciplines by School

Students attending traditional public schools have greater access to all four disciplines than students attending charter schools. This contrasts with the state averages where the percentages between public and charter schools are similar (although this county mirrors the region measures). Only students in schools in the 26-50% FRPL have access to all four required disciplines.

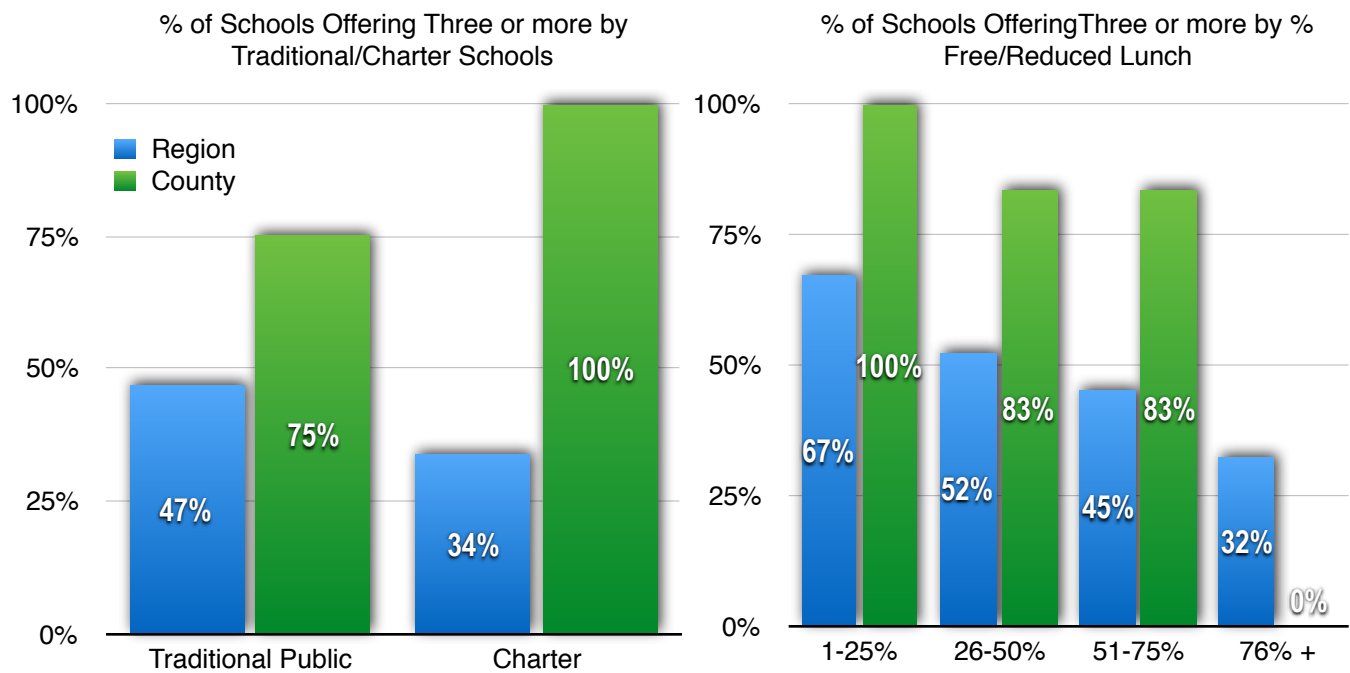


Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. Less than one-quarter of schools in the county (24%) 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 above the region measures across the board.



Students attending charter 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.



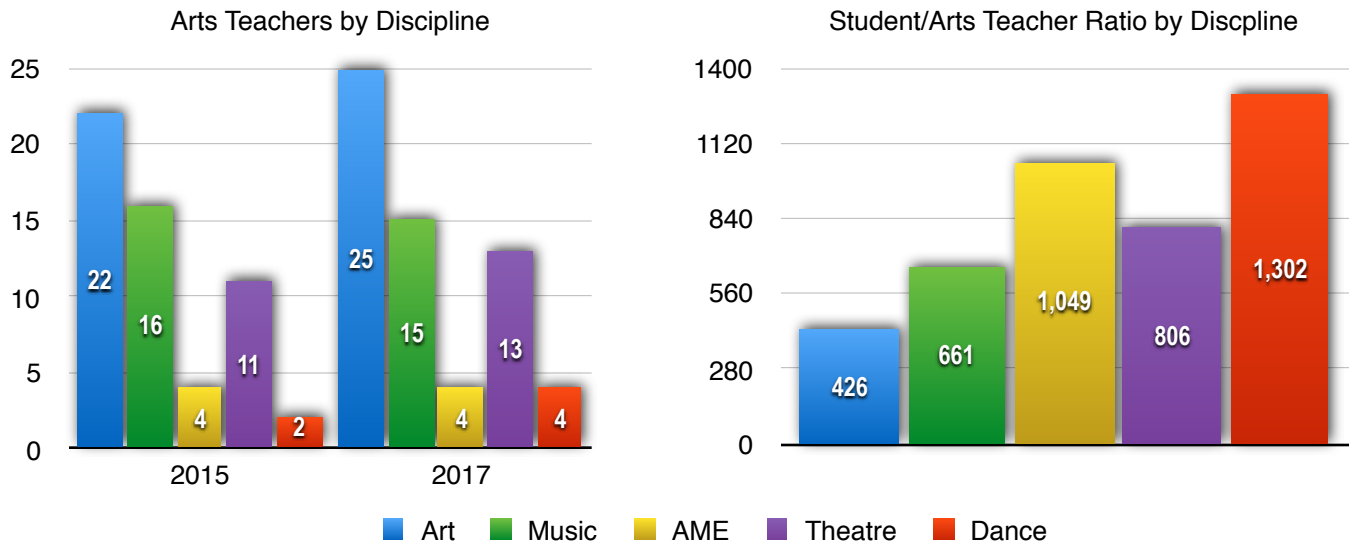
Top Courses by Discipline

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, 88% of schools offer art with 21% of students participating. Within Art, the course Other Art Courses is available in 73% of all schools that offer Art with 29% of all Art students participating in the course.

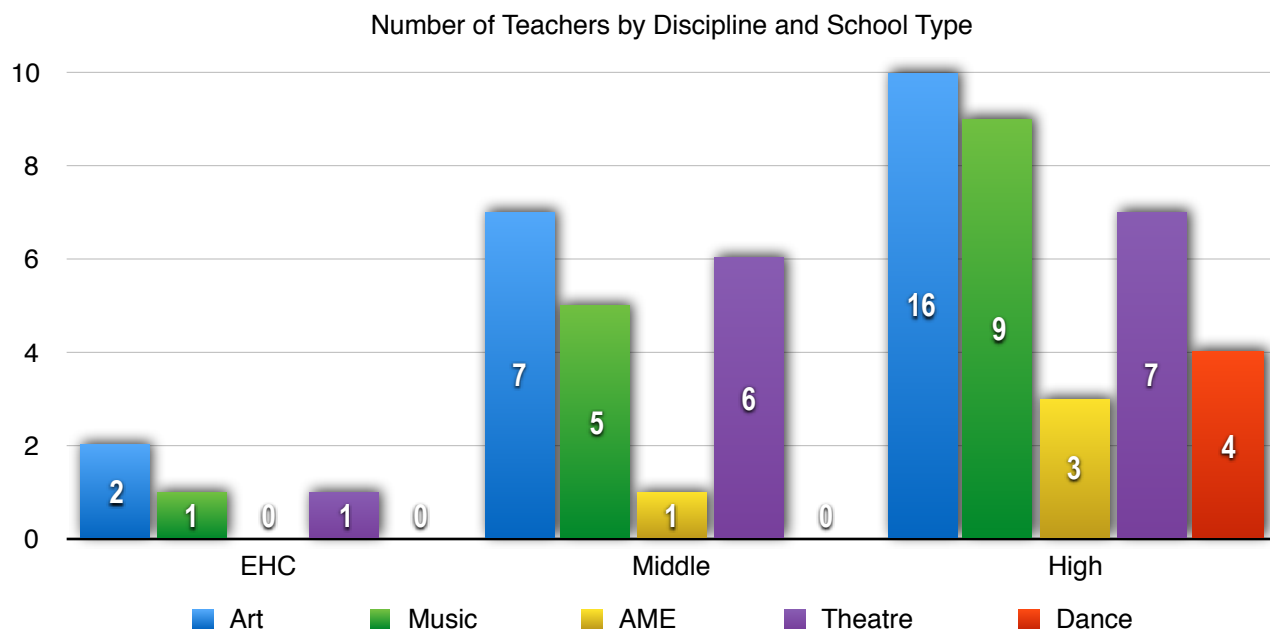
Course	% of Schools Offering Discipline	% of Students within Discipline
Art (88% of Schools, 21% of Students)		
Other Art Courses	73%	29%
Art Appreciation	27%	6%
Drawing	25%	15%
AME (29% of Schools, 3% of Students)		
Other Arts, Media and Entertainment	60%	50%
Dance (18% of Schools, 3% of Students)		
Ballet, Modern, Jazz, Wrold	100%	91%
Advanced Dance Study	33%	6%
Other Dance Course	33%	3%
Music (65% of Schools, 24% of Students)		
Band	91%	25%
Chorus/Choir/Vocal Ensemble	82%	47%
Instrumental Music Lessons	45%	11%
Instrumental Ensemble	27%	3%
Orchestra/symphony	27%	4%
Theatre (76% of Schools, 6% of Students)		
Advanced Theatre	69%	60%
Theatre/Play Production (secondary)	38%	27%
Media/Film/Video/Television	15%	4%

Arts Educators

There are 484 arts educators teaching in traditional public schools covered in this report - a decrease from 485 teachers in 2015 (charter schools are excluded). In the chart showing the teachers by discipline, note that a teacher may be counted in more than one discipline. The overall student/arts teacher ratio is 191 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 ratio are better than the state ratios for each discipline except for AME and Dance.

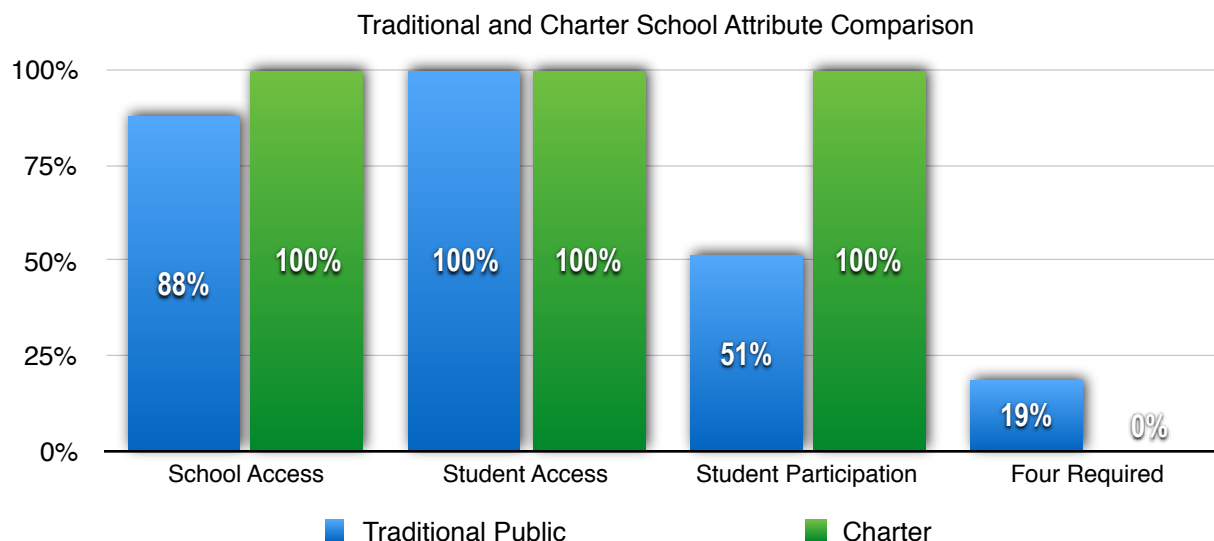


The number of teachers dedicated to arts education across all disciplines is greater at the high school level than either or elementary/high combination middle school levels.



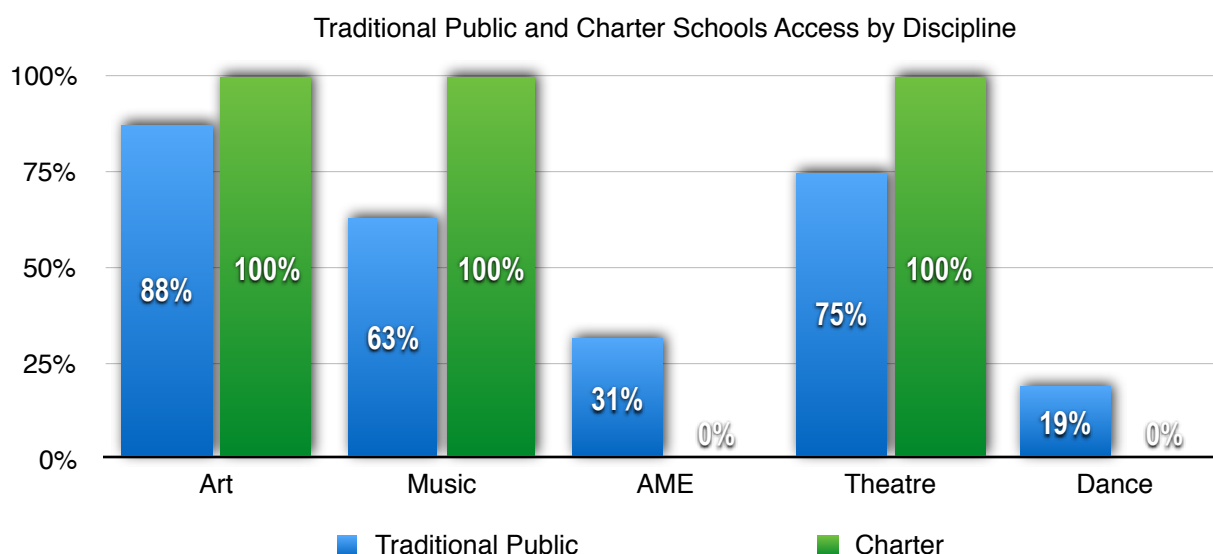
Traditional Public/Charter Schools

Traditional public schools and the single charter school have comparable numbers across most measures. Eighty-eight percent of all public schools provide arts instruction as compared to 100% charter schools. When looking at student access, 100% of traditional public school students have access versus 100% for charter students. Student participation rates show a disparity, with 51% of traditional public school students participating in the arts as compared to 100% for charter school students. Only 19% of public and 0% charter schools offer the four required arts disciplines (compare to 12% and 6% respectively for the region).



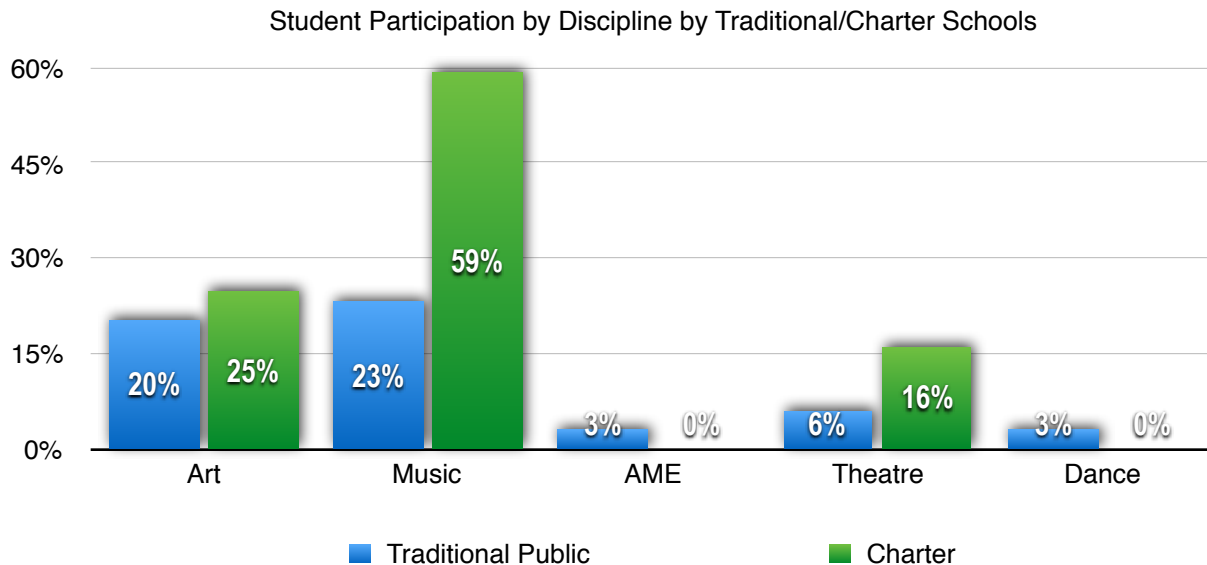
Traditional/Charter Schools Access by discipline

When exploring access by specific discipline between traditional public schools and the one charter school there differences in access to Art, Music, and Theatre. The charter school does not provide AME nor Dance.



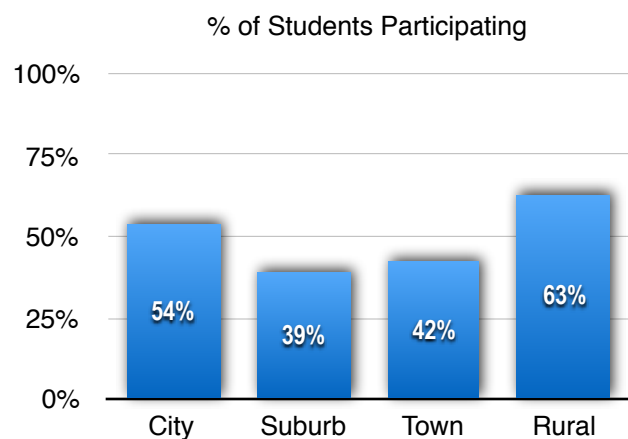
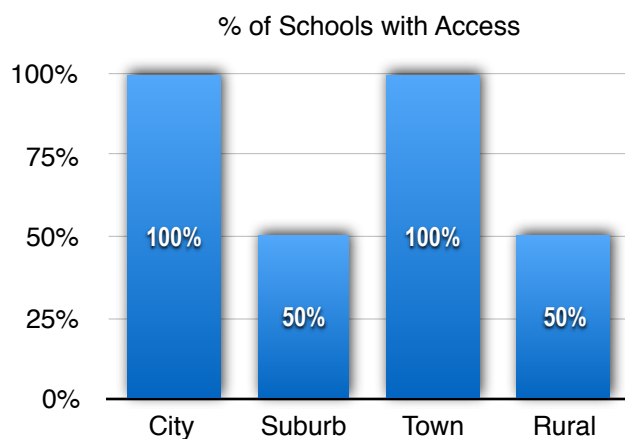
Traditional/Charter Schools Participation

Where an arts discipline is available, the participation is similar between traditional public and charter schools with the exception of Music and Theatre. Music enrollment in the charter school significantly exceeds the enrollment in public schools.



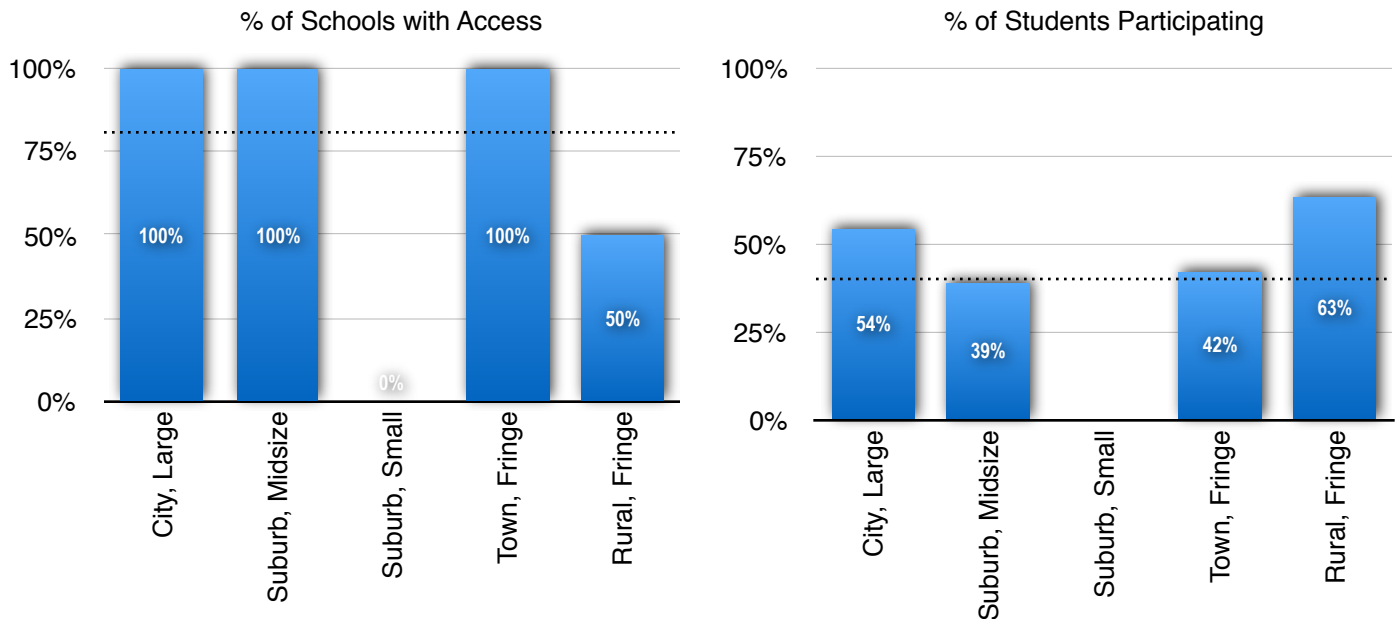
Major Locale Code Arts Access and Participation

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 and town classifications provide greater access than schools in the suburb and rural classifications. Student participation is highest in the rural area.



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” has the least access of all areas. All other areas have access and participation rates at or above the region average (represented by the dotted line).



Napa County District Comparison

The table below contains key measures for comparison across the 3 districts in Napa 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
Calistoga Joint Unified	100%	100%			0%	100%	50%		50%		53%
Napa Valley Unified	100%	92%	52%	25%	0%	92%	67%	33%	83%	25%	54%
Saint Helena Unified	100%	100%			0%	100%	100%	50%	100%		38%
Total	100%	88%	47%	18%	0%	88%	65%	29%	77%	18%	53%

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%	3	19%	1,114	10%
26% to 50%	6	38%	6,817	62%
51% to 75%	6	38%	3,112	28%
75% or more	1	6%	14	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</u> for Title I Targeted Assistance (TAP)	4	28.57%	2,747	26%
<u>Eligible</u> for Title I Schoolwide program (SWP)	0	0%	0	0%
<u>Not Eligible</u> for either (TAP) or (SWP)	10	71.43%	7,952	74%

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%	6	35%	4,304	39%
< 13.3%	3	18%	1,540	14%
< 23.4%	5	29%	4,098	37%
< 100%	3	18%	1,115	10%
TOTAL	17	100%	11,057	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>

Arts Education Data Project Partners



National Funders of the Arts Education Data Project



Lead Partners for the California Arts Education Data Project

