



San Francisco County
Executive Summary Report

December 2018

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About the Arts Education Data Project

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

About Create CA

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

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About the Data

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

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

San Francisco County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	2	4.65%	93	0.30%
Middle/Junior High	16	37.21%	10,547	34.01%
High School	25	58.14%	20,375	65.69%
Totals	43	100.00%	31,015	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).

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Key Findings: San Francisco County Arts Education Data Project

- ❖ Most students (96.2%) have access to arts instruction and 30% of students have access to the four arts disciplines as required by state education code placing the county third in the region for both measures. These are **above** the same regional measures of 96.1% and 21% respectively.
- ❖ Forty-three percent of all students participated in at least one arts education course. This represents more than 13,000 students and is **above** the state and regional measures of 39% and 42% respectively.
- ❖ Participation in Art (19%) and Music (18% - third in the region) were highest among the five artistic disciplines. Music (72%) and Art (84%) are also the most widely available of the arts disciplines. Access to Art and Theatre were in the top three for the region with Dance ranking number one. AME access and participation were the lowest for the region.
- ❖ There were 874 students, or 2.8%, who did not have access to any arts instruction. This is **below** the regional measure of 3.9%. Between 2014 and 2017 there has been a 51% improvement in the number of students without access to arts instruction.
- ❖ The proportion of students without access to any arts courses was greater where the majority of students in the school were Hispanic when compared to the distribution of the total student enrollment (46% of “no arts” students when compared to 23% of the student population).
- ❖ There is no correlation between students eligible for Free and Reduced Price Lunch and changes to access, participation, no programs and diversity of offerings. There is a correlation in access to the disciplines of Music and Art. As the percentage of students eligible for Free and Reduced Price Lunch increase access to these disciplines decreases.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

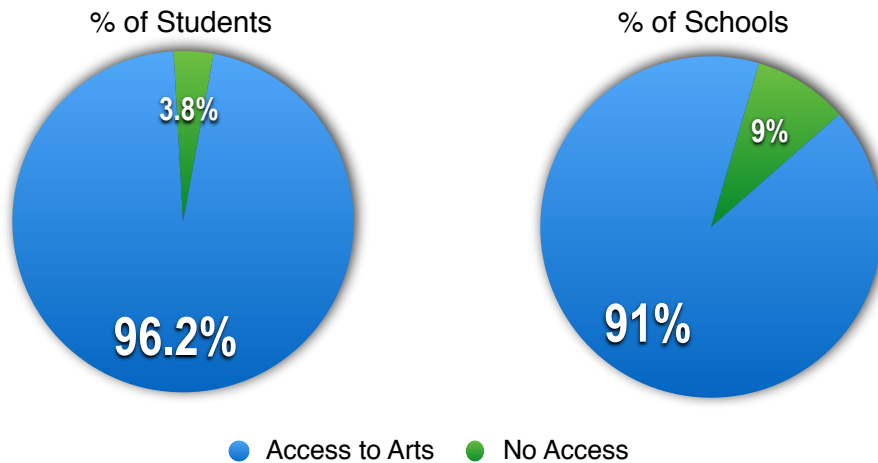
Highest Arts Participation Rates	Lowest Arts Participation Rates
Mid Poverty (Free Lunch Students 26-50%%)	Low Poverty (Free Lunch Students < 25%)
Traditional Public Schools	Charter Schools
Non-Title I Schools	Title I Targeted Assistance Program
Majority Race/Ethnicity “Asian”	Majority Race Ethnicity “African American”
Middle Schools	Elementary/High Combination Schools

- ❖ There is a larger percentage of student participation in middle schools (52%) than in high Schools (39%) or the elementary/high combination schools (19%). This is different that what is seen for the region or the state but similar to what is found in other parts of the country (although elementary/high combination schools is very low).
- ❖ For Music, there remains greater access to these courses in Middle Schools (81%) than at the High Schools (72%). While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance. Dance (2%) and AME (1%) have the lowest participation as a result of having the lowest levels of student access (30% and 14% 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. Participation rates are also higher in each of the arts disciplines in public schools.

SAN FRANCISCO COUNTY SUMMARY

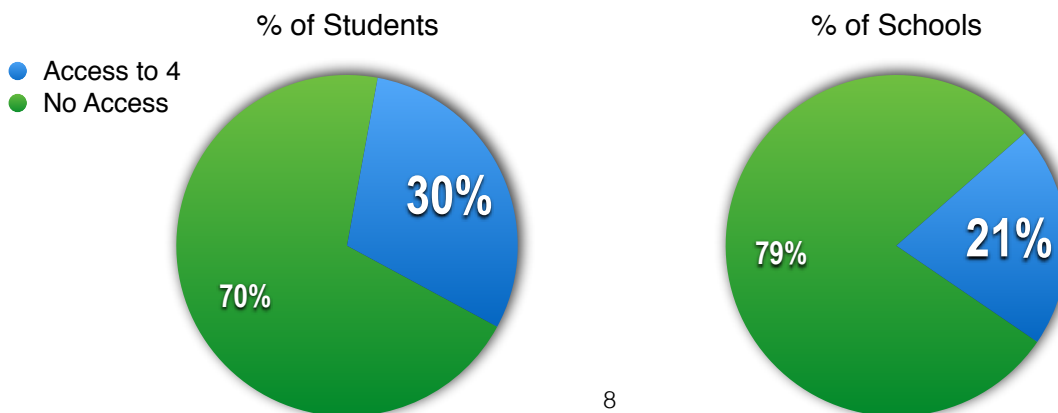
Overall Access to Any Arts Instruction

“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, 97.2% of the 31,015 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This ranks the county third in the region. This represents 91% of schools offering at least one art form (compared to 87% for the region). There were 874 students (2.8%) who did not have access to any arts instruction, down from 1,767 students in 2015. Between 2015 and 2017 there has been a 51% decline (improvement) in the number 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 is below both state and regional measures (2.7% for the state and 3.9% for region).



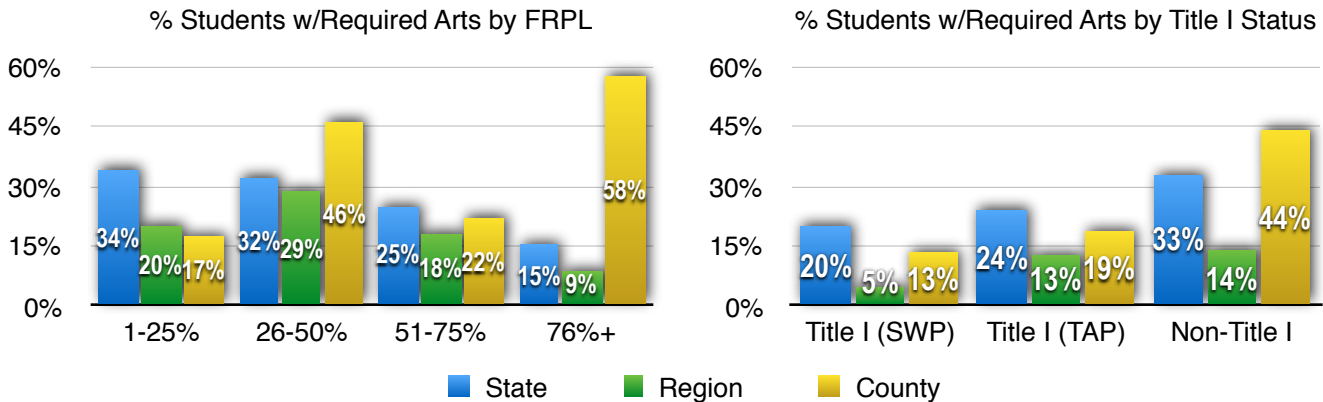
Overall Access to the Required Arts Disciplines

In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 30% of students (9,305) had access to all four required arts disciplines in schools ranking third for the region. This represents 21% of schools (ranking first in the region offering all four arts disciplines). More than 93,000 students did not have access to all four arts disciplines in the county. Both student and school access are above the state measures of 25% and 12% and region measures of 21% and 11% respectively.



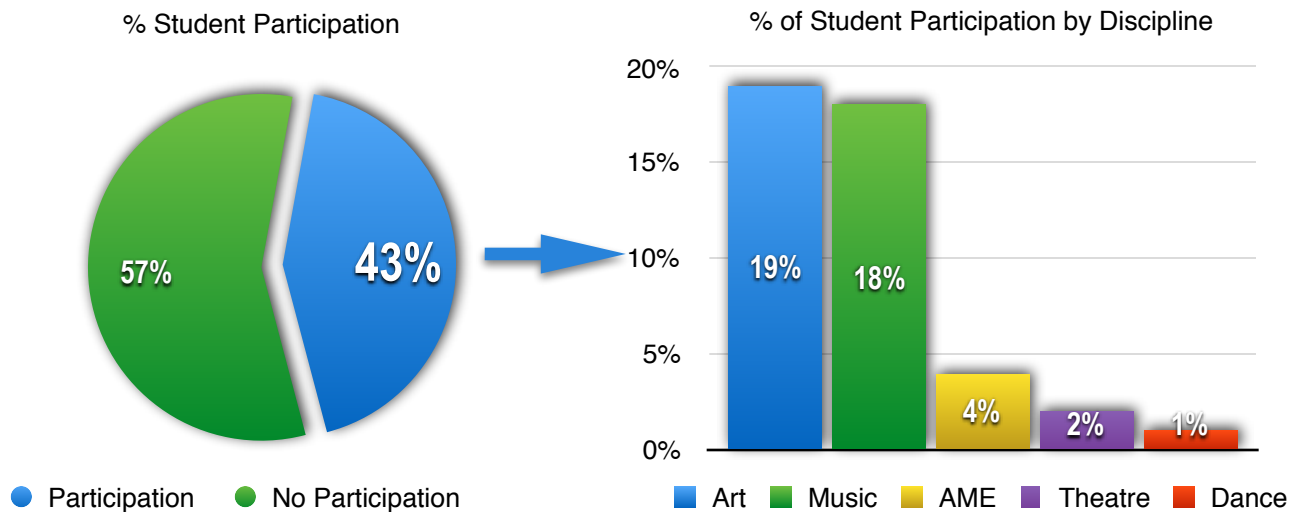
Required Arts Disciplines by Free and Reduced Price Lunch and Title I

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 School Wide Programs (SWP), Targeted Assistance (TAP) or Non-Title I. While access to at least one arts course is comparable, students in schools with the highest 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 above the state and regional measures. The Title I schools (SWP and TAP) are below the regional measures.



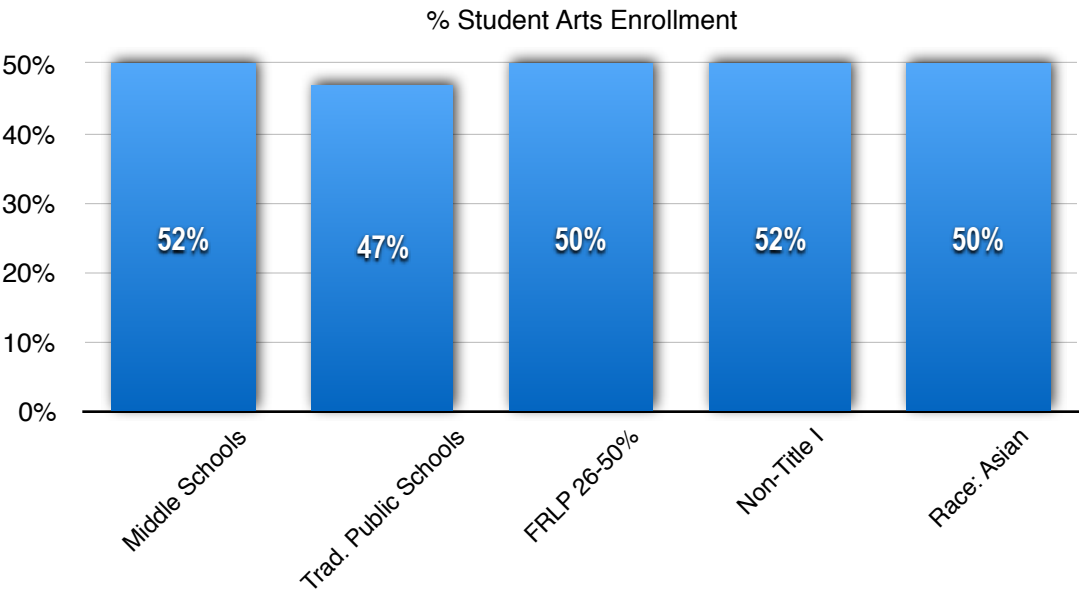
Overall Participation

Course enrollment data reveals 43% of all students (13,452 students) were enrolled in at least one arts discipline in 2017 which is above both the state and regional measures of 39% and 42% respectively. Out of the total student population, 19% participated in Art followed by 18% in Music, 4% in AME, 2% in Theatre and 1% in Dance.



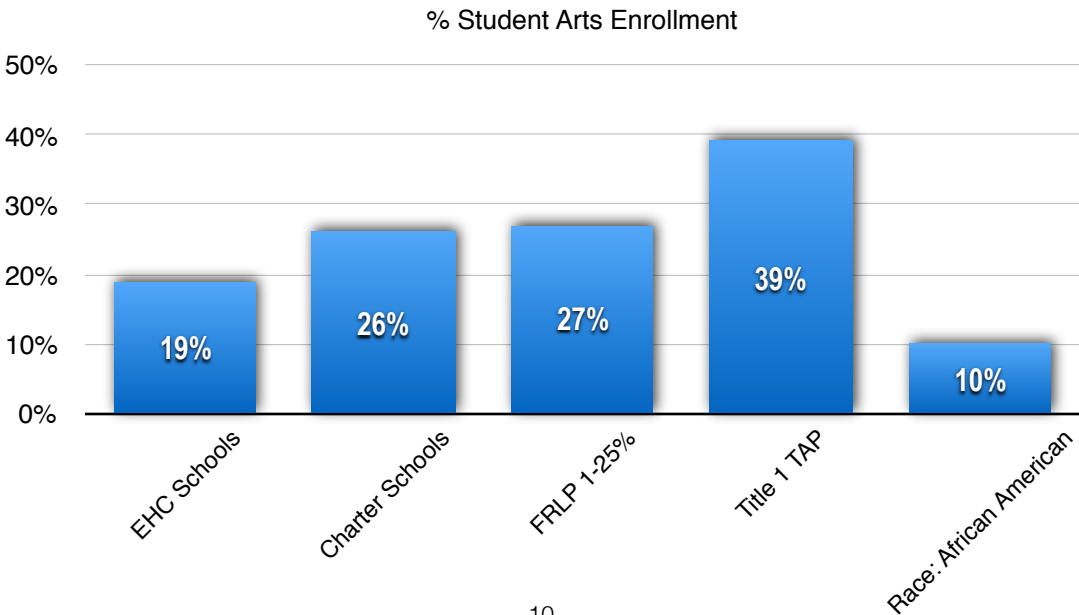
Highest Participation by Attribute

Arts participation is highest for students attending high schools (52%), schools in the locale designation of “city, midsize” (46%), traditional (non charter) public schools (47%), schools where 26-50% of students were eligible for Free and Reduced Price Lunch (50%), Non-Title I schools (52%) and where the majority of students have a race/ethnicity designation of “Asian” (50%).



Lowest Participation by Attribute

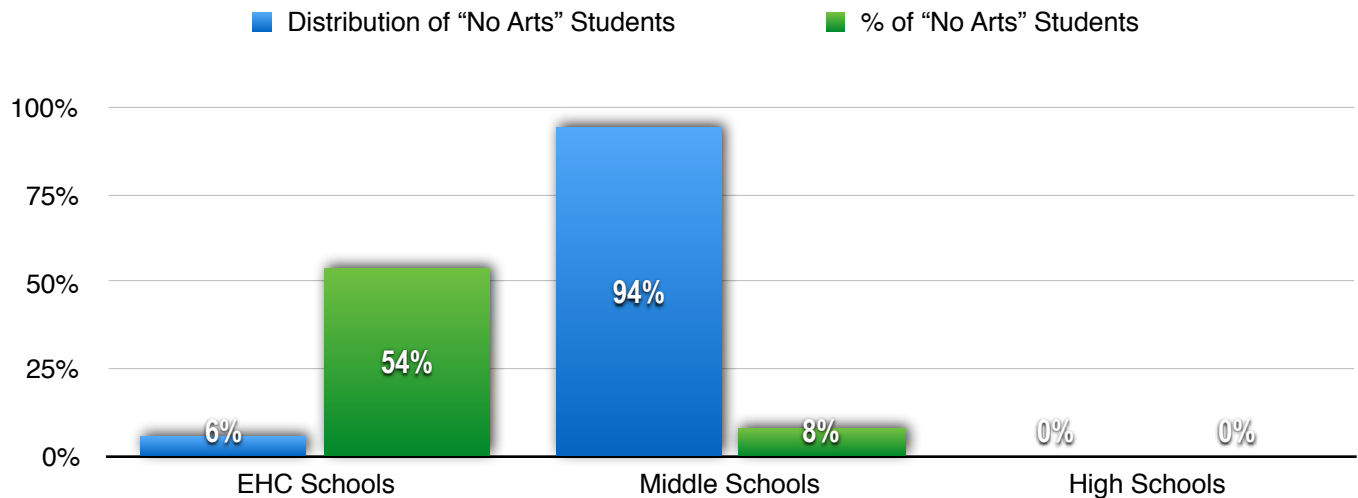
Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (19%), students in schools locale designation of “city, large” (36%), charter schools (26%), where 1-25% of students are eligible for Free and Reduced Price Lunch (27%), Title I Targeted Assistance Programs schools (39%) and where the majority of students in the school are African American (10%).



No Arts Schools and Students

There were 4 schools providing no arts courses. This impacts 874 students (representing 9% of schools and 2.8% of all students). This has improved since 2015 (declining from 17% of schools and 6% of students).

Although the largest concentration of “no arts” students is in middle schools (94% or 822 students), 54% of all students (representing 52 students) attending EHC schools do not have arts programs (significantly above the region measure of 23%).

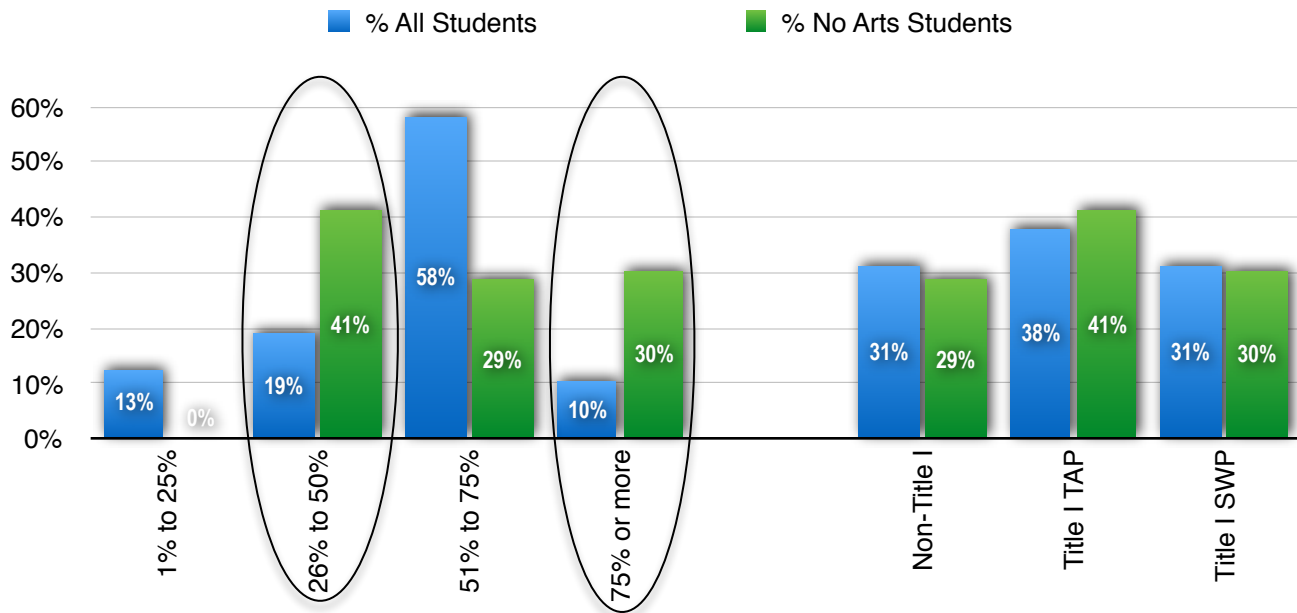


No Arts Schools and Students by Locale

San Francisco County schools reside in a single locale code (City) and sub-code (City, Large). Therefore no additional analysis based on local codes is necessary.

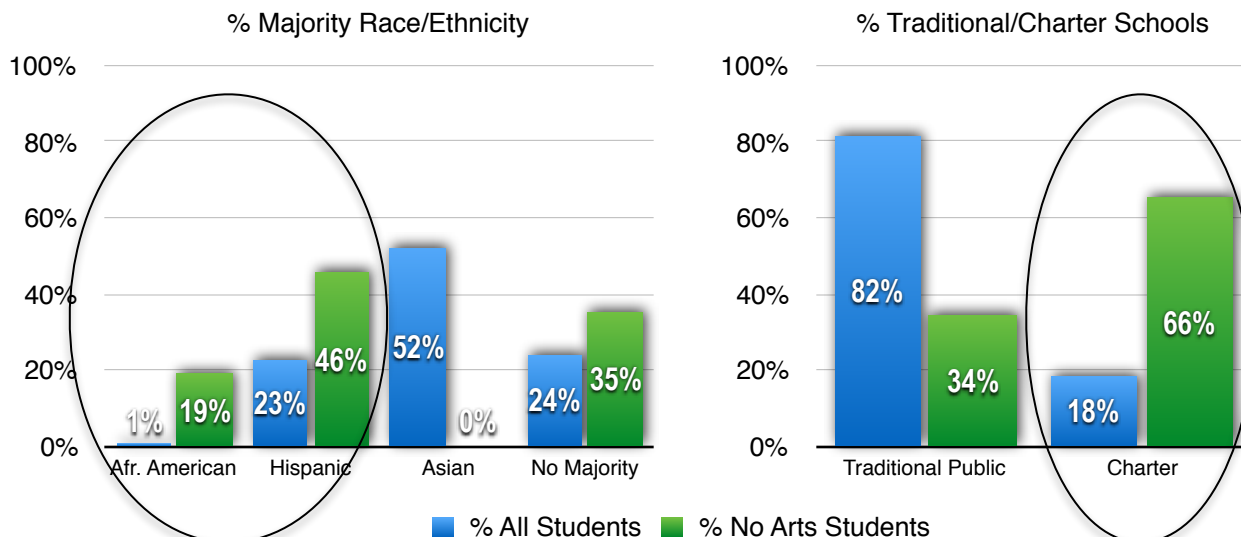
No Arts Schools and Students by Free and Reduced Price Lunch and Title I

When analyzing the “no arts” students, 41% are in schools where the percentage of students eligible for Free and Reduced Price Lunch is between 26%-50% and 30% where the percentage of students eligible for Free and Reduced Price Lunch is greater than 75% and both are significantly above the distribution of the student population. When examining Title I status, the distribution of “no arts” students mirrors the distribution of the student population.



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 either majority African American or majority Hispanic when compared to the total student enrollment distribution. While 18% of all students in the county attend charter schools 66% of all “No arts” attend charter schools.



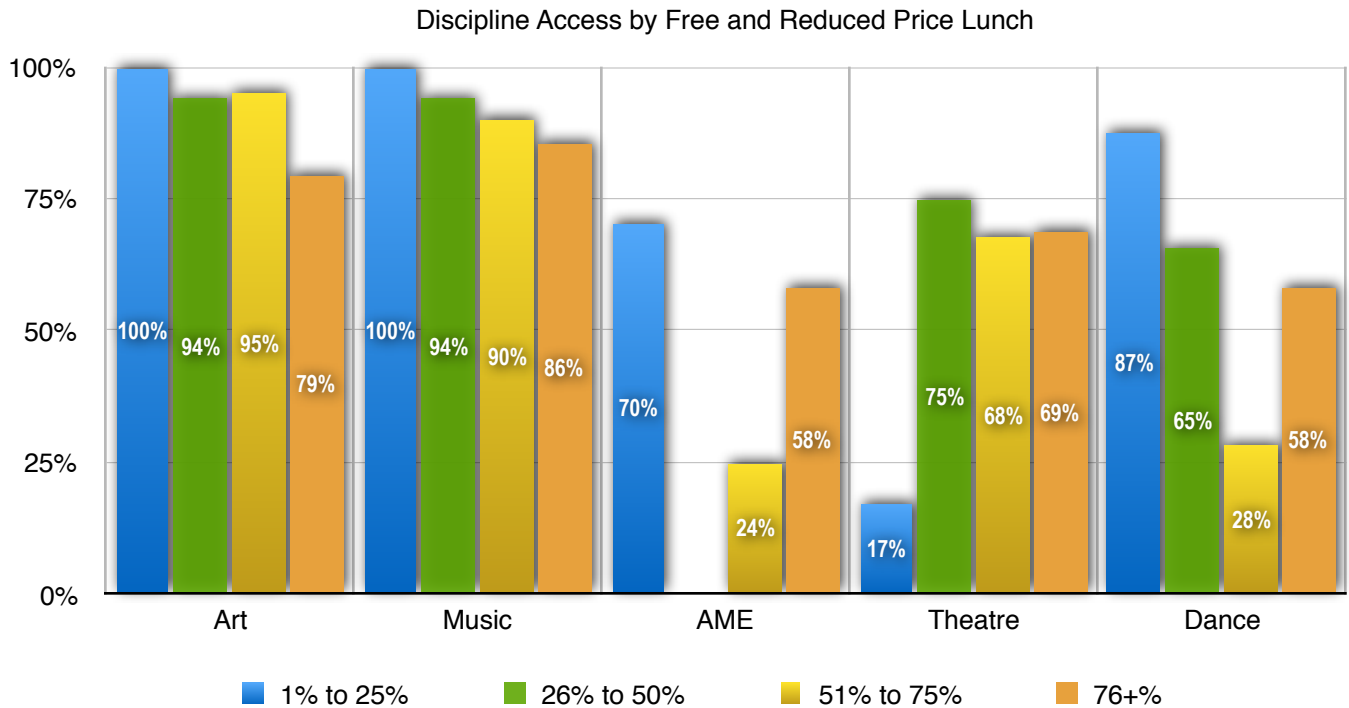
Free and Reduced Price Lunch

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. While access is the highest in the low FRPL category (1-25%) participation is the lowest.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	100%	100%	27%	0%	15%
25-50%	94%	67%	50%	41%	18%
51-75%	99%	96%	45%	29%	9%
76%+	92%	86%	40%	30%	20%

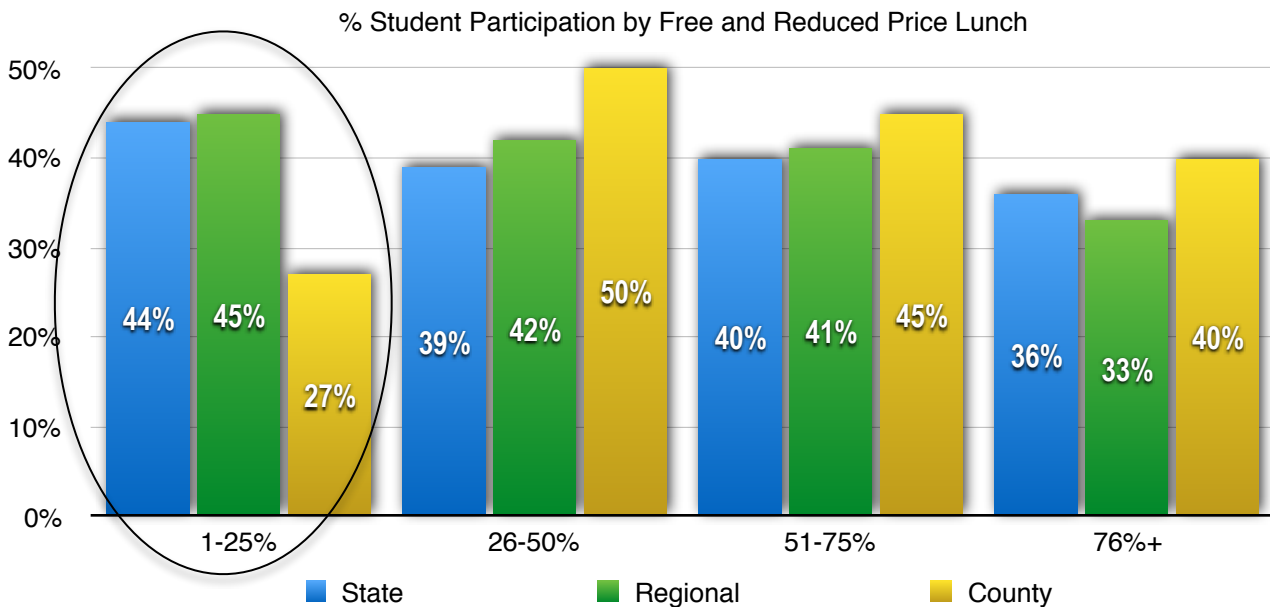
Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline a different 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 Music and Art.



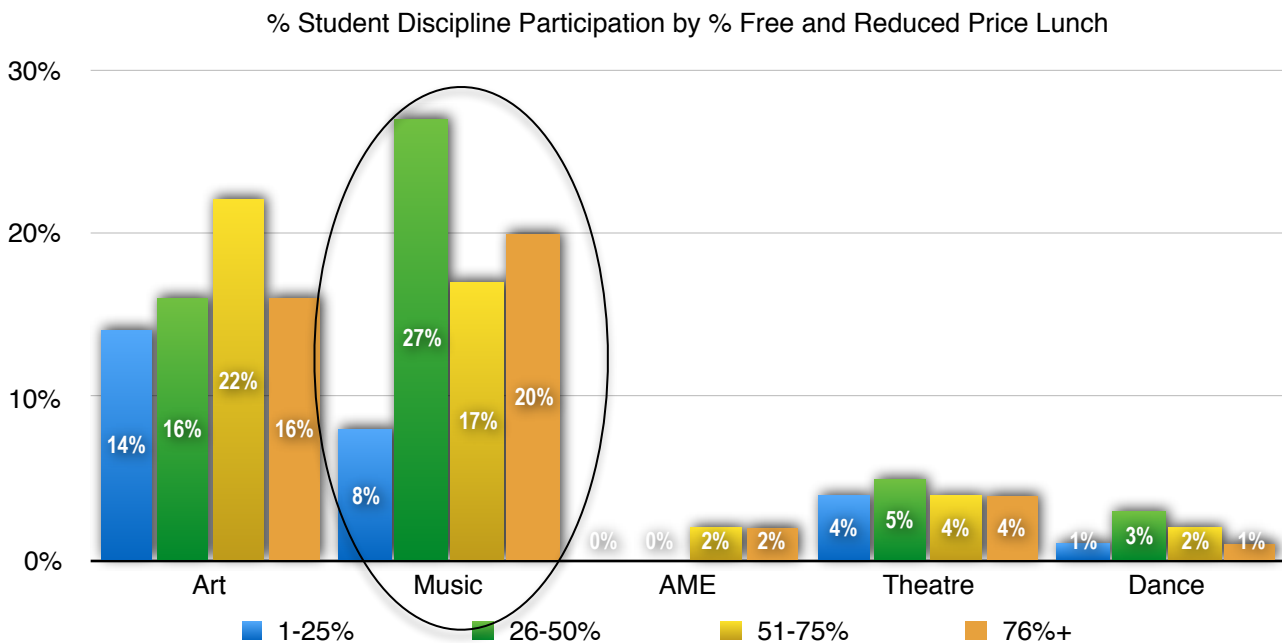
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline is lowest in the low FRPL category (1-25%) and well below the state and regional measures. All other categories exceed the state and regional measures. The chart below compares the state and regional participation with county participation.



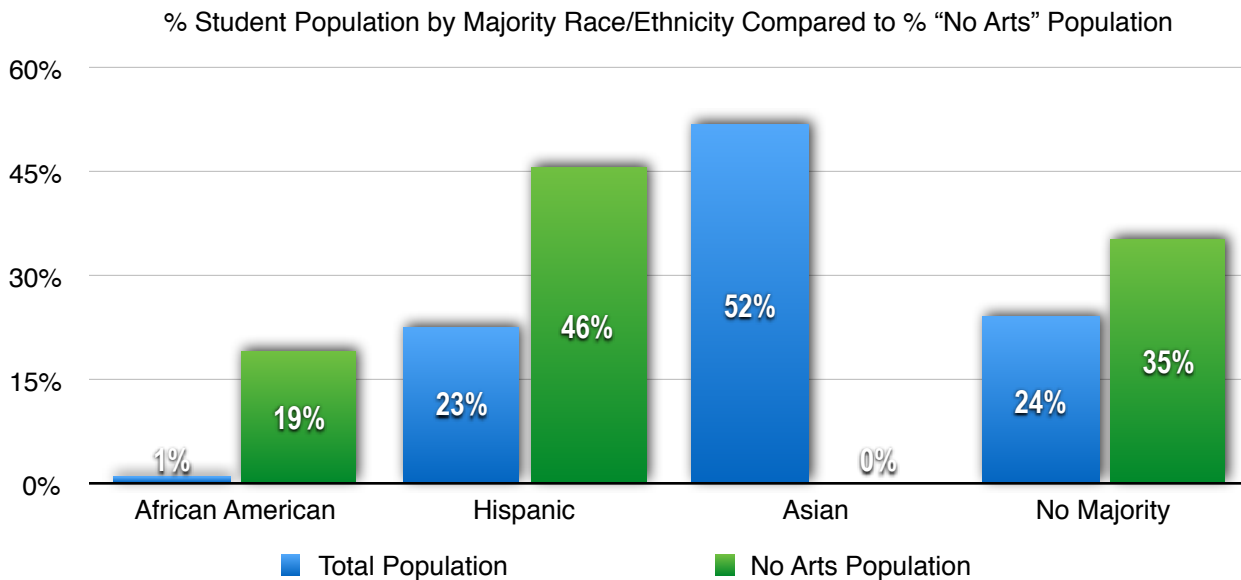
Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline, participation remains lowest in the 1-25% FRPL category with a significant difference in music. Art shows similar differences although not as pronounced. AME participation is not present until the higher FRPL categories. Theatre and Dance show similar participation rates across all categories.



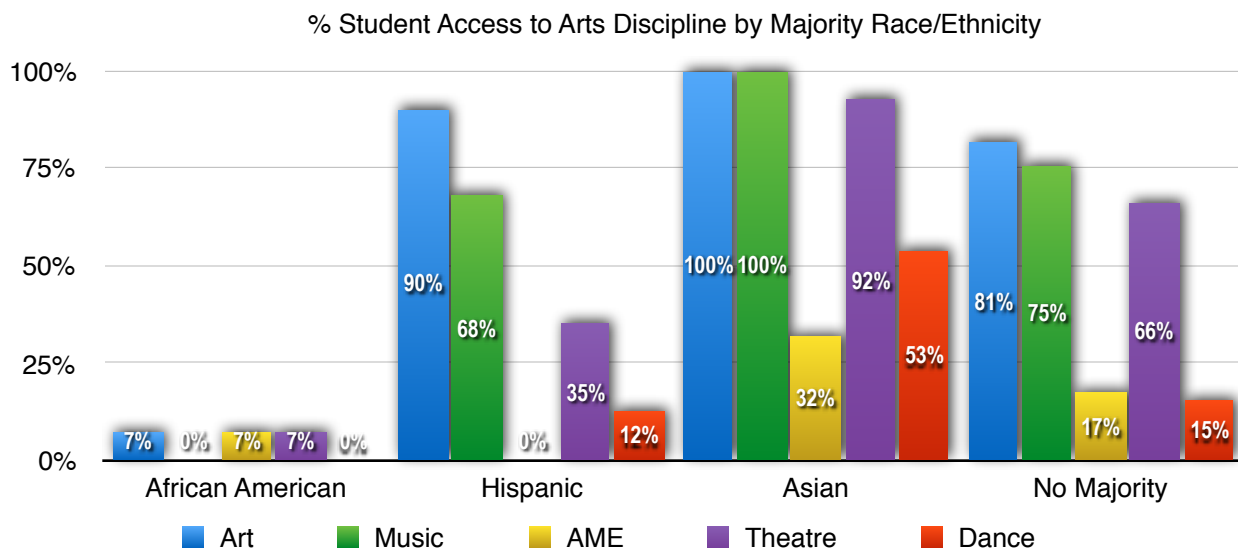
Majority Race/Ethnicity and “No-Arts” Students

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



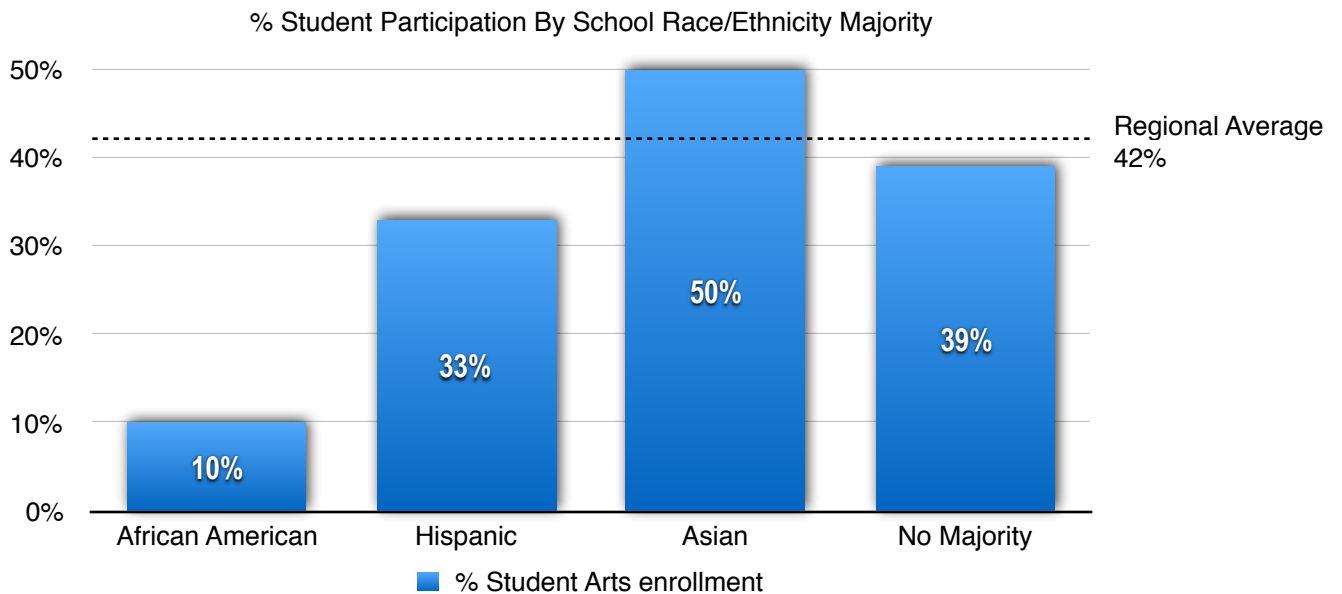
Majority Race/Ethnicity Access by Arts Discipline

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



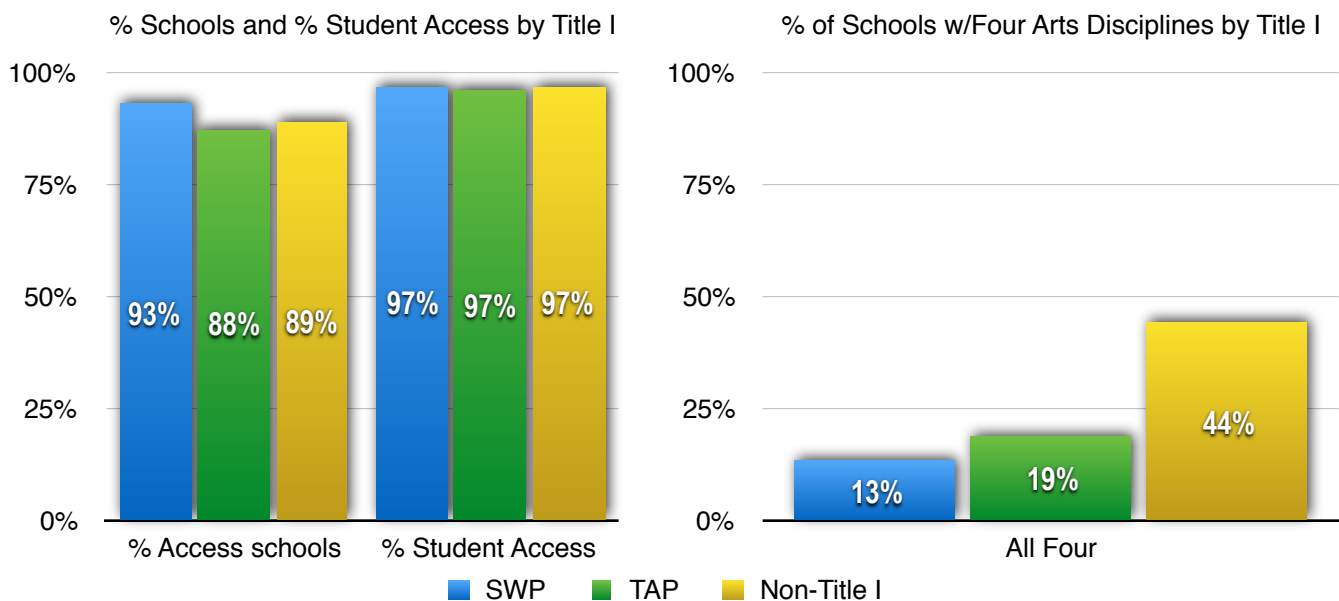
Arts Participation based on Majority Race/Ethnicity

When analyzing arts participation by the race/ethnicity of a school there are differences between the groups. Students in schools where the student majority is Asian and No Majority have greater arts participation rates (and are near or above the regional average) than in schools where the majority is African American or Hispanic.



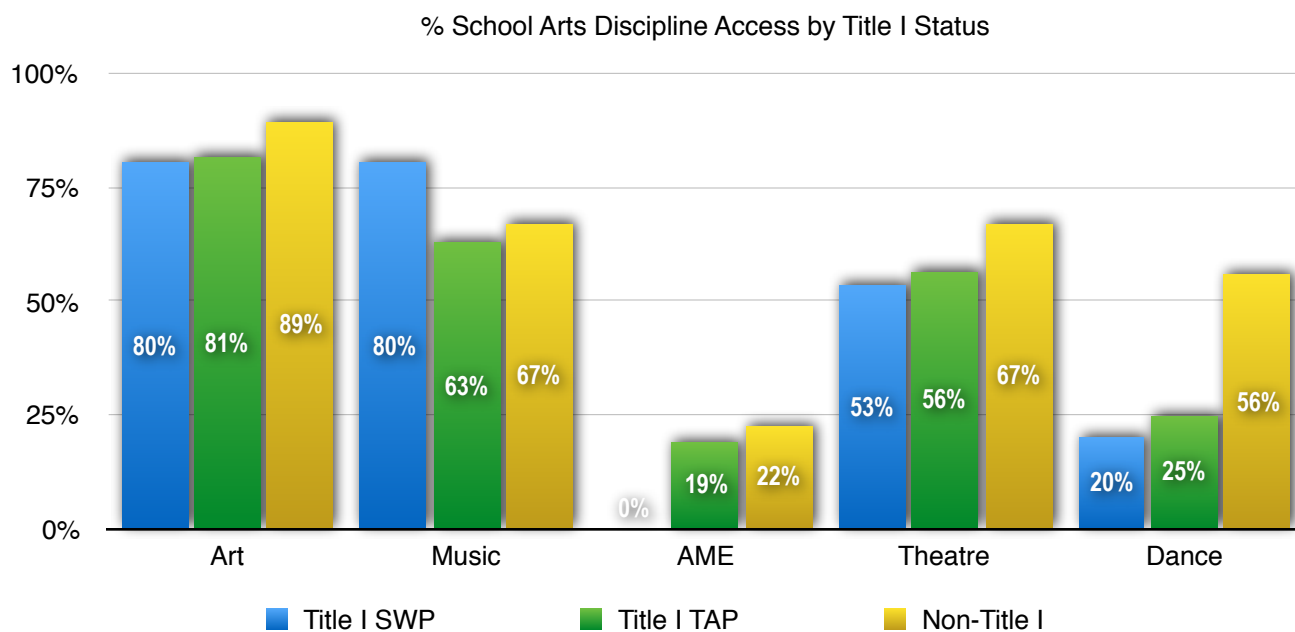
Title I Schools Arts Access

Title I schools provide similar access to at least some arts disciplines in terms of both schools and students. Non-Title I schools provide the greatest access to the required arts access.



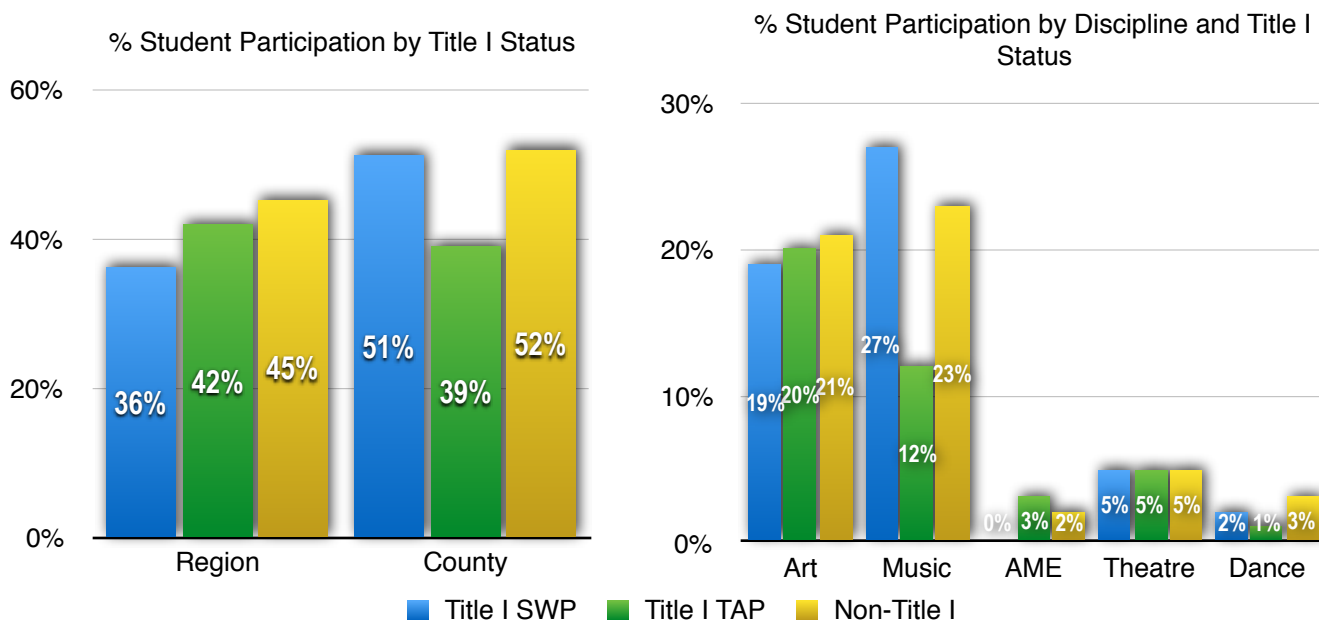
Title I Schools Arts Discipline Access

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 Music. Students attending Non-Title I schools have greater access to the individual arts disciplines than students in schools eligible for Title I Schoolwide or Title I Target Assistance. Title I Schoolwide schools have the lowest access to all disciplines except Music.



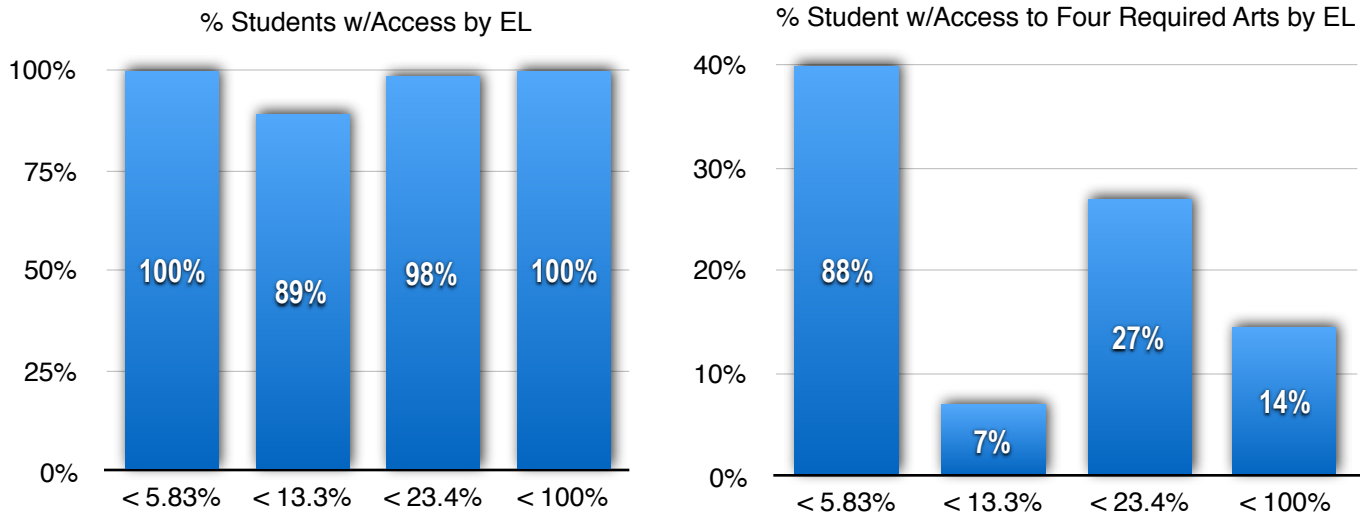
Title I Schools Arts Participation

When examining the overall participation rates both Title I SWP and Non-Title I schools exceed both the state and regional measures. Participation rates by discipline are fairly even across all categories except Music. Music participation is highest in Title I Schoolwide schools.



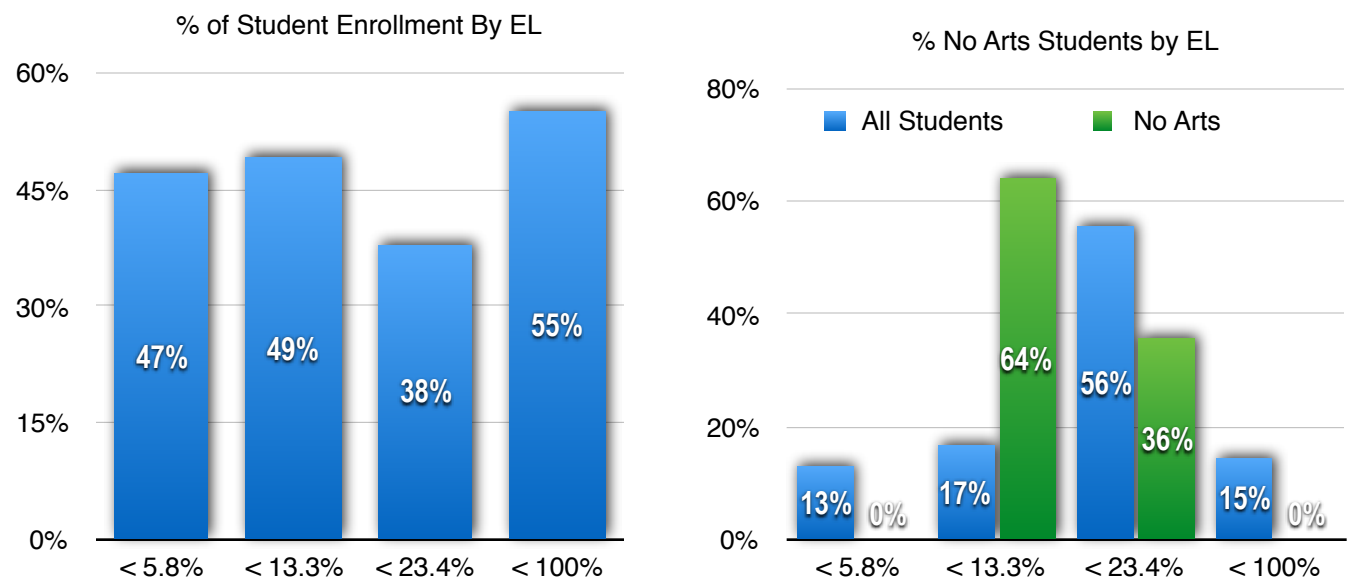
English Learners Access

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.



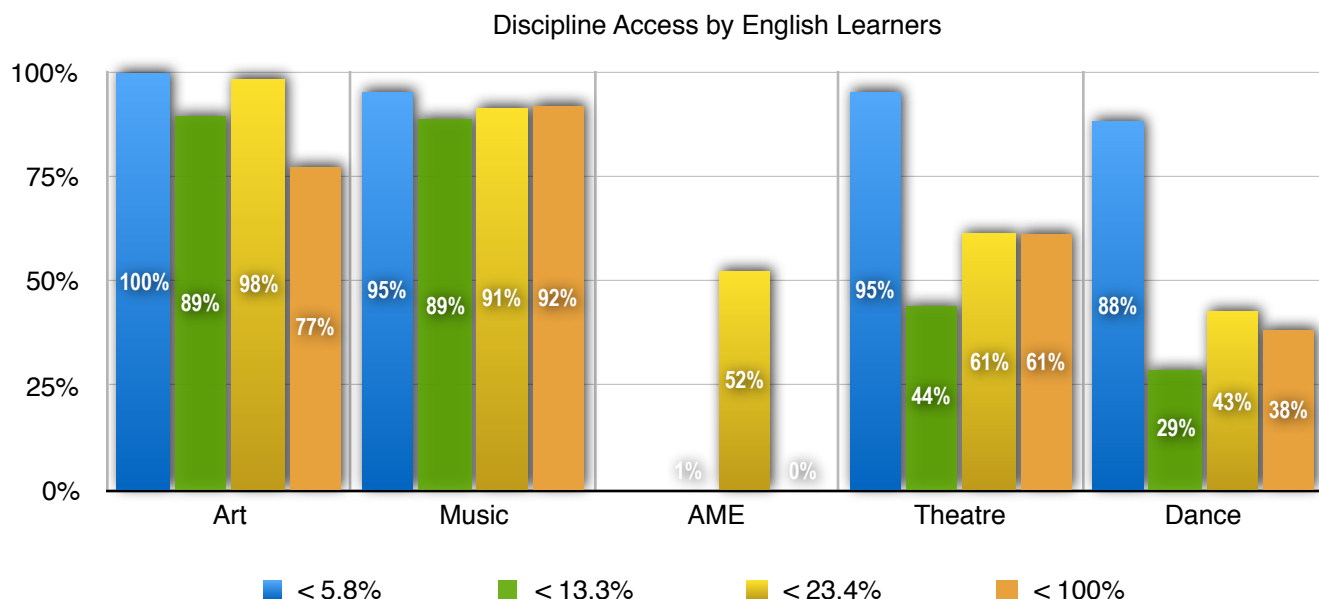
English Learners Participation and No Arts

Schools with the highest percentage of English learners have the highest rate of arts participation. Schools with the highest and lowest percentage of English learners have the lowest concentration of “No Arts” students when compared to the distribution of all students. Both findings are contrary to what is seen in the region.



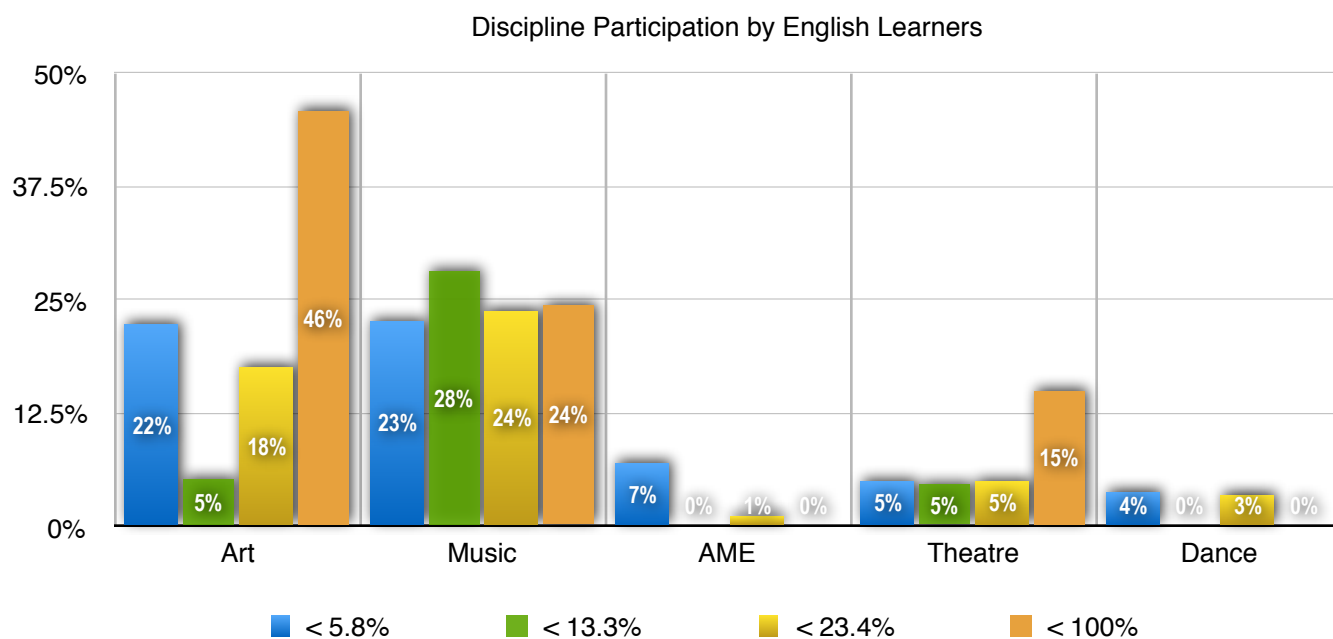
Discipline Access by English Learners

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



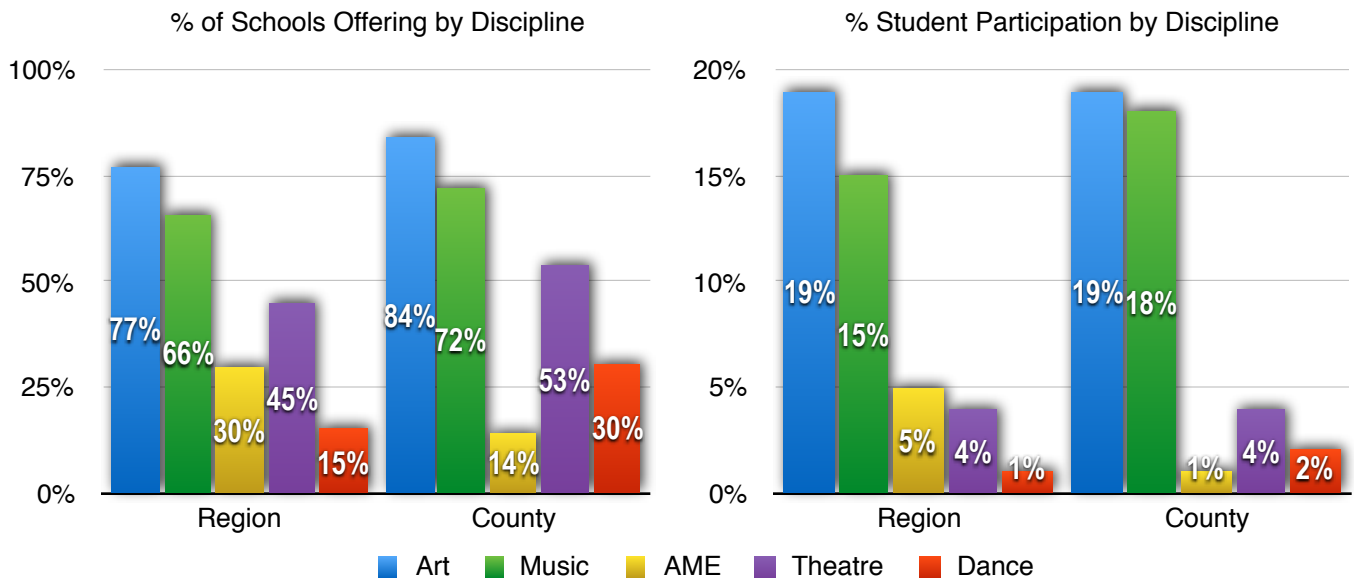
Discipline Participation by English Learners

Schools with the highest percentage of English learners have lower participation in AME and Dance while having higher participation in Art and Theatre when compared to schools with the lowest percentage of English learners.



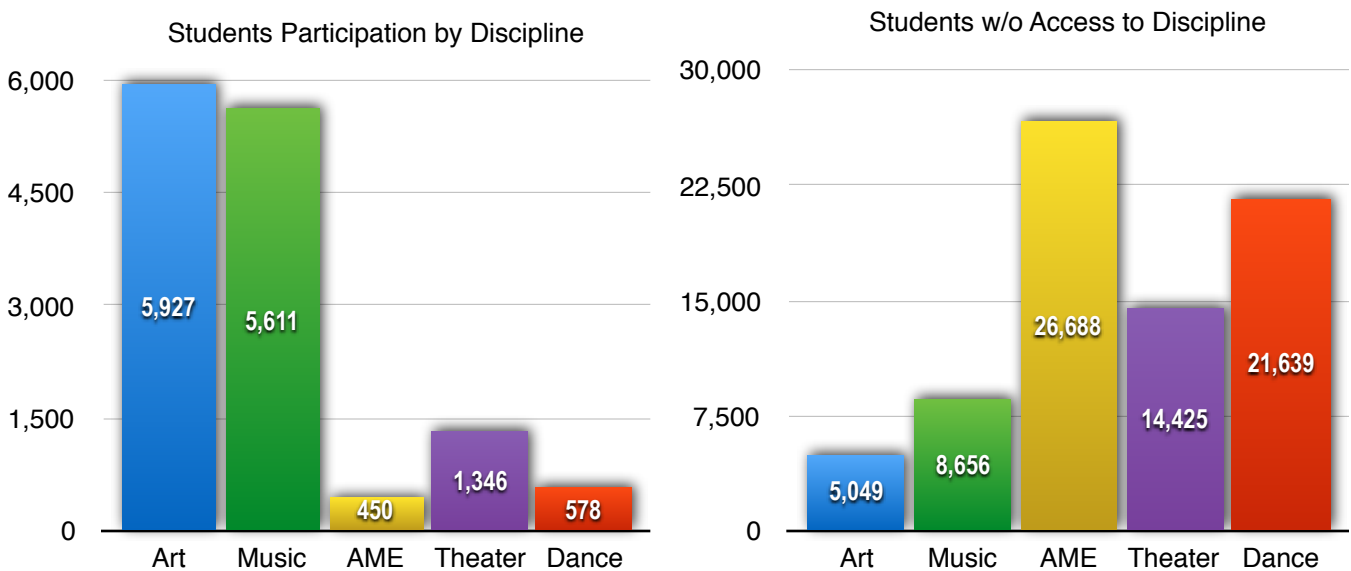
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music, leading both of these disciplines to have the highest participation rates. The county ranks in the top three for access to Art, Theatre and Dance with access to Dance ranking number one in the region. 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 higher than Regional averages across all measures except AME. Participation in Music and Dance rank third in the region. AME participation ranks last.



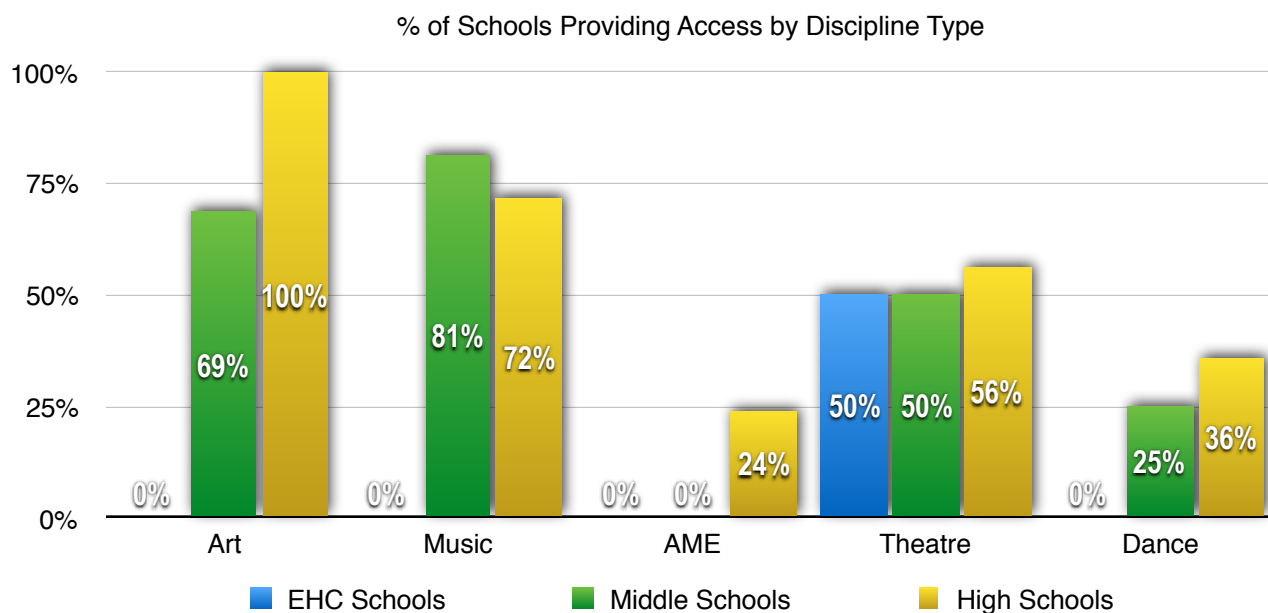
Overall Arts Discipline Participation

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



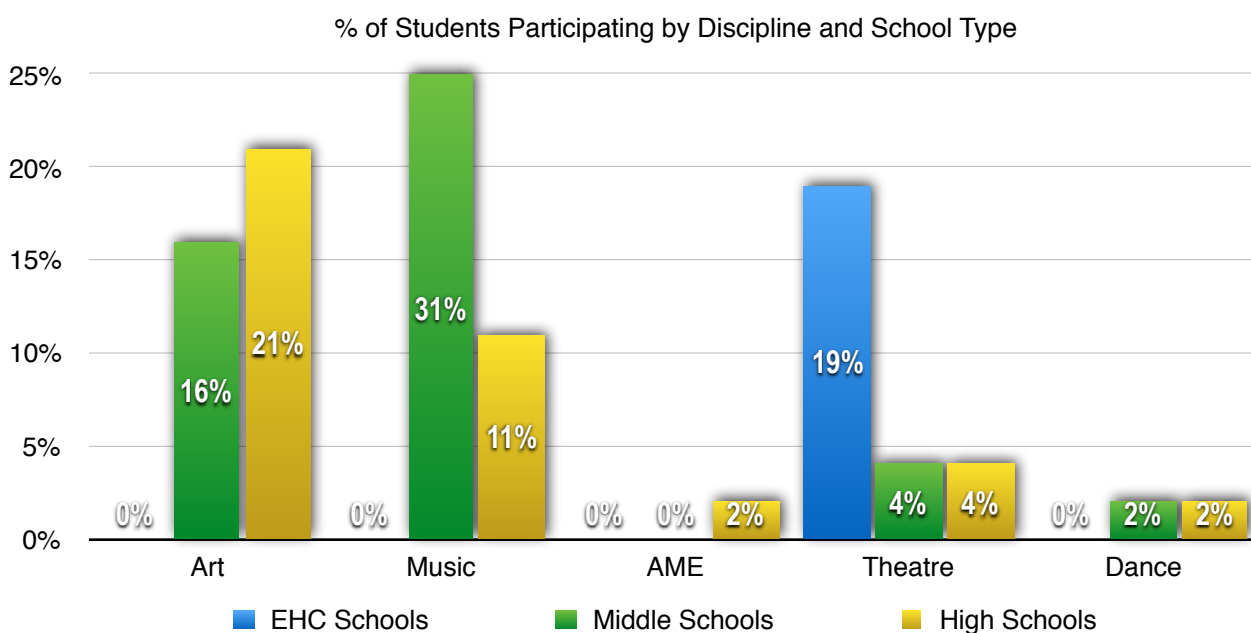
Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music. Eighty-one percent of middle schools provide access to Music as compared to 72% 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. EHC schools only offer Theatre.



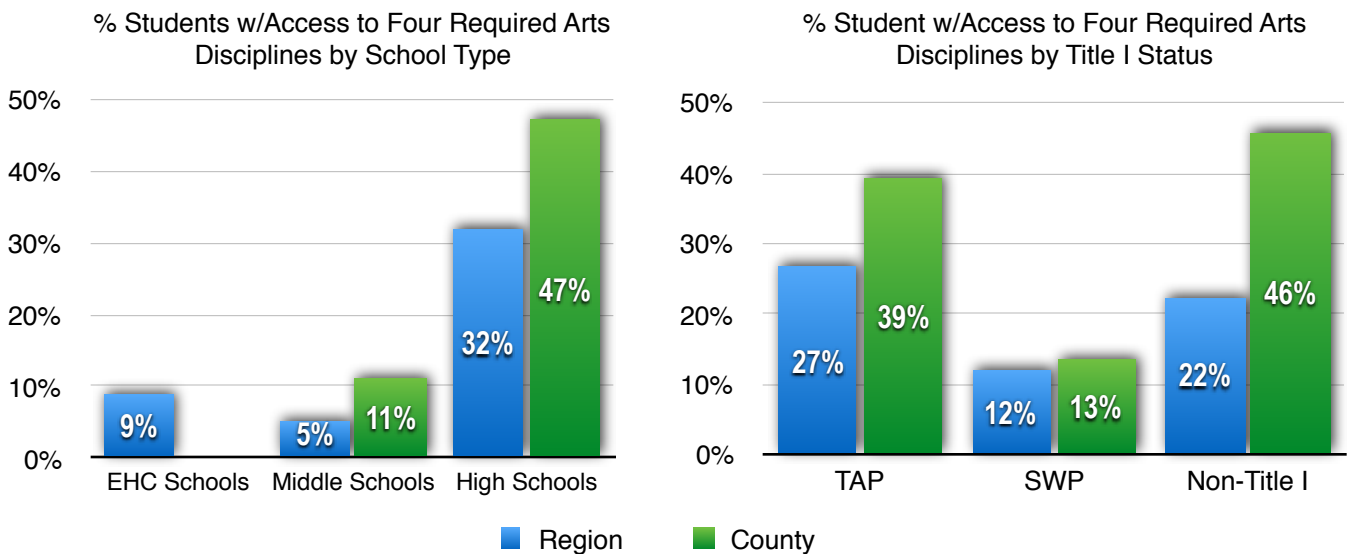
Arts Discipline Participation by School Type

Middle schools have the largest total arts participation (52%) followed by high schools (39%). Music has the highest percentage of participation in middle schools. All other disciplines have the highest percentage of participation in high schools except Theatre (19% in EHC schools).



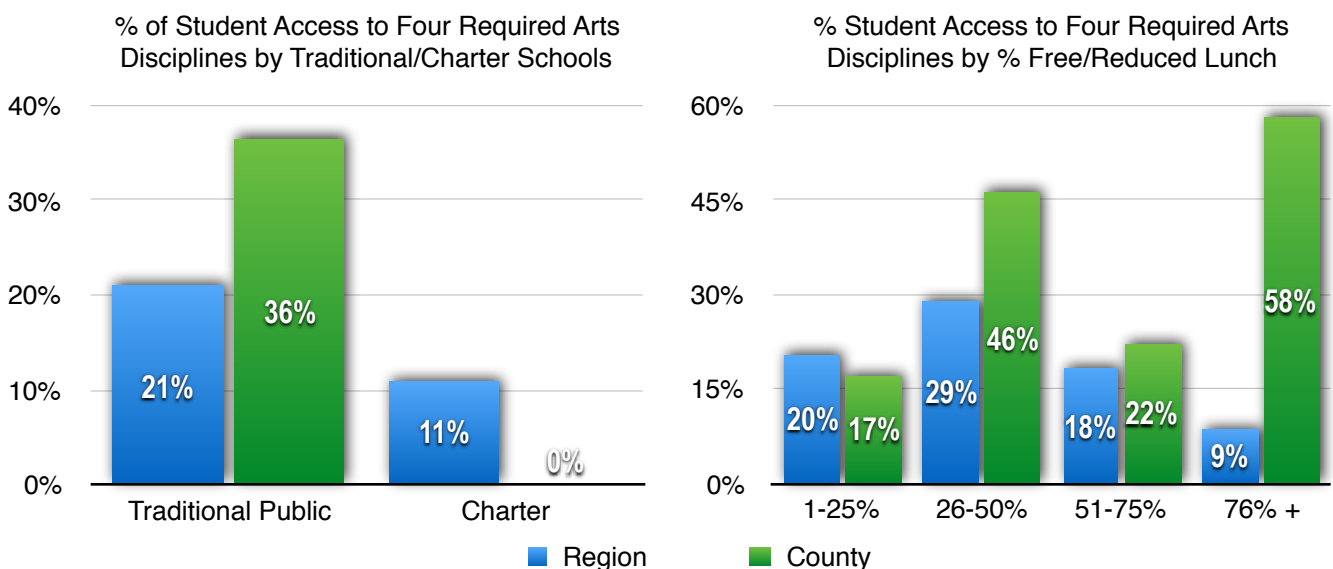
Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 21% of schools meet this requirement (providing access for 30% 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 charts below compare the regional with the county measures.



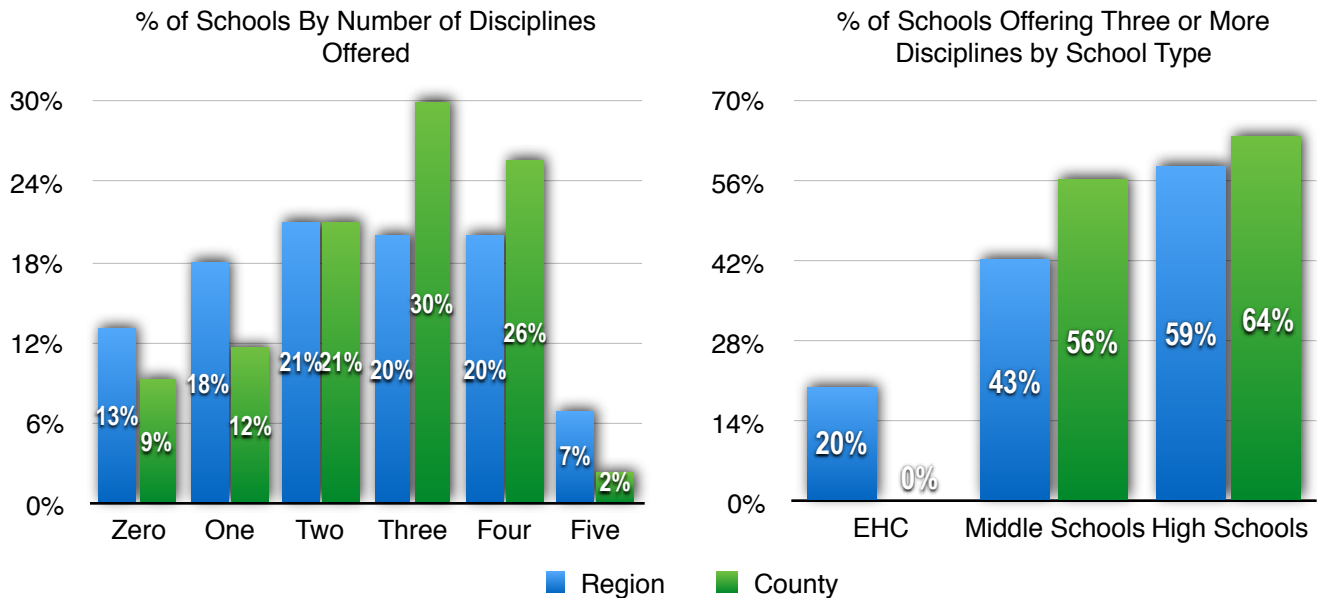
Four Required Arts Disciplines by School

Students attending traditional public schools have greater access to all four disciplines than students attending charter schools. This contrasts with the state averages where the numbers between public and charter schools are similar although this mirrors the region. Schools with the highest percentage of students qualifying for Free and Reduced Price Lunch have the most access to the required arts disciplines (58%) as compared to the county (9%).

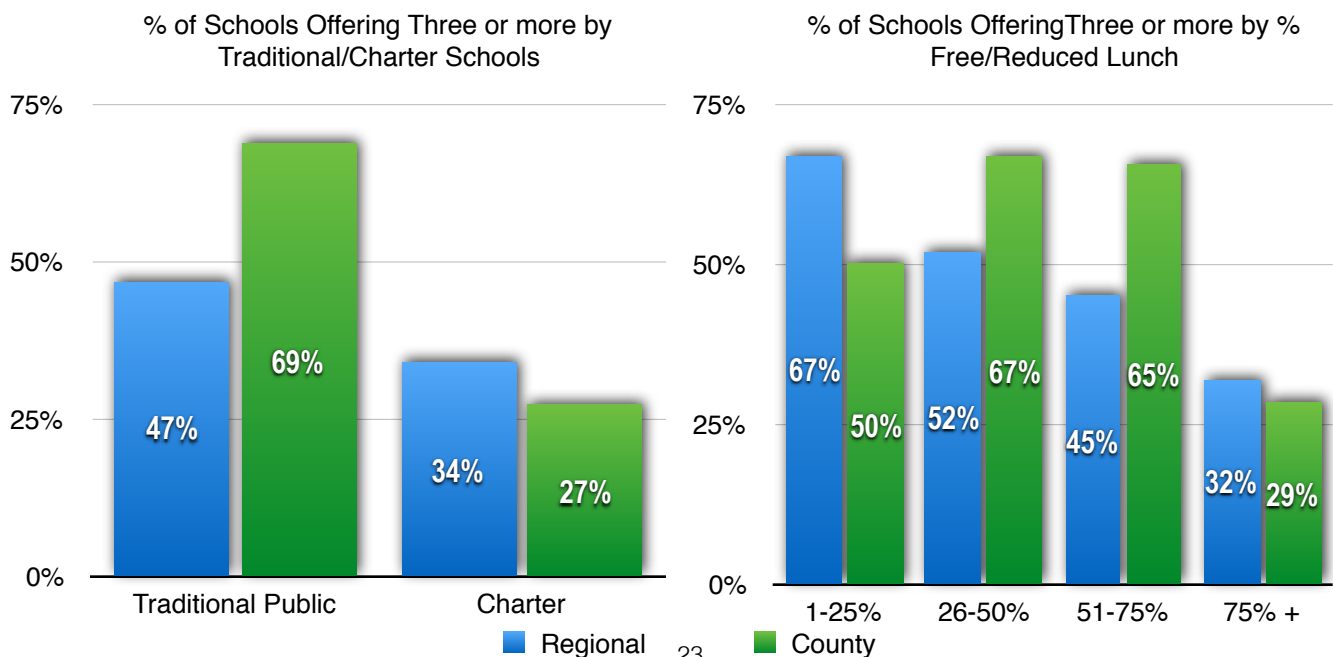


Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. Less than half of schools in the county (42%) 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 regional with the county measures. County measures are above the region measures across most 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.



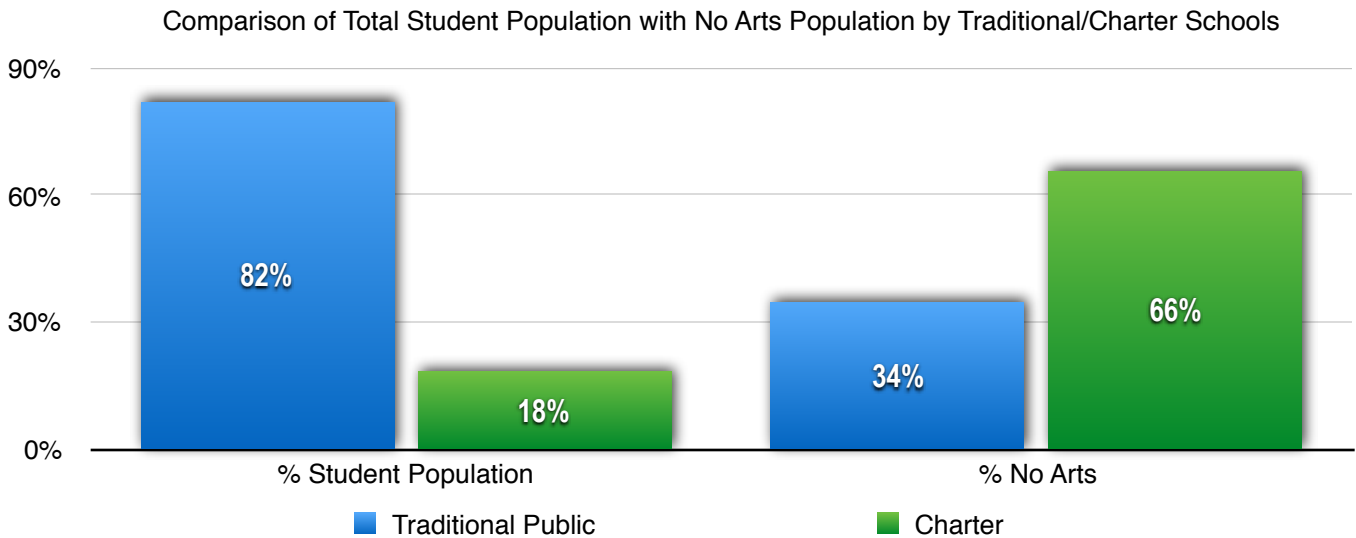
Top Courses by Discipline

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, 84% of schools offer art with 19% of students participating. Within Art, the course Fundamentals of Art (secondary) is available in 64% of all schools that offer Art with 33% of all Art students participating in the course.

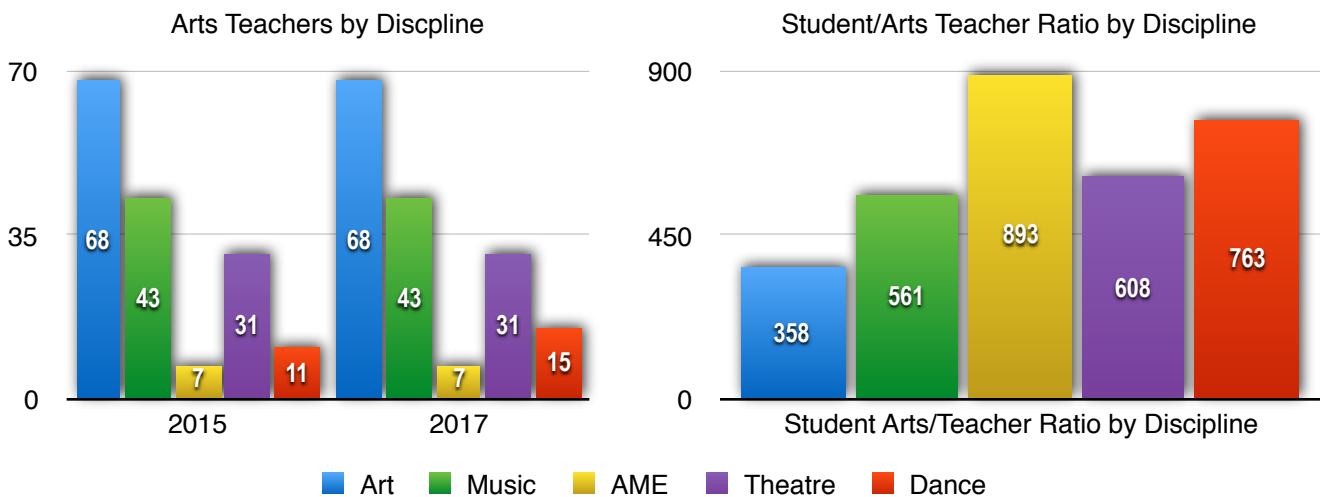
Course	% of Schools Offering Discipline	% of Students within Discipline
Art (84% of Schools, 19% of Students)		
Fundamentals of Art (Secondary)	64%	33%
Fundamentals of Art (Elementary)	31%	27%
Art Appreciation	22%	2%
AME (14% of Schools, 1% of Students)		
Cinema/Film/Video Production	33%	15%
Dance (30% of Schools, 2% of Students)		
Dance, Movement, & Rhythmic Fund (Secondary)	77%	72%
Dance, Movement, & Rhythmic Fund (Elementary)	31%	19%
Other Dance Course	15%	6%
Music (72% of Schools, 18% of Students)		
Band	59%	30%
Orchestra/symphony	53%	28%
Chorus/Choir/Vocal Ensemble	34%	15%
Instrumental Music Lessons	25%	11%
Music Appreciation/History	19%	3%
Theatre (53% of Schools, 4% of Students)		
Theatre/Play Production (secondary)	58%	40%
Media/Film/Video/Television	42%	20%

Arts Educators

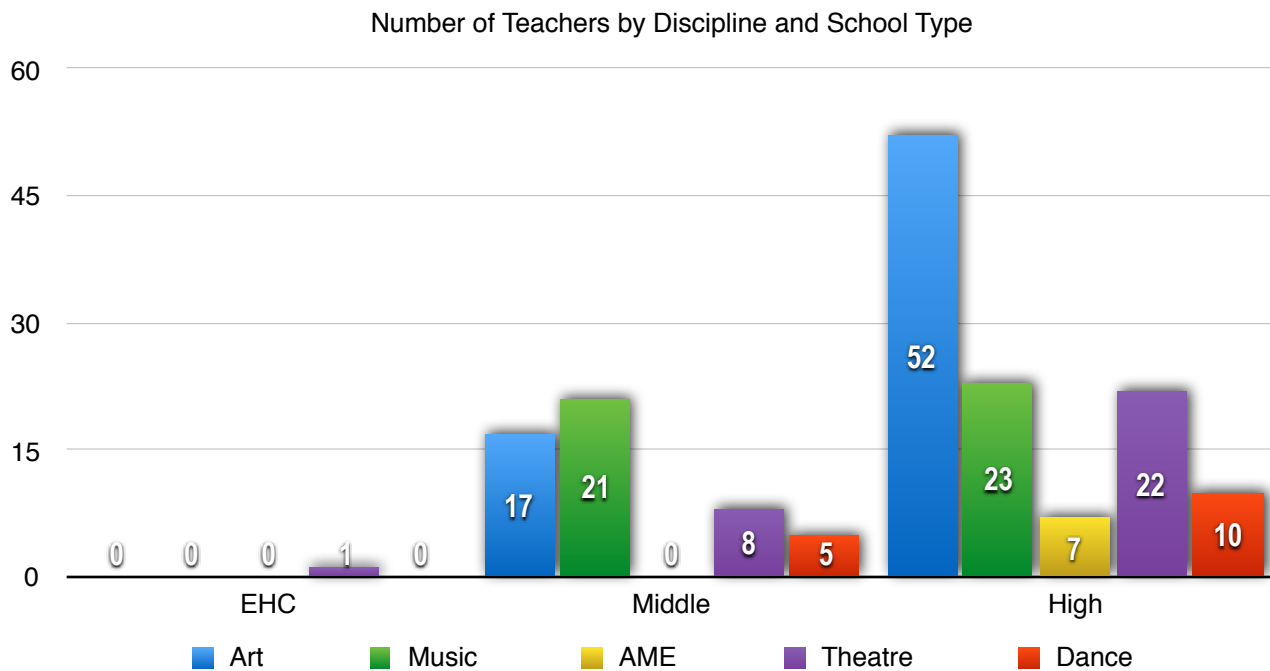
There are 164 arts educators teaching in traditional public schools covered in this report - an increase from 160 teachers in 2015 (charter schools are excluded). In the chart showing the teachers by discipline, note that a teacher may be counted in more than one discipline. The overall student/arts teacher ratio is 174 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 ratios for each discipline with the exception of AME.

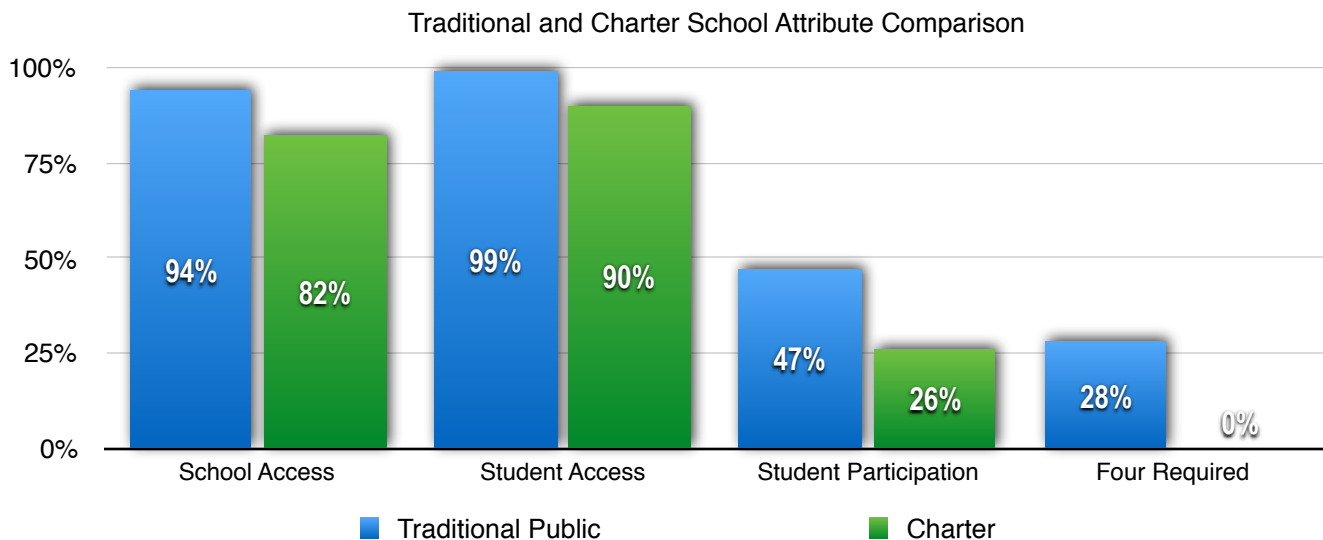


The number of teachers dedicated to arts education across all disciplines is far greater at the high school level than at either the middle or elementary/high combination school levels.



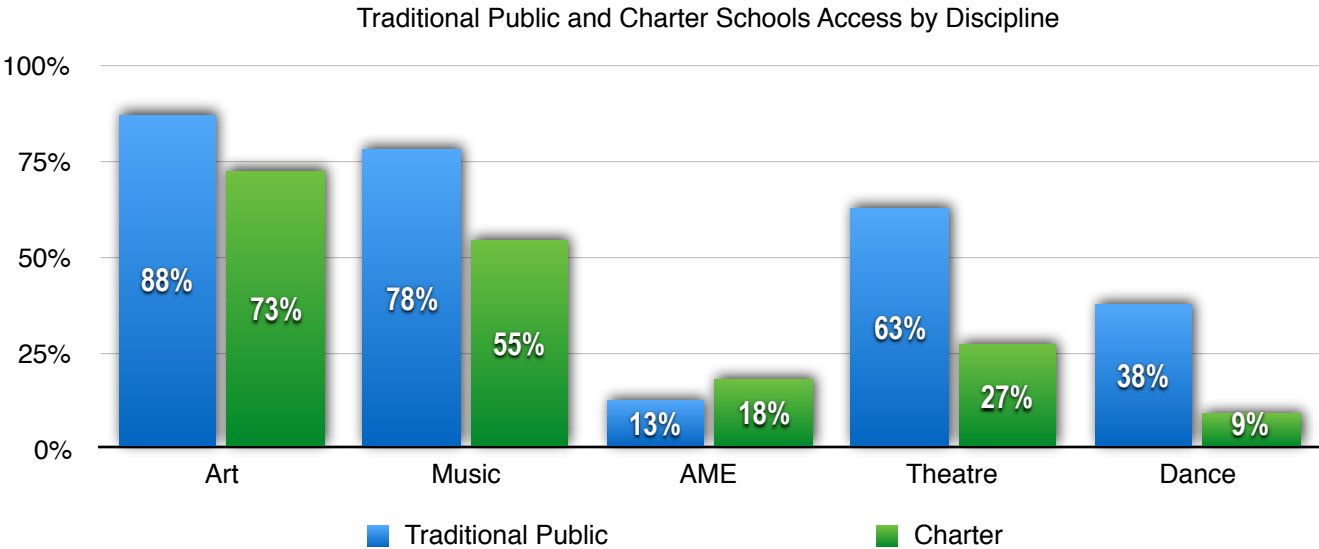
Traditional Public/Charter Schools

Ninety-four percent of all public schools provide arts instruction as compared to 82% charter schools. When looking at student access, 99% of traditional public school students have access versus 90% for charter students. Student participation rates show a large disparity, with 47% of traditional public school students participating in the arts as compared to 26% for charter school students. Only 28% of public and 0% of charter schools offer the four required arts disciplines (compared to 12% and 6% respectively for the region).



Traditional/Charter Schools Access by discipline

Access to arts disciplines varies between traditional public schools and charter schools. Traditional public schools provide greater access to all disciplines with the exception of AME with significant gaps in Music, Theatre and Dance.

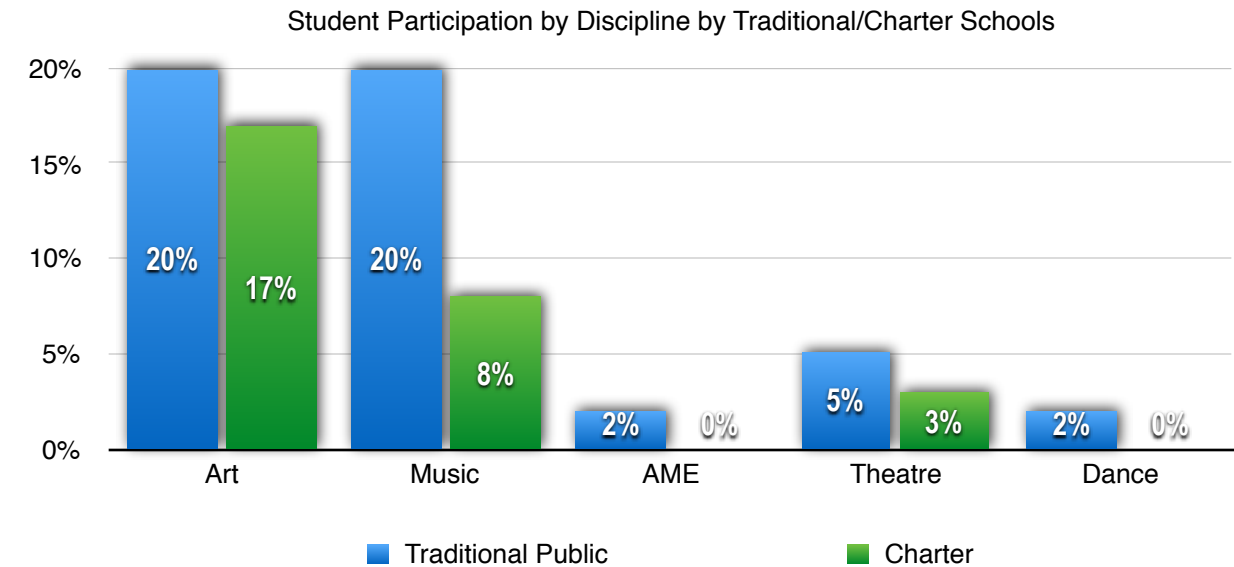


Traditional/Charter Schools No Arts

Although charter schools represent about 11% of the overall student population, 25% of all students without access to any arts attend charter schools. At the regional level, charter schools represent 9% of the overall student population, 40% of all students without access to any arts attend charter schools.

Traditional/Charter Schools Participation

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



San Francisco County District Comparison

The table below contains key measures for comparison across the 2 districts in San Francisco 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
San Francisco County Office Of Education	46%	50%	0%	0%	54%	0%	0%	0%	50%	0%	19%
San Francisco Unified	97%	93%	30%	22%	3%	88%	76%	15%	54%	32%	43%
Total	97%	91%	30%	21%	3%	84%	72%	14%	54%	30%	43%

Appendix A

Free and Reduced Price Lunch

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

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

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

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

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

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

% Free or Reduced Lunch	Number of Schools	% of Schools	Number of Students	% of Students
1% to 25%	4	9%	3,881	13%
26% to 50%	6	14%	5,887	19%
51% to 75%	26	60%	18,013	58%
75% or more	7	16%	3,234	10%

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)	16	40.00%	10,487	38%
<u>Eligible</u> for Title I Schoolwide program (SWP)	15	37.50%	8,675	31%
<u>Not Eligible</u> for either (TAP) or (SWP)	9	22.50%	8,636	31%

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%	4	9%	4,066	13%
< 13.3%	10	23%	5,165	17%
< 23.4%	20	47%	17,241	56%
< 100%	9	21%	4,543	15%
TOTAL	43	100%	31,015	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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