



San Mateo 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 San Mateo County Executive Summary Report



16 Mount Bethel Road Warren NJ, 07059

© 2018 Quadrant Research



San Mateo 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.

San Mateo County 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	3	5.08%	1,711	3.58%
Middle/Junior High	28	47.46%	18,342	38.39%
High School	28	47.46%	27,729	58.03%
Totals	59	100.00%	47,782	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: San Mateo County Arts Education Data Project

- ❖ Although most students (94.9%) have access to arts instruction, only 21% of students have access to the four arts disciplines as required by state education code. These are **below** the regional measure for access (96.1%) and **equal** to the regional for required disciplines (21%).
- ❖ Forty-four percent of all students participated in at least one arts education course. This represents more than 21,000 students and is **above** the state and regional measures of 39% and 42% respectively.
- ❖ Participation in Art (20%) and Music (18%) were highest among the five artistic disciplines. Music (73%) and Art (80%) are also the most widely available of the arts disciplines.
- ❖ There were 2,453 students, or 5.1%, who did not have access to any arts instruction. This is **above** the regional measure of 3.9%. Between 2014 and 2017 there has been 6% increase 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 (56% of “no arts” students when compared to 23% of the student population).
- ❖ The higher the percentage of students eligible for FRPL the lower the percentage of students with access to Music, Art, Theatre and AME. The same trend is visible for Music participation.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

Highest Arts Participation Rates	Lowest Arts Participation Rates
Low Poverty (Free Lunch Students < 25%)	Mid-high Poverty (Free Lunch Students 51%-75%)
Rural Fringe Schools	Rural Distant Schools
Traditional Public Schools	Charter Schools
Non-Title I Schools	Title I Schoolwide Eligible Schools
Majority Race/Ethnicity “White”	Majority Race Ethnicity “Hispanic”
Middle Schools	Elementary/High Combination Schools

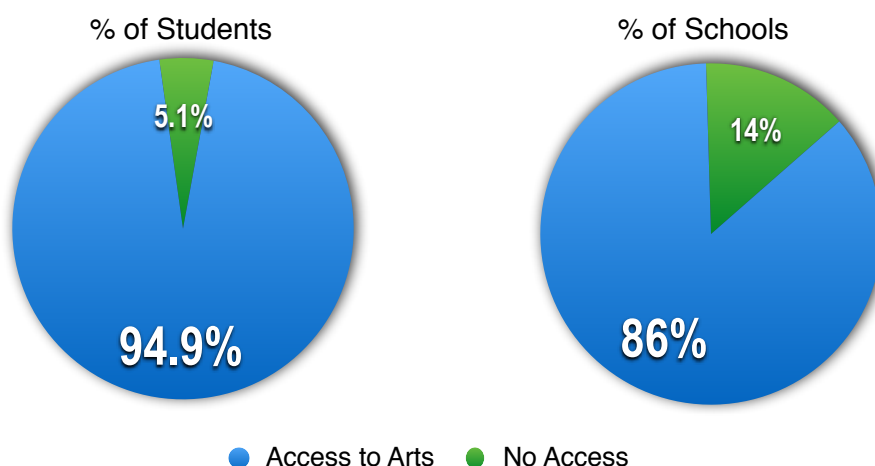
- ❖ Schools with the highest percentage of English learners have lower participation in Music, AME, Theatre and Dance.
- ❖ There is a larger percentage of student participation in middle schools (49%) than in high Schools (43%) or the elementary/high combination schools (30%). This is different than what is seen for the region or the state but similar to what is found in other parts of the country.
- ❖ For Music, there remains greater access to these courses in Middle Schools (93%) than at the High Schools (57%). While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance.

- ❖ Total student arts participation and individual discipline participation ranks in the top four counties in the region except for AME and Theatre.
- ❖ 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 MATEO COUNTY SUMMARY

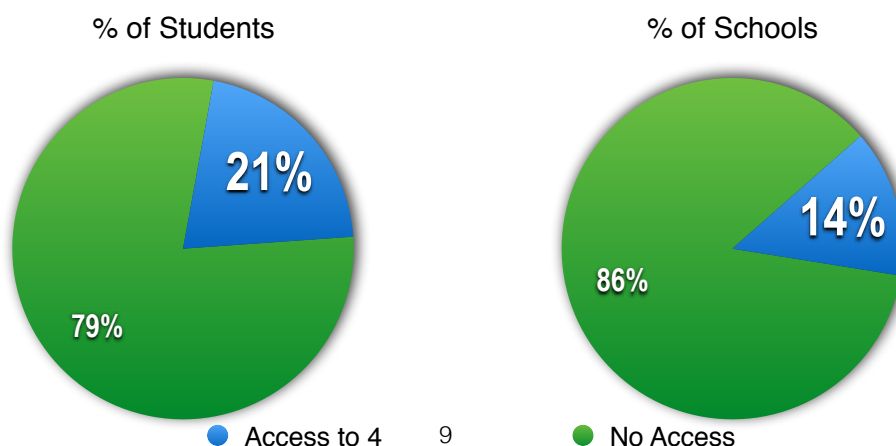
Overall Access to Any Arts Instruction

“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, 94.9% of the 47,782 students had access to one or more arts discipline in schools (compared to 96.1% for the region). This represents 86% of schools offering at least one art form (compared to 87% for the region). There were 2,453 students (5.1%) who did not have access to any arts instruction, an increase from 2,234 students in 2015. Between 2015 and 2017 there has been a 9.8% 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 nearly double the state measure and above the region measure (2.7% for the state and 3.9% for region).



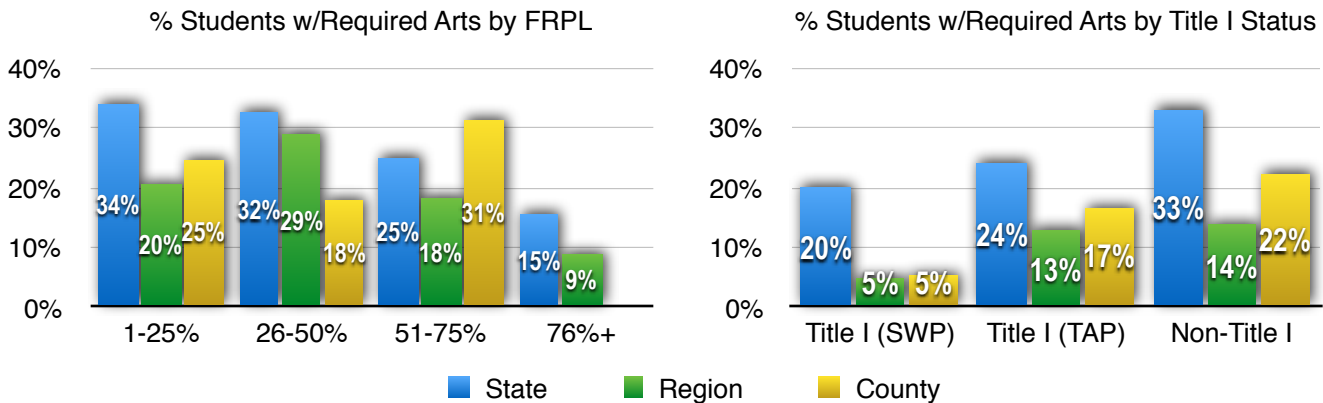
Overall Access to the Required Arts Disciplines

In California, education code states “schools shall offer courses in the visual and performing arts, including Dance, Music, Theatre, and Visual Arts.” In 2017, 21% of students (10,034) had access to all four required arts disciplines in schools. This represents 14% of schools offering all four arts disciplines. More than 37,000 students did not have access to all four arts disciplines in the county. Student access is below the state measure of 25% and equal to the region of 21% while school access is above both the state and and region measures of 12% and 11% respectively.



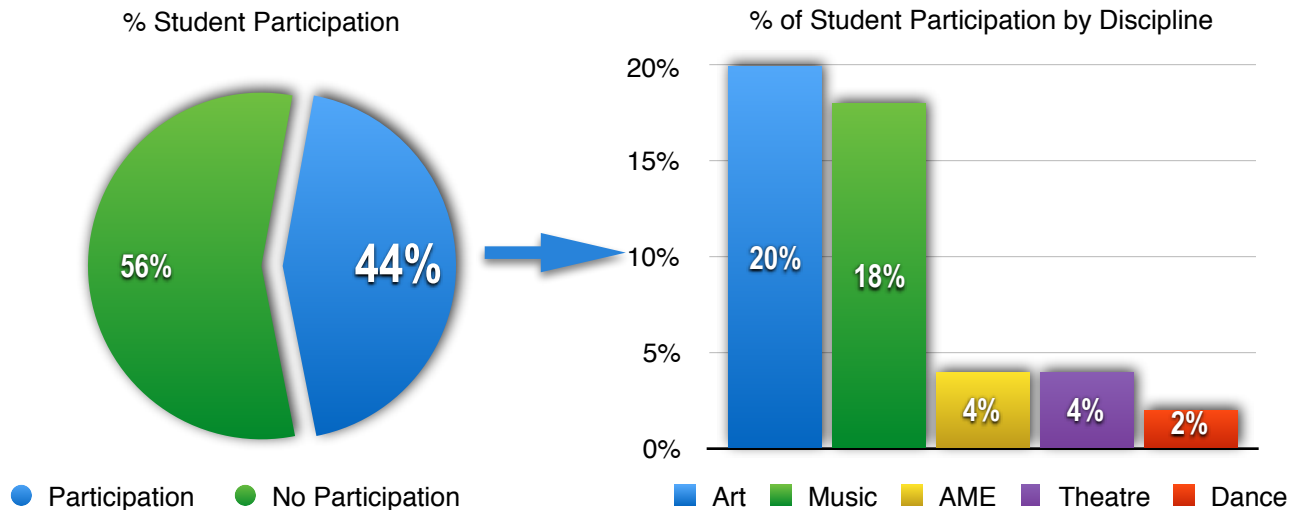
Required Arts Disciplines by Free and Reduced Price Lunch and Title I

Student access to the four required disciplines varies based on the percentage of students eligible for Free and Reduced Price Lunch (FRPL) or Title I designation of School Wide Programs (SWP), Targeted Assistance (TAP) or Non-Title I. Students in schools with the mid-high (51%-75%) 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. Student access by mid-high FRPL is above the state and region measures. The Title I measures are below the state and region measures.



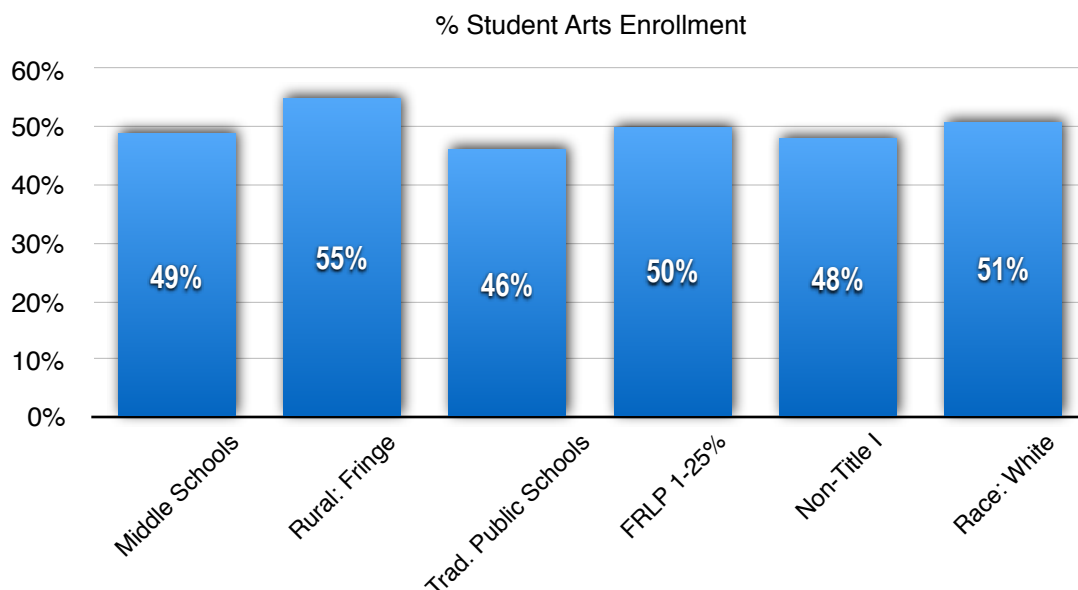
Overall Participation

Course enrollment data reveals 44% of all students (21,230 students) were enrolled in at least one arts discipline in 2017 which is above both the state (39%) and region (42%) measures. Out of the total student population, 20% participated in Art followed by 18% in Music, 4% in AME, 4% in Theatre and 2% in Dance.



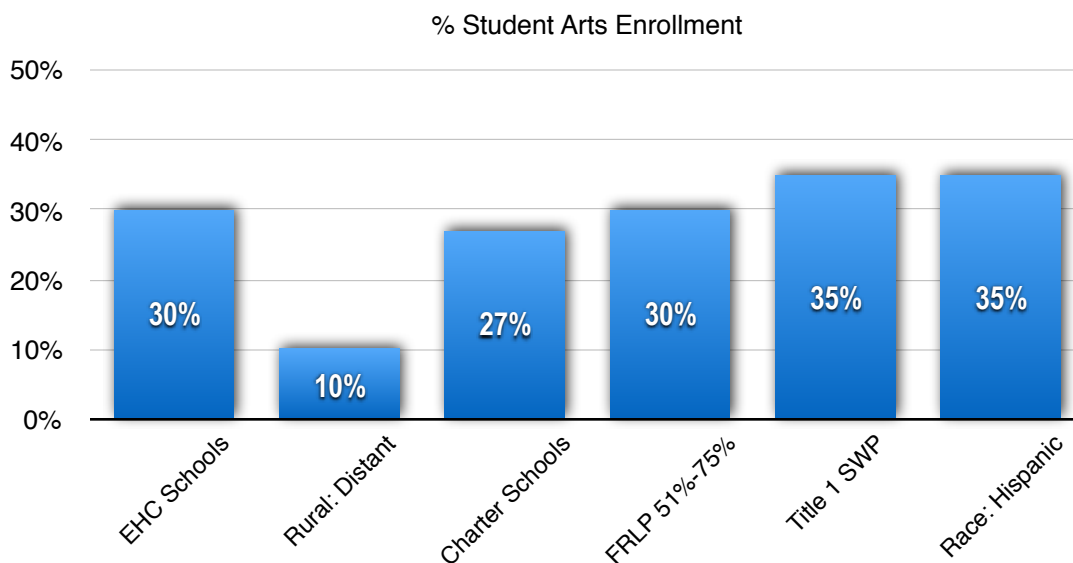
Highest Participation by Attribute

Arts participation is highest for students attending middle schools (49%), schools in the locale designation of “Rural, Fringe” (55%), traditional (non charter) public schools (46%), schools where 1%-25% of students were eligible for Free and Reduced Price Lunch (50%), Non-Title I schools (48%) and where the majority of students have a race/ethnicity designation of “White” (51%).



Lowest Participation by Attribute

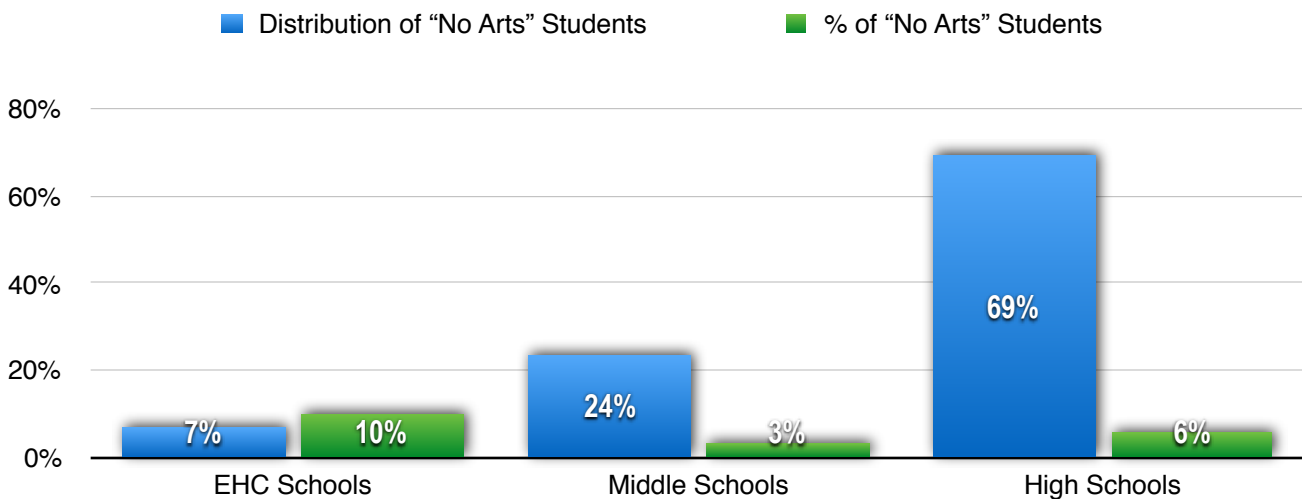
Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (30%), students in schools locale designation of “Rural, Distant” (10%), charter schools (27%), where 51%-75% of students are eligible for Free and Reduced Price Lunch (30%), Title I Schoolwide Programs schools (35%) and where the majority of students in the school are Hispanic (35%).



No Arts Schools and Students

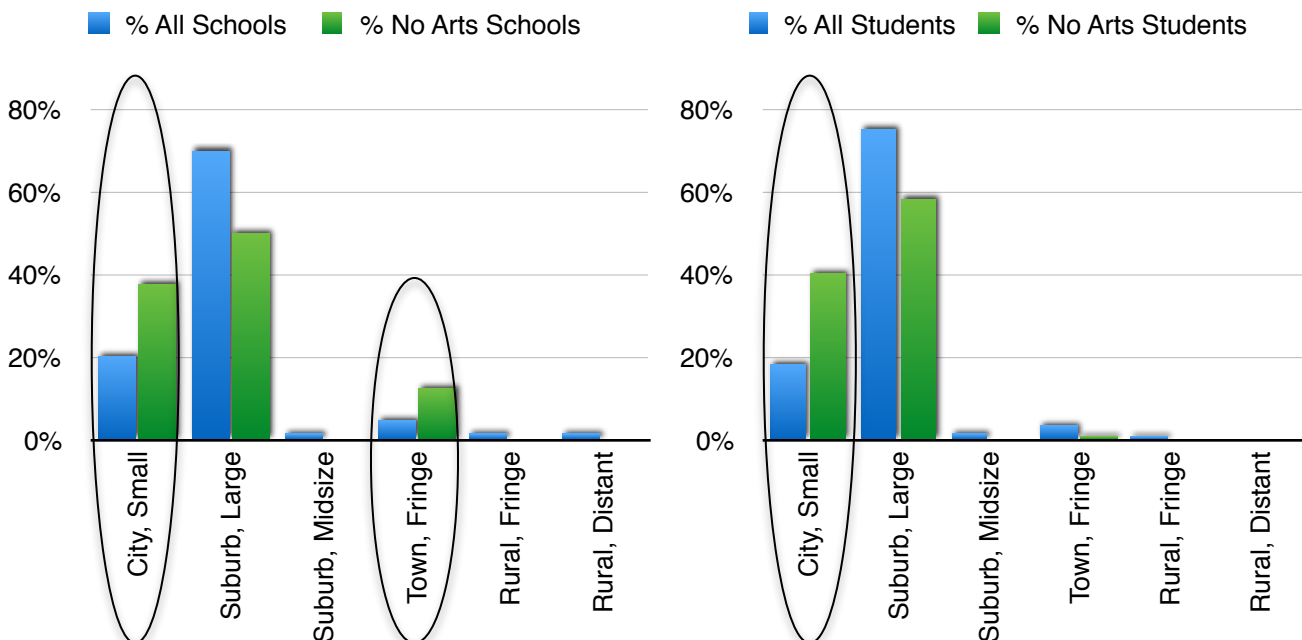
There were 8 schools providing no arts courses. This impacts 2,453 students (representing 14% of schools and 5.1% of all students). This has declined since 2015 (increasing from 12% of schools and 4.8% of students). These schools are split between 8 districts.

Although the largest concentration of “no arts” students is in high schools (69% or 1,703 students), 10% of all students attending EHC schools do not have arts programs.



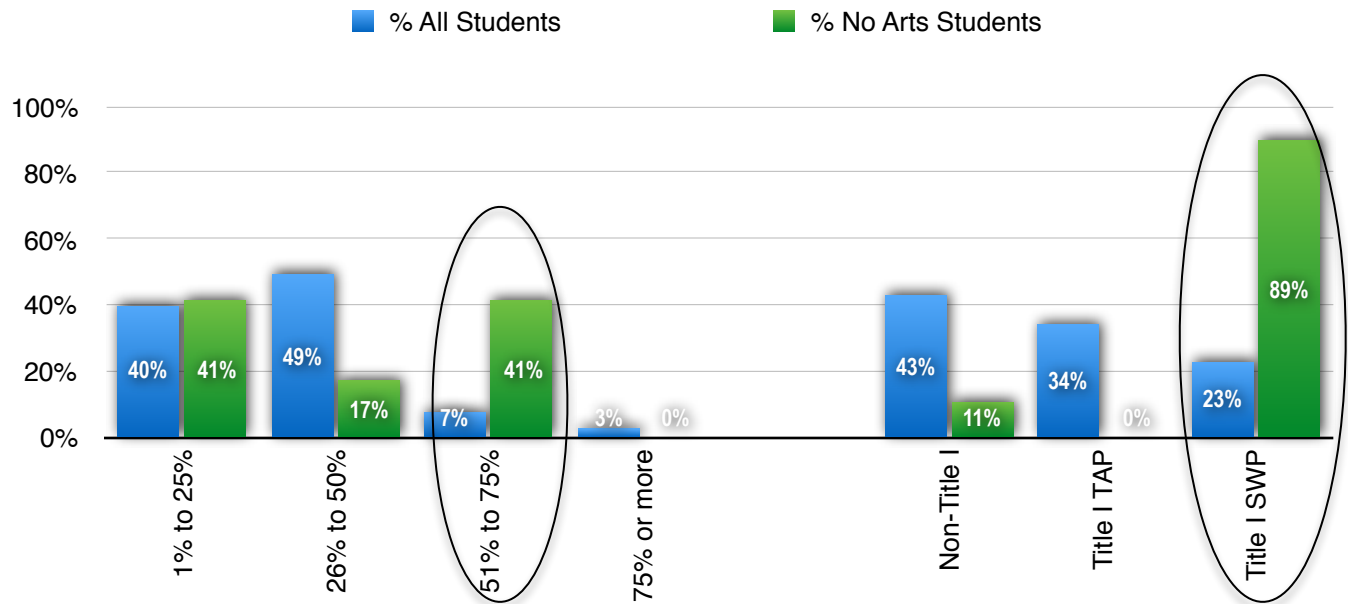
No Arts Schools and Students by Locale

The greatest percentage of “no arts” schools are in the locale designations of “City, Small” and “Town, Fringe” when compared to all schools. The proportion of “no arts” students is highest in “City, Small” locale designation when compared to the total student enrollment.



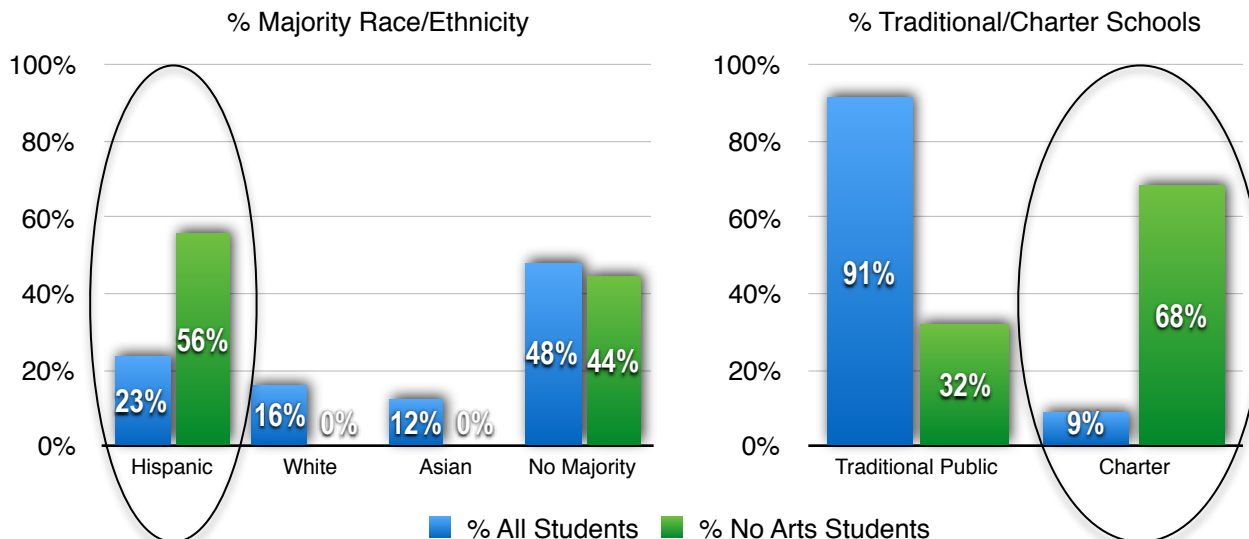
No Arts Schools and Students by Free and Reduced Price Lunch and Title I

When analyzing the “no arts” students, 41% are in schools where the percentage of students eligible for Free and Reduced Price Lunch is greater than 51%. When examining Title I status, 89% of “no arts” students are located in schools eligible for Title I Schoolwide (SWP) and is above the region (64%) and the state (58%). Both of these 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 majority Hispanic when compared to the total student enrollment distribution. “No arts” students are over represented in charter schools.



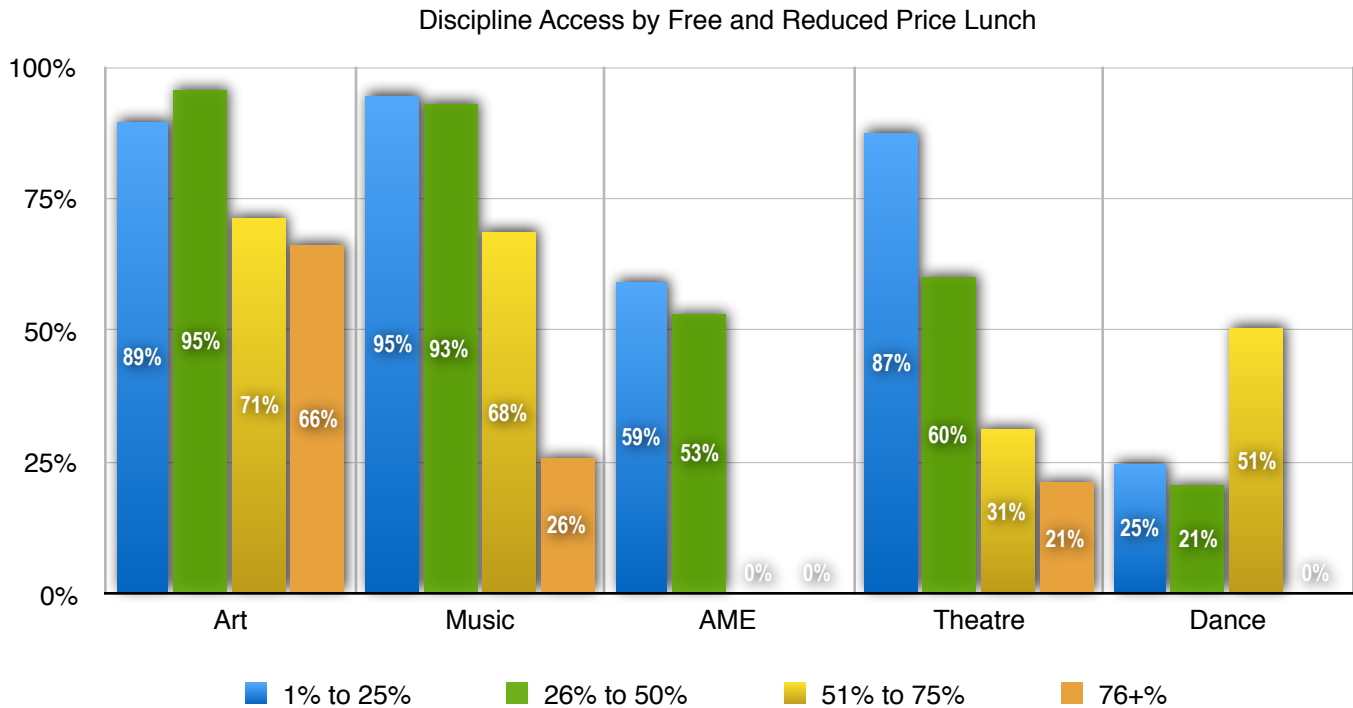
Free and Reduced Price Lunch

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 (FRPL). However, the mid-high category of 51%-75% has the lowest student and school access, participation, and distribution of no arts students.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	95%	85%	50%	41%	13%
25-50%	98%	96%	42%	17%	9%
51-75%	71%	50%	30%	41%	14%
76%+	100%	100%	48%	0%	

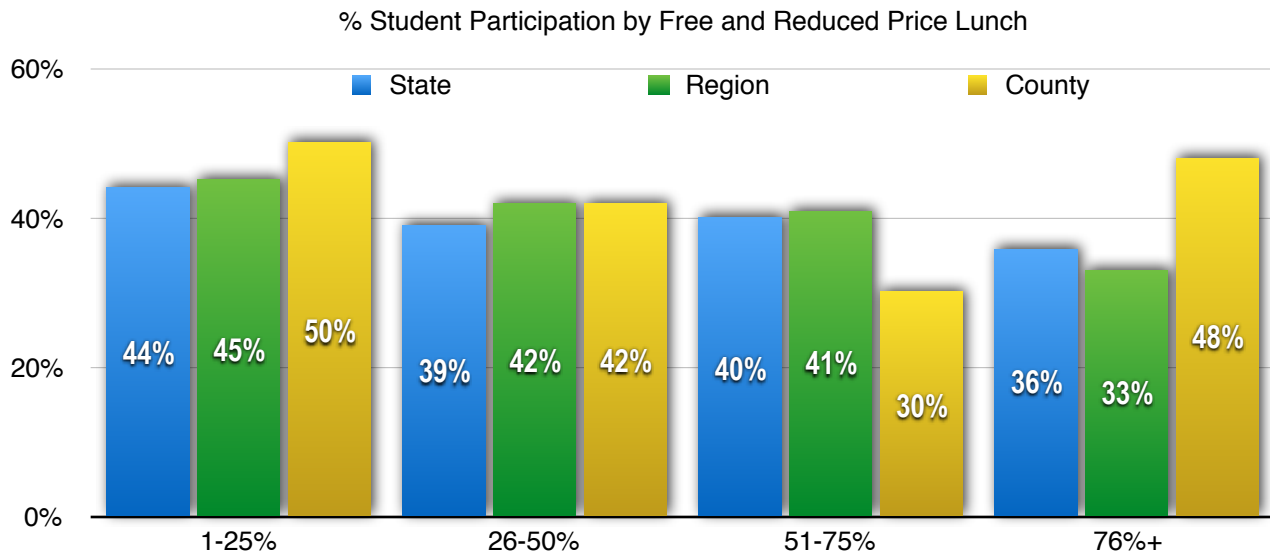
Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline a different trend is visible. The higher the percentage of students eligible for FRPL the lower the percentage of students with access to Music, Art, Theatre, and AME.



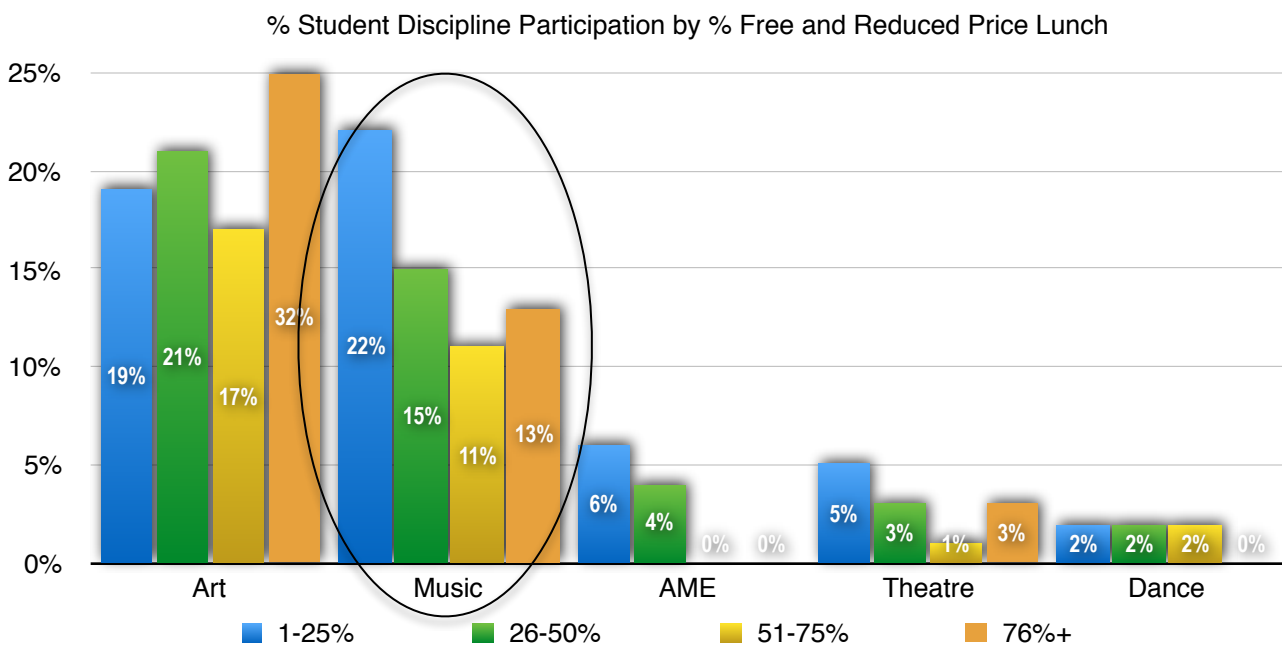
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for FRPL except for the 76+% category where participation rebounds. This is different from the pattern seen compared to the state or region measures. The chart below compares the state and region participation with county participation.



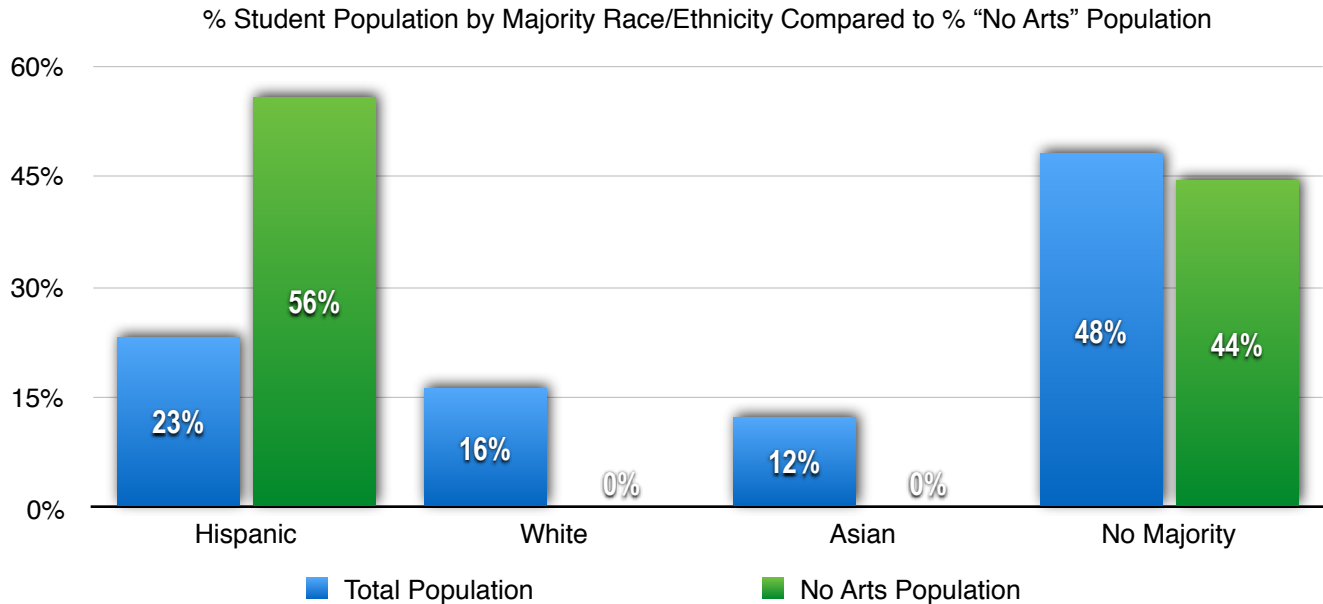
Free and Reduced Price Lunch Participation by Discipline

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



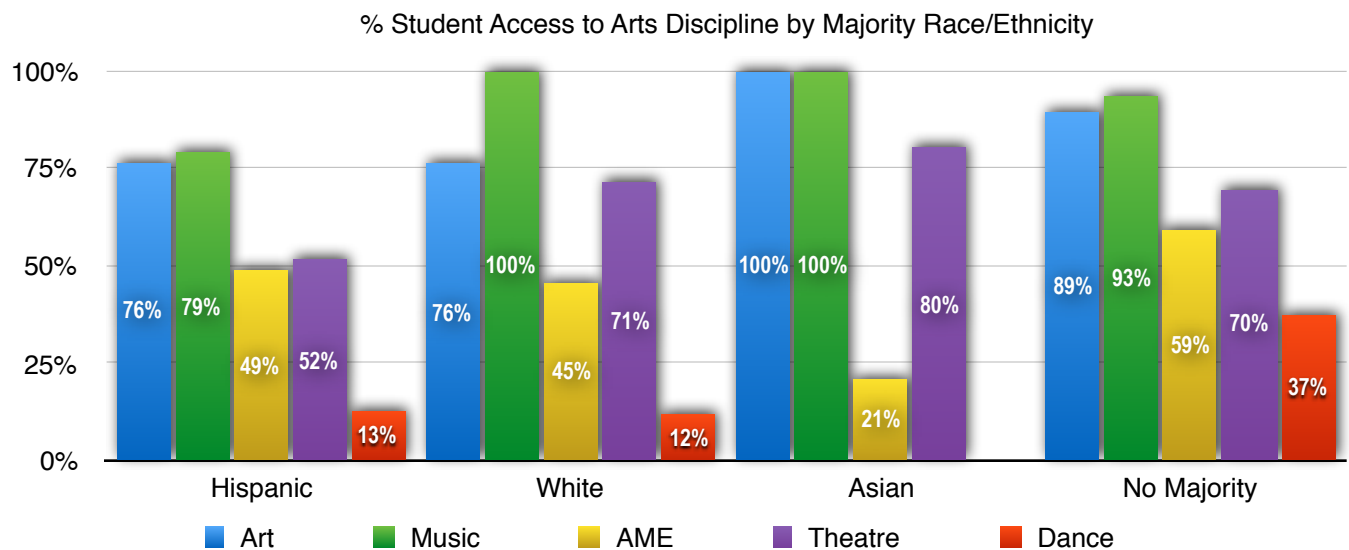
Majority Race/Ethnicity and “No-Arts” Students

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



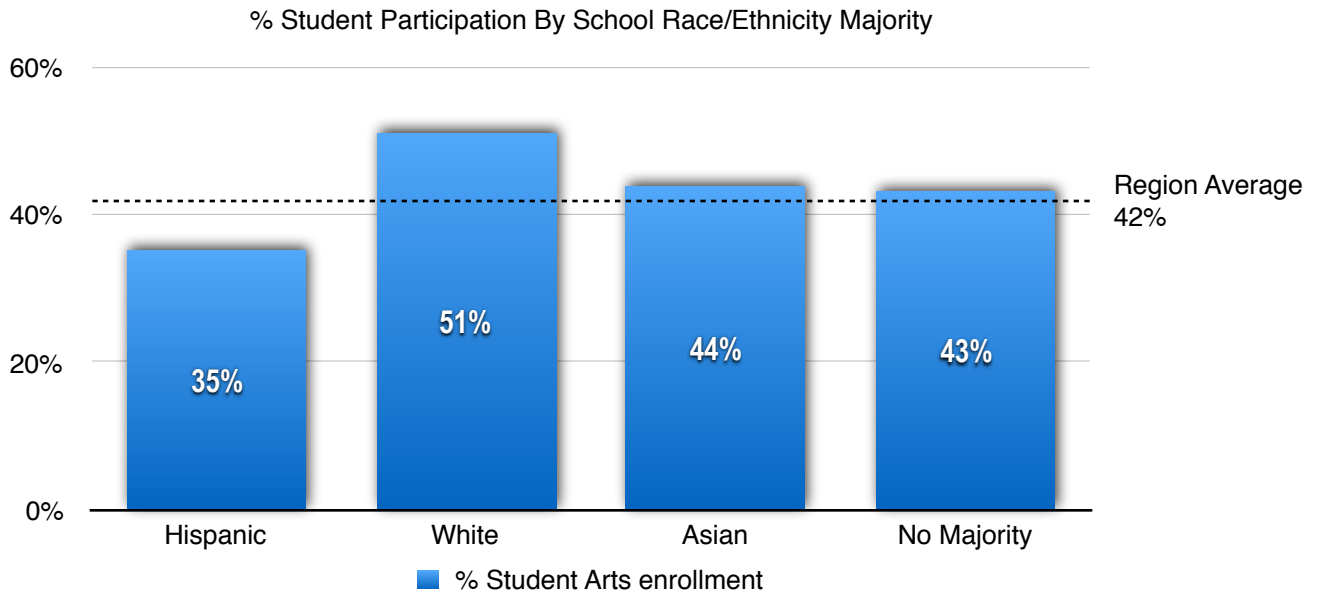
Majority Race/Ethnicity Access by Arts Discipline

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



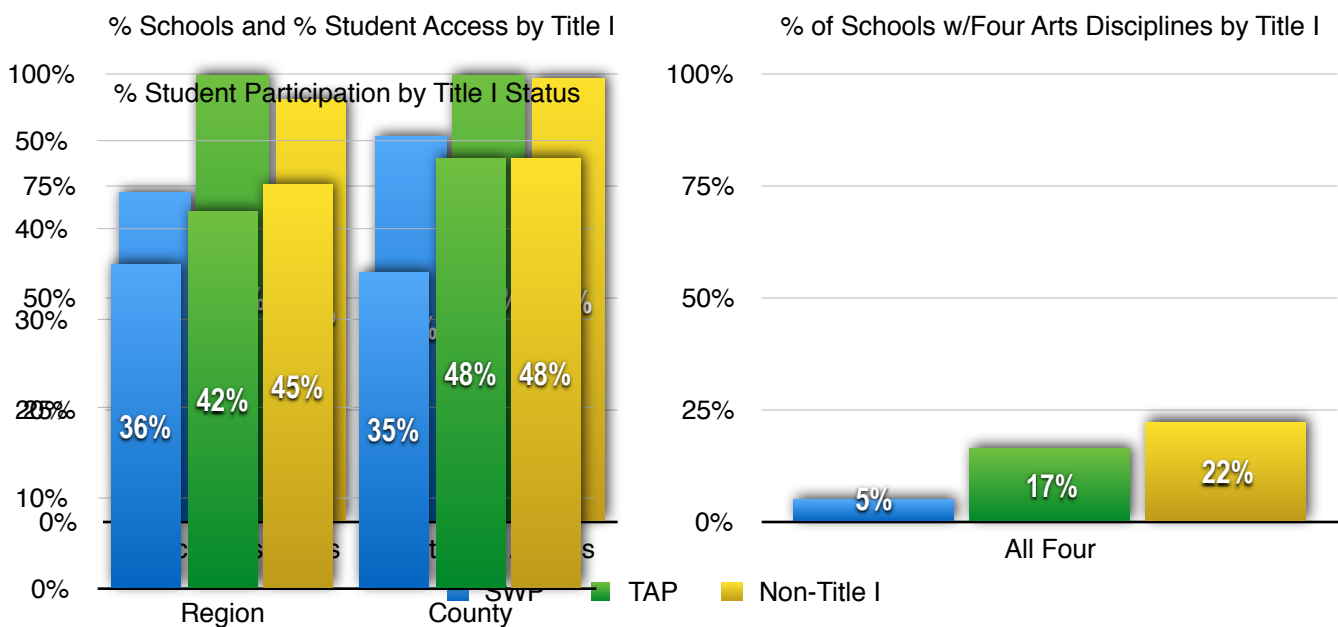
Arts Participation based on Majority Race/Ethnicity

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



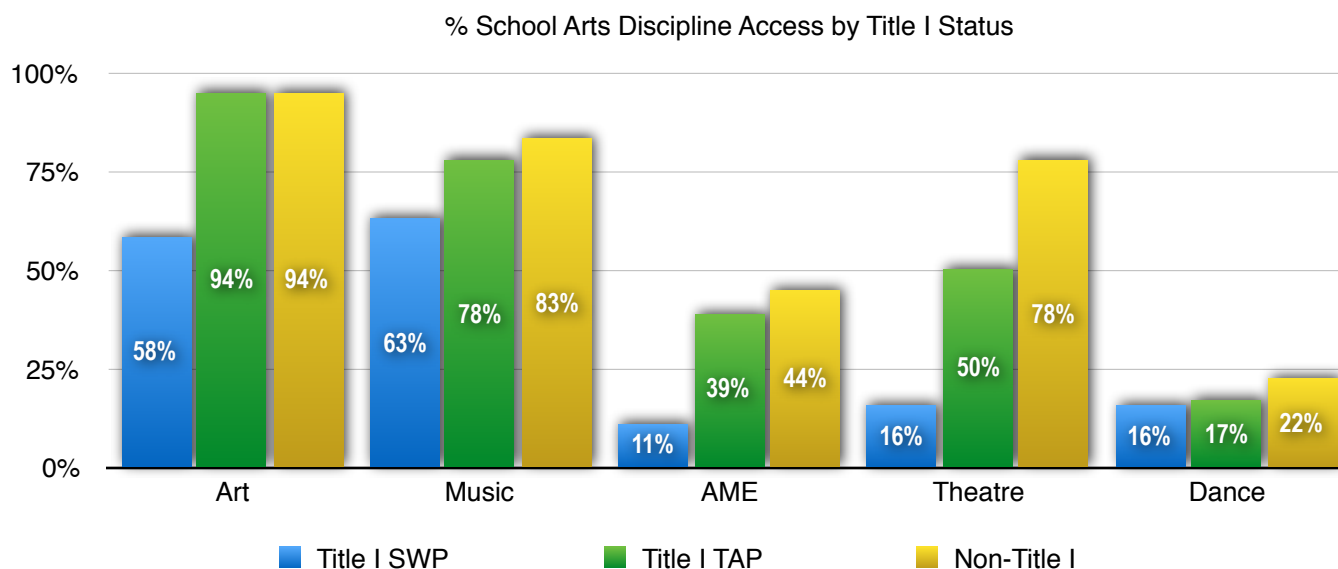
Title I Schools Arts Access

Title I Targeted Assistance Programs schools provide the greatest student and school access to arts instruction. Non-Title I schools provide the greatest access to the required four disciplines. Title I Schoolwide schools have the lowest numbers across both of these measures.



Title I Schools Arts Discipline Access

When exploring access to the individual arts disciplines (within schools where arts are offered) the access gap between Title I schools and Non-Title I schools becomes apparent for all disciplines except Art. Students attending Non-Title I schools have greater access to the individual arts disciplines than students in schools eligible for Title I Schoolwide or Title I Target Assistance. Title I Schoolwide schools have the lowest access to all disciplines.



Title I Schools Arts Participation

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

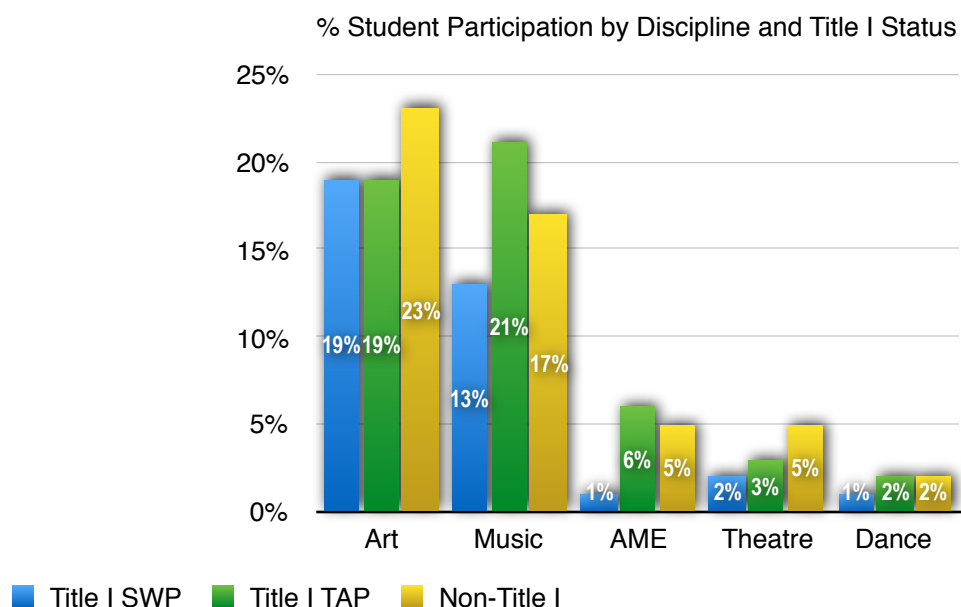
English Learners

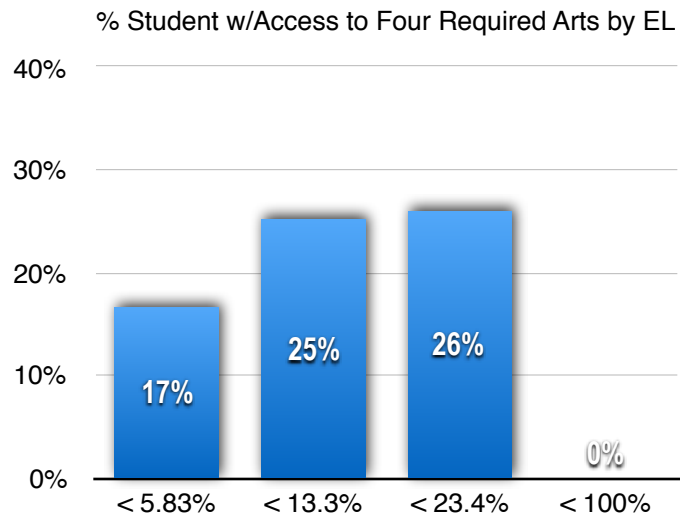
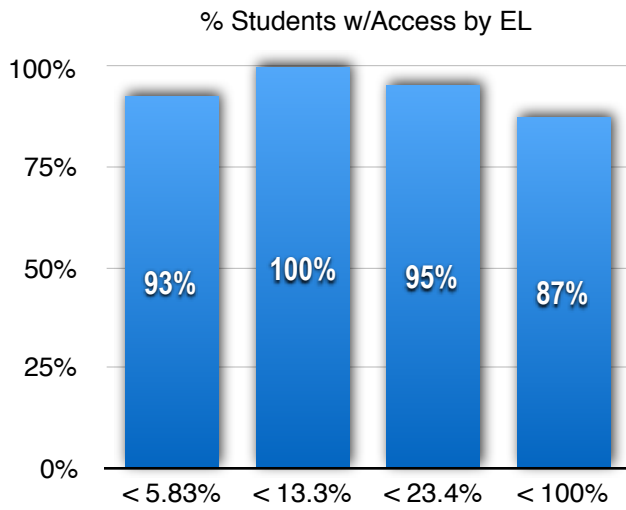
Access

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

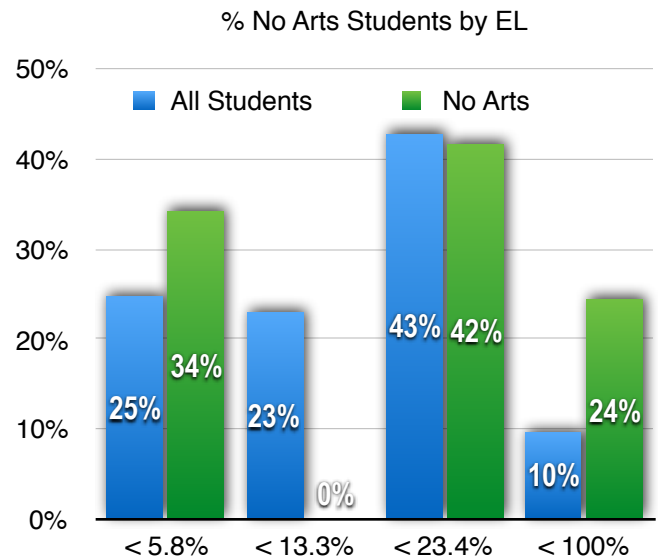
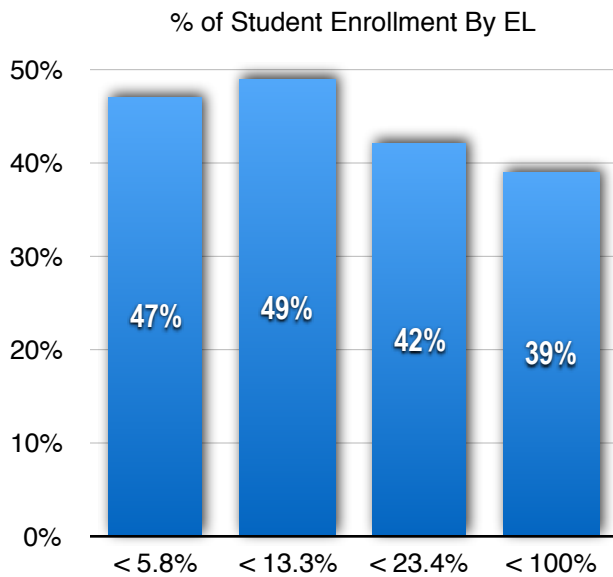
English Learners Participation and No Arts

Schools with the highest



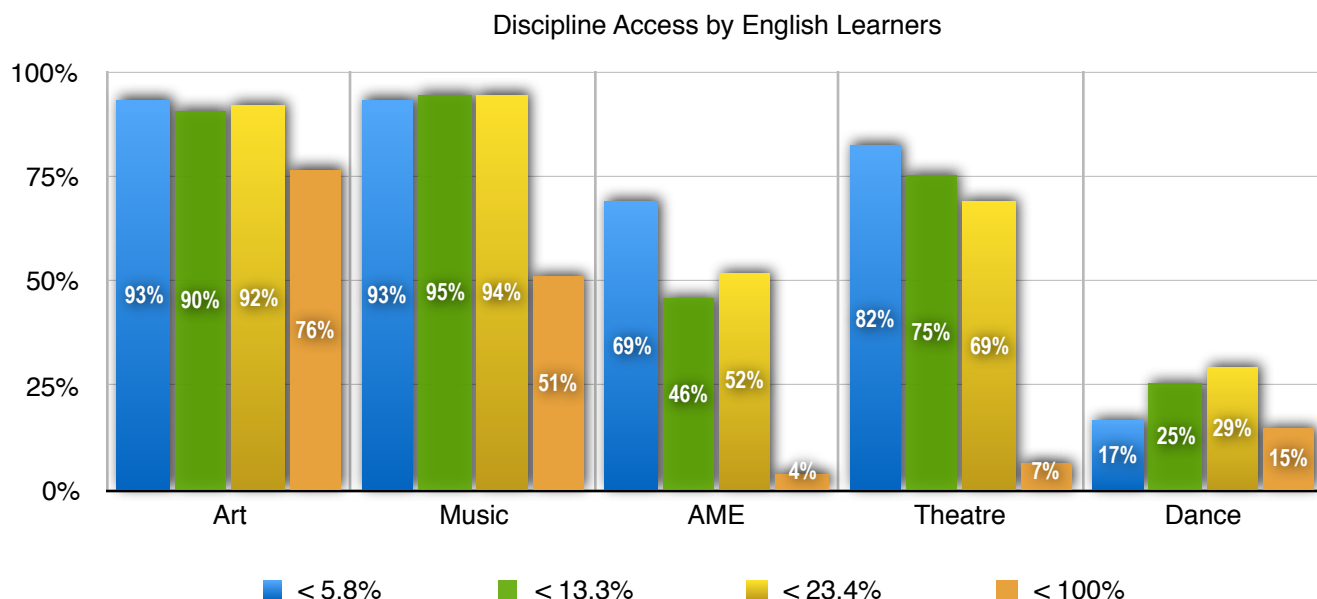


percentage of English learners have the lowest rate of arts participation. Schools with the highest percentage of English learners have the greatest concentration of “No Arts” students when compared to the distribution of all students.



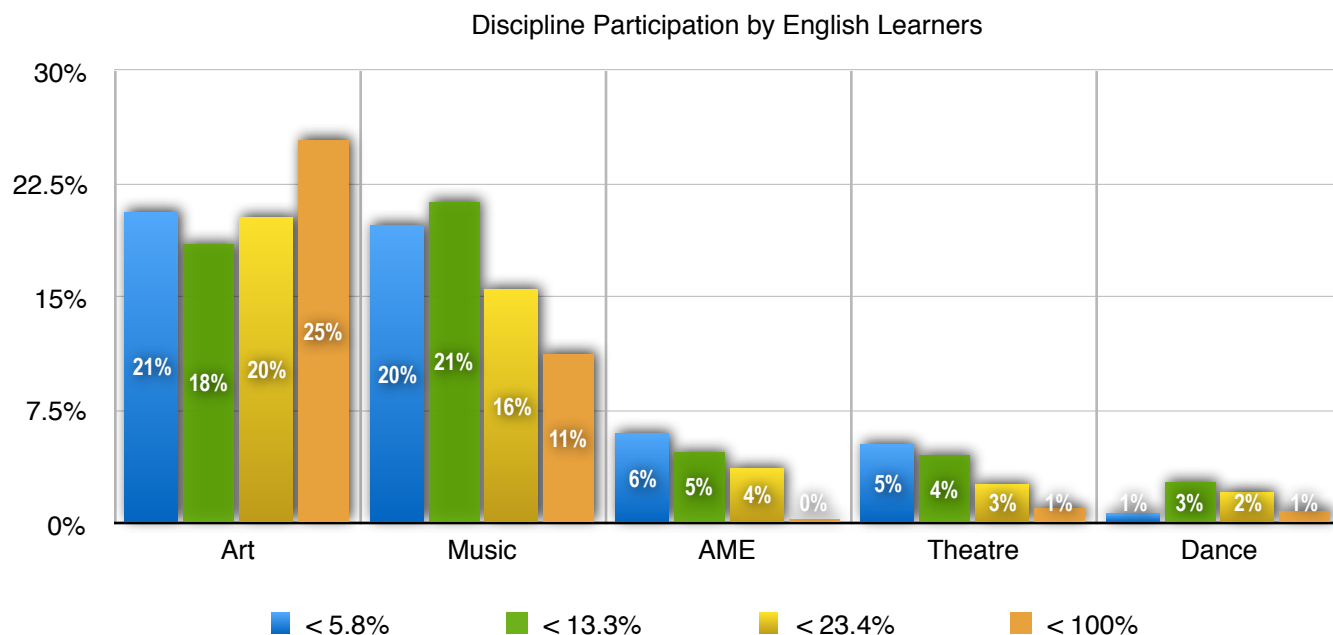
Discipline Access by English Learners

Schools with the highest percentage of English learners have lower access to each of the five arts disciplines when compared to schools with the lowest percentage of English learners.



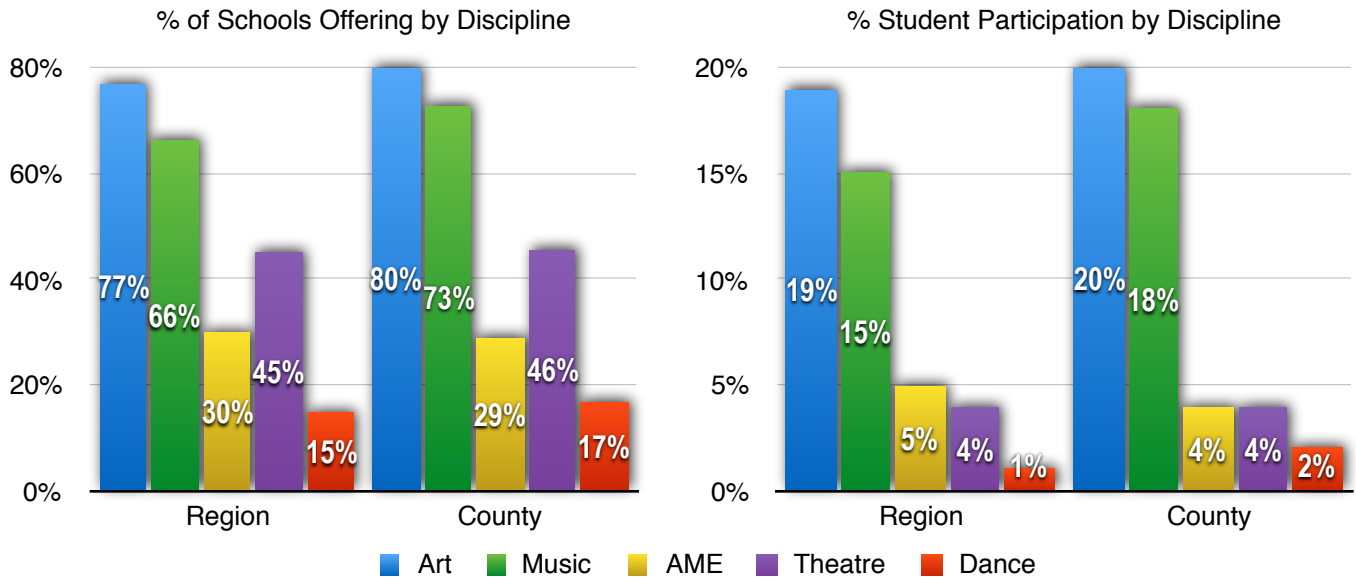
Discipline Participation by English Learners

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



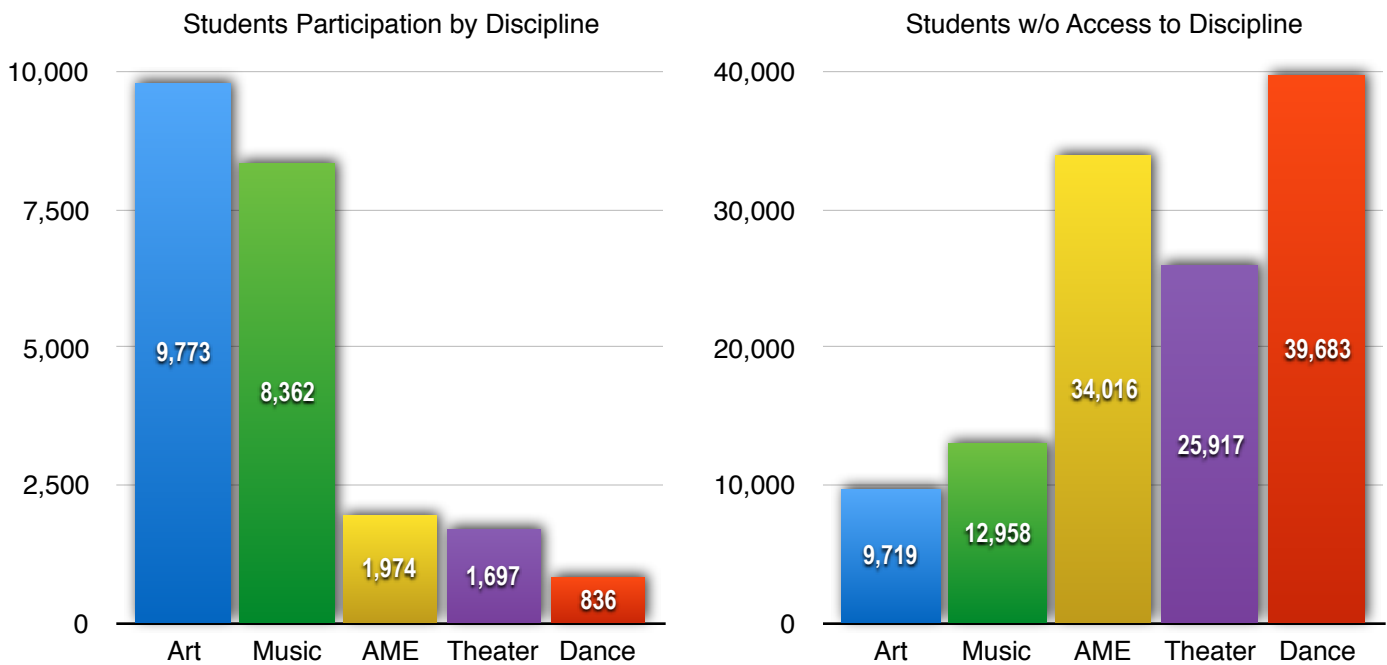
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music, leading both of these disciplines to have the highest participation rates. Schools are more likely to provide Art or Music than Theatre, AME or Dance, creating unequal learning opportunities in each of the arts disciplines. County access and participation is higher than Region averages across most measures.



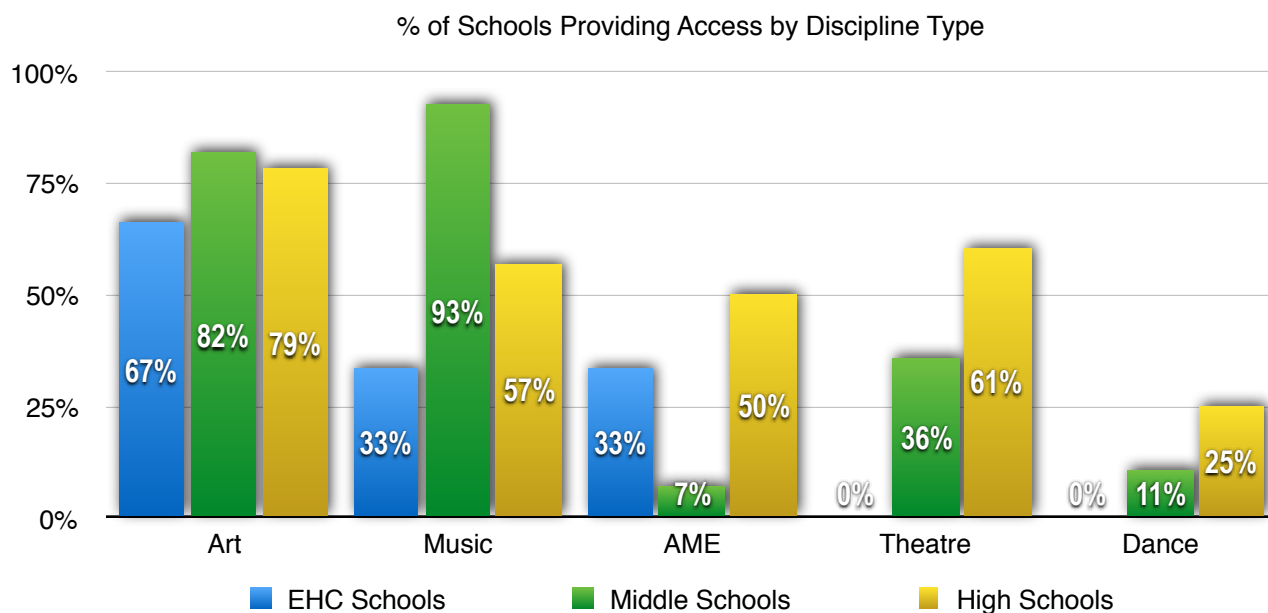
Overall Arts Discipline Participation

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



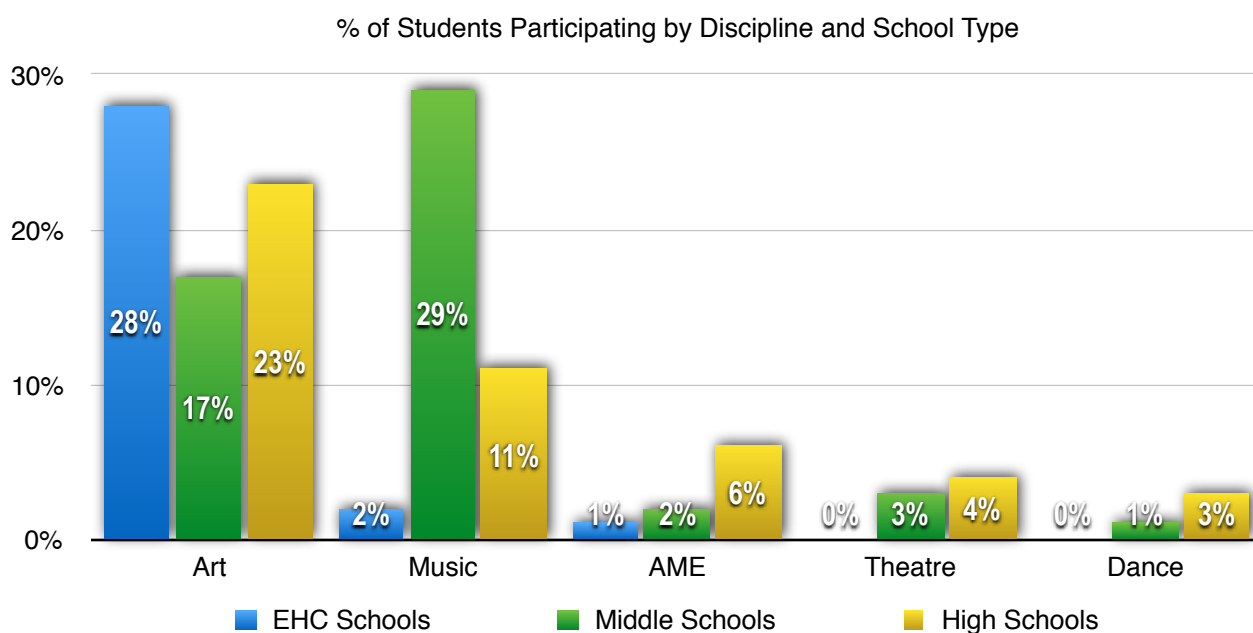
Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music. Ninety-three percent of middle schools provide access to Music as compared to 57% of high schools. This is contrary to findings in other states. Usually, access increases with grade level. States where similar data is available report 90% or greater access to Music in high schools.



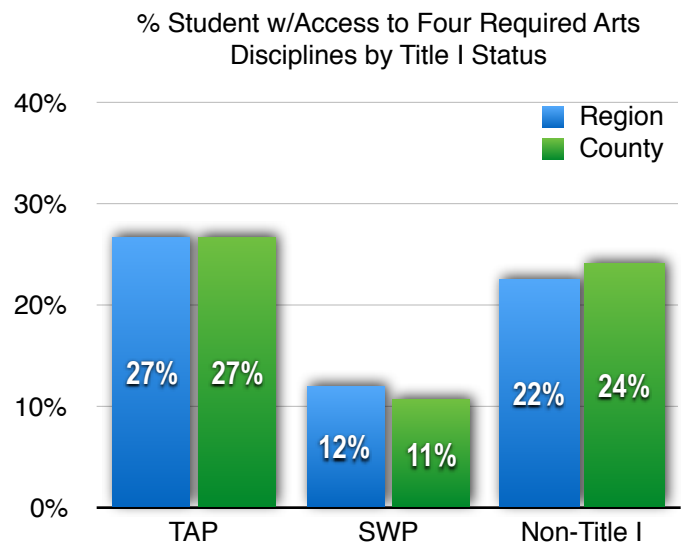
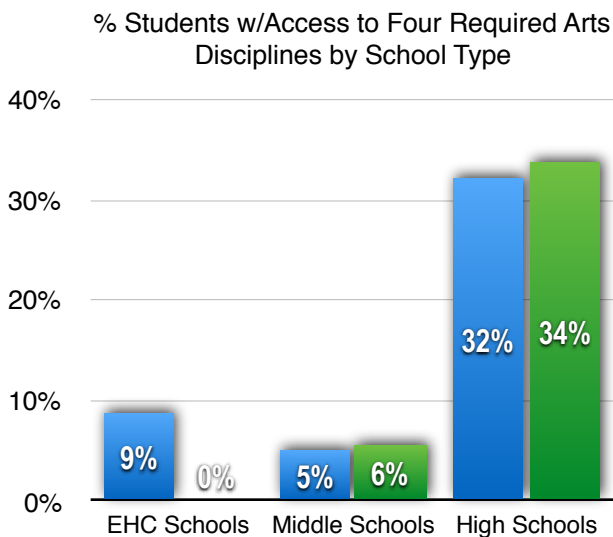
Arts Discipline Participation by School Type

Music has the highest percentage of participation in middle schools while Art has the highest participation in EHC schools. All other disciplines have the highest percentage of participation in high schools.



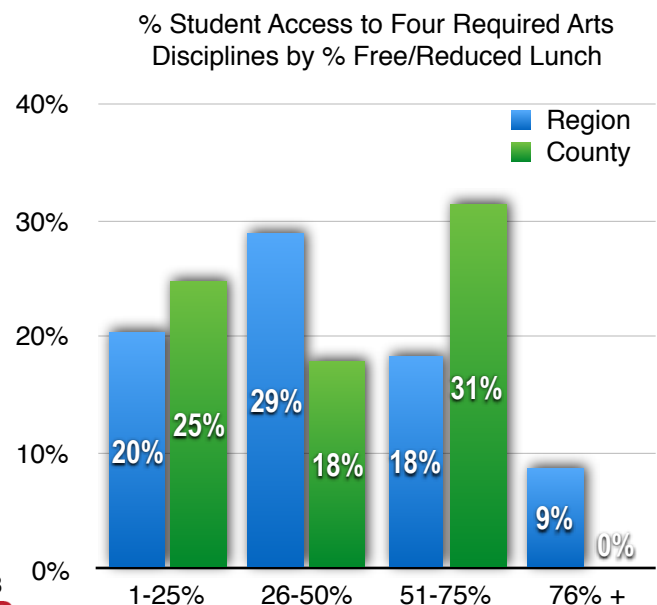
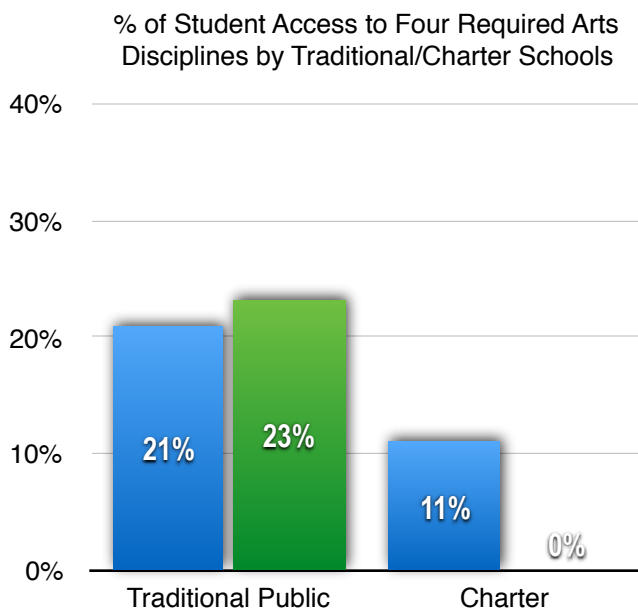
Provision of Four Required Arts Disciplines

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 14% of schools meet this requirement (providing access for 21% of students). The charts below explore different attributes based on the percentage of student access to all four required arts disciplines. Students attending high school and students in schools eligible for Title I Target Assistance Program have greater access to the four required arts disciplines. All four charts compare the region with the county measures.



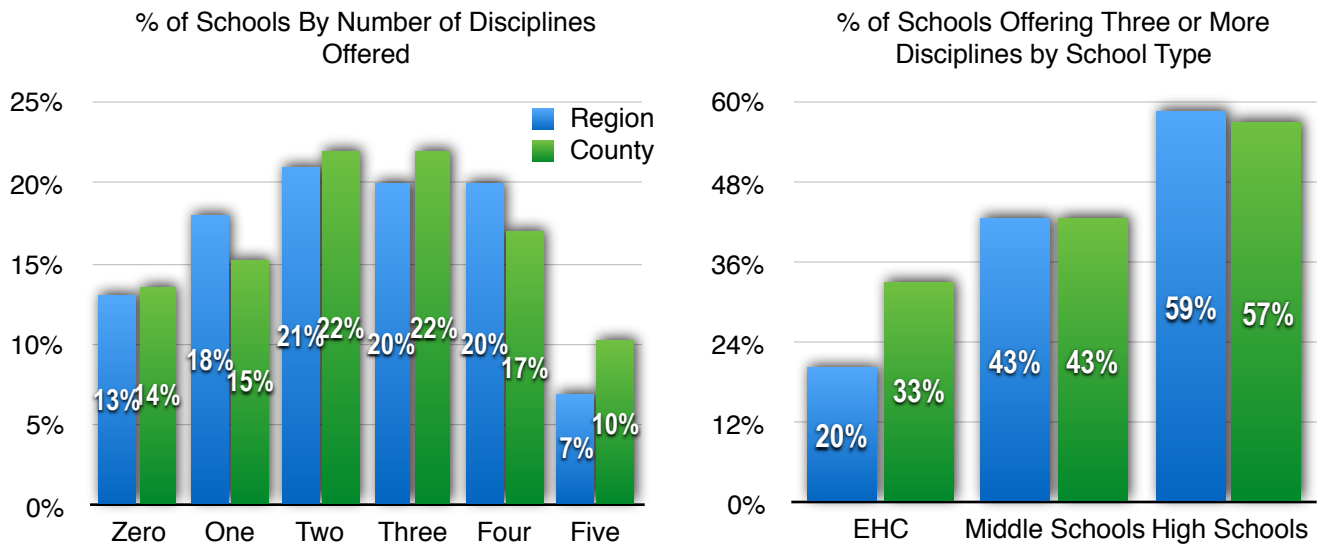
Four Required Arts Disciplines by School

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

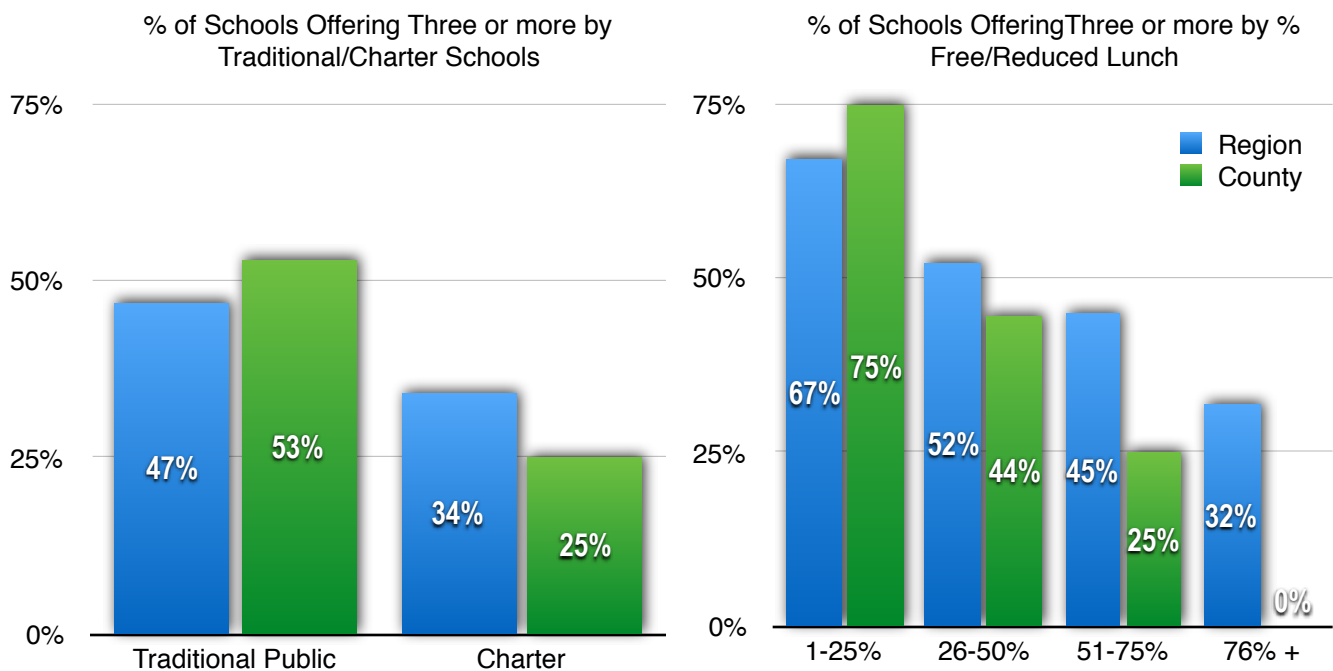


Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. More than half of schools in the county (51%) offer fewer than three arts disciplines as compared to 52% for the region. High schools are more likely than any other school type to provide three or more arts disciplines. All four charts compare the region with the county measures. County measures are below the region measures across the board.



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



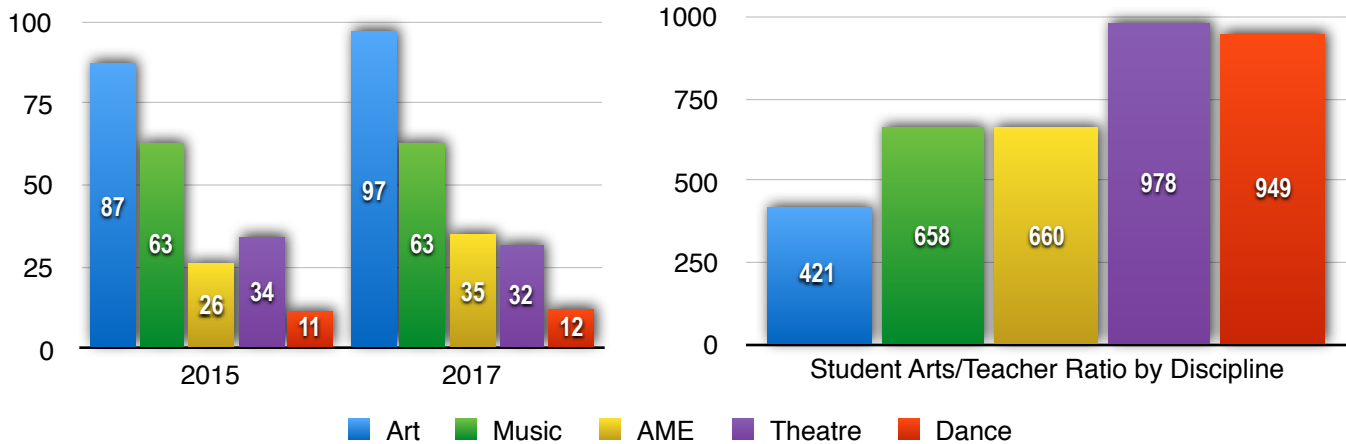
Top Courses by Discipline

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, 80% of schools offer art with 20% of students participating. Within Art, the course Fundamentals of Art is available in 64% of all schools that offer Art with 27% of all Art students participating in the course.

Course	% of Schools Offering Discipline	% of Students within Discipline
Art (80% of Schools, 20% of Students)		
Fundamentals of Art (secondary)	64%	27%
Ceramics	36%	22%
Digital Art/Computer Art	34%	14%
AME (29% of Schools, 4% of Students)		
Other Arts, Media, Entertainment	65%	33%
Dance (17% of Schools, 2% of Students)		
Advanced Dance Study	60%	20%
Dance, Movement, & Rhythmic Fund (Secondary)	60%	52%
Dance Choreography	30%	19%
Music (73% of Schools, 18% of Students)		
Band	90%	44%
Chorus/Choir/Vocal Ensemble	58%	14%
Orchestra/symphony	51%	18%
Instrumental Ensemble	26%	3%
Instrumental Music Lessons	17%	4%
Theatre (46% of Schools, 4% of Students)		
Theatre/Play Production (secondary)	56%	43%
Theatre/Creative Dramatics (elementary)	48%	35%

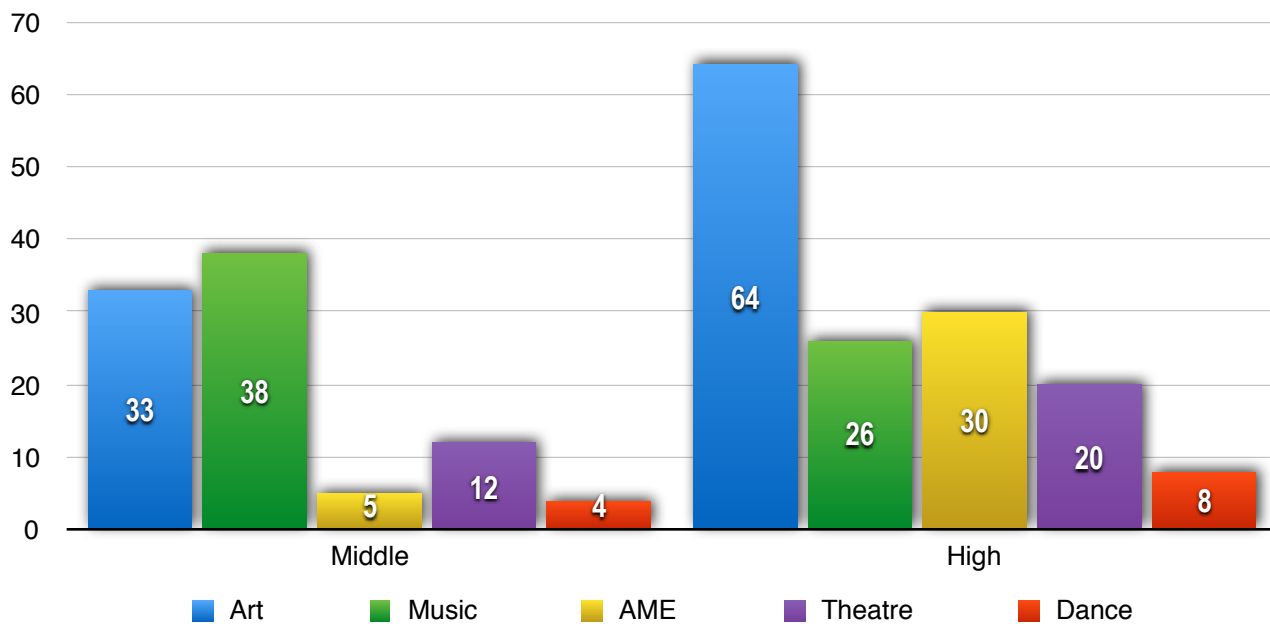
Arts Educators

There are 239 arts educators teaching in traditional public schools covered in this report - an increase from 221 teachers in 2015 (charter schools are excluded). Increases in Arts and AME make up the majority of the increase. 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 205 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 Theatre.



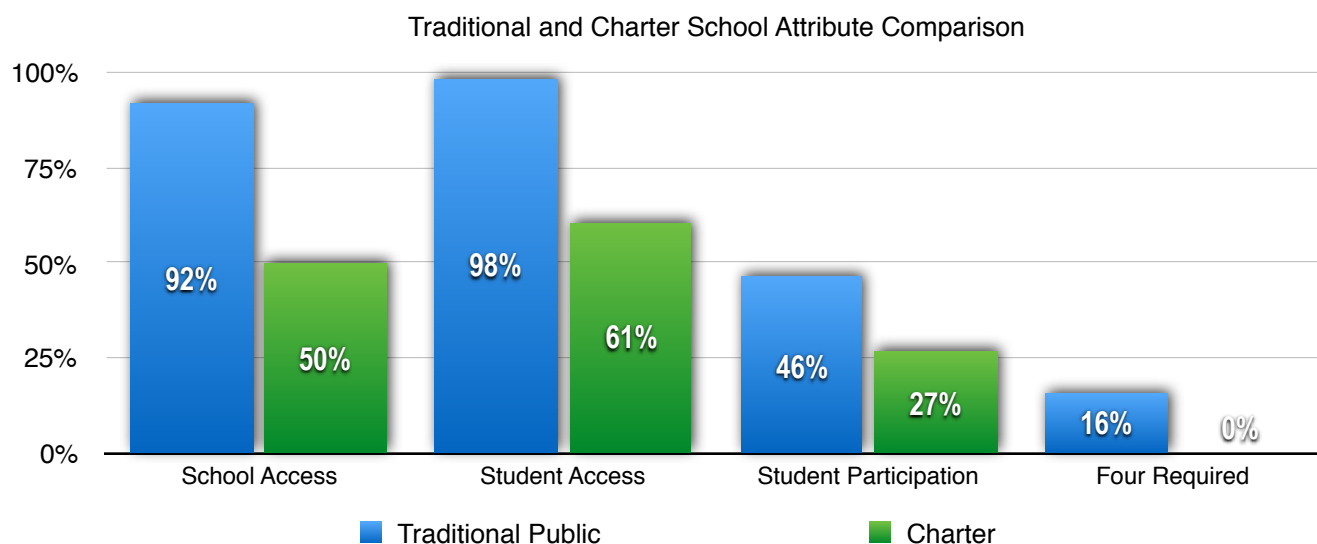
The number of teachers dedicated to arts education across all disciplines is far greater at the high school level (with the exception of music) than middle school (EHC schools are not included since they are charter schools).

Number of Teachers by Discipline and School Type



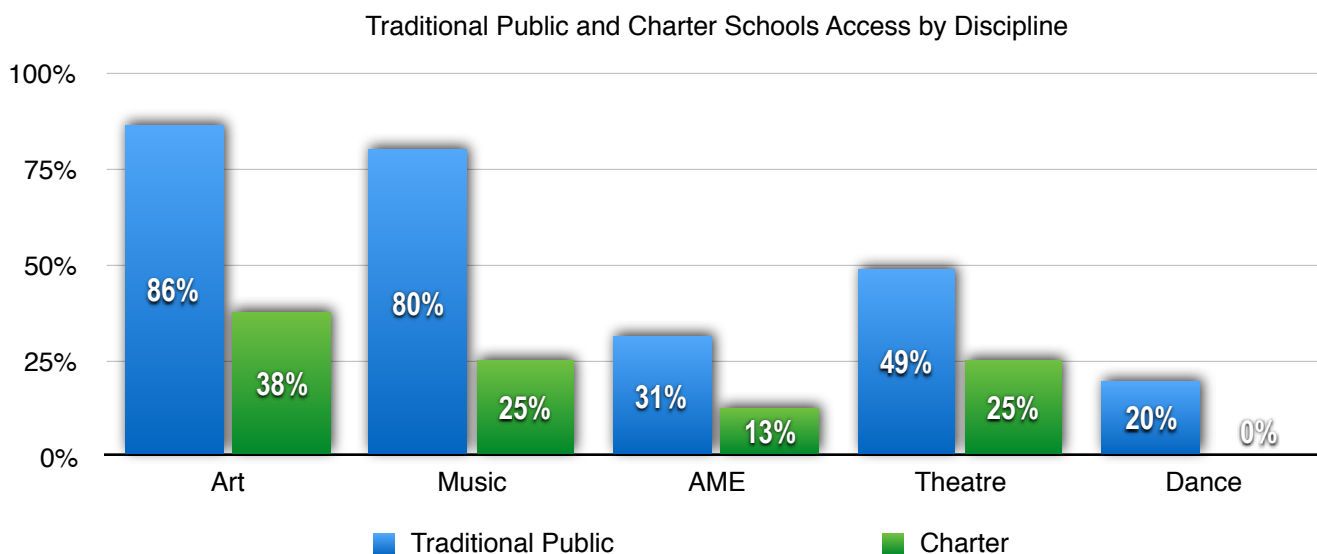
Traditional Public/Charter Schools

Nine-two percent of all public schools provide arts instruction as compared to 50% charter schools. When looking at student access, 98% of traditional public school students have access versus 61% for charter students. Student participation rates show a disparity, with 46% of traditional public school students participating in the arts as compared to 27% for charter school students. Only 16% of public and 0% charter schools offer the four required arts disciplines (compare to 12% and 6% respectively for the region).



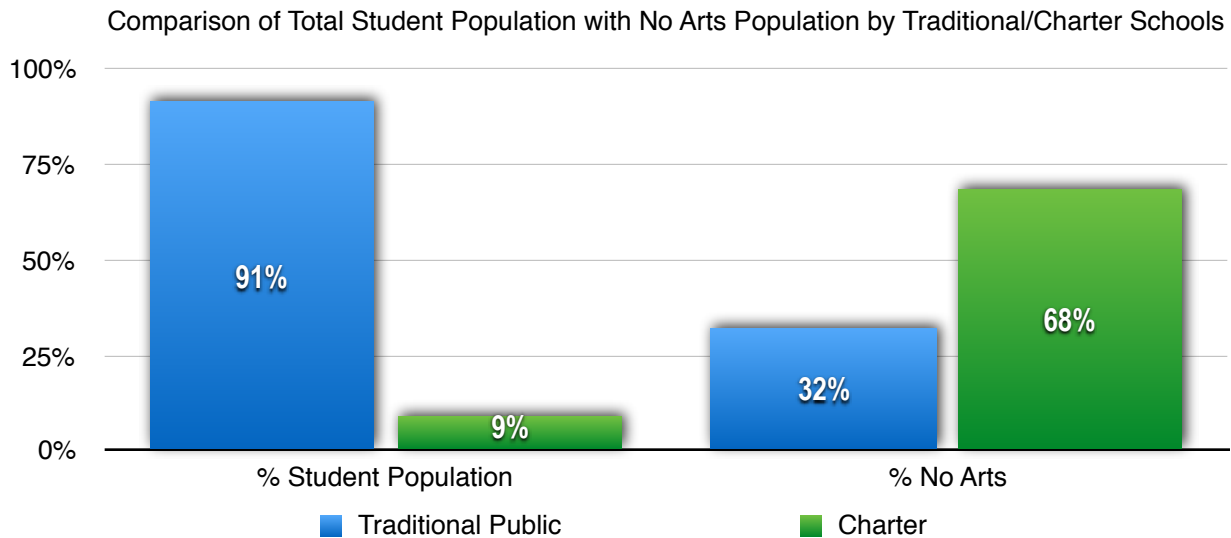
Traditional/Charter Schools Access by discipline

When exploring access by specific discipline between traditional public schools and charter schools there are significant differences in access to all disciplines.



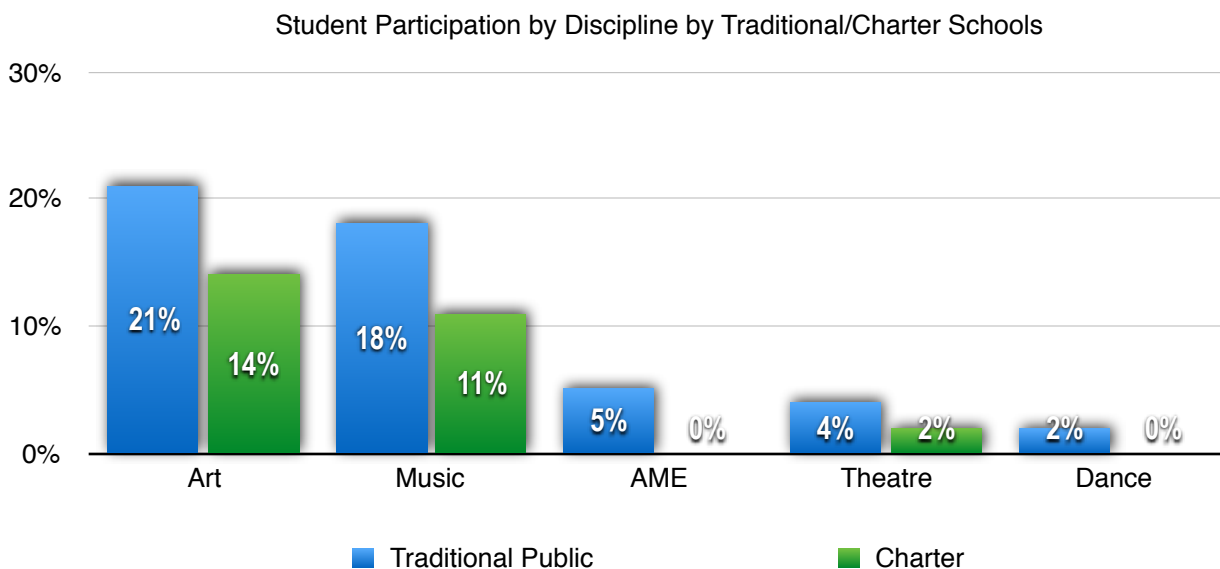
Traditional/Charter Schools No Arts

Although charter schools represent about 9% of the overall student population, 68% of all students without access to any arts attend charter schools. At the region level, charter schools represent 9% of the overall student population, 40% of all students without access to any arts attend charter schools.



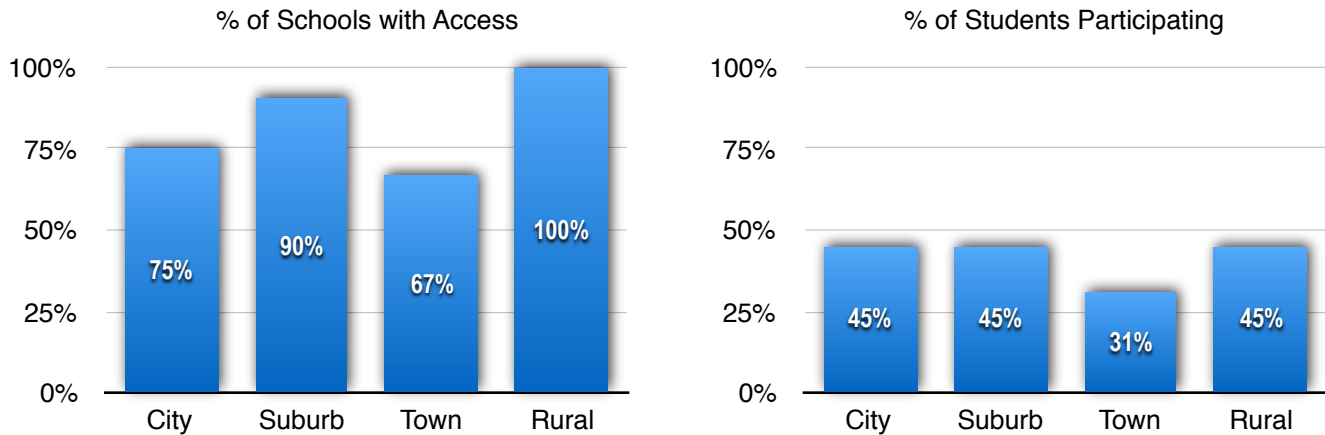
Traditional/Charter Schools Participation

Where an arts discipline is available, the participation rates vary between traditional public and charter schools. Enrollment in all arts disciplines are highest in traditional public schools than in charter schools.



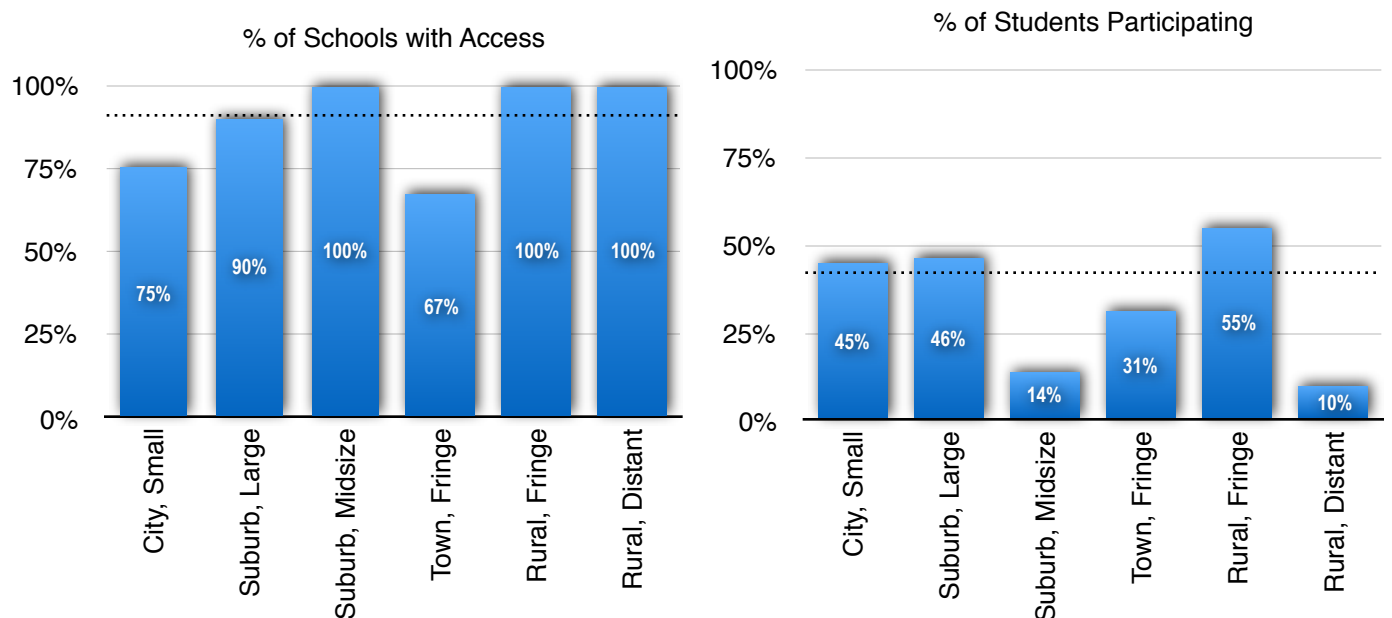
Major Locale Code Arts Access and Participation

Locale codes provide a way to look at arts access and participation rates through a school's location in reference to a geographic center. Schools in the Rural classification provide greater access than schools in the City classification. Student participation is even across all areas except for the classification of Town.



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. "City, Small" and "Town, Fringe" have the least access of all areas. "Suburb, Midsize", "Town, Fringe" and "Rural Distant" have the lowest participation rates.



San Mateo County District Comparison

The table below contains key measures for comparison across the 19 districts in San Mateo 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
Bayshore Elementary	0%	0%			100%						0%
Belmont-redwood Shores Elementary	100%	100%			0%	100%	100%	100%	100%		72%
Brisbane Elementary	100%	100%			0%	100%	100%				53%
Burlingame Elementary	100%	100%			0%		100%				31%
Cabrillo Unified	98%	67%			2%	67%	67%	33%			31%
Hillsborough City Elementary	100%	100%			0%	100%	100%		100%		69%
Jefferson Elementary	100%	100%			0%	100%	100%	25%		25%	32%
Jefferson Union High	91%	83%	43%	33%	9%	83%	50%		67%	33%	38%
La Honda-pescadero Unified	100%	100%			0%	100%					10%
Las Lomitas Elementary	100%	100%			0%	100%	100%		100%		40%
Menlo Park City Elementary	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	41%
Millbrae Elementary	100%	100%			0%	100%	100%		100%		30%
Pacifica	100%	100%			0%	100%	100%		100%		38%
Portola Valley Elementary	100%	100%			0%	100%	100%				55%
Ravenswood City Elementary	100%	100%			0%	67%	67%				57%
Redwood City Elementary	63%	50%			37%	50%	50%			50%	49%
San Bruno Park Elementary	100%	100%			0%	100%	100%				43%
San Carlos Elementary	100%	100%			0%	100%	100%		100%		80%
San Mateo County Office Of Education	0%	0%			100%						0%

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 Mateo Union High	95%	88%	47%	38%	5%	88%	75%	88%	75%	38%	50%
San Mateo-foster City	100%	100%			0%	75%	100%		50%		49%
Sequoia Union High	92%	75%			8%	63%	50%	50%	63%		38%
South San Francisco Unified	100%	100%	57%	33%	0%	100%	83%	33%	33%	33%	51%
Total	95%	86%	21%	14%	5%	80%	73%	29%	46%	17%	44%

Appendix A

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%	20	34%	19,172	40%
26% to 50%	27	46%	23,624	49%
51% to 75%	8	14%	3,524	7%
75% or more	4	7%	1,462	3%

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)	18	32.73%	15,816	34%
<u>Eligible</u> for Title I Schoolwide program (SWP)	19	34.55%	10,517	23%
<u>Not Eligible</u> for either (TAP) or (SWP)	18	32.73%	19,711	43%

Appendix C

English Learners

For this series of reports, a measure was created to identify any correlational relationship between the percentage of a school's student population identified by the state of California as English learners across various arts education measures using data provided by the California Department of Education.

To create this measure, all schools in the 11 county region that comprise the San Francisco Bay Area Region were distributed into quartiles from the lowest to the highest percentage of English learners. Each school was then assigned the quartile for the region. The quartiles created are:

< 5.8% = Schools with 5.8% or less of the student population identified as English learners.

< 13.3% = Schools with 13.3% or less of the student population identified as English learners.

< 23.4% = Schools with 23.4% or less of the student population identified as English learners.

< 100% = Schools with 100% or less of the student population identified as English learners.

Below is the distribution of schools and students, by English learner category, for this report:

% Free or Reduced Lunch	Number of Schools	% of Schools	Number of Students	% of Students
< 5.8%	13	22%	11,763	25%
< 13.3%	12	20%	10,965	23%
< 23.4%	20	34%	20,457	43%
< 100%	14	24%	4,597	10%
TOTAL	59	100%	47,782	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

