



San Francisco Bay Area  
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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## San Francisco Bay Area 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. The counties included in this report are Alameda, Contra Costa, Marin, Monterey, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma. 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 Bay Area 2016/2017 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary-High Combination	99	13.66%	30,425	5.34%
Middle/Junior High	289	39.86%	209,476	36.75%
High School	337	46.48%	330,152	57.92%
Totals	<b>725</b>	<b>100.00%</b>	<b>570,053</b>	<b>100.00%</b>

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 Bay Arts Education Data Project

- ❖ Although most students (96.1%) have access to arts instruction, only 21% of students have access to the four arts disciplines as required by state education code. These are slightly below the same state metrics of 97.2% and 25% respectively.
- ❖ Forty-two percent of all students participated in at least one arts education course. This represents more than 240,000 students and is above the state metric of 39%.
- ❖ Participation in Art (19%) and Music (15%) were highest among the five artistic disciplines. Music and Art are also the most widely available of the arts disciplines.
- ❖ There were 22,236 students, or 3.9%, who did not have access to any arts instruction. Between 2014 and 2017 there has been a 9.3% *improvement* in the number 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 either African American or Hispanic when compared to the distribution of the total student enrollment.
- ❖ As the percentage of students on Free and Reduced Price Lunch in a school increases, all measures of arts education (access, participation, presences of disciplines, access to four arts disciplines and no arts students) decline. Similar differences are observed with Title I schools.
- ❖ The following chart highlights the highest and lowest participation in arts education by attribute:

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

- ❖ As the percentage of English learners in a school increases, the measures of arts education (access, participation, presences of disciplines, access to four arts disciplines and no arts students) become less favorable.
- ❖ Middle School Arts enrollment remains unusually low. There is a larger percentage of student participation in High Schools than in either Middle Schools or the Elementary/High Combination Schools. While this mirrors the state data, this is contrary to findings in other states where participation rates decline as the grade levels advance.

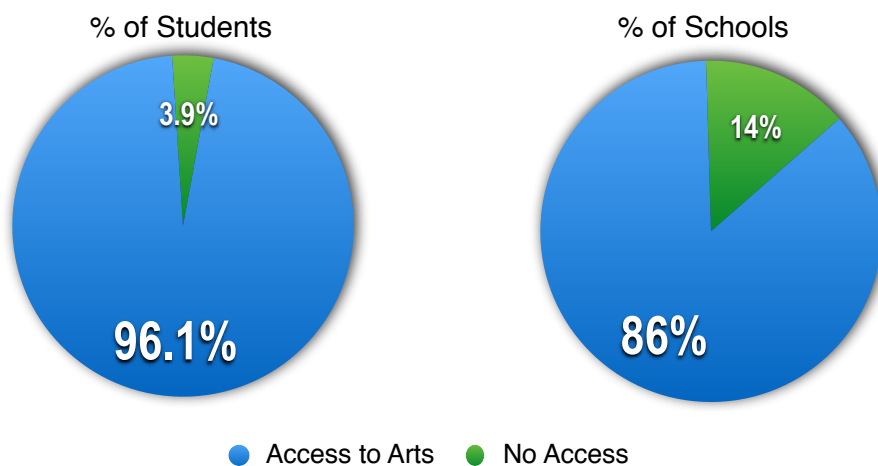
- ❖ For Music, there remains greater access to these courses in Middle Schools than at the High Schools. While this is similar to state data, this is contrary to findings in other states where access increases as grade levels advance. Dance (1%) and Theatre (4%) have the lowest participation as a result of having the lowest levels of student access (15% and 45% respectively).
- ❖ Students attending traditional public schools have greater access to arts courses, more disciplines offered, have higher participation rates and a lower distribution of “no arts” students than charter schools.



# SAN FRANCISCO BAY AREA SUMMARY

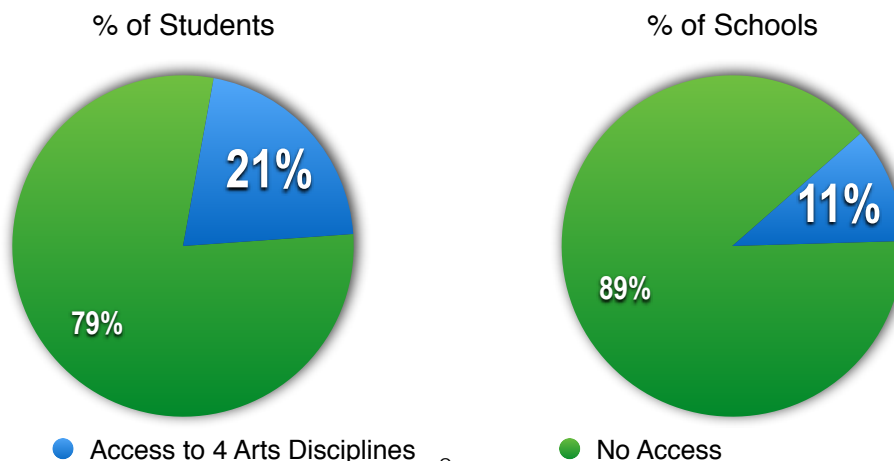
## Overall Access to Any Arts Instruction

“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, 96.1% of the 570,000 students had access to one or more arts discipline in schools. This represents 86% of schools offering at least one art form. There were 22,236 students (3.9%) who did not have access to any arts instruction down from 24,621 students in 2015. Between 2015 and 2017 there has been a 9.6% decline (improvement) in the number of students without access to arts instruction. Access by students and schools is below the state measure by 1% each (97.2 and 87% respectively) while the percentage of students with no access is nearly 1% higher than the state measure of 2.7%.



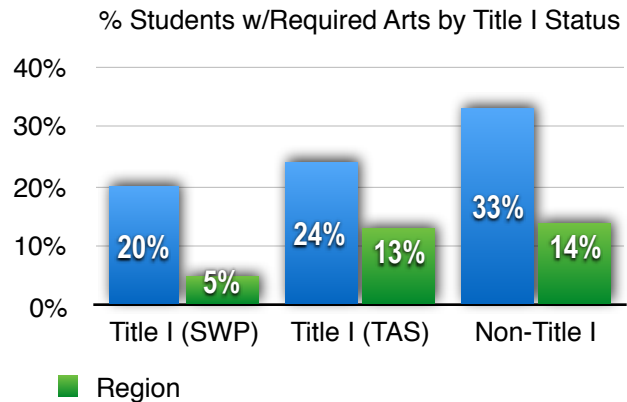
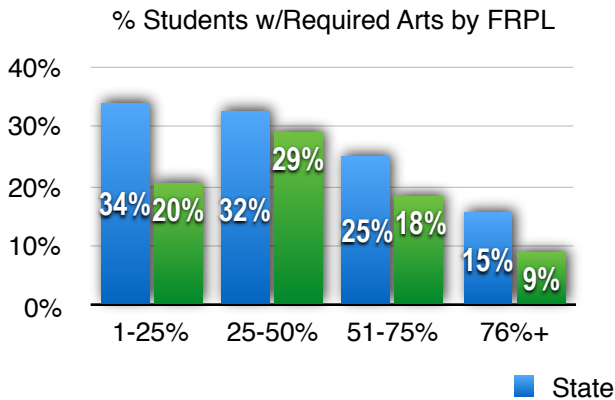
## Overall Access to the Required Arts Disciplines

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 (119,806) had access to all four required arts disciplines in schools. This represents 11% of schools offering all four arts disciplines. More than 450,000 students did not have access to all four arts disciplines in the region. Both student and school access is below the state measures of 25% and 12% respectively.



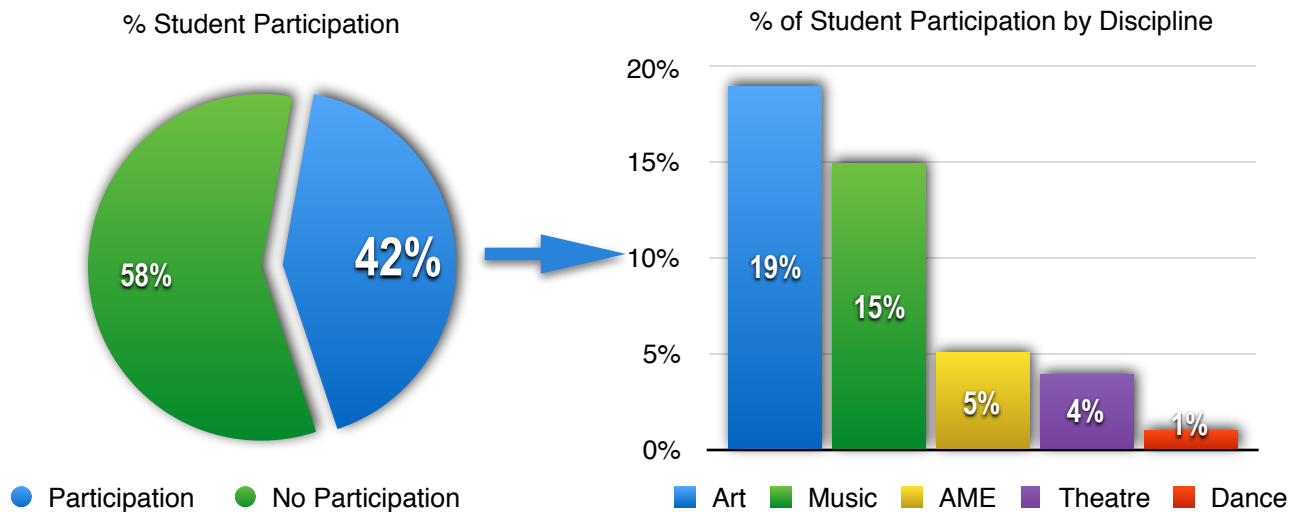
### Required Arts Disciplines by Free and Reduced Price Lunch and Title I

Student access to the four required disciplines varies based on the percentage of students eligible for Free and Reduced Price Lunch (FRPL) or Title I designation of School Wide Programs (SWP), Targeted Assistance (TAS) of Non-Title I. While access to at least one arts course is comparable, students in schools with a lower percentage 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 regional measures are below the state data.



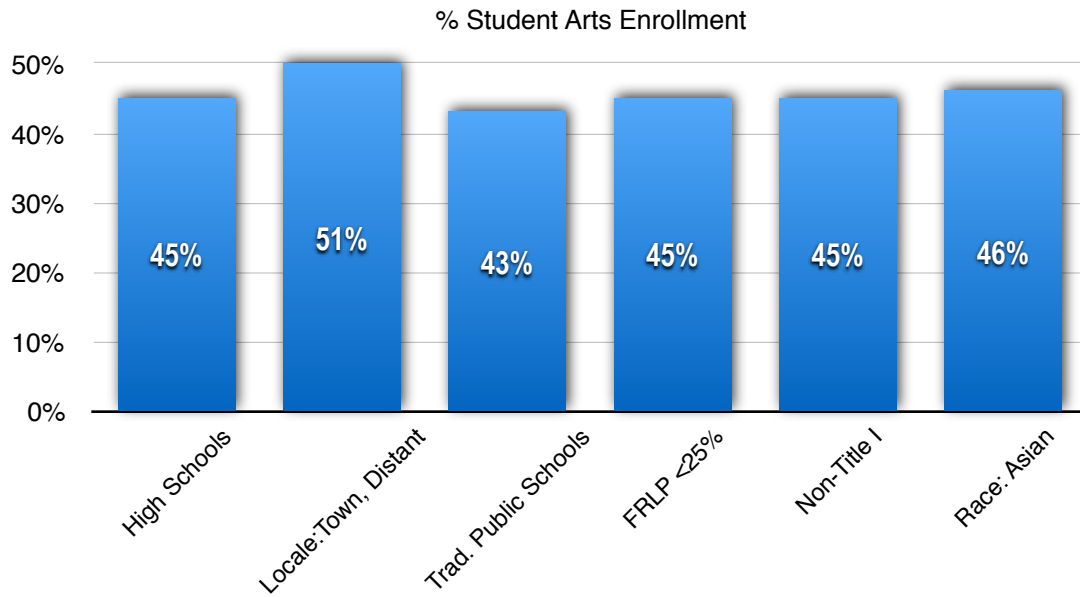
### Overall Participation

Course enrollment data reveals 42% of all students (240,000 students) were enrolled in at least one arts discipline in 2017 which is above the state measure of 39%. Out of the total student population 19% participated in Art followed by 15% in Music, 5% in AME, 4% in Theatre and 1% in Dance. AME is not a required discipline.



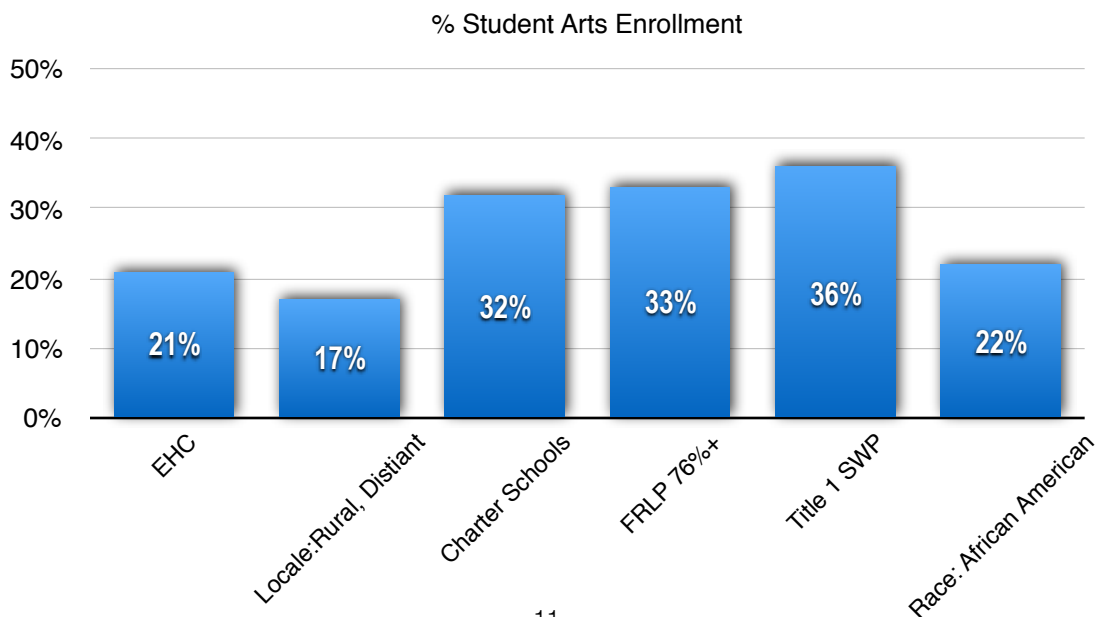
### Highest Participation by Attribute

Arts participation is highest for students attending high schools (45%), schools in the locale designation of “town, distant” (51%), traditional (non charter) public schools (43%), schools where 25% or fewer students were eligible for Free and Reduced Price Lunch (45%), Non-Title I schools (45%) and where the majority of students have a race/ethnicity designation of Asian (46%).



### Lowest Participation by Attribute

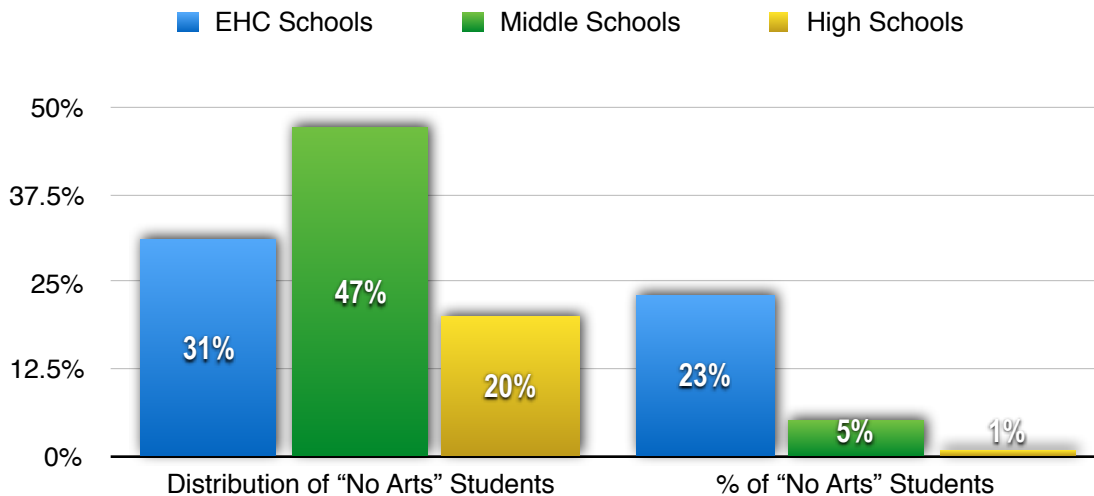
Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (21%), students in schools locale designation of “rural, distant” (17%), charter schools (32%), where 75% or more of students are eligible for Free and Reduced Price Lunch (32%), Title I school wide (36%) and where the majority of students in the school are African American (22%).



### No Arts Schools and Students

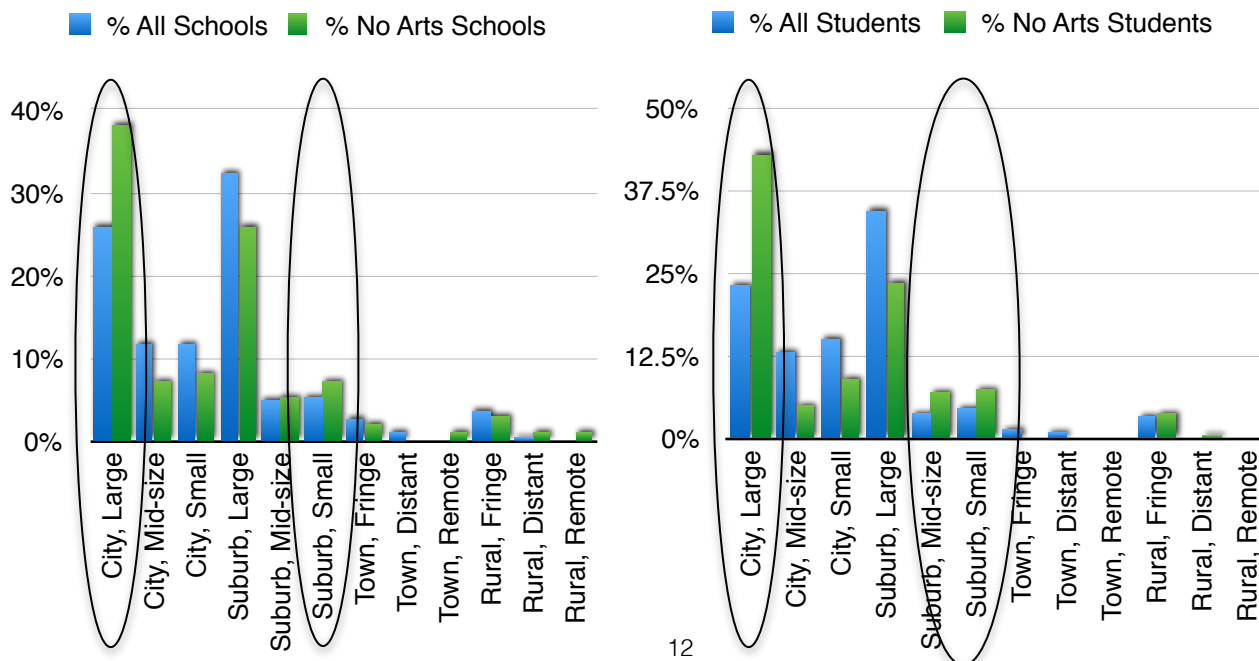
There were 97 schools providing no arts courses. This impacts 22,236 students (representing 13% of schools and 3.9% of all students). This has improved since 2015 (declining from 16% of schools and 4.3% of students). Ten school districts represent 69% of the students without arts courses. See page 28 for a list of these districts.

Although the largest concentration of “no arts” students is in middle schools (47% or 10,463 students), 23% of all students attending EHC schools do not have arts programs.



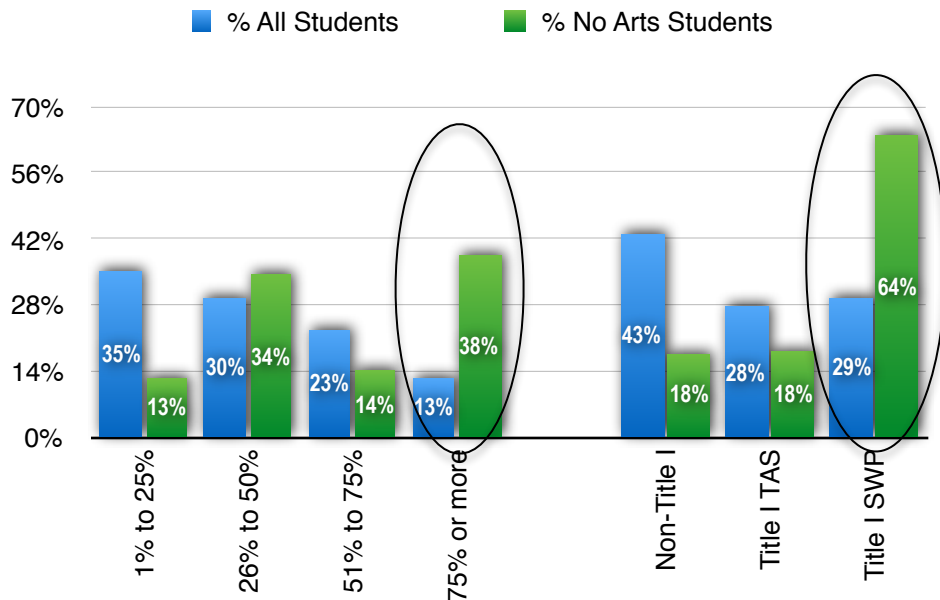
### No Arts Schools and Students by Locale

The greatest percentage of “no arts” schools are in the locale designations of “city, large” and “suburb, small” when compared to all schools. The proportion of “no arts” students is highest in “city, large” and “suburb, midsize and small” locale designations when compared to the total student enrollment.



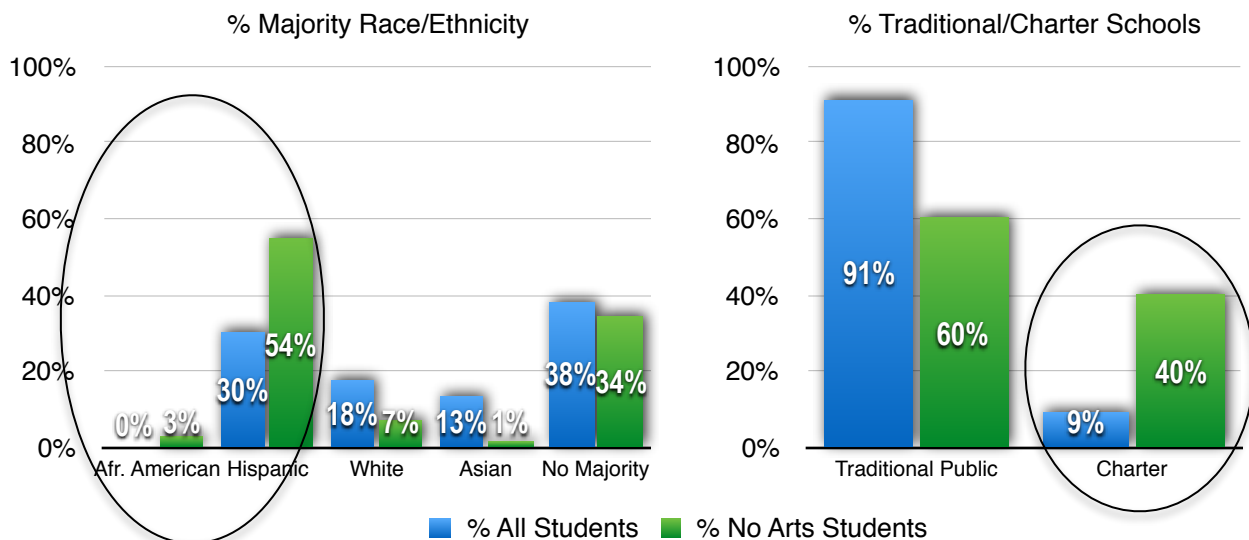
### **No Arts Schools and Students by Free and Reduced Price Lunch and Title I**

When analyzing the “no arts” students, 38% are in schools where the percentage of students eligible for Free and Reduced Price Lunch is greater than 75% (versus 39% for the state). When examining Title I status, 64% of “no arts” students are located in schools eligible for Title I Schoolwide (SWP) compared to 58% for the state. Both of these measures are higher than when compared to the total student enrollment distribution.



### **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. “No arts” students are over represented in charter schools.



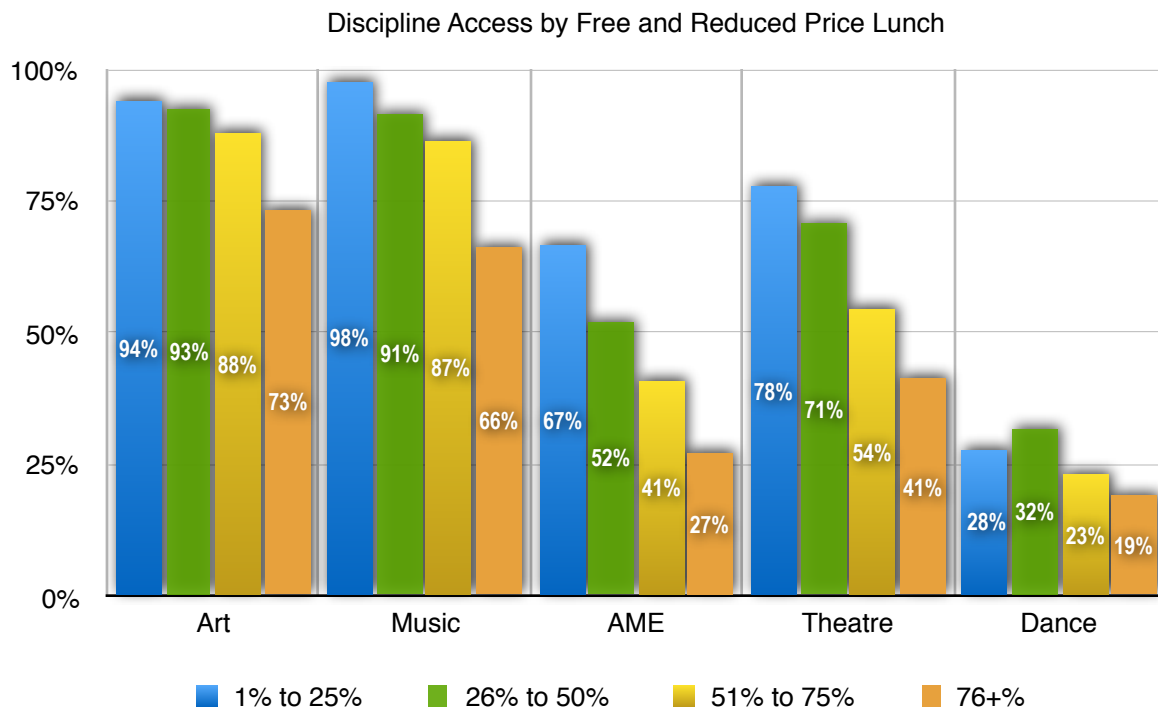
### Free and Reduced Price Lunch

There is a strong correlation between the arts participation rates, distribution of “no arts” students, and the diversity of course offerings when compared to the percentage of students on Free and Reduced Price Lunch. The greater the percentage of students eligible for Free and Reduced Price Lunch, the lower the access for students and schools, the arts participation rate, the higher the concentration of students attending schools without arts education and the lower the percentage of schools offering four arts disciplines.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	No Arts Student Distribution	Student Access 4 Disciplines
1-25%	99%	90%	45%	13%	10%
25-50%	95%	87%	42%	34%	14%
51-75%	97%	89%	41%	14%	8%
76%+	88%	76%	33%	38%	3%

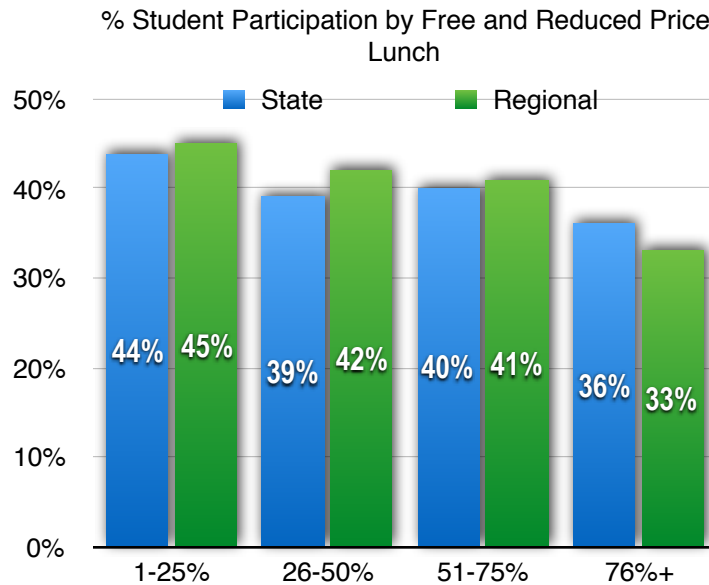
### Free and Reduced Price Lunch Access by Discipline

When looking at student access rates by discipline the same trend is visible. The higher the percentage of students eligible for Free and Reduced Price Lunch the lower the percentage of students with access across each discipline.



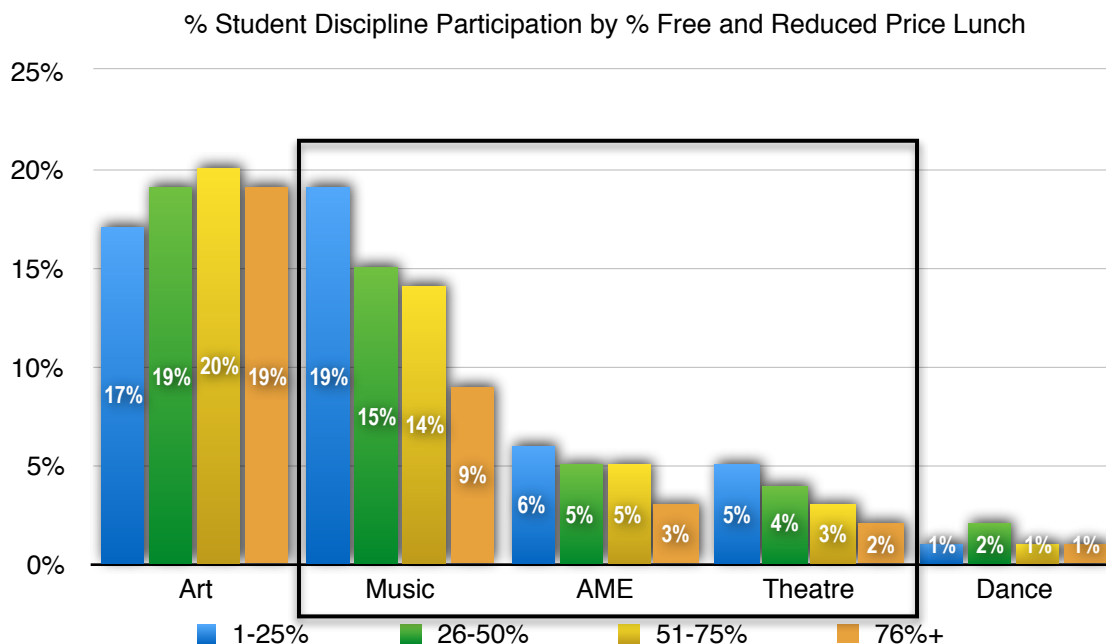
### **Free and Reduced Price Lunch Participation**

The percentage of student participation in one or more arts discipline decreases as the percentage of students eligible for Free and Reduced Price Lunch in a school increases. The chart below compares the state participation to regional participation.



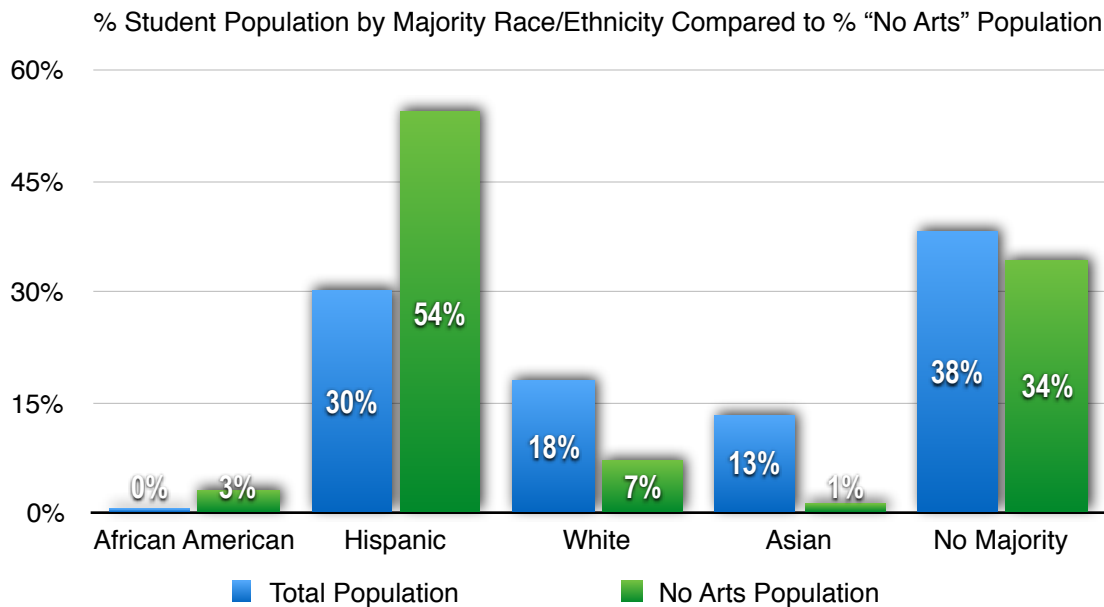
### **Free and Reduced Price Lunch Participation by Discipline**

When looking at participation by arts discipline, participation declines are largely centered in Music, AME and Theatre as the percentage of Free and Reduced Price Lunch 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, AME and Theatre. The decline in participation in Music is not solely based on access. The music participation issue appears in the statewide report.



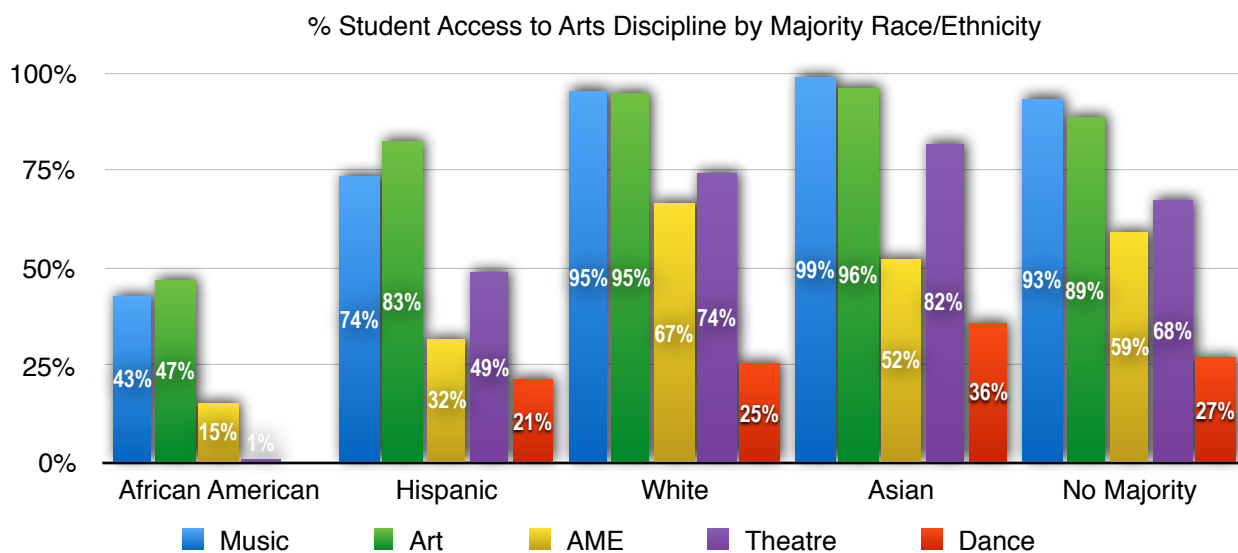
### **Majority Race/Ethnicity and “No-Arts” Students**

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 in the school are either African American or Hispanic when compared to the total student enrollment distribution. This is similar to the statewide data although the differential in the data for Hispanic is far greater in the region (24% for the region vs. 8% for the state).



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

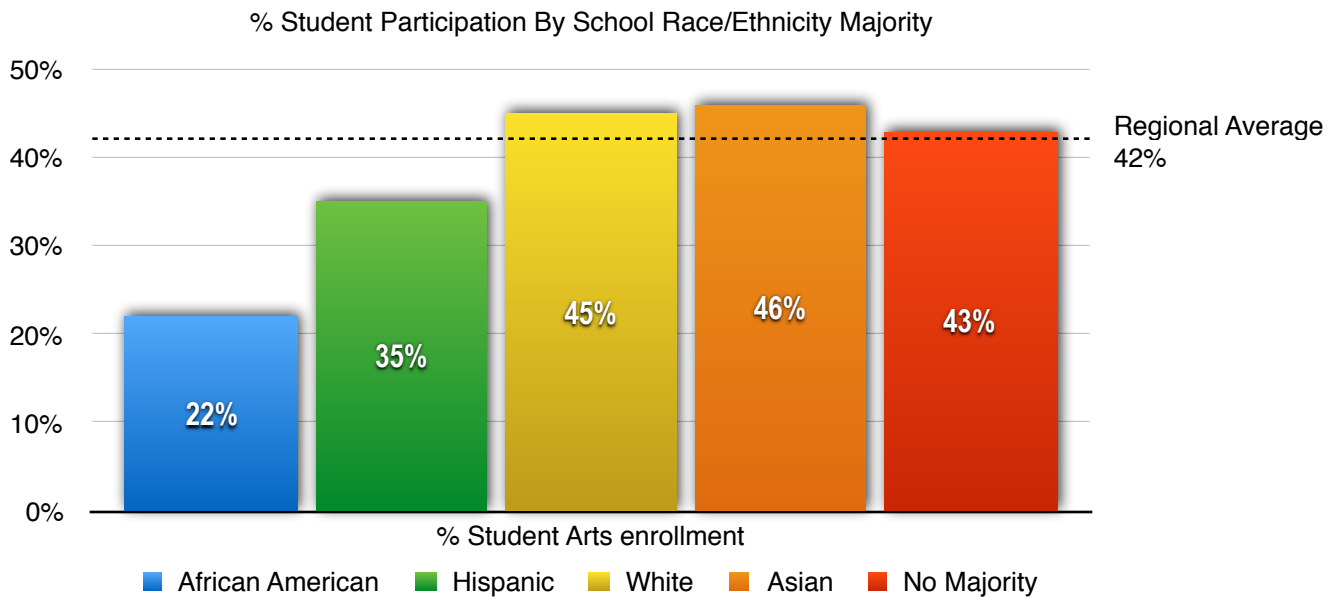
When analyzing access by discipline and race/ethnicity there are differences between the groups. Students in schools where the student majority is White, Asian or No Majority have greater access to each of the arts disciplines than in schools where the majority is African American or Hispanic.





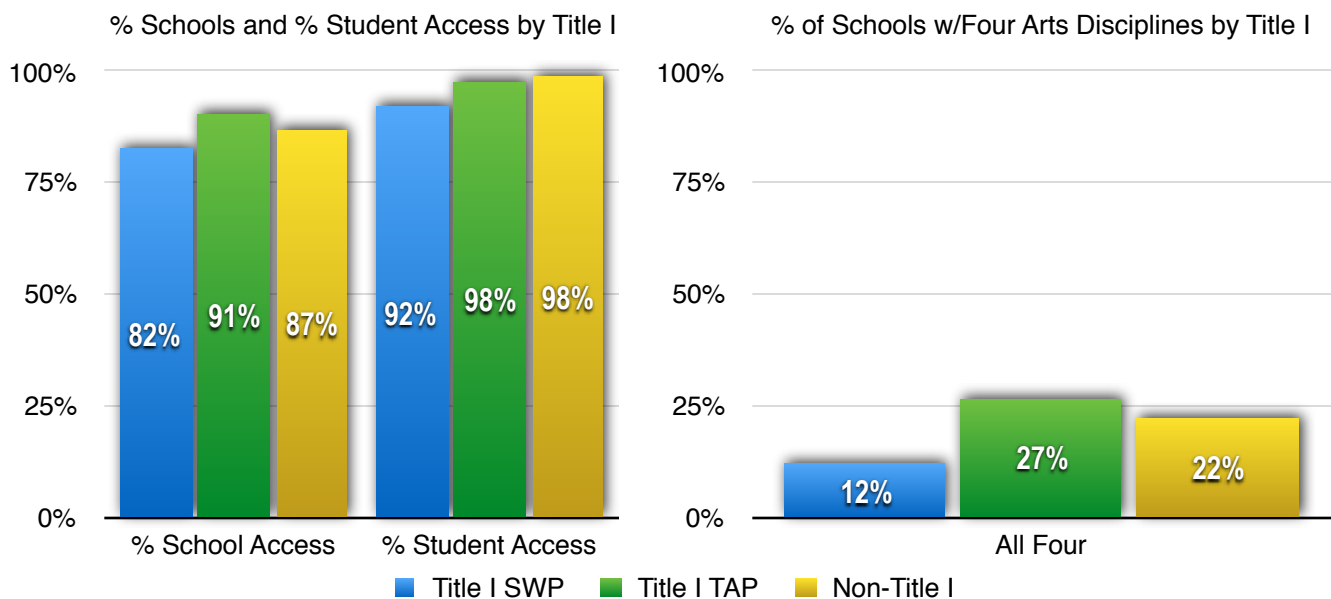
### Arts Participation based on Majority Race/Ethnicity

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 White, Asian and No Majority have greater arts participation rates (and are above the regional average) than in schools where the majority is African American or Hispanic. This is similar to state data.



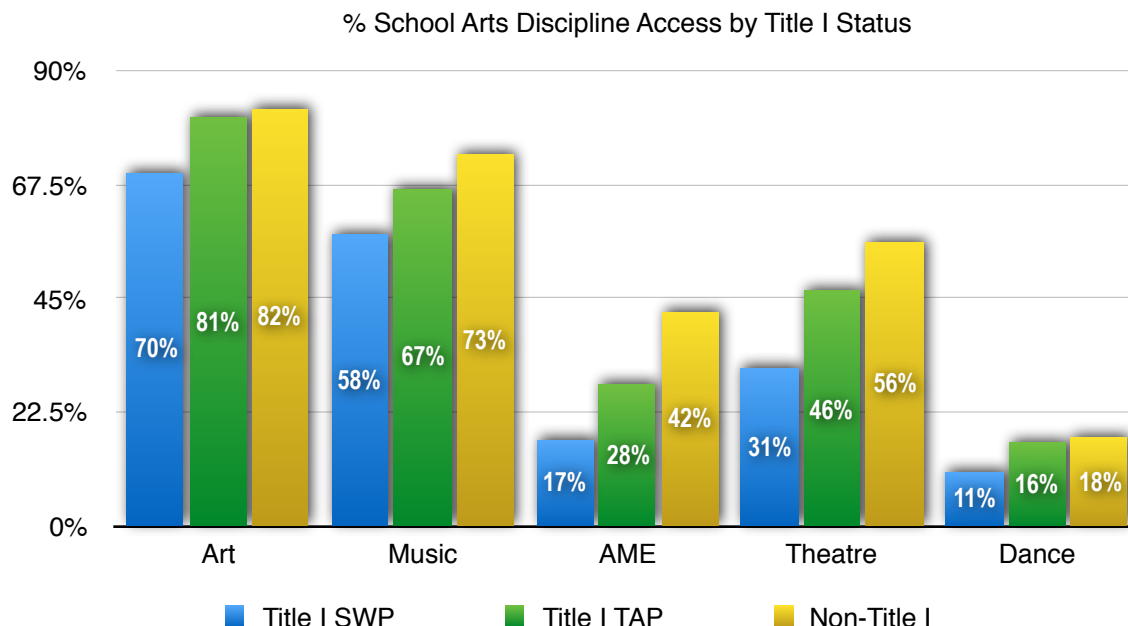
### Title I Schools Arts Access

Title I schools provide similar access to at least some arts disciplines in terms of both schools and students. In fact, schools that are eligible for Title I Targeted Assistance Programs (TAP) have the highest access percentage to any arts while Non-Title I schools provide the greatest student access. A greater percentage of Title I Targeted Assistance Programs (TAP) schools are offering all four arts disciplines than any other category. Title I Schoolwide schools have the lowest numbers across these measures.



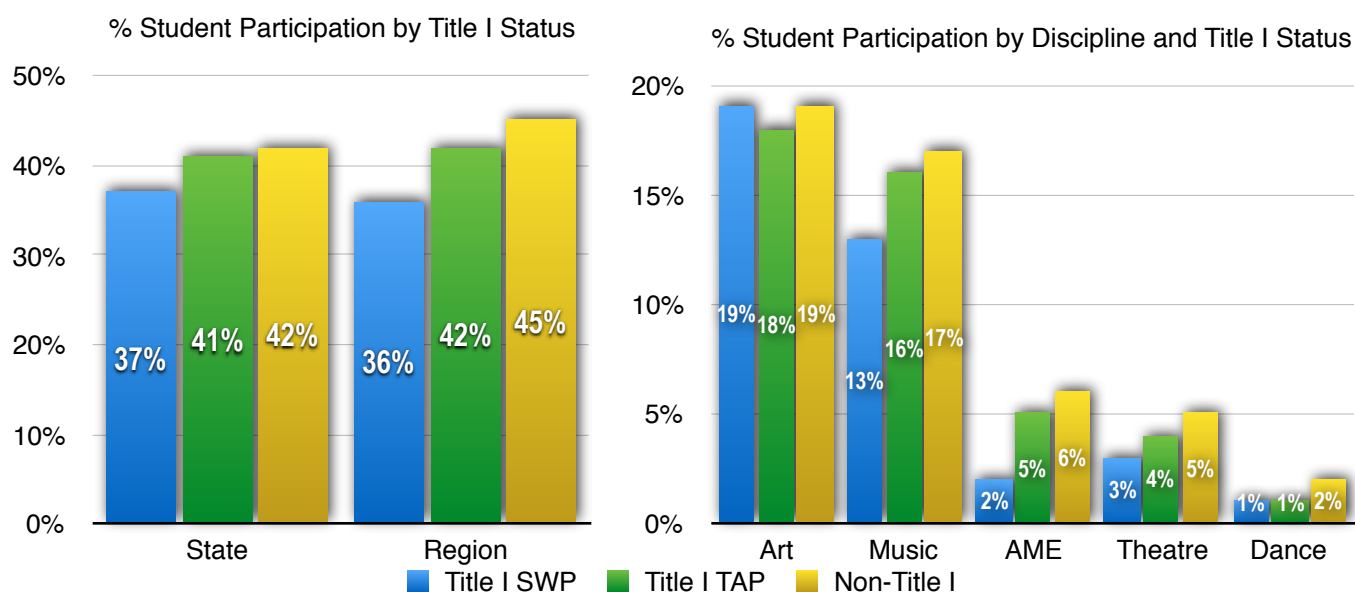
### **Title I Schools Arts Access by Discipline**

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. 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 all disciplines.



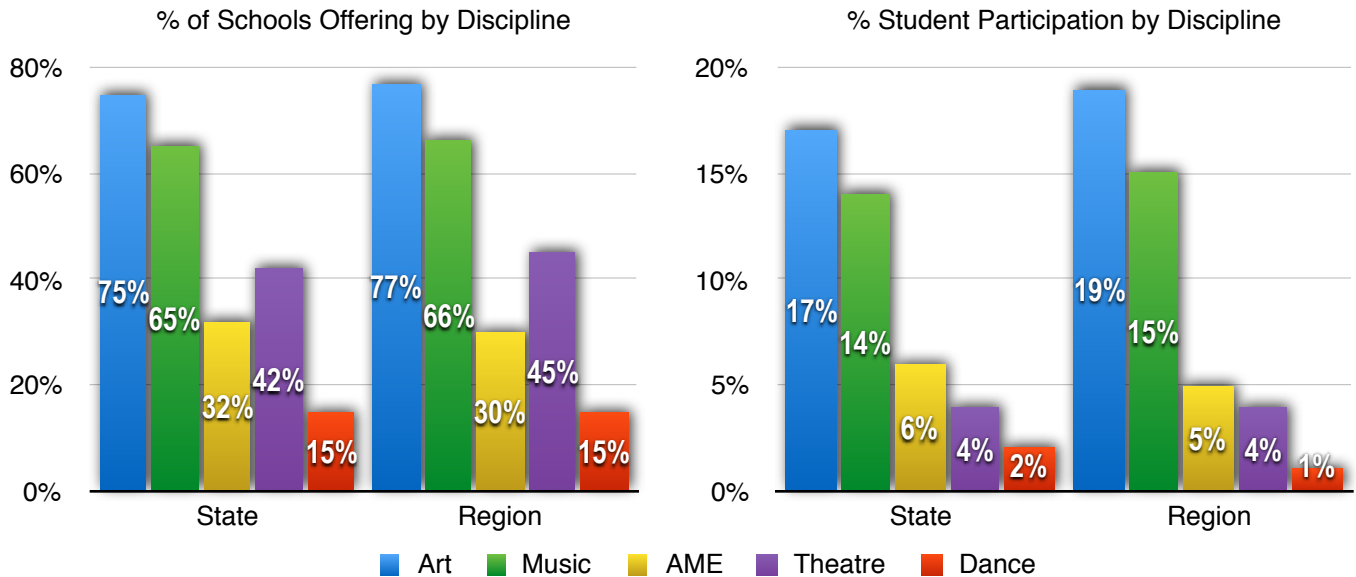
### **Title I Schools Arts Participation**

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 Art). Increased access to the various arts disciplines across Title I schools will lead to more student participation.



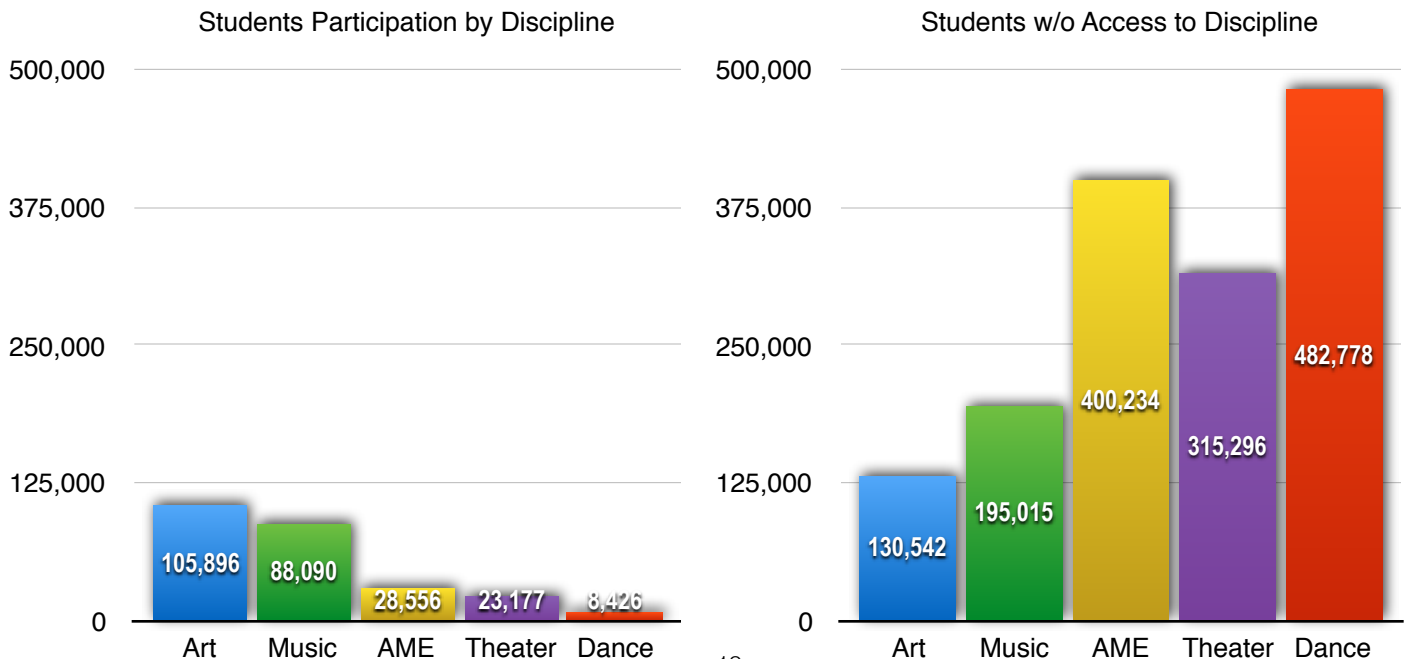
### Overall Arts Discipline Access and Participation

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. Regional access and participation exceeds the state averages in Art, Music and Theatre.



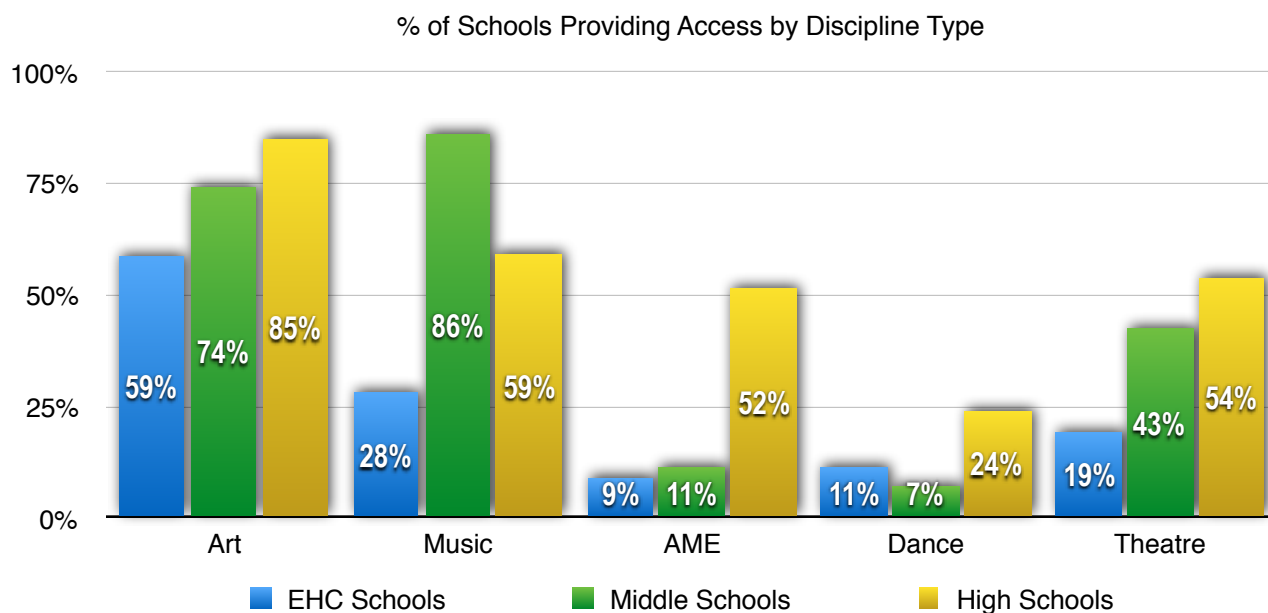
### Overall Arts Discipline Participation

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. AME enrollment increased by 14% since 2015. Access to Art increase by 17% although enrollment fell by 1%.



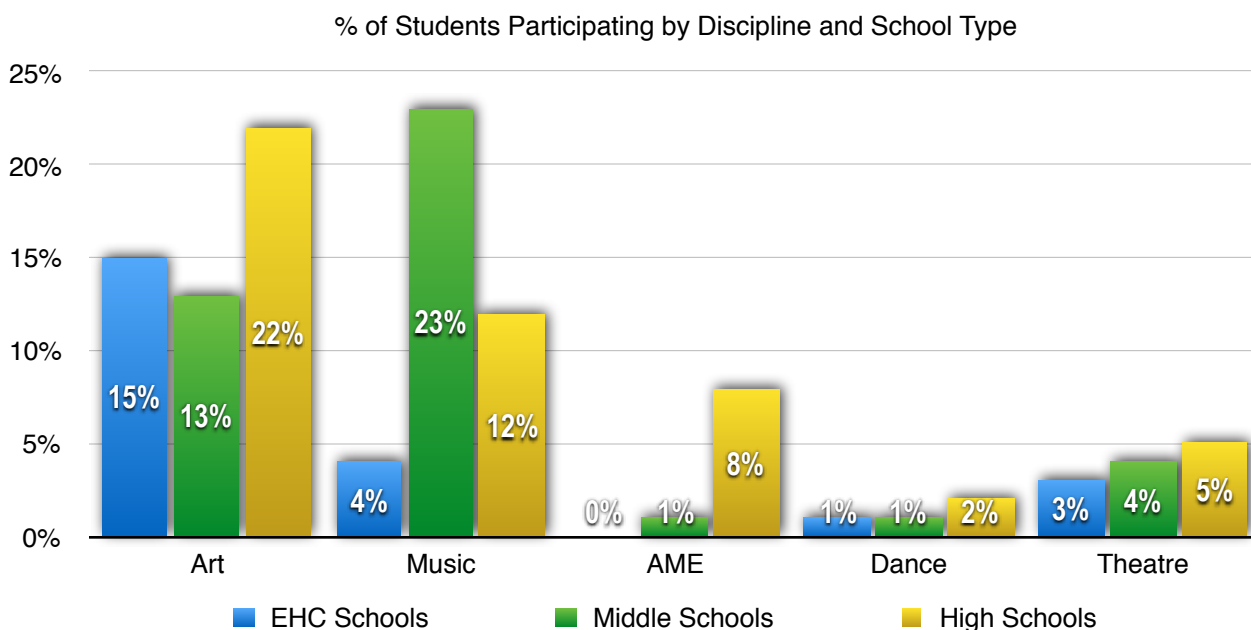
### Arts Discipline Access by School Type

High schools provide greater access to all arts disciplines with the exception of Music. Eighty-six percent of middle schools provide access to Music as compared to 59% of high schools. While this is similar for California, 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.



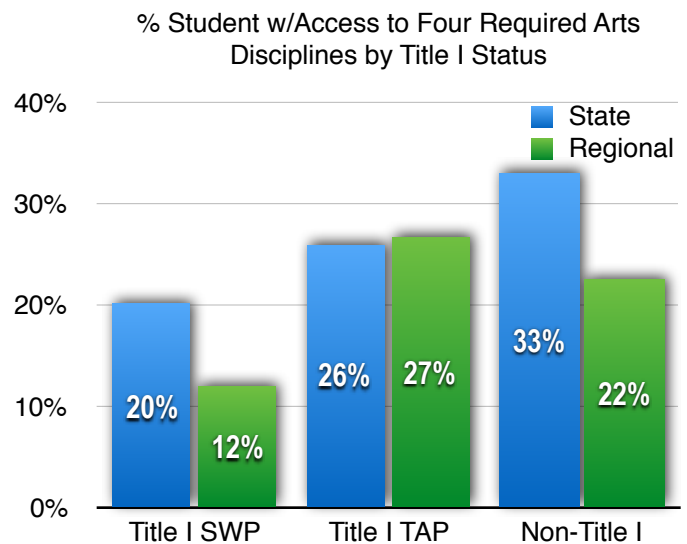
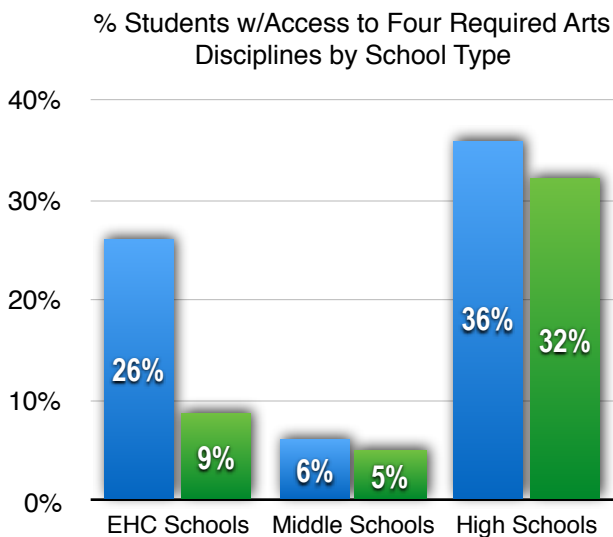
### Arts Discipline Participation by School Type

High schools have the largest total arts participation (45%). This is contrary to what is seen in other states where middle school arts participation (40%) is larger than in high schools. Music has the highest percentage of participation in middle schools. Art has the highest percentage of participation in high schools.



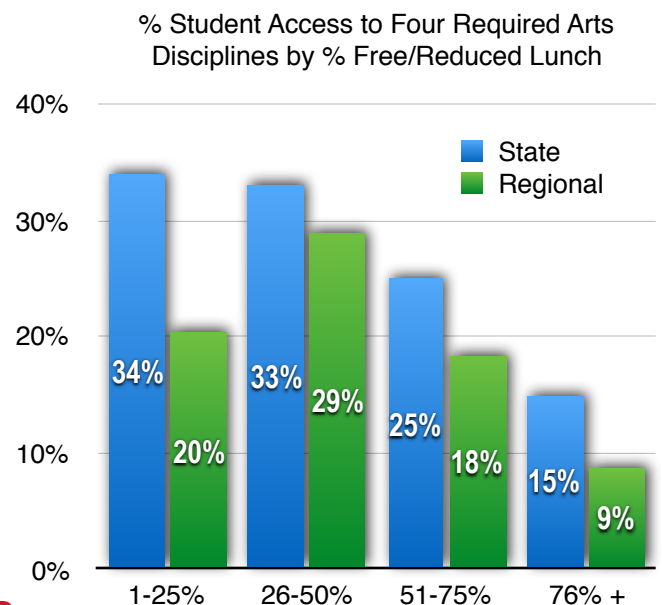
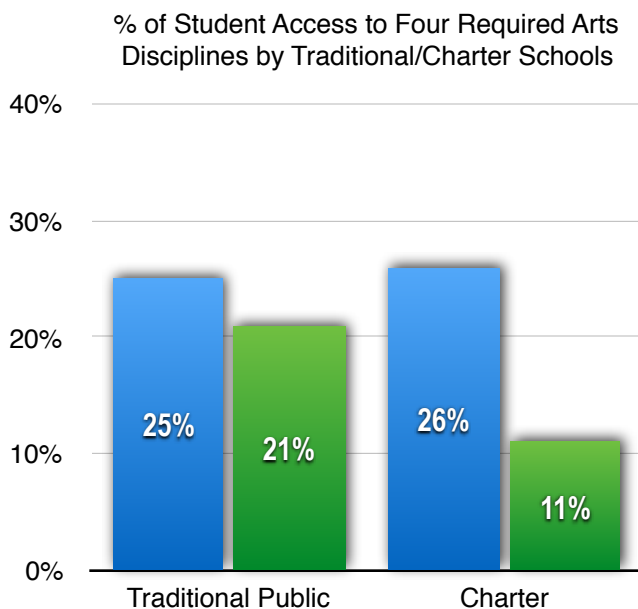
### **Provision of Four Required Arts Disciplines**

California Education code states “schools shall offer courses in the visual and performing arts, including dance, music, theatre, and visual arts.” Only 11% 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 the Title I Target Assistance Program have greater access to the four required arts disciplines. All four charts compare the state with the regional measures.



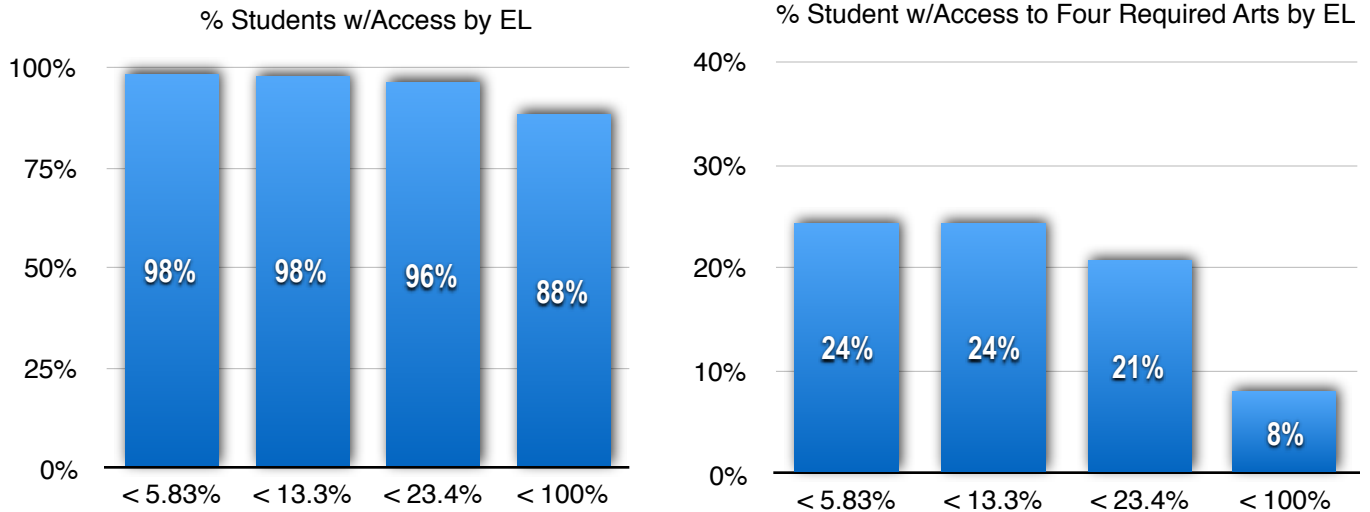
### **Four Required Arts Disciplines by School**

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. Schools with a lower percentage of students qualifying for Free and Reduced Price Lunch are more likely to have access to the required arts disciplines than those schools with a higher percentage.



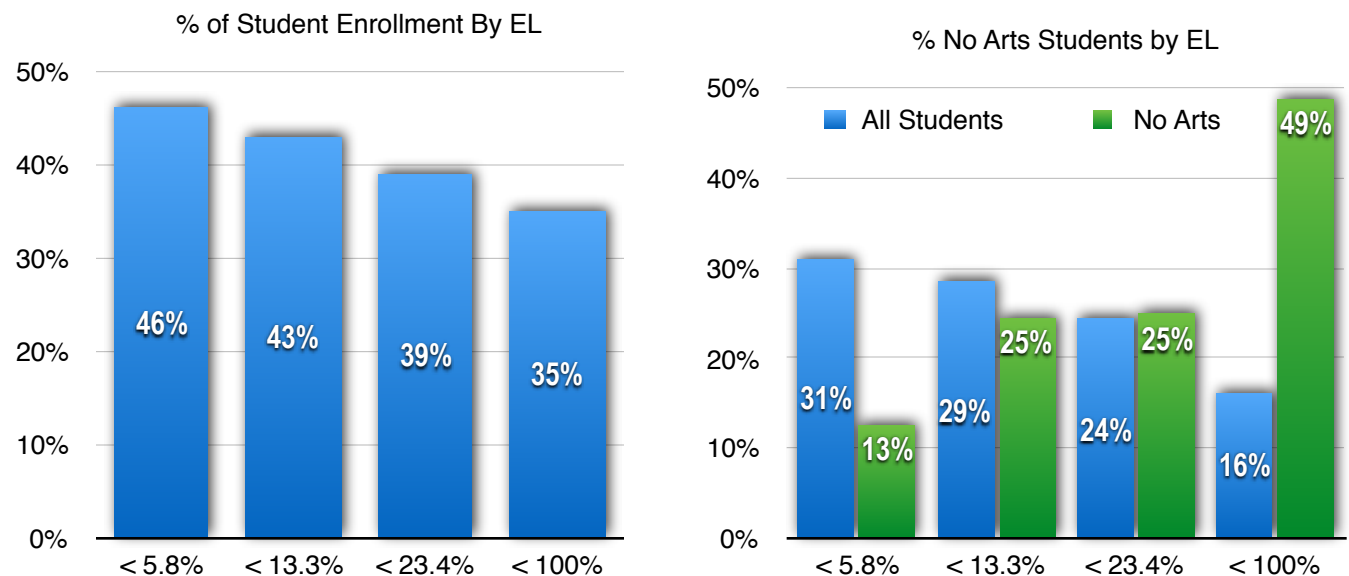
### **English Learners Access**

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.



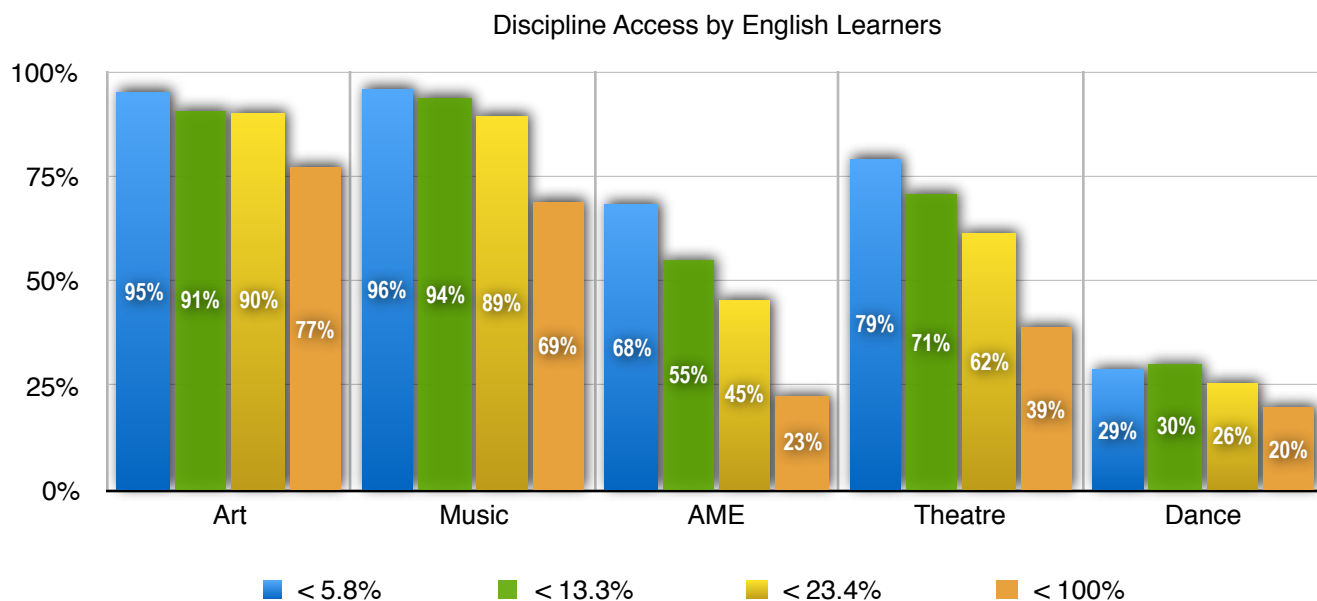
### **English Learners Participation and No Arts**

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.



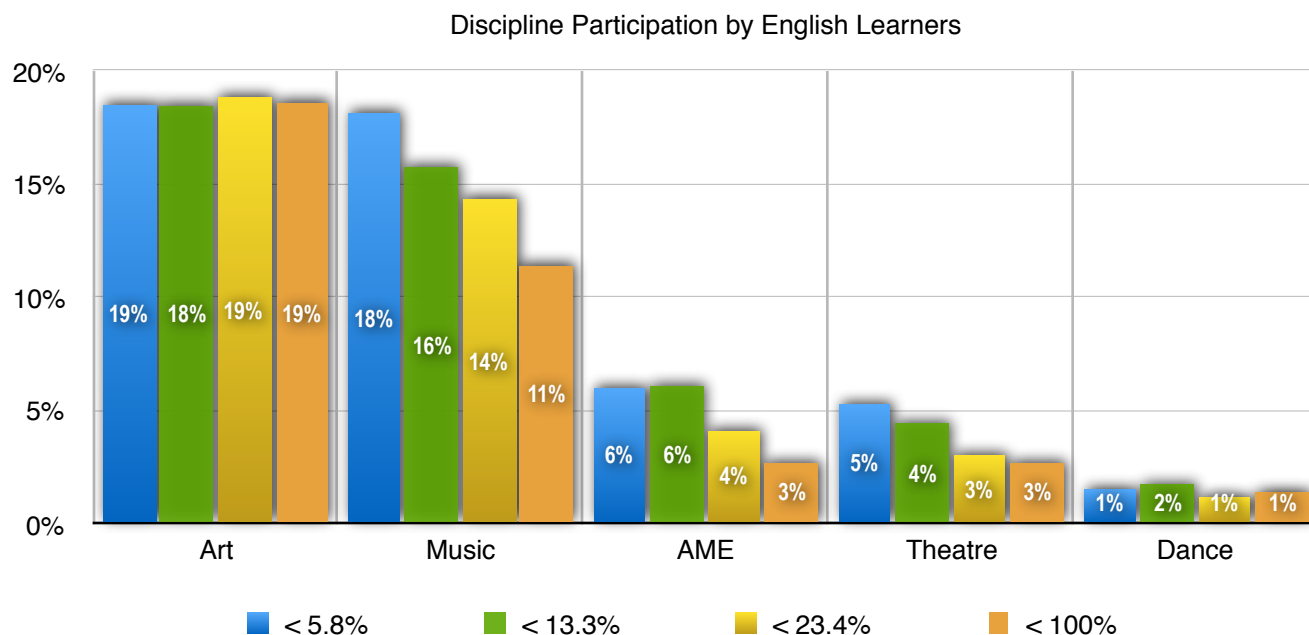
### **Discipline Access by English Learners**

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.



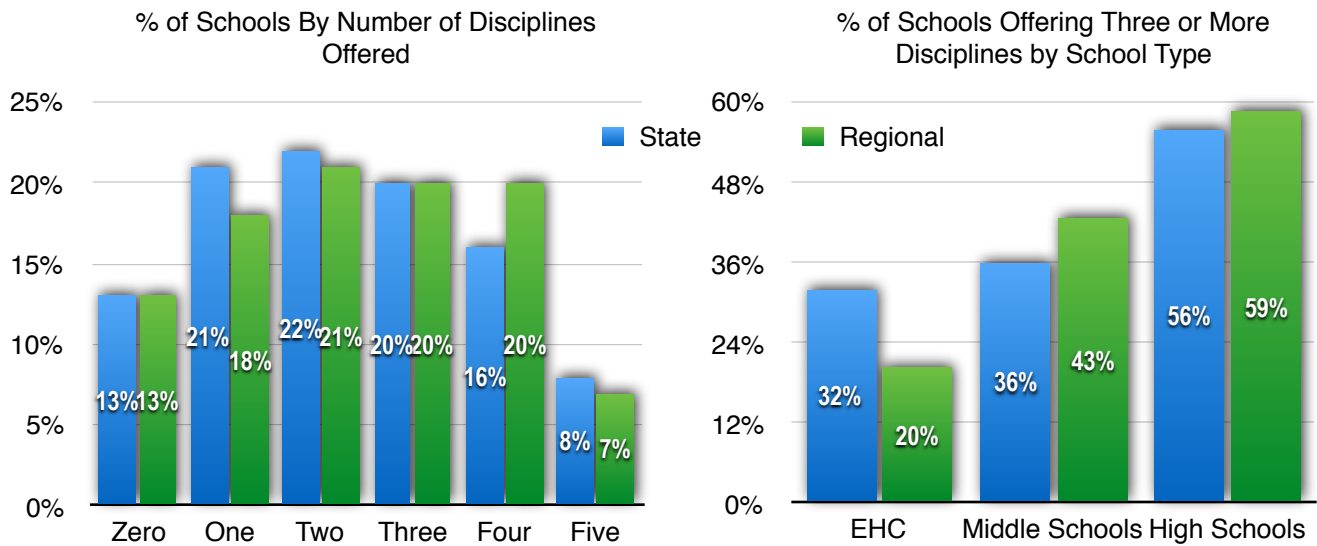
### **Discipline Participation by English Learners**

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

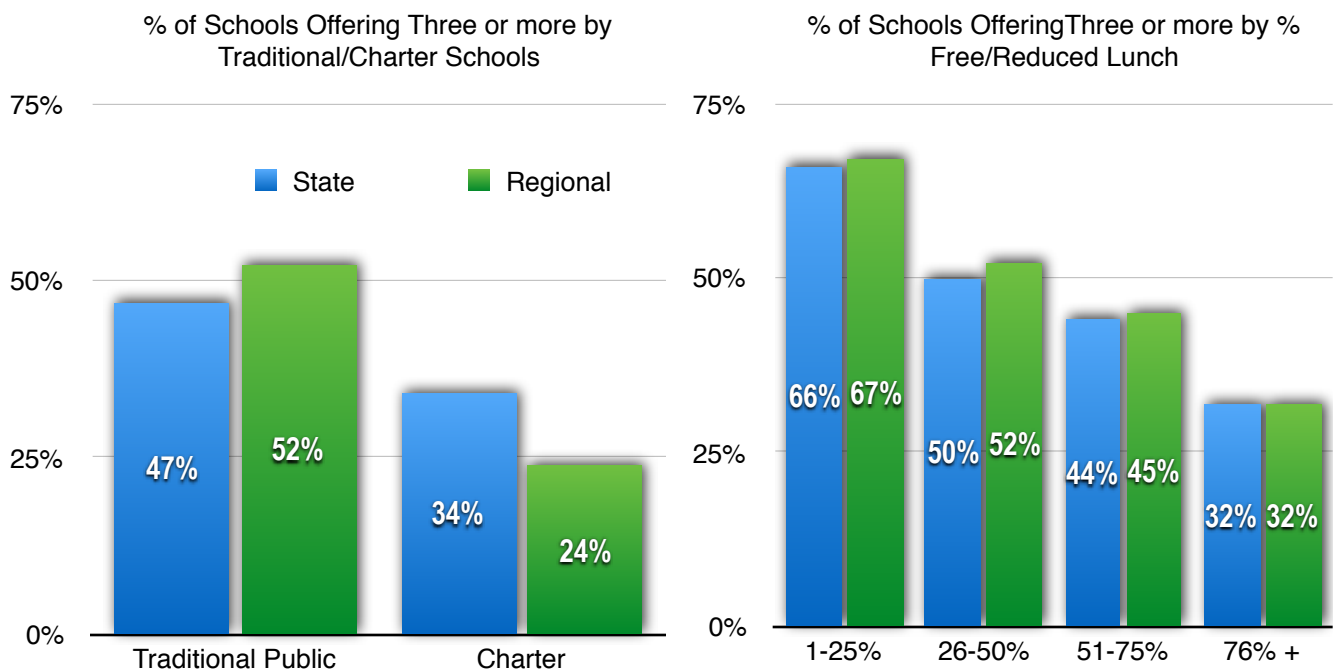


## Number of Disciplines Offered

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. More than half of schools in the San Francisco Bay Area (52%) offer fewer than three arts disciplines. High schools are more likely than any other school type to provide three or more arts disciplines. All four charts compare the state with the regional 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.





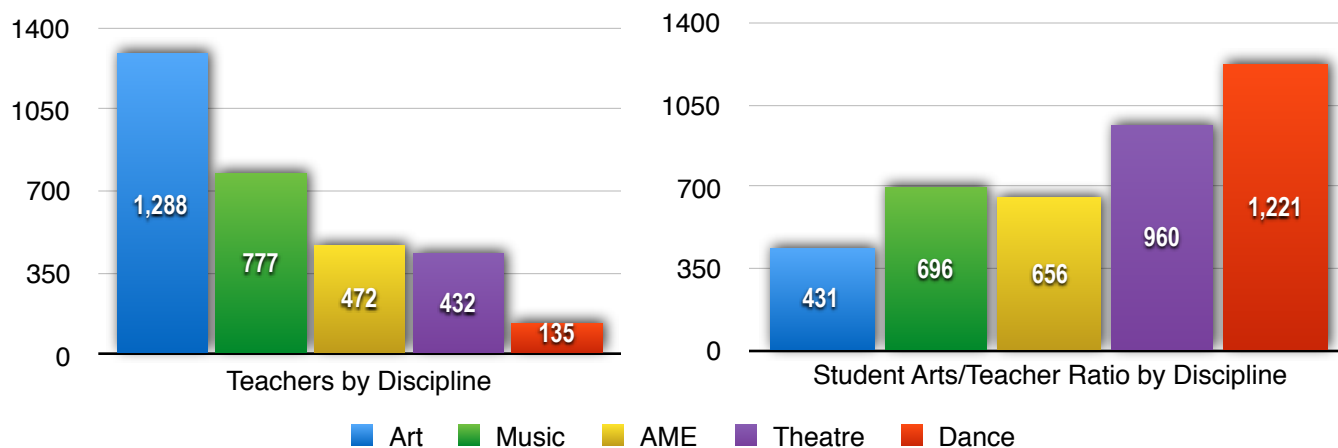
## **Top Courses by Discipline**

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, 77% of schools offer art with 19% of students participating. Within Art, the course Fundamentals of Art is available in 58% of all schools that offer Art with 35% of all Art students participating in the course.

<b>Course</b>	<b>% of Schools Offering Discipline</b>	<b>% of Students within Discipline</b>
<b>Art (77% of Schools, 19% of Students)</b>		
Fundamentals of Art (secondary)	58%	35%
Other Art Courses	37%	12%
Ceramics	24%	13%
<b>AME (30% of Schools, 5% of Students)</b>		
Film/Cinema/Video Production	44%	12%
<b>Dance (15% of Schools, 1% of Students)</b>		
Dance, Movement, & Rhythmic Fund (Secondary)	66%	47%
Advanced Dance Study	21%	11%
Ballet, Modern, Jazz, World Dance	18%	15%
<b>Music (66% of Schools, 15% of Students)</b>		
Band	79%	39%
Chorus/Choir/Vocal Ensemble	58%	21%
Orchestra/symphony	48%	17%
Instrumental Music Lessons	25%	6%
Instrumental Ensemble	25%	7%
<b>Theatre (45% of Schools, 4% of Students)</b>		
Theatre/Play Production (secondary)	58%	48%
Theatre/Creative Dramatics (elementary)	27%	21%

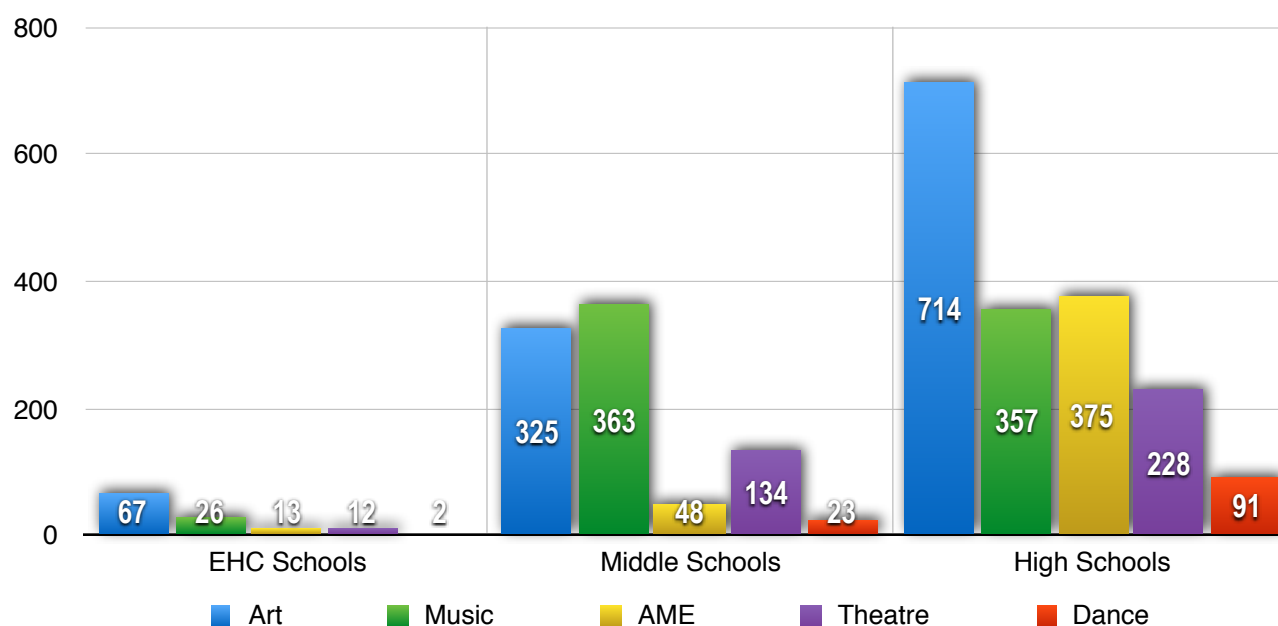
## Arts Educators

There are 3,104 arts educators teaching in traditional public schools covered in this report - an increase from 2,971 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 216 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 ratio for each discipline.



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.

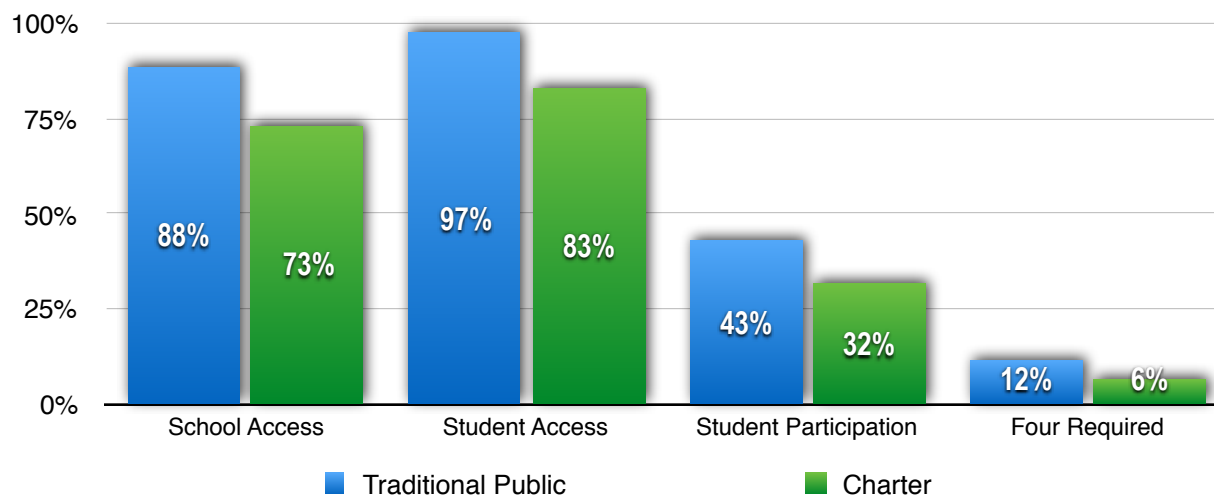
Number of Teachers by Discipline and School Type



### Traditional Public/Charter Schools

Traditional public schools are more likely to have arts programs than charter schools. Eighty-eight percent of all public schools provide arts instruction as compared to 73% charter schools. When looking at student access, 97% of traditional public school students have access versus 83% for charter students. Student participation rates also show a disparity, with 43% of traditional public school students participating in the arts as compared to 32% for charter school students. Only 12% of public and 6% charter schools offer the four required arts disciplines.

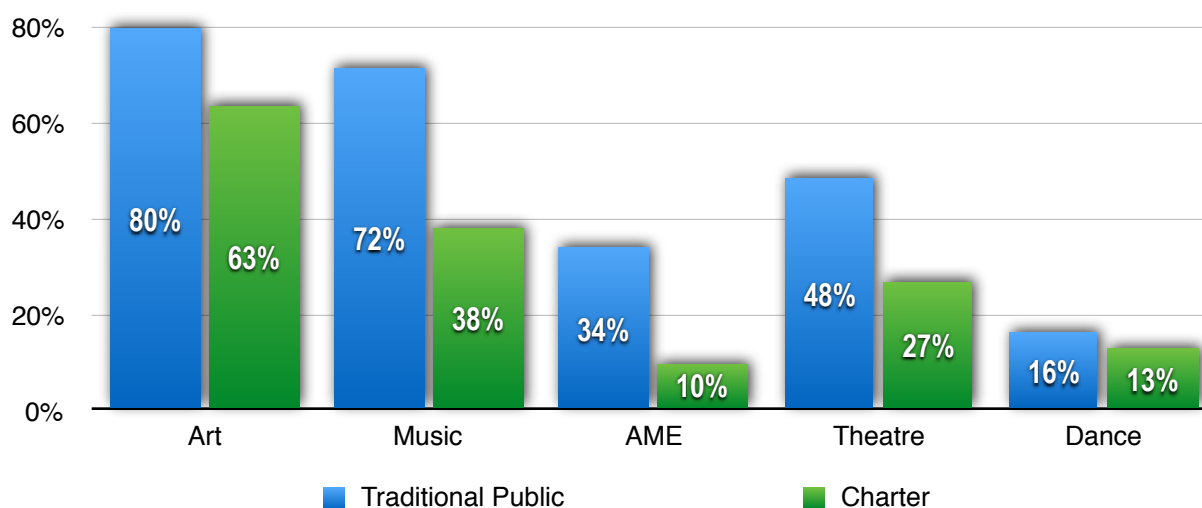
Traditional and Charter School Comparison by Attribute



### Traditional/Charter Schools Access by discipline

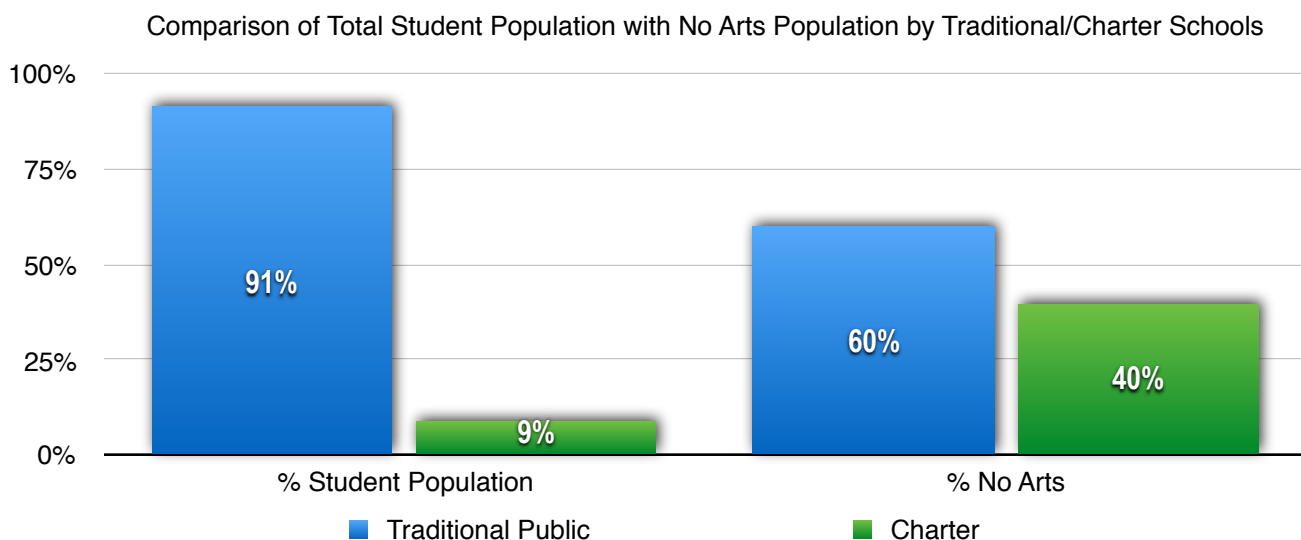
When exploring access by specific discipline between traditional public schools and charter schools there are large differences in every discipline with Music being the most pronounced.

Traditional Public and Charter Schools Access by Discipline



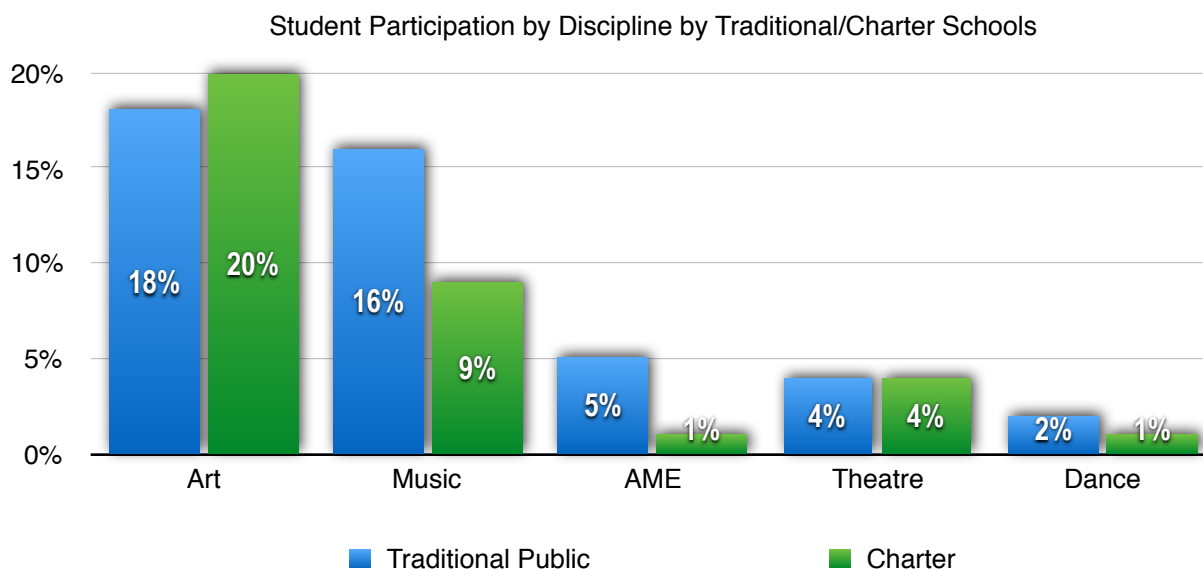
### **Traditional/Charter Schools No Arts**

Although charter schools represent about 9% of the overall student population, 40% of all students without access to any arts attend charter schools. At the state level, charter schools represent 12% of the overall student population, 36% of all students without access to any arts attend charter schools. This highlights a greater disparity for the region when compared to the state.



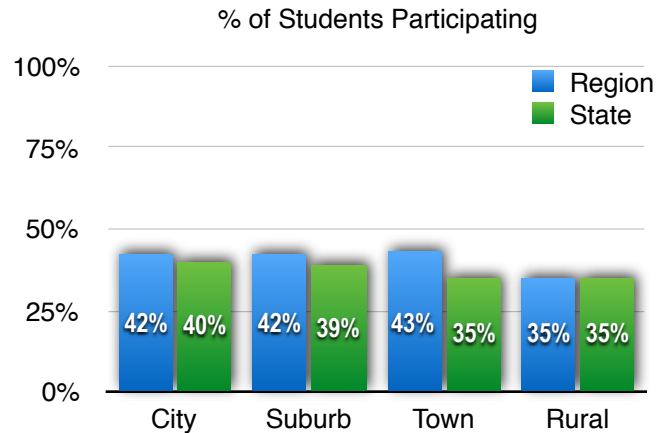
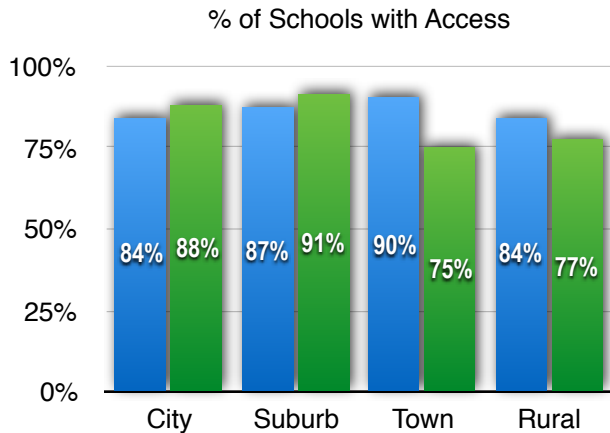
### **Traditional/Charter Schools Participation**

Where an arts discipline is available, the participation rates are similar between traditional public and charter schools with the exception of Music and AME. Art enrollment in charter schools exceeds the enrollment in public schools.



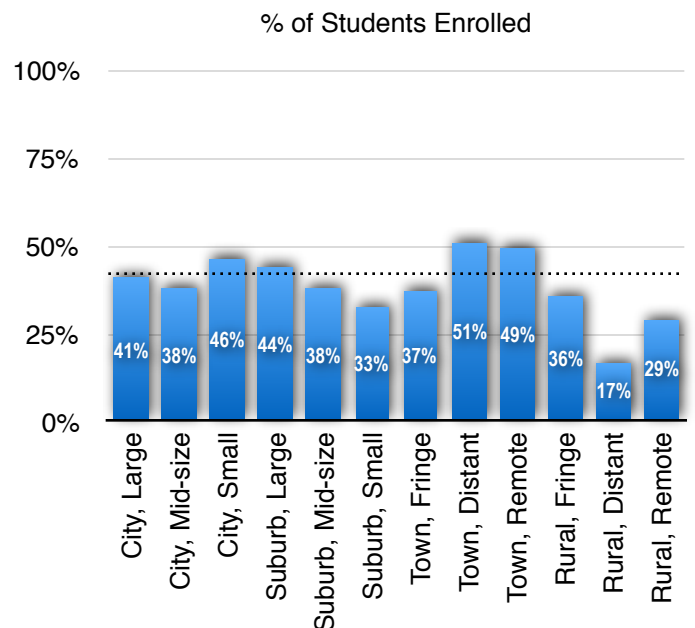
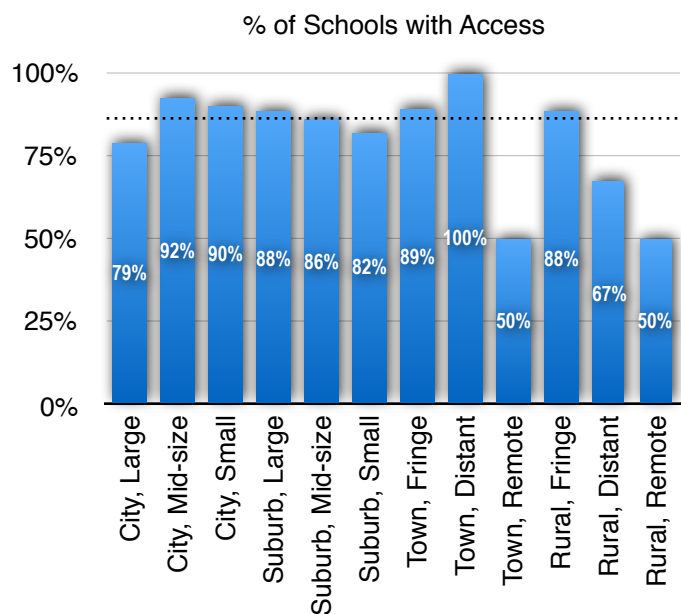
## Major Locale Code Arts Access and Participation

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 Suburb and Town classifications provide greater access than schools in the City or Rural classification. Student participation is even except for Rural.



## Locale Code Subcategories and Arts Access and Participation

When exploring the subcategories of the locale codes, access level tracks with the major local codes although there are greater variations in the student participation. "Town, remote" and "rural: remote" have the least access of all areas. Most areas outside of "city, small", "suburb, large" and "town, distance and remote" categories have participation rates below the state average represented by the dotted line.



### San Francisco Bay Area County Comparison

The table below contains key measures for comparison across the 11 counties that make up the San Francisco Bay Area Region. 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	% School Access Art	% School Access Music	% School Access AME	% School Access Theatre	% School Access Dance	% Arts Participation
Alameda	96%	81%	16%	7%	5%	72%	56%	29%	40%	9%	40%
Contra Costa	98%	91%	24%	11%	2%	82%	74%	41%	45%	20%	43%
Marin	100%	100%	8%	4%	0%	96%	70%	35%	57%	9%	55%
Monterey	93%	80%	19%	8%	7%	73%	57%	24%	33%	14%	36%
Napa	100%	88%	47%	18%	0%	88%	65%	29%	77%	18%	53%
San Francisco	97%	91%	30%	21%	3%	84%	72%	14%	54%	30%	43%
San Mateo	95%	86%	21%	14%	5%	80%	73%	29%	46%	17%	44%
Santa Clara	96%	86%	20%	11%	4%	74%	73%	34%	49%	18%	43%
Santa Cruz	89%	82%	13%	6%	11%	79%	49%	21%	36%	6%	30%
Solano	99%	92%	6%	3%	1%	78%	65%	24%	32%	3%	38%
Sonoma	98%	83%	45%	21%	2%	73%	64%	27%	46%	22%	40%
Regional Totals	96%	86%	21%	11%	4%	77%	66%	30%	45%	15%	42%
State Totals	97%	87%	25%	12%	3%	75%	65%	32%	42%	15%	39%

**Ten School Districts in Region Representing 69% of “No Arts” Students**

The table below represents the ten districts with the most “no arts” students. These districts represent 69% of the “no arts” students in the region.

District Name	% “No Arts” Students in Region	No Arts Students
Oakland Unified	14.4%	3,194
Santa Clara County Office Of Education	14.3%	3,185
Pajaro Valley Unified	11.2%	2,492
Alameda Unified	6.0%	1,343
West Contra Costa Unified	4.5%	996
East Side Union High	4.4%	984
King City Union	3.8%	840
Sequoia Union High	3.7%	832
San Francisco Unified	3.7%	824
Alum Rock Union Elementary	3.2%	713
Total	69.3%	15,403

## 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%	193	27%	199,840	35%
26% to 50%	203	28%	168,362	30%
51% to 75%	195	27%	128,371	23%
75% or more	132	18%	73,480	13%

Source: NCES, The Condition of Education [http://nces.ed.gov/programs/coe/indicator\\_clb.asp](http://nces.ed.gov/programs/coe/indicator_clb.asp)



## Appendix B

### Title I Schools

Title I is designed to help students served by the program to achieve proficiency on challenging State academic achievement standards.

Title I Schoolwide Program (SWP) - Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

Title I Targeted Assistance Program (TAP) - Title I schools with less than the 40 percent schoolwide threshold or that choose not to operate a schoolwide program offer a "targeted assistance program" in which the school identifies students who are failing, or most at risk of failing, to meet the State's challenging academic achievement standards.

Non-Title I Schools - This designation applies to schools that are not eligible for either Title I Schoolwide Program (SWP) or Title I Targeted Assistance Program (TAS )

Eligibility for either programs means the school is Title I eligible, regardless of whether they decide to provide a program to their students.

<b>Title I Category</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
<u>Eligible</u> for Title I Targeted Assistance (TAP)	201	30.09%	147,916	28%
<u>Eligible</u> for Title I Schoolwide program (SWP)	232	34.73%	155,284	29%
<u>Not Eligible</u> for either (TAP) or (SWP)	235	35.18%	226,961	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:

<b>% Free or Reduced Lunch</b>	<b>Number of Schools</b>	<b>% of Schools</b>	<b>Number of Students</b>	<b>% of Students</b>
< 5.8%	193	27%	176,388	31%
< 13.3%	177	24%	162,926	29%
< 23.4%	184	25%	138,826	24%
< 100%	171	24%	91,913	16%
<b>TOTAL</b>	<b>725</b>	<b>100%</b>	<b>570,053</b>	<b>100%</b>

## Appendix D

### New Urban-Centric Locale Codes

“Locale codes” are derived from a classification system originally developed by NCES in the 1980’s to describe a school’s location ranging from “large city” to “rural”.

Locale codes are a measure of geographic status on an urban continuum that ranges from “large city” to “rural.” The new locale codes used for analysis in this report incorporate changes in the way rural areas are defined, in agreement with geographic standards used in the 2000 decennial Census.

The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Locale Code	Locale Code Description
11 - City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
21 - Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
31 - Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42 - Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43 - Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

## Appendix E

### Course Codes and Course Code Descriptions

The state of California has established a series of course codes and course definitions for each of the arts disciplines (Dance, Music, Theatre, Visual Arts and Arts, Media and Entertainment (AME). The complete list of course codes and definitions may be located at the Create CA website by going to the following address:

**<http://bit.ly/2dkCiMH>**

## Arts Education Data Project Partners



## National Funders of the Arts Education Data Project



## Lead Partners for the California Arts Education Data Project

