
SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

Bill No: AB 385 **Hearing Date:** June 14, 2017
Author: Chu
Version: May 24, 2017
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Pupil data: visual and performing arts

SUMMARY

This bill requires county offices of education to provide local control and accountability plan guidance to school districts on collecting and dispersing elementary arts education data. Further, the bill requires school districts that currently report data related to elementary arts education courses to the California Longitudinal Pupil Achievement Data System (CALPADS) to make that data available to the public.

BACKGROUND

Existing law:

- 1) Requires school districts to include visual and performing arts, including dance, music, theater, and visual arts, in their courses of study in grades 1 to 6 and 7 to 12.
- 2) Requires students, as a condition of high school graduation, to complete one year of either visual and performing arts, foreign language, or career technical education.
- 3) Requires CALPADS to accomplish all of the following goals:
 - a) Provide school districts and the California Department of Education access to data necessary to comply with federal reporting requirements.
 - b) Provide a better means of evaluating educational progress and investments over time.
 - c) Provide local educational agencies information that can be used to improve pupil achievement.
 - d) Provide an efficient, flexible, and secure means of maintaining longitudinal statewide pupil level data.
 - e) Facilitate the ability of the state to publicly report data as required by federal law.
 - f) Ensure that any data access provided to researchers, as required pursuant to the federal Race to the Top regulations and guidelines, is

provided only to the extent that the data access is in compliance with the federal Family Educational Rights and Privacy Act of 1974.

- 4) Prohibits the California Department of Education (CDE) from adding additional data to the California Longitudinal Pupil Achievement Data System (CALPADS).
- 5) Requires school districts to adopt and annually revise local control and accountability plans (LCAPs).
- 6) Requires LCAPs to address eight state priorities, including a description of the extent to which pupils have access to, and are enrolled in, a broad course of study, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received under the Local Control Funding Formula.

ANALYSIS

This bill:

- 1) Requires each county office of education to provide LCAP guidance to its respective school districts related to the collection and dispersal of elementary arts education data, based on examples of school districts currently reporting elementary data.
- 2) Requires a school district to make available to the public enrollment and completion data specifically related to visual and performing arts offered by the school district for pupils in kindergarten and any of grades 1 to 6, inclusive, that is currently being collected through CALPADS.
- 3) Specifies that implementation of this section shall not subject the CDE to a loss of funding pursuant to the Budget Act of 2017.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “The data collected by the California Arts Education Data Project in middle and high schools has already reinforced the need to continue to address inequities in access to and participation in arts education.

Here are just a few of the deficiencies and inequities that became available to education leaders and parents as a result of the project:

- The proportion of students with access to any arts courses was greater where the majority of students in the school are either African American or Hispanic when compared to the total student enrollment distribution.
- The greater the percentage of students receiving free and reduced lunch, the lower the participation rate in the arts.

- Students with no access to the arts were overrepresented in charter schools.

This is just a small fraction of the information provided by the California Arts Education Data Project, and it is crucial to our understanding of how and where arts education shortcomings exist in the state. Without having this data publicly available and without school districts having an understanding of how to collect and disperse this data, California will remain in the dark in terms of our understanding of arts education at the elementary level, leaving us unable to address inequities and gaps in access.”

- 2) **California Longitudinal Pupil Achievement Data System (CALPADS).** The CALPADS was created to enable California to meet federal requirements and has been operational since 2009, containing information on student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data.

For the past several years, the annual Budget Act has included control language specifying that, as a condition of receiving funds, the California Department of Education is prohibited from adding data elements to CALPADS.

CALPADS currently collects course enrollment data for grades 7 to 12 only; however, some districts voluntarily report kindergarten and grade 1 to 6 course data. This bill requires those districts choosing to report elementary school course data related to arts education to CALPADS to make that data publicly available. According to the author’s office, the intent of this provision is for (1) members of the public to be informed about the extent to which the arts are being included in elementary instruction, and (2) school districts choosing to report elementary school course data related to arts education to share best practices for compiling the data. If it is the desire of the Committee to pass this measure, **staff recommends** that the bill be amended to clarify that the requirement only applies to those district currently choosing to report elementary arts education data to CALPADS and that both the data and any best practices used by the district for compiling the data be made available to the public upon request.

- 3) **California Arts Education Data Project.** California is one of four states in the 2015-16 cohort of the National Arts Education Data Project. The 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 and other state departmental data sets on an annual basis.

California’s project released a report in October 2016, which was based on CALPADS data from 2013-14 and 2014-15. The most notable findings from the report are:

- a) Although most students (96.7 percent) have access to arts instruction, only 26 percent of students have access to the four arts disciplines as required by state education code.

- b) 38 percent of all students participated in arts education courses.
 - c) Participation in Art (17 percent) and Music (14 percent) were highest among the five artistic disciplines. Music and Art are also the most widely available of the arts disciplines.
 - d) There were 101,374 students, or 3.3 percent, who did not have access to any arts instruction. Between 2014 and 2015, there has been a 9.6 percent improvement in the number students without access to arts instruction.
 - e) 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.
 - f) Middle School arts enrollment is unusually low. There is a larger percentage of student participation in high schools than in either middle schools or the elementary schools. This is contrary to findings in other states where participation rates decline as the grade levels advance.
 - g) The overall student-to-arts-teacher ratio is 232 to 1. For Art, the ratio is 441:1; for Dance, it is 1446:1; for Music, it is 752:1; and for Theatre, it is 1075:1.
- 4) ***School districts establish goals and actions in their local control and accountability plans (LCAPs).*** As part of their adoption of an annual LCAP, school district governing boards must include, for the school district and each school within the district, a description of: (1) the annual goals to be achieved for each of the state priorities, and (2) the specific actions to be taken during each year of the plan to achieve the goals established. School districts have the discretion to establish what their goals and specific actions will be, and which state priority areas those goals and actions will address. School districts are not required to have eight different goals—a standalone goal for each state priority. Rather, most school districts identify goals and actions that address several of the state priority areas simultaneously.
- 5) ***County offices review and approve district LCAPs.*** Existing law tasks county offices of education with both fiscal and academic oversight of districts within their jurisdiction. The academic oversight responsibilities consist primarily of reviewing and approving district LCAPs. As part of this process, state law requires county offices of education to verify that district LCAP documents use the state-approved format, align with districts' adopted budgets, and appropriately direct funds to disadvantaged students. If district LCAPs meet these requirements, county offices of education must approve them. If an LCAP is rejected, the county office of education must provide technical assistance in refining the plan.
- 6) ***County office role in supporting districts is still evolving.*** When the state designed its new local control school funding and accountability system, county

offices of education were given a role in supporting certain types of districts. Specifically, county offices must provide technical assistance to districts that do not meet performance benchmarks in two or more of the eight specified state priority areas for one or more student subgroups. Upon identifying a district as underperforming, county offices are required to do at least one of the following: (1) review the district's strengths and weakness and identify effective programs that could help the district improve, (2) assign an academic expert to help the school district improve outcomes, or (3) request the California Collaborative for Educational Excellence to provide assistance to the district. The exact role of county offices of education in supporting districts under the state's new accountability system is still being worked out.

Given the evolving nature of the role of county offices in supporting districts, this bill's requirement on county offices of education to provide local control and accountability plan guidance to school districts on collecting and dispersing elementary arts education data may be inappropriate. Further, the bill's requirement could lead to other expectations being placed on county offices of education before the state has more clearly defined what the role of county offices of education should be in the state's new school accountability system. If it is the desire of the Committee to pass this measure, **staff recommends** that the bill be amended to encourage, rather than require, county offices of education to provide arts education data guidance and best practices to school districts.

SUPPORT

Arts & Business Council of the Sacramento Region
Arts Orange County
California Alliance for Arts Education
California Art Education Association
California Arts Advocates
California Dance Education Association
California Music Educators Association
California State PTA
Theater West

OPPOSITION

Association of California School Administrators

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