

Date of Hearing: April 5, 2017

ASSEMBLY COMMITTEE ON EDUCATION

Patrick O'Donnell, Chair

AB 385 (Chu) – As Amended March 29, 2017

SUBJECT: School accountability: local control and accountability plans: visual and performing arts

SUMMARY: Encourages school districts to highlight K-6 instruction and course offerings in visual and performing arts in their local control and accountability plans (LCAPS) and submit visual and performing arts enrollment and course completion data using course codes through the California Longitudinal Pupil Achievement Data System (CALPADS). Specifically, **this bill:**

- 1) Makes findings and declarations regarding the use of data for accountability and decision making purposes and the place of visual and performing arts in the required course of study.
- 2) Encourages school districts to highlight in their LCAPs the access to required instruction and course offerings, as applicable, in visual and performing arts for pupils enrolled in kindergarten and grades 1-6, inclusive, when discussing the extent to which pupils have access to, and are enrolled in, a broad course of study that includes all required courses.
- 3) Encourages school districts to submit enrollment and completion data specifically related to visual and performing arts using existing state course codes for pupils enrolled in kindergarten and any of grades 1-6, inclusive, through CALPADS to promote public awareness offered instruction in arts education.
- 4) Provides that the voluntary reporting of course data to CALPADS shall not subject the CDE to a loss of funding pursuant to the Budget Act prohibition against expanding CALPADS.

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 CALPADS to accomplish all of the following goals:
 - a) Provide school districts and the CDE 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 LEAs 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) To facilitate the ability of the state to publicly report data as required by federal law; and
 - f) To 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 (20 U.S.C. Sec. 1232g).

- 3) Prohibits the CDE from adding additional data to CALPADS (budget control language for budget item 6100-001-0890).
- 4) Requires school districts to adopt and annually revise LCAPS.
- 5) 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 that includes all of the statutorily required courses.

FISCAL EFFECT: Unknown

COMMENTS:

Inequitable access to visual and performing arts courses. Existing law prescribes a course of study for grades 1 through 6 and 7 through 12. In both grade spans, the prescribed course of study includes visual and performing arts, including instruction in dance, music, theater, and visual arts. However, according to a report from the Arts Education Data Project,¹ there are 517 schools serving 101,374 students (3.3% of all students) that provide no performing or visual arts courses. The report also found that 14% of all elementary students have no access to art courses. In addition, 41% of the students with no access to arts courses are eligible for free or reduced-price meals, and a disproportionate percentage of "no arts" students attend schools that are either majority Black or majority Latino. In other words, students who are low-income or who are ethnic minorities are more likely than students in general to have no access to performing or visual arts courses.

School district LCAPs. Existing law requires each school district to adopt and annually update an LCAP, and requires each LCAP to address eight state priorities:

1. Teacher assignments
2. Implementation of state-adopted academic content and performance standards
3. Parental involvement
4. Pupil achievement
5. Pupil engagement
6. School climate
7. Pupil access to required courses of study
8. Pupil outcomes

This bill encourages, but does not require, districts to highlight, for purposes of priority #7, enrollment and completion data for visual and performing arts.

CALPADS. CALPADS was authorized by SB 1453 (Chapter 1002, Statutes of 2002) to enable California to meet federal requirements delineated in the No Child Left Behind (NCLB) Act of

¹ R. Morrison, A. Young, E. Parsons, and P. Cirillo, "Arts Education Data Project California Executive Summary Report," October 2016.

2001. It has been operational since 2009 and is the statewide system that stores individual-level longitudinal data on students and district/school certificated staff in California's public schools. CALPADS is used by LEAs to collect, maintain and report information such as:

- Student enrollment and demographics
- Student English language acquisition status data
- Student program participation data (e.g. eligibility for Free/Reduced price meals)
- Student course enrollment and course completion
- Student data related to graduation and dropout rates
- Student suspension/expulsion data
- Certificated staff demographics
- Teacher assignments
- Course attributes (e.g. subject, whether or not it meets UC/CSU requirements, etc.)
- Assessment results

CALPADS currently collects course enrollment data for courses in grades 7 to 12, but not for courses in grades 1 to 6. However, the CDE reports that some districts voluntarily report grade 1 to 6 course data. **This bill** encourages, but does not require, districts to submit course enrollment and completion data specifically related to visual and performing arts through CALPADS.

Existing law prohibits expanding CALPADS. CALPADS was established primarily to meet federal data and reporting requirements, and its maintenance and operation is funded with federal funds. For the past several years, budget control language has provided that "...the SDE shall not add additional data elements to CALPADS, require local educational agencies to use the data collected through the CALPADS for any purpose, or otherwise expand or enhance the system beyond the data elements and functionalities that are [currently required]." For this reason, **this bill** provides that the submission of the new course data to CALPADS shall not result in a loss of funding pursuant to this Budget Act provision.

Reason for the bill. According to the author's office, the information requested by this bill can help school leaders, parents, and advocates determine the status of arts education access in their schools and identify and address inequities that exist.

REGISTERED SUPPORT / OPPOSITION:

Support

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

Opposition

None received

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