California Executive Summary Report

Arts Education Data Project
State Education Agency Directors of Arts Education
Quadrant Research

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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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California 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 school year and 2014-2015 school year 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 Lunch, Title I, Locale Codes, and links to Course Codes and Course Code Descriptions may be found in the Appendix.

2014/2015 School Year

<table>
<thead>
<tr>
<th>School Configuration</th>
<th>Number of Schools</th>
<th>% of Schools</th>
<th>Student Enrollment</th>
<th>% Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-High Combination</td>
<td>423</td>
<td>12%</td>
<td>204,780</td>
<td>7%</td>
</tr>
<tr>
<td>Intermediate/ Middle/Junior High</td>
<td>1,344</td>
<td>36%</td>
<td>1,014,953</td>
<td>33%</td>
</tr>
<tr>
<td>High School</td>
<td>1,952</td>
<td>52%</td>
<td>1,850,907</td>
<td>60%</td>
</tr>
<tr>
<td>Totals</td>
<td>3,719</td>
<td>100%</td>
<td>3,070,640</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table above establishes the universe of schools and students referred to throughout the 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.
Key Findings from the Arts Education Data Project

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

- Thirty-eight percent of all students participated in arts education courses. This represents more than 1.2 million students.

- Participation in Art (17%) and Music (14%) were highest among the five artistic disciplines. Music and Art are also the most widely available of the arts disciplines.

- There were 101,374 students, or 3.3%, who did not have access to any arts instruction. Between 2014 and 2015 there has been a 9.6% improvement in the number of students without access to arts instruction.

- The proportion of students without access to any arts courses was greater where the majority of students in the school were either African American or Hispanic when compared to the distribution of the total student enrollment.

- The following chart highlights where participation in arts education is highest and lowest based on specific characteristics:

<table>
<thead>
<tr>
<th>Highest Arts Participation Rates</th>
<th>Lowest Arts Participation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Poverty (Free Lunch Students &lt; 25%)</td>
<td>High Poverty (Free Lunch Students &gt;75%)</td>
</tr>
<tr>
<td>City Schools</td>
<td>Rural Schools</td>
</tr>
<tr>
<td>Traditional Public Schools</td>
<td>Charter Schools</td>
</tr>
<tr>
<td>Non Title I Schools</td>
<td>Title I Schoolwide Eligible Schools</td>
</tr>
<tr>
<td>Majority Race/Ethnicity “Other”</td>
<td>Majority Race Ethnicity “African American”</td>
</tr>
<tr>
<td>High Schools</td>
<td>Elementary/High Combination Schools</td>
</tr>
</tbody>
</table>

- 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/High Combination Schools. This is contrary to findings in other states where participation rates decline as the grade levels advance.

- For Music, there is greater access to these courses in Middle Schools than at the High Schools. This is also contrary to findings in other states where access increases as grade levels advance. Dance and Theatre have the lowest participation as a result of having the lowest levels of student access.

- 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; for Theatre it is 1075:1; and for AME it is 734:1.
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 presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction. In 2015, 96.7% of nearly 3.1 million students had access to one or more arts discipline in schools. This represents 86% of schools offering at least one art form. There were 101,374 students, or 3.3%, who did not have access to any arts instruction. Between 2014 and 2015 there has been a 9.6% decline (improvement) in the number students without access to arts instruction.

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 2015, 26% of students had access to one or more arts discipline in schools. This represents 12% of schools offering all four arts disciplines. There were nearly 2.3 million students who did not have access to all four arts disciplines.
**Required Arts Disciplines by Free/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/reduced lunch and students attending non-Title I schools have greater access to the four required arts disciplines.

**Overall Participation**

Course enrollment data reveals 38% of all students (1.2 million students) were enrolled in at least one arts discipline in 2015. Out of the total student population 17% participated in Art followed by 14% in Music, 5% in Art, Media and Entertainment (AME), 4% in Theatre and 2% in Dance.
**Highest Participation by Variable**

Arts participation is highest for students attending high schools (42%), schools in the locale designation of “city” (39%), traditional (non charter) public schools (40%), schools where 25% or fewer students were eligible for free/reduced lunch (45%), non title I schools (41%) and where the majority of students have a race/ethnicity designation of Other (32%).

![Graph showing highest participation by variable](image)

**Lowest Participation by Variable**

Arts participation was at the lowest levels for students attending schools designated as elementary/high combination (22%), students in schools locale designation of “rural” (35%), charter schools (27%), where 75% or more of students are eligible for free/reduced lunch (35%), Title I school wide (36%) and where the majority of students in the school are African American (32%).

![Graph showing lowest participation by variable](image)
No Arts Schools and Students
There were 517 schools providing no arts courses. This impacts 101,374 students (representing 14% of schools and 3.3% of all students). This has improved since 2014 (declining from 15% of schools and 3.7% of students). Ten school districts represent 1/3 of the students without arts courses.

Although the largest concentration of “no arts” students is in middle schools (46% or 47,116 students), 14% of all students attending elementary/high combination 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 “town” and “rural” when compared to all schools. The proportion of “no arts” students is highest in “city, large” and “town/rural” 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, 41% are in schools where the percentage of students eligible for free/reduced lunch is greater than 75%. When examining Title I status, 47% of “no arts” students are located in schools eligible for Title I Schoolwide (SWP). Both of these measures are higher than when compared to the total student enrollment distribution in 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 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 lunch. The greater the percentage of students eligible for free and reduced lunch, the lower the arts participation rate, the lower the percentage of schools offering three or more arts disciplines, and the higher the concentration of students attending schools without arts education.

<table>
<thead>
<tr>
<th>% Free/Reduced Lunch (School)</th>
<th>Access (Students)</th>
<th>Access (Schools)</th>
<th>Student Arts Participation</th>
<th>No Arts Student Distribution</th>
<th>3+ Disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-25%</td>
<td>98%</td>
<td>92%</td>
<td>45%</td>
<td>8%</td>
<td>75%</td>
</tr>
<tr>
<td>25-50%</td>
<td>97%</td>
<td>87%</td>
<td>40%</td>
<td>18%</td>
<td>58%</td>
</tr>
<tr>
<td>51-75%</td>
<td>97%</td>
<td>87%</td>
<td>38%</td>
<td>25%</td>
<td>45%</td>
</tr>
<tr>
<td>76%+</td>
<td>96%</td>
<td>87%</td>
<td>35%</td>
<td>41%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**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 on free and reduced 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/reduced lunch increases.

Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline we see the participation declines is largely centered in Music and AME as the percentage of free/reduced 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 and AME. The decline in participation in Music is not solely based on access.
**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.

**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 or Other 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 and Other have greater arts participation rates than in schools where the majority is African American or Hispanic.

**Title I Schools Arts Access**

Title I schools provide similar access to at least some arts disciplines in terms of both schools and students. In fact, schools that are eligible for Title I Schoolwide (SWP) have the highest percentage of schools with access to any arts discipline when compared to Title I Targeted Assistance Programs (TAP) or Non-Title I schools. The percentage of students with access is similar across all Title I categories. A greater percentage of Non-Title I schools are offering three or more arts disciplines than Title I schools.
Title I Schools Arts 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. 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 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 the differences are small. When an arts discipline is present in a school, regardless of Title I status, the participation rates are similar. Increased access to the various arts disciplines 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, Arts Media Entertainment (AME) or Dance creating unequal learning opportunities in each of the arts disciplines.

Overall Arts Discipline Participation

With Music and Art being more widely available, there is greater student enrollment. Likewise the lack of access to Dance, Theatre and AME limit student opportunities.
Arts Discipline Access by School Type
High schools provide greater access to all arts disciplines with the exception of Music. Eighty-three percent of Intermediate/Middle/Junior High 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 Enrollment by School Type
High schools have the largest total arts enrollment. This is contrary to what is seen in other states where middle school arts enrollment is larger than in High schools. Music has the highest percentage of enrollment in middle schools. Art has the highest percentage of enrollment in both Elementary/High Combinations schools and 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 12% of schools meet this requirement (providing access to 26% of students). The charts below explore different variables based on the percentage of student access to all four required arts disciplines. Students attending high school and students in schools not eligible for Title I have greater access to the four required arts disciplines.

Four Required Arts Disciplines by School

Students attending traditional public schools as well as schools with a smaller percentage of students qualifying for Free/Reduced lunch are more likely to have access to the required arts disciplines.
**Number of Disciplines Offered**

The number of arts disciplines offered highlights the diversity of arts education opportunities for students. About half of schools in California (49%) offer less than three arts disciplines. High schools are more likely than any other school type to provide three or more arts disciplines.

Students attending traditional public schools, as well as schools with a smaller percentage of students qualifying for Free/Reduced Lunch, are more likely to have access to three or more arts disciplines.
### Top Courses by Discipline

The top arts courses by discipline based on presence in schools offering the discipline and the percentage of students participating based on student enrollment in the discipline.

<table>
<thead>
<tr>
<th>Course</th>
<th>% of Schools Offering Discipline</th>
<th>% of Students within Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art (74% of Schools, 17% of Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Art (secondary)</td>
<td>54%</td>
<td>33%</td>
</tr>
<tr>
<td>Other Art Courses</td>
<td>40%</td>
<td>14%</td>
</tr>
<tr>
<td>Ceramics</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>AME (30% of Schools, 5% of Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film/Cinema/Video Production</td>
<td>30%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Dance (15% of Schools, 2% of Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance, Movement, &amp; Rhythmic Fund (Secondary)</td>
<td>49%</td>
<td>41%</td>
</tr>
<tr>
<td>Dance choreography and production</td>
<td>33%</td>
<td>19%</td>
</tr>
<tr>
<td>Other Dance course</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Music (65% of Schools, 14% of Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band</td>
<td>79%</td>
<td>37%</td>
</tr>
<tr>
<td>Chorus/choir/vocal ensemble</td>
<td>59%</td>
<td>23%</td>
</tr>
<tr>
<td>Orchestra/symphony</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>Instrumental music lessons</td>
<td>34%</td>
<td>11%</td>
</tr>
<tr>
<td>Instrumental ensemble</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Theatre (40% of Schools, 4% of Students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre/play production (secondary)</td>
<td>61%</td>
<td>47%</td>
</tr>
<tr>
<td>Theatre/creative dramatics (elementary)</td>
<td>21%</td>
<td>17%</td>
</tr>
</tbody>
</table>
**Arts Educators**

There are 11,840 arts educators teaching in traditional public schools covered in this report (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 232 to 1. The chart on the right highlights the student/arts teacher ratio for each discipline. A lower ratio is preferable.

The number of teachers dedicated to arts education across all disciplines is far greater at the High school level than at either the Middle or Elementary/High Combination school levels.
Traditional Public/Charter Schools
Traditional public schools are more likely to have arts programs than charter schools. Eighty-seven percent of all public schools provide arts instruction as compared to 77% charter schools. When looking at student access, 98% of traditional public school students have access versus 89% for charter students. Student participation rates show an even greater disparity, with 40% of traditional public school students participating in the arts as compared to 27% for charter school students. Charter schools are also less likely to offer more than three or more arts disciplines or the required four disciplines. Half of all traditional public schools (51%) have three or more disciplines versus 36% for charter schools and just 20% of charter schools offer the four required arts disciplines.

Traditional/Charter Schools Access by discipline
When exploring access by specific discipline between traditional public schools and charter schools there are small gaps in both Art and Theatre and significant gaps in Music and AME.
Traditional/Charter Schools No Arts
Although charter schools represent about 10% of the overall student population, 36% of all students without access to any arts attend charter schools.

Comparison of Total Student Population with No Arts Population by Traditional/Charter Schools

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.

Student Participation by Discipline by Traditional/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 city and suburb classifications provide greater access than schools in the town or rural classification. Student participation is relatively stable across all major categories.

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. Most areas outside of “city” the “large suburb” category tend to have participation rates below the state average.
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.

<table>
<thead>
<tr>
<th>% Free or Reduced Lunch</th>
<th>Number of Schools</th>
<th>% of Schools</th>
<th>Number of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1% to 25%</td>
<td>467</td>
<td>13%</td>
<td>539,099</td>
<td>18%</td>
</tr>
<tr>
<td>26% to 50%</td>
<td>777</td>
<td>21%</td>
<td>695,947</td>
<td>23%</td>
</tr>
<tr>
<td>51% to 75%</td>
<td>1,110</td>
<td>30%</td>
<td>852,328</td>
<td>28%</td>
</tr>
<tr>
<td>75% or more</td>
<td>1,195</td>
<td>32%</td>
<td>939,869</td>
<td>31%</td>
</tr>
</tbody>
</table>

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 (TAS)** - 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.

<table>
<thead>
<tr>
<th>Title I Category</th>
<th>Number of Schools</th>
<th>% of Schools</th>
<th>Number of Students</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible for Title I Targeted Assistance (TAS)</td>
<td>859</td>
<td>23%</td>
<td>575,49</td>
<td>19%</td>
</tr>
<tr>
<td>Eligible for Title I Schoolwide program (SWP)</td>
<td>1,524</td>
<td>41%</td>
<td>1,329,17</td>
<td>43%</td>
</tr>
<tr>
<td>Not Eligible for either (TAS) or (SWP)</td>
<td>1,009</td>
<td>27%</td>
<td>980,713</td>
<td>32%</td>
</tr>
</tbody>
</table>
Appendix C

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.

<table>
<thead>
<tr>
<th>Locale Code</th>
<th>Locale Code Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - City, Large</td>
<td>Territory inside an urbanized area and inside a principal city with population of 250,000 or more.</td>
</tr>
<tr>
<td>12 - City, Midsize</td>
<td>Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.</td>
</tr>
<tr>
<td>13 - City, Small</td>
<td>Territory inside an urbanized area and inside a principal city with population less than 100,000.</td>
</tr>
<tr>
<td>21 - Suburb, Large</td>
<td>Territory outside a principal city and inside an urbanized area with population of 250,000 or more.</td>
</tr>
<tr>
<td>22 - Suburb, Midsize</td>
<td>Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.</td>
</tr>
<tr>
<td>23 - Suburb, Small</td>
<td>Territory outside a principal city and inside an urbanized area with population less than 100,000.</td>
</tr>
<tr>
<td>31 - Town, Fringe</td>
<td>Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.</td>
</tr>
<tr>
<td>32 - Town, Distant</td>
<td>Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.</td>
</tr>
<tr>
<td>33 - Town, Remote</td>
<td>Territory inside an urban cluster that is more than 35 miles from an urbanized area.</td>
</tr>
<tr>
<td>41 - Rural, Fringe</td>
<td>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.</td>
</tr>
<tr>
<td>42 - Rural, Distant</td>
<td>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.</td>
</tr>
<tr>
<td>43 - Rural, Remote</td>
<td>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.</td>
</tr>
</tbody>
</table>
Appendix D

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:


or

http://artseddata.org