

Creativity Challenge

Arts Education in San Francisco Bay Area Schools



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This examination of arts education in California's San Francisco Bay Area schools is part of a larger study on the status of arts education in California. Additional reports can be downloaded from <https://www.sri.com/education-learning/project/creativity-challenge-the-state-of-arts-education-in-california/>

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Creativity Challenge: Arts Education in San Francisco Bay Area Schools

2022

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Glossary

arts integration	The Kennedy Center, which supports several arts initiatives across the country, defines arts integration as “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both” (n.d.). The California Arts Standards explain that any comprehensive arts education program has three components: subject-centered arts instruction, interdisciplinary approaches among the arts disciplines, and integration of the arts into other content areas (California Department of Education, 2019, p. 14).
arts, media, and entertainment (AME)	A career technical education (CTE) industry sector that builds upon traditional arts programs to prepare students for careers in arts, media, and entertainment. The AME industry sector is made up of four pathways: Design, Visual, and Media Arts; Performing Arts; Production and Managerial Arts; and Game Design and Integration (California Department of Education, 2021).
career pathway	“A coherent, planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area” (California CTE Standards and Framework Advisory Group, 2007, p. 447).
career technical education (CTE)	“Organized educational activities that provide coherent, rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions” (California CTE Standards and Framework Advisory Group, 2007, p. 447).
culturally responsive teaching	Pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

media arts	“Media arts integrates digital technologies with traditional forms of artistic expression, and includes categories such as animation, video production, digital sound production, imaging design, and interactive design, as well as virtual and augmented reality design” (Assembly Bill 37, 2017). Media arts is included in the 2019 California Arts Standards and recognized in the California Education Code, but the state does not currently require schools to offer a course of study in media arts.
sequential course of study	A series of courses that builds from grade to grade and embodies grade- and age-appropriate key concepts and processes (California Department of Education, 2020).
teaching artist	“A practicing artist with the complementary skills and sensibilities of an educator, who engages people in learning experiences in, through, and about the arts” (Teaching Artists Guild, n.d.).

Prologue: Key Findings and Recommendations from Creativity Challenge

In 2022, SRI International released the results of a statewide study on the status of arts education in California under the title *Creativity Challenge*. Below is a summary of key findings and recommendations from the statewide report.

* * *

California has long maintained ambitious goals for arts education. The state Education Code requires schools to offer courses of study in four arts disciplines to all California K–12 students.¹ In 2005/06, with support from the William and Flora Hewlett Foundation, SRI Education researchers conducted a study of arts education in California. Our goal was to assess schools’ arts programs relative to state goals, examine the systems of support for these programs, and identify ways in which state and local policymakers might improve conditions for young people to experience arts education in schools. In 2019, the Hewlett Foundation engaged SRI to “refresh” the 2007 study. In most ways, the current study addresses the same research questions and relies on the same research design and data sources as the earlier report—a statewide school survey, case studies, and analysis of extant data provided by the California Department of Education. The context, however, has changed. Perhaps most prominently, in 2013, with the Local Control Funding Formula (LCFF), California radically changed its system for funding schools. Importantly, we examined arts education in California schools in school year 2019/20 and as such the data collected for this study reflect the status of arts education in California prior to the pandemic. In 2021 and 2022, before the release of this report (but after data collection), California enacted a host of new policies that may improve students’ opportunities to experience arts education in schools. In particular, the November 2022 passage of Proposition 28, which provides additional funding (an estimated \$1 billion annually) for arts education, is likely to dramatically change the arts education landscape described in this report.

Overall, we found that, while much remained the same in 2020 as in 2006, some aspects of arts education in California’s K–12 schools had improved. These improvements coincide with funding increases associated with LCFF and career and technical education (CTE), coordinated advocacy efforts, changes to the state accountability system, and substantial increases in support from school districts, counties, and partner organizations. Nonetheless, despite improvements, California schools still fall short of state goals for arts education and a persistent pattern of inequity emerges from our current data.

¹ See California Education Code Sections 51210 and 51220.

Key Findings

Access to Arts Instruction

What access do students have to sequential, standards-based arts education in the four required arts disciplines (dance, music, theatre, and visual arts), and how has access changed over time?

- In school year 2019/20, as in 2005/06, only 11% of California schools offered a sequential, standards-based course of study in all four of the arts disciplines required by California state policy.
- However, from 2005/06 to 2019/20, the percentage of schools offering a course of study in at least one required arts discipline increased modestly, as did the percentage of schools offering instruction in each one of the required arts disciplines.

How does access to sequential, standards-based arts education in the four required arts disciplines vary by school characteristics?

- Larger high schools and schools serving relatively affluent urban or suburban communities were more likely to offer access to at least one course in all four required arts disciplines in 2019/20.
- In different regions of the state, the percentage of high schools offering courses in all four required arts disciplines in 2019/20 ranged from fewer than one in 10 in the rural northeast corner of the state to nearly a third in the Inland Empire/Eastern Sierras.

How does access to sequential, standards-based arts education vary by discipline?

- Most California schools offer sequential, standards-based education in music and visual arts but not in dance, media arts, or theatre.²
- In 2019/20, most middle schools and many high schools failed to offer a single course in dance or theatre.

What access do high schools provide to advanced arts courses and career technical education (CTE) courses in arts, media, and entertainment (AME)?

- In 2019/20, 7 in 10 high schools offered at least one advanced arts course, with greater access for students attending larger schools and schools serving more affluent urban and suburban communities.
- Two-thirds of high schools offered at least one CTE AME course, and one-third of high schools offered a CTE AME pathway.

² Media arts is included in the 2019 California Arts Standards and recognized in the California Education Code, but the state does not currently require schools to offer a course of study in media arts.

What barriers impede increased access to arts instruction?

- In 2019/20, inadequate funding remained the most significant barrier to increasing access to arts education.
- Elementary schools reported significantly more barriers to increasing arts access than secondary schools.
- More middle schools than high schools cited inadequate funding and lack of teacher capacity as barriers to access to arts education.
- Schools serving higher concentrations of students from low-income families and schools serving majority-students-of-color populations faced more barriers to increasing arts instruction.

Student Participation and Arts Course Enrollment

How often do elementary students receive instruction in each arts discipline?

- In 2019/20, more than 3 in 5 elementary students experienced at least some visual arts and music instruction, and more elementary students received some instruction in each arts discipline than in 2005/06.
- The rate at which elementary students received music and visual arts instruction was substantially lower in schools serving low-income communities,

How many secondary students enroll in arts courses in each discipline, and how has this changed over time?

- In 2019/20, 38% of secondary students enrolled in at least one arts course, with fewer than 3% enrolling in theatre or dance.
- Secondary student enrollment in arts courses has not changed as a percentage of the student population since 2013/14, with the exception of CTE AME.

How does secondary student enrollment in arts courses vary by student characteristics?

- With the exception of music, students were more likely to enroll in arts courses later in their secondary education.
- Overall variation in arts enrollment by student characteristics was driven largely by disparities in music course enrollment in sixth grade.
- Female students were slightly more likely than male students to enroll in each arts discipline except for CTE AME.

- Approximately 1 in 20 11th- and 12th-grade students were enrolled in advanced arts courses that help qualify them as prepared for college and career.³

What barriers impede increased enrollment in arts courses in secondary schools?

- The most frequently cited barrier to secondary student participation in arts courses was the lack of room in students' schedules.
- Insufficient arts offerings as well as students', parents', and staff's prioritizing other subjects acted as barriers to increasing student participation in the arts in a large minority of secondary schools.

Arts Educators and Instructional Delivery

Who provides arts instruction?

- Across all disciplines, the number of arts teachers in California was on the rise.
- Compared to 2006, more schools reported having at least one full-time equivalent (FTE) arts specialist.
- School leaders—especially in elementary schools and schools serving low-income families—cited a lack of certified arts specialists as an obstacle to increasing students' arts access.
- With the exception of music, elementary schools tended to rely on generalist classroom teachers to provide arts instruction.
- Many elementary classroom teachers tasked with providing arts instruction lacked key expertise.
- Limited teacher professional development opportunities undermined elementary arts instruction.
- Teaching artists were an important component of the arts instruction ecosystem, especially in elementary schools.

What instructional delivery methods are used?

- At the elementary level, the prevalence of arts integration versus stand-alone instruction varied by arts discipline.
- Although most secondary school leaders reported prioritizing arts integration, few secondary teachers participated in professional development to support arts integration or benefitted from interdisciplinary collaboration.
- The use of culturally responsive teaching practices in the arts increased as students got older.

³ The College/Career Readiness Indicator on the California School Dashboard evaluates high schools and districts based on the proportion of graduating students "prepared" for college and career as determined by a number of criteria, including passing two AP or IB tests or completing a CTE pathway (along with either passing Smarter Balanced Assessments or acquiring college credits).

- Teachers need professional development to learn to use culturally responsive teaching practices in the arts; as of 2020, opportunities were limited.
- Most schools sponsored field trips and assemblies to supplement in-class arts instruction.
- Schools hosted afterschool programs to extend arts instruction and extracurricular activities for students to collaborate on creative endeavors.

Funding, Facilities and Materials, and Other Supports

What funding sources support arts instruction?

- Most California schools blended general funds with a variety of other funding streams to support their arts programs.
- Compared to secondary schools, elementary schools were less likely to leverage general funds and more likely to rely on parent group and other outside funds.
- Schools serving more affluent communities were more than 10 times as likely to rely on parent group funds to support arts education than schools serving less affluent communities.
- Schools' use of federal Title I funds to support arts education appeared to have increased substantially since 2006.
- Though some schools leveraged increased funds under the Local Control Funding Formula (LCFF) to expand arts instruction, most continued to fund arts programs in much the same way they did in 2006.

What facilities, materials, and equipment are used for arts instruction?

- Despite improvements since 2006, access to equipped, dedicated space for arts instruction in elementary schools remained limited.
- Most high schools and many middle schools had dedicated arts rooms with special equipment.
- Schools serving low-income communities were less likely to have appropriate facilities and materials.

What roles do school and district leaders, county offices, and partner organizations play in supporting arts instruction?

- School leaders' support is essential for sustainable arts programs.
- Few school leaders reported leveraging arts instruction to pursue federal and state policy priorities.
- School districts increasingly provided critical coordination, professional development, and curricular support for arts instruction.

- Schools, especially in more rural communities, drew on county offices of education for curriculum specialists and support.
- Three of four California public schools partnered externally to support arts instruction.

Recommendations

To build on the incremental progress in arts education made since 2006, we make a series of recommendations aimed at increasing young people’s access to standards-based arts education, with a focus on equity and capacity-building. Given the impact of the COVID-19 pandemic and the new opportunities ensuing from increased state education funding, our recommendations call for leaders at all levels of the system to work together to ensure that California students have access to a robust, well-rounded education that includes the arts.

State leaders and policymakers

- Leverage California’s existing data and accountability systems by using the California Longitudinal Pupil Achievement Data System (CALPADS) to collect more data (i.e., elementary-level data, and data by student group) and requiring districts to report on the extent to which they are meeting California Education Code requirements for the arts.
- Encourage use of one-time block grant funds to support robust implementation of the new California Arts Standards (2019) and California Arts Education Framework (2020) and establish an incentive grant program modeled after the CTE incentive grant program to build district capacity.
- Develop or adopt instructional resources that support learning goals in the arts and other core disciplines (arts integration) and establish demonstration sites.
- Expand California’s CTE AME demonstration program and workforce training initiative.
- Support the development of teacher residency programs through which artists can earn a teaching credential.
- Expand the number of California universities that prepare visual and performing arts teachers, particularly dance and theatre teachers.
- Encourage districts to use new construction funds to build facilities that support access to the arts.

County leaders

- Continue to support robust implementation of the new California Arts Standards and California Arts Education Framework.
- Educate school and district leaders about California Education Code requirements and how the arts can support the attainment of Local Control and Accountability Plan (LCAP) goals.

- Inform school and district leaders about allowable uses of federal funds (i.e., the use of Title I and one-time Covid relief and block grant funds to support the arts).
- Engage in strategic arts planning at the county level and support district-level planning and the inclusion of the arts in school sites' School Plan for Student Achievement (SPSA).

District and school leaders

- Collect and examine arts course enrollment data by subgroup (e.g., English learners, students with disabilities, gender, race/ethnicity, socioeconomic status).
- Include the arts in the district LCAP and in schools' SPSA.
- Use Title I and general fund dollars to support arts instruction.
- Rethink and, if needed, expand the school day, especially for secondary schools operating a six-period day, to create space for the arts, and build school schedules that include English learners and students with disabilities in arts programming.
- With new state funds to expand the elementary school day and year, integrate the arts into before- and after-school activities and summer school.
- Consider using one-time state and federal funds to refurbish and purchase musical instruments and other needed supplies and equipment.
- Support culturally responsive teaching and arts integration, and invest in arts-focused professional development.
- Establish "grow your own" teacher education programs for prospective arts teachers.
- Contract with community-based arts organizations and draw on the expertise of families and community members to increase the cultural responsiveness of arts programs.
- Leverage the arts to engage parents/guardians and the community (e.g., through school and community-based performances and exhibitions).
- Tap new and existing state funds for school construction as well as develop and leverage local advocates to support local construction bond measures.
- Apply for state grants, such as the CTE Incentive Grant (CTEIG) program and the Specialized Secondary Program grant program, and the state-administered federal Perkins grants to increase CTE AME access.

Institutes of higher education and other partners

- Establish additional teacher preparation programs in support of theatre and dance credentials.
- Partner with districts to develop new teacher residency programs for artists, including "grow your own" arts specialist programs.

- Prepare prospective multiple-subject teachers to integrate the arts with other core subjects, and partner with school districts to provide ongoing teacher professional development.
- Expand dual-enrollment programs and provide work-based learning experiences, including internships, in support of local CTE AME programs.

Parents, students, and community leaders

- Advocate for resources (funding and instructional time) for arts education directly to school principals, superintendents, and school board members.
- Join a local parent or community group and share information on the role of arts education in increasing student achievement, engagement and sense of belonging, and preparation for the jobs of the future.
- Join your district's parent advisory committee to advise and provide input regarding LCAP priorities and resource allocation.

Introduction

In 2019, the William and Flora Hewlett Foundation engaged SRI Education to “refresh” a 2007 study, published as *An Unfinished Canvas* (Woodworth et al., 2007). In 2022, SRI released *Creativity Challenge* (Woodworth et al., 2022). Both studies were commissioned to assess the status of arts education in California, examining schools’ arts programs relative to state goals, the systems of support for these programs, and the ways in which state and local policymakers might improve conditions for young people to experience arts education in schools. Both studies also included a special focus on schools in the nine Bay Area counties to enable reporting on school survey data for each of the Bay Area counties as well as to draw comparisons between the Bay Area and the rest of the state.¹ This report presents findings focused on the Bay Area and supplements the full *Creativity Challenge* report on the status of arts education in California.

Many of the key findings in statewide *Creativity Challenge* report are echoed in the Bay Area data. Like the state as a whole, the vast majority of Bay Area schools are failing to meet state goals for arts education by not providing a sequential, standards-based course of study in all four of the required arts disciplines. There are some statistically significant differences between Bay Area schools and schools in the rest of California. For example, Bay Area schools were more likely than schools in the rest of the state to report relying on community-based sources of funding, such as parent group funds and parcel taxes, for arts education, and less likely to rely on Title I or other federal funds to support arts programs.

Importantly, this study reflects the status of arts education in the Bay Area prior to the pandemic. In 2021 and 2022, after our data collection but prior to the release of this and related reports, California enacted a host of new policies and substantially increased school funding, thereby creating new opportunities to expand students’ access to arts education in schools. In June 2022, California’s governor and legislature enacted a budget that “increases the base funding for the local control funding formula, the mechanism through which most of the state’s public schools are funded, by \$9 billion, or 13%..., the largest single-year increase to the formula since its inception in 2013” (Hong, 2022). Most recently, the November 2022 passage of Proposition 28, which provides additional funding (an estimated \$1 billion annually) for arts education, is likely to dramatically change the arts education landscape described in this report.

Study methods

The data for this report come from a statewide survey of California principals, administered by SRI Education during the 2019/20 school year. The research team selected a stratified random sample of California public schools to participate in the survey, over-sampling schools in the San Francisco Bay Area. The Bay Area region includes nine California counties: Alameda,

¹ See Woodworth & Park, 2007, for the *An Unfinished Canvas* report focused on San Francisco Bay Area schools.

Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. The sampling plan was designed to provide a sufficiently large number of respondents to conduct analyses by county and to make comparisons between the Bay Area and the rest of the state. Of the 1,800 schools in the statewide sample, 956 schools were located in the Bay Area. The response rate for the entire survey was 57%, or 1024 respondents (principals or their designees). In the Bay Area, the response rate was 62% (591 respondents). The table below shows the sample and response rates by county.

	San Francisco Bay Area Counties									Bay Area
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Number Sampled	205	148	42	22	70	99	231	49	90	956
Number Responded	145	88	21	14	54	61	129	24	55	591
Response Rate	71%	59%	50%	64%	77%	62%	56%	49%	61%	62%

The number of respondents specified in the table above reflects the unweighted sample size. We relied on statistical weights to ensure that the survey sample represented the populations of schools in the Bay Area and the state. Within each table in this report, we use N_w to denote the weighted sample size and N_{uw} to denote unweighted sample size. For more detail on the study's survey methods, see *Creativity Challenge: The state of arts education in California*.

We report differences between the Bay Area and the rest of California when the differences are statistically significant. If no differences are reported, the findings for the Bay Area sample were not significantly different from the findings for the rest of the state (as was the case for most comparisons). To review statewide statistics, please see the full statewide report, *Creativity Challenge: The state of arts education in California*. Where relevant, we also note changes from 2006 to 2020, often referring to changes from 2006 to 2020 that were reported in the statewide report as the patterns are similar.

Organization of this report

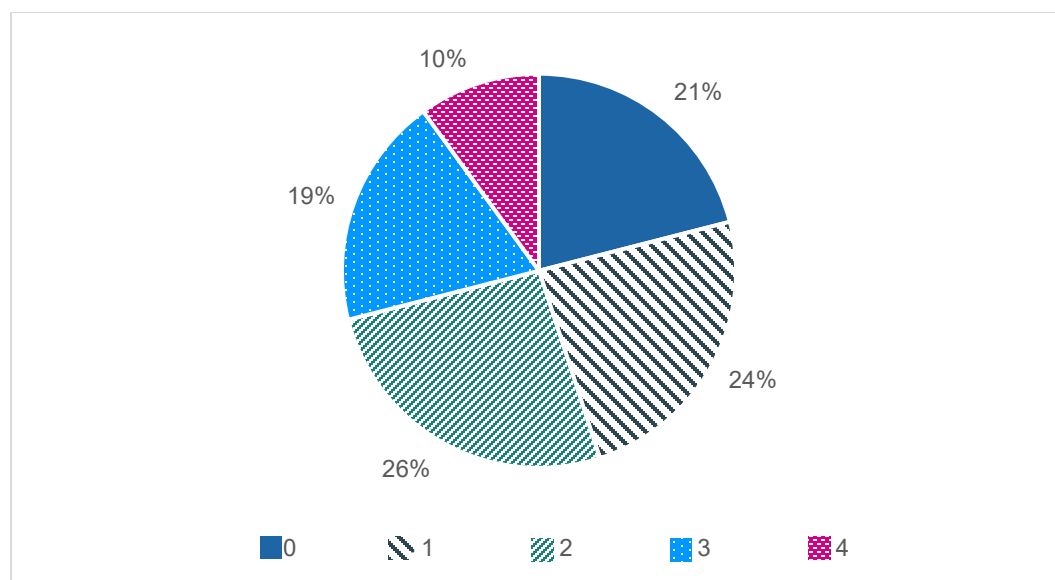
This Bay Area supplemental report follows the same structure as the statewide report. The first section of this report focuses on the frequency with which Bay Area schools offer sequential, standards-based courses of study in the four arts disciplines and the rate of elementary student participation in arts instruction in the Bay Area, followed by a discussion of the barriers to increasing access to and student participation in arts instruction. We then describe Bay Area schools' use of different providers of arts instruction and instructional delivery methods. We conclude with a description of resources: funding, facilities and materials, and the roles that districts, counties, and partner organizations play in support of arts education in the Bay Area.

What access do students have to sequential, standards-based arts education?

The California Education Code (Ed Code) outlines a list of required “courses of study” for California schools serving students grades 1–6 and 7–12. Schools serving grades 1–6 are required to “include” instruction “in the subjects of dance, music, theatre, and visual arts” at all grade levels.² Similarly, schools serving grades 7–12 are required to “offer” instruction in the same subject areas at all grade levels. The California Arts Standards specify a progression of “concepts, processes, and traditions” designed to guide schools to develop a sequential, standards-based course of study (California Department of Education, 2019, p. 5). The standards recognize three models for instruction: “1) Subject-centered arts instruction in dance, media arts, music, theatre, and visual arts; 2) Interdisciplinary approaches connecting the arts disciplines; 3) Interdisciplinary approaches connecting the arts and other content areas” (California Department of Education, 2019, p. 14).

Like the state as a whole, most Bay Area schools provided some sequential, standards-based arts education. When asked which of the four disciplines outlined in the California Ed Code were offered at their school, 79% of school leaders indicated they offered a sequential, standards-based course of study in at least one required arts discipline (Exhibit 1). This finding represents no meaningful change since 2006, when 77% of school leaders reported offering a sequential, standards-based course of study in at least one arts discipline (Woodworth & Park, 2007).

Exhibit 1. Number of arts disciplines with a sequential, standards-based course of study in Bay Area schools



² In 2017, Assembly Bill 37 added Media Arts as a fifth discipline to the California Arts Standards and Arts Framework. However, it was not added to the list of required courses of study in the California Ed Code.

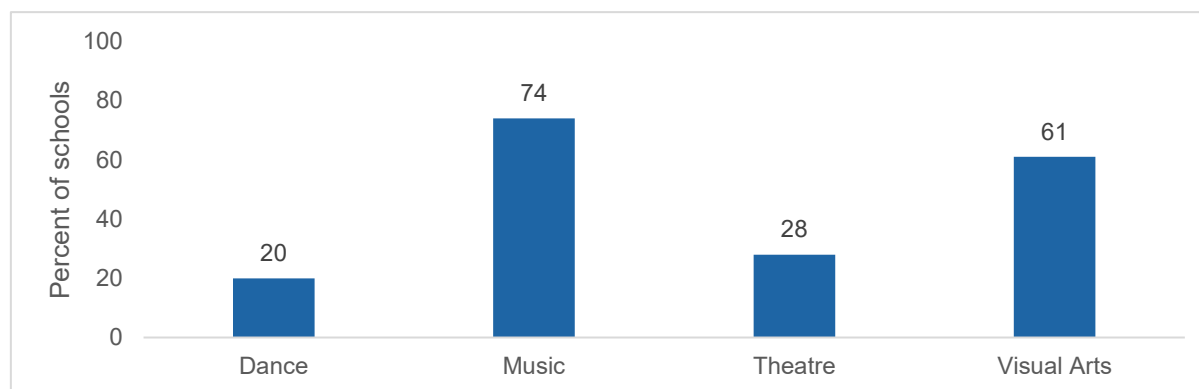
At the county level, the percentage of schools offering standards-based courses of study in four arts disciplines ranged from 3% in Marin and Solano counties to 24% in San Francisco County (Exhibit 2). The percentage of schools offering no course of study in any arts discipline ranged from 7% of schools in San Francisco County to 34% of schools in Solano County.

Exhibit 2. Bay Area schools offering a sequential, standard-based course of study in all four arts and no arts disciplines, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Course of study offered in all 4 arts disciplines	%	5	12	3	4	24	9	11	3	10	10
No course of study offered in any arts discipline	%	23	22	20	29	7	25	20	34	19	21
	N_w	370	236	58	37	141	177	328	58	154	1,559
	N_{uw}	145	88	21	14	54	61	129	24	55	591

How does access to sequential, standards-based arts instruction vary by discipline?

As with schools across the state, Bay Area schools were much more likely to offer courses of study in music and visual arts than in dance and theatre. Nearly three in four (74%) of Bay Area schools offered a standards-based course of study in music, while 61% offered a standards-based course of study in visual arts (Exhibit 3). Meanwhile, fewer than 3 in 10 (28%) of schools offered a standards-based course of study in theatre and 20% did so in dance. The percentages of schools offering a course of study in each arts discipline appears to have increased modestly since 2006 when music was offered by 69% of schools and dance was offered by 13% (Woodworth & Park, 2007).

Exhibit 3. Bay Area schools offering courses of study in the four required disciplines

The percent of Bay Area schools offering a course of study in dance ranged by county from 4% (Marin County) to 58% (San Francisco County) (Exhibit 4). In all counties except San Francisco, no more than 21% of schools offered dance. In every county, a majority of schools offered a course of study in music (ranging 64% in Alameda County to 91% in Marin County). Likewise, for visual arts, the majority of schools in all counties except Contra Costa County (49%) and Solano (50%) offered a course of study.

Exhibit 4. Bay Area schools that offered a course of study in the four required disciplines, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Dance	%	12	17	4	5	58	21	21	9	18	20
	N_w	352	223	48	32	134	156	294	52	139	1,431
	N_{uw}	136	84	18	12	51	55	116	22	51	545
Music	%	64	74	91	82	84	75	74	68	84	74
	N_w	361	230	51	32	139	161	310	57	146	1,488
	N_{uw}	140	86	19	12	53	56	123	23	53	565
Theatre	%	19	33	29	32	35	21	32	26	34	28
	N_w	354	225	48	32	139	159	303	52	143	1,455
	N_{uw}	137	85	18	12	53	56	121	22	52	556
Visual Arts	%	57	49	75	72	84	63	60	50	62	61
	N_w	361	230	51	32	139	163	310	57	143	1,486
	N_{uw}	140	86	19	12	53	57	123	23	52	565

High schools can offer a career technical education (CTE) arts, media, and entertainment (AME) career pathway.³ Just one in four (25%) high schools in the Bay Area offered a CTE

³ The California Department of Education defines a career pathway as “a coherent, planned sequence of career technical education courses detailing the knowledge and technical skills students need to succeed in a specific career area” (California CTE Standards and Framework Advisory Group, 2007, p. 447).

AME career pathway while nearly two in five (39%) high schools in the rest of California indicated that they offer this CTE pathway ($p = < .001$).

How often do students receive arts instruction in each arts discipline?

As discussed in the statewide *Creativity Challenge* report, the percentage of secondary students enrolled in the arts did not change much from 2013/14 to 2018/19, the last year for which course enrollment data were publicly available at the time of this writing. The same pattern held for the San Francisco Bay Area. In examining student course enrollment rates for the Bay Area compared with other regions of the state, the differences are modest (Exhibit 5). However, it does appear that a smaller percentage of Bay Area students participated in CTE AME courses compared with the rest of the state (this is consistent with the finding above that indicates that fewer Bay Area high schools offered a CTE AME career pathway) and greater percentages of Bay Area students enrolled in music courses relative to the rest of the state.

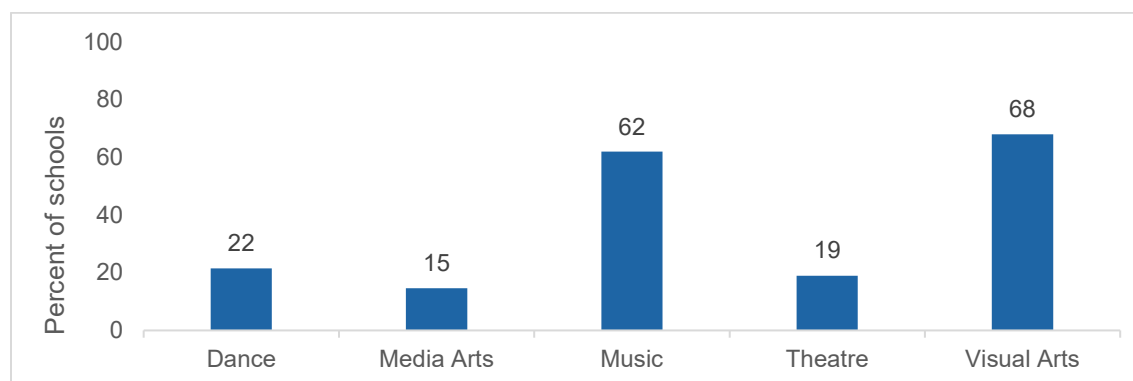
Exhibit 5. Secondary student enrollment in arts courses, by discipline, for the Bay Area and other California regions, 2018/19

Region	CTE AME	Dance	Music	Theatre	Visual Arts
San Francisco Bay Area	6%	2%	17%	4%	20%
Central Valley	7%	1%	15%	4%	17%
Coastal Counties	8%	2%	12%	3%	16%
Eastern Mountain Counties	8%	2%	12%	10%	24%
Los Angeles	8%	1%	15%	4%	18%
Northern Counties	7%	1%	14%	3%	20%
Sacramento Metro	5%	2%	13%	4%	19%
Southern Counties	8%	2%	14%	4%	16%

Source: SRI analysis of CDE school-level course-enrollment data.

Because elementary students do not enroll in arts courses the way secondary students do, information about elementary student participation in arts education is not readily available. To sidestep this gap, our survey asked school leaders for the percentage of students who receive instruction in each arts discipline.

According to our survey of elementary school principals, most elementary students in the Bay Area received some visual arts (68%) and music (62%) instruction, while relatively few elementary students received dance (22%), theatre (19%), or media arts (15%) instruction (Exhibit 6). These percentages are similar to those in the rest of the California.

Exhibit 6. Bay Area elementary students receiving instruction, by discipline

Across most Bay Area counties, the majority of elementary students received instruction in music with the exception of Solano County where 42% of students received instruction (Exhibit 7). The majority of elementary students across Bay Area counties also have access to visual arts instruction, with the exception of Sonoma County (48%). The percentage of elementary students receiving instruction in dance varied greatly across Bay Area counties, from 0% in Solano County to 65% in San Francisco County.

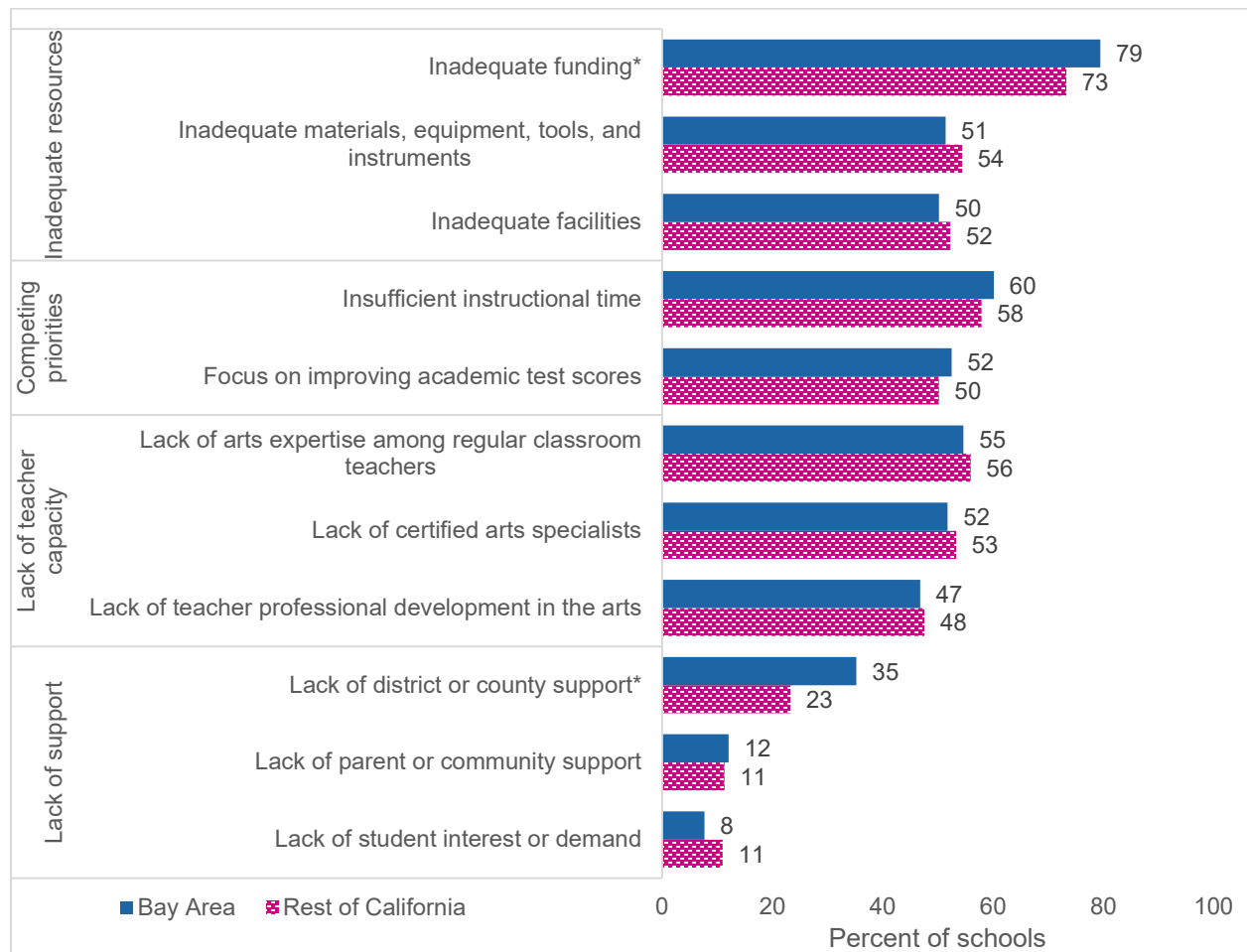
Exhibit 7. Bay Area elementary students receiving instruction, by discipline and county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Dance	%	13	11	16	33	65	38	22	0	15	22
	N_w	257	160	35	23	111	105	187	32	103	1,013
	N_{uw}	68	39	8	6	31	23	45	8	24	252
Media Arts	%	17	15	0	27	10	20	8	30	16	15
	N_w	257	160	31	23	107	110	179	32	103	1,001
	N_{uw}	68	39	7	6	30	24	43	8	24	249
Music	%	61	53	79	59	66	64	61	42	79	62
	N_w	261	165	35	27	113	117	191	37	108	1,055
	N_{uw}	69	40	8	7	31	26	46	9	25	261
Theatre	%	12	22	11	16	28	14	25	12	22	19
	N_w	257	160	31	23	111	112	187	32	103	1,016
	N_{uw}	68	39	7	6	31	25	45	8	24	253
Visual Arts	%	69	59	79	100	87	69	70	64	48	68
	N_w	261	165	35	23	113	117	179	32	108	1,033
	N_{uw}	69	40	8	6	31	26	43	8	25	256

What barriers impede increased access to and participation in arts instruction?

The top barriers affecting arts education in Bay Area schools were similar to those affecting schools in the rest of the state. Inadequate funding, insufficient instructional time, and a lack of arts expertise among regular classroom teachers were the most frequently cited barriers for both Bay Area schools and non-Bay Area schools (Exhibit 8). The overall Bay Area findings are similar to those we observed in 2006, though the percentage of schools citing a focus on improving test scores as a barrier to arts education appears to have declined in the Bay Area as it did statewide (Woodworth & Park, 2007). However, there were some differences between Bay Area schools and schools in the rest of California. More school leaders in the Bay Area indicated inadequate funding ($p = .03$) and lack of county or district support ($p < .001$) as a major barrier compared to the rest of California (Exhibit 8).

Exhibit 8. School leaders' perceptions of moderate and serious barriers to increasing access to arts instruction, Bay Area and the rest of California



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Inadequate funding was the most selected moderate or serious barrier in every Bay Area county, ranging from 65% of schools in Marin County to 95% of schools in Napa County (Exhibit 9). Across almost all Bay Area counties, a lack of student interest or demand was the least cited barrier to increasing access to arts education, the exceptions being Marin County (where lack of student interest was indicated as a moderate or serious barrier by 6% of the schools compared with 3% for lack of parent or community support) and Sonoma (where lack of student interest was indicated as being a moderate or serious barrier by 15% of the schools compared with 10% for lack of parent or community support). Insufficient instructional time was a barrier for over half of the schools in each Bay Area county, ranging from 56% in Santa Clara County and San Francisco County to 75% in Napa County, with the exception of Marin (19%).

Exhibit 9. Bay Area school leaders' perceptions of moderate and serious barriers to increasing access to arts instruction, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Inadequate funding	%	85	82	65	95	69	77	75	84	84	79
	<i>N_w</i>	376	232	54	34	142	167	314	57	149	1,525
	<i>N_{uw}</i>	131	79	18	11	49	53	113	21	47	522
Inadequate materials, equipment, tools, and instruments	%	59	51	38	77	37	46	49	57	53	51
	<i>N_w</i>	379	234	54	34	140	167	316	57	149	1,531
	<i>N_{uw}</i>	132	80	18	11	48	53	114	21	47	524
Inadequate facilities	%	56	43	43	75	54	39	51	71	42	50
	<i>N_w</i>	379	231	54	34	141	166	312	52	144	1,513
	<i>N_{uw}</i>	132	79	18	11	48	52	113	20	46	519
Insufficient instructional time	%	67	58	19	75	56	66	56	62	63	60
	<i>N_w</i>	379	239	54	34	139	167	316	57	149	1,534
	<i>N_{uw}</i>	132	81	18	11	48	53	114	21	47	525
Focus on improving academic test scores	%	58	54	22	48	39	47	57	68	52	52
	<i>N_w</i>	379	243	54	34	137	167	315	57	149	1,536
	<i>N_{uw}</i>	132	82	18	11	47	53	113	21	47	524
Lack of arts expertise among regular classroom teachers	%	66	46	49	58	55	62	48	50	49	55
	<i>N_w</i>	379	234	54	34	137	167	316	57	149	1,528
	<i>N_{uw}</i>	132	80	18	11	47	53	114	21	47	523
Lack of certified arts specialists	%	58	44	44	70	48	59	47	66	47	52
	<i>N_w</i>	375	238	54	34	137	167	314	57	149	1,527
	<i>N_{uw}</i>	131	81	18	11	47	53	113	21	47	522

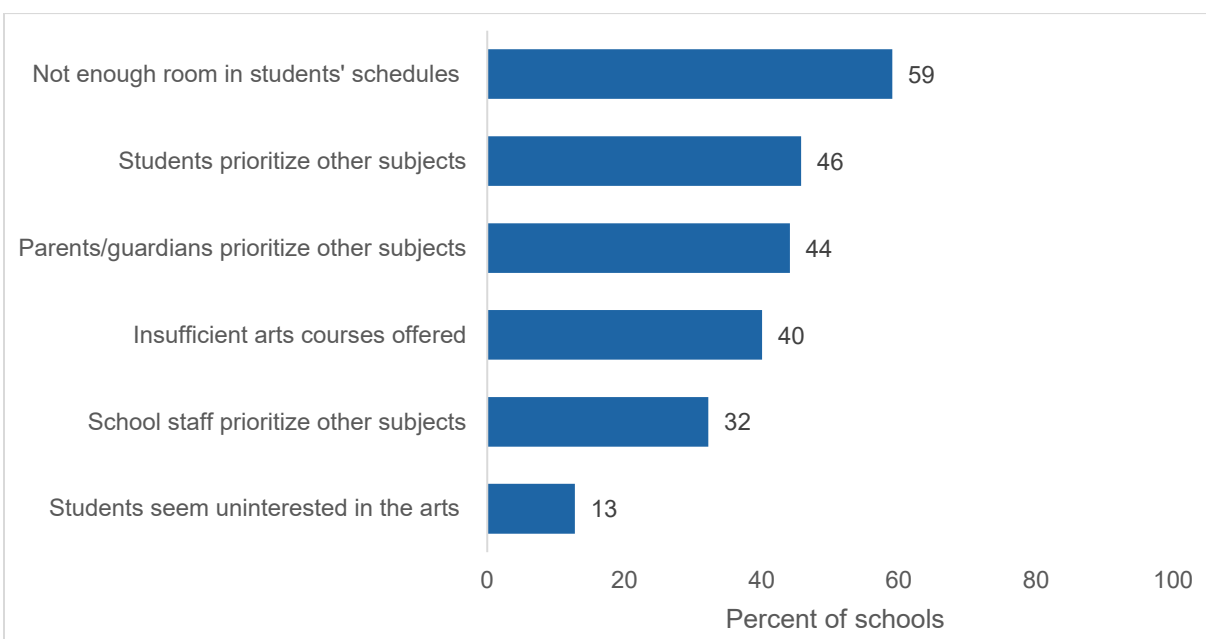
Exhibit 9. Bay Area school leaders' perceptions of moderate and serious barriers to increasing access to arts instruction, by county (continued)

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Lack of teacher professional development in the arts	%	62	40	20	36	44	47	46	48	32	47
	<i>N_w</i>	377	238	54	34	137	167	314	57	144	1,524
	<i>N_{uw}</i>	131	81	18	11	47	53	113	21	46	521
Lack of district or county support	%	46	39	24	23	25	33	33	33	26	35
	<i>N_w</i>	376	234	54	34	137	167	316	57	149	1,525
	<i>N_{uw}</i>	131	80	18	11	47	53	114	21	47	522
Lack of parent or community support	%	13	14	3	21	3	10	14	19	10	12
	<i>N_w</i>	377	234	54	34	137	167	312	57	149	1,522
	<i>N_{uw}</i>	131	80	18	11	47	53	113	21	47	521
Lack of student interest or demand	%	6	9	6	12	1	6	8	9	15	8
	<i>N_w</i>	379	234	54	34	137	167	316	57	149	1,528
	<i>N_{uw}</i>	132	80	18	11	47	53	114	21	47	523

What barriers impede student participation in the arts in secondary schools?

In addition to asking schools leaders about the barriers to increasing access to arts instruction, our survey asked secondary school leaders about barriers to student participation. Among Bay Area secondary schools, the top barriers to students participating in the arts were similar to those affecting secondary schools in the rest of the state. A majority of secondary school leaders (59%) identified the lack of room in students' schedules as a moderate or significant barrier to student participation in the arts, more than any other barrier listed (Exhibit 10). Related to the lack of room in students' schedules is that they, their parents, and school staff may prioritize other subjects. Few leaders (13%) indicated that students seeming uninterested in the arts was a moderate or significant barrier.

Exhibit 10. Bay Area secondary school leaders' perceptions of barriers to increasing participation in arts instruction



Across all Bay Area counties' secondary school leaders, a lack of room in students' schedules was the most frequently or second most frequently cited barrier to increasing participation in arts instruction, with between 49% (San Mateo County) and 100% (Napa County) citing this reason as a barrier (Exhibit 11). Lack of student interest in the arts courses offered at the school was cited the least frequently for most counties, with 0% of schools in Napa County and 22% of schools in Sonoma County citing this as a barrier.

Exhibit 11. Bay Area secondary school leaders' perceptions of barriers to increasing participation in arts instruction, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Not enough room in students' schedules	%	62	64	58	100	53	49	52	90	57	59
	<i>N_w</i>	115	82	19	7	32	50	128	20	42	495
	<i>N_{uw}</i>	62	42	10	4	19	27	69	11	22	266
Students prioritize other subjects over the arts	%	46	40	39	25	21	49	51	45	59	46
	<i>N_w</i>	115	82	19	7	29	50	128	20	42	492
	<i>N_{uw}</i>	62	42	10	4	17	27	69	11	22	264
Parents/ guardians prioritize other subjects over the arts	%	43	35	39	0	26	46	52	55	59	44
	<i>N_w</i>	115	82	19	7	29	50	128	20	42	492
	<i>N_{uw}</i>	62	42	10	4	17	27	69	11	22	264
Insufficient arts courses offered	%	45	41	30	25	50	35	38	26	46	40
	<i>N_w</i>	115	82	19	7	30	50	128	20	42	493
	<i>N_{uw}</i>	62	42	10	4	18	27	69	11	22	265
School staff prioritize other subjects over the arts	%	35	24	30	25	12	29	42	46	26	32
	<i>N_w</i>	115	82	19	7	29	50	128	20	42	492
	<i>N_{uw}</i>	62	42	10	4	17	27	69	11	22	264
Students seem uninterested in the arts	%	16	12	18	0	7	10	9	19	22	13
	<i>N_w</i>	115	82	19	7	29	50	128	20	42	492
	<i>N_{uw}</i>	62	42	10	4	17	27	69	11	22	264

Arts Educators and Instructional Delivery

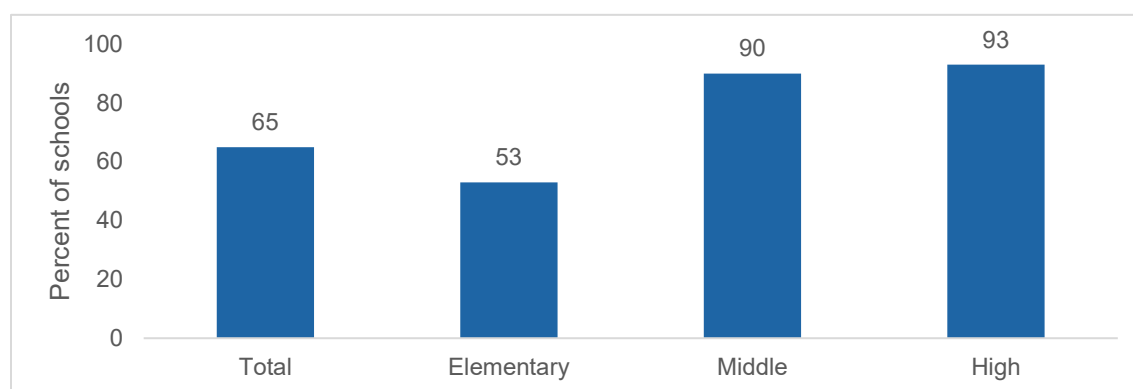
As in the state as a whole, arts instruction in Bay Area schools is provided by a combination of credentialed arts teachers, multiple-subject teachers, and teaching artists who often work for community-based arts organizations. Ideally, multiple-subject teachers—most often working in self-contained elementary classrooms—have had substantial training in the arts and in arts integration, and teaching artists work in collaboration credentialed teachers.

More than half of Bay Area survey respondents (52%) cited a lack of certified arts specialists as a barrier to increasing access to arts (Exhibit 9). In this section, we examine Bay Area schools' reliance on certified arts teachers and then look at who else delivers arts instruction, educators' opportunities to participate in professional development, and instructional delivery methods.

Who provides arts instruction?

In the Bay Area, like the rest of the state, the majority of schools reported having at least one FTE arts specialist. In 2020, 65% of Bay Area schools reported having one or more FTE certified arts specialist compared with 43% in 2006 (Exhibit 12 below and Woodworth & Park, 2007). Elementary schools in the Bay Area are much less likely than secondary schools to have at least one FTE arts specialist (53% compared with 90% of middle schools and 93% of high schools (Exhibit 12).

Exhibit 12. Bay Area schools with at least one FTE arts specialist, by school level

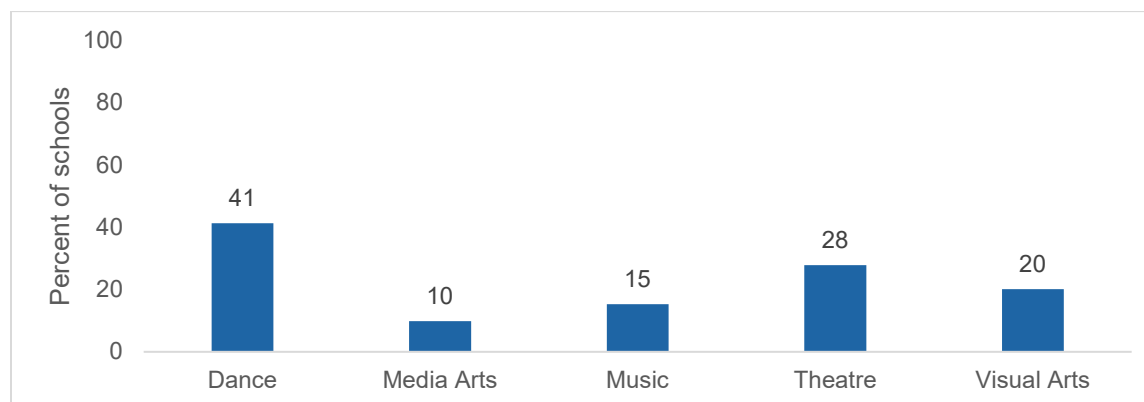


Across the Bay Area counties, most schools have at least one FTE arts specialist except in Napa County where fewer than half (46%) of schools have at least one FTE arts specialist (Exhibit 13). Marin County has the highest proportion of schools with at least one FTE arts specialist (82%).

Exhibit 13. Bay Area schools with at least one FTE arts specialist, by county

	San Francisco Bay Area Counties									
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Bay Area
%	66	61	82	46	55	66	67	68	78	65
N_w	381	246	54	27	147	161	299	53	146	1,513
N_{uw}	133	81	18	9	51	51	108	19	45	515

In addition to generalist classroom teachers and certified arts teachers, some schools rely on teaching artists to provide arts instruction. The prevalence of teaching artists varies by discipline, with 41% of Bay Area schools that offered dance instruction relying on teaching artists while 10% of schools that offered media arts instruction relied on teaching artists (Exhibit 14). The percentage of schools relying on teaching artists to provide instruction in each arts discipline was similar in Bay Area schools and the rest of California, with the exception of visual arts: in this discipline, schools in the Bay Area were less likely to rely on teaching artists than schools not in the Bay Area (20% compared with 27%, $p = .03$).

Exhibit 14. Bay Area schools relying on teaching artists, by discipline

Note: Percentages are based on schools providing instruction in each discipline.

Across the Bay Area counties, schools' reliance on teaching artists varies by both discipline and county (Exhibit 15). In Sonoma County, among schools offering media arts instruction, no schools reported relying on teaching artists, while in Napa 52% of schools offering media arts instruction reported relying on teaching artists. For music, the frequency with which schools rely on teaching artists varied less, with 9% of schools in Alameda County and 26% of schools in San Francisco County relying on teaching artists.

Exhibit 15. Bay Area schools relying on teaching artists, by discipline and county

		San Francisco Bay Area Counties									
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Bay Area
Dance	%	32	25	24	68	73	47	24	35	46	41
	N_w	137	84	17	16	123	76	121	6	69	648
	N_{uw}	52	30	5	5	39	24	45	4	20	224
Media Arts	%	10	7	8	52	23	14	7	7	0	10
	N_w	196	106	25	14	56	89	151	43	83	763
	N_{uw}	74	44	11	5	23	31	61	17	27	293
Music	%	9	16	20	21	26	20	13	10	15	15
	N_w	325	215	54	34	142	158	284	47	148	1,407
	N_{uw}	111	74	18	11	48	49	102	18	46	477
Theatre	%	19	23	30	46	50	33	26	8	32	28
	N_w	178	136	36	16	80	72	180	24	101	823
	N_{uw}	65	48	13	6	26	28	68	11	31	296
Visual arts	%	24	18	20	24	35	18	8	27	21	20
	N_w	324	209	52	30	144	143	279	31	133	1,345
	N_{uw}	115	72	17	10	50	47	102	13	43	469

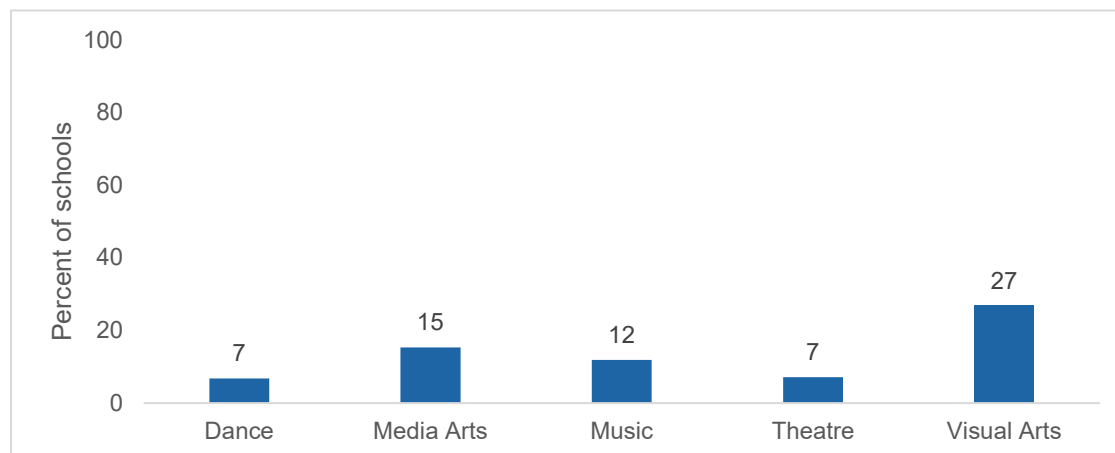
Note: Percentages are based on schools providing instruction in each discipline.

Who participates in professional development in the arts?

Across Bay Area counties, elementary schools often rely on classroom teachers to provide arts instruction. Professional development in the arts could help address the lack of arts expertise among regular classroom teachers, as more than half (55%) of school leaders cited lack of arts expertise among regular classroom teachers as a barrier to expanding students' access to arts education and nearly half of school principals (47%) reported that a lack of professional development in the arts was a barrier (Exhibit 8).

When Bay Area teachers did participate in professional development, the focus was most often visual arts: The percentage of Bay Area elementary schools in which classroom teachers participated in professional development was 27% for visual arts, 15% for media arts, 12% for music, and 7% for both dance and theatre (Exhibit 16). These percentages are similar to the rest of California, except for the percentage of elementary schools with teachers participating in professional development for music, which is 12% in the Bay Area, and 20% in the rest of California ($p = .03$).

Exhibit 16. Bay Area elementary schools in which classroom teachers participated in arts professional development, by discipline



Across the Bay Area counties, the percentage of elementary schools with classroom teachers participating in professional development varied considerably (Exhibit 17). For example, with 27% of school leaders in the Bay Area reporting that their teachers participated in professional development relating to visual arts, the county percentages ranged from 0% (Solano) to 87% (Napa).

Exhibit 17. Bay Area elementary schools in which classroom teachers participated in arts professional development, by discipline and county

		San Francisco Bay Area Counties									
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Bay Area
Dance	%	6	7	0	41	17	0	2	0	11	7
	<i>N_w</i>	264	165	35	23	111	117	187	37	103	1,043
	<i>N_{uw}</i>	70	40	8	6	31	26	45	10	24	260
Media	%	10	14	0	32	11	24	7	18	42	15
	<i>N_w</i>	264	165	35	23	111	117	187	37	103	1,043
	<i>N_{uw}</i>	70	40	8	6	31	26	45	10	24	260
Music	%	8	12	14	41	10	24	5	0	20	12
	<i>N_w</i>	264	165	35	23	115	117	187	37	108	1,052
	<i>N_{uw}</i>	70	40	8	6	32	26	45	10	25	262
Theatre	%	2	2	7	23	15	6	5	0	24	7
	<i>N_w</i>	264	165	35	23	111	117	187	37	103	1,037
	<i>N_{uw}</i>	70	40	8	6	31	26	45	10	24	259
Visual arts	%	26	25	14	87	21	42	21	0	31	27
	<i>N_w</i>	261	165	35	23	111	117	187	37	108	1,045
	<i>N_{uw}</i>	69	40	8	6	31	26	45	10	25	260

What instructional delivery methods are used?

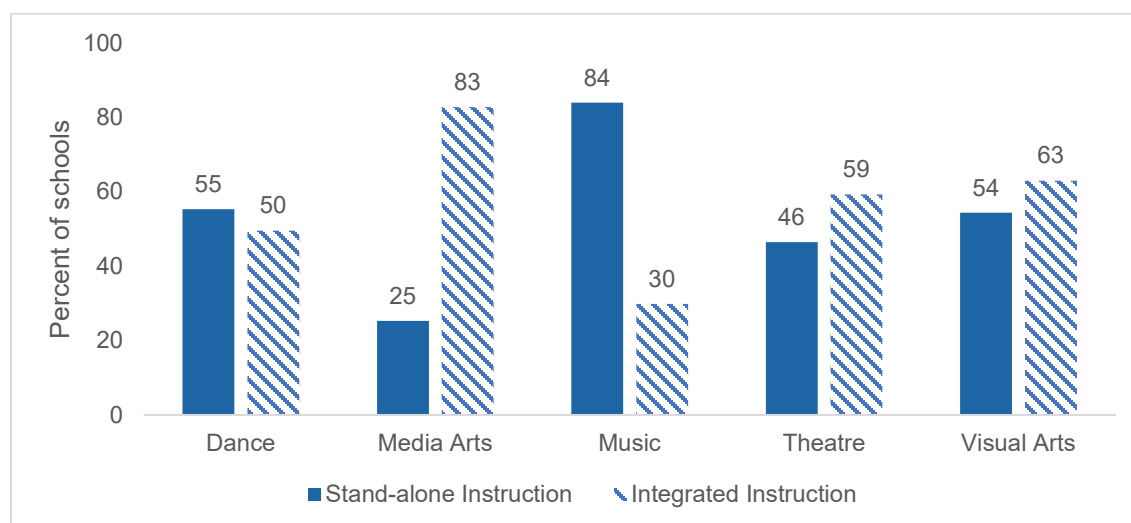
The remainder of this section investigates stand-alone versus integrated arts instruction at the elementary level, delves into the prevalence of culturally responsive arts instruction strategies, and discusses supplemental arts experiences like field trips and assemblies.

Integrated Arts Instruction

The California Arts Standards state that any comprehensive arts education program has three components: subject-centered arts instruction, interdisciplinary approaches among the arts disciplines, and integration of the arts into other content areas (California Department of Education, 2019, p. 14). Whereas subject-centered arts courses focus on the four artistic processes included in the arts standards (creating, performing/presenting/production, responding and connecting) in a particular arts domain (California Department of Education, 2019, p. 8), arts integration involves the synergistic combination of arts with other content areas of instruction. The California Arts Framework warns that “at times lessons that are called integrated when examined closely are not, because they use a process or technique from an arts discipline without providing students with foundational instruction in that arts discipline” (California Department of Education, 2020).

When offering arts instruction, Bay Area elementary school leaders reported that the arts are taught differently (integrated and/or stand-alone) by discipline (Exhibit 18). For example, music instruction was much more likely to be taught via stand-alone instruction (84%) than to be integrated with other subjects (30%). Media arts, theatre, and visual arts were more likely to be taught via integrated than stand-alone instruction.

Exhibit 18. Bay Area elementary schools reporting integrated and stand-alone arts instruction, by discipline



Note: Percentages are based on elementary schools providing instruction in each discipline.

Across Bay Area counties, most elementary school leaders reported that music was taught as a stand-alone class, ranging from 73% of schools in Napa County to 93% of schools in Marin County (Exhibit 19). Media arts was most often taught via integrated instruction with 100% of schools in Marin, Napa, and Solano counties using this method.

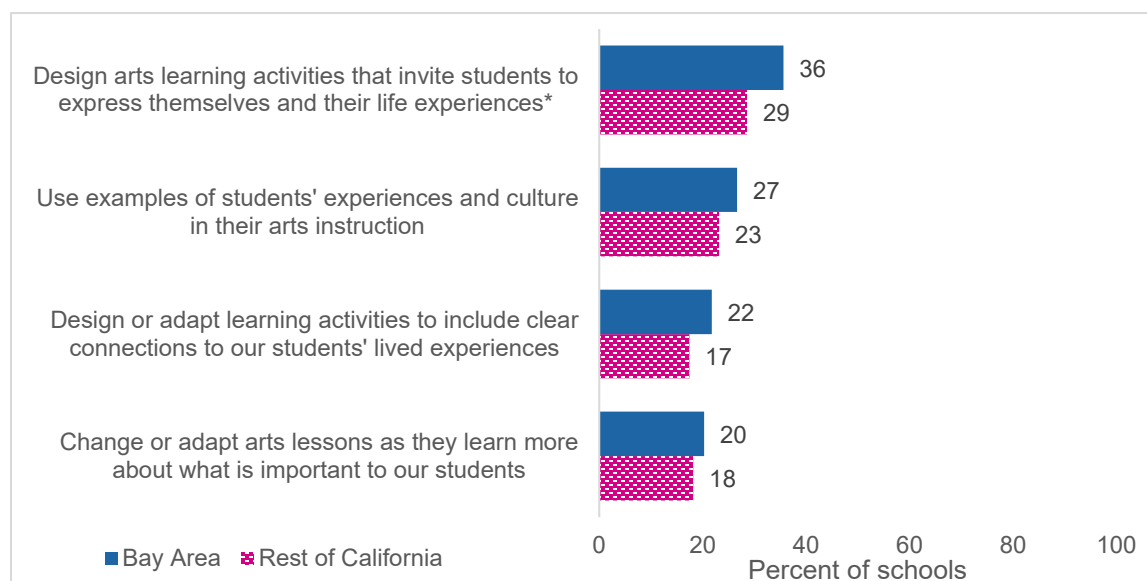
Exhibit 19. Bay Area elementary schools reporting integrated and stand-alone arts instruction, by discipline and county

			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Bay Area
Dance	Stand-alone	%	36	22	0	54	92	57	53	n/a	68	55
	Integrated	%	67	66	100	0	26	43	52	n/a	55	50
		<i>N_w</i>	96	44	11	14	96	51	69	0	36	417
		<i>N_{uw}</i>	28	10	2	4	27	11	17	0	8	108
Media Arts	Stand-alone	%	24	37	0	0	24	25	31	15	29	25
	Integrated	%	79	62	100	100	78	87	92	100	83	83
		<i>N_w</i>	117	39	8	10	37	43	51	24	51	381
		<i>N_{uw}</i>	30	11	2	3	10	9	12	7	11	95
Music	Stand-alone	%	84	80	93	73	87	85	84	76	86	84
	Integrated	%	23	18	32	27	32	33	41	43	32	30
		<i>N_w</i>	210	122	35	27	111	113	167	27	105	917
		<i>N_{uw}</i>	55	30	8	7	31	25	40	7	24	227
Theatre	Stand-alone	%	29	44	24	30	62	74	48	58	51	46
	Integrated	%	67	43	76	41	47	39	75	42	75	59
		<i>N_w</i>	98	71	19	10	60	38	70	9	56	432
		<i>N_{uw}</i>	24	18	4	3	16	9	16	3	12	105
Visual arts	Stand-alone	%	58	39	86	54	58	51	61	24	49	54
	Integrated	%	60	57	41	86	49	65	69	100	81	63
		<i>N_w</i>	210	125	33	23	108	99	153	16	89	855
		<i>N_{uw}</i>	56	31	7	6	30	22	36	5	20	213

Culturally responsive arts instruction

Overall, a minority of Bay Area school leaders strongly agreed that their school's teachers' instructional methods and tactics aligned with the four culturally responsive teaching practices described on the survey. Respondents in the Bay Area were more likely to report that their teachers designed arts learning activities that invite their students to express themselves and their life experiences than in the rest of California (36% versus 29%, $p = .03$, Exhibit 20). The other three survey options, while not statistically significant, trend in the same direction with Bay Area respondents being more likely to strongly agree that their teachers made use of these culturally responsive teaching practices.

Exhibit 20. School leaders' reporting "strong agreement" that their teachers make use of various culturally responsive practices, Bay Area and the rest of California



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Across the Bay Area counties, of the four culturally responsive teaching practices described on the survey, school leaders reported most frequently that their teachers "design arts learning activities that invite students to express themselves and their life experiences," with between 23% (Napa County) and 43% (Alameda County) of Bay Area school leaders strongly agreeing with this statement (Exhibit 21). One in five (20%) of school leaders across Bay Area counties reported that their teachers "change or adapt arts lessons as they learn more about what is important to our students," ranging from 5% of schools in Napa County to 33% of schools in Marin County.

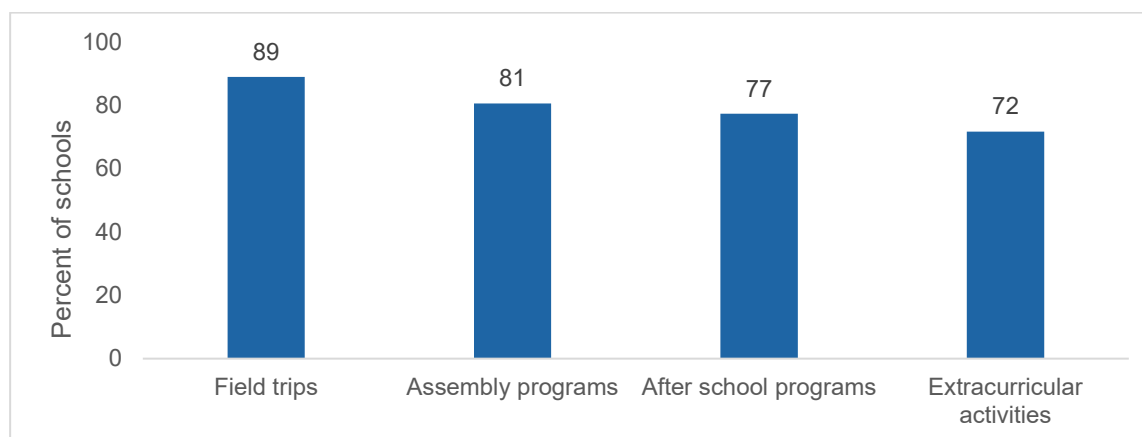
Exhibit 21. Bay Area school leaders' reporting "strong agreement" that their teachers make use of various culturally responsive practices, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Design arts learning activities that invite students to express themselves and their life experiences	%	43	38	39	23	38	32	28	28	35	36
	<i>N_w</i>	381	249	54	34	146	165	320	57	149	1,555
	<i>N_{uw}</i>	133	83	18	11	50	52	116	21	47	531
Use examples of students' experiences and culture in their arts instruction	%	31	22	22	5	41	23	23	19	30	27
	<i>N_w</i>	381	248	54	34	147	165	320	57	149	1,555
	<i>N_{uw}</i>	133	82	18	11	51	52	116	21	47	531
Design or adapt learning activities to include clear connections to our students' lived experiences	%	24	20	40	18	20	19	17	29	25	22
	<i>N_w</i>	376	249	54	34	147	165	320	57	149	1,553
	<i>N_{uw}</i>	131	83	18	11	51	52	116	21	47	530
Change or adapt arts lessons as they learn more about what is important to our students	%	20	19	33	5	31	13	17	27	25	20
	<i>N_w</i>	379	249	54	34	147	165	320	57	149	1,555
	<i>N_{uw}</i>	132	83	18	11	51	52	116	21	47	531

Supplemental Arts Experiences

The majority of schools in the Bay Area, as in the state as a whole, supplement arts instruction with arts-focused field trips (89%) and assembly programs (81%) (Exhibit 22). Likewise, the majority of schools offer after-school programs (77%) and extracurricular activities such as clubs, plays, and dance teams (72%).

Exhibit 22. Bay Area schools sponsoring supplemental arts experiences



Across the Bay Area counties, the percentage of schools offering arts-focused field trips ranged from 80% (Contra Costa) to 99% (San Francisco) (Exhibit 23). The percentage of schools offering arts-focused after-school programs varied more substantially by county, with 52% of schools in Solano County offering these experiences compared with 84% of schools in San Francisco County.

Exhibit 23. Bay Area schools sponsoring supplemental arts experiences, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Field trips	%	84	80	92	95	99	88	90	82	93	88
	<i>N_w</i>	387	255	57	38	147	174	326	64	154	1,602
	<i>N_{uw}</i>	136	85	20	13	51	56	118	24	49	552
Assembly programs	%	80	73	83	90	92	77	77	64	84	79
	<i>N_w</i>	387	252	58	37	147	169	324	63	152	1,588
	<i>N_{uw}</i>	136	84	20	12	51	55	117	23	48	546
After school programs	%	83	63	80	60	84	81	79	52	72	76
	<i>N_w</i>	381	253	58	38	147	168	324	59	154	1,582
	<i>N_{uw}</i>	134	84	20	13	51	54	117	23	49	545
Extra-curricular activities	%	63	69	67	65	66	68	86	60	72	70
	<i>N_w</i>	381	246	57	34	147	169	326	64	154	1,579
	<i>N_{uw}</i>	135	83	20	12	51	55	118	24	49	547

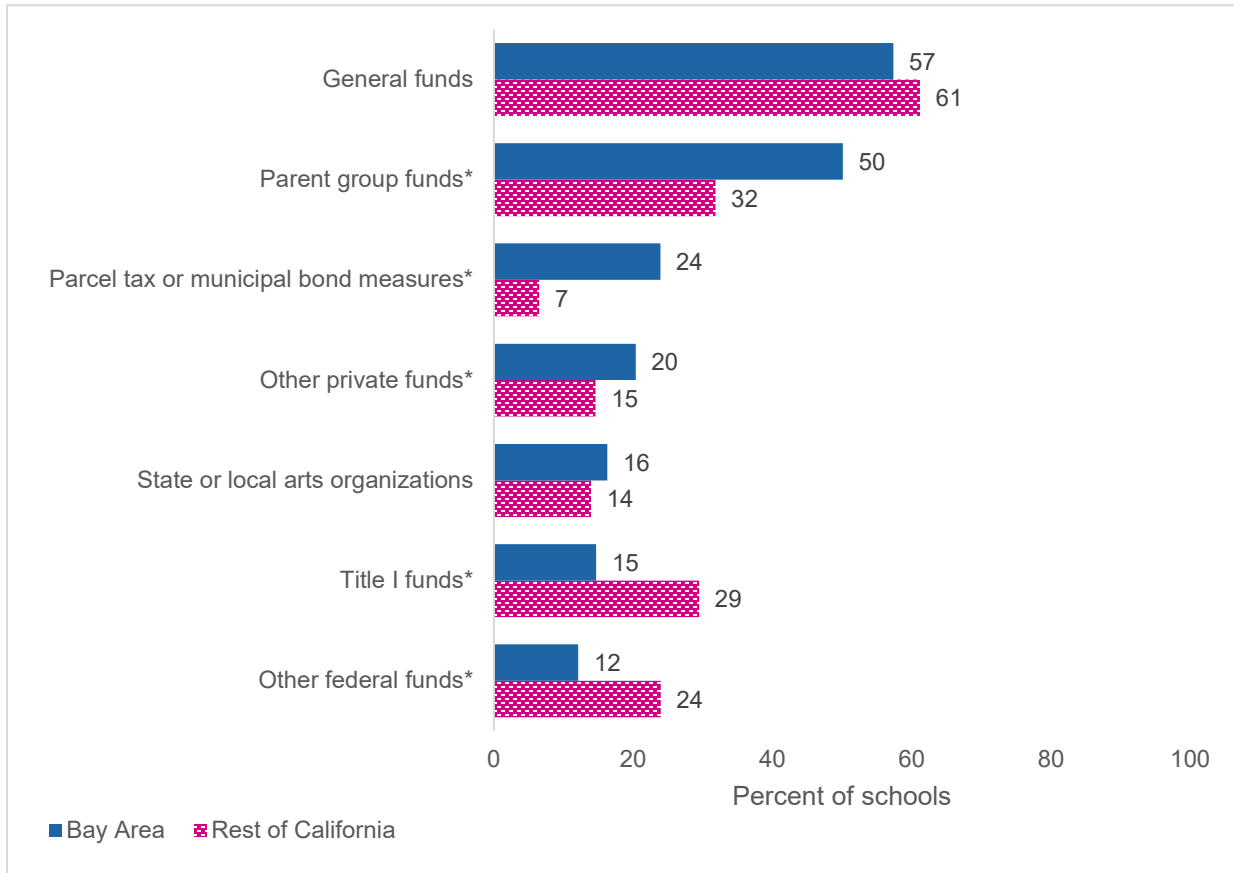
Funding, Facilities and Materials, and Other Supports

This section explores funding sources, access to appropriate facilities and materials, and other supports for arts instruction, including the roles school and district leaders, county offices, and partner organizations play in supporting arts instruction.

What funding sources support arts instruction?

Like schools in the state as a whole, Bay Area schools tapped a variety of funding streams to support arts programming, though the frequency with which schools relied on some specific sources differed significantly. For schools in the Bay Area and the rest of California, the most-cited top or significant source of funds for the arts was general funds (57% and 61% respectively, Exhibit 24). However, nearly as many Bay Area schools (50%) also cited parent group funds as a top or significant source, in contrast to the rest of California (32%) ($p < .001$), and more Bay Area schools cited “other private funds, including business and foundation grants” as top or significant sources of funds (20% versus 15%, $p = .049$). Additionally, fewer Bay Area schools relied on Title I funds versus the rest of California (15% versus 29%, $p < .001$). Similarly, fewer Bay Area schools relied on “other federal funds” (12% versus 24%, $p < .001$). Notably, Bay Area school leaders were more than three times as likely to cite parcel tax or municipal bond measures as important sources of support for arts education than school leaders in the rest of the state (24% vs. 7%, $p < .001$). These patterns are similar to those we found in 2006 (see Woodworth & Park, 2007).

Exhibit 24. Top or significant sources of school funding for arts education, Bay Area and the rest of California



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Across Bay Area counties, the percentage of schools relying on general funds for arts programs varied greatly across counties, from 32% of schools in Marin County to 71% of schools in Sonoma County (Exhibit 25). The importance of parent group funds also varied considerably across counties, from 32% in Solano County to 81% in Marin County. Meanwhile, no schools in Marin County relied on Title I or other federal funds to support the arts, whereas 24% of school leaders in Solano County identified Title I as an important source of support for the arts and 18% reported relying on other federal funds.

Exhibit 25. Top or significant sources of school funding for arts education, by Bay Area county

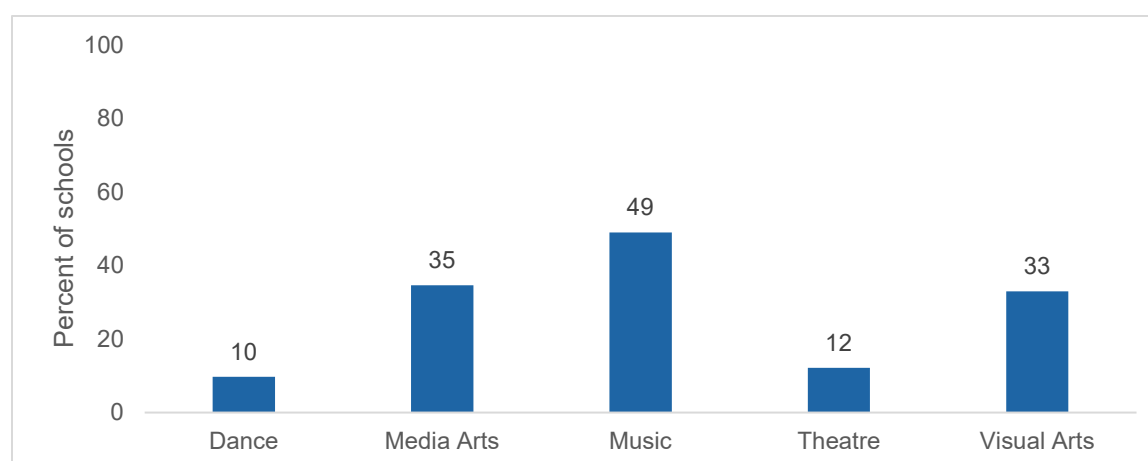
		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
General funds	%	56	58	32	40	60	49	60	61	71	57
	<i>N_w</i>	369	245	48	31	136	160	301	52	149	1,492
	<i>N_{uw}</i>	129	82	16	10	48	49	109	20	47	510
Parent group funds	%	41	53	81	64	58	64	48	32	43	50
	<i>N_w</i>	367	245	52	34	144	164	314	57	149	1,525
	<i>N_{uw}</i>	125	82	17	11	49	51	113	21	47	516
Title I funds	%	14	19	0	0	7	11	18	24	15	15
	<i>N_w</i>	369	243	46	26	131	151	303	57	141	1,467
	<i>N_{uw}</i>	127	81	15	8	45	45	108	21	45	495
Other federal funds	%	13	13	0	9	4	17	16	18	7	12
	<i>N_w</i>	355	243	46	32	129	153	287	57	137	1,439
	<i>N_{uw}</i>	120	81	15	10	45	46	104	21	43	485
Parcel tax or municipal bond measures	%	23	16	29	9	67	23	18	0	22	24
	<i>N_w</i>	363	241	48	32	138	154	297	0	139	1,470
	<i>N_{uw}</i>	124	80	16	10	48	47	107	0	44	497
State or local arts organizations	%	17	13	13	41	41	14	5	20	15	16
	<i>N_w</i>	369	245	46	32	136	149	286	57	141	1,462
	<i>N_{uw}</i>	127	82	15	10	47	46	103	21	45	496
Other private funds	%	18	24	46	36	4	24	19	9	25	20
	<i>N_w</i>	360	245	52	30	128	161	306	57	141	1,480
	<i>N_{uw}</i>	123	82	17	10	45	50	108	21	45	501

What facilities, materials, and equipment are used for arts instruction?

The California Arts Framework sets a high bar for the type of facilities, materials, and equipment that would best support authentic arts learning, noting that they must be of “university and industry standards [to] ensure that students are prepared to continue their learning beyond the TK–12 grades” (California Department of Education, 2020, Chapter 1). This section explores access to facilities and materials in Bay Area elementary schools.

Across the Bay Area, as with the state as a whole, the percentage of elementary schools utilizing dedicated rooms with special equipment for arts instruction varied by discipline. In the Bay Area, among schools offering instruction in each discipline, the percentages ranged from 10% of schools for dance to 49% of schools for music (Exhibit 26).

Exhibit 26. Bay Area elementary schools using dedicated rooms with special equipment for arts instruction, by discipline



Notes: Percentages are based on schools providing instruction in each discipline.

Across Bay Area counties, the percentage of elementary schools using dedicated rooms with special equipment varied most for visual arts. In Solano County, no elementary schools used dedicated rooms with special equipment for visual arts while, in Marin County, 80% of elementary schools did so (Exhibit 27). The range was narrower for theatre instruction, with no elementary schools in Solano County, Marin County, and Napa County using equipped dedicated rooms for theatre while 18% of elementary school leaders in Contra Costa County reported use of equipped dedicated rooms.

Exhibit 27. Bay Area elementary schools using dedicated rooms with special equipment for arts instruction, by discipline and county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Dance	%	3	23	17	0	10	21	0	0	13	10
	N_w	86	42	14	14	107	47	70	5	37	422
	N_{uw}	26	10	3	4	30	10	17	2	8	110
Media	%	50	35	0	70	12	39	15	13	40	35
	N_w	105	37	8	10	33	51	47	24	48	363
	N_{uw}	27	10	2	3	9	11	11	7	11	91
Music	%	48	54	87	69	23	35	50	19	75	49
	N_w	231	134	35	27	115	107	171	27	103	952
	N_{uw}	60	33	8	7	32	24	41	7	24	236
Theatre	%	12	18	0	0	14	17	16	0	5	12
	N_w	96	72	21	10	68	30	79	9	59	444
	N_{uw}	24	18	5	3	18	7	18	3	13	109
Visual arts	%	38	37	80	32	14	31	31	0	33	33
	N_w	214	131	35	23	112	103	154	16	79	866
	N_{uw}	57	32	8	6	31	23	36	5	18	216

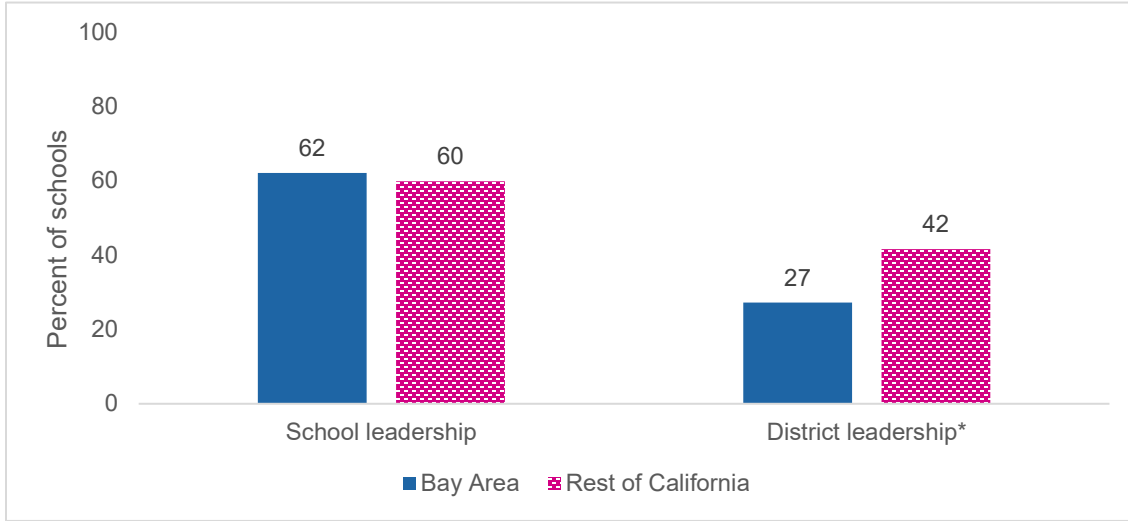
Note: Percentages are based on schools providing instruction in each discipline.

What roles do school and district leaders, county offices, and partner organizations play in supporting arts instruction?

This section focuses on the role of school and district leaders, county offices of education, and partner organizations play in supporting arts education.

In response to a survey question about the importance of arts education to various stakeholder groups, 62% of Bay Area respondents reported that the arts are “very important” to school leadership, and 27% reported they are “very important” to district leadership (Exhibit 28). A smaller percentage of Bay Area school leaders reported that their district leaders viewed the arts as “very important” compared with the rest of California (27% versus 42%, $p < .001$).

Exhibit 28. School leaders characterizing arts education as “very important” to school and district leaders, Bay Area and the rest of California



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Across all Bay Area Counties, there was considerable variation in the percentage of school leaders reporting that the arts are “very important” to school leadership, from 37% in Napa County to 84% in Marin County (Exhibit 29). The percentage of school leaders reporting that the arts are “very important” to district leaders varied less (11% in Solano County to 38% in Sonoma County).

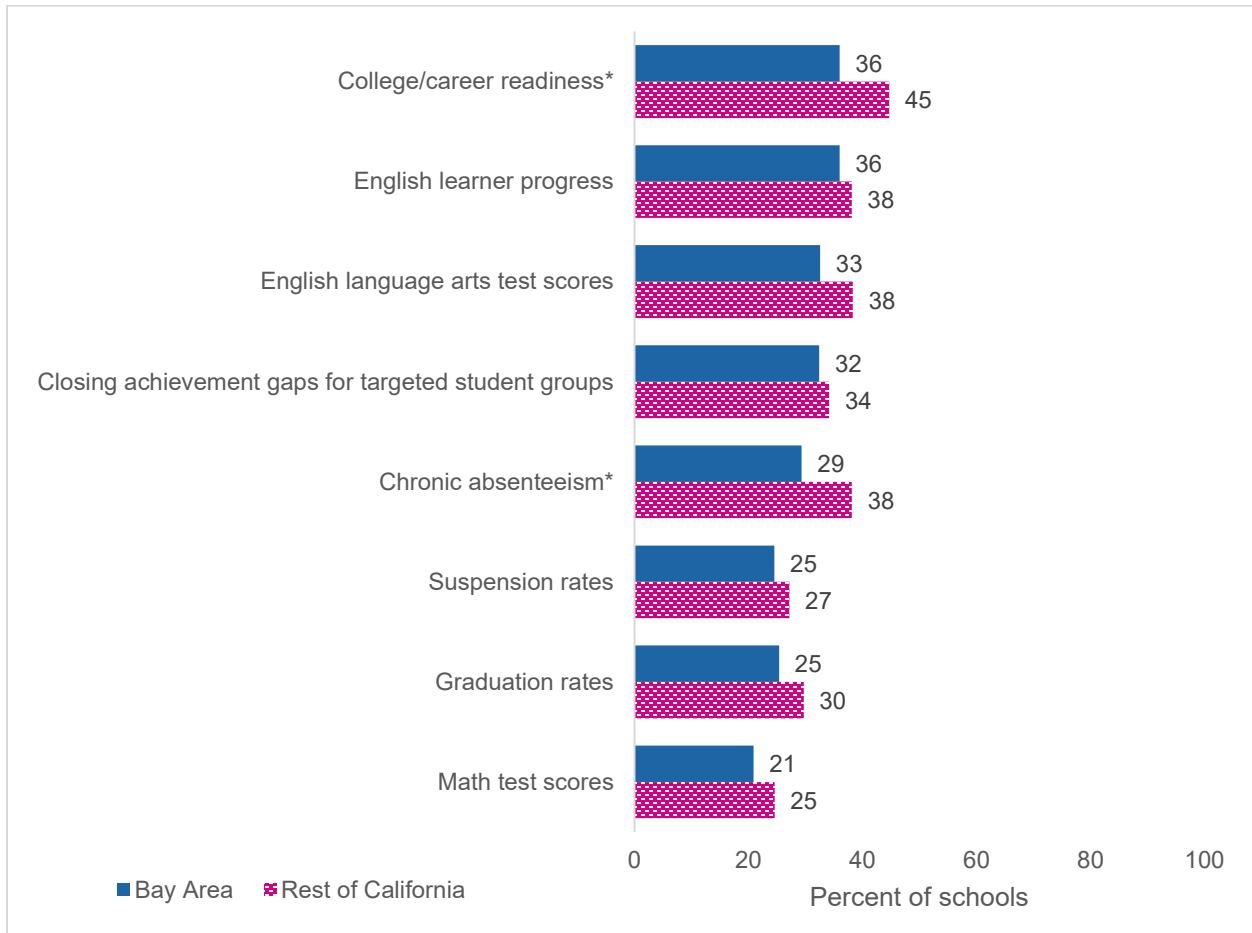
Exhibit 29. Bay Area school leaders characterizing arts education as “very important” to school and district leaders support, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
School leadership	%	60	62	84	37	66	62	63	53	64	62
	N_w	379	249	54	34	144	161	311	57	149	1,539
	N_{uw}	132	83	18	11	50	51	110	21	47	523
District leadership	%	21	28	37	14	32	28	30	11	38	27
	N_w	367	244	54	34	139	161	305	52	146	1,501
	N_{uw}	127	80	18	11	48	51	109	20	45	509

Similar to the rest of California, relatively few respondents from Bay Area schools reported leveraging arts programs to pursue federal and state policy priorities included on the California School Dashboard such as closing achievement gaps, increasing graduation rates, or reducing chronic absenteeism (Exhibit 30). The only significant differences between Bay Area schools and the rest of California were that fewer Bay Area respondents indicated that arts education

was a strategy to improve chronic absenteeism (29% versus 38%, $p = .01$), and fewer Bay Area respondents indicated that arts education was a strategy to improve college/career readiness (36% versus 45%, $p = .03$).

Exhibit 30. Use of arts education as a strategy to improve on school performance indicators, Bay Area and the rest of California



Notes: Questions about graduation rates and college/career readiness were directed only to middle and high schools. An * indicates differences are statistically significant at the $p < 0.05$ level.

Across Bay Area schools, less than half of respondents indicated that arts education is a strategy to improve on the given school performance indicators. San Francisco and Marin counties, however, were exceptions, with 51% of respondents in both counties reporting that arts education was a strategy to improve English learner progress (Exhibit 31). Likewise, in San Francisco County, 53% of respondents reported that arts education is a strategy for college/career readiness.

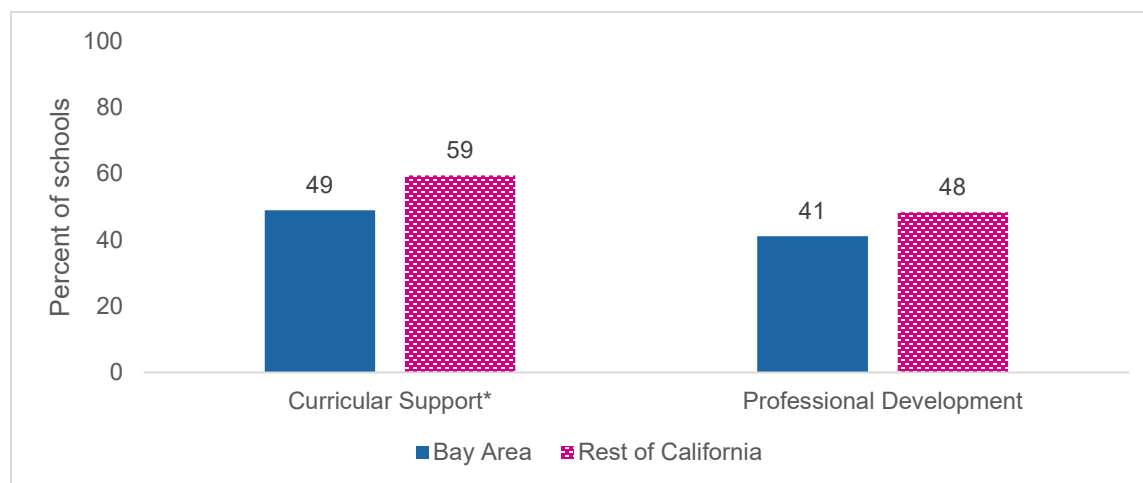
Exhibit 31. Bay Area schools' use of arts education as a strategy to improve on school performance indicators, by county

		San Francisco Bay Area Counties									
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Bay Area
English learner progress	%	38	27	51	40	51	36	35	34	29	36
English language arts test scores	%	27	28	48	28	47	35	31	27	40	33
Closing achievement gaps for targeted student groups	%	28	29	42	24	43	28	33	35	40	32
Chronic absenteeism	%	27	28	42	11	22	30	35	31	33	29
Suspension rates	%	26	25	32	11	15	22	29	29	22	25
Math test scores	%	17	18	35	28	25	30	22	24	11	21
	N_w	357	230	47	36	139	165	306	58	150	1,487
	N_{uw}	139	86	17	13	53	58	122	24	54	566
College/ career readiness	%	36	46	36	0	53	33	29	32	39	36
Graduation rates	%	25	25	37	20	34	20	28	16	19	25
	N_w	111	80	14	0	31	51	126	20	39	479
	N_{uw}	65	45	8	0	20	29	73	12	24	281

Note: Questions about graduation rates and college/career readiness were directed only to middle and high schools.

Compared with the rest of California, fewer Bay Area school leaders reported receiving arts-related curricular and professional development support from their school districts (Exhibit 32). The percentage of Bay Area school leaders who reported obtaining curricular support for arts education from their school district was significantly lower than the rest of California (49% versus 59%, $p = .01$) and the percentage of school leaders reporting that their teachers received professional development for arts instruction from their district was also lower in the Bay Area when compared with the rest of California (41% versus 48%, approaching statistical significance with p -value of .051).

Exhibit 32. Bay Area schools receiving arts-related curricular support and professional development from school districts



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Although a minority of Bay Area schools reported receiving support from their school district for professional development for arts education, the percentages in Napa (85%) and San Francisco (71%) tell a different story (Exhibit 33). Similarly, with around half of Bay Area schools receiving curricular support from their school district (49%), the county-level percentages ranged from 42% of schools in Alameda County to 72% of schools in Napa County.

Exhibit 33. Bay Area schools receiving arts-related curricular support and professional development (PD) from school districts, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Curricular support	%	42	55	49	72	63	45	43	49	52	49
PD	%	42	46	27	85	71	25	29	35	40	41
	N_w	301	237	45	31	144	167	276	49	129	1,378
	N_{uw}	107	79	16	10	50	53	99	19	41	474

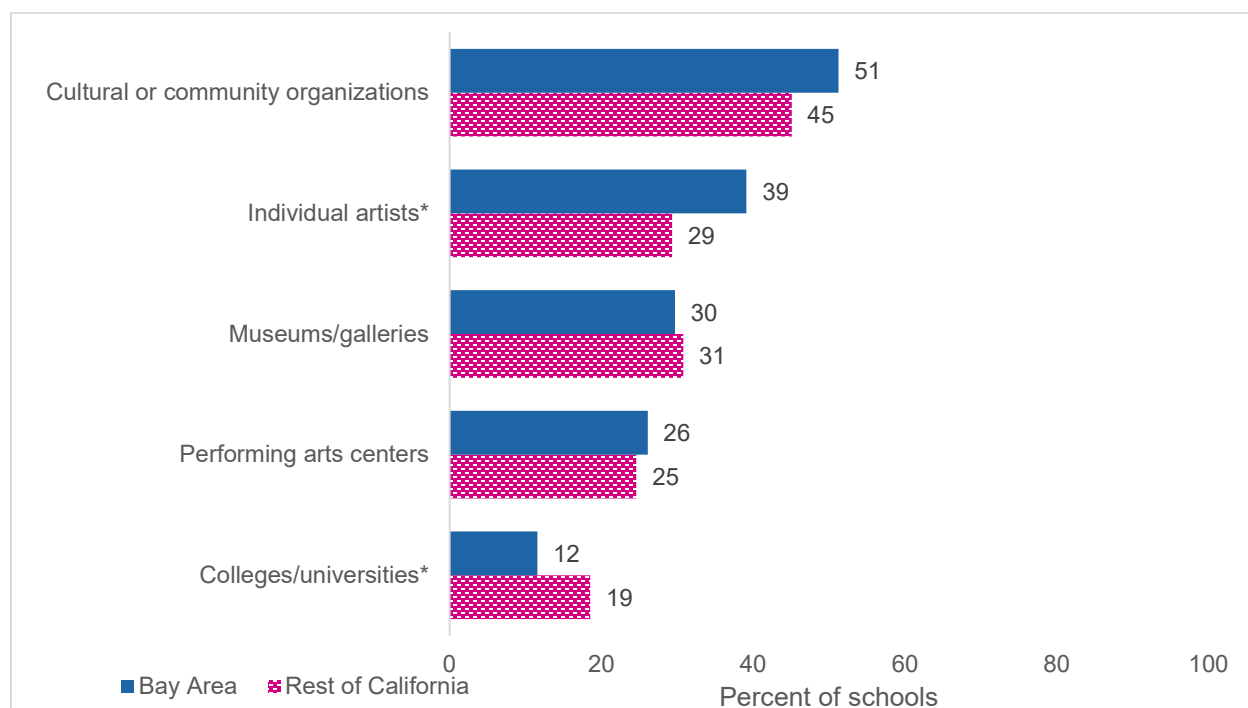
Fewer schools in the Bay Area reported receiving curricular support (19%) and professional development (26%) from their county offices of education (though the percentages of Bay Area schools receiving curricular support and professional development from their county offices of education increased from 11% and 12%, respectively, since 2006; see Woodworth & Park, 2007) (Exhibit 34). Across the Bay Area counties, school leaders in Marin County reported receiving the most support from their counties: 45% of schools reported receiving curricular support, and 68% reported receiving professional development for arts education.

Exhibit 34. Bay Area schools receiving arts-related curricular support and professional development (PD) from county offices, by county

		San Francisco Bay Area Counties									Bay Area
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Curricular support	%	19	9	45	27	9	21	20	28	29	19
PD	%	25	11	68	27	9	38	27	20	45	26
	N_w	301	237	45	31	144	167	276	49	129	1,378
	N_{uw}	107	79	16	10	50	53	99	19	41	474

Finally, some schools partner with various types of external organizations to support their delivery of arts instruction (Exhibit 35). More schools in the Bay Area reported partnerships with individual artists (39% versus 29%, $p = .01$) and fewer Bay Area schools reported partnerships with colleges and universities (12% versus 19%, $p = .002$)

Exhibit 35. Arts partnerships by organization type, Bay Area and the rest of California



Note: An * indicates differences are statistically significant at the $p < 0.05$ level.

Across the Bay Area, the percentage of school leaders reporting partnerships varied by county (Exhibit 36). For example, while just over half of Bay Area school leaders (51%) reported partnering with cultural or community organizations, the percentage ranged from 41% in Napa County to 67% in San Francisco County.

Exhibit 36. Arts partnerships by organization type, by Bay Area county

	San Francisco Bay Area Counties										Bay Area
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma		
Cultural or community organizations	%	44	53	51	41	67	57	48	46	54	51
Individual artists	%	42	28	36	14	61	45	25	22	66	39
Museums/galleries	%	22	29	26	5	53	23	32	21	40	30
Performing arts centers	%	16	32	26	14	47	14	17	34	52	26
Colleges/universities	%	12	8	11	0	10	6	14	22	19	12
	N_w	377	246	54	34	144	165	309	57	149	1,536
	N_{uw}	131	81	18	11	50	52	111	21	47	522

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