

# State of Arts Education in Sonoma County: Analyses of Survey Data

## Summary of Main Findings

WestEd assisted Creative Sonoma in gathering feedback from various stakeholders across Sonoma County and examining the state of arts education within the county. In the spring of 2017, data were collected from district and school administrators, teachers, parents, and arts organizations from across the county. These data were then analyzed, general findings were presented to stakeholders, and then follow-up in-depth analyses were conducted. Analyses revealed several positive takeaways, numerous opportunities that could be leveraged to improve students' arts education, and some critical areas for follow-up and further attention.

## Positive Takeaways

- Significant arts education and engagement with the arts is occurring across Sonoma County and its schools. Arts organizations are present in schools, teachers are providing arts instruction to their students, students have access to outside arts specialists, and parents report their students are engaged with and participating in the arts.
- Arts education is valued in Sonoma County. Parents, teachers, and school and district administrators all report that arts education is important. At both the school and district levels, administrators indicated there are “arts champions.” Visual and Performing Arts, in particular, was identified among the top subjects that positively impact students' future success.
- There is willingness to provide arts education, as well as interest and resources. There is an interest in training to increase capacity related to arts education. Administrators report that funding is available for arts education. Administrators (district more so than school) report having the resources to offer a variety of arts classes.
- There is alignment between the attributes key stakeholders identified as important for students to learn in preparation for higher education, vocational training, and career as future workforce and community members and the skills and attributes students can develop through high-quality arts education: communication, creativity, work ethic, problem-solving, and collaboration.
- Parents have generally positive perceptions about the quality and relevance of arts education at the high school level.

- There is an abundance of arts-rich resources and expertise available across the county. These are available both in and out of school. Arts specialists play a notable role in providing students with access to arts education.

## Opportunities

- Administrators report that funding is set aside for arts education. Ensure the right people—equipped to facilitate, broker, and connect relationships that support arts education—are at the table to inform the discussion on use of funds.
- Ensure a balance in where funding is spent such that it addresses need (e.g., teacher training on arts integration or arts standards) and demand (e.g., programming in Instrumental Music and Dance), as well as leverages opportunity (e.g., document and demonstrate the value of arts education in reinforcing the skills and attributes identified as important for students to learn).
- Focus on communication across classroom, school, and district levels to improve the coherence related to arts education. Arts education is clearly valued at all levels, but there are some discrepancies among stakeholders—particularly between district and school administrators—that may be a function of lacking communication. This discrepancy was most evident when examining administrators’ responses about the importance of their teachers teaching arts.
- There is high demand for, high participation in, and high availability of resources and programming related to Visual Arts. Explore how to maximize this confluence of factors, considering Visual Arts was identified as a subject that positively impacts students’ future success.
- There is seemingly unmet demand for in-school Instrumental Music and Dance programming.
- There were several areas where there were only small to moderate differences between high- and low-FRPL and EL groups. For example, while teacher feedback revealed some regional differences in terms of students’ access to arts instruction from classroom teacher or outside arts specialist, there were only small differences between high- and low-FRPL and EL groups in this regard. This pattern held for administrator feedback about regions and FRPL; administrator feedback related to high- and low-EL groups was varied.

## Follow-Up and Areas of Concern

- Teachers appear to lack familiarity with arts standards and may hold misconceptions about what constitutes arts integrated instruction. These are two key areas for follow-up and additional training.
- Overall, there appears to be limited arts-related training for teachers. Similarly, there appears to be limited funding for arts-related teacher professional development.
- Engage parents to understand why they perceive the quality of arts education at the elementary level to be low compared with the quality of arts education at the middle and high school level.
- Engage parents and families to better understand the barriers they experience with respect to participation in arts.
- Some of the more significant differences that emerged between high- and low-FRPL and EL groups related to access to arts integrated instruction, familiarity with arts standards, and space for arts classes. High-FRPL and EL groups generally had less favorable results in these areas.
- There were nuanced regional differences that would be best interpreted by individuals with context about these regions.

## Introduction

WestEd was contracted to assist Creative Sonoma with examining the state of arts education within Sonoma County. WestEd contributed to developing surveys and conducting analyses of survey data from various populations of interest (i.e., respondent groups), including district administrators, school administrators, teachers, parents, arts organizations, and funders. Results were synthesized and presented to stakeholders, including school and district staff, teachers, parents, and community members. Results were presented at the Luther Burbank Center for the Arts in Santa Rosa on May 23, 2017.

As a follow-up task, WestEd was asked to conduct additional analyses about emerging trends observed in the data, particularly as they relate to potential equity issues and parent perception of arts education. This memo incorporates main findings from the original analysis with the main findings from the analysis of data disaggregated by region, the percentage of students in a district eligible for the federal free or reduced-price lunch program (FRPL), and the percentage of students in a district designated as English learners (EL). This memo provides highlights and interpretation of these data. Detailed data tables disaggregated by region, FRPL, and EL are provided in Appendix A, and the presentation PowerPoint is provided in Appendix B. The standalone report of the follow-up analyses was provided separately to Creative Sonoma.

## Method and Sample

Surveys were developed for district administrators, school administrators, teachers, parents, arts organizations, and funders. Surveys were collected using both online and paper and pencil format. All data collection was coordinated and facilitated by Creative Sonoma staff and volunteers, as well as a representative from the Sonoma County Office of Education (SCOE). Creative Sonoma and SCOE used their community and school-based contacts to outreach and expand the potential pool of respondents. Surveys were collected over a six-week period in the spring of 2017. Creative Sonoma and SCOE used various strategies for follow-up based on the specific survey audience.

Below we provide an overview of the sample, including regional, FRPL, and EL representation. For the purposes of these analyses, four geographic regions were identified: North County, South County, East County, and West County. The four primary respondent groups (i.e., district administrators, school administrators, teachers, and parents) were sorted into high- or low-FRPL groups based on district rates. High-FRPL refers to respondents from a district in which 40% or more of the student population is eligible for free or reduced-priced lunch. Similarly, respondent groups were sorted into high- and low-EL groups based on district rates. High-EL refers to respondents from a district in which 33% or more of the student population is EL-designated. Survey data were from a convenience sample (i.e., the

survey was open to participants willing to reply and not gathered in a stratified manner) and therefore the regional representativeness of the data should be interpreted with caution.

Across all respondent groups, Central County represented more than half of respondents. For district administrators (N = 12), West County was second-most represented, followed by North. No district administrators from South County responded to the survey. For school administrators (N = 25) and teachers (N = 316), North was second-most represented, followed by South and West, respectively. For parents (N = 280), South and West were equally represented (approximately 13%), followed by North.

**Exhibit 1: Respondents by region**

	Central	West	North	South	TOTAL N
District administrators	58.3% (7)	33.3% (4)	8.3% (1)	--	12
School administrators	65.2% (15)	4.3% (1)	21.7% (5)	8.7% (2)	25
Teachers	59.3% (181)	6.9% (21)	18.7% (57)	15.1% (46)	316
Parents	67.8% (120)	13.0% (23)	5.6% (10)	13.6%(24)	280

Missing data for district administrators = 0; for school administrators = 2; for teachers = 11; for parents = 103.

Exhibit 2 presents respondent proportions by high- and low-FRPL and EL designation. Response patterns are generally similar in that we received more feedback from low-FRPL and low-EL school administrators, teachers, and parents. Also, response proportions for high and low designations were more similar across FRPL groups (i.e., a maximum 16-percentage-point difference between high and low) than they were across EL groups (i.e., a maximum 56-percentage-point difference between high and low groups). In the sole exception, we heard from twice as many high-FRPL district administrators compared to low-FRPL district administrators.

**Exhibit 2: Percentage of respondents by FRPL and EL designation**

	High-FRPL	Low-FRPL	High-EL	Low-EL
District administrators	67.7	33.3	16.7	83.3
School administrators	43.5	56.5	30.4	69.6
Teachers	46.2	53.8	26.4	73.6
Parents	46.3	53.7	22.0	78.0

In addition to the respondents above, we also received surveys from 32 arts organizations and eight funders. Data from these respondents were only peripherally used in analyses.

District administrators representing six elementary districts and six unified districts provided feedback. Eight of these districts had student populations above 40% FRPL (high FRPL), four had below 40% FRPL (low FRPL). With respect to EL population, two district

administrators were from districts with student populations above 33% EL (high EL), ten were from districts with below 33% EL (low EL).

School administrators representing 17 schools across 12 districts provided feedback. Eleven of these administrators worked with elementary grades, 15 worked with secondary grades. Ten of these school administrators were in schools where the district was above 40% FRPL (high FRPL); 13 were in schools where the district was below 40% FRPL (low FRPL). Seven were in schools where the student population in the district was above 33% EL (high EL); 16 were in schools where the district was below 33% EL (low EL).

Teacher feedback was received from teachers in 70 schools across 26 districts. Between one and 18 teachers responded from each school, with five or more teachers responding from 25 schools. 176 teachers worked with elementary grades, and 177 worked with secondary grades (some teachers reported working with both elementary and secondary grades). One hundred forty teachers were in schools where the student population of the district was above 40% FRPL (high FRPL); 163 were in schools where the district was below 40% FRPL (low FRPL). Eighty teachers were in schools where the student population in the district was above 33% EL (high EL); 223 teachers were in schools where the district was below 33% EL (low EL). Additionally, 227 teachers indicated they were classroom teachers, 46 reported being Visual and Performing Arts (VAPA) teachers, and 31 indicated being both.

We received parent surveys from 280 residents from the following cities:

**Exhibit 3: Parent sample**

City	Number of respondents
Santa Rosa	163
Windsor	31
Petaluma	24
Sonoma	14
Guerneville	12
Healdsburg	12
Rohnert Park	< 10
Sebastopol	< 10
Glen Ellen	< 10
Cloverdale	< 10
Other	< 10

Of the parent respondents, 243 indicated they had soon-to-be enrolled, currently enrolled, or recently graduated students. Only these parents' feedback was included in parent analyses. Of these 243, 71% had one student and 20% had two students. Two hundred ten parents had currently enrolled students.

## Findings

In this section we present detailed analyses of survey data. Findings are described as they relate to three broad categories of arts education and experiences: 1) availability, engagement, and access; 2) value, importance, and perceived quality; and 3) challenges. A discussion of trends related to regional, FRPL, and EL differences is incorporated throughout the sections of this memo. We conclude the memo by discussing opportunities and areas of follow-up uncovered through the data that could be leveraged to improve and expand arts education in Sonoma County.

### Availability of, Engagement with, and Access to Arts and Arts Education

Feedback from arts organizations indicated they offered a variety of arts-related programming for school-age children. Seventy-five percent of arts organizations serve elementary-aged children and 60–65% serve middle- or high-school-aged children. Arts organizations indicated they offered both school-site and off-site arts programming. Below are additional details about the types of school-site and off-site arts programming offered by arts organizations:

- School-Site Programming
  - 67% provide in-class services
  - 59% provide after school services
- Off-Site Programming
  - 61% offer standalone workshops
  - 57% offer camps
  - 52% offer ongoing classes

We also asked arts organizations what types of programs they offered. Half of the arts organizations that responded indicated they offered Visual Arts programming. Over one-third indicated they offered Instrumental Music programming. Exhibit 4 displays the most commonly cited offerings.

Exhibit 4: Programs offered by arts organizations for school-age youth

	Number of Organizations	Percent
Visual Arts	16	50.0
Instrumental Music	12	37.5
Media Arts	9	28.1
Other arts programs	9	28.1
Illustration Techniques	8	25.0
Storytelling	8	25.0
Acting	7	21.9
Choral/Vocal	7	21.9
Crafts (e.g., jewelry, carving, pottery)	7	21.9
Dance	7	21.9
Generating Creative Ideas	7	21.9

We asked arts organizations to estimate the number of hours they spend providing arts education in each area. Visual Arts programming had the highest monthly average with 43 hours per organization. This was followed by Music (31 hours per month per organization), Dance (27 hours per month per organization), Generating Creative Ideas (21 hours per month per organization), Alternative/Pop Music (23 hours per month per organization), Crafts (17 hours per month per organization), and Choral/Vocal (18 hours per month per organization). These data indicate the greatest proportion of arts organizations invest their time into Visual Arts programming

One surprising piece of feedback from arts organizations related to arts training these organizations provided teachers. Seventy-three percent of responding arts organizations indicated they *do not provide* any training to classroom teachers. Although arts organizations may believe training teachers is not a responsibility of arts organizations, they are closely enough connected to schools and have expertise that could stand to greatly improve arts education for Sonoma County students.

**Engagement.** We asked parents about the arts activities or lessons they have their students enrolled in, both in school and out of school. The most often cited in-school activities were:

- Approximately 40% of parents indicated their students were enrolled in Visual Arts or Instrumental Music activities or lessons
- Approximately 25% of parents indicated their students were enrolled in Creative Writing or Choral/Vocal activities or lessons

- Between 10 and 15% of parents indicated their students were enrolled in Acting, Media Arts, Dance, Crafts, or Musical Theater activities or lessons

By contrast, the most often cited out-of-school activity or lesson was Instrumental Music at 42%, followed by Dance at 25%, and Visual Arts at 18%. Of particular note in these data are the differences in trends between in- and out-of-school participation, namely:

- Instrumental Music was the only activity that reached 40% or greater participation for both in and out of school
- Visual Arts had among highest in-school participation rate at 40%, but only 18% out-of-school participation rate
- Dance was the second most common activity out of school at 25%, but had among the lowest in-school participation rates

It is interesting to note that both Instrumental Music and Visual Arts were the areas of programming that arts organizations indicated they offered the most (see Exhibit 4). One area that merits further exploration is the decrease in out-of-school participation in Visual Arts activities or lessons given that arts organizations spend the most amount of time in this programming area.

We also asked parents about where they as a family engage with the arts. Approximately 66% of parents indicated they attended an arts performance in Sonoma County; approximately 40% attended an arts performance outside of Sonoma County. Over 50% of parents indicated they had attended student performances. In terms of frequency of attendance, approximately 40% attended between 1 and 5 events during the past year, whereas another 40% attended between 6 and 15 events over the past year. Overall, engagement appears relatively moderate for this population.

**Access to arts: teacher report.** We asked teachers how frequently their students received arts instruction from them and whether their students have access to arts education from an outside arts specialist. Between 74% and 76% of teachers reported that *some* or *all* of their students *sometimes* or *frequently* have access to arts education, both from them and from outside arts specialist.

Exhibit 5: Teacher report of student access to arts instruction



In follow-up analyses of disaggregated data, we explored trends by region, FRPL, and EL. We uncovered that the greatest proportion of South County teachers (81.6%) indicated their students have access to arts instruction from outside arts specialists. Similarly, the greatest proportion of South County teachers (86.9%) indicated their students access arts instruction from them. Eighty-five percent of West County teachers indicated their students access arts instruction from them. Only approximately 50% of teachers from West and Central County reported students have access to arts instruction from outside arts specialists. There were small to moderate differences between high- and low-EL groups in terms of access to outside arts specialist and arts instruction from classroom teachers, with a slightly greater proportion of high-EL indicating *all* or *some* of their students have access.

Exhibit 6: Proportion of teachers who indicated *all* or *some* of their students receive or have access to arts instruction

"All" or "Some" students receive or have access to arts instruction				
Region	Arts instruction from outside arts specialists		Arts instruction from classroom teachers	
	n	%	n	%
West County	10	50.0	17	85.0
North County	31	68.9	28	62.2
Central County	76	53.1	103	72.0
South County	31	81.6	33	86.9
Free or Reduced Lunch				
Below 40% (low FRPL)	76	61.8	92	74.8
40% and Above (high FRPL)	70	57.9	87	71.9
English Learners				
Below 33% (low EL)	94	53.7	126	72.0
33% and Above (high EL)	42	60.9	53	76.8

Missing data for teachers ranged from 1 to 6. Between 1 and 5 teachers indicated they were not sure and were excluded from individual analyses.

From these data we see that outside arts specialists play a notable role in providing arts instruction to students across regions and regardless of FRPL or EL designation. For the most part, schools use arts specialists to provide arts education.

We also asked teachers whether their students have access to integrated arts education. In the survey we defined integrated arts instruction as “lessons that connect an art form and other subject area and meet learning objectives of both areas.” We present teacher responses here but recommend caution with their interpretation because of the potential that teachers may have a misunderstanding of true integrated arts instruction. Nonetheless, these data indicated that over four-fifths of teachers reported their students have access to integrated arts education: 25% indicated *frequently*, 59% indicated *sometimes*.

When we conducted follow-up analyses of disaggregated data, we observed some differences between high- and low-FRPL and EL groups: teachers in high-FRPL districts were almost twice as likely to report their students *never* have access to integrated arts education. Similarly, teachers in high-EL districts were approximately 50% more likely to indicate their students *never* have access to integrated arts education. This finding should be interpreted with caution because additional feedback from staff who work with teachers across the county indicated that teachers often lack a true understanding of integrated arts education. (See Appendix A for detailed data tables.)

**Teacher familiarity with arts education standards.** The survey queried teachers on their familiarity with the California state standards for arts education and how often they develop

lessons for their classroom with those arts standards in mind. As seen in Exhibit 7 below, only 60% of teachers reported being *somewhat* or *very familiar* with arts standards.

#### Exhibit 7: Teacher familiarity with arts standards

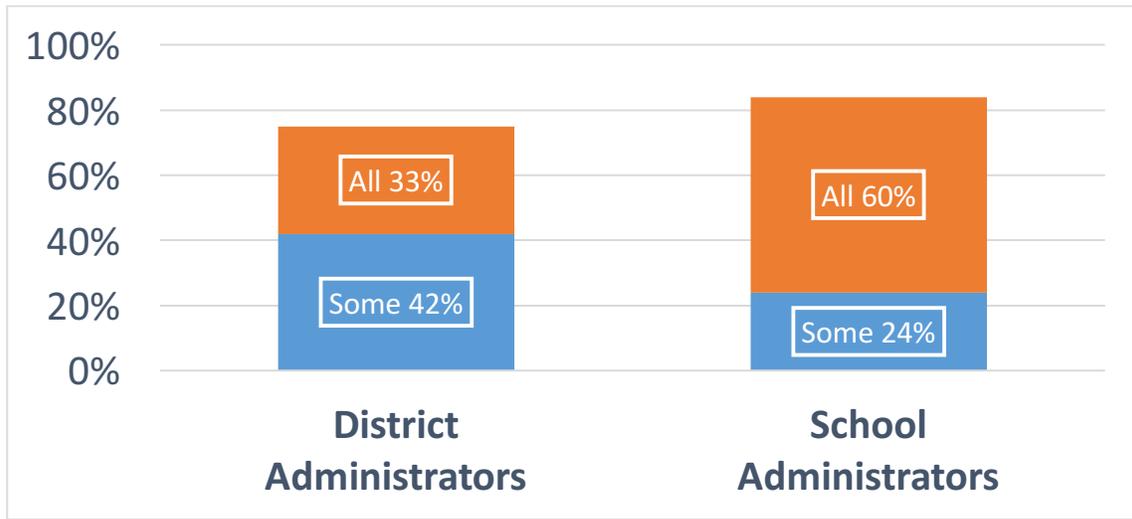
	Percent
Somewhat familiar	50%
Not at all familiar	40%
Very familiar	10%

This finding is both concerning and an opportunity. The proportion of teachers who indicated *not at all familiar* in particular highlights a need and opportunity. Recall feedback from arts organizations that three-quarters of arts organizations reported they *do not provide* arts training for teachers. The expertise of arts organizations to provide teacher training would appear to be an untapped resource. Combined with the degree to which outside arts specialists, presumably associated with arts organizations, are used by schools to provide arts instruction both in and out of school, there appears to be a confluence of expertise and access to schools with need that could be leveraged to increase teacher capacity related to arts and arts education.

When we looked at disaggregated data related to familiarity with arts standards, we observed that 45% of teachers in Central County reported they are *not at all familiar* with the standards, and approximately one-third of teachers in all other regions reported being *not at all familiar* with the standards. Differences between FRPL groups were negligible, but teachers in high-EL districts were slightly less likely to say they are *very familiar* with the standards, and slightly more likely to report being *not at all familiar*. In terms of using the arts education standards when they develop lessons, teachers in North and Central County were slightly more likely to report they *never* develop lessons with the arts standards in mind. Similarly, teachers in both high-FRPL and high-EL districts were more likely to report that they *never* use the arts education standards. (See Appendix A for detailed data tables.)

**Access to arts: administrator report.** We asked school and district administrators about student access to credentialed arts teachers. Among district administrators, three-quarters indicated students in their district have access to arts classes taught by credentialed arts teachers. Among school administrators 84% said students in their school have access to arts classes taught by credentialed arts teachers.

Exhibit 8: Administrator report of percent of student who receive arts instruction from credentialed art teachers



In follow-up analyses of disaggregated data, almost all school administrators from across regions reported that *all* or *some* of their students have access to credentialed arts teachers. Only school administrators from Central County reported that *none* of their students had access to credentialed arts teachers. Differences between high- and low-FRPL were minor (and only within Central County). Differences between high- and low-EL were also only within Central County and more pronounced. All district administrators from high-EL reported that *all* or *some* of their students have access to credentialed arts teachers, whereas 87.5% of school administrators from low-EL reported *all* or *some* of their students have access to credentialed arts teachers. Nonetheless, across high- and low-FRPL and EL, clear majorities of both school and district administrators indicated *all* or *some* of their students had access credentialed arts teachers. Exhibit 9 displays tabled data for respondents who indicated that *some* or *all* of their students had access to arts classes taught by credentialed arts teachers.

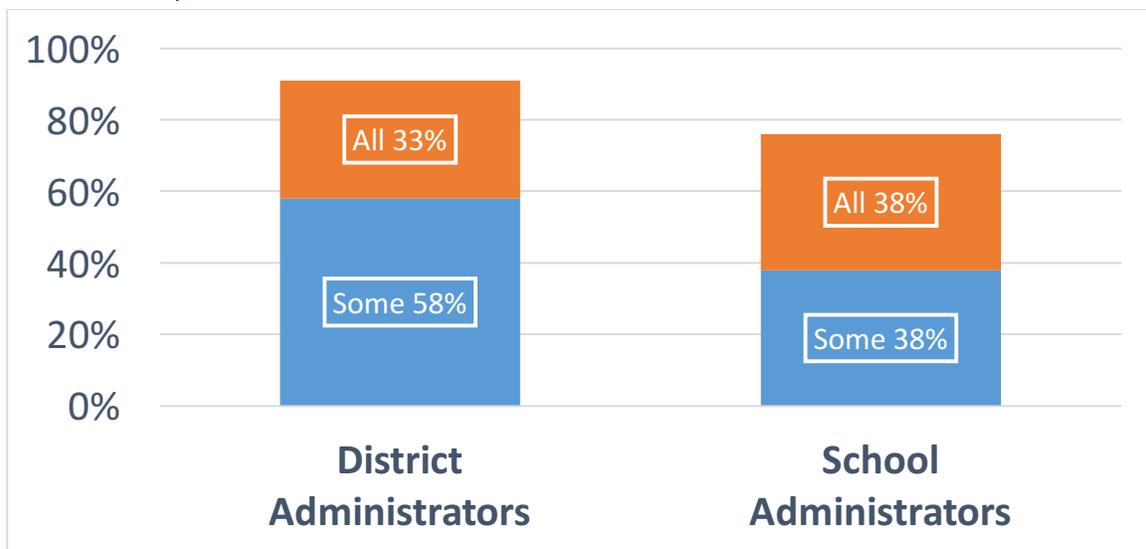
Exhibit 9: Proportion of administrators who indicated *all* or *some* of their students receive or have access to arts instruction from credentialed arts teachers

"All" or "Some" students have access				
Region	District Administrators		School Administrators	
	n	%	n	%
West County	2	50.0	1	100.0
North County	1	100.0	5	100.0
Central County	6	85.7	11	73.3
South County	--	--	2	100.0
Free or Reduced Lunch	n	%	n	%
Below 40% (low FRPL)	3	75.0	11	84.6
40% and Above (high FRPL)	6	75.0	8	80.0
English Learners	n	%	n	%
Below 33% (low EL)	7	70.0	14	87.5
33% and Above (high EL)	2	100.0	5	71.4

Missing data for district administrators = 0; for school administrators = 2.

We also asked school and district administrators about student access to arts education from outside arts specialists. Among district administrators, over 90% said students in their district have access to arts education taught by outside arts specialists. Among school administrators, 76% said students in their school have access to arts classes taught by outside arts specialists.

Exhibit 10: Administrator report of percent of student who receive arts instruction from outside arts specialists



Analyses conducted on disaggregated data revealed that all district administrators from West and North County, and all school administrators from West and South County, indicated that

*all* or *some* of their students have access to outside arts specialists. Approximately two-thirds of North and Central County school administrators reported their *all* or *some* of their students have access to outside arts specialists. School administrators from high-FRPL and high-EL schools were more likely to report that *all* or *some* of their students have access to outside arts specialists. Exhibit 11 presents data for administrator respondents who indicated that *some* or *all* of their students had access to arts classes taught by outside arts specialists.

**Exhibit 11: Proportion of administrators who indicated *all* or *some* of their students receive or have access to arts instruction from outside arts specialists**

<b>“All” or “Some” students have access</b>				
<b>Region</b>	<b>District Administrators</b>		<b>School Administrators</b>	
	n	%	n	%
West County	4	100.0	1	100.0
North County	1	100.0	3	60.0
Central County	6	85.7	10	67.7
South County	--	--	2	100.0
<b>Free or Reduced Lunch</b>				
Below 40% (low FRPL)	3	75.0	9	69.2
40% and Above (high FRPL)	8	100.0	7	70.0
<b>English Learners</b>				
Below 33% (low EL)	9	90.0	11	68.8
33% and Above (high EL)	2	100.0	5	71.4

Missing data for district administrators = 0; for school administrators = 2.

One district and one school administrator indicated they did not know whether their students had access to arts classes taught by outside arts specialists.

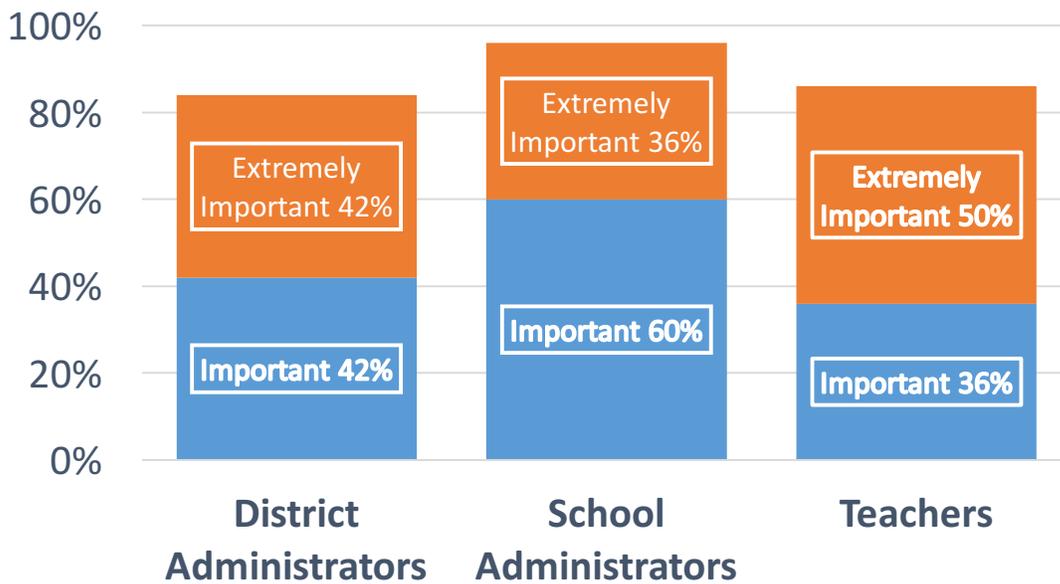
**Physical space for arts.** We asked administrators and teachers if their schools have the physical space to offer arts classes, with response options of *yes (adequate for our needs)*; *some (but we could use more)*; *a little (definitely not enough)*; or *no*. All administrators indicated they have space; however, some teachers in North (11%) and Central (16%) County reported they have *no space*. Teachers from high-FRPL schools were more than three times more likely to indicate they have *no space* than their low-FRPL counterparts, and teachers from high-EL schools were more than five times more likely to indicate they have *no space*. (See Appendix A for detailed data tables.)

## Value, Importance, and Quality of Arts Education

Feedback from district administrators, school administrators, and teachers indicated arts education is valued and considered important across Sonoma County. Seventy-three percent of district administrators said there was an individual at the district who operated as an “arts education champion” and 61% of school administrators said the same.

We asked both administrators and teachers, considering all their priorities, about the importance of arts education to them. Among district administrators, 84% said considering all priorities, arts education was *extremely important* or *important* to them (42% each). Among school administrators, 96% said considering all priorities, arts education was *extremely important* (36%) or *important* (60%) to them. Among teachers, 86% said considering all priorities, arts education was *extremely important* (50%) or *important* (36%) to them.

Exhibit 12: Importance of arts education



Analyses conducted on disaggregated data revealed some regional and group differences. All district and school administrators, and almost all teachers, who rated arts education as *somewhat important* (second-lowest on the scale) were from Central or North County, and all three teachers who rated arts education as *not important* were from North County (see Appendix A for detailed data tables). Overall, respondents across all categories tended to indicate that arts education is important to them. Exhibit 13 presents tabled disaggregated data for respondents who indicated arts education was *extremely important* or *important* to them.

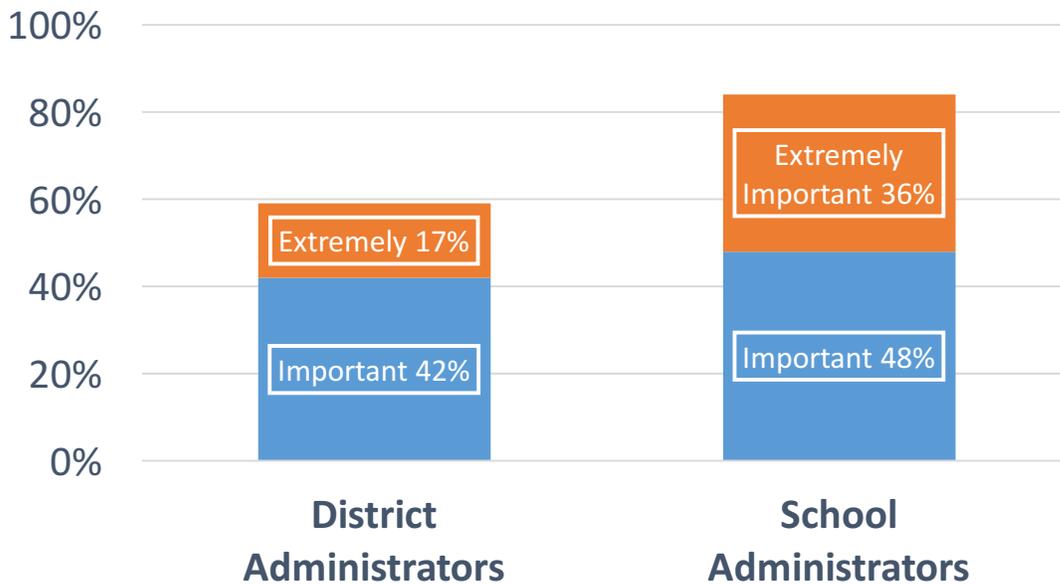
Exhibit 13: Importance of arts education

"Extremely Important" or "Important"						
Region	District Administrators		School Administrators		Teachers	
	n	%	n	%	n	%
West County	4	100.0	1	100.0	20	95.2
North County	1	100.0	4	80.0	42	73.7
Central County	5	71.4	15	100.0	159	88.3
South County	--	--	2	100.0	41	91.1
Free or Reduced Lunch	n	%	n	%	n	%
Below 40% (low FRPL)	2	50.0	13	100.0	145	90.1
40% and Above (high FRPL)	8	100.0	9	90.0	115	82.1
English Learners	n	%	n	%	n	%
Below 33% (low EL)	8	80.0	16	100.0	196	88.7
33% and Above (high EL)	2	100.0	6	85.7	64	80.0

Missing data for district administrators = 0; for school administrators = 2; for teachers from 13 to 15.

We asked administrators about the importance of their teachers teaching arts considering all priorities facing teachers. Close to 60% of district administrators said considering all priorities facing their teachers, arts education is *extremely important* (17%) or *important* (42%) for their teachers to teach. Among school administrators, 84% said considering all priorities facing their teachers, arts education is *extremely important* (36%) or *important* (48%) for their teachers to teach.

Exhibit 14: Importance of teachers teaching art



It is important to note that these data revealed a potential disconnect between district and school administrators with respect to the seeming “theoretical” importance of arts education as reflect in Exhibit 13 (i.e., how important is arts education to you), and the more tangible importance of arts education question, that is, where should your teachers spend their teaching time (Exhibit 14). These data imply that some district administrators strongly believe arts education is important, but may not think it is as important for teachers to spend their time actually teaching arts. It is also possible district administrators are simply not as in-touch with how important arts education is to teachers, and principals may be more in touch. This is an area where further query could help understand the apparent disconnect, especially considering the high percentage of district administrators who indicated there was an arts education champion at their district.

Analyses into disaggregated data revealed that all district administrators from West and North County indicated arts education is *extremely important* or *important* for their teachers to teach arts, but less than 30% of district administrators from Central County agreed. It is worth noting that whereas less than 30% of district administrators from Central County indicated it was *extremely important* or *important* for their teachers to teach arts, over 90% of school administrators from Central County indicated it was *extremely important* or *important* for their teachers to teach arts. A similar response pattern was observed for the low-FRPL group: less than 30% of district administrators indicated it was *extremely important* or *important* for their teachers to teach arts, whereas over 90% of school administrators indicated it was *extremely important* or *important*. Additionally, more than 90% of school administrators in low-EL districts said arts education is *extremely important* or *important* for their teachers to teach, compared to just over 70% of their counterparts from high-EL districts. Exhibit 15 reflects tabled data for respondents who indicated arts education was *important* or *extremely important* for teachers to teach.

Exhibit 15: Importance of teachers teaching art

"Extremely Important" or "Important"				
Region	District Administrators		School Administrators	
	n	%	n	%
West County	4	100.0	1	100.0
North County	1	100.0	3	60.0
Central County	2	28.6	14	93.3
South County	--	--	2	100.0
Free or Reduced Lunch	n	%	n	%
Below 40%	1	25.0	12	92.3
40% and Above	6	75.0	8	80.0
English Learners	n	%	n	%
Below 33%	6	60.0	15	93.8
33% and Above	1	50.0	5	71.4

Missing data for district administrators = 0; for school administrators = 2.

In addition to the reported importance of arts education, another promising finding related to the value of arts education comes from perceptions of which school subjects have the most positive impact on students' future success. Visual and Performing Arts was among the top five subjects for district administrators, school administrators, and parents. Visual and Performing Arts was 4<sup>th</sup> highest rated by district administrators, 2<sup>nd</sup> highest rated by school administrators, and 3<sup>rd</sup> highest rated by parents.

Exhibit 16: Subjects with the most positive impact on students' future success

	District	School	Parents
Technology	92%	56%	45%
English Language Arts	83%	80%	66%
Mathematics	75%	72%	74%
Visual and Performing Arts	67%	76%	64%
Science	58%	56%	61%

It is worth noting that Visual and Performing Arts was more often rated as having a positive impact on students' future success than Bilingual Language Arts, World Languages, Economics, Health/Wellness, History/Social Studies, Physical Education, or Vocational Studies.

**Funding and resources for arts education.** We asked administrators about funding and resources for arts. District and school administrators expressed agreement on whether there was funding for arts in Local Control and Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA); however, differences emerged when queried on *what* was

funded. School administrators were less likely to report designated funding for each of the arts-related areas we specifically queried, the greatest discrepancy between district and school administrators related to the funding of arts staff—87% of district administrators indicated arts staff were included in plans, whereas only 32% of school administrators indicated as much.

#### Exhibit 17: LCAP/SPSA funding for arts

Percent indicating “Yes”	District	School
Funding for arts included in plans	58%	58%
<b>What was funded?</b>		
Materials or resources	87%	52%
Arts staff	87%	32%
Specific program(s) or curricula	42%	16%
Professional development	42%	16%

These data highlight an opportunity. According to district and school administrators, there is funding available for arts education. It is critical to ensure that those with the expertise and capacity to provide arts education, or who can connect schools with arts organizations that have the capacity, have a seat at the table when it comes to discussing how to spend funds set aside for arts education and how to best leverage arts education activities to enrich students’ education and build teachers’ capacity so they can continue to enrich students’ education through the arts. It is worth noting that among school administrators, professional development was among the lowest-funded categories. This is of specific concern considering the high proportion of teachers who indicated they were not at all familiar with the California arts standards (see Exhibit 7).

We also asked school and district administrators whether they had the resources to offer various arts classes. There were discrepancies between district and school administrators’ feedback related to the availability of resources to offer various forms of arts classes. Specifically, a greater proportion of district administrators reported resources were available.

#### Exhibit 18: District/School has resources to offer arts classes

	District	School
Choral/Vocal	92%	68%
Instrumental Music	92%	68%
Creative Writing	83%	64%
Visual Arts	83%	76%
Acting	67%	68%
Dance	67%	56%
Media Arts	58%	40%

## Quality of Arts Instruction and Teacher Proficiency

Our investigation of quality in arts instruction queried parents about their perceptions of the quality and relevance of arts instruction in the schools, and administrators about the proficiency of their arts teachers in providing arts education. The parent survey asked for parents' perception of the quality of in-school arts education in their district at the elementary, middle, and high school levels. Response options were A+ (*exceptional*); A (*excellent*); B (*good*); C (*satisfactory*); D (*below average*); F (*failing*); or *don't know*. The percentage of parents who indicated they *don't know* about the quality of arts education in their district ranged from 10% for elementary school to almost one-third for middle school and over two-fifths for high school. *Don't know* responses were removed from analyses. Given the high range of *don't know* responses, the data for secondary schools should be interpreted with some caution. For these items, we defined quality for respondents as the "degree of excellence achieved in instruction and learning," and relevance as "relevance to job readiness and life preparation." Overall, high school arts education received higher ratings for both quality and relevance. Exhibit 19 presents data across the entire sample.

**Exhibit 19: Parent perception of arts education in schools**

	A+ to B	D or F
Quality of elementary school arts education	48%	31%
Quality of middle school arts education	54%	27%
Quality of high school arts education	70%	15%
Relevance of arts education for middle school students	57%	21%
Relevance of arts education for high school students	66%	11%

Analyses of disaggregated data revealed minor regional differences in parent ratings of the quality of arts education in elementary schools. Parents from North County were more likely to assign ratings of A+ to B and less likely to assign ratings of D or F than parents from other regions. No differences emerged between low and high groups for either FRPL or EL. Exhibit 20 presents data reflecting parent ratings for the quality of arts education at the elementary school level.

Exhibit 20: Parent perceptions of the quality of in-school arts education at the district ELEMENARY SCHOOL level

Parents			
	Good to Exceptional (A+, A, B)	Satisfactory (C)	Below Average to Failing (D, F)
<b>Region</b>			
West County (n=21)	47.6	19.0	33.4
North County (n=8)	62.5	25.0	12.5
Central County (n=102)	48.1	21.6	30.4
South County (n=20)	40.0	25.0	35.0
<b>Free or Reduced Lunch</b>			
Below 40% (low FRPL; n=84)	47.7	21.4	31.0
40% and Above (high FRPL; n=67)	47.8	22.4	29.9
<b>English Learners</b>			
Below 33% (low EL; n=118)	45.8	22.7	31.3
33% and Above (high EL; n=33)	54.5	18.2	27.3

NOTE: Approximately 10% of respondents answered “Don’t Know”

For middle school, parents from West County were more likely to assign ratings of D or F than their counterparts in other regions. Parents from low-FRPL districts were more likely to assign ratings of A+ to B than their high-FRPL counterparts. Exhibit 21 presents data on parent ratings of arts education quality at the middle school level.

Exhibit 21: Parent perceptions of the quality of in-school arts education at the district MIDDLE SCHOOL level

Parents			
	Good to Exceptional (A+, A, B)	Satisfactory (C)	Below Average to Failing (D, F)
<b>Region</b>			
West County (n=18)	50.0	5.6	44.5
North County (n=5)	40.0	20.0	10.0
Central County (n=78)	57.7	17.9	24.3
South County (n=13)	53.9	30.8	15.4
<b>Free or Reduced Lunch</b>			
Below 40% (low FRPL; n=64)	64.1	12.5	23.5
40% and Above (high FRPL; n=51)	43.1	22.5	31.4
<b>English Learners</b>			
Below 33% (low EL; n=93)	54.8	16.1	29.1
33% and Above (high EL; n=22)	54.5	27.3	18.2

NOTE: Approximately 32% of respondents answered “Don’t Know”

There were no notable regional differences in parent ratings for arts education quality at the high school level. Generally, higher proportions of respondents indicated their perception of the quality of arts education at the high school level was *good to exceptional*. Although no differences emerged in the *good to exceptional* parent ratings between low- and high-EL districts or low- and high-FRPL groups, parents from high-FRPL districts were slightly more likely to assign ratings of D or F than their low-FRPL counterparts. Similarly, parents in North County were slightly more likely to assign ratings of D or F than parents from other regions. Exhibit 22 outlines parent ratings of arts education quality at the high school level.

**Exhibit 22: Parent perceptions of the quality of in-school arts education at the district HIGH SCHOOL level**

<b>Parents</b>			
	<b>Good to Exceptional (A+, A, B)</b>	<b>Satisfactory (C)</b>	<b>Below Average to Failing (D, F)</b>
<b>Region</b>			
West County (n=11)	63.7	18.2	18.2
North County (n=3)	66.6	--	33.3
Central County (n=73)	71.2	12.3	16.4
South County (n=10)	70.0	20.0	10.0
<b>Free or Reduced Lunch</b>			
Below 40% (low FRPL; n=58)	77.6	8.6	13.7
40% and Above (high FRPL; n=40)	60.0	20.0	20.0
<b>English Learners</b>			
Below 33% (low EL; n=76)	71.0	11.8	17.1
33% and Above (high EL; n=22)	68.2	18.2	13.6

NOTE: Approximately 42% of respondents answered “Don’t Know”

The parent survey also asked respondents to rate the relevance of in-school arts education to job readiness and life preparation for students in their district at the middle school and high school level, using the same A+ to F rating scale. For middle schools, parents in Central County were more likely to assign ratings of A+ to B than their counterparts in other regions. There were no notable differences between the FRPL groups with respect to *good to exceptional* ratings, and parents in high-EL districts were more positive about the relevance of in-school arts than their low-EL counterparts. Exhibit 23 shares parent ratings of the relevance of arts education in their district at the middle school level.

**Exhibit 23: Parent perceptions of the relevance of in-school arts education at the MIDDLE SCHOOL level**

<b>Parents</b>			
	<b>Good to Exceptional (A+, A, B)</b>	<b>Satisfactory (C)</b>	<b>Below Average to Failing (D, F)</b>
<b>Region</b>			
West County (n=16)	43.9	37.5	18.8
North County (n=5)	40.0	40.0	20.0
Central County (n=76)	59.2	14.5	26.3
South County (n=11)	45.5	36.4	18.2
<b>Free or Reduced Lunch</b>			
Below 40% (low FRPL; n=57)	58.0	15.8	26.3
40% and Above (high FRPL; n=51)	51.0	27.5	21.6
<b>English Learners</b>			
Below 33% (low EL; n=86)	52.3	20.9	26.8
33% and Above (high EL; n=22)	63.6	22.7	13.6

NOTE: 34.9% of respondents answered “Don’t Know”

Few differences emerged in parent ratings related to relevance of high school arts education. No parents in North or South County assigned ratings of D or F, and very few did from West or Central County. A small difference emerged in positive ratings from parents in high- versus low-FRPL districts; high-FRPL parents were slightly less likely to assign ratings of A+ to B for relevance of in-school arts education at the high school level. Similar to middle school results, parents in high-EL districts were slightly more likely to assign A+ to B ratings for the relevance of in-school arts at the high school level than their low-EL counterparts. Exhibit 24 presents parent ratings of the relevance of arts education in their district at the high school level.

**Exhibit 24: Parent perceptions of the relevance of in-school arts education at the HIGH SCHOOL level**

<b>Parents</b>			
	<b>Good to Exceptional (A+, A, B)</b>	<b>Satisfactory (C)</b>	<b>Below Average to Failing (D, F)</b>
<b>Region</b>			
West County (n=12)	58.3	33.3	8.3
North County (n=5)	100.0	--	--
Central County (n=78)	66.7	19.2	14.1
South County (n=8)	62.5	37.5	--
<b>Free or Reduced Lunch</b>			
Below 40% (low FRPL; n=60)	70.0	18.3	11.7
40% and Above (high FRPL; n=44)	61.4	27.3	11.3
<b>English Learners</b>			
Below 33% (low EL; n=82)	65.9	20.7	13.5
33% and Above (high EL; n=22)	68.2	27.3	4.5

NOTE: 37.0% of respondents answered “Don’t Know”

## Challenges to Arts Education in Sonoma County

There were several trends that emerged that highlight challenges related to arts education in Sonoma County. In many cases, the challenges noted throughout this memo were particularly evident in high-FRPL and/or high-EL schools. For example, differences related to access to arts integrated instruction, familiarity with arts standards, and space for arts classes were most evident between high- and low-FRPL and/or high- and low-EL schools. High-FRPL and EL groups generally had less favorable results in these areas. Similarly, arts education was generally, though not always, more likely to be rated as *extremely important* or *important* in low-FRPL and EL groups.

We asked respondents to identify factors that negatively impact arts education in Sonoma County as a way of uncovering challenges. Among district and school administrators the

most commonly identified factors that had a negative impact on arts education in Sonoma County were:

- Lack of funding
- Push for instruction to be focused on high-stakes testing
- Inconsistent access
- Lack of teacher comfort/confidence to teach/integrate arts
- Insufficient time

Additionally, we asked parents whether they perceived any barriers to their own and their family's participation in arts in Sonoma County. The factors parents identified were mostly related to issues of access and equity. Specifically, approximately one-third of parents reported barriers associated with financial limitations (e.g., costs, fees) and geography or transportation issues.

In addition to the identified factors that negatively impact arts education and perceived barriers, a review of findings related to parents' perception of the quality of arts education, particularly at the elementary school level, and teacher familiarity with arts education standards underscore additional areas of potential concern. With respect to parent perceptions of quality, recall that fewer than half of responding parents rated the quality of arts education at the elementary school level as *good* to *exceptional*. Perceptions of quality were higher at middle and high school, but at least according to parents, the quality of arts education in students' earlier school years could be improved. With respect to teacher familiarity with the arts standards, recall that 40% of teachers reported being *not at all* familiar with the standards. It is particularly concerning that so many teachers have a low level of familiarity with the standards given how many teachers reported valuing arts education. This finding implies that teachers prioritize arts education, but that their knowledge base is not on par with their will and priorities.

An additional challenge to arts education in Sonoma County relates to teachers' misconceptions about true arts integrated instruction. Insight from key staff who work with teachers across the county indicates teachers may not have an accurate understating of what constitutes arts integrated instruction. According to survey data, high proportions of teachers believed they were providing their students with arts integrated instruction. If teachers are in fact not providing this type of instruction in a high-quality manner, teachers may *believe* their students are receiving some form of arts instruction when in fact they are not. Under some scenarios, it is conceivable teachers may pass up on higher-quality, more enriching arts experiences for their students if teachers think they are already meeting that need.

## Opportunities and Leverage Points

In this section we want to recap opportunities; discuss factors that respondents indicated positively impact arts education in Sonoma County; and present what respondents identified as the most important attributes for students to learn as they prepare for higher education, vocational training, and careers as future workforce and community members. Factors that respondents noted positively impacted arts education in Sonoma County included:

- Sonoma being an arts-rich community
- Community support/interest
- Parent involvement/support
- Enthusiastic students
- Passionate/dedicated teachers

In the words of one respondent, “Sonoma County residents value and support inclusion of arts education in our public schools.”

We asked respondents to identify the attributes and skills most important for students to learn in preparation for higher education, vocational training, and career as future workforce and community members. As reflected in Exhibit 25, the top-identified attributes align closely with the skills and practices reinforced by and strengthened through arts education: communication, creativity, work ethic, problem-solving, and collaboration. Efforts to identify and demonstrate how arts education can help students develop these skills and attributes would greatly benefit arts education in Sonoma County and significantly inform strategic planning conversations at the county level.

**Exhibit 25: Most important attributes for students to learn**

	District	School	Parents
Ability to communicate effectively	75%	72%	67%
Ability to think and act creatively	50%	64%	42%
Independent problem-solving and analysis skills; critical thinking	50%	32%	55%
Willingness to work hard, strong work ethic	50%	28%	38%
Ability to collaborate effectively	33%	68%	26%
Basic academic skills (reading, writing, arithmetic)	33%	20%	33%

## Closing Thoughts and Areas for Follow-Up

The data indicate there are some equity imbalances across a wide range of topics, issues, and metrics. As Creative Sonoma and the Executive Committee consider initiatives or programs informed by these data, they may also consider targeting schools and districts where imbalances exist through the use of pilot or priority-based initiatives. In a general sense, Creative Sonoma and the Executive Committee would be well-served to understand the specific conditions surrounding the high-FRPL/high-EL schools and districts and focus attention on promoting and encouraging increased resources for students in these locales.

Following are a few high-leverage takeaways from these data:

- Address classroom teacher understanding of true arts integration, in definition and in practice, and provide training to increase familiarity and comfort. Credentialed arts teachers and outside arts specialists may be transitional and subject to shifts in funding, but the classroom teacher remains. If classroom teachers can develop skill and confidence in arts integration, arts are more likely to remain within reach of all students. This is an important equity issue, given the higher rates at which teachers in high-FRPL/high-EL districts reported their students have less access to arts integrated lessons.
- Address teachers' familiarity with and understanding of the California arts standards. Teachers are accustomed to learning, unpacking, and teaching to standards. The application of those practices to California arts standards could be a natural progression in a well-facilitated context.
- Explore trends related to Visual Arts programming. Parents report 40% participation in Visual Arts programs in school compared to 18% participation out of school. Meanwhile, Visual Arts is the art form that arts organizations offer the greatest access to and that school administrators reported having the greatest resources and materials for.
- Explore the seeming unmet demands for Instrumental Music and Dance programming. Participation in Instrumental Music and Dance remain high or increase from in-school to out-of-school participation. Additionally, both district and school administrators indicated there were resources and materials for Instrumental Music classes. There may be an opportunity to provide more classes or increase teachers' capacity related to these art forms.
- Increase communication to improve coherence. There were some relatively minor discrepancies between district and school administrator reports in areas related to access to and importance of arts education. Explore how to increase communication about arts in schools so that there is greater coherence across the entire school system related to the availability of, access to, and importance of arts education.

- Explore ways to ensure committed, informed, and connected individuals or organizations have a seat at the table when discussing how funds for arts are spent at schools and districts. Leverage parent commitment and “arts champions” to inform the use of funds set aside for arts education in LCAP and SPSA.
- Leverage arts education to help students develop the attributes and skills identified as most important for students to succeed. The attributes and skills identified as important—communication, creativity, problem solving, critical thinking, work ethic, collaboration—are not only 21<sup>st</sup> Century skills, but go hand-in-hand with arts education. These are the skills and attributes students develop and use when they engage in arts education.

# Appendix A

## District Administrator, School Administrator, Teacher, and Parent Responses by Region, FRPL Status, and EL Status

*Considering all of your priorities, how important is arts education to you?*

District Administrators									
Region	Extremely important		Important		Somewhat important		Not important		N
	n	%	n	%	n	%	n	%	
West County	3	75.0	1	25.0	--	--	--	--	4
North County	1	100.0	--	--	--	--	--	--	1
Central County	1	14.3	4	57.1	2	28.6	--	--	7
South County	--	--	--	--	--	--	--	--	0
Free or Reduced Lunch									
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	--	--	2	50.0	2	50.0	--	--	4
40% and Above	5	62.5	3	37.5	--	--	--	--	8
English Learners									
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	5	50.0	3	30.0	2	20.0	--	--	10
33% and Above	--	--	2	100.0	--	--	--	--	2

School Administrators									
Region	Extremely important		Important		Somewhat important		Not important		N
	n	%	n	%	n	%	n	%	
West County	1	100.0	--	--	--	--	--	--	1
North County	1	20.0	3	60.0	1	20.0	--	--	5
Central County	6	40.0	9	60.0	--	--	--	--	15
South County	1	50.0	1	50.0	--	--	--	--	2
Free or Reduced Lunch									
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	6	46.2	7	53.8	--	--	--	--	13
40% and Above	3	30.0	6	60.0	1	10.0	--	--	10
English Learners									
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	7	43.8	9	56.3	--	--	--	--	16
33% and Above	2	28.6	4	57.1	1	14.3	--	--	7

Considering all of your priorities, how important is arts education to you?  
(continued)

<b>Teachers</b>									
	<b>Extremely important</b>		<b>Important</b>		<b>Somewhat important</b>		<b>Not important</b>		
<b>Region</b>	n	%	n	%	n	%	n	%	N
West County	12	57.1	8	38.1	1	4.8	--	--	21
North County	23	40.4	19	33.3	12	21.1	3	5.3	57
Central County	93	51.7	66	36.7	21	11.7	--	--	180
South County	23	51.1	18	40.0	4	8.9	--	--	45
<b>Free or Reduced Lunch</b>	n	%	n	%	n	%	n	%	N
Below 40%	84	52.2	61	37.9	16	9.9	--	--	161
40% and Above	65	46.4	50	35.7	22	15.7	3	2.1	140
<b>English Learners</b>	n	%	n	%	n	%	n	%	N
Below 33%	110	49.8	86	38.9	24	10.9	1	.5	221
33% and Above	39	48.8	25	31.3	14	17.5	2	2.5	80

Considering all priorities facing your teachers, how important do you think arts education is for your teachers to teach?

District Administrators									
	Extremely important		Important		Somewhat important		Not important		
Region	n	%	n	%	n	%	n	%	N
West County	1	25.0	3	75.0	--	--	--	--	4
North County	--	--	1	100.0	--	--	--	--	1
Central County	1	14.3	1	14.3	5	71.4	--	--	7
South County	--	--	--	--	--	--	--	--	0
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	--	--	1	25.0	3	75.0	--	--	4
40% and Above	2	25.0	4	50.0	2	25.0	--	--	8
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	2	20.0	4	40.0	4	40.0	--	--	10
33% and Above	--	--	1	50.0	1	50.0	--	--	2

School Administrators									
	Extremely important		Important		Somewhat important		Not important		
Region	n	%	n	%	n	%	n	%	N
West County	1	100.0	--	--	--	--	--	--	1
North County	1	20.0	2	40.0	2	40.0	--	--	5
Central County	5	33.3	9	60.0	1	6.7	--	--	15
South County	2	100.0	--	--	--	--	--	--	2
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	5	38.5	7	53.8	1	7.7	--	--	13
40% and Above	4	40.0	4	40.0	2	20.0	--	--	10
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	7	43.8	8	50.0	1	6.3	--	--	16
33% and Above	2	28.6	3	42.9	2	28.6	--	--	7

*Do you think your administration would invest resources on arts education?*

<b>Teachers</b>							
	<b>Yes, we already do</b>		<b>Yes, but we do not currently do so</b>		<b>No</b>		
<b>Region</b>	n	%	n	%	n	%	N
West County	10	50.0	10	50.0	--	--	20
North County	24	53.3	16	35.6	5	11.1	45
Central County	74	48.1	61	39.6	19	12.3	154
South County	25	56.8	14	31.8	5	11.4	44
<b>Free or Reduced Lunch</b>	n	%	n	%	n	%	n
Below 40%	78	55.3	43	30.5	20	14.2	141
40% and Above	55	45.5	57	47.1	9	7.4	121
<b>English Learners</b>	n	%	n	%	n	%	n
Below 33%	101	52.3	70	36.3	22	11.4	193
33% and Above	32	46.4	30	43.5	7	10.1	69

Do students in your school have access to arts classes taught by **credentialed arts teachers**?

District Administrators									
	Yes, all students		Yes, some students		No, no students		Not sure		
Region	n	%	n	%	n	%	n	%	N
West County	2	50.0	--	--	2	50.0	--	--	4
North County	--	--	1	100.0	--	--	--	--	1
Central County	2	28.6	4	57.1	1	14.3	--	--	7
South County	--	--	--	--	--	--	--	--	0
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	2	50.0	1	25.0	1	25.0	--	--	4
40% and Above	2	25.0	4	50.0	2	25.0	--	--	8
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	3	30.0	4	40.0	3	30.0	--	--	10
33% and Above	1	50.0	1	50.0	--	--	--	--	2

School Administrators									
	Yes, all students		Yes, some students		No, no students		Not Sure		
Region	n	%	n	%	n	%	n	%	N
West County	1	100.0	--	--	--	--	--	--	1
North County	3	60.0	2	40.0	--	--	--	--	5
Central County	9	60.0	2	13.3	4	26.7	--	--	15
South County	1	50.0	1	50.0	--	--	--	--	2
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	9	69.2	2	15.4	2	15.4	--	--	13
40% and Above	5	50.0	3	30.0	2	20.0	--	--	10
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	11	68.8	3	18.8	2	12.5	--	--	16
33% and Above	3	42.9	2	28.6	2	28.6	--	--	7

If students in your district/school have access to arts classes taught by **credentialed teachers**, are those classes during the school day or outside of school time?<sup>1</sup>

District Administrators							
Region	During the school day		Before school		After school		N
	n	%	n	%	n	%	
West County	2	100.0	1	50.0	--	--	2
North County	1	100.0	--	--	--	--	1
Central County	6	100.0	--	--	2	33.3	6
South County	--	--	--	--	--	--	0
Free or Reduced Lunch							
	n	%	n	%	n	%	N
Below 40%	3	100.0	--	--	1	33.3	3
40% and Above	6	100.0	1	16.7	1	16.7	6
English Learners							
	n	%	n	%	n	%	N
Below 33%	7	100.0	1	14.3	2	28.6	7
33% and Above	2	100.0	--	--	--	--	2

School Administrators							
Region	During the school day		Before school		After school		N
	n	%	n	%	n	%	
West County	1	100.0	--	--	--	--	1
North County	5	100.0	--	--	--	--	5
Central County	11	100.0	2	18.2	2	18.2	11
South County	1	50.0	--	--	1	50.0	2
Free or Reduced Lunch							
	n	%	n	%	n	%	N
Below 40%	11	100.0	2	18.2	3	27.3	11
40% and Above	7	87.5	--	--	--	--	8
English Learners							
	n	%	n	%	n	%	N
Below 33%	13	92.9	2	14.3	3	21.4	14
33% and Above	5	100.0	--	--	--	--	5

<sup>1</sup> NOTE: Column percentages may not add to 100% because participants were asked to “select all that apply”

Do students in your district/school have access to arts classes taught by **outside arts specialists**?

District Administrators									
	Yes, all students		Yes, some students		No, no students		Not sure		
Region	n	%	n	%	n	%	n	%	N
West County	3	75.0	1	25.0	--	--	--	--	4
North County	--	--	1	100.0	--	--	--	--	1
Central County	1	14.3	5	71.4	--	--	1	14.3	7
South County	--	--	--	--	--	--	--	--	0
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	1	25.0	2	50.0	--	--	1	25.0	4
40% and Above	3	37.5	5	62.5	--	--	--	--	8
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	3	30.0	6	60.0	--	--	1	10.0	10
33% and Above	1	50.0	1	50.0	--	--	--	--	2

School Administrators									
	Yes, all students		Yes, some students		No, no students		Not sure		
Region	n	%	n	%	n	%	n	%	N
West County	1	100.0	--	--	--	--	--	--	1
North County	1	20.0	2	40.0	2	40.0	--	--	5
Central County	5	33.3	5	33.3	4	26.7	1	6.7	15
South County	2	100.0	--	--	--	--	--	--	2
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	6	46.2	3	23.1	3	23.1	1	7.7	13
40% and Above	3	30.0	4	40.0	3	30.0	--	--	10
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	8	50.0	3	18.8	4	25.0	1	6.3	16
33% and Above	1	14.3	4	57.1	2	28.6	--	--	7

Do students in your district/school have access to arts classes taught by **outside arts specialists?** (continued)

<b>Teachers</b>									
	<b>Yes, all students</b>		<b>Yes, some students</b>		<b>No, no students</b>		<b>Not Sure</b>		
<b>Region</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>N</b>
West County	7	35.0	3	15.0	5	25.0	5	25.0	20
North County	15	33.3	16	35.6	7	15.6	7	15.6	45
Central County	39	27.3	37	25.9	38	26.6	29	20.3	143
South County	20	52.6	11	28.9	1	2.6	6	15.8	38
<b>Free or Reduced Lunch</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>N</b>
Below 40%	44	25.8	32	26.0	17	13.8	30	24.4	123
40% and Above	36	29.8	34	28.1	34	28.1	17	14.0	121
<b>English Learners</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>N</b>
Below 33%	54	30.9	50	28.6	32	18.3	39	22.3	175
33% and Above	26	37.7	16	27.0	19	20.9	8	11.6	69

If students in your district/school have access to arts classes taught by **outside arts specialists**, are those classes during the school day or outside of school time?<sup>2</sup>

District Administrators							
Region	During the school day		Before school		After school		N
	n	%	n	%	n	%	
West County	3	75.0	1	25.0	4	100.0	4
North County	1	100.0	--	--	--	--	1
Central County	5	83.3	--	--	2	33.3	6
South County	--	--	--	--	--	--	0
Free or Reduced Lunch							
	n	%	n	%	n	%	N
Below 40%	3	100.0	--	--	--	--	3
40% and Above	6	75.0	1	12.5	6	75.0	8
English Learners							
	n	%	n	%	n	%	N
Below 33%	7	77.8	1	11.1	5	55.6	9
33% and Above	2	100.0	--	--	1	50.0	2

School Administrators							
Region	During the school day		Before school		After school		N
	n	%	n	%	n	%	
West County	1	100.0	--	--	--	--	1
North County	2	66.7	--	--	1	33.3	3
Central County	7	70.0	1	10.0	4	40.0	10
South County	2	100.0	--	--	1	50.0	2
Free or Reduced Lunch							
	n	%	n	%	n	%	N
Below 40%	7	77.8	1	11.1	4	44.4	9
40% and Above	5	71.4	--	--	2	28.6	7
English Learners							
	n	%	n	%	n	%	N
Below 33%	9	81.2	1	9.1	4	36.4	11
33% and Above	3	60.0	--	--	2	40.0	5

<sup>2</sup> NOTE: Column percentages may not add to 100% because participants were asked to “select all that apply”

Does your district/school have the physical space to offer arts classes?

District Administrators									
	Yes, adequate for our needs		Some, but we could use more		A little, definitely not enough		No		
Region	n	%	n	%	n	%	n	%	N
West County	2	50.0	2	50.0	--	--	--	--	4
North County	1	100.0	--	--	--	--	--	--	1
Central County	3	42.9	3	42.9	1	14.3	--	--	7
South County	--	--	--	--	--	--	--	--	0
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	2	50.0	2	50.0	--	--	--	--	4
40% and Above	4	50.0	3	37.5	1	12.5	--	--	8
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	5	50.0	4	40.0	1	10.0	--	--	10
33% and Above	1	50.0	1	50.0	--	--	--	--	2

School Administrators									
	Yes, adequate for our needs		Some, but we could use more		A little, definitely not enough		No		
Region	n	%	n	%	n	%	n	%	N
West County	--	--	1	100.0	--	--	--	--	1
North County	4	80.0	--	--	1	20.0	--	--	5
Central County	7	46.7	6	40.0	2	13.3	--	--	15
South County	1	50.0	1	50.0	--	--	--	--	2
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	7	53.8	4	30.8	2	15.4	--	--	13
40% and Above	5	50.0	4	40.0	1	10.0	--	--	10
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	8	50.0	6	37.5	2	12.5	--	--	16
33% and Above	4	57.1	2	28.6	1	14.3	--	--	7

Does your district/school have the physical space to offer arts classes?  
(continued)

Teachers									
	Yes, adequate for our needs		Some, but we could use more		A little, definitely not enough		No		
Region	n	%	n	%	n	%	n	%	N
West County	11	55.0	7	35.0	2	10.0	--	--	20
North County	22	47.8	10	21.7	9	19.6	5	10.9	46
Central County	50	31.3	54	33.8	30	18.8	26	16.3	160
South County	17	39.5	19	44.2	7	16.3	--	--	43
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N
Below 40%	63	43.4	51	35.2	23	15.9	8	5.5	145
40% and Above	37	30.1	38	30.9	25	20.3	23	18.7	123
English Learners	n	%	n	%	n	%	n	%	N
Below 33%	81	41.1	75	38.1	30	15.2	11	5.6	197
33% and Above	19	26.8	14	19.7	18	25.4	20	28.2	71

Do students in your class have access to integrated arts education (i.e., lessons that connect an art form and other subject area and meet learning objectives of both areas)?

Teachers								
	Yes, sometimes		Yes, frequently		No, never			
Region	n	%	n	%	n	%		N
West County	6	30.0	11	55.0	3	15.0		20
North County	12	26.7	25	55.6	8	17.8		45
Central County	26	18.4	88	62.4	27	19.1		141
South County	15	39.5	21	55.3	2	5.3		38
Free or Reduced Lunch	n	%	n	%	n	%		n
Below 40%	33	26.8	76	61.8	14	11.4		123
40% and Above	26	21.8	67	56.3	26	21.8		119
English Learners	n	%	n	%	n	%		n
Below 33%	42	24.0	108	61.7	25	14.3		175
33% and Above	17	25.4	35	52.2	15	22.4		67

On a scale of 1 (not comfortable) to 10 (very comfortable), how comfortable are you integrating the arts into the other core curriculum in your classroom?

Teachers																					
	1		2		3		4		5		6		7		8		9		10		
Region	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	--	--	1	5.0	3	15.0	--	--	2	10.0	1	5.0	4	20.0	2	10.0	3	15.0	4	20.0	20
North County	3	7.3	1	2.4	1	2.4	2	4.9	4	9.8	2	4.9	9	22.0	5	12.2	6	14.6	8	19.5	41
Central County	6	4.3	5	3.6	13	9.4	11	8.0	20	14.5	20	14.5	22	5.9	20	14.5	9	6.5	12	8.7	138
South County	1	2.6	--	--	1	2.6	2	5.3	5	13.2	5	13.2	6	15.8	6	15.8	6	15.8	6	15.8	38
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	2	1.7	4	3.4	7	5.9	7	5.9	16	13.4	17	14.3	18	15.1	23	19.3	11	9.2	14	11.8	119
40% and Above	8	6.9	3	2.6	11	9.5	8	6.9	15	12.9	11	9.5	22	19.0	10	8.6	13	11.2	15	12.9	116
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	6	3.6	6	3.6	11	6.5	10	5.9	19	11.2	21	12.4	27	16.0	28	16.6	17	10.1	24	14.2	169
33% and Above	4	6.1	1	1.5	7	10.6	5	7.6	12	18.2	7	10.6	13	19.7	5	7.6	7	10.6	5	7.6	66

*As a classroom teacher, how familiar are you with the California state standards for arts education?*

Teachers							
	Very		Somewhat		Not at all		
Region	n	%	n	%	n	%	N
West County	4	22.2	8	44.4	6	33.3	18
North County	4	9.1	26	59.1	14	31.8	44
Central County	13	9.2	64	45.4	64	45.4	141
South County	4	10.8	22	59.5	11	29.7	37
Free or Reduced Lunch	n	%	n	%	n	%	N
Below 40%	14	11.8	57	48.9	48	40.3	119
40% and Above	11	9.2	61	51.3	47	39.5	119
English Learners	n	%	n	%	n	%	N
Below 33%	20	11.8	84	49.7	65	38.5	169
33% and Above	5	7.2	34	49.3	30	43.5	69

*As a classroom teacher, how often do you develop lessons with arts standards in mind?*

Teachers							
	Always		Sometimes		Never		
Region	n	%	n	%	n	%	N
West County	3	16.7	8	44.4	7	38.9	18
North County	3	6.7	18	40.0	24	53.3	45
Central County	16	11.3	57	40.4	68	48.2	141
South County	2	5.4	21	56.8	14	37.8	37
Free or Reduced Lunch	n	%	n	%	n	%	N
Below 40%	13	10.9	56	47.1	50	42.0	119
40% and Above	11	9.2	47	39.2	62	51.7	120
English Learners	n	%	n	%	n	%	N
Below 33%	16	9.4	80	47.1	74	43.5	170
33% and Above	8	11.6	23	33.3	38	55.1	69

On a scale of 1–10, how proficient do you think your **credentialed arts teachers** are at providing arts education?

District Administrators										
	5		8		9		10			
Region	n	%	n	%	n	%	n	%	N	
West County	1	33.3	--	--	2	66.7	--	--	3	
North County	--	--	1	100.0	--	--	--	--	1	
Central County	2	28.6	1	14.3	3	42.9	1	14.3	7	
South County	--	--	--	--	--	--	--	--	0	
Free or Reduced Lunch	n	%	n	%	n	%	n	%	N	
Below 40%	1	25.0	1	25.0	2	50.0	--	--	4	
40% and Above	2	28.6	1	14.3	3	42.9	1	14.3	7	
English Learners	n	%	n	%	n	%	n	%	N	
Below 33%	2	22.2	2	22.2	4	44.4	1	11.1	9	
33% and Above	1	50.0	--	--	1	50.0	--	--	2	

School Administrators											
	1		7		8		9		10		
Region	n	%	n	%	n	%	n	%	n	%	N
West County	--	--	--	--	--	--	--	--	1	100.0	1
North County	--	--	1	20.0	1	20.0	1	20.0	2	40.0	5
Central County	2	14.3	1	7.1	5	57.1	2	14.3	4	28.6	14
South County	--	--	--	--	1	100.0	--	--	--	--	1
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	N
Below 40%	1	8.3	--	--	5	41.7	2	16.7	4	33.3	12
40% and Above	1	11.1	2	22.2	2	22.2	1	11.1	3	33.3	9
English Learners	n	%	n	%	n	%	n	%	n	%	N
Below 33%	1	7.1	--	--	6	42.9	2	14.3	5	57.1	14
33% and Above	1	14.3	2	28.6	1	14.3	1	14.3	2	28.3	7

On a scale of 1-10, how proficient do you think your **general education teachers** are at integrating arts with other core content?

District Administrators												
	2		3		5		7		8			
Region	n	%	n	%	n	%	n	%	n	%	N	
West County	--	--	1	25.0	--	--	2	50.0	1	25.0	4	
North County	1	100.0	--	--	--	--	--	--	--	--	1	
Central County	1	14.3	--	--	4	57.1	1	14.3	1	14.3	7	
South County	--	--	--	--	--	--	--	--	--	--	0	
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	N	
Below 40%	--	--	--	--	3	75.0	--	--	1	25.0	4	
40% and Above	2	25.0	1	12.5	1	12.5	3	37.5	1	12.5	8	
English Learners	n	%	n	%	n	%	n	%	n	%	N	
Below 33%	2	20.0	--	--	4	40.0	2	20.0	2	20.0	10	
33% and Above	--	--	1	50.0	--	--	1	50.0	--	--	2	

School Administrators																		
	2		4		5		6		7		8		9		10			
Region	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	
West County	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	100.0	1	
North County	--	--	1	20.0	1	20.0	1	20.0	2	40.0	--	--	--	--	--	--	5	
Central County	1	6.7	--	--	2	13.3	3	20.0	5	33.3	1	6.7	1	6.7	2	13.3	15	
South County	--	--	--	--	--	--	--	--	--	--	2	100.0	--	--	--	--	2	
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	
Below 40%	--	--	--	--	2	15.4	2	15.4	4	30.8	2	15.4	1	7.7	2	15.4	13	
40% and Above	1	10.0	1	10.0	1	10.0	2	20.0	3	30.0	1	10.0	--	--	1	10.0	10	
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	
Below 33%	--	--	--	--	2	12.5	3	18.8	4	25.0	3	18.8	1	6.3	3	18.8	16	
33% and Above	1	14.3	1	14.3	1	14.3	1	14.3	3	42.9	--	--	--	--	--	--	7	

## Parent-Specific Perceptions

How would you score the quality of in-school arts education for your district's students at the ELEMENTARY SCHOOL level?

Parents													
	A+ Exceptional		A: Excellent		B: Good		C: Satisfactory		D: Below Average		F: Failing		
Region	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	--	--	3	14.3	7	33.3	4	19.0	6	28.6	1	4.8	21
North County	--	--	3	37.5	2	25.0	2	25.0	1	12.5	--	--	8
Central County	2	2.0	19	18.6	28	27.5	22	21.6	22	21.6	9	8.8	102
South County	1	5.0	--	--	7	35.0	5	25.0	6	30.0	1	5.0	20
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	1	1.2	13	15.5	26	31.0	18	21.4	21	25.0	5	6.0	84
40% and Above	2	3.0	12	17.9	18	26.9	15	22.4	14	20.9	6	9.0	67
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	2	1.7	18	15.3	34	28.8	27	22.9	28	23.7	9	7.6	118
33% and Above	1	3.0	7	21.2	10	30.3	6	18.2	7	21.2	2	6.1	33

NOTE: Approximately 10% of respondents answered "Don't Know"

How would you score the quality of in-school arts education for your district's students at the MIDDLE SCHOOL level?

Parents													
	A+ Exceptional		A: Excellent		B: Good		C: Satisfactory		D: Below Average		F: Failing		
Region	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	--	--	4	22.2	5	27.8	1	5.6	7	38.9	1	5.6	18
North County	--	--	--	--	2	40.0	1	20.0	2	40.0	--	--	5
Central County	7	9.0	15	19.2	23	29.5	14	17.9	14	17.9	5	6.4	78
South County	1	7.7	--	--	6	46.2	4	30.8	2	15.4	--	--	13
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	6	9.4	12	18.8	23	35.9	8	12.5	12	18.8	3	4.7	64
40% and Above	2	3.9	7	13.7	13	25.5	13	25.5	13	25.5	3	5.9	511
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	7	7.5	13	14.0	31	33.3	15	16.1	21	22.6	6	6.5	93
33% and Above	1	4.5	6	27.3	5	22.7	6	27.3	4	18.2	--	--	22

NOTE: Approximately 32% of respondents answered "Don't Know"

How would you score the quality of in-school arts education for your district's students at the HIGH SCHOOL level?

Parents													
	A+ Exceptional		A: Excellent		B: Good		C: Satisfactory		D: Below Average		F: Failing		
Region	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	1	9.1	4	36.4	2	18.2	2	18.2	2	18.2	--	--	11
North County	--	--	1	33.3	1	33.3	--	--	1	33.3	--	--	3
Central County	6	8.2	19	26.0	27	37.0	9	12.3	7	9.6	5	6.8	73
South County	1	10.0	2	20.0	4	40.0	2	20.0	1	10.0	--	--	10
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	6	10.3	16	27.6	23	39.7	5	8.6	6	10.3	2	3.4	58
40% and Above	2	5.0	11	27.5	11	27.5	8	20.0	5	12.5	3	7.5	40
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	6	7.9	21	27.6	27	35.5	9	11.8	10	13.2	3	3.9	76
33% and Above	2	9.1	6	27.3	7	31.8	4	18.2	1	4.5	2	9.1	22

NOTE: Approximately 42% of respondents answered "Don't Know"

How would you score the relevance of in-school arts education to job readiness and life preparation for your district's students at the MIDDLE SCHOOL level?

Parents													
	A+ Exceptional		A: Excellent		B: Good		C: Satisfactory		D: Below Average		F: Failing		
Region	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	1	6.3	3	18.8	3	18.8	6	37.5	2	12.5	1	6.3	16
North County	1	20.0	--	--	1	20.0	2	40.0	1	20.0	--	--	5
Central County	7	9.2	21	27.6	17	22.4	11	14.5	15	19.7	5	6.6	76
South County	1	9.1	--	--	4	36.4	4	36.4	2	18.2	--	--	11
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	7	12.3	14	24.6	12	21.1	9	15.8	10	17.5	5	8.8	57
40% and Above	3	5.9	10	19.6	13	25.5	14	27.5	10	19.6	1	2.0	51
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	8	9.3	19	22.1	18	20.9	18	20.9	17	19.8	6	7.0	86
33% and Above	2	9.1	5	22.7	7	31.8	5	22.7	3	13.6	--	--	22

NOTE: 34.9% of respondents answered "Don't Know"

How would you score the relevance of in-school arts education to job readiness and life preparation for your district's students at the HIGH SCHOOL level?

Parents													
	A+ Exceptional		A: Excellent		B: Good		C: Satisfactory		D: Below Average		F: Failing		
Region	n	%	n	%	n	%	n	%	n	%	n	%	N
West County	1	8.3	4	33.3	2	16.7	4	33.3	1	8.3	--	--	12
North County	1	20.0	--	--	4	80.0	--	--	--	--	--	--	5
Central County	12	15.4	19	24.4	21	26.9	15	19.2	8	10.3	3	3.8	78
South County	1	12.5	1	12.5	3	37.5	3	37.5	--	--	--	--	8
Free or Reduced Lunch	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 40%	10	16.7	17	28.3	15	25.0	11	18.3	6	10.0	1	1.7	60
40% and Above	5	11.4	7	15.9	15	34.1	12	27.3	3	6.8	2	4.5	44
English Learners	n	%	n	%	n	%	n	%	n	%	n	%	N
Below 33%	11	13.4	19	23.2	24	29.3	17	20.7	8	9.8	3	3.7	82
33% and Above	4	18.2	5	22.7	6	27.3	6	27.3	1	4.5	--	--	22

NOTE: 37.0% of respondents answered "Don't Know"

# Appendix B: PowerPoint Presentation



## Arts Education Alliance: Arts Education Survey

Preliminary Findings from District Administrators, Principals,  
Teachers, Parents, and Arts Organization Surveys

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May 23, 2017 • Juan Carlos Bojorquez, Senior Research Associate  
Adrienne Quinn Washington, Research Associate

### The Big Picture



- ❖ Significant arts education and engagement with the arts is occurring in Sonoma County and its schools
- ❖ Arts education is valued in Sonoma County
- ❖ There is willingness and interest to provide arts education; interest in training to increase capacity related to arts education. However, challenges exist
- ❖ Some emerging trends in these data point to potential equity and access issues

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# Respondent Profiles

## Who did we hear from?

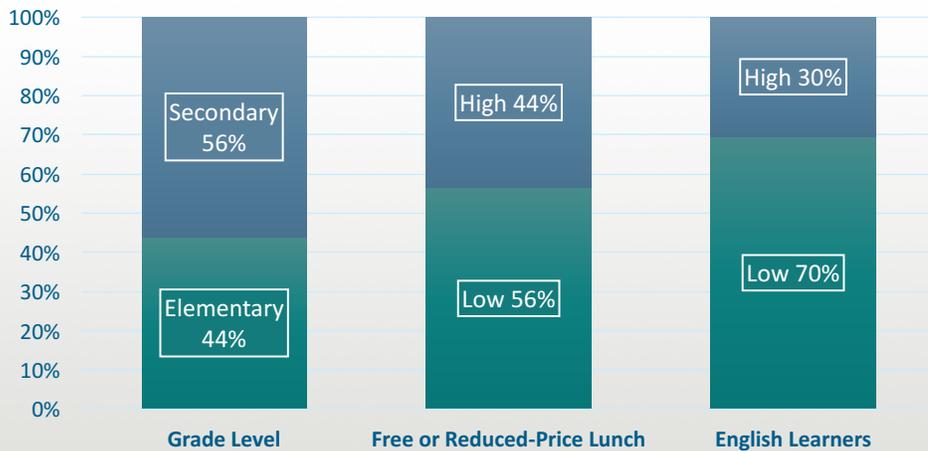
**District Administrators: 12**  
**School Administrators: 25**  
**Teachers: 316**  
**Parents: 280**  
**Arts Organizations: 32**  
**Funders: 8**

## District Administrators (n=12)



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## School Administrators (n=25)



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## Teachers (n=316)



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## Parents (n=280)

Santa Rosa (163)	Rohnert Park (8)
Windsor (31)	Sebastopol (6)
Petaluma (24)	Glen Ellen (3)
Sonoma (14)	Cloverdale (2)
Guerneville (12)	Other (2)
Healdsburg (12)	

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# Arts Education and Engagement with the Arts

## Arts organization programming for school-age children

- ❖ 75% of Arts Organizations serve elementary-aged children
- ❖ 60–65% serve middle or high school-aged children

### School-Site Programming

- 67% provide services in class
- 59% provide services after school

### Off-Site Programming

- Standalone workshops (61%)
- Camps (57%)
- Ongoing classes (52%)

## Arts organizations: Programs offered for school-age youth

	Number of Organizations	Percent
Visual arts	16	50.0
Instrumental music	12	37.5
Media Arts	9	28.1
Other arts programs	9	28.1
Illustration Techniques	8	25.0
Storytelling	8	25.0
Acting	7	21.9
Choral/Vocal	7	21.9
Crafts (e.g., jewelry, carving, pottery)	7	21.9
Dance	7	21.9
Generating creative ideas	7	21.9

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## Parent reports of art classes/lessons their students take in school and outside of school

### In School

- Approximately 40%: Visual Arts, Instrumental Music
- Approximately 25%: Creative Writing, Choral/Vocal
- 10–15%: Acting, Media Arts, Dance, Crafts, Musical Theater

### Outside of School

- Instrumental Music (42%)
- Dance (25%)
- Visual Arts (18%)

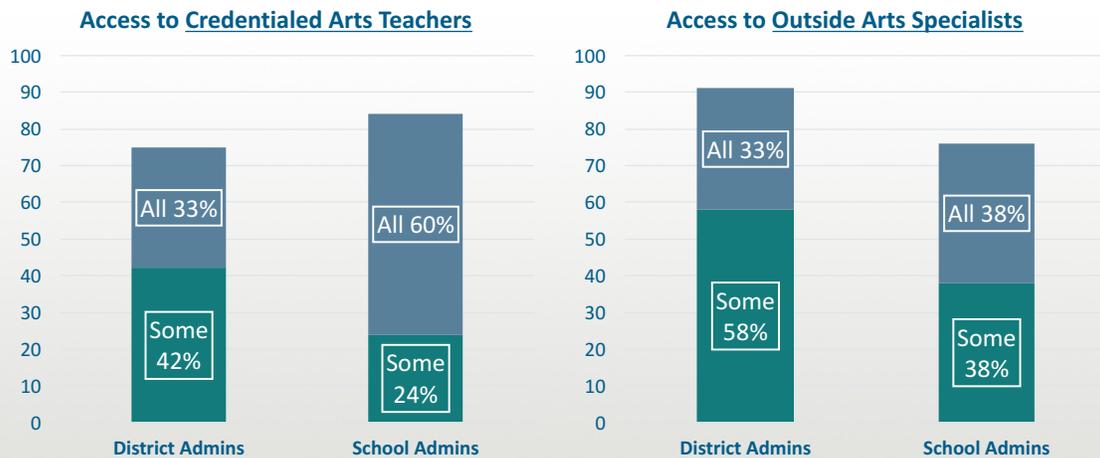
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## Family engagement with the arts

- ◆ Approximately two-thirds attended a performance in Sonoma County
- ◆ Over one-half attended student performance
- ◆ Approximately 40% attended a performance outside of Sonoma County
- ◆ Approximately 40% attended 1–5 events; another 40% attended 6–15 events

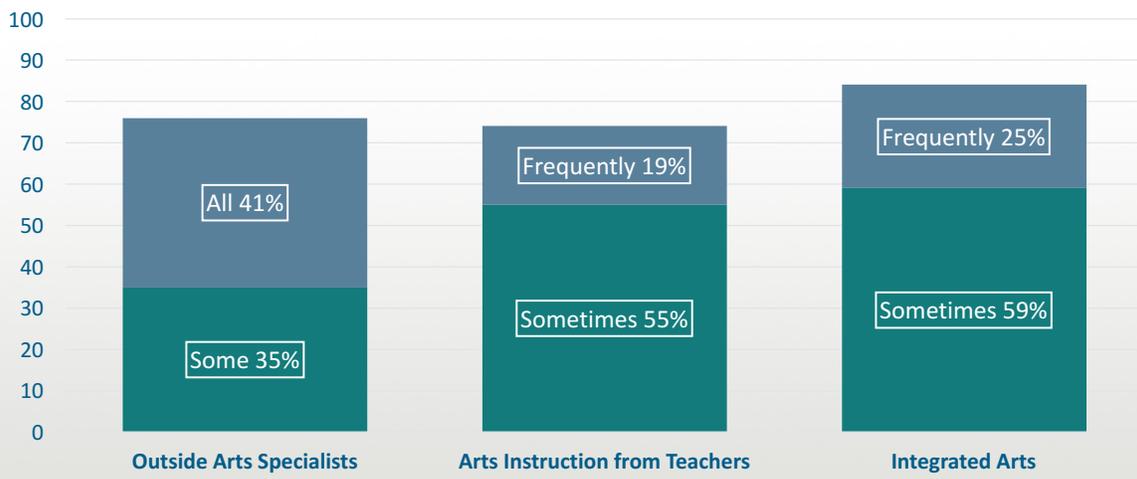
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## Student access to arts experts in school



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## Student access: Teacher reports

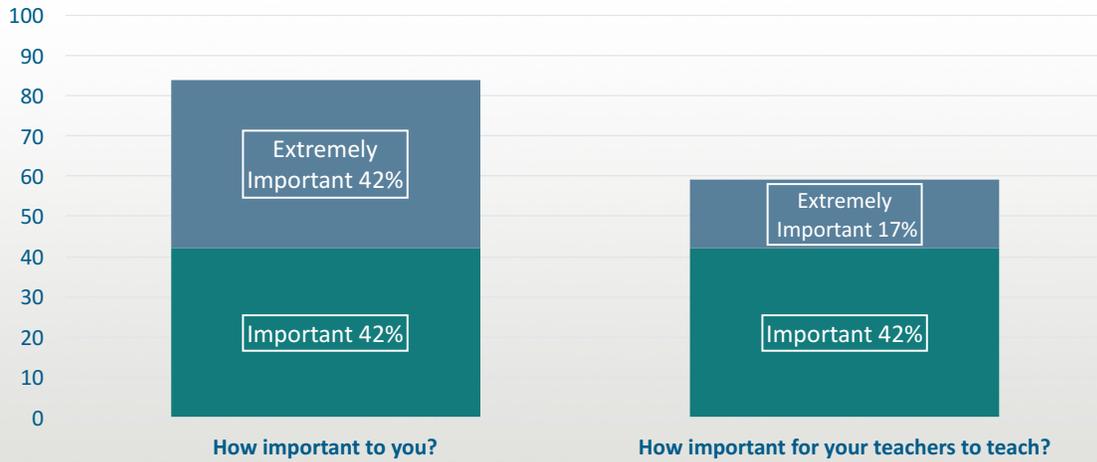


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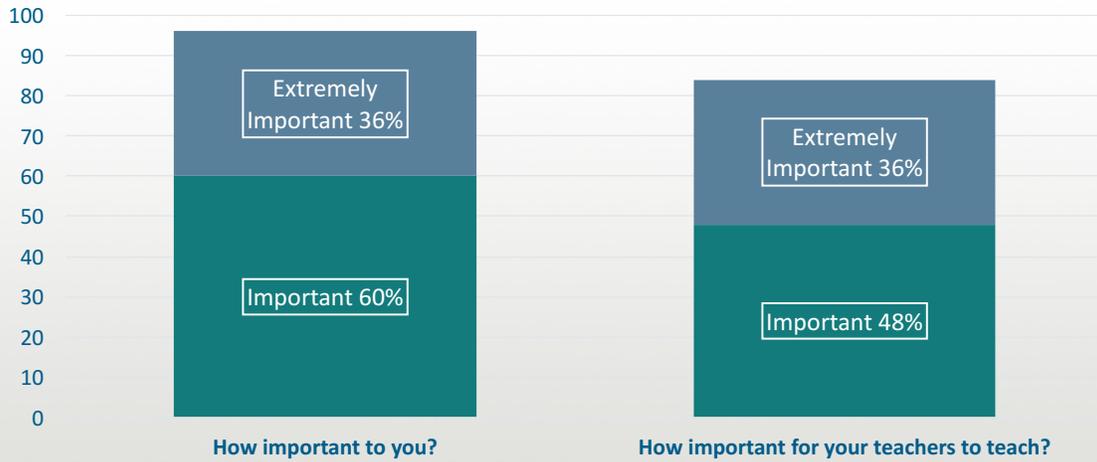
# Arts Education is Valued

## District administrators: Importance of arts education



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## School Administrators: Importance of arts education



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## Teachers: Importance of arts education

86% said considering all priorities, arts education is  
*Extremely Important* (50%) or *Important* (36%) to them

“Art is critical to maintain student engagement in all classrooms, at all grade levels!”

“All students benefit from and should be able to participate in the arts every year of their education.”

“It is extremely important to keep the arts alive. Students will thrive in an environment that includes the arts.”

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## Providing Arts Education: Willingness, Interest, and Resources

## Arts education champions

**73% of district administrators** said there is an individual at the district who operates as an “arts education champion”

**61% of school administrators** said there is an individual at their school who operates as an “arts education champion”

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## LCAP/SPSA funding for arts

	District	School
<b>Funding for arts included in plans?</b>	58%	58%
<b>What was funded</b>		
<b>Materials or resources</b>	87%	52%
<b>Arts staff</b>	87%	32%
<b>Specific program(s) or curricula</b>	42%	16%
<b>Professional development</b>	42%	16%

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## Subjects with the most positive impact on students' future success

	District	School	Parents
Technology	92%	56%	45%
English language arts	83%	80%	66%
Mathematics	75%	72%	74%
Visual and Performing Arts	67%	76%	64%
Science	58%	56%	61%

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## District/School has resources to offer arts classes

	District	School
Choral/Vocal	92%	68%
Instrumental Music	92%	68%
Creative Writing	83%	64%
Visual Arts	83%	76%
Acting	67%	68%
Dance	67%	56%
Media Arts	58%	40%

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# Challenges

## Parent perception of arts education in schools

	A+ to B	D or F
Quality of elementary school arts education	48%	31%
Quality of middle school arts education	54%	27%
Quality of high school arts education	70%	15%
Relevance of arts education for middle school students	57%	21%
Relevance of arts education for high school students	66%	11%

*Number of responses ranged from 149-210*

## Disconnect over importance of arts education

	District Administrators		School Administrators	
	Extremely	Important	Extremely	Important
How important is arts education to you?	42%	42%	36%	60%
How important is it for teachers to teach arts education?	17%	42%	36%	48%

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## Teacher familiarity with arts standards

	Percent
Somewhat familiar	50%
Not at all familiar	40%
Very familiar	10%

Two-fifths of teachers are *not at all* familiar with the California state standards for arts education

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## Factors negatively impacting arts education

- ▶ Lack of funding
- ▶ Push for instruction to be focused on high-stakes testing
- ▶ Inconsistent access
- ▶ Lack of teacher comfort/confidence to teach/integrate arts
- ▶ Insufficient time

“Competing priorities and limited resources”

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## Potential Issues Related to Equity and Access

## Barriers to family participation in the arts

Approximately one-third of parents reported there are barriers to their family participating in the arts

- Financial limitations
- Geography or transportation issues

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## Emerging trends: Regional differences

### ■ Central and North County

- Administrators were generally less likely to identify arts education as important to them
- Administrators were generally less likely to say arts education is important for their teachers to teach
- More instances of students having limited access to credentialed arts teachers

### ■ Teachers in Central and North County

- More likely to report that considering all their priorities, arts education was less important to them
- Higher proportions reported that students do not receive arts education from them
- Although small percentages (11% and 16%), they were the only teachers to report they have no physical space for arts classes

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## Emerging trends: High-FRPL school districts

### ■ School administrators

- Less likely to say arts education *Extremely Important*
- Less likely to say *All Students* have access to credentialed arts teachers
- Limited to no access to before- or after-school arts education
- Markedly lower ratings for their perceptions of general education teachers' proficiency in arts integration

### ■ Teachers

- More likely to say *No Students* have access to outside arts specialists
- Twice as likely to say their students *Never* have access to integrated arts education
- Lower self-ratings of comfort level with integrating arts
- Less likely to report a desire to be trained in arts integration
- More likely to report they have no physical space for arts classes

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## Emerging trends: High-EL school districts

### ■ School administrators

- Less likely to say arts education *Extremely Important*
- Less likely to identify arts education as important for their teachers to teach
- Twice as likely to say *No Students* have access to credentialed arts teachers
- No students have access to before- or after-school arts education
- Markedly lower ratings for their perceptions of general education teachers' proficiency in arts integration

### ■ Teachers

- Lower self-ratings of comfort level with integrating arts
- Less likely to report a desire to be trained in arts integration
- More likely to report they have no physical space for arts classes

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# The Final Word: Opportunities and Leverage Points

## Touch points from which to build: Factors positively impacting arts education in Sonoma County

- ▶ Arts-rich community
- ▶ Community support/interest
- ▶ Parent involvement/support
- ▶ Enthusiastic students
- ▶ Passionate/dedicated teachers

“Sonoma County residents value and support inclusion of  
arts education in our public schools”

## Most important attributes for students to learn

	District	School	Parents
Ability to communicate effectively	75%	72%	67%
Ability to think and act creatively	50%	64%	42%
Independent problem-solving and analysis skills; critical thinking	50%	32%	55%
Willingness to work hard, strong work ethic	50%	28%	38%
Ability to collaborate effectively	33%	68%	26%
Basic academic skills (reading, writing, arithmetic)	33%	20%	33%

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## Points to ponder

Discrepancies related to Visual Arts

Unmet demand for Music and Dance programming

Increase communication to improve coherence

Leverage parent commitment and “arts champions”

Leverage arts to develop important attributes and skills

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# Questions, Reactions, and Takeaways