

An Unfinished Canvas



Arts Education in the San Francisco Bay Area: A Supplementary Status Report



Research conducted by SRI International

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A Summary Report and a Full Report describing statewide findings are also available. Copies of all three reports can be downloaded from <http://policyweb.sri.com/cep/projects/displayProject.jsp?Nick=artsed>.

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Arts Education in the San Francisco Bay Area: A Supplementary Status Report

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PROLOGUE: KEY FINDINGS AND RECOMMENDATIONS FROM *AN UNFINISHED CANVAS*

In early 2007, SRI International released the results of a statewide study on the status of arts education in California under the title *An unfinished canvas. Arts education in California: Taking stock of policy and practice*. Below is a summary of key findings and recommendations from the statewide report.

KEY FINDINGS

Overview of Arts Education in California

- 89% of California K-12 schools fail to offer a standards-based course of study in all four disciplines—music, visual arts, theatre, and dance—and thus fall short of state goals for arts education.
- Methods of delivering arts instruction vary by school level, often resulting in a limited experience at the elementary level and limited participation at the secondary level.
- 61% of schools do not have even one full-time-equivalent arts specialist, although secondary schools are much more likely than elementary schools to employ specialists.
- At the elementary level, arts instruction is often left to regular classroom teachers, who rarely have adequate training.
- Arts facilities and materials are lacking in most schools.
- Standards alignment, assessment, and accountability practices are uneven in arts education, and often not present at all.

Arts Education in Elementary Schools

- 90% of elementary schools fail to provide a standards-aligned course of study across all four arts disciplines.
- Elementary students who receive arts education in California typically have a limited, less substantial experience than their peers across the country.
- Inadequate elementary arts education provides a weak foundation for more advanced arts courses in the upper grades.

Arts Education in Middle and High Schools

- 96% of California middle schools and 72% of high schools fail to offer standards-aligned courses of study in all four arts disciplines.
- Secondary arts education is more intense and substantial than elementary arts education, but participation is limited.

Change Over Time in Arts Enrollment

- Enrollment in arts courses has remained stable over the last 5 years, with the exception of music, which has seen a dramatic decline.

Unequal Access to Arts Education

- Students attending high-poverty schools have less access to arts instruction than their peers in more affluent communities.

Barriers to Meeting the State’s Arts Education Goals

- Inadequate state funding for education is a top barrier to the provision of arts education, and reliance on outside funding sources, such as parent groups, creates inequities.
- Pressure to improve test scores in other content areas is another top barrier to arts education.
- At the elementary level, lack of instructional time, arts expertise, and materials are also significant barriers to arts education.

Sources of Support for Arts Education

- Districts and counties can play a strong role in arts education, but few do.
- Schools are increasingly partnering with external organizations, but few partnerships result in increased school capacity to provide sequential, standards-based arts instruction.

RECOMMENDATIONS

State Policy-Makers

- Increase and stabilize education funding so that districts can develop and support a standards-based course of study in each of the four arts disciplines.
- Strengthen accountability in arts education by requiring districts to report on the arts instruction provided, student learning in the arts, and providers of arts instruction, and by supporting the development of appropriate, standards-aligned assessments for use at the state and district levels.
- Rethink instructional time to accommodate the state’s goals for meeting proficiency in English-language arts and math, while still providing access to a broader curriculum that includes the arts.
- Improve teacher professional development in arts education, especially at the elementary level, and consider credential reforms.
- Provide technical assistance to build districts’ capacity to offer comprehensive, standards-based arts programs.

School and District Leaders

- Establish the infrastructure needed to support arts programs by developing a long-range strategic plan for arts education, dedicating resources and staff, and providing for the ongoing evaluation of arts programs.
- Signal to teachers, parents, and students that the arts are a core subject by providing professional development for teachers and establishing assessment and accountability systems for arts education.

Parents

- Ask about student learning and progress in the arts, and participate in school and district efforts to improve and expand arts education.
- Advocate for comprehensive arts education at the state and local levels.

EXECUTIVE SUMMARY

Overview of Arts Education in the Bay Area

- As in the state as a whole, the vast majority of Bay Area schools are failing to meet state goals for arts education. Fewer than 1 in 10 Bay Area schools (8%) met the state's standards for providing instruction in all four arts disciplines—music, visual arts, theatre, and dance.
- Despite limited offerings in the arts, Bay Area schools were more likely than non-Bay Area schools to report including arts education in their mission statement or goals.
- Student participation rates are similar for Bay Area and non-Bay Area schools. However, there appear to be differences across Bay Area counties: the average percentage of students receiving instruction in music and visual arts ranged from 77% of students in Marin schools to 39% and 35%, respectively, in Solano schools.

Providers of Arts Instruction

- Bay Area schools were more likely than non-Bay Area schools to report using volunteers and other arts professionals to provide arts instruction.
- In the Bay Area, schools serving affluent communities were more likely than higher-poverty schools to use full-time, certified arts specialists.

Funding for Arts Education

- 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 parcel taxes and parent group funds, for arts education.
- Bay Area schools' reliance on parent group funds varies by school poverty level, with more affluent schools being much more likely than higher-poverty schools to identify parent groups as a top or significant source of funding; this pattern parallels the trend in the state as a whole.
- Across Bay Area counties, the extent to which schools rely on outside funding varies substantially.

Facilities and Materials for Arts Education

- Providing appropriate facilities that meet the unique needs of each discipline is challenging for Bay Area and non-Bay Area schools alike, although Bay Area schools appear to be in slightly better shape. For music and visual arts instruction, Bay Area schools are more likely to provide equipped, dedicated space than non-Bay Area schools.
- Unlike schools in the rest of California, the type of facilities used for arts instruction in Bay Area schools varies by school poverty level.

Sources of Support for Arts Education

- In the Bay Area, just over one-third of schools (36%) reported receiving curricular support from their district, and less than a fourth of schools (23%) reported receiving support in the form of professional development from their district. These aggregate percentages, however, mask variation by county.
- Bay Area schools, like schools in the state as a whole, rarely identified the county as a source of support, although Bay Area counties may be supporting schools indirectly by working with districts and partner organizations.
- Principals' reports of county support varied by county: 25% of principals in Alameda and 22% of principals in San Mateo reported that their county offices of education provide support for arts education in the form of professional development, compared to 4% to 10% of principals in other Bay Area counties.
- Bay Area schools appear to benefit more than schools in the rest of the state from partnerships with arts organizations and individual artists. However, the percentage of schools engaged in partnerships varies by county, suggesting that these resources may be relatively localized, even within the Bay Area region.

Barriers to Arts Education

- As in the state as a whole, inadequate state funding for education is the top barrier to the provision of arts education in the Bay Area.
- Similarly, insufficient instructional time and the focus on improving test scores in other content areas were cited as moderate or serious barriers by nearly two out of three Bay Area principals (66% and 63%, respectively).
- A lack of arts specialists and inadequate facilities and materials are also significant barriers to arts education in the Bay Area.
- The barriers to arts instruction appear to vary by county in Bay Area schools. For example, the percentage of principals who reported insufficient funding as a moderate or serious barrier ranged from 66% in Marin to 88% in Santa Clara.

INTRODUCTION

This report complements *An unfinished canvas. Arts education in California: Taking stock of policy and practices* (Woodworth et al., 2007). The research supporting *An Unfinished Canvas* was undertaken to document the status of arts education in California schools and assess the extent to which schools were meeting state goals for arts education—namely a sequential, standards-based course of study in music, visual arts, theatre, and dance. As part of that research effort, we included a sufficient number of schools in the nine Bay Area counties to enable us to report comparable data for each of the Bay Area counties as well as to draw comparisons between the Bay Area and the rest of the state.

Many of the key findings in *An Unfinished Canvas* are echoed in 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. Similarly, the statewide data revealed important differences in access to arts education by school level and school poverty level, and those differences are also in evidence in the Bay Area. In light of these similarities, this report focuses on circumstances that are unique to the Bay Area.¹ 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 parcel taxes and parent group funds, for arts education. Perhaps as a result of this reliance on community-based sources of funds, our analyses of data from Bay Area schools revealed some disparities by school poverty level that did not exist for the state as a whole. Bay Area schools also appear to benefit more than schools in the rest of the state from partnerships with arts organizations and individual artists.

The first section of this report focuses on the extent to which Bay Area schools offer sequential, standards-based courses of study in the four arts disciplines. The next section describes the extent of student participation in standards-based arts instruction in the Bay Area. We then turn to a discussion of the different providers of arts instruction in the Bay Area. Next, we describe the resources—first funding, then facilities—used to support arts education in the Bay Area. The next section turns to a discussion of the roles that districts, counties, and partner organizations play in support of arts education. We conclude with a description of the barriers to arts instruction that Bay Area schools face. Appendix A provides information on the survey methodology, including information on the Bay Area sample, while Appendix B includes supplemental statistical information (e.g., standard errors and test statistics) for all the survey data presented in this report. Appendix C presents all of the data included in the report at the county-level.

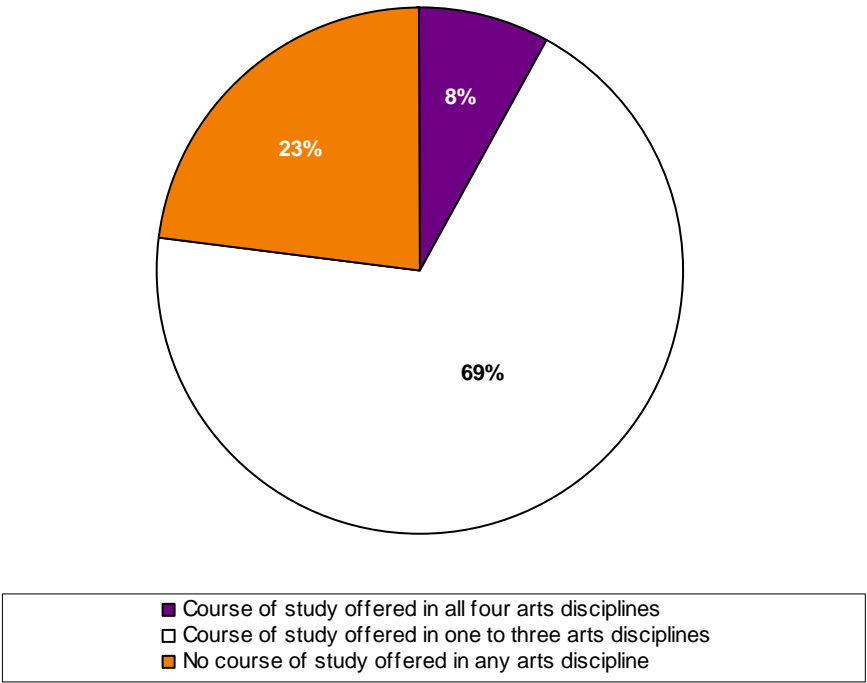
¹ We do not report on differences between the Bay Area and the rest of California when the differences were not statistically significant. This report also does not address trends by school level or school poverty level when they are similar to those found in the state as a whole. Please refer to *An unfinished canvas. Arts education in California: Taking stock of policy and practices* for details on the entire study.

KEY QUESTIONS

Do Bay Area Schools offer sequential, standards-based courses of study in the arts?

California policymakers have established ambitious goals for arts education in California. The California Education Code requires schools to offer instruction in all four arts disciplines (dance, music, theatre, and visual arts), while the visual and performing arts (VPA) content standards adopted by the State Board of Education set forth guidelines for what students should know and be able to do in the arts. Despite these goals, fewer than 1 in 10 Bay Area schools (8%) met the state’s standards for providing instruction in all four arts disciplines (see Exhibit 1). Nearly 1 in 4 Bay Area schools (23%) failed to offer a sequential, standards-based course of study in *any* of the disciplines. Most Bay Area schools (69%) offered a sequential, standards-based course of study in 1 to 3 of the four arts disciplines.

Exhibit 1
Bay Area Schools That Offered a Sequential, Standards-Based Course of Study in the Arts



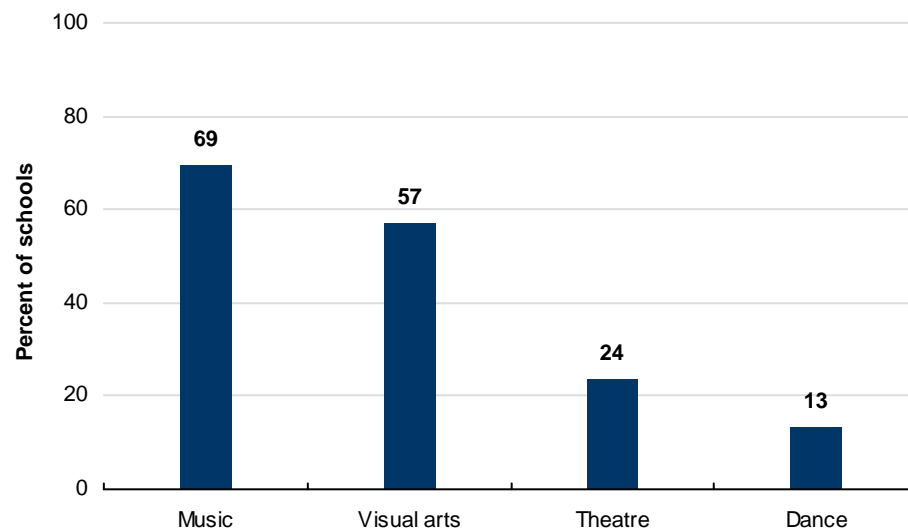
At the county level, the percentage of schools offering standards-based courses of study in all four arts disciplines ranged from 3% in Napa to 18% in San Francisco (see Exhibit 2). At the other end of the spectrum, 3% of schools in Marin reported that they were not offering a standards-based course of study in *any* arts discipline, while 38% of schools in Solano reported the same. (For additional county-level data, see Exhibit C-1 in Appendix C.)

Exhibit 2
Bay Area Schools That Offered a Sequential, Standards-Based Course of Study in the Arts,
by County

	San Francisco Bay Area Counties									Total
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Course of study offered in all 4 arts disciplines	6%	7%	7%	3%	18%	10%	7%	4%	10%	8%
No course of study offered in <i>any</i> arts discipline	32%	21%	3%	24%	20%	30%	14%	38%	19%	23%

Nearly 7 out of 10 Bay Area schools (69%) offered a standards-based course of study in music, while 57% offered a standards-based course of study in visual arts. About a quarter of Bay Area schools (24%) offered a standards-based course of study in theatre, and 13% offered a standards-based course of study in dance (see Exhibit 3). These percentages are similar to those for non-Bay Area schools with the exception of visual arts. Bay Area schools were more likely to provide a standards-based course of study in visual arts than non-Bay Area schools (57% versus 48%). As in the state as a whole, the percentage of Bay Area schools offering a standards-based course of study varied by school level (see Exhibit B-3 in Appendix B).

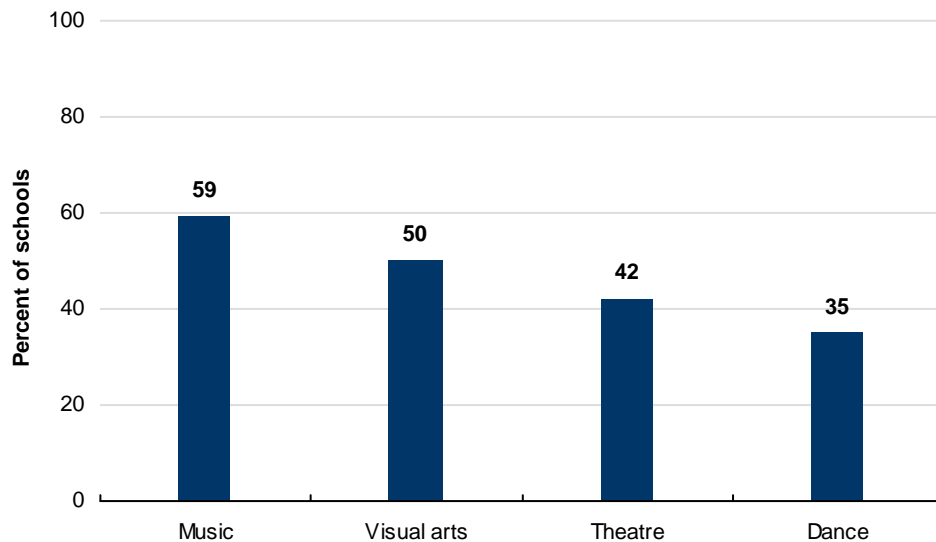
Exhibit 3
Bay Area Schools That Offered a Sequential, Standards-Based Course of Study in the Arts,
by Discipline



Access to standards-aligned curriculum supports schools' ability to provide a sequential, standards-based course of study in the arts. In late 2006, the State Board of Education adopted new standards-aligned instructional materials in music (K-8), theatre (K-6), and visual arts (K-8).² At the time of our data collection, in spring 2006, 59% of Bay Area schools offering instruction in music reported having access to a written curriculum, and 50% of Bay Area schools offering instruction in visual arts reported having access to a written curriculum (see Exhibit 4). At the same time, less than half of Bay Area schools offering instruction in theatre and dance reported having access to a written curriculum in these disciplines (42% and 35%, respectively). These percentages are similar to statewide numbers. (For county-level data on access to a written curricula, see Exhibit C-3.)

² The previous curriculum adoption took place in 1998, pre-dating the adoption of the VPA content standards in 2001. The state's policy in all disciplines is to adopt instructional materials for grades K through 8 and to allow districts local discretion in grades 9 through 12.

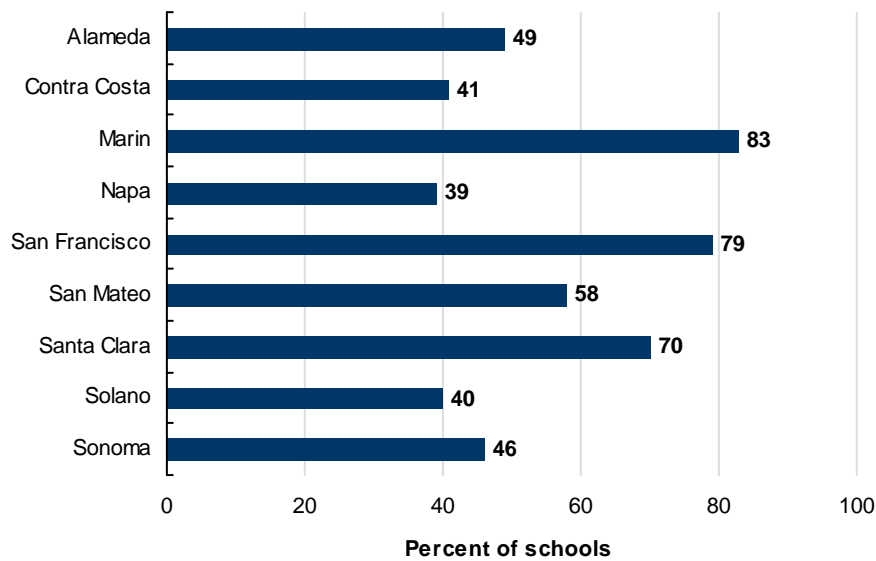
Exhibit 4
Bay Area Schools With Access to a Written Curriculum in the Arts Disciplines,
Among Those Schools That Provided Instruction in Those Disciplines



A key feature of standards-based teaching is the use of aligned assessment and reporting on progress towards standards. Our survey revealed that, among elementary schools providing instruction in the arts, Bay Area schools were less likely than schools in the rest of California to assess and report on student performance in visual arts (56% versus 66%) and theatre (16% versus 35%). An examination of the data by county reveals substantial variation in assessment and reporting practices. For example, among schools in Marin that provide music instruction, nearly all (94%) assess and report on student performance; in contrast, among San Francisco schools providing music instruction, fewer than one-third (31%) assess and report on student performance. (For additional county-level data on assessment and reporting practices, see Exhibit C-4.)

Despite limited offerings in the arts, Bay Area schools were more likely than non-Bay Area schools to report including arts education in their mission statement or goals (56% versus 46%). However, this region-wide percentage masks variation by county—for example, approximately four out of five schools in Marin and San Francisco reported including arts education in their mission statement or goals compared to just two of five schools in Napa, Solano, and Contra Costa (see Exhibit 5). (For additional county-level data, see Exhibit C-5.)

Exhibit 5
Bay Area Schools That Reported Including Arts Education in Their
Mission Statement or Goals, by County



What access do Bay Area students have to arts education?

While schools may offer arts instruction, the percentage of students participating in that instruction varies substantially by school, as does the amount of instruction each student receives. In Bay Area schools, the average percentage of students receiving instruction varied substantially by discipline: on average 51% of students in Bay Area schools received visual arts instruction, 50% received music instruction, 16% received theatre instruction, and 16% received dance instruction. Student participation rates are similar for Bay Area and non-Bay Area schools in most disciplines. However, a greater percentage of students in Bay Area schools received music instruction than students in non-Bay Area schools (50% versus 43%). (Note that these percentages are for all school levels combined; in the Bay Area, there is substantial variation by school-level as there is in the state as a whole. See Exhibit B-3 for school-level data.)

At the county-level, the average percentage of students receiving instruction in music and visual arts ranged from 77% of students in Marin schools to 39% and 35%, respectively, in Solano County schools. In theatre, the average percentage of students in a school receiving instruction ranged from 24% (Marin) to 7% (Solano), while in dance, the percentages ranged from 40% (San Francisco) to 8% (Solano). (See Exhibit C-6 for additional county-level data on student participation rates.)

Among schools providing instruction in each discipline, the amount of instruction provided did not differ between Bay Area and non-Bay Area schools. The instruction provided to the typical participating student ranged from 40 hours per year in dance to 69 hours per year in music (see Exhibit C-7 for county-level data). Like student participation rates, the amount of instruction students received varied markedly by school level, with the typical participating secondary student receiving arts instruction for many more hours per year than the typical elementary student receiving arts instruction; this pattern is consistent with statewide data.

Arts education in California is often supplemented by field trips, assembly programs, after-school programs, or extracurricular activities. Approximately 9 out of 10 principals in the Bay Area reported that their schools supported arts-related field trips (91%) or held school assemblies that incorporated the arts (88%). Almost three-fourths of principals (74%) in the Bay Area reported offering arts-related after-school programs, and nearly 8 of 10 principals (79%) in the Bay Area reported that their schools offered arts-related extracurricular activities. Although Bay Area schools were statistically more likely than non-

Bay Area schools to offer field trips (91% versus 87%) and extracurricular activities (79% versus 72%) schools, the differences between the two groups were small. (See Exhibit C-8 for county-level data on these supplementary activities.)

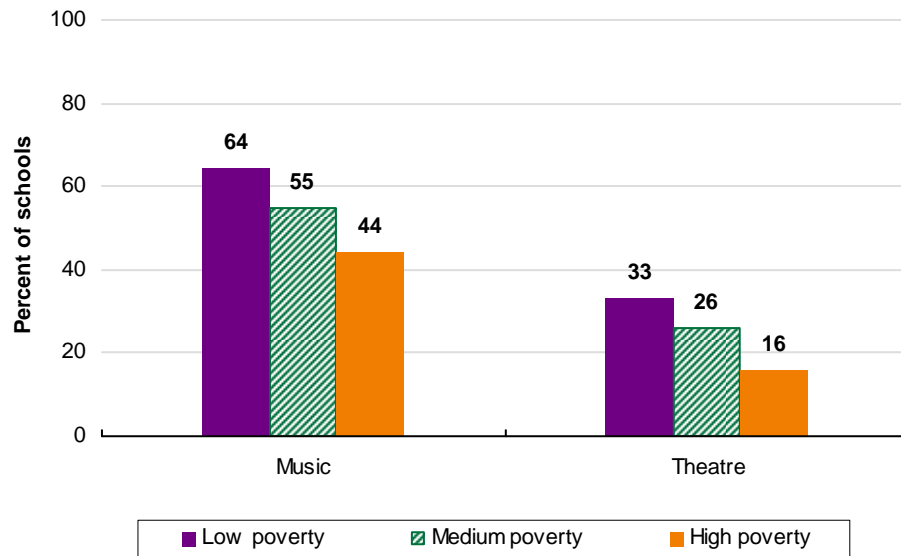
Although these types of supplemental arts activities are a valuable way for schools to provide students with exposure to arts education, offering sequential, standards-based arts instruction to a high proportion of students requires consistent access to well-prepared teachers. We turn now to a discussion of providers of arts instruction in Bay Area schools.

Who provides arts instruction in Bay Area schools?

Like the state as a whole, Bay Area schools rely on a combination of credentialed arts specialists, classroom teachers, arts professionals, and volunteers to provide arts instruction. Generally, credentialed arts specialists and regular classroom teachers are the main providers of arts instruction in each discipline. However, among schools providing arts instruction, Bay Area schools were more likely than non-Bay Area schools to report using volunteers as providers of visual arts instruction (22% versus 14%) and other arts professionals as providers of dance instruction (31% versus 21%). Correspondingly, Bay Area schools were less likely than non-Bay Area schools to use full-time, certified dance instructors. Bay Area counties appear to differ in the combination of instructors they use. For example, compared to schools in other counties, relatively high numbers of San Francisco schools make use of arts professionals to deliver instruction. About half of San Francisco schools that provide instruction in each discipline report that arts professionals (as opposed to certified teachers or volunteers) provide instruction to their students in music, visual arts, and theatre, while more than three-fourths of San Francisco schools (77%) providing instruction in dance report that arts professionals provide instruction. (For additional county-level data on providers of arts instruction, see Exhibit C-9.)

Although there were no differences by school poverty level in who provided instruction in the state as a whole, there were differences among Bay Area schools. In the Bay Area, among schools providing instruction in music and theatre, relatively affluent schools were more likely than higher-poverty schools to use full-time, certified arts specialists (see Exhibit 6). The most affluent schools that provided music instruction were almost 50% more likely to use full-time, certified arts specialists than the highest-poverty schools providing music instruction (64% versus 44%). In theatre, the most affluent schools were twice as likely as the highest-poverty schools to rely on full-time certified arts specialists (33% versus 16%).

Exhibit 6
Use of Full-Time, Certified Arts Specialists, Among Bay Area Schools That Provided Music and Theatre Instruction, by School Poverty Level



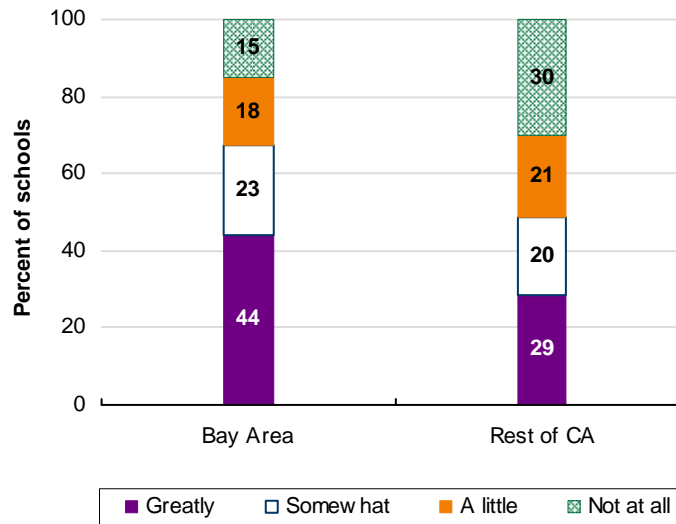
While similar percentages of schools in the Bay Area and non-Bay Area reported having at least one full-time-equivalent (FTE) arts specialist (43% and 39%, respectively), these aggregate percentages mask important differences by school-level. California elementary schools in and out of the Bay Area are much less likely than secondary schools to employ at least one FTE arts teacher. (For county-level data on the percentage of schools with at least one FTE, see Exhibit C-10.)

Hiring full-time arts staff requires dedicating substantial resources to arts education. Across California, school principals identified insufficient funds as a barrier to arts education. We explore this issue of resources next.

Do Bay Area schools have the funding to provide arts education?

Sources of funding for arts education in Bay Area schools differ from schools in the rest of the state. While the most frequently cited source of funding for both Bay Area and non-Bay Area schools is general school or district funds (60%), a greater percentage of Bay Area schools rely on outside sources of funding than schools in the rest of the state (Exhibit 7). In fact, two out of three Bay Area schools (67%) report that they “greatly” or “somewhat” rely on outside sources of funding, compared to about half of non-Bay Area schools (49%).

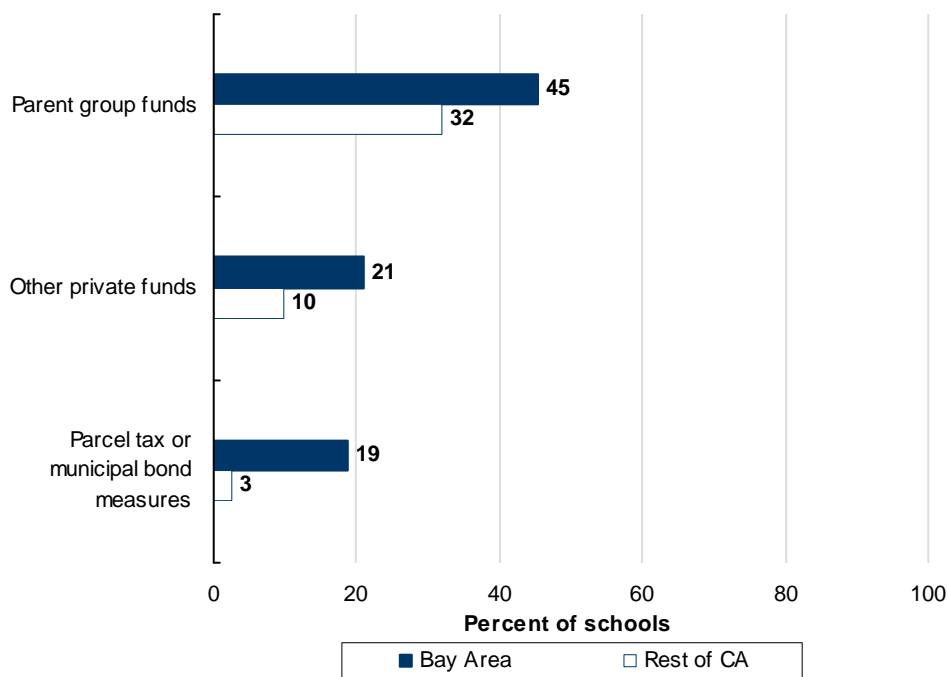
Exhibit 7
School Reliance on Outside Sources of Funding for the Arts



More specifically, Bay Area schools were more likely than schools in the rest of the state to identify community-based sources of support—parcel taxes or municipal bonds, parent group funds, or other private funds—as a top or significant source of funds (see Exhibit 8). Bay Area schools were more than six times more likely than non-Bay Area schools to report parcel tax or municipal bond measures as a top or significant source of funding for arts education.³ Bay Area schools were almost 50% more likely than non-Bay Area schools to describe parent group funds as a top or significant source of funding (45% versus 32%) and twice as likely to identify other private funds as a top or significant source of funding (21% versus 10%).

³ This finding is consistent with the results of a study conducted by the Public Policy Institute of California (PPIC) which found that small, low-poverty districts in the San Francisco Bay Area were more likely than districts elsewhere in the state to pass parcel tax measures (PPIC, 2003).

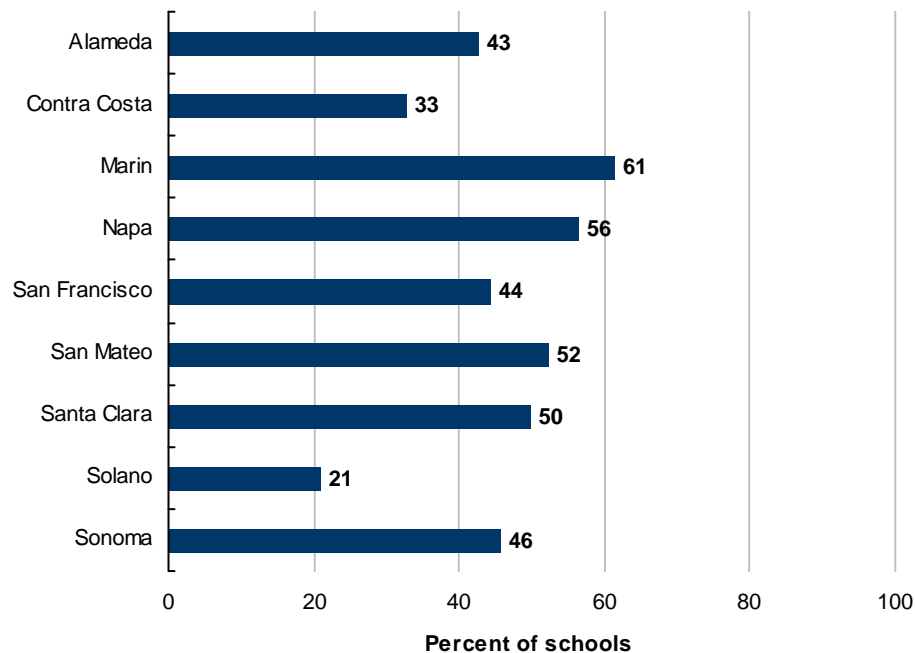
Exhibit 8
Top or Significant Sources of Funding



Interestingly, among Bay Area schools, the percentage that identified other private funds and parcel taxes as top or significant sources of funds did not vary by school poverty level, whereas there were differences by school poverty level for the state as a whole. Bay Area schools’ reliance on parent group funds did vary by school poverty level, with more affluent schools being much more likely than higher-poverty schools to identify parent groups as a top or significant source of funding (see Exhibit B-14); this pattern parallels the trend in the state as a whole.

Across Bay Area counties, the extent to which schools rely on outside funding varies substantially. While 61% of principals in Marin reported relying “greatly” on outside sources of funding for the arts, only 21% of principals in Solano reported relying on outside funds to this extent (see Exhibit 9). Similarly, more than one-third of schools in Marin (35%) and San Francisco (36%) reported that parcel taxes or municipal bond measures provide a top or significant source of funding for arts education, while no schools in Solano and 3% of schools in Napa reported the same. Moreover, two-thirds of schools in Marin (67%) identified parent groups as a top or significant source of funds, while one-third of San Francisco schools (33%) reported the same. (See Exhibits C-11 and C-12 for additional county-level data on sources of funding for arts education.)

Exhibit 9
Bay Area Schools That Rely Greatly on Outside Sources of Funding, by County

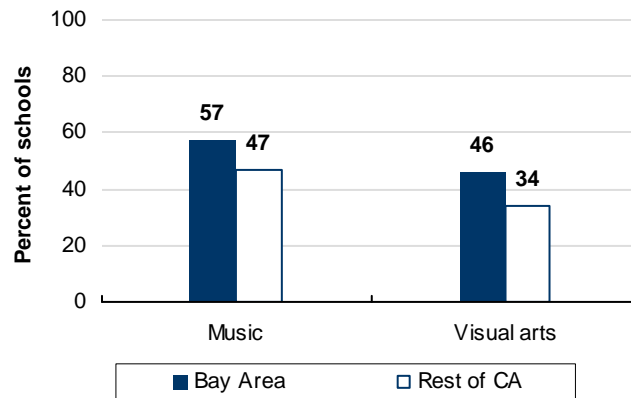


Do Bay Area schools have the facilities for arts education?

California school facilities vary substantially in the degree to which they meet students' instructional needs. In the arts, providing appropriate facilities that meet the unique needs of each discipline is challenging for Bay Area and non-Bay Area schools alike, although Bay Area schools appear to be in slightly better shape.

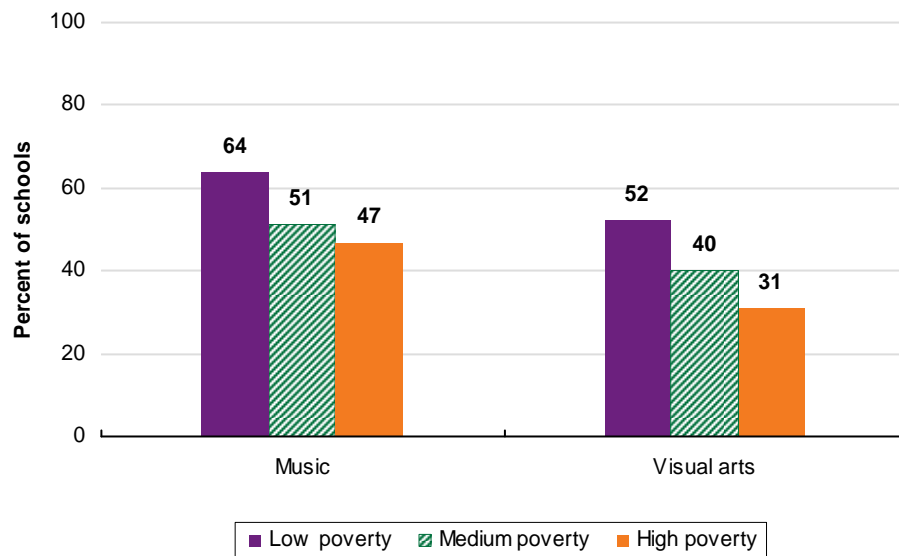
For music and visual arts instruction, Bay Area schools are more likely to provide equipped, dedicated space than non-Bay Area schools (see Exhibit 10). For music, 57% of Bay Area schools reported having dedicated rooms with special equipment compared to 47% of non-Bay Area schools; conversely, Bay Area schools were less likely than non-Bay Area schools to use shared multipurpose space for music instruction (23% versus 33%). Likewise, for visual arts, 46% of Bay Area schools reported having dedicated rooms with special equipment compared to 34% of non-Bay Area schools. The percentages in the Bay Area and the rest of the state were comparable for theatre and dance. (See Exhibit C-13 for county-level data on facilities for arts instruction.)

Exhibit 10
Schools That Have Equipped, Dedicated Space for
Music and Visual Arts Instruction



Unlike schools in the rest of California, in Bay Area schools the type of facilities used for arts instruction varied by poverty level (see Exhibit 11). For music instruction, 64% of schools serving the most affluent communities had dedicated rooms with special equipment, while 47% of the highest poverty schools had the same. For visual arts instruction, the more affluent schools were also more likely than the higher poverty schools to have equipped, dedicated rooms.

Exhibit 11
Bay Area Schools That Have Equipped, Dedicated Space for
Music and Visual Arts Instruction, by School Poverty Level

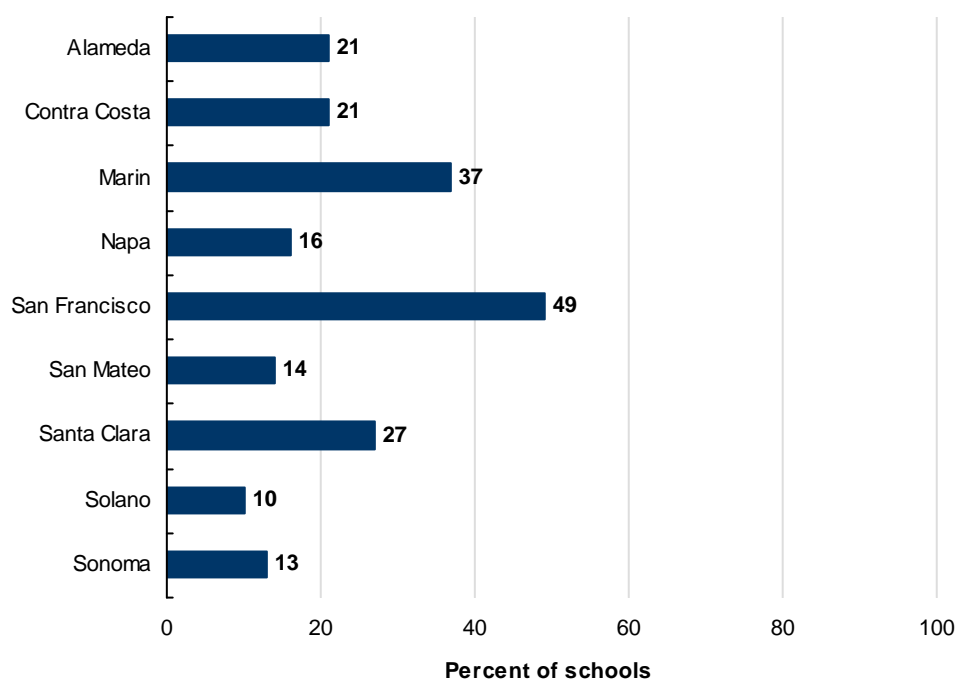


What support do Bay Area schools receive from districts, counties, and partner organizations?

To better understand the support system for arts education, our survey asked about three specific sources of support (districts, county offices of education, and partner organizations) and then went on to ask about the types of support that each provides. While Bay Area principals' responses paralleled the statewide pattern in terms of the support districts and counties provide, Bay Area schools were more likely than schools in the rest of the state to receive support through school-community partnerships.

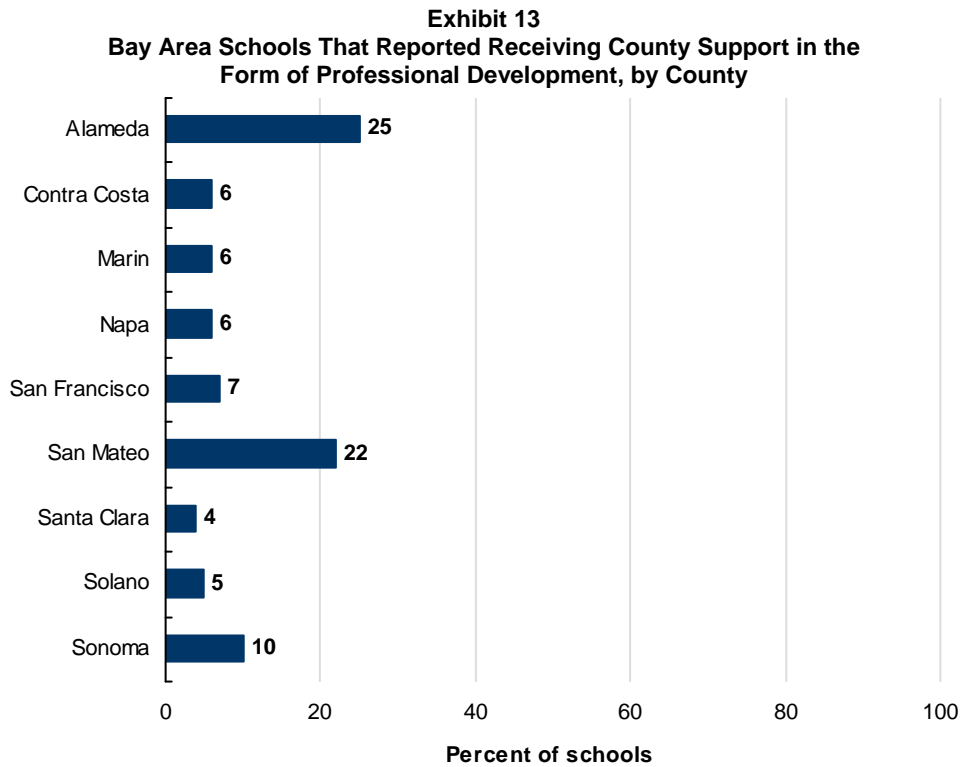
In the Bay Area as well as the rest of the state, school principals identified their district as a source of support more often than the other sources. That said, relatively few schools reported receiving most types of support from their district. For example, in the Bay Area, just over one-third of schools (36%) reported receiving curricular support from their district, and less than a fourth of schools (23%) reported receiving support in the form of professional development from their district. These aggregate percentages, however, mask variation by county. The frequency with which principals reported receiving district support in the form of professional development ranged from 49% in San Francisco to 10% in Solano (see Exhibit 12). Similarly, about half of principals in San Francisco (51%) and Marin (50%) reported receiving curricular support from their districts, while 18% of principals in Napa reported receiving this type of support. (See Exhibit C-14 for county-level data on district support.)

Exhibit 12
Bay Area Schools That Reported Receiving District Support in the Form of Professional Development, by County



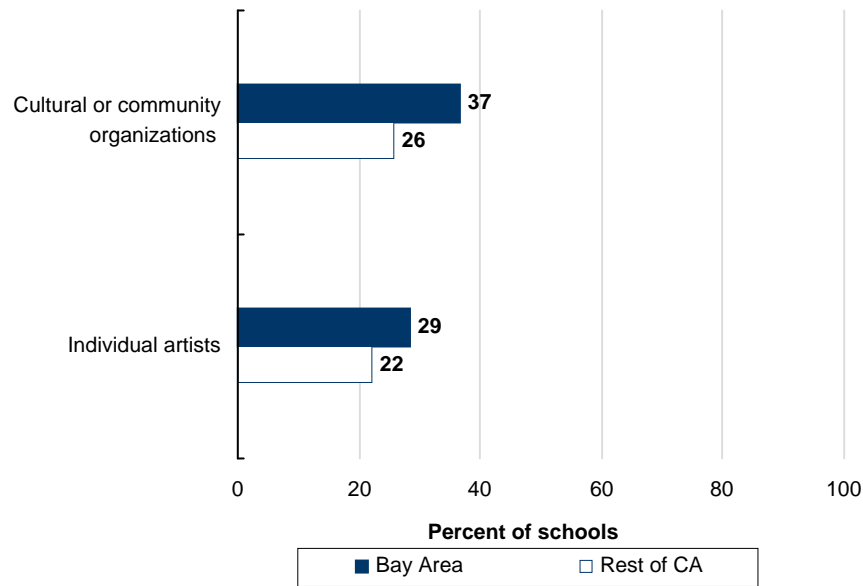
Bay Area elementary schools appear somewhat less likely than elementary schools in the rest of the state to report receiving district support in the form of a curriculum specialist or program coordinator, although differences between the Bay Area and the rest of the state were only statistically significant in theatre and dance. Within the Bay Area, the percentage of principals who reported having access to this support varied by county. For example, 66% of schools in San Francisco reported that their district has a music coordinator who provides support for curriculum and instructional programs, while 13% of Sonoma schools reported having the same support. (For additional county-level data on district and county arts coordinators, see Exhibit C-15).

Bay Area schools, like schools in the state as a whole, rarely identified the county as a source of support, although Bay Area counties may be supporting schools indirectly by working with districts and partner organizations. According to school principals, the types of support most frequently provided by county offices of education include professional development (reported by 12% of Bay Area schools) and curricular support (reported by 11% of Bay Area schools). However, principals' reports of county support varied by county. For example, 25% of principals in Alameda and 22% of principals in San Mateo reported that their county offices of education provide support for arts education in the form of professional development (see Exhibit 13). These numbers compare to 4% to 10% of principals in other Bay Area counties. (See Exhibit C-14 for additional county-level data on support from county offices of education.)



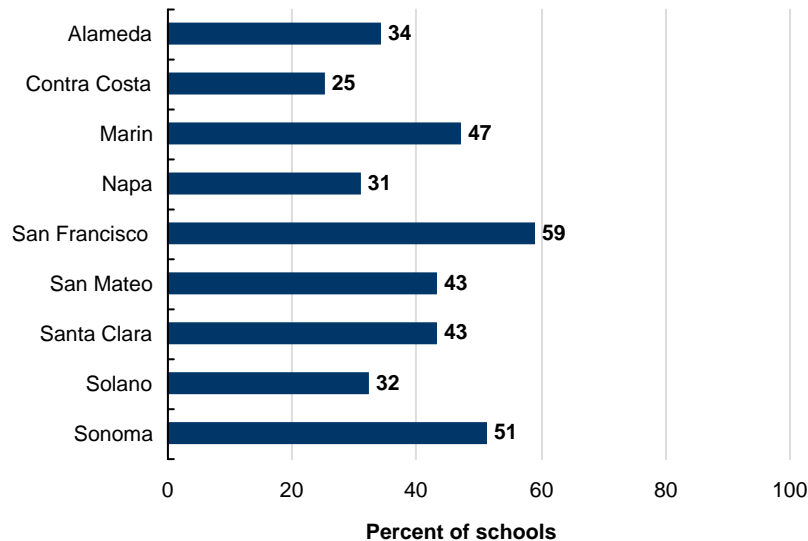
While the rates at which Bay Area principals and principals in the rest of the state reported receiving district and county support were comparable, Bay Area schools were more likely than schools in the rest of California to receive support from partner organizations (Exhibit 14). Overall, more Bay Area schools than non-Bay Area schools reported having a partnership that supported arts instruction (61% versus 51%). More specifically, a greater percentage of Bay Area schools reported partnerships with cultural or community organizations (37% versus 26%) and individual artists (29% versus 22%) than non-Bay Area schools.

Exhibit 14
Schools in Which Partnerships Supported the Delivery of Arts Instruction



While these differences are likely due to a relatively high concentration of these community resources in the Bay Area, the percentage of schools engaged in these types of partnerships varied by county, suggesting that these resources may be relatively localized, even within the Bay Area region.⁴ For example, while nearly 6 out of 10 San Francisco schools (59%) reported an arts-related partnership with a local cultural or community organization, only 25% of schools in Contra Costa reported having such a partnership (see Exhibit 15). (See Exhibit C-16 for additional county-level data on the types of organizations schools partner with.)

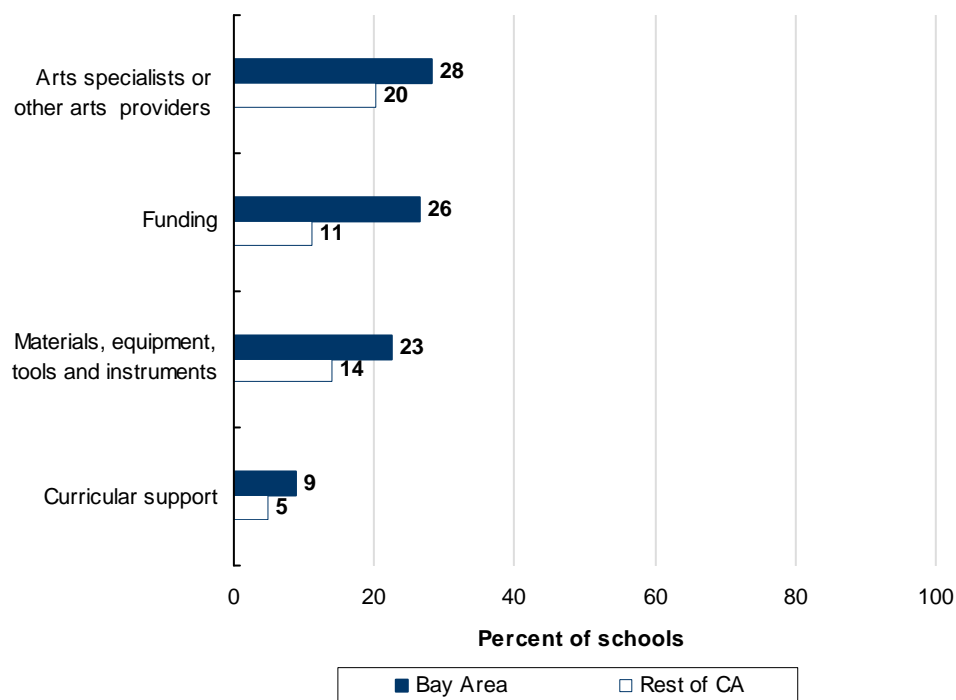
Exhibit 15
Bay Area Schools That Reported an Arts-Related Partnership With a Local Cultural or Community Organization, by County



⁴ The San Francisco Bay Area has one of the densest concentrations of arts-related business, institutions, and organizations in the country (New Study of Creative Industries Reveals that Eleven Metropolitan Areas Have More Than 10,000 Arts-Related Businesses Each (2004). *Americans for the Arts*. Retrieved September 2007 from http://www.artsusa.org/information_resources/press/2004/2004_07_09.asp).

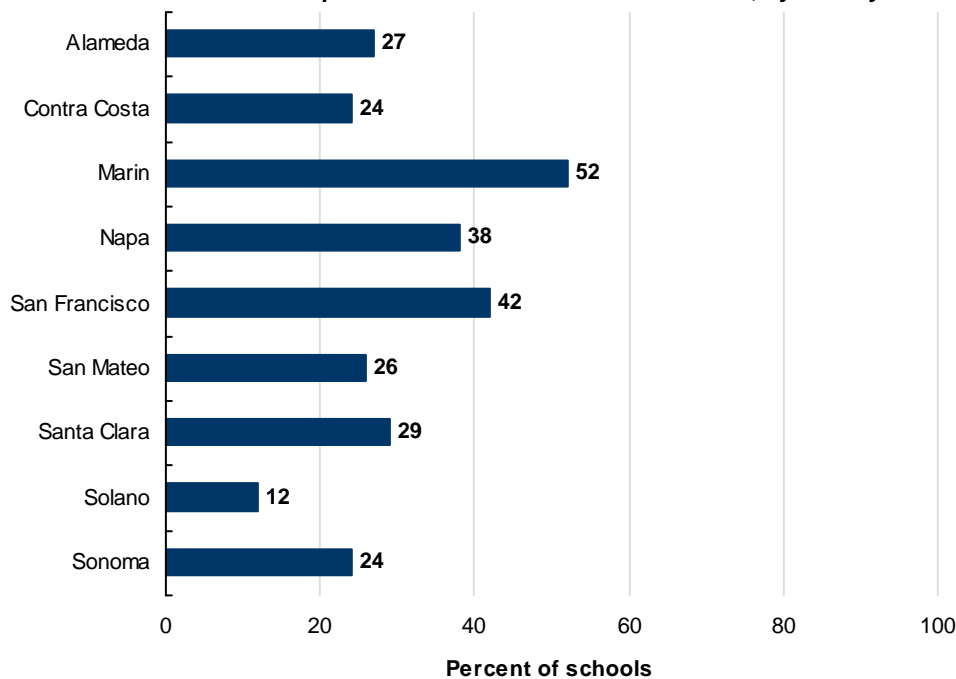
Bay Area schools were more likely than schools in the rest of the state to report that partner organizations supported the school by providing several types of support (Exhibit 16). Bay Area schools were more than twice as likely as non-Bay Area schools to report receiving support in the form of funding from partner organizations (26% versus 11%). More Bay Area schools than non-Bay Area schools also reported receiving assistance in the form of materials, equipment, tools, and instruments (23% versus 14%), arts specialists or other arts professionals (28% versus 20%), and curricular support (9% versus 5%) from partner organizations.

Exhibit 16
Types of Support from Partner Organizations



Within the Bay Area, the frequency with which schools reported receiving these various types of support varied by county. For example, 52% of schools in Marin reported that they receive support from partner organizations in the form of arts specialists or other arts professionals, while 12% of schools in Solano reported receiving this type of support through partnerships (see Exhibit 17). (For additional county-level data on the types of support provided through partnerships, see Exhibit C-14.)

Exhibit 17
Bay Area Schools That Reported Receiving Support from Partner Organizations
in the Form of Arts Specialists or Other Arts Professionals, by County



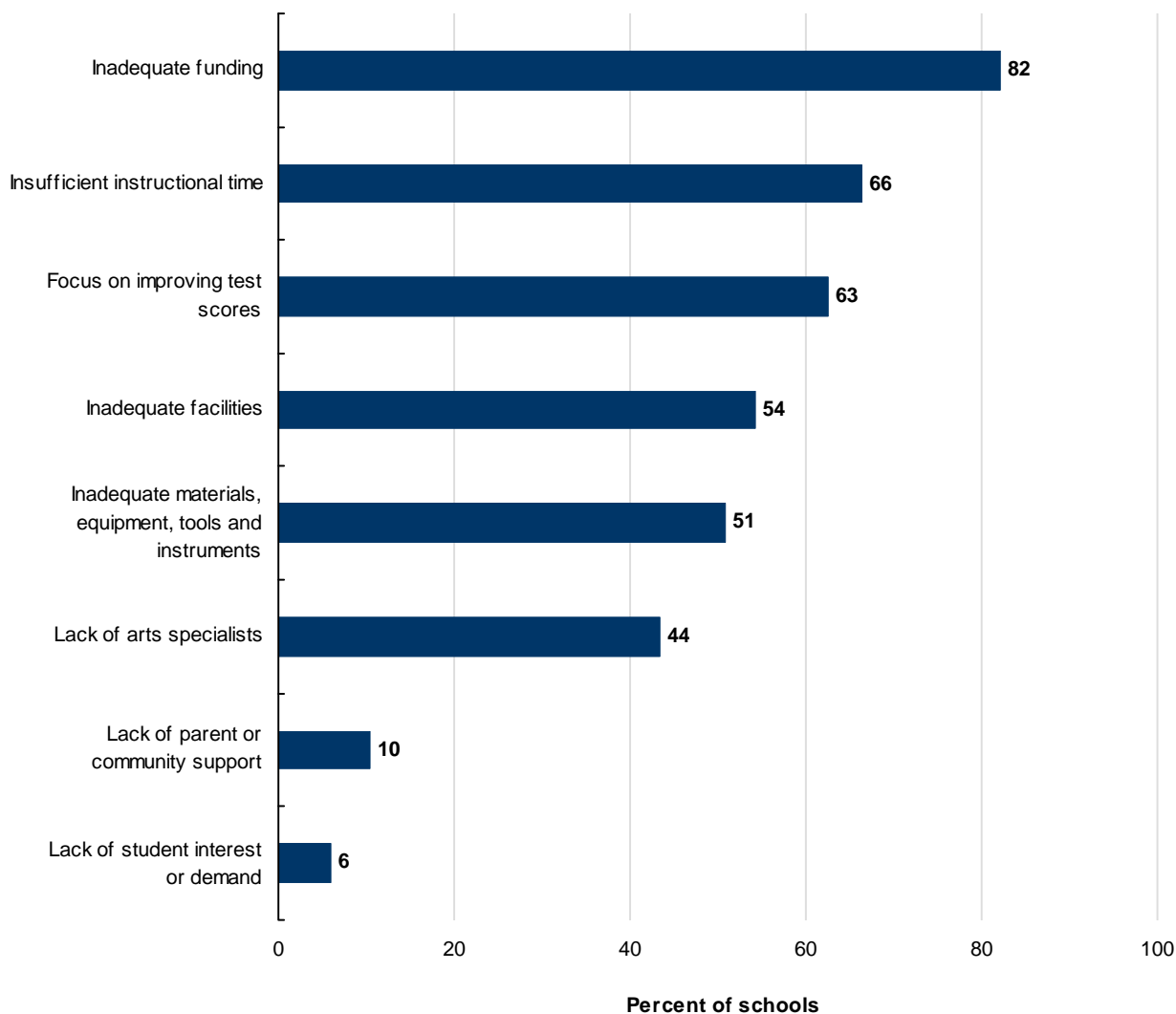
Although Bay Area schools receive a variety of supports for arts education, Bay Area schools also face many barriers to the delivery of arts instruction. The next section discusses these barriers.

What are the barriers to arts education in Bay Area schools?

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 the focus on improving test scores were the most frequently cited barriers for both Bay Area schools and non-Bay Area schools (See Exhibit 18). More than 8 in 10 Bay Area principals identified funding as a moderate or serious barrier (82%). About two out of three Bay area principals (66% and 63%, respectively) cited insufficient instructional time and the focus on improving test scores as moderate or serious barriers.

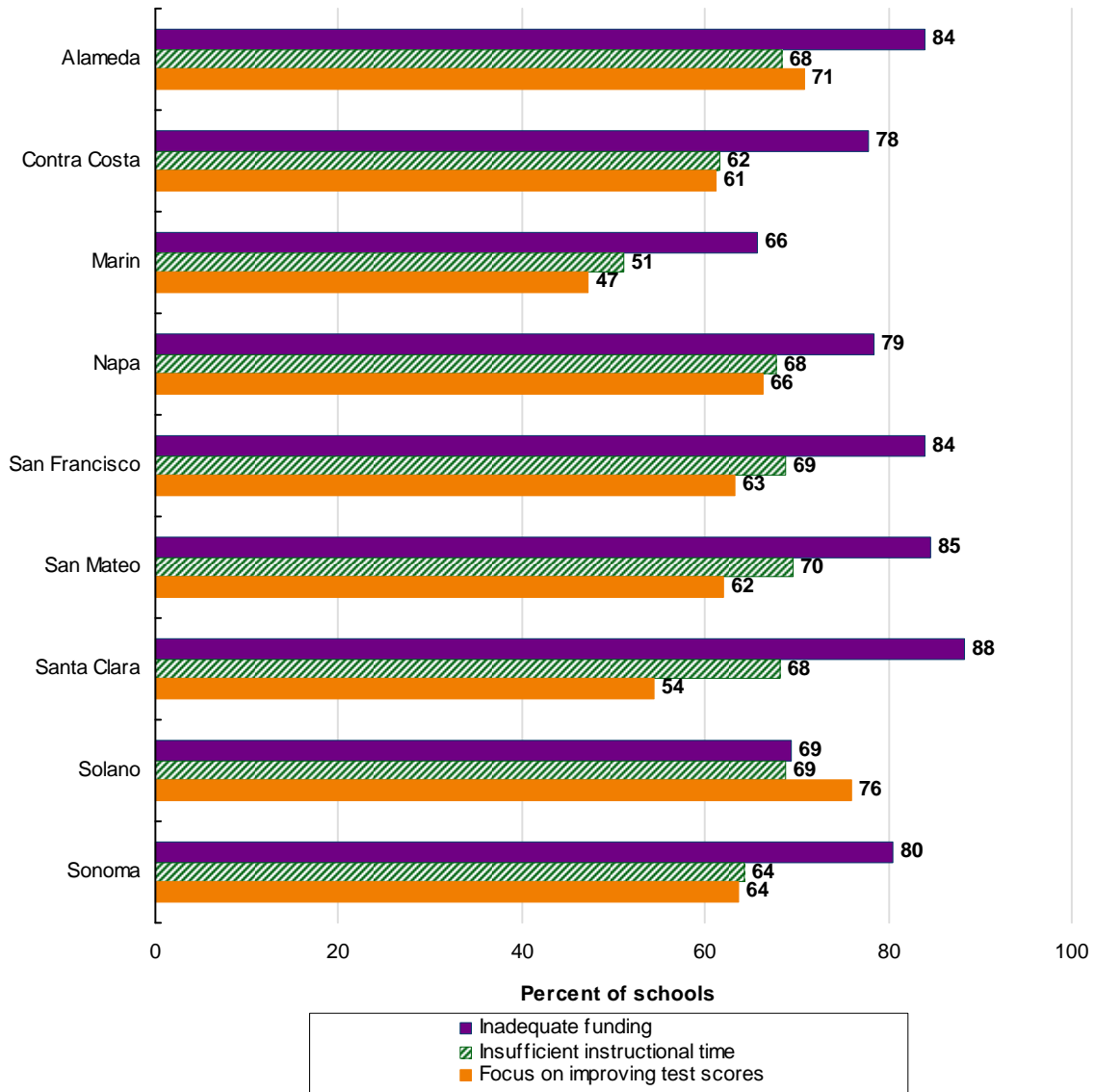
Other notable barriers included inadequate facilities; inadequate materials, equipment, tools, and instruments; and a lack of arts specialists. Like schools in the rest of California, over half of Bay Area schools reported that inadequate facilities and inadequate materials, equipment, tools, and instruments were moderate or serious barriers to arts instruction (54% and 51%, respectively). However, Bay Area schools were less likely than schools in the rest of the state to cite a lack of arts specialists as a moderate or serious barrier to arts education (44% versus 52%). It may be that fewer schools noted the lack of arts specialists as a barrier because Bay Area schools have greater access to arts professionals and volunteers. There were no other significant differences in barriers to arts education between Bay Area schools and non-Bay area schools.

Exhibit 18
Moderate or Serious Barriers to the Delivery of Arts Instruction in the Bay Area



The barriers to arts education appear to vary somewhat by county. For example, the percentage of principals who reported inadequate funding as a moderate or serious barrier ranged from 66% in Marin to 88% in Santa Clara (see Exhibit 19). Principals identified insufficient instructional time as a barrier at rates ranging from 51% in Marin to 70% in San Mateo. Similarly, principals identified the focus on improving test scores as a barrier at rates ranging from 47% (Marin) to 76% (Solano). There were similarly large ranges in percentage differences for the other barriers as well. (See Exhibit C-17 for additional county-level data on the barriers to arts education.)

Exhibit 19
Bay Area Schools That Reported the Following Barriers
as a Moderate or Serious Barrier, by County



CONCLUSION

The San Francisco Bay Area is rich in resources that support arts education. As a result, many Bay Area schools benefit from the financial support of their communities through both parcel taxes and parent-funded education foundations. Many Bay Area schools also benefit from direct relationships with arts organizations and individual artists. These partnerships, which provide schools with access to arts instructors, funding, and arts materials and equipment, may be more prevalent in the Bay Area at least in part because there is a relatively high concentration of arts organizations in the Bay Area compared to other parts of the state.

While the support of communities and arts organizations is sure to strengthen arts education in the region, this approach is not likely to systematically increase student access to arts education in all of the Bay Area's diverse communities. In fact, Bay Area schools are still far from meeting state goals for arts education, and some of the findings presented in this report suggest that the disparities in access to arts education that exist across California may be even greater in the Bay Area, despite the abundance of resources in the region. Moreover, the types of support that are more prevalent in the Bay Area are not likely to help most schools overcome systemic barriers to arts education such as insufficient funding, competing demands for instructional time, and limited arts-related expertise among classroom teachers at the elementary level.

APPENDIX A

RESEARCH METHODS

The data for this report come from a statewide survey of California principals, administered by SRI International during the 2005-06 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 counties in California: Alameda, 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 as well as across subgroups of Bay Area schools (i.e., by school level and school poverty level).

The study surveyed 1,800 public schools, representative of public schools in the state. Schools in the Bay Area were over-sampled, and the answers weighted accordingly. Out of the 1,800 schools in the sample, 915 schools were located in the Bay Area. The response rate achieved for the entire survey was 62.3%, or 1,123 respondents (principals or their designees). In the Bay Area, the response rate was 66.6% (610 respondents). The table below shows the sample and response rate by county.

	San Francisco Bay Area Counties									Total
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
<i>Number Sampled</i>	143	132	63	36	102	105	144	84	106	915
<i>Response Rate</i>	63%	64%	68%	75%	69%	70%	67%	65%	67%	67%

The schools were stratified on the basis of school level and relatively poverty level. Categories for school level were based on school type data from California's Public Schools and Districts Database. School levels were organized into three categories: elementary (elementary school), middle (middle school or junior high school), and high (high school). Categories for poverty level took into account the variation in participation rates in the free or reduced-price lunch program between elementary and secondary schools, because students at the elementary level are more likely to participate in the free or reduced-price lunch program than students of the same economic status at the secondary level. The research team took this difference in participation patterns into consideration when analyzing survey data. For analysis purposes, poverty categories were created at the elementary, middle, and high school levels relative to the statewide distribution of schools at the same level. The relative poverty categories were assigned as follows: elementary schools with low poverty (0-38%), medium poverty (38.1-75%), high poverty (75.1-100%); middle schools with low poverty (0-35%), medium poverty (35.1-66%), high poverty (66.1-100%); high schools with low poverty (0-22%), medium poverty (22.1-48%), high poverty (48.1-100%). The following table summarizes the number of schools in the Bay Area survey sample categorized by both school level and school poverty level.

	School Poverty Level			Total
	Low	Medium	High	
Elementary	133	116	79	328
Middle	72	43	26	141
High	64	49	28	141
<i>Total</i>	269	208	133	610

STATISTICAL SUPPORT FOR SURVEY DATA

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The following exhibits provide supplemental information for the exhibits and quantitative data presented in this report. They are organized, by section, as the data appear in the report. Within these exhibits, the notation SE is used to denote standard error, N_W denotes the weighted sample size, N_{UW} denotes unweighted sample size, and df denotes degrees of freedom.

Do Bay Area schools offer sequential, standards-based courses of study in the arts?

Exhibit B-1
Schools That Provided a Standards-Based, Sequential Course of Study in the Arts

		All	Bay Area	Rest of CA	χ^2	df	p value
Course of study offered in all 4 arts disciplines	%	11	8	12	8.91	2	0.02
	SE	1.35	1.08	1.63			
Course of study offered in 1-3 arts disciplines	%	60	70	57			
	SE	2.20	2.67	2.91			
No course of study offered in any arts discipline	%	29	22	31			
	SE	1.54	2.52	2.05			
N_w		7,416	1,374	6,042			
N_{UW}		1,070	581	489			

Exhibit B-2
Schools That Provided a Sequential Course of Study in the Arts

		All	Bay Area	Rest of CA	χ^2	df	p value
Music	%	64	69	63	3.21	1	0.08
	SE	1.84	2.66	2.27			
	N_W	7,645	1,428	6,217			
	N_{UW}	1103	597	506			
Visual arts	%	50	57	48	5.77	1	0.02
	SE	1.37	2.87	1.70			
	N_W	7,552	1,422	6,130			
	N_{UW}	1,098	597	501			
Theatre	%	26	24	26	0.79	1	0.38
	SE	1.72	1.78	2.08			
	N_W	7,409	1,376	6,033			
	N_{UW}	1069	581	488			
Dance	%	16	13	17	2.76	1	0.10
	SE	1.72	1.22	2.05			
	N_W	7,395	1,366	6,030			
	N_{UW}	1,061	575	486			

Exhibit B-3
Schools That Provided a Sequential Course of Study in the Arts, by School Level

			School Level			χ^2	df	p value
			Elementary	Middle	High			
Music	%	69	64	82	81	16.97	2	<0.01
	SE	2.66	3.54	3.24	4.06			
	N_W	1,428	981	255	192			
	N_{UW}	597	322	140	135			
Visual arts	%	57	48	66	94	106.22	2	<0.01
	SE	2.87	3.99	3.71	2.06			
	N_W	1,422	975	249	198			
	N_{UW}	597	321	137	139			
Theatre	%	24	11	34	73	154.99	2	<0.01
	SE	1.78	2.17	4.47	4.02			
	N_W	1,376	943	240	192			
	N_{UW}	581	314	132	135			
Dance	%	13	10	8	35	27.62	2	<0.01
	SE	1.22	1.30	2.38	4.75			
	N_W	1,366	941	236	188			
	N_{UW}	575	315	128	132			

Exhibit B-4
Schools That Had a Written Curriculum Guide, Among Schools That Provided Instruction in Each Discipline

			All	Bay Area	Rest of CA	χ^2	df	p value
Music	Yes	%	62	59	62	1.00	2	0.61
		SE	2.15	2.88	2.44			
	No	%	22	24	22			
		SE	1.69	2.31	1.9			
	Do not know	%	16	17	16			
		SE	1.59	1.67	1.94			
		N_W	6,793	1,298	5,496			
		N_{UW}	996	545	451			
Visual arts	Yes	%	61	50	63	2.65	2	0.27
		SE	2.09	2.46	2.37			
	No	%	24	27	23			
		SE	2.07	2.76	2.43			
	Do not know	%	15	23	13			
		SE	1.91	2.63	2.23			
		N_W	6,074	1,195	4,880			
		N_{UW}	921	504	417			
Theatre	Yes	%	49	42	51	1.00	2	0.61
		SE	2.93	3.28	3.81			
	No	%	31	32	31			
		SE	2.52	3.77	3			
	Do not know	%	20	26	18			
		SE	2.16	4.20	2.79			
		N_W	3,956	765	3,191			
		N_{UW}	625	338	287			
Dance	Yes	%	42	35	44	2.92	2	0.24
		SE	3.23	3.63	3.90			
	No	%	35	38	34			
		SE	3.31	4.13	3.7			
	Do not know	%	23	28	22			
		SE	2.81	2.92	3.36			
		N_W	3,070	592	2,478			
		N_{UW}	459	258	201			

Exhibit B-5
Elementary Schools That Assessed and Reported Student Performance in the Arts,
Among Schools That Provided Instruction in Each Discipline

		All	Bay Area	Rest of CA	χ^2	df	p value
Music	%	70	74	70	0.66	1	0.42
	SE	2.38	2.86	3.12			
	N_W	4,444	841	3,603			
	N_{UW}	481	279	202			
Visual arts	%	64	56	66	6.15	1	0.02
	SE	2.40	3.77	2.60			
	N_W	3,816	732	3,084			
	N_{UW}	411	236	175			
Theatre	%	32	16	35	7.17	1	<0.01
	SE	3.88	3.86	4.91			
	N_W	2,237	412	1,825			
	N_{UW}	238	137	101			
Dance	%	28	21	30	2.72	1	0.10
	SE	4.10	4.03	4.69			
	N_W	2,000	358	1,642			
	N_{UW}	224	135	89			

Exhibit B-6
Schools That Included Arts Education in Their Mission Statements or Goals

	All	Bay Area	Rest of CA	χ^2	df	p value
%	48	56	46	12.61	1	<0.01
SE	1.84	2.25	2.14			
N_W	7,663	1,442	6,221			
N_{UW}	1112	606	506			

What access do Bay Area students have to arts education?

Exhibit B-7
Average Student Participation Rate Per School in Each Discipline*

		All	Bay Area	Rest of CA	Wald F	df	p value
Music	%	45	50	43			
	SE	1.59	1.47	1.90			
	N_W	7,264	1,350	5,914	7.80	1	<0.01
	N_{UW}	1,056	578	478			
Visual arts	%	48	51	47			
	SE	1.72	1.80	2.15			
	N_W	7,375	1,350	6,025	1.35	1	0.25
	N_{UW}	1,067	577	490			
Theatre	%	16	16	16			
	SE	1.11	1.33	1.32			
	N_W	7,472	1,377	6,094	0.02	1	0.90
	N_{UW}	1,080	588	492			
Dance	%	14	16	14			
	SE	1.27	1.57	1.49			
	N_W	7,484	1,378	6,105	1.18	1	0.28
	N_{UW}	1,084	588	496			

* Note: The percentages were calculated differently from those presented in *An Unfinished Canvas*. These numbers reflect mean *school-level* percentages, while the numbers presented in *An Unfinished Canvas* were calculated to account for school enrollment and arrive at an estimate of the percentage of students *statewide* who were receiving arts instruction.

Exhibit B-8
Average Number of Hours of Instruction per Year for Each Discipline,
Among Schools That Provide Instruction in Each Discipline

		All	Bay Area	Rest of CA	Wald F	df	p value
Music	Mean	69	69	69			
	SE	1.91	1.48	2.41	0.01	1	0.94
	<i>N_W</i>	6,699	1,283	5,416			
	<i>N_{UW}</i>	982	537	445			
Visual arts	Mean	59	59	60			
	SE	2.21	1.86	2.77	0.04	1	0.84
	<i>N_W</i>	6,007	1,172	4,835			
	<i>N_{UW}</i>	907	496	411			
Theatre	Mean	58	58	58			
	SE	2.81	3.15	3.81	0.00	1	0.96
	<i>N_W</i>	3,857	740	3,118			
	<i>N_{UW}</i>	608	325	283			
Dance	Mean	46	40	47			
	SE	3.95	3.19	5.20	1.23	1	0.27
	<i>N_W</i>	3,009	582	2,427			
	<i>N_{UW}</i>	451	253	198			

Exhibit B-9
Schools That Offered the Following Arts Experiences to Students

		All	Bay Area	Rest of CA	χ^2	df	p value
Field trips	%	88	91	87			
	SE	1.17	1.22	1.43	4.57	1	0.04
	<i>N_W</i>	7,680	1,443	6,238			
	<i>N_{UW}</i>	1,115	606	509			
Assembly programs	%	84	88	84			
	SE	1.35	1.71	1.61	3.21	1	0.08
	<i>N_W</i>	7,584	1,430	6,153			
	<i>N_{UW}</i>	1,100	600	500			
After-school programs	%	68	74	67			
	SE	2.24	3.10	2.66	2.81	1	0.10
	<i>N_W</i>	7,483	1,396	6,087			
	<i>N_{UW}</i>	1,082	589	493			
Extracurricular activities	%	73	79	72			
	SE	1.73	1.56	2.10	7.70	1	<0.01
	<i>N_W</i>	7,523	1,411	6,113			
	<i>N_{UW}</i>	1,095	595	500			

Who provides arts instruction to Bay Area students?

Exhibit B-10
Providers of Arts Instruction, Among Schools That Provided Instruction in Each Discipline

			All	Bay Area	Rest of CA	χ^2	df	p value
Music	Full-time, certified arts specialist	%	53	59	52	3.38	1	0.07
		SE	2.31	2.93	2.69			
	Part-time, certified arts specialist	%	26	31	24	3.40	1	0.07
		SE	1.76	2.97	2.00			
	Regular classroom teachers	%	29	20	31	10.68	1	<0.01
		SE	2.00	2.52	2.40			
	Other arts professionals	%	15	16	15	0.30	1	0.59
		SE	1.58	1.77	1.81			
Visual arts	Volunteers	%	7	7	7	0.17	1	0.68
		SE	1.01	1.43	1.16			
		N_W	6,820	1,298	5,523			
		N_{UW}	999	545	454			
	Full-time, certified arts specialist	%	35	36	35	0.11	1	0.75
		SE	1.98	2.48	2.35			
	Part-time, certified arts specialist	%	11	16	10	4.63	1	0.04
		SE	1.02	2.31	1.33			
Theatre	Regular classroom teachers	%	51	45	53	3.40	1	0.07
		SE	1.84	3.51	2.16			
	Other arts professionals	%	22	26	21	1.66	1	0.20
		SE	1.85	2.77	2.17			
	Volunteers	%	16	22	14	8.03	1	<0.01
		SE	1.54	2.33	1.79			
		N_W	6,107	1,197	4,911			
		N_{UW}	924	505	419			
Dance	Full-time, certified arts specialist	%	30	29	30	0.02	1	0.90
		SE	2.49	3.34	2.96			
	Part-time, certified arts specialist	%	10	12	9	1.22	1	0.27
		SE	1.24	2.50	1.48			
	Regular classroom teachers	%	53	41	56	9.78	1	<0.01
		SE	2.84	4.24	3.08			
	Other arts professionals	%	19	25	17	3.55	1	0.06
		SE	2.23	3.19	2.67			
Dance	Volunteers	%	13	14	13	0.07	1	0.79
		SE	1.37	2.95	1.78			
		N_W	3,998	770	3,228			
		N_{UW}	632	341	291			
	Full-time, certified arts specialist	%	26	16	28	13.36	1	<0.01
		SE	2.43	1.71	2.93			
	Part-time, certified arts specialist	%	16	14	17	0.34	1	0.56
		SE	2.22	3.52	2.81			
Dance	Regular classroom teachers	%	47	39	49	3.18	1	0.08
		SE	2.17	4.76	2.58			
	Other arts professionals	%	23	31	21	8.26	1	<0.01
		SE	2.46	2.97	2.85			
	Volunteers	%	12	18	11	3.44	1	0.07
		SE	1.71	3.21	2.06			
		N_W	3,080	595	2,485			
		N_{UW}	463	260	203			

Exhibit B-11
Providers of Arts Instruction, Among Bay Area Schools That Provided Instruction in Each Discipline

		School Poverty Level						χ^2	df	p value
			All	Low	Medium	High				
Music	Full-time, certified arts specialist	% SE	59 2.93	64 4.26	55 4.58	44 5.70	12.03	2	<0.01	
	Part-time, certified arts specialist	% SE	31 2.97	29 4.38	31 4.50	39 5.36	3.02	2	0.23	
	Regular classroom teachers	% SE	20 2.52	20 3.03	21 4.05	17 4.32	0.65	2	0.72	
	Other arts professionals	% SE	16 1.77	16 2.63	17 2.84	15 3.78	0.11	2	0.95	
	Volunteers	% SE	7 1.43	8 2.08	6 2.07	2 1.10	9.06	2	0.01	
		N_W N_{UW}	1,298 545	699 256	405 182	193 107				
	Visual arts	Full-time, certified arts specialist	% SE	36 2.48	38 3.96	34 3.3	29 5.14	1.90	2	0.39
Part-time, certified arts specialist		% SE	16 2.31	18 3.23	16 4.21	11 4.44	1.44	2	0.49	
Regular classroom teachers		% SE	45 3.51	43 5.41	49 4.75	45 5.06	0.54	2	0.77	
Other arts professionals		% SE	26 2.77	26 4.12	22 3.10	33 5.19	2.59	2	0.28	
Volunteers		% SE	22 2.33	27 3.82	17 2.99	14 3.97	6.32	2	0.05	
		N_W N_{UW}	1,197 505	794 254	210 116	193 135				
Theatre		Full-time, certified arts specialist	% SE	29 3.34	33 4.73	26 4.14	16 4.98	9.68	2	0.01
	Part-time, certified arts specialist	% SE	12 2.50	14 3.61	8 2.63	14 7.39	1.76	2	0.42	
	Regular classroom teachers	% SE	41 4.24	42 6.09	39 5.95	47 6.20	0.86	2	0.66	
	Other arts professionals	% SE	25 3.19	22 4.63	29 5.72	34 7.50	1.59	2	0.46	
	Volunteers	% SE	14 2.95	14 4.14	12 4.39	17 7.14	0.44	2	0.8	
		N_W N_{UW}	770 341	464 184	222 106	83 51				
	Dance	Full-time, certified arts specialist	% SE	16 1.71	13 2.34	22 4.18	14 6.01	2.93	2	0.24
Part-time, certified arts specialist		% SE	14 3.52	19 6.48	5 2.04	11 4.96	3.42	2	0.19	
Regular classroom teachers		% SE	39 4.76	42 6.31	38 7.00	34 9.07	0.60	2	0.74	
Other arts professionals		% SE	31 2.97	25 3.82	40 5.17	40 8.71	6.19	2	0.05	
Volunteers		% SE	18 3.21	20 4.16	10 3.30	31 8.74	5.93	2	0.06	
		N_W N_{UW}	595 260	328 125	189 90	78 45				

Exhibit B-12
Schools with at Least One Full-Time Equivalent (FTE) Arts Specialist

	All	Bay Area	Rest of CA	Wald F	df	p value
%	39	43	39	1.16	1	0.29
SE	1.64	2.73	2.09			
<i>N_W</i>	7,002	1,286	5,717			
<i>N_{UW}</i>	1,015	552	463			

Do Bay Area schools have the funding for arts education?

Exhibit B-13
Top or Significant Sources of Funding

		All	Bay Area	Rest of CA	χ^2	df	p value
General school or district funds	%	62	60	63	0.57	1	0.46
	SE	1.87	2.47	2.17			
Parcel tax or municipal bond measures	%	6	19	3	54.00	1	<0.01
	SE	0.66	2.07	0.70			
State or local arts organizations	%	6	9	5	3.40	1	0.07
	SE	0.97	1.85	1.14			
State or federal education grants	%	10	9	10	0.41	1	0.53
	SE	1.21	1.56	1.51			
Parent group funds	%	35	45	32	10.02	1	<0.01
	SE	1.65	3.29	2.07			
Other private funds	%	12	21	10	25.84	1	<0.01
	SE	1.56	1.88	1.77			
	<i>N_W</i>	7,675	1,432	6,243			
	<i>N_{UW}</i>	1,113	603	510			

Exhibit B-14
Top or Significant Sources of Funding in Bay Area Schools, by School Poverty Level

		School Poverty Level				χ^2	df	p value
		All	Low	Medium	High			
General school or district funds	%	60	63	61	51	3.20	2	0.21
	SE	2.47	3.78	3.99	4.20			
Parcel tax or municipal bond measures	%	19	20	19	16	1.10	2	0.58
	SE	2.07	3.21	3.28	3.63			
State or local arts organizations	%	9	8	9	13	1.51	2	0.57
	SE	1.85	2.54	2.91	4.03			
State or federal education grants	%	9	8	6	16	7.88	2	0.02
	SE	1.56	2.26	1.79	3.63			
Parent group funds	%	45	62	38	8	91.73	2	<0.01
	SE	3.29	5.70	4.50	2.77			
Other private funds	%	21	24	18	20	2.57	2	0.29
	SE	1.88	3.70	2.26	3.41			
	<i>N_W</i>	1,432	982	252	197			
	<i>N_{UW}</i>	603	324	140	139			

Exhibit B-15
School Reliance on Outside Sources of Funding for the Arts

		All	Bay Area	Rest of CA	χ^2	df	p value
Greatly	%	32	44	29	35.63	3	<0.01
	SE	1.59	2.83	1.93			
Somewhat	%	21	23	20			
	SE	1.87	1.98	2.00			
A little	%	21	18	21			
	SE	1.76	2.02	2.11			
Not at all	%	27	15	30			
	SE	1.96	1.80	2.00			
<i>N_w</i>		7,629	1,435	6,194			
<i>N_{uw}</i>		1,108	603	505			

Do Bay Area schools have the facilities for arts education?

Exhibit B-16								
Spaces Used for Arts Instruction, Among Schools That Provided Instruction in Each Discipline								
			All	Bay Area	Rest of CA	χ^2	df	p value
Music	Dedicated rooms, with special equipment	%	49	57	47	9.73	1	<0.01
		SE	1.59	2.86	1.86			
	Dedicated rooms, no special equipment	%	8	9	8	0.02	1	0.89
		SE	1.34	1.82	1.48			
	Shared multipurpose space	%	31	23	33	6.13	1	0.02
		SE	2.64	2.84	3.12			
	Regular classrooms	%	27	25	28	0.51	1	0.48
SE		1.98	2.73	2.41				
		N_W	6,794	1,298	5,497			
		N_{UW}	997	545	452			
Visual arts	Dedicated rooms, with special equipment	%	36	46	34	13.29	1	<0.01
		SE	1.88	3.02	2.05			
	Dedicated rooms, no special equipment	%	6	8	6	2.02	1	0.16
		SE	1.17	2.11	1.13			
	Shared multipurpose space	%	10	6	11	3.84	1	0.05
		SE	1.77	1.39	2.19			
	Regular classrooms	%	56	51	57	3.04	1	0.09
SE		1.94	2.78	2.24				
		N_W	6,075	1,195	4,880			
		N_{UW}	921	504	417			
Theatre	Dedicated rooms, with special equipment	%	27	29	27	0.48	1	0.49
		SE	1.91	2.04	2.37			
	Dedicated rooms, no special equipment	%	7	8	7	0.20	1	0.66
		SE	1.52	2.55	1.75			
	Shared multipurpose space	%	51	51	51	0.00	1	0.97
		SE	2.56	2.58	3.20			
	Regular classrooms	%	34	28	35	1.67	1	0.20
SE		3.02	3.71	3.67				
		N_W	3,898	756	3,142			
		N_{UW}	623	338	285			
Dance	Dedicated rooms, with special equipment	%	21	18	22	1.07	1	0.31
		SE	2.32	2.40	2.85			
	Dedicated rooms, no special equipment	%	8	5	8	2.05	1	0.16
		SE	2.02	2.08	2.22			
	Shared multipurpose space	%	63	63	63	0.00	1	0.96
		SE	2.69	3.49	3.24			
	Regular classrooms	%	19	23	18	1.22	1	0.27
SE		2.35	3.74	2.74				
		N_W	3,009	576	2,433			
		N_{UW}	451	253	198			

Exhibit B-17
Spaces Used for Arts Instruction, Among Bay Area Schools That Provided Instruction in Each Discipline,
by School Poverty Level

			School Poverty Level				χ^2	df	p value
			All	Low	Medium	High			
Music	Dedicated rooms, with special equipment	%	57	64	51	47	6.74	2	0.04
		SE	2.86	5.00	3.96	4.26			
		N_W	1,298	699	405	193			
		N_{UW}	545	256	182	107			
Visual arts	Dedicated rooms, with special equipment	%	46	52	40	31	12.17	2	<0.01
		SE	3.02	4.20	4.14	5.38			
		N_W	1,195	673	375	147			
		N_{UW}	504	249	170	85			
Theatre	Dedicated rooms, with special equipment	%	29	29	31	22	1.51	2	0.48
		SE	2.04	2.35	4.87	6.05			
		N_W	756	460	213	83			
		N_{UW}	338	183	104	51			
Dance	Dedicated rooms, with special equipment	%	18	12	27	21	10.42	2	0.01
		SE	2.40	1.98	5.82	6.11			
		N_W	576	315	186	75			
		N_{UW}	253	121	88	44			

What support do Bay Area schools receive from districts, counties, and partner organizations?

Exhibit B-18
Schools That Received Support From the District Office, County Office of Education, or Partner Organizations

			All	Bay Area	Rest of CA	χ^2	df	p value
District office	Arts specialists or other arts professionals	%	25	21	26	2.00	1	0.16
		SE	1.55	2.66	1.90			
	Professional development in support of arts education	%	26	23	27	1.37	1	0.25
		SE	1.64	2.54	1.91			
	Facilities	%	38	41	37	1.70	1	0.20
		SE	1.88	2.52	2.08			
County office of education	Curricular support	%	38	36	39	0.72	1	0.39
		SE	1.37	2.39	1.80			
	Materials, equipment, tools and instruments	%	49	46	49	1.19	1	0.28
		SE	1.81	2.42	2.12			
	Funding	%	51	51	52	0.03	1	0.85
		SE	1.72	2.18	2.95			
Partner organizations	Arts specialists or other arts professionals	%	5	3	6	3.55	1	0.06
		SE	0.87	1.03	1.01			
	Professional development in support of arts education	%	13	12	13	0.28	1	0.60
		SE	1.11	2.09	1.33			
	Facilities	%	1	1	1	0.02	1	0.89
		SE	0.35	0.30	0.43			
Partner organizations	Curricular support	%	10	11	9	0.95	1	0.62
		SE	1.22	2.37	1.34			
	Materials, equipment, tools and instruments	%	2	2	2	0.06	1	0.81
		SE	0.31	0.67	0.35			
	Funding	%	2	2	2	0.18	1	0.67
		SE	0.42	0.60	0.54			
Partner organizations	Arts specialists or other arts professionals	%	22	28	20	13.00	1	<0.01
		SE	1.77	2.24	1.91			
	Professional development in support of arts education	%	7	9	7	2.25	1	0.13
		SE	1.07	1.18	1.20			
	Facilities	%	3	3	3	0.00	1	0.96
		SE	0.56	0.64	0.72			
Partner organizations	Curricular support	%	5	9	5	5.65	1	0.02
		SE	0.83	1.50	0.93			
	Materials, equipment, tools and instruments	%	16	23	14	8.88	1	<0.01
		SE	1.66	2.43	1.90			
	Funding	%	14	26	11	31.50	1	<0.01
		SE	1.61	2.67	1.71			
<i>N_W</i>			7,731	1,455	6,276			
<i>N_{UW}</i>			1,123	610	513			

Exhibit B-19
Curriculum Specialists or Program Coordinators at the District or County Level
Who Provided Support for the Arts, Among Elementary Schools

			All	Bay Area	Rest of CA	χ^2	df	p value
Music	District office	%	43	37	44	2.28	1	0.14
		SE	2.58	3.33	3.07			
	County office	%	16	15	17	0.08	1	0.78
		SE	2.28	3.55	2.75			
Visual arts	District office	%	27	21	29	2.76	1	0.10
		SE	3.00	2.94	3.59			
	County office	%	17	17	17	0.02	1	0.89
		SE	2.14	3.25	2.65			
Theatre	District office	%	18	9	20	11.01	1	<0.01
		SE	2.26	1.48	2.80			
	County office	%	15	11	16	1.87	1	0.18
		SE	2.17	2.69	2.64			
Dance	District office	%	15	8	17	5.57	1	0.02
		SE	2.43	1.69	3.00			
	County office	%	15	11	16	1.93	1	0.17
		SE	2.19	2.56	2.68			
		N_W	5,427	998	4,429			
		N_{UW}	575	328	247			

Exhibit B-20
Schools in Which Partnerships Supported the Delivery of Arts Instruction

Partnership Type		All	Bay Area	Rest of CA	χ^2	df	p value
Individual artists	%	23	29	22	4.93	1	0.03
	SE	2.03	2.60	2.25			
Cultural or community organizations	%	28	37	26	9.56	1	<0.01
	SE	1.65	2.67	2.00			
Museums/galleries	%	20	21	20	0.28	1	0.60
	SE	1.73	2.80	1.79			
Colleges/universities	%	12	10	13	1.55	1	0.22
	SE	1.22	1.36	1.50			
Performing arts center	%	16	17	16	0.20	1	0.65
	SE	1.64	2.11	2.00			
Other	%	9	11	9	1.19	1	0.28
	SE	1.10	1.94	1.26			
No partnerships	%	47	39	49	11.26	1	<0.01
	SE	2.09	2.48	2.36			
N_W		7,731	1,455	6,276			
N_{UW}		1,123	610	513			

What are the barriers to arts education in Bay Area schools?

Exhibit B-21
Schools That Faced Moderate or Serious Barriers (as Opposed to Minor or no Barriers) to Arts Instruction

Moderate/Serious Barriers		All	Bay Area	Rest of CA	χ^2	df	p value
Inadequate funding	%	79	82	79	1.42	1	0.24
	SE	1.66	1.88	2.06			
	N_W	7,584	1,406	6,177			
	N_{UW}	1,100	595	505			
Inadequate facilities	%	53	54	52	0.34	1	0.56
	SE	1.95	2.64	2.24			
	N_W	7,592	1,398	6,194			
	N_{UW}	1,094	587	507			
Inadequate materials, equipment, tools and instruments	%	56	51	57	3.59	1	0.06
	SE	1.88	2.38	2.28			
	N_W	7,497	1,412	6,085			
	N_{UW}	1,092	591	501			
Focus on improving test scores	%	68	63	69	4.17	1	0.05
	SE	1.60	2.85	1.83			
	N_W	7,631	1,418	6,213			
	N_{UW}	1,101	594	507			
Insufficient instructional time	%	66	66	66	0.00	1	0.96
	SE	1.56	1.98	1.82			
	N_W	7,556	1,421	6,136			
	N_{UW}	1,096	593	503			
Lack of arts specialists	%	51	44	52	8.99	1	<0.01
	SE	1.85	2.10	2.18			
	N_W	7,514	1,402	6,112			
	N_{UW}	1,086	587	499			
Lack of student interest or demand	%	6	6	7	0.13	1	0.72
	SE	0.94	1.04	1.14			
	N_W	7,573	1,412	6,160			
	N_{UW}	1,095	590	505			
Lack of parent or community support	%	14	10	15	3.40	1	0.07
	SE	1.69	1.95	1.96			
	N_W	7,528	1,409	6,120			
	N_{UW}	1,089	588	501			

BAY AREA COUNTY-LEVEL DATA

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The following exhibits provide supplemental information for the exhibits and quantitative data presented in this report. They are organized, by section, as the data appear in the report. Within these exhibits, the notation SE is used to denote standard error, N_W denotes the weighted sample size, N_{UW} denotes unweighted sample size, and df denotes degrees of freedom.

Do Bay Area schools offer sequential, standards-based courses of study in the arts?

Exhibit C-1
Schools That Provided a Standards-Based, Sequential Course of Study in the Arts, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Course of study offered in all 4 arts disciplines	%	6	7	7	3	17	10	7	3	10	8
	SE	2.80	1.88	2.90	2.60	4.84	2.83	1.89	3.34	1.88	1.08
Course of study offered in 1-3 arts disciplines	%	63	73	90	75	64	61	79	59	72	70
	SE	7.09	5.48	3.59	9.52	6.59	7.21	4.70	8.12	5.34	2.67
No course of study offered in any arts discipline	%	32	20	3	23	19	29	14	37	19	22
	SE	7.19	5.70	2.16	9.19	4.87	6.34	4.03	8.35	5.39	2.52
N_W		291	205	62	36	110	142	314	82	132	1,374
N_{UW}		84	83	42	27	66	68	90	54	67	581

Exhibit C-2
Schools That Provided a Sequential Course of Study in the Arts, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	%	64	72	89	68	71	61	75	58	70	69
	SE	6.94	6.20	5.22	9.98	5.82	7.43	7.36	9.03	6.81	2.66
	<i>N_W</i>	311	207	62	36	114	151	328	80	139	1,428
	<i>N_{UW}</i>	87	84	42	27	68	72	94	52	71	597
Visual arts	%	53	55	84	52	66	62	60	35	55	57
	SE	7.39	4.14	6.10	6.76	4.38	5.20	7.78	6.69	7.15	2.87
	<i>N_W</i>	302	205	63	36	113	154	330	82	137	1,422
	<i>N_{UW}</i>	85	83	43	27	67	73	95	54	70	597
Theatre	%	20	24	32	14	34	23	23	13	30	24
	SE	2.90	3.58	6.60	6.53	6.08	4.37	5.06	3.87	4.47	1.78
	<i>N_W</i>	291	202	63	35	112	144	316	80	132	1,376
	<i>N_{UW}</i>	84	81	43	26	67	69	91	52	68	581
Dance	%	11	12	13	6	39	14	9	4	15	13
	SE	3.48	3.92	3.66	3.07	5.49	3.21	2.09	3.43	3.78	1.22
	<i>N_W</i>	299	204	61	34	111	139	306	80	130	1,366
	<i>N_{UW}</i>	86	82	42	25	66	66	90	52	66	575

Exhibit C-3
Schools That Had a Written Curriculum Guide, Among Schools That Provided Instruction in Each Discipline,
by County

	San Francisco Bay Area Counties												
			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	Total	
Music	Yes	%	53	60	73	50	58	58	64	71	49	59	
		SE	6.71	7.15	7.16	10.37	7.83	5.97	6.07	8.96	8.36	2.88	
	No	%	28	20	24	36	12	27	19	19	37	24	
		SE	7.80	3.80	7.00	12.40	4.15	7.00	6.62	6.14	7.37	2.31	
	Do not know	%	20	20	3	14	29	16	17	10	14	17	
		SE	4.08	6.19	0.47	6.46	6.35	4.52	5.62	5.43	5.73	1.67	
			N _w	258	202	63	34	108	143	299	64	127	1,298
			N _{uw}	70	80	43	26	64	68	87	42	65	545
Visual arts	Yes	%	35	53	63	44	66	58	49	70	40	50	
		SE	6.60	6.01	5.96	14.98	6.75	6.94	7.52	9.71	8.08	2.46	
	No	%	32	28	30	42	14	29	21	19	38	27	
		SE	9.07	5.75	6.00	11.92	4.24	6.00	7.77	7.32	6.86	2.76	
	Do not know	%	33	19	7	14	20	13	30	11	21	23	
		SE	7.84	5.76	3.45	12.72	5.32	4.82	8.64	5.47	5.75	2.63	
			N _w	237	166	62	28	107	127	286	57	126	1,195
			N _{uw}	69	66	42	22	64	61	78	38	64	504
Theatre	Yes	%	46	51	47	35	55	38	34	60	25	42	
		SE	10.55	7.52	8.99	16.87	8.72	11.26	6.86	14.85	7.43	3.28	
	No	%	29	29	37	57	15	42	28	22	55	32	
		SE	12.08	9.23	10.00	16.52	6.2	10.00	9.80	10.80	8.50	3.77	
	Do not know	%	25	20	15	8	30	21	38	18	20	26	
		SE	9.02	7.73	7.03	6.88	7.44	7.01	12.71	9.44	4.24	4.20	
			N _w	141	97	48	18	67	96	194	34	71	765
			N _{uw}	48	43	32	14	40	45	54	23	39	338
Dance	Yes	%	44	35	21	26	44	28	25	74	26	35	
		SE	10.86	12.77	10.87	27.40	8.12	11.10	7.60	13.43	8.37	3.63	
	No	%	27	38	51	59	24	46	43	14	52	38	
		SE	14.48	11.90	13.00	29.77	6.50	11.00	13.31	10.87	9.32	4.13	
	Do not know	%	29	27	28	15	32	26	32	12	22	28	
		SE	12.68	10.22	10.07	20.15	5.26	10.01	12.78	8.47	9.82	2.92	
			N _w	117	75	39	9	79	74	117	25	58	592
			N _{uw}	35	32	25	7	45	33	35	15	31	258

Exhibit C-4
Elementary Schools That Assessed and Reported Student Performance in the Arts,
Among Schools That Provided Instruction in Each Discipline, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	%	79	76	94	83	31	56	79	85	84	74
	SE	11.61	8.54	4.71	10.32	8.85	10.07	8.20	7.93	5.83	2.86
	<i>N_W</i>	167	133	42	24	74	89	185	40	87	841
	<i>N_{UW}</i>	27	38	27	17	42	32	33	25	38	279
Visual arts	%	69	61	75	59	26	51	59	34	49	56
	SE	10.27	10.54	10.83	10.13	8.61	8.78	12.34	11.47	9.41	3.77
	<i>N_W</i>	140	90	41	19	69	80	182	34	76	732
	<i>N_{UW}</i>	20	25	26	14	39	28	29	21	34	236
Theatre	%	0	12	10	12	35	24	19	19	16	16
	SE	0.00	8.08	9.35	21.70	13.08	7.26	15.93	11.73	6.83	3.86
	<i>N_W</i>	61	50	29	11	43	48	106	20	46	412
	<i>N_{UW}</i>	8	15	17	8	24	16	15	12	22	137
Dance	%	23	24	9	0	24	41	17	14	10	21
	SE	14.83	13.47	8.61	0.00	8.43	12.45	13.11	11.15	8.07	4.03
	<i>N_W</i>	51	44	31	6	62	39	70	17	39	358
	<i>N_{UW}</i>	7	13	19	4	35	14	14	10	19	135

Exhibit C-5
Schools That Included Arts Education in Their Mission Statements or Goals, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
%		49	41	83	39	79	58	70	40	46	56
SE		7.46	7.36	5.14	9.92	5.26	6.77	4.02	7.91	6.61	2.25
<i>N_W</i>		314	207	63	36	117	154	330	82	139	1,442
<i>N_{UW}</i>		89	84	43	27	70	73	95	54	71	606

What access do Bay Area students have to arts education?

Exhibit C-6
Average Student Participation Rate Per School in Each Discipline, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	Mean % of students	41	55	77	56	46	55	49	39	54	50
	SE	5.72	4.43	2.87	9.82	3.13	6.72	5.93	5.66	4.82	1.47
	<i>N_w</i>	282	191	63	35	110	151	306	84	128	1,350
	<i>N_{uw}</i>	84	77	43	26	66	71	90	55	66	578
Visual arts	Mean % of students	41	49	77	61	57	57	50	35	61	51
	SE	6.07	3.48	5.65	10.53	3.77	5.52	4.07	5.42	5.22	1.80
	<i>N_w</i>	278	191	63	35	110	151	309	82	130	1,350
	<i>N_{uw}</i>	82	77	43	26	66	71	91	54	67	577
Theatre	Mean % of students	12	12	24	20	19	19	19	7	14	16
	SE	4.41	2.13	4.86	7.91	2.68	4.69	2.86	1.96	3.41	1.33
	<i>N_w</i>	275	193	63	36	113	152	327	84	135	1,377
	<i>N_{uw}</i>	82	78	43	27	68	72	94	55	69	588
Dance	Mean % of students	11	15	27	12	40	15	14	8	15	16
	SE	3.48	3.86	5.31	7.06	3.83	3.53	3.92	3.00	4.37	1.57
	<i>N_w</i>	279	190	63	35	115	150	326	83	138	1,378
	<i>N_{uw}</i>	84	79	43	26	69	70	93	54	70	588

Exhibit C-7
Average Number of Hours of Instruction per Year for Each Discipline, Among Schools That Provide Instruction in Each Discipline, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	%	73	71	70	71	65	62	67	78	67	69
	SE	3.99	3.52	4.63	11.56	6.79	3.47	4.40	5.72	4.81	1.48
	<i>N_W</i>	258	200	63	33	107	141	293	62	125	1,283
	<i>N_{UNW}</i>	70	79	43	25	63	67	85	41	64	537
Visual arts	%	62	65	67	73	65	54	49	63	58	59
	SE	6.80	6.08	6.11	15.02	6.24	4.13	5.11	8.41	5.46	1.86
	<i>N_W</i>	239	163	62	28	105	127	271	57	121	1,172
	<i>N_{UNW}</i>	70	64	42	22	63	61	75	38	61	496
Theatre	%	57	79	40	55	56	50	58	54	59	58
	SE	9.60	10.36	9.10	21.24	10.75	6.19	8.54	15.18	13.35	3.15
	<i>N_W</i>	140	92	46	18	66	92	187	31	68	740
	<i>N_{UNW}</i>	47	41	30	14	39	44	52	21	37	325
Dance	%	42	57	25	43	40	42	38	12	33	40
	SE	6.48	11.52	11.24	26.65	8.22	8.67	6.57	8.62	7.77	3.19
	<i>N_W</i>	117	73	36	9	80	70	115	23	58	582
	<i>N_{UNW}</i>	35	31	23	7	46	32	34	14	31	253

Exhibit C-8
Schools That Offered the Following Arts Experiences to Students, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Field trips	%	95	85	96	86	91	91	94	76	93	91
	SE	1.41	4.25	3.13	6.90	2.83	3.20	3.44	5.96	4.98	1.22
	<i>N_W</i>	314	207	63	36	117	153	331	83	139	1,443
	<i>N_{UW}</i>	89	84	43	27	70	72	96	54	71	606
Assembly programs	%	89	82	89	80	95	90	89	75	92	88
	SE	3.84	5.30	6.18	5.15	3.05	2.87	3.30	6.31	4.58	1.71
	<i>N_W</i>	310	207	62	34	117	152	327	84	137	1,430
	<i>N_{UW}</i>	87	84	42	26	70	72	94	55	70	600
After-school programs	%	80	63	82	48	74	69	80	55	78	74
	SE	5.25	8.26	7.30	7.37	5.05	6.49	5.82	7.78	6.74	3.10
	<i>N_W</i>	300	195	61	33	112	148	331	81	133	1,396
	<i>N_{UW}</i>	87	82	42	25	67	70	96	53	67	589
Extracurricular activities	%	87	82	82	80	68	68	77	69	90	79
	SE	2.43	5.02	5.30	4.56	5.04	6.13	5.15	6.87	4.31	1.56
	<i>N_W</i>	312	201	63	36	114	152	320	81	132	1,411
	<i>N_{UW}</i>	88	83	43	27	68	72	94	53	67	595

Who provides arts instruction to Bay Area students?

Exhibit C-9
Providers of Arts Instruction, Among Schools That Provided Instruction in Each Discipline, by County

		San Francisco Bay Area Counties										Total
			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	Full-time, certified arts specialist	%	58	60	54	64	43	66	61	70	51	59
		SE	8.30	6.43	11.65	12.05	5.79	5.69	7.13	6.81	7.16	2.93
	Part-time, certified arts specialist	%	37	36	31	36	31	21	25	12	43	31
		SE	7.42	6.37	9.50	12.05	5.83	5.99	7.56	5.12	7.01	2.97
	Regular classroom teachers	%	15	15	15	21	23	21	19	34	31	20
		SE	5.26	5.57	6.80	8.40	4.95	7.78	5.69	6.35	6.43	2.52
	Other arts professionals	%	16	12	30	12	46	13	10	7	13	16
		SE	3.30	4.24	7.01	8.56	7.44	5.01	4.62	4.50	4.80	1.77
Visual arts	Volunteers	%	3	5	5	4	5	20	3	12	11	7
		SE	2.66	3.23	4.16	4.02	2.72	7.05	2.15	6.00	4.02	1.43
		<i>N_w</i>	258	202	63	34	108	143	299	64	127	1,298
		<i>N_{uw}</i>	70	80	43	26	64	68	87	42	65	545
	Full-time, certified arts specialist	%	36	39	40	38	38	33	36	33	31	36
		SE	7.70	6.22	9.10	12.92	4.59	5.37	4.93	6.19	6.58	2.48
	Part-time, certified arts specialist	%	16	19	26	14	10	17	17	3	18	16
		SE	6.23	7.27	9.04	5.08	4.25	6.16	4.78	2.92	5.32	2.31
Theatre	Regular classroom teachers	%	49	41	44	38	40	42	39	66	58	45
		SE	8.99	6.68	11.30	11.43	6.44	7.34	8.50	6.06	8.04	3.51
	Other arts professionals	%	27	30	30	40	47	20	12	22	33	26
		SE	7.95	7.56	10.21	11.06	6.28	6.36	4.71	6.60	8.16	2.77
	Volunteers	%	10	25	18	12	13	39	26	19	30	22
		SE	2.22	6.17	6.30	5.50	3.20	6.72	8.74	6.87	5.06	2.33
		<i>N_w</i>	239	166	62	28	107	127	286	57	126	1,197
		<i>N_{uw}</i>	70	66	42	22	64	61	78	38	64	505
	Full-time, certified arts specialist	%	25	38	27	18	14	29	38	30	21	29
		SE	6.29	5.92	9.61	9.47	3.69	6.50	9.15	8.40	5.66	3.34
	Part-time, certified arts specialist	%	13	10	8	21	8	13	14	7	14	12
		SE	7.53	6.89	4.91	10.76	4.91	4.90	6.34	5.63	5.26	2.50
	Regular classroom teachers	%	54	32	51	62	34	34	28	61	63	41
		SE	8.41	11.12	11.41	15.18	6.91	8.85	10.44	9.57	8.55	4.24
	Other arts professionals	%	23	31	36	26	51	20	20	13	19	25
		SE	6.94	11.59	8.61	18.24	9.26	7.83	8.76	4.65	7.12	3.19
	Volunteers	%	17	9	17	6	4	25	13	12	13	14
		SE	6.98	6.61	5.26	9.41	3.10	6.56	7.05	7.06	9.10	2.95
		<i>N_w</i>	141	99	50	18	67	96	194	35	71	770
		<i>N_{uw}</i>	48	44	33	14	40	45	54	24	39	341

Exhibit C-9 (cont.)
Providers of Arts Instruction, Among Schools That Provided Instruction in Each Discipline, by County

		San Francisco Bay Area Counties										Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma		
Dance	Full-time, certified arts specialist	%	13	24	3	48	14	19	16	12	18	16
		SE	4.01	6.41	4.25	23.44	6.26	6.33	3.26	7.17	5.77	1.71
	Part-time, certified arts specialist	%	25	18	18	0	11	8	12	0	9	14
		SE	13.92	11.3	9.57	0.00	4.83	7.1	8.41	0.00	5.41	3.52
	Regular classroom teachers	%	35	35	30	26	16	49	47	66	56	39
		SE	11.10	12.44	10.76	19.39	6.41	9.93	8.47	14.37	8.50	4.76
	Other arts professionals	%	19	28	73	11	77	23	14	14	28	31
		SE	6.88	7.32	11.56	18.05	7.33	8.93	5.91	10.52	9.44	2.97
	Volunteers	%	20	12	13	26	6	21	23	20	27	18
		SE	12.22	7.72	6.57	22.97	3.62	8.11	5.43	9.53	9.69	3.21
	N_w	117	77	39	9	80	74	117	25	58	595	
	N_{uw}	35	33	25	7	46	33	35	15	31	260	

Exhibit C-10
Schools With at Least One Full-Time-Equivalent (FTE) Arts Specialist, by County

	San Francisco Bay Area Counties									Total
	Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
%	42	43	55	38	34	37	50	48	34	43
SE	7.80	5.92	11.14	13.47	3.56	6.00	6.19	7.16	5.91	2.73
<i>N_w</i>	260	174	55	35	107	145	310	80	122	1,286
<i>N_{uw}</i>	79	73	37	26	65	67	90	52	63	552

Do Bay Area schools have the funding for arts education?

Exhibit C-11
School Reliance on Outside Sources of Funding for the Arts, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Greatly	%	43	33	61	56	44	52	50	21	46	44
	SE	8.45	5.45	10.84	10.08	6.26	7.55	6.04	4.49	8.30	2.83
Somewhat	%	22	19	28	11	17	19	26	31	28	23
	SE	4.55	5.10	9.09	6.45	4.20	6.22	6.04	6.35	6.47	1.98
A little	%	16	28	2	24	29	16	11	29	16	18
	SE	5.46	5.61	2.46	8.84	5.11	3.95	2.53	6.40	5.59	2.02
Not at all	%	20	21	9	9	9	12	13	19	10	15
	SE	6.23	4.11	5.85	6.85	3.32	2.84	4.59	5.31	3.94	1.80
	<i>N_w</i>	313	207	63	36	115	150	331	84	137	1,435
	<i>N_{uw}</i>	88	84	43	27	69	71	96	55	70	603

Exhibit C-12
Top or Significant Sources of Funding, by County

		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
General school or district funds	%	64	61	55	54	57	60	62	56	59	60
	SE	5.03	7.75	7.89	10.23	5.73	6.43	7.52	6.59	6.17	2.47
Parcel tax or municipal bond measures	%	24	9	35	3	36	19	17	0	21	19
	SE	5.48	3.59	7.75	2.61	7.01	6.44	5.73	0.00	4.91	2.07
State or local arts organizations	%	6	6	9	4	16	7	14	2	11	9
	SE	2.48	3.35	1.66	5.32	5.12	3.58	5.36	1.93	3.46	1.85
State or federal education grants	%	8	6	4	0	13	4	15	8	6	9
	SE	2.43	2.56	2.93	0.00	4.22	2.55	4.44	3.84	4.91	1.56
Parent group funds	%	36	48	67	61	33	60	45	34	50	45
	SE	7.86	6.39	10.29	8.75	5.65	4.81	7.71	5.70	7.00	3.29
Other private funds	%	23	15	33	27	25	25	22	9	16	21
	SE	5.45	5.54	8.97	10.77	6.22	7.08	5.54	3.91	4.76	1.88
	<i>N_w</i>	311	207	63	36	115	154	323	84	139	1,432
	<i>N_{uw}</i>	88	84	43	27	69	73	93	55	71	603

Do Bay Area schools have the facilities for arts education?

Exhibit C-13
Spaces Used for Arts Instruction, Among Schools That Provided Instruction in Each Discipline, by County

			San Francisco Bay Area Counties									Total
			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	Dedicated rooms, with special equipment	%	69	64	61	41	40	49	60	58	41	57
		SE	9.07	7.26	6.60	15.11	6.28	6.07	6.37	9.12	5.07	2.86
	Dedicated rooms, no special equipment	%	9	7	0	20	11	12	5	7	17	9
		SE	4.69	3.94	0.00	9.26	4.26	5.59	3.32	4.11	5.71	1.82
	Shared multipurpose space	%	19	11	30	40	37	28	19	24	35	23
		SE	7.81	3.63	8.04	11.37	7.04	7.16	7.48	6.95	5.18	2.84
	Regular classrooms	%	16	20	40	22	35	23	28	35	26	25
SE		6.29	6.87	7.58	11.34	6.36	7.42	7.51	8.11	4.99	2.73	
<i>N_W</i>		<i>258</i>	<i>202</i>	<i>63</i>	<i>34</i>	<i>108</i>	<i>143</i>	<i>299</i>	<i>64</i>	<i>127</i>	<i>1,298</i>	
	<i>N_{UW}</i>	<i>70</i>	<i>80</i>	<i>43</i>	<i>26</i>	<i>64</i>	<i>68</i>	<i>87</i>	<i>42</i>	<i>65</i>	<i>545</i>	
Visual arts	Dedicated rooms, with special equipment	%	39	50	73	35	36	53	47	40	42	46
		SE	8.60	6.12	6.81	12.19	6.23	7.00	6.37	6.67	6.42	3.02
	Dedicated rooms, no special equipment	%	14	3	3	18	4	5	13	6	3	8
		SE	5.80	1.73	2.18	13.47	2.38	2.87	6.95	4.11	2.25	2.11
	Shared multipurpose space	%	10	0	2	4	11	6	5	5	7	6
		SE	5.05	0.00	1.89	5.30	3.56	3.82	3.65	3.97	3.38	1.39
	Regular classrooms	%	49	49	33	51	60	46	49	56	63	51
SE		9.16	4.91	7.03	12.51	5.44	6.89	5.25	5.87	6.50	2.78	
<i>N_W</i>		<i>239</i>	<i>166</i>	<i>62</i>	<i>28</i>	<i>106</i>	<i>127</i>	<i>286</i>	<i>57</i>	<i>126</i>	<i>1,195</i>	
	<i>N_{UW}</i>	<i>70</i>	<i>66</i>	<i>42</i>	<i>22</i>	<i>63</i>	<i>61</i>	<i>78</i>	<i>38</i>	<i>64</i>	<i>504</i>	
Theatre	Dedicated rooms, with special equipment	%	32	40	38	38	23	21	26	24	24	29
		SE	7.69	4.85	8.90	17.17	8.90	4.66	6.53	6.46	5.76	2.04
	Dedicated rooms, no special equipment	%	12	4	0	9	14	6	9	4	10	8
		SE	7.79	2.81	0.00	8.24	5.19	4.56	6.03	4.04	5.12	2.55
	Shared multipurpose space	%	39	45	50	45	54	47	63	35	57	51
		SE	8.01	6.49	7.80	13.40	8.50	10.46	7.75	10.41	8.65	2.58
	Regular classrooms	%	31	10	20	42	23	45	26	37	34	28
SE		13.59	5.20	7.94	20.05	5.53	9.80	10.28	10.08	7.96	3.71	
<i>N_W</i>		<i>133</i>	<i>99</i>	<i>50</i>	<i>18</i>	<i>66</i>	<i>92</i>	<i>194</i>	<i>35</i>	<i>71</i>	<i>756</i>	
	<i>N_{UW}</i>	<i>47</i>	<i>44</i>	<i>33</i>	<i>14</i>	<i>39</i>	<i>44</i>	<i>54</i>	<i>24</i>	<i>39</i>	<i>338</i>	
Dance	Dedicated rooms, with special equipment	%	14	17	6	23	25	20	22	7	17	18
		SE	6.36	5.66	5.72	15.10	6.04	5.80	4.72	5.61	5.79	2.40
	Dedicated rooms, no special equipment	%	15	0	17	0	8	2	0	0	0	5
		SE	10.24	0.00	7.74	0.00	3.24	2.21	0.00	0.00	0.00	2.08
	Shared multipurpose space	%	52	80	59	48	66	66	55	93	67	63
		SE	10.66	8.21	10.25	26.11	4.86	10.58	11.12	5.61	8.85	3.49
	Regular classrooms	%	32	4	27	41	17	28	24	29	21	23
SE		11.08	3.95	10.72	22.48	5.66	8.73	10.44	14.68	11.03	3.74	
<i>N_W</i>		<i>114</i>	<i>77</i>	<i>39</i>	<i>9</i>	<i>79</i>	<i>66</i>	<i>117</i>	<i>21</i>	<i>55</i>	<i>576</i>	
	<i>N_{UW}</i>	<i>34</i>	<i>33</i>	<i>25</i>	<i>7</i>	<i>45</i>	<i>31</i>	<i>35</i>	<i>13</i>	<i>30</i>	<i>253</i>	

What support do Bay Area schools receive from districts, counties, and partner organizations?

Exhibit C-14
Schools That Received Support from the District Office, County Office of Education, or Partner Organizations, by County

			San Francisco Bay Area Counties									Total
			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
District office	Arts specialists or other arts professionals	%	28	16	35	17	40	8	18	8	20	21
		SE	7.35	5.11	8.20	11.28	5.34	3.04	5.75	4.63	5.30	2.66
	Professional development in support of arts education	%	21	21	37	16	49	14	27	10	13	23
		SE	6.06	5.45	8.55	8.93	7.48	4.37	5.25	3.56	5.91	2.54
	Facilities	%	38	38	56	45	46	28	50	25	39	41
		SE	7.07	6.14	8.62	9.63	6.20	5.97	5.94	9.11	6.69	2.52
	Curricular support	%	41	44	50	18	51	25	31	24	28	36
County office of education		SE	7.31	5.94	7.07	10.33	6.27	6.00	4.49	6.94	6.60	2.39
	Materials, equipment, tools and instruments	%	45	40	52	36	66	43	48	30	48	46
		SE	6.12	6.33	6.28	13.04	6.98	6.85	5.62	9.35	5.56	2.42
	Funding	%	42	53	51	46	72	45	49	31	44	48
		SE	5.62	6.07	7.42	8.71	7.78	7.39	9.06	8.18	6.32	2.95
	Arts specialists or other arts professionals	%	6	3	2	0	7	8	0	0	0	3
		SE	3.80	2.90	1.70	0.00	2.85	4.39	0.45	0.00	0.00	1.03
Partner organizations	Professional development in support of arts education	%	25	6	6	6	7	22	4	5	10	12
		SE	7.65	3.41	4.74	4.15	3.35	5.39	1.66	2.88	3.62	2.09
	Facilities	%	0	2	2	0	4	1	0	2	0	1
		SE	0.00	1.17	1.18	0.00	2.54	0.96	0.00	1.38	0.00	0.30
	Curricular support	%	12	6	5	6	7	17	14	7	8	11
		SE	4.10	3.43	2.51	1.41	3.40	4.95	8.19	3.59	3.61	2.37
	Materials, equipment, tools and instruments	%	3	3	0	0	6	4	0	0	1	2
Partner organizations		SE	2.61	1.53	0.00	0.00	2.83	3.04	0.00	0.00	1.18	0.67
	Funding	%	4	2	2	5	6	0	0	0	0	2
		SE	2.63	1.18	1.17	6.68	3.10	0.00	0.00	0.00	0.00	0.60
	Arts specialists or other arts professionals	%	27	24	52	38	42	26	29	12	24	28
		SE	6.87	4.15	7.10	14.39	6.75	4.83	7.18	4.98	5.10	2.24
	Professional development in support of arts education	%	7	9	10	14	19	9	10	2	4	9
		SE	2.45	3.20	5.99	8.14	5.60	1.70	4.22	2.56	2.62	1.18
Partner organizations	Facilities	%	4	6	0	0	4	1	1	5	0	3
		SE	1.56	3.29	0.00	0.00	2.49	0.96	1.01	1.80	0.00	0.64
	Curricular support	%	4	18	7	11	16	8	9	4	5	9
		SE	1.61	6.25	4.49	11.36	4.65	4.39	4.39	3.24	2.91	1.50
	Materials, equipment, tools and instruments	%	23	30	30	20	17	21	21	20	19	23
		SE	6.86	5.95	6.68	11.64	3.92	6.19	7.76	5.20	4.81	2.43
	Funding	%	33	20	40	12	26	19	30	20	22	26
Partner organizations		SE	6.88	5.27	5.70	6.68	6.10	5.52	6.39	5.81	5.95	2.67
	<i>N_w</i>		315	207	63	36	117	154	340	84	139	1,455
Partner organizations	<i>N_{uw}</i>		90	84	43	27	70	73	97	55	71	610

Exhibit C-15
Curriculum Specialists or Program Coordinators at the District or County Level Who Provided Support for the Arts,
Among Elementary Schools, by County

			San Francisco Bay Area Counties									Total
			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Music	District office	%	47	29	35	50	66	30	39	25	13	37
		SE	7.44	6.13	12.14	12.06	6.38	7.10	10.81	9.45	4.64	3.33
	County office	%	27	5	6	0	7	9	23	14	8	15
		SE	10.84	4.48	4.1	0.00	4.36	4.02	9.59	6.20	5.92	3.55
Visual arts	District office	%	20	23	21	10	61	17	21	5	10	21
		SE	6.14	8.08	9.75	6.34	7.38	8.13	7.14	4.70	4.53	2.94
	County office	%	35	7	5	0	9	30	10	16	15	17
		SE	12.13	4.66	3.06	0.00	4.75	7.9	5.77	6.61	8.85	3.25
Theatre	District office	%	9	9	3	10	35	4	8	3	0	9
		SE	4.99	5.07	3.85	6.34	7.07	4.01	1.96	3.07	0.00	1.48
	County office	%	18	7	2	0	5	6	18	11	2	11
		SE	8.48	4.66	1.74	0.00	3.94	3.56	7.66	5.13	2.49	2.69
Dance	District office	%	11	10	3	18	35	0	5	0	2	8
		SE	5.23	5.22	3.85	8.95	7.07	0.00	4.41	0.00	2.16	1.69
	County office	%	20	7	2	0	5	6	14	8	6	11
		SE	8.68	4.66	1.74	0.00	3.94	3.56	6.34	4.36	4.10	2.56
<i>N_w</i>			<i>209</i>	<i>138</i>	<i>42</i>	<i>27</i>	<i>76</i>	<i>108</i>	<i>237</i>	<i>58</i>	<i>103</i>	<i>998</i>
<i>N_{uw}</i>			<i>32</i>	<i>41</i>	<i>27</i>	<i>19</i>	<i>43</i>	<i>40</i>	<i>44</i>	<i>36</i>	<i>46</i>	<i>328</i>

Exhibit C-16
Schools in Which Partnerships Supported the Delivery of Arts Instruction, by County

			San Francisco Bay Area Counties									Total
Partnership Type			Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Individual artists	%		32	25	37	28	65	21	15	19	38	29
	SE		8.54	6.10	8.91	8.11	6.22	4.73	5.82	5.52	5.83	2.60
Cultural or community organizations	%		34	25	47	31	59	43	43	32	51	37
	SE		6.87	4.17	8.09	7.89	7.69	27.80	7.83	5.53	36.43	2.67
Museums/galleries	%		15	19	20	25	44	9	28	18	18	21
	SE		6.53	5.04	6.64	11.48	5.81	3.49	6.26	4.38	4.95	2.80
Colleges/universities	%		10	11	2	0	8	5	17	7	8	10
	SE		3.70	3.50	2.35	0.00	2.20	1.27	4.76	3.21	2.57	1.36
Performing arts center	%		15	15	23	14	29	22	14	21	19	17
	SE		5.98	4.40	7.76	6.86	4.91	4.20	4.50	4.38	4.59	2.11
Other	%		14	8	10	4	18	9	13	9	6	11
	SE		5.54	3.79	5.69	4.94	6.79	4.28	4.69	2.32	2.55	1.94
No partnerships	%		44	46	30	51	15	40	36	48	42	39
	SE		7.22	5.52	7.39	11.66	4.60	5.14	6.45	4.47	6.02	2.48
<i>N_w</i>			315	207	63	36	117	154	340	84	139	1,455
<i>N_{uw}</i>			90	84	43	27	70	73	97	55	71	610

What are the barriers to arts education in Bay Area schools?

Exhibit C-17
Schools That Faced Moderate or Serious Barriers (as Opposed to Minor or no Barriers) to Arts Instruction, by County

Moderate/Serious Barriers		San Francisco Bay Area Counties									Total
		Alameda	Contra Costa	Marin	Napa	San Francisco	San Mateo	Santa Clara	Solano	Sonoma	
Inadequate funding	%	84	78	66	79	84	85	88	69	80	82
	SE	2.67	5.60	7.15	10.79	6.63	4.88	4.02	6.01	6.60	1.88
	<i>N_W</i>	290	204	63	36	116	154	328	78	138	1,406
	<i>N_{UW}</i>	85	82	43	27	69	73	95	51	70	595
Inadequate facilities	%	52	49	44	63	53	52	66	47	49	54
	SE	7.75	6.50	6.01	12.10	6.63	6.57	5.26	8.79	7.01	2.64
	<i>N_W</i>	292	202	62	36	114	151	326	79	135	1,398
	<i>N_{UW}</i>	83	81	42	27	68	71	94	52	69	587
Inadequate materials, equipment, tools and instruments	%	51	44	37	57	62	39	60	57	43	51
	SE	7.32	6.99	7.54	9.75	8.54	7.25	7.32	7.51	4.56	2.38
	<i>N_W</i>	303	202	60	36	116	152	328	78	137	1,412
	<i>N_{UW}</i>	85	81	41	27	69	72	95	51	70	591
Focus on improving test scores	%	71	61	47	66	63	62	54	76	64	63
	SE	5.93	2.43	7.71	8.68	6.81	7.10	7.84	5.25	7.75	2.85
	<i>N_W</i>	310	198	62	36	116	151	327	81	138	1,418
	<i>N_{UW}</i>	87	81	42	27	69	71	94	53	70	594
Insufficient instructional time	%	68	62	51	68	69	70	68	69	64	66
	SE	5.31	5.94	8.48	7.79	5.90	6.57	4.86	6.29	5.79	1.98
	<i>N_W</i>	310	202	62	36	113	151	328	79	139	1,421
	<i>N_{UW}</i>	87	81	42	27	67	71	95	52	71	593
Lack of arts specialists	%	51	33	29	43	48	52	38	54	42	44
	SE	5.34	7.10	6.89	10.75	5.92	5.95	6.81	8.78	6.49	2.10
	<i>N_W</i>	298	202	62	36	113	151	327	79	134	1,402
	<i>N_{UW}</i>	85	81	42	27	67	71	94	52	68	587
Lack of student interest or demand	%	10	6	4	0	9	5	3	6	3	6
	SE	4.27	3.29	3.24	0.00	3.73	2.59	1.44	3.23	2.01	1.04
	<i>N_W</i>	303	202	62	36	114	151	328	78	138	1,412
	<i>N_{UW}</i>	85	81	42	27	68	71	95	51	70	590
Lack of parent or community support	%	8	14	4	8	15	15	11	10	3	10
	SE	3.49	4.69	3.24	6.19	4.62	5.86	4.91	5.70	2.63	1.95
	<i>N_W</i>	301	202	62	36	114	151	328	76	138	1,409
	<i>N_{UW}</i>	84	81	42	27	68	71	95	50	70	588



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