





MISSION

Create CA advocates for high quality arts education for all students by providing policy expertise and mobilizing a statewide network of advocates and allied partners.

**Advocacy | Collective Impact | Convening | Leadership Development | Movement Building | Network Building |
Research | Public Will Building | Policy | Resource Development | Technical Assistance | Systems Change**

ARTS EDUCATION IS A STUDENT RIGHT!



CREATE THE VOTE

CREATECA.ORG

Creativity Challenge: The State of Arts Education in California

11%

State law requires all students receive sequential, standards-based visual and performing arts education, but only 11 percent of schools are meeting that requirement.



Insufficient funding and a lack of training for teachers remain the biggest barriers to providing excellent arts education throughout the state.



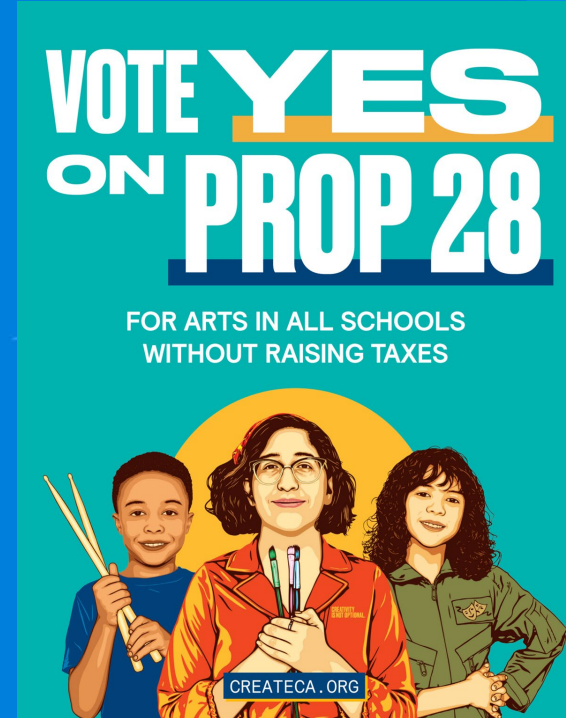
14% of schools with mostly low income students offered all 4 four disciplines, compared to 32% of schools with majority affluent students.

Local Control & Accountability Plan (LCAP)

California State LCAP Priorities		
Conditions for Learning	Engagement	Pupil Outcomes
Basic Services (1)	Parent Engagement (3)	Pupil Achievement (4)
Implementation of State Standards (2)	Pupil Engagement (5)	Other Pupil Outcomes (8)
Course Access (7)	School Climate (6)	

Arts Ed Inequity

- Arts education is required in California (EC 51210 & 51220), but access depends on local decisions, creating persistent inequities across schools and districts.
- **Heavy reliance on local public and private funds deepens arts education inequity**, allowing affluent districts to offer robust programs while lower-income communities provide less instruction and fewer dedicated arts staff.



CHAPTER 5.1. The Arts and Music in Schools—Funding Guarantee and Accountability Act [8820 – 8822] (Chapter 5.1 added November 8, 2022, by initiative Proposition 28, Sec. 2.1.)



8820.

(a) The Arts and Music in Schools—Funding Guarantee and Accountability Act is hereby established for the purpose of providing a minimum source of annual funding for K–12 public schools, including public charter schools, to supplement arts education programs for pupils attending those schools.

Prop 28 Implementation

(community perspective)

- **Optimism:** excitement about the influx of new funds and a focus for their advocacy.
- **Confusion:** some advocates are asking why they are not seeing increases in arts education at their school site. Asking for clarity for the “supplement, not supplant” requirement, allowable uses and how to hold schools accountable.
- **Changing Roles:** Some community arts organizations note that P28 staffing requirements have reduced direct contracts from schools for arts programming, requiring them to reshape their role as arts education providers.
- **Critical Friend:** Our advocates strive to balance empathy for school districts’ fiscal and operational challenges with a clear, consistent call for faithful Prop 28 implementation—holding firm to equity, transparency, and students’ right to arts education.



Prop 28 Implementation (core challenges)

- Prop 28 related
 - Intent vs Letter of the law
 - Possible unspent funds
 - Accountability
 - Clarity (do not supplant and allowable uses)
 - Lack of district level arts education planning and time-limited spending windows (each allocation is available up to three fiscal years) incentivize quick purchases/contracts instead of strategic investments
 - Inconsistent community voice and shared decision-making
- Unreliable data (arts course offerings K12) muddies Prop 28's impact
- Arts Educator shortage
- Technical Assistance needed for planning, program development, staffing and professional development.



Prop 28 Recommendations



- **Provide Clarity** -the “supplement, not supplant” requirement, allowable uses and how to hold schools accountable



- **Further Guidance** - on the waiver process; awareness, allowable uses, and support



- **Valid, Reliable and Continuous Data** -Need for arts education course data at the elementary level and release secondary course data (it has not been released since 2018/19)



- **Address Arts Educator Teacher Shortage**
Declare arts educators as critical teacher shortage*
Ease credentialing pathways without sacrificing rigor
Maintain funding for teacher residency and other incentive programs

- **Technical Assistance Centers**

*Teacher Assignment Monitoring Outcome (TAMO) data, California Department of Education, 2023-24, available at: <https://www.cde.ca.gov/ds/ad/filestamo.asp>



THANK YOU