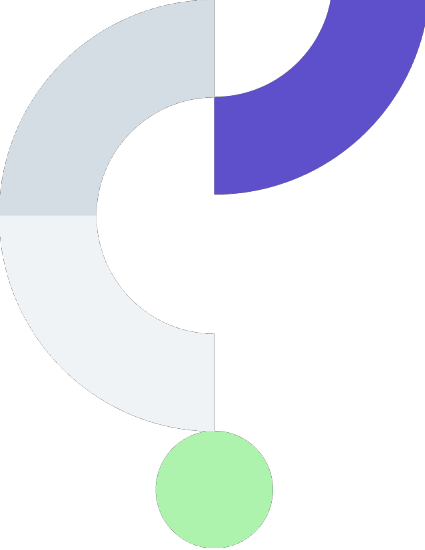




How California Proposition 28 Arts and Music Funding Guarantee and Accountability Act Funds Are Being Used

**Initial Reports From County Offices of
Education, Districts, and Schools**

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Preface

In 2022, California voters passed Proposition 28 (Prop 28), the Arts and Music (AMS) Funding Guarantee and Accountability Act, which established annual funding (ranging from \$938 million to more than \$1 billion) for arts education for all public schools across the state. This first-of-its-kind legislation provides a permanent funding source dedicated to arts education for California's public school students. WestEd, in partnership with Create CA, received a grant from the National Endowment for the Arts and funding from the Perenchio Foundation to study the initial impact of these funds on the state's arts education landscape.

In spring 2025, WestEd surveyed staff from county offices of education (COEs), districts, and schools across the state to understand the initial impact of this funding. This brief focuses on and begins to explore how Prop 28 AMS funds were used from the perspectives of the COE, district, and school respondents.

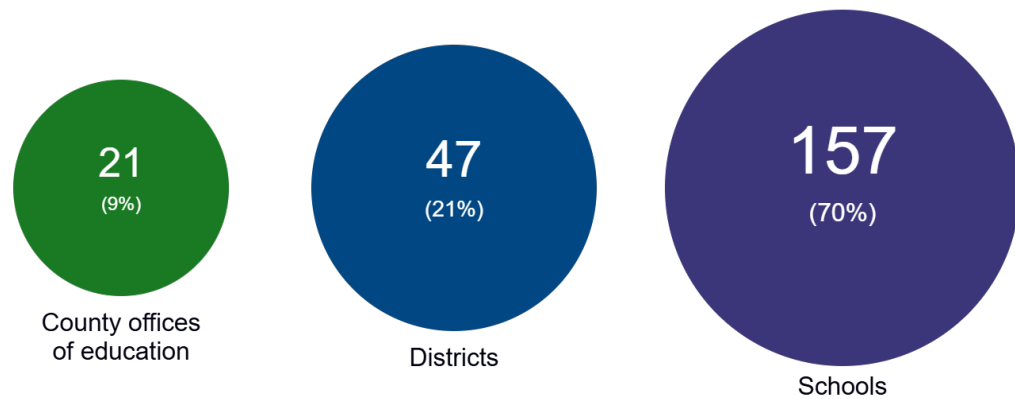
Overview of Respondents and Data

To ensure that the most valid data were used, respondents who answered less than 25% of the survey questions were removed from the analysis. Although 332 respondents began the survey, data from 225 (67%) were included in the analysis. Of these respondents, 21 represented COEs, 47 represented districts, and 157 represented schools (Figure 1). The percentage of respondents removed for not meeting the 25% threshold was similar across all three groups.

COE staff were asked to identify how districts in their counties were using their Prop 28 AMS funds, whereas district and school staff were asked to identify how their districts and schools were using or allocating their Prop 28 AMS funds.



Figure 1. Distribution of Respondents



Use of Prop 28 AMS Funds

Key Takeaways

- Approximately one third of respondents reported that no Prop 28 AMS funds had been spent or allocated, which aligns with other data that show initial hesitation among districts to spend their Prop 28 funding.
- Purchasing arts supplies was the most frequent use of Prop 28 AMS funds across all respondent groups, which suggests that districts and schools prioritized immediate instructional needs during initial implementation.
- Hiring new certificated arts teachers and increasing existing teacher assignments were common uses of Prop 28 AMS funds. However, COE and district respondents reported these investments at substantially higher rates than did school staff. This indicates potential differences in awareness, implementation timelines, or local staffing practices.
- Arts-based field trips were consistently reported across all respondent groups, with 42–48% of respondents indicating Prop 28 AMS funds supported these experiences.



- Hiring classified staff to teach the arts was also consistently reported across all three groups, with roughly one third of respondents indicating that Prop 28 AMS funds were used this way.
- Use of Prop 28 AMS funds for professional development and facilities enhancement was rarely reported by COE staff. District and school staff reported this use much more frequently, possibly showing a gap in county perceptions related to district and school activity.
- Investments in partnership and coordination were more likely to be reported by COE and district staff than school staff. This pattern is consistent with district-level practices in which coordination of partnerships and arts programming is often handled at the district level rather than the school level.

Table 1. Percentages Reported by Respondent Group

Use of funds	Counties	Districts	Schools
Purchase art supplies/materials	90.5	81.8	84.1
Hire certificated arts teaching staff	71.4	81.8	43.9
Increase time for existing certificated staff	47.6	43.2	27.1
Provide arts-based field trip	42.9	47.7	42.1
Hire classified staff to teach the arts	33.3	38.6	36.4
Enhance art spaces/facilities	9.5	34.1	31.8
Provide training	14.3	40.9	31.8
Expand/create partnerships	28.6	29.5	14.0
Pay for an arts coordinator	23.8	27.3	14.0
Purchase arts curricula	28.6	22.7	n/a

Note. School-level staff were not asked about purchasing arts curricula because this is often done at a district level rather than a school level.



Other Findings of Interest

- Spending patterns differed somewhat by location type. Rural and urban respondents were more likely to report using Prop 28 AMS funds to hire certificated staff, whereas suburban respondents were more likely to report using funds to hire classified staff. Urban and suburban respondents were also more likely than rural respondents to report that funds were used for training and professional development.
- Respondents in administrative roles (e.g., district leaders, school administrators) reported greater use of Prop 28 AMS funds across nearly all expenditure categories than did arts and general education teachers. This difference may reflect administrators' greater insight into spending decisions or the fact that implementation activities have not yet translated into noticeable changes at the classroom level.
- Consistent with the Prop 28 AMS 80/20 spending requirement, all but two respondents who reported that funds were used to purchase art materials also indicated that funds were used for at least one additional purpose, such as hiring staff, increasing the time of arts staff, or paying for arts-related field trips. This suggests that arts materials were generally part of a broader spending strategy rather than a sole use of funds.





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