



2010 Candidate Questionnaire  
 San Francisco School Board  
 AGGREGATE CANDIDATE ANSWERS AS OF 10/21/10

1. When was the last time you were in a public school and why? How were the arts a part of that experience?	
Margaret Brodtkin	<p>In the past few weeks I've been at Burton High School and Horace Mann Middle School to meet with administrators and community-based organizations to plan the next steps in implementing Community Schools, in my role as director of New Day for Learning. I recently met with the principal and team members from Bryant Elementary to plan the after-school program so it can be better aligned with the school day, including more project-based learning and more engaging activities for children – emphasizing the arts, of course. I met at the (currently unused) Gloria R. Davis campus with staff from schools in the Bayview Superintendent's Zone to plan a large meeting of community-based organizations, which will include many arts organizations that work in the Bayview community.</p> <p>My work with New Day for Learning involves implementing the full service Community School model at 14 schools in the Superintendent's Zone in Bayview and the Mission, a vision for which I serve as community convener and consultant. Our task is to help schools expand their capability to take a more comprehensive approach to learning. That includes developing partnerships with community organizations -- many of them in the arts -- as well as using different modalities of instruction and finding ways to expand learning time before and after school and during the summer, with the arts as one key focus.</p>
Winifred Dajani	<p>One of most recent, but not last, times I was in a public school was about a week and a half ago for the San Francisco International High School's Open House night. I met the art teacher while I was there and talked to him about the project he was currently doing with his students (a series of four portraits from different perspectives) and his experience teaching high school as opposed to elementary school students. I was happy to see that art was a regular part of their curriculum.</p>
Omar Khalif	<p>September 22, 2010. I'm in the process of developing the Burl Toler</p>

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	Mentoring Program for students of color.
Hydra Mendoza (Incumbent)	I am in the schools regularly so that I can continue to see for myself the successes and challenges of our schools. During my visits, art has been a very visible part of each of the school sites. On many occasions, a class being taught by an artist in residence or teacher.
Emily Murase	I drop my 8-year old younger daughter off at Rosa Parks Elementary School every morning. My older daughter attends Presidio Middle School. I purposefully held my September 19 campaign event at Rosa Parks, located in the Western Addition, as many families and community leaders are not familiar with this gem of a school. The event featured 2 bands, the Slinky Bukedero and the JBBP Garage Band. The Slinky Bukedero is led by an afterschool teacher Ray Wilcox and this was the band's debut performance. JBBP refers to the Japanese Bilingual Bicultural Program, an award-winning signature language program in the San Francisco Unified School District that was founded by a community group including my parents 37 years ago. The Garage Band is composed of 4th and 5th graders and alums led by JBBP teacher Raymond Lum. The Garage Band brought down the house with its energetic rendition of Nowhere Man and Viva La Vida. Senator Mark Leno, who came to my event, was highly impressed with the kids, as were the entire audience. Showcasing the talent of our public schools kids was a highlight of my event.
Starchild	The last time I was in a public school was earlier this month for a candidates' forum at Mission High School. The arts were not directly a part of that experience, other than inspiring me to think once again upon seeing the school, as I often do at the sight of beautiful old buildings, "They don't make them like that any more." This in turn prompted another thought I often have, which is how government-imposed costs and rules have negatively impacted the building trade and how they prevent so many beautiful and artistic things from happening.
<b>2. What are your top three funding priorities?</b>	
Margaret Brodtkin	<ol style="list-style-type: none"> <li>1. Teachers: adequate compensation and maintaining small classes. This includes teachers in the arts, who must be seen as core to an educational team.</li> <li>2. Developing the full-service Community School model. This includes full-day programming, summer, and support services for students and parents – from preschool to college readiness. The arts are core to many aspects of this model.</li> <li>3. Support for students learning 21st-century skills. This includes project-based learning, community connected learning, and the arts – fostering creativity, problem-solving skills and a broad understanding of cultural issues. The SFUSD has identified “aesthetic sensibility” as one of its primary 21st-century skills – my personal favorite from the list.</li> </ol>
Winifred Dajani	<ol style="list-style-type: none"> <li>1. Funds to keep teachers in the classroom at a low teacher/student</li> </ol>

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	<p>ratio and supply them with resources in the form of tutoring or paraprofessionals to support students’</p> <ol style="list-style-type: none"> <li>2. Health and social services to tend to our students’ and families’ well being within the district</li> <li>3. Ongoing development and maintenance of a diverse, stimulating curriculum that consistently incorporates art and music</li> </ol>
Omar Khalif	Finding funding
Hydra Mendoza (Incumbent)	Increasing and stabilizing opportunities for all students, which includes the arts, college and career and language programs; high quality preschool programs and teacher support
Emily Murase	<ol style="list-style-type: none"> <li>1. Core curriculum (Language Arts, Math, Science, Arts): Given the chronic underfunding of public education by the state, it has become increasingly difficult to maintain adequate funding of our core curriculum. But this must be our highest priority. I am very glad that the arts are an integral part of the middle school curriculum.</li> <li>2. Addressing special needs: Beyond funding our core curriculum, we must find dollars to address the special needs of our students, whether these needs are among underperforming kids, kids with physical or learning disabilities, or high achieving kids who need to be challenged in the classroom.</li> <li>3. Technology infrastructure: There are a lot of inefficiencies in the school district for which technological solutions exist. For example, while paper copies of school newsletters should always be available for families without computers, many families would prefer on-line copies. Textbooks go unaccounted for because a computer tracking system for these assets is not place. While extremely difficult to do during a budget crisis, we must invest in these solutions for the sake of long term gains.</li> </ol>
Starchild	<p>Personally I would like to see more field trips, more opportunities for hands-on learning and vocational training, and more quality vegetarian and vegan food options in the schools. However my goal is to put funding decisions as much as possible in the hands of the teachers at each individual school rather than imposing my own personal priorities from above. Of course to the extent that bureaucratic obstacles may be preventing these changes from being made, I would seek to remove those obstacles. I would also speak out for these and other priorities that I think are good ideas, but again I think teachers, not School Board members, should ultimately be the ones in charge of deciding what gets funded and what does not.</p>
<p><b>3. In an educational environment in which tests for English and Math are given priority and state “arts education” dollars are flexed, how do you envision ensuring that all students have access to a quality arts education?</b></p>	

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Margaret Brodtkin	<p>I strongly support fully implementing the SFUSD Arts Education Master Plan. The arts must both stand alone during the school day and be fully integrated into the curriculum. We need to train our teachers to foster creativity and the arts throughout the school day and throughout many subject areas. I also emphasize incorporating the arts into programs for children in Special Education.</p> <p>In addition, we must create expanded learning opportunities in the arts beyond traditional school hours. Our children must have opportunities to participate in high-quality after-school and summer programs. I am committed to a Community Schools approach where schools are open year-round, from morning till night – in which arts play a central role.</p> <p>We must also increase our emphasis on partnering with the excellent community arts programs and organizations in San Francisco – resources like Performing Arts Workshop, Streetside Stories, Out of Site Youth Arts Center, Handful Players, ODC, Youth Speaks, SFArtsEd, Blue Bear, Marsh Youth Theater, Dance Mission, 826 Valencia, SFJazz, the Community Music Center, WritersCorps, Mission Cultural Center for Latino Arts, and Art &amp; Film – in addition to the SF Opera, the SF Symphony, the SF Ballet, the Fine Arts Museums and more. Many of these organizations already partner with our schools. We must treasure and nurture these partnerships, doing everything possible to welcome community artists and arts organizations. This requires new policies that facilitate partnerships – including making sure that our partners are fully integrated into the school and are paid in a timely manner.</p>
Winifred Dajani	<p>I believe strongly in well conceived art standards that are observed and implemented not only district wide but statewide as well. As long as the value of art education is not stressed and quantified and its instruction sequentially designed in a thoughtful set of standards that measure students progression in art proficiency in the same way that other do with their corresponding disciplines, it will be hard to ensure students will have access to a quality arts education. (more in my answer to #6) It's not enough for standard to exist, they must be a respected and observed measure of curriculum.</p>
Omar Khalif	[no answer provided]
Hydra Mendoza (Incumbent)	<p>By making sure that funding for the arts are a priority in our district and be very clear that the use of these dollars for the arts help us move our own strategic plan forward.</p>
Emily Murase	<p>This appears to be 2 questions, one about the continued viability of arts dollars when they can be flexed, and student access to arts programs. To protect dollars for the arts, School Site Councils must be brought into the discussion. Budget decisions are not solely at the discretion of the principal, but involve consultations with the faculty, staff, and families who serve on School Site Councils. At Rosa Parks, the School Site Council was asked to vote on budget cuts. Without an understanding at the School Site</p>

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	Council level of the value of arts education, dollars will be diverted away. On the issue of access to quality arts education, I fully support the blueprint to achieve this contained in the Arts Education Master Plan.
Starchild	I believe that allowing the teachers at each school to set priorities and curricula, coupled with allowing each student to attend his or her first choice school, would lead to different schools adopting different focuses or niches in order to attract students with different educational priorities, so that any student desiring to attend a school with a heavy emphasis on the arts would have that opportunity at any point in his or her progression through the school system.
<b>4. How will the new federal Title I funds coming to the district help support the implementation of the Arts Education Master Plan?</b>	
Margaret Brodtkin	This question refers to the stimulus dollars that came to the district in the form of additional Title I and IDEA (Individuals with Disabilities in Education Act) monies last year. Exposure to the arts is proven to raise students' achievement. I would expect, and will work to ensure, that the allocation of stimulus funds will flow to all the district's priority areas, including the Arts Education Master Plan.
Winifred Dajani	<p>If you are referring to the SIG grants, this money is to help the ten poorest performing schools in the SFUSD in the Mission and the Bayview. It will help</p> <p>give these schools, who are in desperate need of all kinds of resources, the means to address the unequal student access to arts learning that you talk about below in question #5. Hopefully, via the new Title I funds, these ten schools will be able to restructure how they educate their students and with this opportunity be able to build in resources and adequate time (so important) for meaningful arts education.</p> <p>With Title I funds supplementing district resources, it would allow the district to distribute the money it has amongst fewer schools, fewer because presumably the needs of the ten schools receiving the new Title I grants will be addressed by those funds.☐</p>
Omar Khalif	[no answer provided]
Hydra Mendoza (Incumbent)	By providing the cover to include arts as core curriculum and providing these opportunities to our students who are eligible for these funds.
Emily Murase	Title I funds are directed to underperforming schools. Given evidence that arts education improves academic outcomes for students, it makes sense to direct a portion of these funds to sustain arts education especially in tough budgetary times.
Starchild	I don't know. What I do know is that I'm not interested in forcing any kind of "Master Plan" on anyone. I want students and parents to have a wide range of choices, from which they can design their own individual plans rather than being forced into a one-size-fits-all approach.
<b>5. In order to be an eligible candidate for the University of California and California State</b>	

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<p><b>University schools, students must have completed a required amount of arts credits during their high school tenure. However, student access to arts learning in San Francisco elementary, middle and high schools varies from school to school. What can the SFUSD do to ensure equitable access to this part of the core curriculum for all students?</b></p>	
Margaret Brodtkin	<p>The UC/CSU A-G entrance requirements require only one year of arts instruction. (SFUSD has brought its graduation requirements into line with the A-G course requirements beginning with the class of 2014, but SFUSD already required the same one year of arts instruction as a graduation requirement.) All SFUSD high schools offer sufficient arts instruction for all students to meet that one-year requirement.</p> <p>However, one year of arts instruction should be just a starting point. I support providing arts instruction and arts exposure throughout the pre-K-12 years – in the curriculum, in after-school and out-of-school activities, as extracurricular activities – everywhere students go. The mere one year of arts required for UC admission should be a bare minimum baseline.</p>
Winifred Dajani	<p>Addressing unequal access to any and all resources by students in different schools across the district was an impetus for its current Strategic Plan. One of the main components of The Strategic Framework is to insure equity will be the development of core curriculum (still under development) designed to challenge and enrich students equally district wide. There is an arts component included in this. This is also identified as a goal in the AEMP as well. Since the district and VAPA state commitment to art instruction and resources that will be taught uniformly, it follows that unequal access to resources by one group of students in the arts, as well as academics, will be evaluated and realigned so that all students have equal access and enjoyment of these. A commitment to a uniform core curriculum (which by extension includes art instruction and resources) engenders a more focused evaluation of exactly what it takes to get our students where we want them to go, see which schools are underserved and act to address this. For my part I would be committed to being actively involved in assisting VAPA to realize its goals of developing quality art instruction and opportunity for student involvement in all the schools.</p>
Omar Khalif	<p>Implement a common arts curriculum for each age appropriate grade level.</p>
Hydra Mendoza (Incumbent)	<p>We need to provide more opportunities for each student to have a meaningful experience taught by a high quality art professional. We need to provide arts education professional development to ensure understanding and buy-in. We also need to have consistent curriculum and standards in ALL of our schools, regardless of their location or student population.</p>
Emily Murase	<p>According to the Arts Education Master Plan, an arts coordinator was appointed at each of the K-12 schools in 2006. It is essential that a staff person at each school site be assigned the responsibility of ensuring equitable access to arts education.</p>

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Starchild	See response to question #3 above.
<b>6. Since we know “what is tested is taught”, how can San Francisco provide an assessment system that reinforces and encourages a well-rounded education for all students, that includes the arts?</b>	
Margaret Brodtkin	I support a well-rounded education with strong emphasis on the arts, and many opportunities to pursue arts both within the curriculum and in extracurricular activities. However, I am not a fan of the rigid emphasis on testing that characterizes the current trend in education policy. I favor dialing back the counterproductive testing mania rather than expanding testing still more to include testing in the arts. Creativity cannot be data-driven or reduced to a statistic by a Scantron-graded bubble-in test.
Winifred Dajani	You cannot evaluate something without accountability standards to measure what students should have learned or be able to do in the progressive steps of an educational program, whether it be math, language learning or art. Supporting standards that define and measure learning a discipline and state quantifiable goals results in the discipline being considered more seriously. I recommend that artists of all kinds convene and start a discussion to evaluate the standards we currently have and discuss what “art standards” would look like, what you would measure, and perhaps how they might be interrelated in some way with academics. Again, it’s not standards alone, but how they are used as a measure of where a student is along the continuum of learning a discipline.
Omar Khalif	This component should be included in the overall district plan for the 21st century.
Hydra Mendoza (Incumbent)	It is a priority for SFUSD to increase opportunities, for all students to have access and equity and for SFUSD to be accountable. To be accountable, we need to be able to evaluate the value of arts education in our schools and measure what it contributes to academic achievement. Additionally, it is also a priority to have “joyful learners” in our district. I strongly believe that the arts would achieve both of these priority goals set by the district.
Emily Murase	A discussion should be initiated about how district report cards can better reflect the skills necessary for the 21st century, beyond what is tested for. I would support a portfolio approach to highlight student achievements over the course of their SFUSD career.
Starchild	What is really meant by "San Francisco" in this question is of course "a few people in San Francisco government." Yes, it would be possible for a few people in San Francisco government, given some taxpayer money for the purpose, to hire well-respected "experts" to design what, in their opinion, represents a "well-rounded education for all students, that includes the arts," and then to create tests that steer students into conforming their educations to this pre-developed design. However, I think this would be a mistake. Students themselves (and parents in the case of younger students) should decide which classes they take. They should be informed as to which classes are aimed at helping students do well on standardized tests, and which classes offer different benefits, and then be allowed to

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	decide for themselves.
<b>7. The arts, much like other academic disciplines (e.g., science) often require physical materials and supplies to deepen classroom learning. How will you ensure that SFUSD art specialists have the resources needed to develop quality curricula incorporating project-based learning opportunities?</b>	
Margaret Brodtkin	<p>Providing adequate resources is a matter of sufficient funding. I have devoted my adult life to working for adequate resources for children's needs – I have decades of experience in fighting for funding. I will be a forceful, dedicated advocate at all levels of government to get our schools the resources they need. I will fight to protect the Public Education Enrichment Fund (money from Prop. H, which provides city funds to our schools), the Prop. 98 school funding guarantee at the state level, and our schools' fair share of the city's Rainy Day Fund when it is needed. I will work hard for the next school bond to continue to bring our facilities into the 21st century and vigorously advocate for classroom resources. I will work for new funding sources at both the local and state level, and will fight for state funding formulas that will benefit urban districts.</p>
Winifred Dajani	<p>There is a resource component of dollars per student included in the AEMP, but more resources are important to make art education more enriching.</p> <p>Resources are important, and if you take from existing art funds to supply them, you have to compensate by giving up something else, like instruction. There are, of course, existing organizations, such as “Donors Choose”, but you can’t expect that that will consistently supply needed resources for all the schools in the district.</p> <p>I would recommend a two prong strategic planning for art instruction. Firstly, developing curriculum with resources in mind and how to best use them. This should be done in a way that spreads among a few resource intense projects and others that, while still engendering innovation and creative interpretation, are less resource dependent. Secondly, following through on the AEMP plan for development and implementing its recommendation for outreach to all kinds of potential donors and volunteers. Unfortunately, areas like supplies for the arts are among the first casualties of budget cuts and the only way to ensure that they are available is to actively pursue alternative channels of obtaining them.</p>
Omar Khalif	<p>Make sure that the SLAM monies are geared to the departments that they were intended.</p>
Hydra Mendoza (Incumbent)	<p>By continuing to prioritize the arts. By leveraging existing partnerships and developing new ones that enable us to reach this goal.</p>
Emily Murase	<p>I would like to partner with art specialists to have a clear understanding of what resources are needed. I will also rely on the Citizen Advisory Committee on Proposition H which plays a key role in advising the Board of Education on funding priorities. It will be very important for this committee</p>

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	to hear directly from art specialists as well.
Starchild	According to SF Budget Blog, only 45% of SFUSD resources make it to the classroom, as compared to a statewide average of 62%. I will aggressively push to correct this imbalance by redistributing funds away from administration and non-teaching functions, and into the classroom, so that arts teachers will have the resources they need to develop quality project-based learning opportunities. As noted in my response to question #2, I will also lobby for, and seek to remove bureaucratic and other obstacle to, having more field trips, in order to give students the opportunity to visit more arts performances, studios, and exhibits in the community.
<b>8. In light of the importance of the creative economy, how can San Francisco integrate or align our belief in the importance of arts education and the movement to expand access to career and technical education? What initial steps will you take to align these historically 'competing' areas of education?</b>	
Margaret Brodtkin	Infusing the arts throughout our schools will ensure that students pursuing specific areas of study do not have to make a decision between art and their specialty area. My initial steps to ensure increased access to arts education – working to invite and strengthen community partnerships, working to build community schools that surround children and families with enrichments, and fighting for every dime of funding that our students are entitled to – will also help align arts education with other fields of study.
Winifred Dajani	<p>If you want arts education be competitive with career and technical education, you have to make the financial case for the benefits that arts education offers.</p> <p>Randy Cohen did an excellent job of arguing for the legitimacy of art education at the Arts Forum on August 17 with irrefutable data that shows how much revenue and employment the arts generate in San Francisco, as well as nationwide. If you want to make arts education legitimate from the perspective of providing career opportunities for students, this is the approach you have to take. To make an even stronger case, you can intertwine art with career and technical education by identifying areas where they dovetail. For example, art and tourism, art and theatre, art as income generating entertainment in general.</p>
Omar Khalif	[no answer provided]
Hydra Mendoza (Incumbent)	I don't think these two areas should be competing, nor are they mutually exclusive. A great example of a way partnerships can pay off is the partnership with the Academy of Art University summer pre-college program which enables students to explore the arts and to gain an understanding of all the career opportunities in the arts that are available to them. We need to expand these types of relationships.
Emily Murase	I have a proven track record of working with leaders of diverse communities towards a common goal on such difficult issues as family violence and human trafficking. An effective strategy is to get diverse

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	<p>leaders to focus on a specific project. I am proposing a new project at 135 Van Ness which has always been promised as the permanent location of the Ruth Asawa San Francisco School of the Arts. The first 5 floors would be dedicated to the high school, but we could construct a high rise hotel above it. The hotel would generate badly needed on-going revenue to the school district. I have already spoken to the building trades folks about the project. They are very excited by the large-scale employment opportunity. I envision partnerships with City College to promote building trades apprenticeships but also opportunities to focus on hospitality training. This would be a tremendous opportunity for the arts community to help design a landmark building that will significantly expand arts education and performance space.</p> <p>Can you imagine the possibilities of master classes with opera divas, concert violinists, prima ballerinas?</p>
Starchild	<p>I don't believe all San Franciscans should be presumed to share a single "our belief". If elected, I am certainly willing to speak out about my belief in the importance of arts education, about how skills in the arts are an appropriate part of technical education, and about how artistic careers are valid and achievable careers. However it is not my desire to force these opinions on education consumers.</p>
<p><b>9. Research has demonstrated that the arts can play a critical role in closing the achievement gap between African American and Latino students and their Asian and Caucasian peers. What connections do you make between the district's existing Arts Education Master Plan and the district's strategic plan, "Beyond the Talk"? How should those connections manifest in the district's budgeting over the next 3 years?</b></p>	
Margaret Brodtkin	<p>A White Paper by the SFUSD Arts Education Master Plan Advisory Committee put it best: "The San Francisco Unified School District's Arts Education Master Plan and Strategic Plan are partners in a broader effort of education reform and social change. The implementation of each plan should support the success of the other."</p> <p>The Strategic Plan calls for "a district of highly engaged and joyful learners." The Arts Education Master Plan calls for working artists in the schools, teaching and inspiring our students. What better way to ensure that our students are engaged and find joy in their school day? The Strategic Plan describes 21st-century skills that include "creative/critical/innovative thinking," "solution-seeking" and "aesthetic sensibility." Again, the arts are key to developing those skills.</p> <p>As the Arts Education Master Plan Advisory Committee's White Paper says: "A growing body of research connects arts education to academic achievement and improved school environments for children from all cultural, racial, and socio-economic backgrounds."</p>
Winifred Dajani	<p>Both "Beyond the Talk" and the AEMP seek equity in educational</p>

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	<p>opportunities district wide by establishing a core curriculum that all students will partake in and be stimulated and challenged by. Relative to the budget, in order to achieve this, schools that are underserved both in resources and instruction will be identified and given the support and access they need to provide comparable opportunities and quality engagement that other schools do. Regarding connections between “Beyond the Talk” and the AEMP, the former defines the larger parameters of how education inequities will be eliminated, whereas the later addresses the same issues, but is art education specific. The end result should be that African American and Latino students will enjoy the same enriching and stimulating learning experience as their peers.</p>
Omar Khalif	<p>Since I don't know what they are I can't possibly have a answer for a hypothetical question.</p>
Hydra Mendoza (Incumbent)	<p>Access and Equity are key to the master plan and the strategic plan. Academic success and increasing opportunities are both priorities in each plan. We are very lucky to have Prop H funding to support the arts in our schools and we need to be sure we begin discussions to renew Prop H in the next six months.</p>
Emily Murase	<p>Arts education plays an important role in all 3 of the key strategic goals contained in the plan: access and equity, academic achievement, and accountability. The school district is obligated to provide access and equity to a rich curriculum including the arts to all students. Arts education improves academic achievement. The Arts Education Master Plan provides a framework for accountability. The budget is constructed based on the strategic goals. Given its contribution to advancing strategic goals, arts education must be an integral part of the budget.</p>
Starchild	<p>I would be interested in hearing the details of the research which has supposedly demonstrated this, because my understanding is that educators have been trying to close this "achievement gap" for years, without much success. The 6-page document "The Fourth A: Access, Achievement and Accountability Through the Arts" refers to a book that supposedly makes this case, but if that book includes the methodology of any relevant studies, the document does not mention them.</p> <p>Regarding the existing "Three A's" of the district's "Strategic Plan" (Access, Achievement, and Accountability), I frankly feel these terms as currently reflected by district policy are nothing more than feel-good buzzwords. Currently, students are told where they can and cannot go to school under a complicated school assignment system. That is not access. Not only is there an achievement gap between students of Asian and Caucasian ethnicity on one hand and students of African and Latino ethnicity on the other, but there is also a gap between students who are homeschooled by their parents, and students who are educated in government schools who lag behind them academically despite lacking the supposed advantages of a professional system of education. That is not achievement. When I, along with other School Board candidates, recently had the opportunity to meet</p>

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	<p>district superintendent Carlos Garcia and some of his staff, I told the superintendent I would like to see a list published online listing each district employee by name, position, salary, and a brief description in plain English of what that person actually does on a day-to-day basis. The response was that it would be too difficult to produce such a document. That is not accountability.</p> <p>I believe real reforms of the type I am proposing -- let students attend the schools of their choice within the district, expanding popular schools to accommodate demand while shrinking or closing unpopular schools, putting teachers in charge of the schools with more resources at their disposal, cutting administrator salaries and having them work for the teachers, putting lesson plans and teacher information online to make teachers more accountable to students and parents, etc. -- would make significant strides toward increasing access, achievement, and accountability. However my impression is that the people running the district are opposed to these types of real reforms and will not embrace them without being pushed to do so.</p>
<p><b>10. San Francisco is a community of rich arts resources that can have a huge impact on student learning through school-CBO partnerships. How would you leverage those resources to provide a strong arts education in the schools? What would you do to build the capacity of SFUSD to be a good partner with local CBO's?</b></p>	
<p>Margaret Brodtkin</p>	<p>I have worked to build such partnerships throughout my career, in my 26 years as director of Coleman Advocates for Children and Youth and my 4½ years as director of the city's Department of Children, Youth and Their Families; and in my current position as director of New Day for Learning. Building and leveraging school-CBO partnerships is the heart of creating Community Schools, which is the mission of New Day for Learning. SFUSD can't do it alone and must change its posture about inviting everyone in to be part of the solution. Partnerships can't be random and fragmented; they must be purposeful and coordinated.</p> <p>I will continue the work that I've done for decades to develop and nurture these partnerships, including – as stated above – that community partners are fully integrated into school communities and that they are paid in a timely and efficient manner.</p>
<p>Winifred Dajani</p>	<p>I do think that we are not taking advantage of all that we could with school-CBO partnerships and have already advocated for better use of this valuable resource. During my campaign, I have frequently had individuals come to me that wanted be involved in providing services to the district either as an individual or and organization and had no idea how to go about getting linked in. The most recent of these was a well-established small theatre company that is eager to give performances and be otherwise involved in the elementary schools but didn't know how to begin the process. I think there needs to be a better organize consortium</p>

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	established between existing CBOs, potential CBOs and schools (i.e teachers, principals and parent groups) to better utilize and pair these great services with individual schools. This would also be a good opportunity to identify schools district wide that have been availing themselves of CBO opportunities. There could be a comprehensive categorization of what is available, when, how often, etc.
Omar Khalif	have a conversation and see if they would like to partner with the schools.
Hydra Mendoza (Incumbent)	Partnering with our CBO partners has already been part of my work. We need to support and work closely with our CBO partners to leverage this valuable resource. Welcoming our partners into our schools and providing them access to our students to enhance their learning experience will continue to be a priority for me.
Emily Murase	We need a comprehensive inventory of our school-CBO partnerships, and we should facilitate connections between and among these partnerships. I propose an annual conference of art-based CBOs to take up such issues as emerging student needs, funding, facilities, etc. Finally, we should explore additional space-sharing opportunities with local non-profits.
Starchild	"CBO" is not defined in the question, but I assume it refers to community organizations involved in the arts. The phrase "leverage those resources" is somewhat troubling in this context however, because community arts organizations are independent entities with their own needs, missions, and expertise, not simply "resources" to be directed by government officials. If asked politely and shown how they can play a positive role in exposing students to the arts, I'm sure many arts organizations are willing to do what they can to help, but it should not be the School Board's role to decide the forms of this involvement -- I favor leaving that up to the teachers and the artists. I think this bottom-up, non-standardized approach will make SFUSD schools (plural!) better partners (plural!) for local arts groups.
<b>11. How would you steer the implementation of the SFUSD Arts Education Master Plan in the face of significant cuts to those sources of funding (such as Prop H) that support the arts in our schools? What roadblocks do you foresee, and how would you address such obstacles?</b>	
Margaret Brodtkin	Funding shortages and competing priorities are the primary roadblocks. I will carry out my vow to fight for every possible dime of funding and work to reset our public priorities so that education gets the respect and resources it deserves. And I will focus intensely on the need to implement the Arts Education Master Plan, keeping the arts on the front burner as a priority in and of themselves and as a means to achieve all the goals of the Strategic Plan.
Winifred Dajani	I think that the SFUSD AEMP is very thorough and gives great recommendation and a timeline to accomplish them within. Funding is essential to realizing these goals, so I see that as the largest roadblock, other than making more time for art classes within the curriculum. The most important thing to be done at the present moment is to work on the

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	development component of the AEMP to identifying sources of additional revenue, in kind services, and involvement and or resources from private/non-profit organizations. Notwithstanding generating additional funds, curriculum planning will have to be more thoughtful and prudent to maximize on the resources available to creatively engaging students in a variety of artistic endeavours [sic].
Omar Khalif	[no answer provided]
Hydra Mendoza (Incumbent)	The Arts Education Master Plan is a priority and will continue to be accessible to our students in the years to come because it has helped us to close the achievement gap and helps us to graduate well rounded students. The infrastructure we have crafted in the plan will keep us on track and enable us to plan for future funding. Reaching out to our business and private funding partners with very clear goals and outcomes will enable us to convince others to invest in the arts at our schools. Funding is terribly challenging and so convincing others to invest in our students and in the arts as core curriculum will be an obstacle. We need to be able to show, through data, that the arts have true impact on student achievement.
Emily Murase	Prop H monies should absolutely be distributed according to the blueprint recommended in the Master Plan. One roadblock would be lack of knowledge about this blueprint. If not already required, Prop H Committee members should be fully briefed on the Master Plan and meet regularly with art specialists and advocates. School board members, in particular newly elected ones, should also be fully briefed. The arts community should be encouraged to participate actively in those committee meetings where the distribution of Prop H monies is being discussed.
Starchild	As noted in my response to question #4, I don't favor forcing any "Master Plans" on teachers or students, so I would not do anything in particular to implement such a plan. Teachers, students, and parents should be in the driver's seat, not School Board members or district bureaucrats.

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