



三藩市家长在行动 (SF Parents Action)

[www.sfparentaction.org](http://www.sfparentaction.org)

Questions for November 2026 SFUSD School Board Candidates

2026年11月三藩市联合校区教委会委员候选人问卷调查

Alida Fisher

斐义莎

1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, 4 = Strongly Agree

1 = 强烈不同意, 2 = 有些不同意, 3 = 有些同意, 4 = 强烈同意

| <p><b>Excellent and Equitable Public Schools</b><br/>卓越和公平的公立学校</p>   | <p><b>Level of Agreement</b><br/>同意程度</p> |
|---|---|
| <p><b>1. I SUPPORT the SF Parents Parent Priorities:</b> A focus on equity and excellence going hand-in-hand, improving student outcomes in our district, building trust and rebuilding community morale, improving the fiscal health of SFUSD, and overall good governance should be the top priorities of the School Board going into 2026-27.<br/>1. 我支持三藩市家长联盟的家长优先事项。将公平和卓越并重, 改善我们校区的学生学业成果, 重建信任和社区士气, 改善三藩市联合校区的财务状况, 以及整体良好的治理应是2026-2027学年教委会的首要任务。</p>                     | <p>4</p>                                  |
| <p><b>2. DISTRICT TRANSPARENCY:</b> I support increased transparency of school performance that enables San Francisco to evaluate and improve the quality of our public schools. This should include a <a href="#">public dashboard</a> that shares math and reading assessment data at the school level, updated at least twice a year.<br/>2. 社区透明度: 我支持增加学校工作的透明度, 以便三藩市评估和改进我们公立学校的质量。这应包括一个<a href="#">公开的平台</a>, 在学校一级分享数学和英文阅读评估数据, 且每年至少更新两次。</p>                             | <p>4</p>                                  |
| <p><b>3. LITERACY AND MATH:</b> I believe in the urgency of improving student outcomes in literacy and math at SFUSD. I commit to ensuring that SFUSD continues to implement and fully support a comprehensive plan, and makes the necessary adjustments to curricula, tools, and instructional methods that follow an evidence- and standards-based approach.<br/>3. 读写能力与数学: 我认为提高三藩市联合校区的学生在读写能力和数学方面的学习成果具有紧迫性。我承诺确保校区继续实施并全面支持一项综合性计划, 并根据以证据和标准为基础的方法, 对课程设置、教具和教学方式作出必要调整。</p> | <p>4</p>                                  |

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|--|---|
| <p><b>4. EFFECTIVE GOVERNANCE:</b> An <a href="#">effective School Board</a> centers on 1) supporting the superintendent and cabinet to ensure student-focused leadership, 2) setting a clear, shared vision, and 3) defining goals rather than managing day-to-day operations or unnecessary interference in implementation or policy execution.</p> <p><b>4.有效治理:</b> 一个<a href="#">有效的校区教委会</a>应当以如下几点为核心:1)支持学监及其领导团队, 确保以学生为中心的领导力;2)制定清晰且共同认同的发展愿景;3)专注于设定目标, 而不是介入日常运营管理, 或对具体实施及政策执行进行不必要的干预。</p>  | 4 |
| <p><b>5. BUDGET HEALTH:</b> I commit to governing in accordance with nationally-established <a href="#">best financial practice</a>. I will hold District leadership accountable for presenting the budget clearly. When fixing our budget deficit, I support SF Parents' call for minimizing negative impacts to our most vulnerable students while ensuring a baseline of excellence across all schools.</p> <p><b>5.财务健康:</b> 我承诺按照国家建立的<a href="#">最佳财务实践</a>进行管理。我将要求校区领导层提供清晰的财务预算。在解决我们的预算赤字时, 我支持三藩市家长联盟的呼吁, 尽量减少对我们最脆弱的学生群体的负面影响, 同时确保所有学校都保持基准的卓越。</p> | 4 |

1. *Optional: Expand on any of your responses to the statements above, in 250 words or fewer.*

**1. 选择性问答:** 对上述您的任何一个回答进行扩展说明, **字数不超过250字**。

As an SFUSD parent, special education advocate, and current School Board Commissioner, I am running to continue building strong, equitable, and student-centered public schools.

作为一名三藩市联合校区(SFUSD)的家长、特殊教育倡导者, 以及现任校区教委会委员, 我参选是为了继续推动建设强大、公平、并以学生为中心的公立学校体系。

Throughout my term, I have focused on fiscal stabilization, academic excellence, and rebuilding public trust through collaborative leadership and transparent governance. I am proud of the Board's work to adopt a balanced budget, expand Transitional Kindergarten, adopt new curriculum in core subject areas, modernize district operational systems, and reach agreements with all labor partners while protecting investments closest to classrooms.

在我的任期内, 我始终专注于财政稳定、学术卓越, 以及通过协作式领导和透明治理重建公众信任。我为教委会所完成的工作感到自豪, 包括通过平衡预算、扩大过渡性学前班/TK(

Transitional Kindergarten)项目、在核心学科采用新课程体系、推进校区运营系统现代化,以及在确保投资都最符合教室需要的同时,与所有工会伙伴达成协议。

My experience in special education advocacy has reinforced the importance of early intervention, inclusive practices, wraparound supports, and recruiting and retaining qualified staff. It has also given me firsthand insight into how operational decisions, staffing models, enrollment policies, and budgeting choices affect students furthest from opportunity. I believe strong governance requires listening closely to families, understanding how systems function in practice, and ensuring decisions are grounded in both data and lived experience.

我在特殊教育倡导方面的经验,使我更加深刻认识到早期干预、融合式教育、全方位支持服务,以及招聘和留住合格教职员的重要性。这些经历也让我亲身了解到运营决策、人员配置模式、招生政策和预算选择是如何影响那些最缺乏机会的学生。我相信,良好的治理意味着认真倾听家庭的声音,理解制度在实际运作中的情况,并确保决策既基于数据,也基于真实的生活经验。

SFUSD faces significant challenges, including declining enrollment and long-term fiscal pressures, but also tremendous opportunities to redesign systems in ways that better serve students and families. Academic excellence rooted in equity remains at the center of my work. Every student deserves access to high-quality instruction, meaningful supports, and pathways that allow them to thrive, and I remain committed to ensuring SFUSD delivers on that promise for all students.

三藩市联合校区当前面临重大挑战,包括入学人数下降和长期财政压力,但同时也拥有重新设计体系、以更好服务学生和家庭的巨大机遇。以公平为基础的学术卓越始终是我工作的核心。每一位学生都应获得高质量教学、有意义的支持,以及拥有可让他们充分发展的成长路径。我也将继续致力于确保三藩市联合校区能够兑现对所有学生的这一承诺。

**2. Why are you running for the Board of Education, and why now? Within your response, please describe:**

- **Your connection to SFUSD students and families**
- **The leadership experience that prepares you to govern a public education system**
- **Your views on both academic excellence and equity in education**

2. 您为什么竞选校区教委会委员?为什么现在参加竞选?请在回答中说明:

- 您与三藩市联合校区学生及家庭的联系
- 哪些领导经验使您具备治理公立教育体系的能力
- 您对于教育中的学业卓越与教育公平的看法

I am running to continue my work as a School Board Commissioner because, while I am proud of what we have accomplished together, there is still important work ahead. As an SFUSD parent of one current student and three graduates, a special education advocate, and a former advisory committee chair, I have built strong coalitions and worked collaboratively with educators, district leaders, families, labor partners, and city officials to strengthen our schools and improve outcomes for students.

尽管我为我们共同取得的成果感到自豪，但前方仍有许多重要工作需要继续推进，所以我竞选连任校区教委会委员。作为一名三藩市联合校区学生的家长——家中有一名在读学生和三名毕业生——同时也是特殊教育倡导者及前咨询委员会主席，我与教师、校区领导、家庭、工会伙伴以及市府官员协作，已建立了广泛的联盟，共同加强学校建设、改善学生学业成果。

During my term as commissioner, the Board has:

在我担任教委会委员期间，教委会已经：

-Adopted a balanced 2025-2026 budget while advancing a multi-year fiscal stabilization plan, moving SFUSD from negative to qualified certification and positioning the district for positive certification next school year;

——通过了2025-26财政年度平衡预算，同时推进多年财政稳定计划，使三藩市联合校区的财政认证从“负面认证(negative certification)”提升为“合格认证(qualified certification)”，并有望在下一学年获得“正面认证(positive certification)”；

-Adopted new curricula in English language arts, math, social studies, history, and ethnic studies, providing educators with stronger instructional tools and creating greater stability and coherence across the district;

——在英语、数学、社会学、历史及种族研究科目上，采用新的课程，为教师提供更强有力的教学工具，并在整个校区建立更大的稳定性与一致性；

-Modernized ineffective financial and HR systems through the implementation of

Frontline and Red Rover, improving operational effectiveness and helping ensure employees are paid accurately and on time;

--通过实施 Frontline 和 Red Rover 系统, 对低效的财务和人力资源系统进行了现代化升级, 提高了运营效率, 并帮助确保员工能够准确、及时地获得薪酬;

-Reached bargaining agreements with all labor partners; and

--与所有工会伙伴达成劳资协议; 以及

-Successfully implemented a major districtwide Transitional Kindergarten expansion, increasing access to early learning opportunities for families across San Francisco.

--成功实施全校区范围的大规模过渡性学前班/TK(Transitional Kindergarten) 扩展计划, 为三藩市更多家庭增加了早期教育机会。

Academic excellence rooted in equity must remain at the center of our work so every student has access to the opportunities, support, and high-quality instruction they need to thrive. Together, we can continue building schools where every SFUSD student succeeds.

以公平为基础的学术卓越, 必须始终是我们工作的核心, 确保每一位学生都能获得成功所需的机会、支持以及高质量教学。让我们继续携手努力建设让每一位三藩市联合校区学生都能成功发展的学校。

### ***3. Why do you want the SF Parents endorsement? How will you uplift the voices of parents across SFUSD as a Board of Education decisionmaker?***

**3. 您为什么希望获得三藩市家长联盟的背书? 作为校区教委会决策者, 您将如何提升三藩市联合校区全体家长的声音?**

I am seeking the SF Parents endorsement because we share a commitment to student-centered, practical, and accountable leadership in public education.

我寻求三藩市家长联盟的背书, 是因为我们共同致力于在公立教育中推动以学生为中心、务实且负责任的领导。

I recognize the importance of parent advocacy. My journey to Board of Education Commissioner started as a frustrated parent. My mom and grandmother were teachers. I loved school, school was fun for me! However, it was my journey into

identifying my children's disabilities and learning differences that transformed me from active parent into parent activist and made me realize that our schools aren't set up to help all students succeed.

我深知家长倡导的重要性。我走上竞选教委会委员这条道路，最初正是因为自己曾是一位充满挫折感和无力感的家长。我的母亲和祖母都是教师。我一直热爱学校，对我来说，上学是一件快乐的事情。然而，在陪伴并识别到我自己的孩子的残障与学习差异的过程中，我逐渐从一名积极参与学校事务的家长，转变为一名家长倡导者，我同时意识到，我们的学校制度并没有真正为所有学生的成功做好准备。

My two decades of experience on various parent advisory committees, the LCAP Task Force, CCEIS Working Group, and more taught me that collaboration is one of the most powerful forces in public education. No single person or role can meet the needs of every student alone. When families, educators, students, district leaders, and community partners work together with shared purpose, we are able to move beyond individual perspectives and build solutions that are stronger, more equitable, and more sustainable.

过去二十年来，我参与了多个家长咨询委员会、地方控制与问责计划(LCAP)工作组、协调性综合早期干预服务(CCEIS)工作组等项目。这些经历让我深刻认识到，协作是公立教育中最强大的力量之一。没有任何一个人或单一角色，能够独自满足所有学生的需求。当家庭、教育工作者、学生、校区领导以及社区伙伴为了共同目标携手合作时，我们才能超越个人立场，建立更强大、更公平、也更具有持续性的解决方案。

I am seeking SF Parents' endorsement because I want to continue that work in partnership with a coalition of families who are deeply engaged in ensuring SFUSD delivers on its promise. I believe we share a commitment to academic excellence rooted in equity, transparent decision-making, and ensuring that every student, regardless of background, has access to high-quality instruction and opportunities to succeed.

我寻求三藩市家长联盟的背书，是因为我希望继续与一群积极投入、致力于确保三藩市联合校区兑现承诺的家庭携手合作。我相信，我们都认同以公平为基础的学术卓越、透明的决策过程，以及确保无论每一位学生的其背景如何，都能获得高质量的教学以及获得成功的机会的重要理念。

#### ***4. What's your perspective on the teacher strike that happened in February,***

***including what could have been handled differently by 1) SFUSD leadership, 2) Board of Education, and 3) the Teacher's Union? What can the School Board do to promote a more collaborative relationship between the teacher's union and the district going forward?***

**4. 您如何看待今年二月发生的教师罢工？有哪些方面本可以由以下几方处理得更好：1) 校区领导层；2) 校区教委会；3) 教师工会？未来校区教委会可以采取哪些措施，促进教师工会与校区之间建立更加协作的关系？**

February's UESF strike demonstrated the deep connection between San Francisco's public schools, educators, students, families, and the broader community. Across the city, educators, labor partners, families, students, and local leaders came together in solidarity to affirm a shared belief that strong public schools are essential to the health and future of San Francisco. The collective response reflected a commitment not only to educators, but also to the students and families who rely on school-based supports every day.

二月份三藩市联合教师协会(UESF)的罢工，展现了三藩市公立学校、教育工作者、学生、家庭以及整个社区之间深厚的联系。全市的教师、工会伙伴、家庭、学生和地方领袖团结一致，共同表达了一个坚定信念：强大的公立学校对于三藩市的健康发展与未来至关重要。这种集体行动不仅体现了对教育工作者的支持，也体现了对每天依赖学校支持服务的学生和家庭的关怀。

The strike reinforced the importance of collaboration and partnership in navigating complex challenges. It highlighted the critical role of Wellness Centers, social workers, and wraparound services in supporting students furthest from opportunity, and it underscored the need to protect investments closest to classrooms. The community response made clear that San Francisco values equity, collective care, and a strong social safety net for young people and families.

这场罢工进一步凸显了在应对复杂挑战时，协作与伙伴关系的重要性。它强调了健康服务中心(Wellness Centers)、社工以及全方位支持服务在帮助那些最缺乏机会的学生的方面所发挥的关键作用，也突显了保护最贴近课堂教学投资的重要性。社区的积极回应清楚表明，三藩市重视公平、集体关怀，以及为年轻人和家庭建立强有力社会安全网的價值。

The experience also strengthened my understanding of allyship and leadership. Standing alongside educators and advocating during negotiations reinforced the importance of building transparent, respectful, and trust-based relationships with labor partners. Effective leadership requires both collaboration behind the scenes

and visible public support for the communities and workers we serve.

这段经历也加深了我对“盟友关系”和领导力的理解。在谈判过程中与教育工作者并肩而立、积极倡导，使我更加认识到，与工会伙伴建立透明、尊重且以信任为基础关系的重要性。有效的领导不仅需要幕后的合作，也需要在公众面前明确表达对我们所服务社区与劳动者的支持。

Moving forward, I remain committed to working collaboratively with educators, labor partners, families, and district leadership to ensure that SFUSD policies and budgets reflect our shared values and prioritize students, equity, and strong school communities.

展望未来，我将继续致力于与教育工作者、工会伙伴、家庭以及校区领导协作，确保三藩市联合校区的政策与预算能够体现我们共同的价值观，并始终把学生、公平以及强大的学校社区放在首位。

**5. What does effective Board governance look like in practice? In your response, describe how you would:**

- **Work with the Superintendent while maintaining appropriate oversight**
- **Ensure Board decisions are followed through on, without overstepping into staff work**

5. 在实践中，什么样的校区教委会治理才算有效？请在回答中说明您将如何：

- 在保持适当监督的同时，与学监合作
- 确保校区教委会的决定得到落实，同时不过度介入教职员工的具体工作

Providing every student with a high-quality education remains the central responsibility of the Board of Education. That commitment is reflected in the adoption of the Student Outcomes Focused Governance (SOFG) model, which centers the Board's work around three core goals: improving third grade reading proficiency, strengthening eighth grade math achievement, and ensuring students graduate prepared for college and careers. Through SOFG, the Board establishes clear goals and guardrails, approves the district budget, and maintains oversight to ensure district actions align with student outcomes and community priorities.

为每一位学生提供高质量教育，始终是教育委员会最核心的职责。这一承诺体现在“以学生学业成果为中心的治理模式 (Student Outcomes Focused Governance, SOFG)”的采用上。该模式将教委会的工作聚焦于三项目标：提升三年级学生英文阅读能力、加强八年级学

生数学成绩, 以及确保学生毕业后具备升学与就业准备。通过以学生学业成果为中心的治理模式, 教委会负责制定明确目标与治理边界(guardrails)、批准校区预算, 并进行监督, 确保校区各项行动与学生成果及社区优先事项保持一致。

Strong governance depends on clarity of roles, accountability, and transparency. The SOFG framework helps align commissioners around shared priorities and provides a consistent structure for oversight, while the superintendent is responsible for operationalizing the Board's goals across the district. This governance model is intended to create focus, improve accountability, and strengthen long-term planning.

强有力的治理依赖于清晰的角色分工、问责机制以及透明度。“以学生学业成果为中心的治理模式”框架帮助教委会委员围绕共同优先事项保持一致, 并为监督工作提供稳定且持续的结构;与此同时, 学监(Superintendent)则负责在整个校区范围内落实教委会设定的目标。这一治理模式旨在增强工作重点、提高问责性, 并强化长期规划能力。

At the same time, strong governance also requires meaningful public engagement, transparent decision-making, and accountability structures (such as a public data dashboard). The transition away from standing committees has raised valid community concerns about reduced opportunities for public discussion and oversight. I pushed hard for the creation of an Ad Hoc Committee on Community Engagement, and am proud of the recommendations we are bringing to the full Board in June. The need to strengthen transparency, increase community participation, and improve communication is urgent, especially as the district navigates significant decisions related to enrollment systems, budgeting, and school portfolio planning in the years ahead.

与此同时, 良好的治理也需要真正有意义的公众参与、透明的决策过程, 以及完善的问责机制(例如公开的数据平台)。取消常设委员会(standing committees)的做法, 确实引发了社区对于公众讨论与监督机会减少的合理担忧。我一直积极推动成立“社区参与特别委员会(Ad Hoc Committee on Community Engagement)”, 并为我们将在六月提交教委会全体会议的相关建议感到自豪。随着校区未来几年将在招生制度、预算规划以及学校布局规划等方面作出重大决策, 加强透明度、扩大社区参与以及改善沟通, 已经变得尤为迫切。

**6. Board decisions often face strong public criticism. How would you respond if a decision you supported was met with significant pushback from: 1) families? 2) teachers? What would you say, and what would you do next?**

6. 校区教委会的决定常常会面临强烈的公众批评。如果您支持的一项决定遭遇以下群体的强烈反对，您会如何回应：1) 家庭/家长？2) 教师？您会说什么？接下来又会采取什么行动？

Receiving community pushback requires an understanding that a lack of criticism would not be a sign that everything is working well; it would, in fact, be a sign that we are not fully engaging the community in the work of our schools.

面对社区的反对声音，我们需要认识到的是，如果完全没有批评，并不意味着一切运作良好；相反，那可能意味着我们并没有真正让社区参与到学校事务之中。

When there is disagreement, it is important to treat pushback not as resistance to be managed, but as information to be understood. Community concern often reflects real experiences in schools and deserves to be heard with seriousness, even when decisions cannot shift in every direction requested. Strong leadership involves explaining the “why” behind decisions, including the values and evidence guiding them, while also acknowledging tradeoffs transparently.

当出现分歧时，重要的是不要把反对意见视为需要被“管理”的阻力，而应将其视为需要被理解的信息。社区的担忧往往反映了学校中的真实经历，即使最终无法完全按照各方期望调整决策，这些声音也值得被认真倾听。强有力的领导意味着清楚解释决策背后的“原因”，包括指导决策的价值理念和依据，同时也要坦诚说明其中的取舍。

Leading with values means being consistent. Equity, student opportunity, and high-quality instruction should remain the compass even when external pressure is strong or perspectives differ. At the same time, leaders must be willing to refine approaches when new information or patterns of concern emerge.

以价值观为导向的领导，意味着始终保持一致性。即使面临外部压力或不同观点，公平、学生机会以及高质量教学，都应继续成为我们的方向指针。同时，领导者也必须愿意在出现新的信息或持续性问题时，及时调整和完善工作方式。

Ultimately, the goal is not unanimity, but trust. Trust is built when communities see that leaders are steady in their commitments, honest about challenges, and genuinely responsive to feedback. In that way, even moments of tension can become opportunities to deepen understanding and strengthen the shared work of supporting all students. Progress happens when we listen to one another, stay focused on students, and are willing to work through differences in service of a common goal: improving student outcomes.

归根结底，我们追求的并不是所有人完全一致的意见，而是建立信任。当社区看到领导者在承诺上坚定一致、对挑战坦诚透明，并真正回应公众反馈时，信任便会逐渐形成。这样一来，即使是紧张与分歧的时刻，也能成为深化理解、加强共同支持所有 ze 学生工作的机会。真正的进步，来自于彼此倾听、始终聚焦学生，并愿意为了共同目标——提升学生成果——共同努力、跨越分歧。

***7. Does the district need to close schools, and if so, why? To what extent should community input, equity, and enrollment demand shape these processes and final decisions?***

7. 校区是否需要关闭部分学校？如果需要，原因是什么？在这一过程中，社区意见、教育公平以及招生需求应在多大程度上影响相关程序与最终决定？

SFUSD needs to close schools. Let's be clear: closing schools won't save money. Closing schools allows us to allocate more resources across fewer schools. Our system has not adjusted to sustained enrollment decline, creating ongoing challenges for equity, staffing, and resource allocation.

三藩市联合校区确实需要关闭部分学校。需要明确的是，关闭学校本身并不会直接带来资金节省；真正的意义在于，让我们能够在更少的校区之间，更有效、更公平地配置资源。长期以来，校区未能根据学生入学人数持续下降的现实作出相应调整，进而导致教育公平、人员配置以及资源分配等方面的长期挑战。

District enrollment has declined by more than 30,000 students since its peak in the late twentieth century, with projections indicating continued decreases in the years ahead. This mirrors a broader statewide trend: California school enrollment has been declining for nearly a decade, with pronounced impacts in coastal districts like San Francisco.

校区的入学人数自上世纪末的高峰以来已下降了超过3万名学生，未来几年预计仍将继续减少。这一趋势也反映了加州更广泛的情况：过去十年，加州整体校区入学人数持续下降，而三藩市等沿海地区受到的影响尤为明显。

Despite these changes, SFUSD continues to operate more than 100 school sites. This creates a structural mismatch between the number of schools and the number of students, resulting in widespread under-enrollment across the system rather than concentrated enrollment in fewer, more fully resourced campuses.

尽管如此，三藩市联合校区目前仍在运营100多所学校。这造成了学校数量与学生数量之间的结构性不匹配，使得大量学校长期处于低于合理容量的状态，而不是将学生集中在数量更少、资源更充足的校园中。

As a result, many schools operate below optimal capacity, with fixed costs for facilities, administration, and staffing spread across too many sites. This limits efficiency and contributes to budget pressures.

因此，许多学校在低于最佳规模的情况下运作，固定成本(如校舍维护、行政管理和人员配置)被分摊到过多的校区之中。这种情况限制了整体效率，并加剧了预算压力。

This imbalance has real impacts on students and educators. Resources are stretched, staffing challenges are amplified, and it becomes harder to consistently offer robust academic programming, enrichment opportunities, and specialized services across all schools.

这种失衡对学生和教师都产生了现实影响。资源被过度分散，人员配置困难加剧，同时也使得在所有学校中稳定提供高质量课程、丰富课外活动以及专项支持服务变得更加困难。

SFUSD's ongoing work to redesign its school portfolio is intended to better align the number and configuration of schools with enrollment realities, with a focus on strengthening equity, improving instructional quality, expanding program access, and ensuring more stable, well-resourced learning environments for all students.

三藩市联合校区正在推进的学校结构(school portfolio)重组工作，旨在更好地使学校数量与学生实际入学情况相匹配，重点是加强公平性、提升教学质量、扩大项目可及性，并为所有学生创造更稳定、资源更充分的学习环境。

**8. What are the biggest challenges and opportunities you see with the district's current student assignment ("lottery") system?**

**8.您认为校区当前的学生派位(“抽签”)制度面临的最大挑战与机遇是什么？**

Our current enrollment system isn't working. The urgency of our work is reflected in our enrollment trends. Today, only 64.3% of San Francisco's school-aged children attend SFUSD schools. At the same time, only 27% of K-5 students attend their home attendance area school.

当前的入学体系并未发挥应有的作用。我们工作的紧迫性已从入学趋势中清晰地体现出

来。如今，三藩市适龄学童中，只有64.3%就读于三藩市公立学校；与此同时，仅有27%的K-5年级学生就读于其所在校区的“对口学校”(home attendance area school)。

Streamlining enrollment must therefore go hand-in-hand with building trust in the district's ability to provide high-quality programs and equitable access across all schools and neighborhoods. How do we ensure every school offers a high-quality educational experience? How do we guarantee equitable access to language pathways, special education services, STEM programs, and inclusive learning environments across all enrollment zones? How do we invest in under-enrolled schools so that families see them as strong and desirable options?

因此，简化入学体系必须与重建公众对校区提供高质量课程与公平机会的信任同步进行。我们需要回答几个关键问题：如何确保每一所学校都提供高质量的教育体验？如何保证在所有学校中，语言项目、特殊教育服务、STEM课程以及包容性学习环境的公平可及？我们又如何投资那些入学率较低的学校，使其成为家庭愿意选择的优质学校？

The work to revisit student assignment creates an important opportunity to take a more asset-based and community-centered approach. Rather than viewing under-enrolled schools as liabilities, SFUSD must invest in the programs and supports families consistently say they value, including language pathways, STEM opportunities, inclusion models, arts programming, and wraparound supports. We know that when schools are thoughtfully resourced and aligned with community priorities, families are more likely to choose and remain in those schools.

重新审视学生派位(student assignment)体系的工作，为我们提供了一个重要契机，即可以让我们转向以优势为基础、以社区为中心的方法。与其将低入学率学校视为“负担”，三藩市联合校区应该优先投资那些家庭持续强调的重要项目与支持体系，包括语言路径(language pathways)、STEM机会、融合教育模式、艺术课程以及全方位支持服务。我们知道，当学校获得合理资源配置并与社区需求对齐时，家庭更有可能选择并持续留在这些学校。

Ultimately, streamlining enrollment is about more than simplifying paperwork or assignment algorithms. It is about creating a system that families can understand, trust, and access equitably. A successful enrollment system reduces barriers, increases transparency, strengthens neighborhood community schools, and ensures that every student has access to high-quality educational opportunities throughout the district.

归根结底，简化入学体系不仅仅是减少表格流程或调整分配算法的问题，而是要建立一个家长能够理解、信任并且公平可及的系统。一个成功的入学体系，应当减少障碍、提升透明度、加强社区学校建设，并确保每一位学生在整个校区内都能获得高质量的教育机会。

**9. SFUSD is facing structural budget challenges, including declining enrollment, rising costs, and pressure on reserves. What do you see as the root causes of this situation, and how should the Board respond within its governance role?**

9. 三藩市联合校区当前正面临结构性预算挑战，包括入学人数下降、成本上升以及储备资金压力等问题。您认为造成这一局面的根本原因是什么？校区教委会应如何在其治理职责范围内作出回应？

I am proud of the Board's work on fiscal stabilization, but significant challenges remain, including declining enrollment, rising healthcare and pension costs, and increasing special education expenses.

我为教委会在财政稳定方面所取得的工作感到自豪，但仍然面临重大挑战，包括入学人数下降、医疗保险与退休金成本上升，以及特殊教育支出的持续增长。

Budgets are value statements, and we must ensure our spending reflects our priorities and supports student success. I have consistently raised concerns that our current staffing model is not sufficient to meet student needs and, in some cases, may worsen long-term fiscal challenges. During budget discussions, the Board reviewed data showing that chronic absenteeism has a greater financial impact on SFUSD than enrollment decline, yet many attendance and student support positions have been reduced. At my own son's school, cuts to attendance and Wellness Center staffing have coincided with rising absenteeism, demonstrating how reductions in student supports can create both academic and financial consequences.

预算本质上反映价值取向，因此我们必须确保支出真正体现优先事项，并支持学生成功。当前的人员配置模式不足以满足学生需求，在某些情况下甚至可能加剧长期财政压力，一直是我的关切。在预算讨论中，教委会审阅的数据表明，学生长期缺勤(chronic absenteeism)对三藩市联合校区(San Francisco Unified School District)财政的影响甚至大于入学人数下降，但与之相关的出勤与学生支持岗位却被削减。在我自己孩子的学校中，出勤支持人员和健康中心岗位的削减，与缺勤率上升同时发生，这也说明削减学生支持服务不仅带来学业影响，也会产生财政后果。

I have also advocated for greater investment in recruiting and retaining credentialed staff, particularly in special education. SFUSD continues to spend substantial resources on outside contractors and non-public placements because we lack sufficient in-house staffing capacity. Investing in school-based staff is better for students, families, and long-term fiscal sustainability.

我也一直倡导加大对招聘与留任持证教师的投入，尤其是在特殊教育领域。三藩市联合校区目前仍然在外包服务和非公立安置(non-public placements)上投入大量资源，原因在于校内专业人员不足。加强校内人员配置，对学生、家庭以及长期财政可持续性而言，都是更优的选择。

At the same time, the district's transition to updated financial systems such as Frontline and Red Rover has strengthened accountability, forecasting, and budgeting practices. These tools create an important opportunity to make more strategic, transparent, and student-centered financial decisions moving forward.

与此同时，校区在财务系统方面向 Frontline 和 Red Rover 等现代化平台的过渡，已经加强了问责性、预算预测能力以及整体财务管理水平。这些工具为我们提供了重要机会，使未来能够做出更具战略性、更透明、并以学生为中心的财政决策。

***10. The Board's 2014 decision to change 8th grade algebra policy did not produce the intended results, and the current Board's recent revisions have drawn mixed reactions from teachers and families. What does this case reveal about how the San Francisco Board of Education should handle decisions around academic policy? If elected, what specific, measurable actions would you take to: 1) expand access to advanced coursework, and 2) improve outcomes for historically underserved students?***

**10.** 校区教委会于2014年作出的八年级代数课程政策调整，并未达到预期效果，而现任校区教委会近期所做的修订，也在教师与家庭之间引发了不同反应。您认为这一案例揭示了三藩市联合校区教委会在制定学术政策时应如何开展决策？如果当选，您将采取哪些具体且可衡量的行动来：**1)** 扩大学生修高阶课程的学习机会；**2)** 改善“历史上未得到充分服务学生群体”(historically underserved students)的学习成果？

Using Goal 3 as our north star, SFUSD has tremendous opportunities to strengthen student outcomes and ensure every student graduates college and career ready. Achieving this requires strategic investment in engaging, rigorous, and accessible course pathways that reflect both student interests and evolving college and workforce expectations. Students are asking for broader academic opportunities,

including expanded AP offerings across multiple subject areas, greater access to world language courses, and more pathways connected to their future goals.

以目标3(Goal 3)作为我们的北极星, 三藩市联合校区在提升学生学习成果、确保每一位学生具备大学与职业准备方面, 拥有巨大的发展空间。实现这一目标, 需要在具有吸引力、学术严谨且可及的课程路径上进行战略性投入, 这些路径既要反映学生兴趣, 也要回应不断变化的大学与劳动力市场需求。学生正在提出更广泛的学术机会需求, 包括在多个学科领域扩大高级进阶课程设置、增加世界语言课程的可及性, 以及提供更多与未来发展目标相衔接的学习路径。

The Board and district have an opportunity to build on existing successes by continuing to expand dual enrollment partnerships with CCSF, allowing students to earn college credit while in high school. We must also continue implementing recommendations from the High School Task Force focused on equitable access to coursework across all school sites, regardless of school size.

教委会和校区有机会在现有成果的基础上继续推进相关工作, 包括进一步扩大与三藩市市立大学(CCSF)的“双重注册(Dual Enrollment)”合作项目, 让学生在高中阶段即可修读大学课程并获得大学学分。我们还必须继续落实高中工作组(High School Task Force)的建议, 确保所有学校, 无论规模大小, 都能为学生提供公平的课程机会与资源。

Innovative approaches, including investments in online and hybrid learning infrastructure and creative staffing models, can help ensure students across the district have access to robust and specialized courses. At the same time, strengthening course sequencing and academic pathways will better position students for college admissions and deeper learning opportunities. By aligning programs, staffing, and resources with student interests and long-term outcomes, SFUSD can create a more engaging, equitable, and future-focused high school experience for all students.

创新性策略同样关键, 包括对在线与混合式学习基础设施的投入, 以及灵活的人员配置模式, 以确保校区所有学生都能接触到丰富且专业化的课程。同时, 加强课程衔接与学术路径设计, 将更好地支持学生进入大学申请与深度学习的准备阶段。通过将课程项目、人员配置与资源分配与学生兴趣及长期发展成果对齐, 三藩市联合校区能够为所有学生创造一个更具参与感、更公平、并面向未来的高中学习体验。

