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Questions for November 2026 SFUSD School Board Candidates
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1 = Strongly Disagree, 2 = Somewhat Disagree, 3 = Somewhat Agree, 4 = Strongly Agree

<i>Excellent and Equitable Public Schools</i>	<i>Level of Agreement</i>
<p>1. I SUPPORT the SF Parents Parent Priorities: 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.</p>	4
<p>2. DISTRICT TRANSPARENCY: 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 public dashboard that shares math and reading assessment data at the school level, updated at least twice a year.</p>	4
<p>3. LITERACY AND MATH: 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.</p>	4
<p>4. EFFECTIVE GOVERNANCE: An effective School Board 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>	4
<p>5. BUDGET HEALTH: I commit to governing in accordance with nationally-established best financial practice. 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>	4

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

I strongly agree with these priorities because I believe equity and excellence have to go hand in hand. SFUSD cannot be satisfied with strong values on paper if student outcomes are not improving in practice.

Families need a district they can understand and trust. That means clear public information about school performance, honest communication about the budget, stronger governance, and a real focus on literacy and math. It also means making sure our most vulnerable students are protected when difficult decisions have to be made. For me, good governance means staying focused on student outcomes, asking clear questions, and holding the system accountable for follow-through without stepping into staff work. But governance also requires urgency. Students do not get a second chance at any grade level. The Board cannot afford to get lost in bureaucracy or process while children are waiting for the system to get organized.

We cannot keep passing this responsibility to the next Board. The work is important, it is overdue, and it impacts children who are in our schools right now.

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***

I'm running because I believe SFUSD should be reliable, consistent, and excellent for every child, not just for families who know how to navigate the system or fill in the gaps themselves. Six years of PTA leadership, work with the SF Parents Leadership Council, and years of attending Board of Education meetings to advocate for my school and others have shown me both how much families need from this district and how often it falls short.

Leading through complexity is not new to me. Whether navigating disagreement and setting vision as a PTA leader, managing large enterprise accounts in my professional work in customer success, or bringing together diverse parent communities through advocacy and organizing, I have consistently had to build consensus, steward resources carefully, and keep the focus on outcomes. These are the skills for governing a public school system with intention.

I care deeply about whether things are actually improving for kids. Are students reading? Doing math? Are English learners reclassifying and accessing the full promise of bilingual education? Are graduates leaving prepared for what comes

next?

I know families need a district they can trust, and I have spent years helping families navigate our complicated systems and listening to their challenges across many schools.

Our district has strong values on paper, but our most vulnerable students are too often not getting what they deserve. And our high-achieving students deserve space to soar too. I want a system that sees every child and makes space for all students to thrive, not just those whose families can advocate loudly or fill in the gaps.

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?

Parent voices matter, and who SF Parents chooses to uplift as a Board candidate sends a signal to families across this district about who will actually represent them.

I have been doing this work for years. As a member of the SF Parents Leadership Council, I participated in working sessions on the Kids Can't Wait campaign, putting hard data in front of families and district leaders about how SFUSD was failing Black and Latino students in math and reading. I specifically raised the challenges facing our multilingual learners, whose access to English literacy is a critical and often overlooked part of whether our district is truly serving all students.

I am not someone who only shows up in familiar spaces. I attend community meetings at schools across the city, I have created groups for parent information sharing across school sites, and I am genuinely willing to seek out new relationships, listen in unfamiliar rooms, and do the research needed to understand perspectives I have not yet heard. I believe that good governance requires that kind of ongoing curiosity and humility.

Representing parent voices is different from being a parent advocate. Board members are accountable to the entire community. My role is to listen, build consensus, and translate people's experiences into decisions that serve every child in San Francisco, regardless of which school they attend or whether their family knows how to navigate the system.

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?

The February strike reflected a breakdown of trust that had been building for a long time. Teachers were not being paid correctly, central office systems were failing, and educators did not feel heard or valued. That is not a foundation anyone can build on.

SFUSD leadership should have been more functional, transparent, and accountable long before the strike. The payroll failures alone were unacceptable. And the way reserves were ultimately used to fund the settlement raised real questions about how clearly the district was communicating its financial position during negotiations. That kind of opacity damages trust with everyone. Families deserved to understand where negotiations stood, and the district failed to keep them informed.

The Board should have been more proactive in holding district leadership accountable throughout the negotiation process long before the strike. This includes asking hard questions about how central office dollars were being spent, what reserves existed, and whether the district's stated financial position during negotiations was accurate. Governance means ensuring stated values translate into real outcomes.

The union could have brought families along earlier. Parents showed up in massive support of teachers, and that community power could have been activated sooner. Engaging families before a strike reaches that point creates a broader coalition and may open pathways to resolution without work stoppages.

Going forward, the Board can promote collaboration by demanding transparency, ensuring educators are genuinely heard in decisions that affect their work, and holding the district accountable for building systems that function. There is a real opportunity to rebuild trust between the district, UESF, and families. That matters because students are at the center of all of this, and they cannot afford for us to get it wrong.

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***

Effective Board governance means being clear about what the Board is asking the Superintendent to accomplish, and then disciplined about how it follows up.

Board members should not be managing staff, directing individual departments, or solving operational problems from the dais. That creates confusion and makes the district less functional. But staying out of staff work does not mean being passive.

Oversight is part of the job.

We can balance this by: the Board sets direction, the Superintendent and staff bring forward strategy and implementation, and the Board asks clear questions about whether the plan is realistic, resourced, aligned to student outcomes, and actually being followed through on.

If the Board adopts goals around literacy, math, English learner progress, or graduation readiness, it should not just pass those goals and move on. The Board should expect regular updates with data, timelines, budget alignment, and honest information about what is working and what is not. If something is off track, the Board's role is to ask: What is the barrier? What is the plan? What support or policy change is needed?

On follow-through, the Board needs stronger accountability habits. When a decision is made, there should be clarity on what was decided, who is responsible, what the timeline is, and what data will come back to the Board. That is not micromanagement. That is governance.

The Superintendent should have room to lead, but inside clear expectations. A healthy Board-Superintendent relationship is collaborative, honest, and focused on student outcomes.

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?

I would start by listening carefully and taking the concern seriously. Public pushback is not something to dismiss, especially from families and educators who are closest to how decisions actually land in schools.

My hope is that the Board has done its research in advance, understood the tradeoffs, engaged with the diverse communities we represent, and then made decisions with fidelity to student outcomes. Some choices will be hard and people will be divided. That is part of governing.

If families strongly opposed a decision I supported, I would want to understand what they are experiencing, whether the district communicated clearly and early enough, and whether the impact is falling unevenly across communities, particularly for families with less time, language access, or power to navigate the system.

If teachers pushed back, I would take that especially seriously. Educators see operational gaps before anyone else does. I would want to understand whether the

decision is realistic in practice and whether schools have the staffing, time, training, and resources needed to carry it out.

In both cases, I would be honest about why I supported the decision and what I was hearing in response. Then I would look for the next right action: better communication, clearer implementation, adjusted timelines, additional resources, or, if the decision was causing real harm, a willingness to revisit it.

Good governance means being clear about values, accountable for impact, and humble enough to keep learning after the vote. It does not mean changing direction at every criticism, but it also does not mean digging in when people raise real concerns.

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?

The right question is not "do we need to close schools?" It is: what does a portfolio of schools look like that will serve San Francisco's children today and into the future?

I spend my own time downloading publicly available enrollment data, analyzing the information, and touring schools across the city every year to understand what programs exist and how schools are telling their stories. What I see is a district that needs to honestly examine whether it is offering what families want and whether it is retaining families or losing them to private schools and other options.

SFUSD needs to be honest about whether every school is being set up to offer the full experience students deserve. Avoiding hard conversations does not protect communities. It can leave families and educators in schools that are under-resourced or asked to do too much with too little.

Any process around closures, mergers, or redesigns has to be done differently than before. Community input cannot be a checkbox. Families need clear information early, real options, and transparency about the data being used. I have heard references to conversations about voluntary mergers, but communities have not been given clear public information. That kind of opacity erodes trust.

Equity has to be central. I would evaluate any proposal by asking: Does this improve student outcomes? Have impacted communities been meaningfully engaged? And is there a real implementation plan families can trust?

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

The biggest challenge with SFUSD's student assignment system is that it is too complicated for many families to understand. Some families do not enter the process at all because of the fear, confusion, and rumors surrounding it. When even people who follow the district closely, or work inside of it, struggle to explain how it works because there is always another caveat, tiebreaker, or exception, that is a problem by itself.

Families want a system that feels predictable, transparent, and fair. The Board recognized that in December 2020 when it adopted a zone-based elementary assignment policy with goals of diverse enrollment, more predictable assignment, and reasonable geographic access. Those are the right goals.

But SFUSD needs to be honest about what a new assignment system can and cannot fix. I would want to understand whether a full redesign gets us closer to those goals, or whether targeted improvements to boundaries, tiebreakers, and attendance-area guarantees could address many of the same concerns with less disruption.

The deeper issue is that families do not experience every school as equally strong or desirable. That is not simply an assignment problem. It reflects years of uneven investment and uneven trust. Any zone-based redesign also has to account for the risk that families with more resources will buy or rent into preferred zones, creating new equity concerns.

The opportunity here is not just a cleaner lottery. It is to build a system families can understand and trust, where every child has access to a strong school, and where communities should be the place where we want to invest in our kids and their experience, not as problems to avoid or ignore.

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?

SFUSD's budget crisis did not come from one bad decision. It comes from years of spending more than the district brings in, rising staffing and benefit costs, declining enrollment, and the use of one-time funds for ongoing expenses. But the enrollment story is more complicated. California funds schools based on average daily attendance, so chronic absenteeism is a direct budget hit. Families who start in SFUSD elementary schools but do not stay through middle and high school also represent both a trust problem and a funding problem.

This is also about systems and transparency. When the district lacks strong position control, clear financial systems, and reliable public information, it becomes much

harder for the Board, educators, and families to understand the real tradeoffs.

The Board's role is not to manage every line item. But it is responsible for setting priorities, approving a balanced budget, and holding the Superintendent accountable for a realistic plan. That means asking hard questions early, ensuring ongoing expenses are not paid for with one-time money, and keeping the budget aligned to actual goals.

The priority should be protecting what matters most: strong instruction, safe and stable schools, special education, multilingual learner support, and the educators and staff students rely on every day.

Families and educators should understand what problem is being solved, what choices are on the table, and how decisions will affect schools differently. Good governance means making hard choices with transparency, equity, and follow-through.

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?

The 8th grade algebra debate shows that academic policy cannot be made by looking at only one part of the problem. The 2014 decision was made with an equity goal, but it did not fully account for access to advanced coursework, college and career readiness, or students who were ready for Algebra I earlier. At the same time, too many students are moving through our system without being prepared for the math directly in front of them.

The Board has to hold both things at once: expand access for students ready for more rigor, and take responsibility for improving outcomes for students who have been underserved. SFUSD's own goals include increasing 8th grade math proficiency and growing the number of underrepresented students in higher-level math. That should be the measure of whether policy is working.

If elected, I would push for public reporting on 8th grade math proficiency, Algebra I enrollment and pass rates, 9th grade repeat rates, access by school and student group, and completion of higher-level high school math. Students take STAR assessments three times a year, and I would want to know how that data is being used to drive decisions at school sites.

SFUSD also adopted a new math curriculum this year. The Board should ask whether teachers are prepared and supported to teach it well. Strong 8th grade math outcomes start in elementary school, with strong instruction, targeted intervention, and clear pathways so historically underserved students are prepared to succeed, not just included on paper.