



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

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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><i>Excellent and Equitable Public Schools</i> 卓越和公平的公立学校</p>	<p><i>Level of Agreement</i> 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. 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. 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. 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>

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

**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 began my career in the classroom teaching 7th grade science, eventually working toward supporting STEM instruction and policy nationwide. What has kept me grounded is my experience in the classroom.

我最初的职业生涯始于课堂，教授七年级科学课程，后来逐步转向支持全美范围内的科学、技术、工程与数学(STEM)教学与政策制定工作。而始终让我脚踏实地、保持初心的是我在课堂中的亲身经历。

I joined SFUSD as staff in 2024, charged with supporting the district and addressing some of our biggest structural challenges. I worked closely with community-based organizations, parent advisory councils and committees, and students. When I joined the Board, I continued that direct engagement: meeting with TK families to problem-solve together, connecting with the Student Advisory Committee, and launching Shadow a Student Day, where Board members spend a full day in classrooms observing instruction.

我于2024年加入三藩市联合校区(SFUSD)担任工作人员，负责支持校区并应对一些最重大的结构性挑战。我与社区组织、家长咨询委员会及学生保持紧密合作。加入校区教委会后，我继续保持这种直接交流：与学前班(TK)家庭一起攻克难题、与学生咨询委员会(the Student Advisory Committee)保持沟通，并发起了“跟随学生体验日”(Shadow a Student Day)活动，让教委会委员在课堂中度过完整一天，实地观察教学情况。

I'm the only current Board member who has worked inside SFUSD's central office, and the only credentialed teacher. I've led STEM education and policy at the local, state, and national levels—working with teachers and superintendents across 20+ states and 300+ schools. As Board President, I established SFUSD's first-ever short-term Superintendent evaluation metrics, guided our fiscal recovery from "negative" to "qualified" certification, and created our Ad Hoc Committees on Progress Monitoring and Public Engagement.

我是现任教委会中唯一曾在三藩市联合校区中心办公室工作的委员，也是唯一拥有正式教师资格证的委员。我曾与20多个州、300多所学校的教师和校区学监合作，在地方、州以及全国层面领导STEM教学与政策制定工作。担任教委会主席期间，我建立了三藩市联合校区历史上首个短期学监(Superintendent)评估指标体系，推动校区财政状况从“负面认证”(negative)“恢复为“合格认证”(qualified)，并成立了“进展监督特别委员会(Ad Hoc Committee on Progress Monitoring)”和“公众参与特别委员会(Ad Hoc Committee on Public Engagement)”。

Academic excellence and equity are inseparable. You cannot deliver genuine excellence if some students are systematically excluded from high-quality instruction. I've seen the real impact of initiatives like the African American Achievement and Leadership Initiative and Matua Advisory, where outcomes for Black and Native Hawaiian/Pacific Islander students are far outpacing district

averages. That's what equity-driven excellence looks like in practice.

学术卓越与教育公平密不可分。如果一些学生被系统性地排除在高质量教学之外，就不可能实现真正的卓越。我亲眼见证了诸如“非裔美国学生成就与领导力计划(African American Achievement and Leadership Initiative)”和“家长咨询理事会(Matua Advisory Council)”等项目带来的真实成效：黑人学生以及夏威夷原住民／太平洋岛裔学生的表现，已经显著超过校区平均水平。这正是以公平驱动卓越的真实体现。

### ***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(SF Parents)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？**

SF Parents has been one of the most consistent and credible voices for students and families in this district. You ask hard questions, hold the Board accountable, and bring forward the lived experiences of parents in ways that push the work forward. That's exactly the kind of partner a School Board needs, and the kind of partner I've tried to be responsive to throughout my time as Board President. Earning SF Parents' endorsement matters to me because it signals to families across the city that I am oriented toward their priorities, not just institutional ones.

三藩市家长联盟(SF Parents)一直以来都是本校区最持续、最具公信力的学生与家庭倡导声音之一。你们敢于提出尖锐问题，监督教委会履行职责，并将家长们的真实经历带入公共讨论，推动校区不断前进。这正是一个校区教委会所需要的合作伙伴，也是我在担任教委会主席期间始终努力积极回应和合作的对象。对我而言，获得三藩市家长联盟的背书意义重大，因为这向全市家庭传递了一个信号：我关注的是家庭与学生的优先需求，而不仅仅是制度本身的利益。

On uplifting parent voices: I believe that meaningful parent engagement has to be built into governance structures, not bolted on when convenient. This is why I established the Ad Hoc Committee on Public Engagement, which is charged with setting baseline expectations for how the Board, both individually and collectively, routinely solicits input from our communities. I also engage deeply with our parent advisory groups and make it a priority to uplift their recommendations to the Superintendent. I'm proud to be endorsed by SF Parents for the June election, and I'm excited to continue engaging with parents and guardians as we tackle some of the district's biggest initiatives together.

关于提升家长声音的问题:我认为,有意义的家长参与必须被纳入治理结构之中,而不是在方便时才临时附加的环节。这也是为什么我成立了公众参与特别委员会,该委员会负责制定基本标准,确保教委会无论作为整体还是个别成员,都能持续、系统地向社区征求意见。我也始终与各类家长咨询团体保持深入沟通,并把推动他们向学监提出的建议作为工作的重点之一。我很荣幸在今年六月的选举中,能获得三藩市家长联盟的背书,也期待在未来继续与家长和监护人携手合作,共同推进校区一些最重要的改革与项目。

***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?**

The strike was a difficult and disruptive moment for students, families, and educators, and a reflection of the very real tensions that arise when a district is trying to do right by its workforce while operating under significant fiscal constraints. Educators deserve fair compensation and safe working conditions, and I am proud that the agreement preserved and strengthened critical supports, including staff training on Sanctuary District policies.

这次罢工对于学生、家庭以及教育工作者,都是一段艰难且充满干扰的时期,也反映出当校区在有着巨大财政压力且想努力兼顾教职员工权益时,不可避免产生的现实矛盾。教育工作者理应获得公平的薪酬和安全的工作环境。我为最终双方达成的协议感到自豪,因为它保留并强化了关键支持措施,包括针对“庇护校区(Sanctuary District)”政策的员工培训。

I also take seriously our obligation to ensure the District can honor its commitments over the life of this agreement. That means continuing the disciplined budget practices we have established: accurate multi-year forecasting, strategic alignment of restricted and unrestricted funds, and avoiding the structural imbalances that created this crisis in the first place. The Board must hold the Superintendent accountable to a financial plan that demonstrates how we will meet our contractual obligations while protecting classroom instruction.

与此同时，我也非常重视校区在该协议的期限内，长期履行承诺的责任。这意味着我们必须继续坚持已经建立起来的财政纪律：准确的多年期财政预算、合理统筹限制性与非限制性资金，以及避免再次出现导致此次危机的结构性财政失衡。教委会必须要求学监对一项清晰的财政计划负责，该财政计划应说明校区如何在履行合同义务的同时，保障课堂教学不受影响。

Going forward, I believe the path to fiscal stability and labor stability are interconnected. When educators feel valued, supported, and fairly compensated, they stay in our schools—and that continuity is essential to student outcomes. This is a shared responsibility that requires collaboration and communication across SFUSD leadership, the Board, and union. I will continue working to build a relationship with our labor partners grounded in transparency and shared commitment to students.

展望未来，我认为财政稳定与劳资关系稳定是相互关联的。当教育工作者感受到被重视、被支持，并获得公平待遇时，他们才会愿意长期留在学校，而这种稳定性对于学生学业成果至关重要。这是一项共同责任，需要三藩市联合校区管理层、教委会以及工会之间持续合作与沟通。我将继续努力，与劳工伙伴建立一种以透明度和对学生共同承诺为基础的合作关系。

**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體工作

The Board has one employee: the Superintendent. The Board's job is to reflect the vision and values of the community articulated through our Goals and Guardrails. The Superintendent's job is to deliver on the day-to-day operations of the district in service of that vision. As a former central office employee who worked in the Office of the Superintendent, I deeply respect that division of responsibilities and believe that our good governance efforts help to create bright lines of ownership.

教委会实际上只有学监一名直属员工。教委会的职责是反映社区通过“目标与护栏(Goals and Guardrails)”所表达的愿景与价值观；而学监的职责，则是在这一愿景指导下负责校区的日常运营。作为一名前校区中心办公室的员工，我曾在学监办公室工作，非常尊重这种职责划分，并认为推动良好治理实践，有助于建立清晰明确的责任边界。

Working with the Superintendent while maintaining oversight means setting clear expectations and a high bar for evidence that demonstrates progress. That's why I established SFUSD's first-ever short-term Superintendent evaluation metrics—specific, measurable benchmarks for instructional, operational, and financial progress. I meet regularly with Superintendent Su to stay aligned, but I'm equally clear that our Board Workshops are opportunities for the Superintendent to demonstrate that her strategies will lead us to our student outcome goals. We aim to spend at least half of every workshop dedicated to reviewing data and holding the administration accountable to our goals.

在保持监督职责的同时与学监合作，意味着要设定清晰的期望目标，并要求以充分证据来证明工作进展。这也是为什么我建立了三藩市联合校区历史上首个短期学监评估指标体系——通过具体、可衡量的标准来评估教学、运营以及财政方面的进展。我会定期与苏学监(Superintendent Su)会面，以保持工作方向一致，但与此同时，我也非常明确地认为，“教委会工作坊(Board Workshops)”应当成为学监展示其策略及如何推动学生学业成果目标实现的重要场合。我们的目标是，在每次工作坊中至少拿出一半时间用于审查数据，并督促校区行政团队对既定目标负责。

Ensuring follow-through without micromanaging requires the right structures. I established our Ad Hoc Committee on Progress Monitoring to improve not just our progress monitoring meetings, but also the relationship between staff and the Board so that we can engage in meaningful dialogue I'm excited to bring these recommendations to the Board this month, and to continue improving the ways in which we hold ourselves and the Superintendent accountable to our student outcome goals.

要确保政策落实，同时避免事无巨细的“微观管理(micromanaging)”，关键在于建立正确的制度结构。因此，我成立了“进展监督特别委员会”，不仅希望改进进展监督会议本身，也希望改善教委会与校区工作人员之间的合作关系，使双方能够开展真正有意义的对话。这个月，我很期待将相关建议提交教委会讨论，并继续完善我们对自身以及学监问责的机制，确保目标始终聚焦于学生学业成果上。

**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？

I pick up the phone and call people. When families are upset, I want to hear from them directly, not through intermediaries. When teachers raise concerns, I take those concerns seriously and engage them face-to-face.

我会亲自打电话与大家沟通。当家庭感到不满时，我希望直接听到他们的声音，而不是通过中间人转达。当教师提出担忧时，我会认真对待，并与他们面对面交流。

With families: I start by listening and working with groups like SF Parents to make sure I genuinely understand what's driving the concern. Sometimes criticism reveals information we didn't have, or a communication failure that needs to be corrected. Other times, it reflects genuine disagreement about values. In those cases, I owe families a clear and honest explanation of why the Board made the decision it did, grounded in our Goals and Guardrails and the data we relied on. I will always be transparent about our reasoning, even when the decision remains unpopular.

对于家庭而言：我会先倾听，并与像三藩市家长联盟这样的团体合作，确保自己真正理解问题背后的原因。有时，批评会揭示我们之前不了解的信息，或者暴露出需要纠正的沟通失误；而有时，则反映出在价值观上的真实分歧。在这种情况下，我有责任向家庭清楚、坦诚地解释教委会为何做出这样的决定，并说明这一决定是如何基于我们“目标与护栏(Goals and Guardrails)”的价值观以及相关数据而形成的。即使某项决定仍然不受欢迎，我也始终会对我们的决策理由保持透明。

With teachers: Teachers are experts in what's actually happening in classrooms, and their feedback is often the most operationally precise signal we have about whether a policy is working. I engage UESF leadership directly and also make myself accessible to educators in school communities. If the evidence suggested we got something wrong, I say so and work to correct it. Since I joined the Board, I have set regularly scheduled meetings with teachers and administrators to continue to hear their concerns and priorities.

对于教师而言：教师最了解课堂中真实发生的情况，他们的反馈往往是判断一项政策是否有效最精准、最具体的实操信号。我会直接与三藩市教师联盟(UESF)领导层沟通，同时也让学校社区中的教育工作者能够方便地联系到我。如果证据表明我们的做法有误，我会坦诚承认，并努力加以纠正。自从加入教委会以来，我已经建立了与教师和学校管理人员定期会面的机制，以持续了解他们的关切与优先事项。

***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？

The conditions driving this conversation have not changed. SFUSD, like most school districts across California, continues to face declining enrollment and rising costs. That combination puts direct pressure on our ability to allocate resources effectively. Continuing to maintain a school portfolio sized for a much larger district isn't instructionally or fiscally sustainable.

推动这场讨论的现实条件并没有改变。与加州大多数校区一样，三藩市联合校区仍然面临学生人数下降以及成本不断上升的问题。这种双重压力，直接影响了我们有效配置资源的能力。继续维持一个为规模更大的校区而设立的学校体系，无论在教学层面还是财政层面，都不可持续。

I believe the district must responsibly put all options on the table, including school mergers. Avoiding this conversation doesn't make the underlying conditions go away. It just defers harder decisions to a later point when we have even fewer resources and less flexibility.

我认为，校区必须负责任地将所有选项摆上桌面，包括学校合并(school mergers)。回避这场讨论，并不会让根本问题消失，只会把更艰难的决定推迟到未来——而到那时，我们可能拥有更少的资源和更有限的调整空间。

That said, how we do this matters enormously. Our schools are cornerstones of their communities. Any reorganization strategy must be driven by three things: genuine community engagement that begins early and continues through the process; an equity analysis that examines how proposed changes affect students in historically

underserved communities; and clear alignment between our portfolio decisions and our instructional strategy.

但与此同时，如何推进这项工作至关重要。学校是社区的重要核心。任何学校重组方案，都必须建立在以下三项原则之上：第一、真正的社区参与——而且这种参与必须从早期就开始，并贯穿整个过程；第二、公平性分析——认真评估改革方案将如何影响长期以来资源不足的社区学生；第三、确保学校布局决策与我们的教学战略目标保持清晰一致。

### ***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？**

Families deserve clarity from their public school system, not an opaque process that parents form Facebook groups just to decode. That's the core problem with the current lottery: it's unnecessarily complex to navigate, and that complexity falls hardest on families without the time, language access, or social networks to work through it. That is a structural inequity we have to own.

家庭理应从公立学校体系中获得清晰透明的信息，而不是面对一个复杂到家长不得不组建脸书(Facebook) 群组来“破解规则”的流程。这正是当前抽签分配制度(lottery system)的核心问题：它在操作上过于复杂，而这种复杂性对那些缺乏时间、语言支持或社会资源网络的家庭影响尤为严重。这是一种我们必须正视的结构不公平。

San Francisco has one of the highest private school enrollment rates in the country, and this directly impacts our funding. We need to make choosing SFUSD easier, not harder. As Board President, I led the Board in naming zone-based enrollment as a Superintendent priority. Getting this right requires serious community engagement and careful planning. Families across the city have made clear they want change, and they deserve a plan that delivers.

三藩市是全美私立学校入学率最高的城市之一，而这直接影响着校区的财政资金。我们需要让家庭更容易选择三藩市联合校区(SFUSD)，而不是让过程更加困难。作为教委会主席，我带领教委会将“基于分区(zone-based enrollment)的招生制度”列为学监的重要优先事项。要真正做好这项改革，需要深入的社区参与以及周密的规划。全市家庭已经明确表达出他们希望看到改变，而他们也理应得到一个真正能够兑现承诺的改革方案。

The transition points are where the current system is most painful: Pre-K/TK to 1st grade, 5th to 6th, 8th to high school. These are critical junctures where families need timely, accessible information. We can and should do meaningfully better at each of them. A reformed assignment system isn't just a parent-satisfaction issue; it's directly tied to our fiscal health and to making SFUSD the district of choice for San Francisco families.

目前制度最令人痛苦的是几个关键过渡阶段：学前班／TK 升一年级、五年级升六年级，以及八年级升高中。这些都是家庭最需要获得及时且易于理解的信息的重要时间节点。我们完全可以、也应该在这些环节上做得更好。一个改革后的学生派位制度，不仅关系到家长满意度，更直接关系到校区的财政健康，以及三藩市联合校区能否成为三藩市家庭首选的校区。

***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？

Declining enrollment and chronic absenteeism are the most significant drivers of our loss in revenues. Simultaneously, fixed costs in areas like special education, debt service, and facilities continue to rise regardless of enrollment. For years, the district also relied on one-time federal COVID relief funds to cover ongoing operating expenses, which created a structural deficit that became fully visible when those funds ran out.

学生入学人数下降以及长期缺课 (chronic absenteeism) 是导致校区收入减少的最主要原因。与此同时，特殊教育、债务偿还以及校舍设施等领域的固定成本，却无关学生人数多少，都在持续上涨。多年来，校区还依赖一次性的联邦新冠疫情 (COVID) 纾困资金来支付持续性的运营开支，而当这些资金耗尽后，原本被掩盖的结构性财政赤字便彻底显现出来。

Compounding this were budget forecasting practices that were not rigorous enough. We were not accurately projecting multi-year revenues and expenditures, which meant we were regularly surprised by deficits rather than planning ahead to address them. Within our governance role, the Board's response has to be disciplined and forward-looking. We cannot direct day-to-day budget

management—that's the Superintendent's job. But we can and must set clear financial guardrails, hold the Superintendent accountable to a credible multi-year fiscal plan, and ensure that one-time funds are used for one-time purposes.

除此之外，过去的财务预算机制也缺乏足够严谨性。我们未能准确预测多年期的收入与支出，因此经常是在赤字出现后才被动应对，而不是提前规划、主动解决。作为承担治理职责的教委会，我们的回应必须保持纪律性与前瞻性。我们不能介入日常预算管理——那是学监的职责；但我们必须设立明确的财政护栏 (financial guardrails)，要求学监对一份可信的多年财政计划负责，并确保一次性资金只能用于一次性用途。

Additionally, through our effective governance efforts, we must ensure the district has a clear vision, clearly defines the strategies used to realize that vision, and resource those strategies appropriately and adequately. This ensures that our resources are most focused on the strategies we believe will help us reach our student outcome goals.

此外，通过推进有效治理，我们还必须确保校区拥有清晰的发展愿景，明确实现该愿景所采用的策略，并为这些策略提供适当且充足的资源支持。这将确保我们的资源真正集中投入到那些最有可能帮助学生实现成果目标的策略之中。

I'm proud that we moved from a "negative" to "qualified" fiscal certification, and that our December 2025 interim report was unanimously approved by the Board. That progress reflects difficult decisions made over the past year. The short-term Superintendent evaluation metrics I established hold her accountable to sustaining that trajectory. Long-term stability requires continued discipline in forecasting, spending within our means, and ensuring we align resources with where students actually are.

我很自豪，在过去一年里，我们成功将校区的财政认证状态从“negative (负面认证)”提升为“qualified (合格认证)”，并且2025年12月的中期财务报告获得教委会一致通过。这一进展，反映了过去一年中所做出的艰难决定。我所建立的短期学监评估指标，也正是为了确保学监能够持续保持这一发展轨迹。长期稳定需要持续保持财政纪律，包括准确预测、量入为出，以及确保资源配置真正与学生实际所在和实际需求相匹配。

***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?

Under my leadership as Board President, I am proud that algebra has returned to 8th grade. We now need to turn our attention to the implementation of this work, including ensuring families and students are well informed on their choices, and that educators are getting the resources and training they need.

在我担任教委会主席期间,我很自豪地推动了八年级代数课程(Algebra in 8th Grade)的恢复。现在,我们需要把重点转向这项工作的具体落实,包括确保家庭和学生充分了解他们的课程选择,以及确保教师获得所需的资源和培训支持。

Expanding access to advanced coursework requires us to ensure we not only provide the course offerings across our schools (access), but that we equip our students (scaffolding and differentiation) and teachers (coaching) with the resources to succeed. My background in education is mostly in Curriculum & Instruction. I think deeply about how we can support teachers with internalization, feedback, and data-driven instruction through the implementation of high quality curricular materials. I'm excited to build on this experience to improve our progress monitoring and policies to bring rigorous coursework across all of SFUSD.

扩大高阶课程(advanced coursework)可选的机会,不仅意味着在各学校提供相关课程,还意味着我们必须帮助学生具备成功所需的支持体系(包括分层教学和差异化教学),同时也为教师提供必要的指导与培训。我的教育背景主要集中在课程与教学(Curriculum & Instruction)领域。我始终深入思考,如何通过高质量课程材料的实施,帮助教师更好地理解课程内容、获得反馈,并运用数据驱动教学。我也期待将这些经验进一步运用于完善校区的进展监督机制和相关政策,让三藩市联合校区所有学校都能提供具有挑战性和严谨性的课程。

To improve outcomes for historically underserved students, I will continue

championing initiatives like the African American Achievement and Leadership Initiative and Matua Advisory, which have demonstrated measurable above-average growth for Black and Native Hawaiian/Pacific Islander students. I will push for full implementation of our multi-tiered system of support so that every student who needs intervention gets it before they fall significantly behind. And I will ensure that the Board's progress monitoring includes disaggregated outcome data because districtwide averages can mask disparities that require urgent attention.

为了改善“长期以来资源不足学生群体”(historically underserved students)的学业成果, 我将继续支持诸如“非裔美国学生成就与领导力计划(African American Achievement and Leadership Initiative)”以及“家长咨询理事会(Matua Advisory Council)”等项目。这些项目已经展现出显著成果, 使黑人学生以及夏威夷原住民/太平洋岛裔学生的成长幅度明显高于校区平均水平。我还将推动“多层次支持系统(multi-tiered system of support, MTSS)”的全面实施, 确保每一位需要帮助的学生, 都能在严重落后之前及时获得干预与支持。同时, 我也将确保教委会在监督学生成果进展时, 使用按不同学生群体细分的数据(disaggregated outcome data), 因为单纯的全校区平均数据, 往往会掩盖那些需要被紧急关注的平等现象。