



三藩市家长在行动 (SF Parents Action)

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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

Virginia Cheung

张丽娜

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><i>Excellent and Equitable Public Schools</i></b></p> <p>卓越和公平的公立学校</p>	<p><b><i>Level of Agreement</i></b></p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>4</p>

<p>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><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>4.有效治理: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>5.财务健康: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。**

My perspective is shaped by both lived experience and over two decades working across early education, family services, public health, language immersion education, and community partnerships. As the daughter of refugees who arrived in the United States without stable housing, I saw firsthand how difficult it was for my non-English-speaking parents to navigate systems that were not built for families like ours. My older brother dropped out of high school after not receiving the interventions and support he needed. I was fortunate to have educators who saw my potential, connected me to literacy support and Gifted & Talented Education, and changed the trajectory of my life.

我的观点既来自个人经历,也来自我在早期教育、家庭服务、公共卫生、语言沉浸式教育以及社区合作领域超过二十年的工作经验。作为一名在美国落地时没有稳定住房的难民子女

，我亲眼看到不讲英语的父母在面对一个并非为像我们这样的家庭设计的系统时，所遇到的巨大困难。我哥哥在高中阶段因未获得必要的干预与支持而中途辍学。而我很幸运遇到了能够看到我潜力的教育者，他们为我提供了英文读写辅导方面的资源，也让我进入了资优教育(Gifted & Talented Education)项目，从而改变了我的人生轨迹。

That experience drives my belief that academic excellence and equity must go hand in hand. Every child deserves access to strong literacy and math instruction, differentiated learning, advanced coursework, culturally affirming curriculum, language immersion opportunities, and stable, fully staffed schools.

这段经历让我坚信：学术卓越与教育公平必须并行不悖。每一个孩子都应当能够获得高质量的英文读写与数学教学、差异化学习支持、高阶课程、具有文化认同感的课程内容、语言沉浸式学习机会，以及人员配备稳定且充足的学校环境。

At Wu Yee Children's Services, I helped grow the organization from \$20M to \$80M to expand services for working families across San Francisco. That work reinforced for me that the first five years of life are foundational for brain development, language acquisition, and long-term success. We need stronger alignment between early education, kindergarten readiness, and SFUSD to improve outcomes for all children.

在吴怡儿童服务机构(Wu Yee)工作期间，我帮助单位将收入从2000万美元增长到8000万美元，服务扩展至三藩市各地的工薪家庭。这段经历让我更加坚定地认识到：人生的最初五年对大脑发展、语言学习以及长期学习成效具有奠基性作用。我们需要加强早期教育、学前班入学准备体系与三藩市联合校区之间的衔接，从而提升所有孩子的学习成果。

**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 because I believe every child deserves access to an excellent public education, and a child's future should never depend on luck.

我参选是因为我相信每一个孩子都应当有机会接受卓越的公立教育，而孩子的未来绝不当取决于运气。

As a public school parent at Alice Fong Yu Alternative School and the daughter of refugees, I understand both the opportunities and barriers families experience navigating SFUSD. Like many families, I balance school schedules, childcare, transportation, work, and enrichment while trying to create stability for my child. I also understand how isolating systems can feel for immigrant, multilingual, low-income, Asian and Pacific Islander, Black/African American, and Latino/Spanish-speaking families when they lack access, representation, or support.

作为三藩市尤方玉屏公立学校 ( Alice Fong Yu Alternative School) 的家长，作为一名难民的女儿，我深刻理解家庭在应对三藩市联合校区系统时所面临的机遇与障碍。和许多家庭一样，我需要不断平衡学校安排、儿童照护、交通、工作以及课外学习，努力为孩子创造稳定的成长环境。我也理解，当移民家庭、多语言家庭、低收入家庭，以及亚裔与太平洋岛裔、非裔美国人、拉丁裔/西班牙语家庭在缺乏资源、代表性或支持时，会感受到系统的疏离与孤立。

Professionally, I bring over 20 years of experience across early education, family services, nonprofit leadership, and community partnerships. At Wu Yee Children's Services, San Francisco's largest Head Start provider, I helped expand services from \$20M to \$80M, connecting more working families to early education, healthcare, family support, and kindergarten readiness programs. Much of our work focused on immigrant, Asian and Pacific Islander, Black/African American, and Latino families navigating systemic inequities.

在职业层面，我拥有超过二十年的工作经验，涵盖早期教育、家庭服务、非营利组织领导以及社区合作。在三藩市最大的启蒙 ( Head Start ) 服务机构——吴怡儿童服务中心——工作期间，我参与推动服务规模从2000万美元扩大到8000万美元，让更多工薪家庭能够获得早期教育、医疗服务、家庭支持以及幼儿园入学准备项目。我们的许多工作重点，是服务正在应对系统性不平等的移民家庭，以及亚裔与太平洋岛裔、非裔美国人和拉丁裔家庭。

I believe academic excellence and equity are inseparable. Every child deserves rigorous literacy and math instruction, access to advanced coursework, culturally affirming curriculum, language immersion opportunities, and individualized support. As a former GATE student who benefited from differentiated instruction and early

algebra access, I know students thrive when educators recognize and nurture their potential.

我相信学术卓越与教育公平是不可分割的。每一个孩子都应当获得扎实的读写与数学教学、有学习高阶课程的机会、获得具有文化认同感的课程内容和语言沉浸式的学习机会，以及个性化支持。作为曾经受益于差异化教学与早期代数学习机会的资优教育(GATE)学生，我深知当教育者能够识别并培养学生潜力时，学生能够取得怎样的成长。

### ***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？**

Rebuilding trust in SFUSD requires strong partnership with parents, transparency, and meaningful engagement, not just communication after decisions have already been made.

重建三藩市联合校区的信任，需要与家长建立强有力的伙伴关系、提高透明度，并开展真正有意义的参与，而不仅仅是在决策已经完成之后才进行沟通。

As a single parent, I understand the realities families navigate every day: transportation, afterschool care, commutes, language barriers, and uncertainty around enrollment. Systems often assume families have unlimited time and flexibility, but many are balancing multiple jobs, caregiving responsibilities, and complex schedules.

作为一名单亲家长，我理解家庭每天所面对的现实——交通安排、课后托管、通勤距离、语言障碍，以及招生入学的不确定性等等。许多制度往往默认家庭拥有充足的时间与灵活性，但事实上，很多家庭同时要应对多份工作、照护责任以及高度复杂的时间安排。

At Wu Yee, I worked closely with immigrant and multilingual families across San Francisco, many of whom were navigating public systems for the first time. We learned that family engagement must be proactive, multilingual, culturally responsive, and rooted in trust. That same approach should shape SFUSD.

在吴仪工作期间，我与三藩市的移民及多语言家庭密切合作，其中许多家庭是首次接触公共服务体系。我们认识到，家庭参与必须是主动的、多语言的、具有文化回应性的，并建立在信任基础之上。这一理念同样应当适用于三藩市联合校区的工作方式。

As a Board member, I would prioritize earlier and clearer communication, stronger language access, improved enrollment counseling, and meaningful opportunities for families to shape policy decisions. I also believe parents should have transparent access to school performance and student outcome data so they can advocate effectively for their children.

作为教委会委员，我会优先推动更早、更清晰的沟通，加强语言服务可及性，改进入学咨询机制，并为家庭提供真正参与政策制定的机会。我也认为，家长应当能够透明获取学校表现与学生学习成果的数据，从而更有效地为孩子发声。

Families are children's first teachers and strongest advocates. SFUSD will only improve when families feel heard, respected, and included as real partners.

家庭是孩子的第一任教师，也是最有力的倡导者。只有当家庭真正感到被倾听、被尊重、并作为真正的合作伙伴参与其中时，三藩市联合校区才能真正取得进步。

***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 February strike reflected a deeper breakdown in trust between the district and educators after years of instability, staffing shortages, payroll failures, and delayed decision-making.

今年二月的教师罢工反映出，在多年的不稳定、人员短缺、工资系统错误以及决策延迟之后，校区与教育工作者之间的信任出现了更深层次的破裂。

As a strike liaison, I saw firsthand the unity educators built across communities and how deeply they care about students. I also heard parents describe how much time and energy they spend simply trying to secure the supports their children need. The strike was ultimately about dignity for educators, students, and working families.

作为一名罢工联络人 (strike liaison)，我亲眼看到教育工作者跨越不同社区所展现出的团结，也看到他们对学生的深切关心。同时，我也听到家长讲述，他们为了获得孩子所需的支持，需要投入多少时间与精力。最终，这场罢工关乎的是教育者、学生以及工薪家庭的尊严。

SFUSD leadership should have engaged earlier and more transparently around staffing, finances, and implementation challenges. The Board should have exercised stronger oversight and clearer accountability around operational issues impacting classrooms. The union raised legitimate concerns about compensation, healthcare, staffing, and workloads that directly affect student outcomes.

三藩市联合校区的领导层本应更早、更透明地就人员配置、财政状况以及执行挑战展开沟通。教委会也应在影响课堂运作的行政问题上，发挥更强的监督作用，并建立更清晰的问责机制。教师工会提出了关于薪酬、医疗保险、人员配置与工作负荷的合理关切，这些问题都直接影响学生的学业成果。

Going forward, the Board must promote a more collaborative relationship through transparency, earlier communication, regular labor-management planning, and shared accountability around student outcomes and staffing stability.

展望未来，教委会必须通过更透明的机制、更早的沟通、定期的劳资协作规划，以及围绕学生学业成果与人员稳定性的共同问责，来推动更加协作的关系。

The district cannot rebuild trust or improve outcomes without a stable workforce. Educators deserve fair wages, manageable workloads, reliable systems, and respect for their expertise. In a world-class city, fully funding and supporting public education should be a shared priority.

如果没有稳定的教职员工队伍，校区就无法重建信任或改善学生结果。教育工作者理应获得公平的薪酬、可承受的工作负荷、可靠的系统支持以及对其专业能力的尊重。在这样一座世界级城市里，充分投入并支持公立教育，应当是共同的优先事项。

**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

Effective governance requires clarity of roles, accountability, transparency, and strong partnership with the Superintendent while maintaining independent oversight.

有效的治理需要清晰的职责划分、问责机制、透明度，以及与学监的紧密合作，同时保持教委会的独立监督职能。

The Board's role is to set vision, priorities, policy, and budget direction. The Superintendent is responsible for implementation and operations. Effective governance means establishing clear goals and measurable outcomes, then holding leadership accountable through regular reporting and public transparency.

教委会的职责是制定愿景、优先事项、政策方向与预算框架。学监则负责具体执行与日常运作。有效治理意味着先设定清晰的目标与可衡量的结果，再通过定期报告与公开透明机制，对管理层进行问责。

I would work collaboratively with the Superintendent while maintaining rigorous oversight around staffing stability, academic outcomes, enrollment, implementation timelines, and fiscal accountability. Board decisions must be followed through with clear metrics, timelines, and public reporting.

在实际工作中，我会与学监保持协作关系，同时在人员稳定性、学术成果、招生与入学情况、执行时间表以及财政问责等方面，进行严格监督。教委会的决策必须通过明确的指标、时间节点以及公开报告来持续追踪落实情况。

At the same time, the Board should avoid micromanaging staff operations. Respecting the expertise of educators and district staff is essential to a healthy governance structure.

与此同时，教委会也应避免对具体行政执行进行微观管理。尊重教育工作者与校区专业人员的判断与专业能力，是健康治理结构的重要基础。

My leadership style is collaborative and systems-oriented. Throughout my career, I

have worked across sectors and organizations to align strategy, resources, and implementation around shared goals. At Wu Yee, that included managing complex partnerships across government, philanthropy, and community organizations while maintaining accountability to families.

我的领导风格强调协作与系统思维。在职业生涯中，我长期在不同领域与机构之间工作，协调战略、资源与执行，以实现共同目标。在吴仪工作中，这包括在政府、慈善机构与社区组织之间建立复杂合作关系，同时对家庭担负起责任。

Families deserve a Board that is focused, responsive, transparent, and grounded in student outcomes, not politics or special interests.

三藩市的家庭值得拥有一个专注、快速回应、透明，并以学生学业成果为核心的教委会，而不是被政治或特殊利益所左右的治理机构。

***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？**

If families or educators strongly opposed a decision I supported, my first responsibility would be to listen carefully and understand the underlying concerns. Pushback often reflects real fears, unintended impacts, or gaps in implementation.

如果家长或教育工作者强烈反对我所支持的一项决策，我的第一责任是认真倾听，并理解其背后的具体关切。反对声音往往反映了真实的担忧、未预见的影响，或执行层面的不足。

I would communicate transparently about the reasoning behind the decision, including the data, tradeoffs, and intended outcomes. At the same time, I would remain open to adjusting implementation if feedback revealed unintended consequences or inequitable impacts.

我会以透明的方式说明支持该决策的原因，包括相关数据、权衡考量以及预期目标。同时，如果反馈显示存在意料之外的后果或不公平影响，我也会对执行方式保持开放态度，并进行必要调整。

Families and educators bring critical expertise. Parents understand how policies affect daily life, while teachers understand classroom realities. Strong leadership requires both conviction and humility.

家庭与教育工作者都带来关键性的专业经验。家长了解政策如何影响日常生活，而教师则最清楚课堂实际运行的情况。优秀的领导力需要兼具坚定立场与谦逊态度。

Throughout my career, I've worked in community-centered organizations where trust depended on meaningful engagement, not performative outreach. I believe people are more willing to work through disagreement when they feel respected, informed, and included in the process.

在我的职业经历中，我长期在以社区为中心的机构工作，而信任建立在真实参与之上，而非形式化的沟通。我相信，当人们在过程中感受到被尊重、被告知并真正被纳入讨论时，他们更愿意共同面对分歧并寻找解决路径。

My goal would always be to keep the focus on improving outcomes for students while maintaining trust and transparency with the communities most affected.

我的目标始终是：在持续改善学生学习成果的同时，维护与受影响社区之间的信任与透明度。

***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？**

I would not commit to school closures without clear evidence that they would improve student outcomes, learning environments, and long-term stability for families.

在没有明确证据表明能够改善学生学习成果、学习环境以及家庭长期稳定性的情况下，我不会承诺支持学校关闭。

My priority is retention, stability, and improving learning environments for all children. Strong relationships between students, educators, and families are foundational to success, and disruption should only occur if it clearly leads to better outcomes.

我的优先事项是提高学生留存率、保持稳定性，并改善所有孩子的学习环境。学生、教育工作者与家庭之间良好关系是成功的基础，任何变动只有在能够清晰带来更好结果的情况下才应发生。

Any closure or consolidation proposal must be driven by data, measurable outcomes, and transparent equity analysis, not simply cost savings. High-need students, multilingual learners, students with disabilities, and historically marginalized communities must not be disproportionately harmed.

任何关于关闭或合并学校的提案，都必须以数据、可衡量的成果以及透明的公平性分析为基础，而不能仅仅出于节省成本的考虑。高需求学生、多语言学习者、残障学生以及历史上长期处于弱势的群体，绝不能因此受到不成比例的负面影响。

Meaningful community engagement must also be central to the process. Students, families, educators, and neighborhoods deserve to help shape decisions that affect their schools and communities.

与此同时，有意义的社区参与必须贯穿整个过程。学生、家庭、教育工作者以及社区都有权参与塑造影响他们学校与生活的决策。

At the same time, we should prioritize rebuilding enrollment and trust by strengthening school quality, supporting families, expanding excellent programs, and improving school experiences so more families choose and stay in SFUSD.

同时，我们也应当优先通过提升学校质量、支持家庭、扩展优质项目以及改善整体校园体验来重建招生与信任，让更多家庭选择并留在三藩市联合校区。

The goal is not simply fewer schools. The goal is fiscal responsibility and stewardship to deliver stronger, stable neighborhood schools that families trust and students thrive in.

目标并不仅仅是减少学校数量，而是在财政责任与教育管理之间取得平衡，建立更强、更稳定、值得家庭信任、并能让学生真正茁壮成长的社区学校体系。

**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？**

Many families still experience it as stressful, confusing, and difficult to navigate, especially multilingual, working-class, and single-parent households.

许多家庭仍然觉得这一过程充满压力、令人困惑且难以应对，尤其是多语言家庭、工薪阶层家庭以及单亲家庭。

As a single parent, I understand how enrollment decisions are tied to transportation, commutes, before- and after-school care, scheduling, safety, and cultural fit. Families need systems that reflect how they actually live.

作为一名单亲家长，我理解入学选择往往与交通安排、通勤时间、课前课后托管、作息时间、安全因素以及文化匹配度密切相关。家庭需要的是能够反映他们真实生活方式的制度设计。

We need stronger outreach to preschool families, earlier communication timelines, improved enrollment counseling, and a more accessible School Finder system with strong language access. Families should be able to make informed decisions before private school deadlines.

我们需要加强对学前家庭的外展工作，更早发布信息时间表，改进入学咨询服务，并提供更易使用、语言支持更完善的择校查询（School Finder）系统。家庭应当能够在私立学校申请截止日期之前，做出充分知情的选择。

Equity must also remain central. Students should have equitable access to diverse, high-quality programs, including language immersion, arts, STEM, and advanced coursework, regardless of neighborhood or income.

公平性也必须始终处于核心位置。学生应当在无论所在社区或收入水平如何的情况下，都能公平获得多样化、高质量的项目资源，包括语言沉浸课程、艺术教育、STEM课程以及高阶课程机会。

At the same time, socioeconomic integration and inclusive school communities improve outcomes for all students. The assignment system should continue balancing diversity, fairness, predictability, and family needs.

与此同时，社会经济融合与包容性的校园社区也能提升所有学生的学习成果。学生分配系统应继续在多元性、公平性、可预测性与家庭需求之间取得平衡。

Ultimately, the goal is not simply a better algorithm. It is rebuilding trust so more families feel confident choosing and staying in SFUSD.

最终，目标不仅仅是一个更“优化的算法”，而是重建信任，让更多家庭能够放心选择并长期留在三藩市联合校区。

***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？**

SFUSD's budget challenges are driven by declining enrollment, rising operational costs, staffing instability, and structural funding limitations tied to attendance-based formulas.

三藩市联合校区的预算挑战主要源于学生人数下降、运营成本上升、人员配置不稳定，以及与按出勤率拨款机制相关的结构性资金限制。

The Board's responsibility is to prioritize investments that directly improve student outcomes and stabilize enrollment. That means fully staffed classrooms, early education, student supports, and strong learning environments.

教委会的职责是优先保障那些能够直接改善学生学习成果并稳定入学率的投入。这包括教师配备齐全的课堂、早期教育支持、学生服务体系，以及良好的学习环境。

As part of the senior leadership team who helped grow Wu Yee Children's Services from \$20M to \$80M, I understand the importance of aligning spending with outcomes and stewarding resources responsibly. Fiscal responsibility means balancing long-term sustainability with the urgent needs of students today.

作为曾参与三藩市吴仪儿童服务机构高级管理团队的一员，我亲历了该机构从2000万美元发展到8000万美元的过程，也深刻理解将资源投入与成果对齐、并审慎管理公共资源的重

要性。财政责任不仅意味着节约开支，更意味着在长期可持续性与当下学生迫切需求之间取得平衡。

The Board must also improve transparency and accountability around budgeting decisions. Families and educators deserve meaningful input, particularly regarding reserve levels and major structural changes.

教委会也必须提升预算决策的透明度与问责机制。家庭与教育工作者应当拥有有意义的参与机会，尤其是在储备金水平以及重大结构性调整等关键问题上。

At the same time, we must rebuild trust and retention by strengthening programs, improving enrollment experiences, and supporting educators. Excellent schools attract and retain families, which stabilizes funding over time.

与此同时，我们必须通过加强项目质量、优化入学体验以及支持教育工作者来重建信任与提高学生留存率。优秀的学校能够吸引并留住家庭，从而在长期内稳定财政基础。

The district should also strengthen partnerships with the Department of Early Childhood and community organizations to better align services and improve kindergarten readiness. Investing in early interventions saves the district and the city money in the long term.

此外，校区还应加强与幼儿教育部门以及社区组织的合作，更好地衔接服务体系，提高学前班入学准备水平。在早期干预方面的投入，不仅能改善学生长期学业成果，也能为校区与城市整体节省长期成本。

***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？

The algebra debate demonstrates the importance of data-driven decision-making, transparent implementation, and meaningful engagement with educators and families.

八年级代数的讨论说明了数据驱动决策、透明执行以及与教师和家庭进行有意义参与的重要性。

Academic policy should not be ideological or reactive. The Board must evaluate policies using measurable outcomes, pilot programs where appropriate, and adjust based on evidence and classroom realities.

学术政策不应是意识形态驱动的，也不应是被动反应式的。教委会必须通过可衡量的成果来评估政策，在适当情况下开展试点项目，并根据数据证据与课堂实际情况不断调整。

As someone who benefited from Gifted & Talented Education and early access to algebra, I strongly support expanding access to advanced coursework. Every child deserves differentiated instruction and opportunities to reach their full potential.

作为曾受益于资优教育 (Gifted & Talented Education) 以及较早学习代数的学生，我非常支持扩大高阶课程的可及性。每一个孩子都应当拥有差异化教学的机会，并能够充分发挥自身潜力。

To expand access, I would prioritize stronger early math instruction, targeted interventions beginning in elementary school, high-dosage tutoring, and equitable access to accelerated pathways. We should monitor readiness earlier, not just in middle school.

为了扩大高阶课程的机会，应当优先加强早期数学教学、从小学阶段开始针对性干预、高强度补习支持，以及公平的加速学习路径。同时，我们应当更早评估学生的学习准备情况，而不仅仅是在初中阶段才开始关注。

To improve outcomes for historically underserved students, we must combine rigorous academics with culturally affirming curriculum, strong family engagement, language access, and stable staffing.

为了改善长期以来服务不足学生群体的学习成果，我们必须将严格而高质量的学术教育，与具有文化认同和尊重的课程设置、强有力的家庭参与、语言支持服务以及稳定的师资配置结合起来。

Representation matters. Students are more likely to succeed when they feel seen, supported, and challenged academically.

代表性很重要。当学生感到自己被看见、被支持，并在学业上受到积极挑战时，他们更有可能取得成功。

Success should be measured not only by access to advanced coursework, but by whether students from every background are thriving, confident, and prepared for college, career, and leadership.

成功的衡量标准，不应仅仅是学生是否获得了高级课程的机会，更应看来自各种背景的学生是否都能够茁壮成长、充满自信，并为大学、职业发展和未来领导力做好准备。