



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

**Autumn Brown Garibay**

奥特姆·布朗·加里贝

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>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。**

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.

我非常认同这些优先事项, 因为我相信, 公平与卓越必须并行不悖。对于三藩市联合校区而言, 如果学生的实际学习成果没有得到改善, 仅仅停留在纸面上的价值理念是远远不够的。

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.

家庭需要一个他们能够理解并信任的校区。这意味着要公开清晰的学校运营、教学成果信息, 诚实透明地沟通校区财政预算情况, 加强治理, 并真正聚焦于英文读写能力和数学教学的提高。这也意味着, 当必须做出艰难决定时, 我们要确保最脆弱的学生群体得到保护。对我来说, 良好的治理意味着始终聚焦学生学业成果, 提出明确的问题, 并督促整个系统切实落实责任, 而不是直接介入教职员工的执行工作。但治理同样需要紧迫感。学生在任何一个年级都没有“重来一次”的机会。教委会不能在繁琐的官僚程序和流程中迷失方向, 让孩子们一边等待, 一边指望系统慢慢理顺。

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.

我们不能继续把这份责任推给下一届教委会。这项工作至关重要, 也早已刻不容缓, 因为它影响的是此时此刻正在我们学校里学习的孩子们。

**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'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.

我参选, 是因为我相信三藩市联合校区应该为每一个孩子提供可靠、稳定且优质的教育, 而不仅仅是服务于那些知道如何“玩转”系统、或有能力自行弥补资源缺口的家庭。六年的家长教师协会(PTA)领导经历、参与三藩市家长领导理事会(SF Parents Leadership Council)的工作, 以及多年出席校区教委会会议、为自己孩子的学校及其他学校发声的经验, 都让我深刻看到: 家庭对这个校区有很多期待, 而校区也经常未能满足这些需求。

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.

在复杂环境中推动工作，对我来说并不陌生。无论是在家长教师协会领导工作中协调分歧、制定愿景，还是在我从事客户成功管理的专业工作中负责大型企业客户，亦或是在倡导与组织工作中连接不同背景的家长群体，我始终都需要建立共识、谨慎管理资源，并始终专注于结果。这些正是有目标、有方向地治理公立教育体系所需要的能力。

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?

我非常关心孩子们是否真正得到了提升。学生是否真正学会阅读？数学是否扎实？英语学习者是否顺利重新分类，并真正享受到所承诺的双语教育机会？毕业生是否已经为未来做好准备？

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.

我知道，家庭需要一个值得信任的校区。而多年来，我一直在帮助家庭应对复杂的校区系统，也倾听许多学校家庭讲述他们所面临的挑战。

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.

我们的校区在纸面上拥有很好的价值理念，但最脆弱的学生群体却常常没有得到他们应有的支持。同时，表现优异的学生也同样需要更广阔的发展空间。我希望建立一个真正看见每一个孩子的体系，让所有学生都有机会茁壮成长，而不仅仅是那些家庭声音足够大、有能力自行填补资源缺口的学生。

**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?**

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.

家长的声音至关重要,而三藩市家长联盟选择支持哪一位教委候选人,也会向全区家庭传递一个信号:谁能够真正代表他们的利益。

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.

我已经从事这项工作多年。作为三藩市家长领导理事会的成员,我参与了“孩子们不能再等了(Kids Can't Wait)”的倡议工作会议,将有关三藩市联合校区在数学和阅读方面未能有效服务黑人和拉丁裔学生的关键数据呈现给家长和校区领导。我也特别提出了多语言学习者所面临的挑战——他们在英语读写能力方面的机会获取,是一个决定我们校区是否真正服务所有学生的重要且经常被忽视的议题。

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.

我不只待在自己熟悉的环境中。我参加全市不同学校的社区会议,创建跨校区的家长信息共享小组,并且始终主动走进新的社区关系中,在陌生的场合倾听他人的声音,并通过研究去理解我尚未接触过的观点。我相信,良好的治理需要这种持续的好奇心与谦逊。

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.

代表家长声音，不同于仅仅做一名家长倡导者。教委会委员需要对整个社区负责。我的角色是倾听、建立共识，并将人们的真实经验转化为决策，从而服务三藩市每一位孩子，而不论他们就读哪一所学校，也不论他们的家庭是否熟悉如何应对这个复杂的系统。

**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 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.

今年2月的教师罢工反映出的是长期累积的信任破裂。教师工资发放不准确，校区中心办公室系统失灵，教育工作者也感到自己没有倾听或被重视。这种状况，任何人都无法在其基础上继续有效推进工作。

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.

在罢工发生之前，三藩市联合校区的领导层本应更早在功能性、透明度和问责方面做到位。仅仅是工资系统的错误就已经是不可接受的。而最终用储备金来支付和解协议的做法，也引发了一个重要问题，即在谈判过程中，校区对自身财务状况的沟通是否足够清晰。这种不透明损害了所有人的信任。家长本应清楚了解谈判的进展，但校区在信息公开方面做得不够。

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.

校区教委会本应在谈判过程的早期阶段就更加主动地监督校区领导层的问责，而不是等到罢工发生之后。教委会应当提出的关键问题包括：中心办公室资金是如何使用的？储备金的真实情况如何？校区在谈判中所陈述的财务状况是否准确等等？治理的核心是确保所宣称的价值最终转化为实际成果。

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.

工会本可以更早地将家庭纳入进程。家长在支持教师方面展现了强大的参与力量，而这种社区动员本可以更早被激活。若在罢工发生之前就更充分地与家庭沟通，可能有助于形成更广泛的联盟，也可能为避免停工创造更多解决路径。

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.

展望未来，校区教委会可以通过要求更高透明度、确保教育工作者在影响其工作的决策中真正被听到，以及督促校区建立稳定运作的系统来推动合作。校区、教师工会与家庭之间确实存在重建信任的机会。这一点至关重要，因为学生始终处于所有工作的中心，而他们无法承受我们再次做错的代价。

***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:

- 1) 在保持适当监督的同时, 与学监合作
- 2) 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

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.

有效治理的关键, 在于教委会明确学监的职责与目标, 并建立规范、持续的跟进与问责机制。教委会委员不应直接管理教职员工、指挥具体部门, 或在会议席上解决操作层面的事务。这会造成混乱, 也会削弱校区的运作效率。但“不介入具体执行工作”并不等于被动。监督与问责本身就是教委会职责的一部分。

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.

我们可以通过以下方式实现平衡: 教委会设定方向; 学监及其团队提出战略与执行方案; 教委会则围绕这些方案是否现实、是否有足够资源支持、是否与学生学业成果目标一致、以及是否真正得以落实执行, 提出清晰问题。

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?

如果教委会设定了关于英文读写能力、数学成绩、英语学习者进展或毕业准备度的目标, 那么就不能只是通过目标后便置之不理。教委会应当期待定期更新, 包括数据、时间线、预算匹配情况, 以及提出关于哪些执行方案有效、哪些无效的诚实反馈。如果出现偏离轨道的情况, 教委会的职责是追问: 障碍是什么? 计划是什么? 需要哪些支持或政策调整?

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.

在跟进执行方面，教委会需要建立更强的问责习惯。当一项决策做出后，应明确记录：决定内容是什么、由谁负责、时间节点是什么，以及将向教委会反馈哪些数据。这不是微观管理，而是治理本身。

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

学监需要有空间去领导，但这个空间必须建立在清晰的预期之内。一个健康的教委会与学监关系应当是协作的、诚实的，并始终围绕学生学业成果展开。

***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到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 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.

我会首先认真倾听，并严肃对待相关的关切。公众的反对声音不应被轻易忽视，尤其是来自最接近学校实际运行情况的家长和教育工作者的反馈。

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.

我希望教委会在做出决策之前，已经完成充分的研究，理解不同选择之间的权衡，与所代表的多元社区进行了有效沟通，并在决策时始终以学生学业成果为核心。有些决定本身就具有挑战性，也必然会引发分歧，这本身就是公共事务治理的一部分。

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.

如果有家庭强烈反对我所支持的某项决策, 我会希望先了解他们的实际体验, 反思校区是否在沟通上足够清晰、及时, 以及该决策是否在不同群体之间造成分布不均的影响, 尤其是那些在时间、语言资源或系统参与能力方面处于劣势的家庭。

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.

如果教师提出反对意见, 我会更加重视。教育工作者往往最早看到执行层面的缺口。我会希望了解, 这项决策在现实中是否可行, 学校是否具备足够的人员配置、时间、培训与资源来落实它。

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.

在这两种情况下, 我都会如实说明我支持该项决策的原因, 以及我所听到的反馈。随后, 我会寻找下一步最合适的行动, 包括考虑是否需要改进沟通、优化执行方式、调整时间表、增加资源, 或者在确实造成实际伤害时, 是否需要重新审视该决策。

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.

良好的治理意味着清晰的价值立场、对影响的问责, 以及在投票之后仍保持学习与调整的谦逊。它既不意味着在每一次批评面前随意改变方向, 也不意味着在合理关切面前固执己见。

***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 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?

真正应该提出的问题，并不是“我们是否需要关闭学校”，而是什么样的学校布局与体系，才能真正服务今天以及未来的三藩市孩子们？

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.

我会利用自己的时间下载公开的招生数据，分析相关信息，并且每年走访全市不同学校，了解学校提供了哪些项目，以及它们如何向家庭讲述自己的特色与定位。我所看到的是，一个校区需要诚实地审视它是否真正提供了家庭想要的教育选择？它是在留住家庭，还是不断让家庭流向私立学校和其他教育选项？

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.

三藩市联合校区必须诚实面对一个问题：是否每一所学校都真正具备为学生提供完整教育体验的条件。回避艰难讨论，并不能真正保护社区。相反，这可能让家庭和教育工作者被困在资源不足、却被要求承担过多任务的学校之中。

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.

任何关于学校关闭、合并或重组的过程，都必须与过去不同。社区参与不能只是走形式。家庭需要尽早获得清晰的信息、真正可行的选择，以及关于决策所依据数据的透明说明。我听

到过有关“自愿合并”讨论的说法，但社区至今并没有得到明确、公开的信息。这种不透明会削弱公众信任。

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?

公平必须始终处于核心位置。对于任何提案，我都会从几个关键问题来评估：它是否真正改善学生学业成果？受影响社区是否得到了有意义的参与？以及，是否存在一个让家庭能够信任、切实可行的实施方案？

### **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？

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.

三藩市联合校区学生派位制度面临的最大挑战，是它对许多家庭来说过于复杂。由于对制度的担忧、困惑以及各种传言，有些家庭甚至从一开始就没有参与申请流程。当连长期关注校区事务、甚至在校区内部工作的人，都难以清楚解释这个系统如何运作，因为总还有额外的条件、优先规则或例外情况时，这本身就说明制度存在问题。

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.

家庭希望拥有一个可预期、透明且公平的系统。校区教委会在2020年12月通过以分区（zone-based）为基础的小学派位政策时，也正是基于促进多元化招生、提高分配结果的可预测性，以及确保合理的地理便利性为目标。这些方向是正确的。

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.

但三藩市联合校区必须诚实面对一个问题:新的学生派位制度能够解决什么问题,又不能解决什么问题。我希望进一步了解,是否通过全面重构系统能够让我们更接近这些目标,还是是否可以通过对校区边界、优先规则(tiebreakers)以及就近入学保障(attendance-area guarantees)的针对性优化,就可以在减少扰动的情況下解决许多相同的关切。

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.

更深层的问题在于,家庭并不认为每一所学校都同样优质、同样值得选择。这不仅仅是一个派位制度的问题,而是多年资源投入不均与信任不均所造成的结果。任何基于分区的新设计,也必须考虑到另一个风险:资源较多的家庭可能通过购房或租房进入“热门区域”,从而产生新的公平问题。

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.

真正的机会,并不仅仅是建立一个更“简洁”的抽签制度,而是建立一个家庭能够理解并信任的体系——让每一个孩子都能进入优质学校,并让社区成为我们愿意让我们的孩子成长与接受教育的地方,而不是被视为需要回避或忽视的问题。

***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 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.

三藩市联合校区的预算危机，并不是某一个错误决定造成的，而是多年累计问题的结果：长期支出高于收入、人员与福利成本持续上涨、学生人数下降，以及将一次性资金用于长期持续性支出。但关于学生人数下降的问题，其实更加复杂。加州的学校经费是基于学生平均每日出勤率(Average Daily Attendance, ADA)拨款的，因此长期缺勤会直接影响校区财政。同时，一些学生在小学阶段就读于三藩市公立学校，但在初中和高中阶段，却没有继续留在公立学校，这不仅仅意味着学生流失，更反映出信任流失与资金流失的问题。

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.

这同样是一个关于制度与透明度的问题。当校区缺乏完善的岗位控制机制(position control)、清晰的财务系统以及可靠的公开信息时，教委会、教育工作者和家庭就更难真正理解各项决策之间的现实取舍。

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.

教委会的职责并不是管理每一项具体预算细节，但它有责任设定优先事项、通过平衡预算，并监督学监提出一个切实可行的财政方案。这意味着要尽早提出关键问题，确保长期支出不会依赖一次性资金来填补，并让预算始终与实际目标保持一致。

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.

最优先需要保护的,应当是那些真正重要的核心内容:高质量教学、安全稳定的校园环境、特殊教育、多语言学习者支持,以及学生每天所依赖的教育工作者和校区员工。

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.

家庭与教育工作者应该清楚了解,校区正在解决什么问题、有哪些选择摆在桌面上,以及不同决策会如何影响不同学校。良好的治理意味着在透明、公平与切实执行的基础上,做出艰难但负责任的决定。

***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 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.

八年级代数课程之争说明,一个学术政策不能只从问题的单一层面来制定。2014年的决定是以公平为目标出发的,但它并没有充分考虑到高阶课程机会、大学与职业准备,以及那些已经具备提前学习代数1(Algebra I)能力的学生。同时,也有太多学生在尚未真正掌握当前数学内容的情况下,一路被推进到更高年级。

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.

教委会必须同时兼顾这两个现实——既要扩大已经准备好接受更高难度课程的学生的学习机会,也要承担起改善代表性不足学生群体学业成果的责任。三藩市联合校区自身的目标包括提高八年级数学熟练度,以及增加代表性不足学生群体进入高阶数学课程的人数。这些才应当是衡量政策是否成功的标准。

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.

如果当选,我会推动建立公开透明的数据报告机制,包括八年级数学熟练度、代数1的选课与通过率、九年级重修率、不同学校与学生群体的课程学习机会,以及高中高阶数学课程完成情况。学生每年参加三次 STAR 测评,我也希望了解这些数据究竟如何被用于指导各学校层面的教学与决策。

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.

三藩市联合校区今年也采用了新的数学课程体系。教委会应当追问教师是否已经做好准备,并获得了得以有效教授这套课程的足够支持。真正优秀的八年级数学成果,其实始于小学阶段——包括扎实的基础教学、针对性的干预支持,以及清晰的发展路径,确保长期被忽视的学生不仅仅是在纸面上“被纳入”,而是真正具备成功所需的能力。