



三藩市家长在行动 (SF Parents Action)

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

Ryan Hazelton

瑞安·黑泽尔顿

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>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. 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>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. 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。这应包括一个公开的平台, 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>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>	<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>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> <p>4.有效治理:一个有效的校区教委会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>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> <p>5.财务健康:我承诺按照国家建立的最佳财务实践进行管理。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. 选择性问题: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

At Mariposa Kids, I work with families from Flynn and Huerta Elementary Schools serving 65 children a year in our after-school program. What I hear consistently from

our parents is that they love their school community. Their teachers are dedicated and the school is a real community anchor. What they also tell me is that the system surrounding that school feels consistently challenging. That gap between a strong school community and a difficult system is exactly why I am running.

通过Mariposa 儿童项目 (Mariposa Kids), 我与来自三藩市弗林(Flynn)小学和Huerta(乌埃尔塔)小学的家庭合作;每年在课后项目中服务约65名儿童。我从家长那里持续地听到他们是多么热爱自己的学校社区。他们的老师尽职尽责, 学校本身就是社区的重要支柱。同时, 他们也表示, 围绕学校运行的整个体系经常让人感到具有挑战性。正是这种“强大的学校社区”与“困难的系统环境”之间的落差, 促使我决定参选。

For fifteen years, I have dedicated my career and volunteer time to children and families in San Francisco including early childhood education, strengthening families, healthy childhoods, quality education, and out-of-school time programming. Outside of Mariposa Kids, I have served on the boards of four child/family serving nonprofits building skills in organizational governance, fiduciary responsibility, and strategy. This includes serving as President of the Board of SF's Thomas Edison Charter Academy where I oversaw policy development, superintendent hiring, and HR practices for educators.

在过去十五年里, 我将自己的职业生涯与志愿服务时间全部奉献给了三藩市的儿童与家庭, 工作领域涵盖幼儿教育、家庭支持强化、儿童健康成长、优质教育推广以及课外辅导项目等多个方面。除了在 Mariposa 儿童项目工作之外, 我还曾担任过四家服务于儿童与家庭的非营利组织的董事会成员, 在此过程中积累了丰富的组织治理、诚信义务承担以及战略规划方面的经验。其中值得一提的是, 我曾担任三藩市托马斯·爱迪生特许学院特许学校董事会(Board of SF's Thomas Edison Charter Academy)的主席, 负责统筹学校政策的制定、总校长的选聘工作, 以及教育工作者的人力资源管理事务。

Children are naturally curious and their desire to learn is innate. How each child best learns is broad and unique. Equity in education means building systems that support that diversity by empowering educators with the resources and time to meet each child where they are. Allowing teachers the time, space, and tools to address individual learning needs is vital to academic excellence, including real opportunities for teachers and families to work together so that a child's home and school experience grow in the same direction.

孩子们天生充满好奇心，求知欲更是他们与生俱来的本能。每一位孩子的最佳学习方式都各不相同，呈现出丰富而独特的多元化特征。教育公平的真谛在于构建一套能够包容并支持这种多元化的体系——通过为教育工作者提供充足的资源与时间，赋能他们去关注并满足每一位孩子在当前发展阶段的特定需求。为教师提供足够的时间、空间与工具，使其能够针对性地满足每一位学生的个性化学习需求，对于获得卓越的学业成就至关重要。这其中也包括为教师与家庭创造真正有效的合作机会，从而确保孩子在家庭与学校环境中的成长方向能够同频共振、保持一致。

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？

I share with SF Parents a fundamental commitment: families who rely on our public schools deserve a meaningful voice in how those schools operate, and that commitment must extend to every family regardless of language, income, or background.

我与三藩市家长同盟有着共同而坚定的承诺：依赖我们公立学校的家庭，应当在学校如何运作的问题上拥有真正有意义的发声权，而这种承诺必须惠及每一个家庭，无论其语言、收入或背景如何。

Running a nonprofit serving children at SFUSD schools, I speak with parents every day and engage our parent community in feedback opportunities to improve our programming. I believe that when families are strong and communities are safe, each child can prosper. The school system and the home life of a child cannot be so disconnected that a child cannot learn.

作为一家服务于三藩市联合校区儿童的非营利机构负责人，我每天都与家长交流，并积极动员家长社区参与反馈与意见征集，以改进我们的项目。我相信，当家庭稳固、社区安全时，每一个孩子都能够茁壮成长。学校体系与孩子的家庭生活不能彼此割裂到影响孩子学习的程度。

Similar to my roles on the board of TECA and the SF Childcare Planning and Advisory Council, I believe bringing parent voices to the decision-making table is not optional. It is the work. The idea that you can build something and families will come

works only when you have engaged parents in the building. If elected, the question "What have we heard from parents?" will be one I ask consistently in every significant board discussion. This was the approach I used when Mariposa Kids expanded programming and community reach, and it is the approach I would bring to the board.

类似于我在托马斯·爱迪生特许学校董事会以及“三藩市儿童照护规划与咨询委员会”(SF Childcare Planning and Advisory Council)中的工作, 我始终认为, 让家长的声音进入决策桌前并不是可有可无的选择, 而本身就是这项工作的核心。认为“只要把项目建立起来, 家庭自然会来参与”的观点, 只有在真正让家长参与建设过程时才会成立。如果我当选, 我会将“我们听到了家长们怎样的声音?”作为一个问题, 在每一次重要教委会讨论中持续提出。这正是我在Mariposa Kids扩展项目与拓展社区影响力时所采用的方法, 也将是我带入教委会的工作方式。

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 created real hardship for thousands of San Francisco families. Parents scrambled for childcare. Working families faced impossible choices. Our school year is extended into summer. At Mariposa Kids, we kept our doors open at no cost during the strike so that families in our programs would have a safe and supervised place for their children. I saw firsthand what families were navigating.

二月的罢工给成千上万的三藩市家庭带来了切实的困难。家长们四处寻找儿童照护安排, 双职工家庭几乎无计可施, 我们的学年将不得不被延长而占用暑假的时间。在Mariposa, 我们在罢工期间免费保持开放, 为参与我们项目的家庭提供一个安全且有人照看儿童的活动场所。我亲眼见证了这些家庭所面对的困境。

My father was a United Food and Commercial Workers union member who retired on his union pension. I watched him participate in the UFCW strike in 2003 that lasted 141 days. The decision to strike is not taken lightly. When 97% of UESF

educators approved the strike vote, that told me they felt they had no other option.

我的父亲曾是美国食品与商业工人联合会(UFCW)的工会成员，并依靠工会退休金退休。我曾亲眼看到他参与2003年持续了141天的美国食品与商业工人联合会罢工。罢工从来都不是轻率做出的决定。当97%的三藩市教师协会(UESF)的教育工作者投票支持罢工时，这说明他们认为自己已经别无选择。

What could each party have done differently? SFUSD leadership allowed negotiations to drag on for months before urgency arrived. The Board of Education did not hold the district to a realistic negotiating timeline, and recent financial disclosures suggest honest budget projections were not clearly communicated, which eroded trust on all sides. All parties allowed the situation to escalate longer than necessary given the impact on families.

那么，各方本可以做得更好的地方是什么？三藩市联合校区领导层让谈判拖延了数月，直到局势紧迫才开始真正重视。校区教委会没有要求校区按照现实可行的时间表推进谈判，而近期披露的财务信息也显示，真实的预算状况并未被清晰透明地传达，这削弱了各方之间的信任。考虑到对家庭造成的影响，各方都让局势升级和持续的时间过长。

Going forward, the board must require early and sustained contract engagement rather than crisis negotiations. There is also broad agreement that California's attendance based funding model is outdated. A unified advocacy effort bringing together families, educators, and city partners to push Sacramento toward enrollment based funding can ease the resource constraints that fuel so many of these conflicts.

展望未来，教委会必须要求尽早并持续推进合同谈判，而不是等到危机爆发后才展开紧急协商。此外，人们普遍认同，加州目前基于出勤率的教育经费模式已经过时。家庭、教育工作者以及市政府伙伴应联合起来，共同向萨克拉门托(Sacramento)的加州政府倡议推动以学生注册人数为基础的拨款模式，从而缓解导致诸多冲突的资源压力。

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 board governance begins with accountability and continues through sound practices including carefully crafted agendas that prioritize needs correctly and consistently ensuring the right voices are in the room for thoughtful decisions. The Vision, Values, Goals and Guardrails model the board currently uses supports effective governance by maintaining a framework that prevents the board from being derailed by the many competing political and interpersonal forces that can throw a governing body off course. I look forward to continuing that model.

有效的校区教委会治理始于问责, 并贯穿于一系列良好实践之中, 包括通过精心设计的议程设置来准确而持续地关注优先事项, 并确保在决策过程中汇集恰当的声音, 从而作出理性的决策。目前教委会采用的“愿景、价值观、目标与边界(Vision, Values, Goals and Guardrails)”模型, 有助于实现有效治理, 因为它提供了一个框架, 使教委会不会被各种相互竞争的政治与人际因素带偏方向。我期待继续延续这一治理模式。

A board governs while staff execute. The board employs the superintendent to carry out the mission, vision, values, and operations of the organization on its behalf. It is important that the superintendent feels empowered to lead without the micromanaging that slows progress. As an executive director of a non-profit who reports to a board of directors, I understand this firsthand and would carry that value onto the board.

教委会负责治理, 而教职人员负责执行。教委会聘任校区学监, 由其代表教委会履行组织的使命、愿景、价值观以及日常运营工作。重要的是, 学监应当在不被过度微观管理的情况下获得充分授权去领导工作, 从而避免拖慢整体进展。作为一名向董事会汇报工作的非营利组织执行负责人, 我对此有切身体会, 并将这一理念带入教委会的工作中。

Empowering the superintendent is not the same as giving them a pass. The superintendent must set realistic and measurable goals that the board reviews, agrees to, and holds to with regular and transparent progress reporting. I know from my own experience leading a non-profit that being held accountable by a board that clear expectations honestly reported are how institutional trust is built. When goals are not met, the board's job is to ask why and require a credible path forward rather than accepting reassurance in place of results.

赋权校区学监，并不等同于对其放任不管。学监必须设定现实且可衡量的目标，这些目标需要教委会进行审议、达成一致，并通过定期、透明的进展汇报来监督执行。我从自己带领非营利组织的经验中深知：当一个董事会以清晰的标准进行监督，并要求如实汇报时，制度信任才能真正建立。当目标未能达成时，教委会的职责不是接受解释性的安抚，而是追问原因，并要求提出可信的改进路径，而不是以“解释”替代“结果”。

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？

A key factor in responding to pushback on a board decision is holding the value that it is a board decision and the board speaks as one rather than as individuals. This matters because it prevents discourse from becoming about interpersonal conflict rather than substantive resolution. The integrity of the governing process breaks down when individual board members capitalize on the criticism for personal gain or utilize the moment to advance individual aspirations or grievances with others.

应对对教委会决策的反对意见时，一个关键原则是坚持“决策一旦形成即为董事会整体决策，教委会应作为一个整体发声，而非以个别成员的身份各自表述”的价值。这一点至关重要，因为它能够避免公共讨论滑向人际冲突，而偏离实质性的解决问题路径。当个别教委会委员借助外界批评为个人谋取利益，或利用这一时刻推进个人诉求、政治目标或对他人的不满时，治理过程的完整性就会被削弱甚至破坏。

Any significant pushback begins with active listening. Refusing to provide spaces for community members to air their concerns only allows discontent to grow and pushes everyone further from resolution. Researching the opinions expressed allows the board to understand how the impact of a decision may differ from its intended outcome.

面对任何重大反对意见，我们都应从积极倾听开始。拒绝为社区成员提供表达关切的空间，只会让不满情绪不断累积，并使各方离解决方案越来越远。对所表达意见进行认真研究，有助于教委会理解同一项决策在不同群体中的实际影响以及其与原本预期之间的差异。

I will also commit to this: if that active listening process reveals we got the decision

wrong, I will say so clearly and without excessive delay. Boards that allow a failed policy to persist because revisiting it feels politically awkward do lasting damage to community trust. Efficient and honest course correction is not weakness. It is governance.

我也将作出如下承诺：如果在这一积极倾听的过程中发现我们确实做出了错误的决定，我会清楚、及时地承认这一点。一个因为政治上“显得不便”而拒绝重新审视失败政策的教委会，会对社区信任造成长期损害。高效而诚实的纠错不是软弱，而是治理能力的体现。

Real transparency requires a response to stakeholders on whether a decision will stand or whether revisions are being proposed. When feedback loops are not closed, tensions continue and separate stakeholders further apart for every future decision.

真正的透明度要求对利益相关方作出明确回应：一项决策是维持原状，还是正在考虑修订。如果反馈机制没有闭环，紧张关系只会持续积累，并在每一次后续决策中进一步拉大各方之间的距离。

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？

Based on the numbers and future outlook, some school consolidations are likely necessary in the upcoming years. It is the sequence and conditions that matter enormously.

根据目前的数据和未来趋势，未来几年内进行部分学校整合很可能是必要的。但真正至关重要重要的是整合的顺序与条件。

Superintendent Su's plan takes us through 2030 and appropriately connects enrollment assignment changes to any closure conversations. We cannot responsibly close schools before we change our assignment processes and understand their outcomes. Doing so risks decisions being based on enrollment patterns a reformed system may fundamentally change. This requires that assignment system changes are held to their proposed timeline and not further

delayed.

苏学监 (Superintendent Su) 的规划将校区的发展路径延伸至 2030 年, 并且合理地将学生派位制度改革与任何关于关闭学校的讨论联系在一起。在改革学生派位制度并观察其实际效果之前, 我们不会很负责任地关闭学校。否则, 相关决定可能会建立在一种未来可能被新制度根本改变的招生模式之上。这也意味着, 学生派位制度改革必须按照既定时间表推进, 不能再继续拖延。

The district's school properties currently have capacity far higher than the number of students enrolled. That gap will not fully close through assignment reform, which is why a handful of consolidations are likely in the future. When they happen, they must meet a clear standard: genuine community engagement before decisions are made rather than after; an equity impact analysis for every consolidation to ensure closures do not disproportionately affect schools serving vulnerable students; and a commitment that consolidated schools are better resourced as a result rather than simply combined and left at the same level of service.

目前, 校区校舍的整体容量远高于实际注册学生人数。即使通过派位制度改革, 这一差距也不太可能完全消失, 因此未来出现少量学校整合的情况是可能的。但如果真的发生, 必须符合几个明确标准: 第一、在作出决定之前, 而不是之后, 进行真正的社区参与; 第二、对每一项整合方案进行公平影响分析, 确保关闭学校不会对服务弱势学生群体的学校造成不成比例的影响; 第三、必须承诺整合后的学校能够因此获得更充足的资源, 而不是简单合并后仍维持原有服务水平。

We have learned from recent closure conversations what not to do, which is to conduct these discussions behind closed doors. The uncertainty communities feel during these conversations must be held with care. Schools are communities. Any changes also cannot be concentrated in particular neighborhoods or driven by which communities have enough private resources to more effectively advocate for their schools.

我们已经从近期关于关闭部分学校的讨论中学到, 绝不能在闭门状态下推进这类决策。社区在这些讨论过程中所感受到的不确定性, 必须被谨慎而认真地对待。学校不仅仅是建筑, 更是社区本身。任何改变不能集中发生在特定社区, 也不能取决于哪些社区拥有更多私人资源、能够更有效地为自己的学校发声。

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 our lottery system is the real anxiety it creates for families who cannot predict where their child will land. We continually lose families to private schools because of the system's complexity and unpredictable results.

我们现行抽签派位制度最大的挑战是它给家庭带来了巨大的焦虑感,因为家长无法预知孩子最终会被分到哪所学校。由于制度过于复杂、结果又缺乏可预测性,我们不断失去一些转而选择私立学校的家庭。

I see this effect in a place that is often overlooked. As an after-school program provider, I see how programs cannot properly enroll and staff programs until school waiting lists sort themselves out, creating uncertainty for families trying to plan their child's full day. When private schools can offer guaranteed after-school programming alongside guaranteed enrollment, SFUSD loses families who might otherwise stay. I hear this from families every academic year.

我在一个常常被忽视的层面看到了这种影响。作为课后项目服务提供者,我看到学校在候补名单尚未最终确定之前,课后项目无法合理完成招生和人员安排,这让家庭在规划孩子全天安排时充满不确定性。而私立学校能够同时提供“确定的入学名额”和“确定的课后项目”,因此三藩市联合校区失去了许多原本可能留下来的家庭。几乎每个学年我都会从家长那里听到这样的反馈。

With changes to the current assignment system, we can create the predictability families need. I also believe neighborhood assignments have the power to deepen community investment in schools by anchoring them more directly in the lives of nearby families.

通过调整现行学生派位制度,我们可以为家庭建立他们真正需要的可预测性。我也相信,以社区为基础的入学派位方式,能够让学校与附近家庭的日常生活联系得更加紧密,从而增强社区对学校的投入感和归属感。

There is also a real opportunity for our early childhood education providers to better partner with elementary schools in a neighborhood based system. When families

choose preschools near their home and their child's likely elementary school is also nearby, warm handoffs between the preschool and elementary system become possible and improve outcomes at the moment of transition that matters most.

与此同时，在以社区为基础的体系下，我们的幼儿教育机构也有很大的机会与小学建立更紧密的合作关系。当家庭选择离家较近的幼儿园，而孩子未来可能进入的小学也在附近时，幼儿园与小学之间就能够实现更加顺畅的衔接与过渡。这种“温暖交接”机制，能够在孩子最关键的升学转换阶段改善他们的学习与成长成果。

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 structural budget challenges have several root causes: enrollment decline driven in part by a confusing assignment system and insufficient after-school options; a state funding model based on attendance rather than enrollment that punishes the district for every absence; and a central office that independent analysis has documented costs significantly more than peer districts.

三藩市联合校区面临的结构性预算挑战有几个根本原因：部分由于学生派位制度复杂以及课后项目不足所导致的学生人数下降；州政府基于“实际出勤人数”而非“注册人数”的拨款模式，使校区每出现一名缺勤学生就会受到财政惩罚；另外，独立分析已指出，三藩市联合校区中心办公室的支出明显高于同类校区。

On administrative spending: the City's Budget and Legislative Analyst has found SFUSD's central office spending is 83% above peer district median. Every dollar maintaining an oversized administrative structure is a dollar not reaching a classroom. The superintendent must provide the board with a substantive budget narrative justifying the continued need for each area of district overhead, not a line item list but a real analysis of what each function costs and what it produces. Classroom and teacher reductions cannot be the mechanism for balancing this budget. Administrative structure must be addressed first.

关于行政支出方面，市府预算与立法分析办公室(Budget and Legislative Analyst)发现，三藩市联合校区中心办公室支出比同类校区的中位数高出 83%。每一美元被用于维持过于庞大的行政架构，就意味着能够真正进入课堂的资金少一美元。学监必须向教委会提交一份实质性的预算说明，不只是列出预算项目，而是真正分析校区每一项行政职能为何需要继续存在、成本是多少、又实际产生了什么成果。削减课堂资源和教师岗位，不能成为平衡预算的主要手段。首先必须处理行政架构问题。

I have advocated consistently through my work on the SF Childcare Planning and Advisory Council against balancing city budgets on the backs of our youngest children. Pulling funds from early childhood programs and the Department of Early Childhood to close budget gaps creates long term costs that far exceed the short term savings. Children who enter kindergarten unprepared cost more to serve throughout their school careers.

我在三藩市儿童照护规划与咨询委员会的工作中，一直持续倡导我们不能通过牺牲最年幼孩子的利益来平衡城市预算。从幼儿教育项目以及幼儿早期发展部门(Department of Early Childhood)抽走资金来填补预算缺口，只会造成远远超过短期节省的长期成本。那些在进入幼儿园时尚未做好准备的孩子，在整个求学过程中往往需要投入更多资源来支持。

The board can also lead a coalition to push Sacramento toward enrollment based funding, which would ease the structural constraints that drive so many of these pressures.

教委会也可以牵头组成联盟，推动加州政府改革现行拨款制度，转向以“注册人数”为基础的拨款模式，从而缓解造成这些结构性财政压力的根本问题。

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？

I greatly benefited from having access to Algebra in 8th grade. It set me up for advanced coursework in high school and made college math significantly more manageable. Access to advanced math also expands a student's ability to take science classes that require those skills. These two subjects are deeply interconnected.

我得以在八年级时学习代数，受益匪浅。这为我在高中阶段修读更高级课程打下了基础，也让大学数学变得更容易应对。获得高阶数学学习机会，也能拓展学生修读需要这些技能的科学课程的能力。这两个学科之间有着非常紧密的联系。

The 2014 algebra decision and its reversal reveal something important: curriculum decisions cannot be made without a concrete implementation plan. Approving a new course is the easy part. The board's responsibility is to understand how that change will be resourced, how teachers will be trained, and how outcomes will be measured before the vote rather than after. We are also introducing a great deal of new curriculum at once, which is hard for already stretched site administrators and educators to absorb.

2014年的代数课程决定及其后来的逆转，揭示了一个重要问题：课程改革不能脱离具体的实施方案。批准一门新课程其实是最容易的部分。教委会的责任是在投票之前就应明确了解这项改革将如何获得资源支持、如何培训教师，以及如何衡量成果，而不是之后。与此同时，我们目前也在同时引入大量新课程，这对于本已负担沉重的学校行政人员和教育工作者来说，确实很难消化和落实。

Specific actions I would take: I would require the superintendent to produce a quarterly algebra enrollment report broken out by middle school and by race and ethnicity, paired with semester performance data. If access is concentrated in some schools and absent in others, or if enrollment rates differ significantly by student group, the board needs to see that and act on it. Access on paper is not the same as access in practice.

我会采取的具体措施包括要求学监每季度提交一份代数课程选修情况报告，按初中学校以及学生种族和族裔分类，并附上每学期的学业表现数据。如果某些学校集中提供课程机会，

而另一些学校完全缺乏;或者不同学生群体之间的选修比例存在显著差异,教委会就必须看见这些问题并采取行动。纸面上的“机会”并不等于现实中的真正“可及性”。

To improve outcomes for historically underserved students, I would look to ways we can expand community partnerships similar to Chapter One's literacy support in elementary schools to provide additional scaffolding in math for students who have the potential and simply need the tools.

为了改善长期服务不足学生群体的学习成果,我会探索如何扩大社区合作伙伴关系,类似于 Chapter One 识字辅导项目在小学提供的英文阅读支持项目,为那些具备潜力、但只是缺乏支持工具的学生,在数学方面提供更多辅助与支持。