Introduction

Survey of SFUSD Assistant Principals

Welcome to the 2016 Stanford University Survey of SFUSD Assistant Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an assistant principal in SFUSD. You will be asked questions about your leadership career and your opinions on district and school programs. Your responses will help inform future policy decisions in SFUSD.

CONFIDENTIALITY: Taking this survey is completely voluntary. Your responses are completely confidential. To protect confidentiality, survey results will be reported in aggregate form only and will never identify you.

YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.

Completing the survey indicates your consent to participate. This study’s confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

ABOUT THE RESEARCHERS: The Center for Education Policy Analysis at Stanford University (http://cepa.stanford.edu) works with school districts across the country and has an ongoing research partnership with SFUSD. Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice. If you have any questions about the survey, please contact the researchers at sfusd-cepa-survey@stanford.edu.

Thanks for your participation!

Browser Meta Info

This question will not be displayed to the recipient.

Browser: Chrome
Version: 71.0.3578.98
Operating System: Macintosh
Screen Resolution: 1440x900
Flash Version: -1
Java Support: 0
User Agent: Mozilla/5.0 (Macintosh; Intel Mac OS X 10_14_0) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/71.0.3578.98 Safari/537.36

Are you currently an assistant principal in SFUSD?

Yes  ☐  No  ☐

You selected that you are not currently an assistant principal in SFUSD. At this time, we are only seeking responses from assistant principals, and we will not require further responses from you. Thank you for taking the time to enter the survey. Please press the NEXT button below to submit your response.

At which type of school do you work? (Check all that apply).

☐ Early Education School  ☐ High School
Including the current year, how many years have you worked as an assistant principal in SFUSD?

- This is my first year as an assistant principal in SFUSD.
- This is my second year as an assistant principal in SFUSD.
- I've been an assistant principal in SFUSD 3-5 years.
- I've been an assistant principal in SFUSD 6-10 years.
- I've been an assistant principal in SFUSD for over 10 years.

Which of the following BEST describes the leadership role you play in your school?

- My primary responsibility is to oversee a specific set of grade levels in my school (e.g., K-3 or 9&10).
- My primary responsibility is to oversee a specific set of subjects in my school (e.g., math, arts programs).
- My primary responsibility is to oversee a specific area of administrative tasks (e.g., instruction, discipline).
- I have a general administrative role (i.e., I handle a broad set of tasks delegated to me by my principal).
- Other

What specific areas of administrative tasks are you responsible for? (Check all that apply)

- Student discipline
- Curriculum
- Instruction
- Teacher evaluation
- Human Resources
- Other (please specify:)

You selected "Other." How would you describe your primary responsibilities in your school?

Teacher Hiring

Teacher Recruitment

We are interested in your talent management practices – particularly how you recruit good teachers.
When was the last time your school hired a classroom teacher?

<table>
<thead>
<tr>
<th>This month</th>
<th>Last month</th>
<th>Earlier this spring/winter</th>
<th>Last fall</th>
<th>Last school year</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much do you usually participate in the hiring process when your school hires a classroom teacher?

- Not at all
- Minor participation
- Major participation
- Led the hiring process

Is teacher HIRING a challenge for your school? (Check only one.)

- Generally, yes.
- Yes, but only for certain positions (please specify):
  
- No, we have no problem hiring teachers.

For which of the following areas are you concerned about staffing for the 2016-2017 school year? (Check all that apply.)

- Bilingual Spanish
- Bilingual Chinese
- Bilingual other (please describe) 
- Special Ed/Resource Specialist
- Special Day/SDC
- Math
- Science
- General Education
- Social Studies
- English Language Arts
- Foreign Language
- P.E.
- Literacy Specialist/Intervention
- Coaches/IRFs
- Paraprofessionals
- Other (please describe)
- None of the above

Please rate your satisfaction with the QUALITY of teachers in each of the following pools.

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Voluntary transfers</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>External (new) hires</td>
<td></td>
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</tr>
<tr>
<td>Early hires (i.e. spring contracts for upcoming year, prior to June 15)</td>
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</tr>
<tr>
<td>Late hires (i.e. summer/early fall contracts for upcoming year, after June 15)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### How often are the following true?

| The hiring and transfer process allows my school to hire the teachers that create the best possible instructional team. |
| SFUSD Human Resources is helpful in staffing my school with high quality teachers. |
| My school reads applicants' short answer responses from their application. |
| My school speaks with the references of the applicants that we are considering. |
| My school interviews applicants before hiring them. |
| Teacher applicants to my school perform a demonstration lesson as part of the interview process. |

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Teacher retention

#### Teacher Retention

*We are interested in your talent management practices - particularly how you retain good teachers.*

#### Is teacher RETENTION a challenge for your school? (Check only one.)

- [ ] Generally, yes.
- [ ] Yes, but only in certain subjects (please specify):
  
  -
- [ ] No, I have no problem retaining teachers.

#### Which of the following do you think are important reasons that your school has trouble retaining good teachers? (Check all that apply.)

- [ ] The challenge of working with our student population
- [ ] Difficult colleagues drive good teachers away
- [ ] Teachers have insufficient training/preparation
- [ ] Credential issues
- [ ] Salary/compensation too low
- [ ] Affordable housing
- [ ] Lack of opportunities for within-school leadership
- [ ] Career opportunities in the district central office
- [ ] Other (please specify):
  
  -

#### Are you concerned that a good teacher whom you would really like to stay will leave your school after this school year?

- [ ] Yes, very much so
- [ ] Somewhat
- [ ] No
Think about the teacher you are most concerned will leave. Have you used any of the following practices this past year as part of a strategic effort to keep this teacher at your school? (Check all that apply.)

- Verbal public recognition (e.g., at staff meeting)
- Private recognition
- Release time for special projects
- Funds for additional professional development
- Funds for class projects

- Allowing them to choose the courses they want to teach
- Promoting them into leadership roles while still teaching
- Other (please specify):____________________
- None of the above

Are there steps that the district could take to help you to retain him or her? (Please describe.)


The past few years, some teachers are receiving special salary stipends as a result of Prop A (The Quality Teacher and Education Act) for teaching in hard-to-staff schools or hard-to-fill subjects.

To what extent have these stipends affected your ability to do the following?

<table>
<thead>
<tr>
<th>活动</th>
<th>Hurt</th>
<th>No Effect</th>
<th>Helped a Little</th>
<th>Helped a Lot</th>
<th>I don’t know</th>
<th>N/A for my school</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECRUIT high quality candidates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RETAIN high quality candidates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>RETAIN high quality candidates in HARD-TO-FILL SUBJECTS</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Support

School Structure and Supports

_We are interested in learning about the structures and supports you have in place in your school._

On a typical day how many of each of the following types of individuals do you have available to help teachers?

<table>
<thead>
<tr>
<th>类型</th>
<th>None</th>
<th>1-2</th>
<th>3-5</th>
<th>More than 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides/Para-professionals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers/Parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student teachers/Interns</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
During this school year, how often were teachers provided with formal time built into the schedule to meet in grade-level or department teams?

- Never
- Less than once per month
- About once per month
- Multiple times per month but less than every week
- About once per week
- Multiple times per week

From where do teachers in your school obtain materials that they use in their classes? (Check all that apply.)

- Textbooks
- The internet
- Research and Design groups
- Other teachers in your school
- Professional development experiences inside SFUSD
- Professional development experiences outside of SFUSD
- Other (please specify):

To what extent do you agree or disagree with each of the following statements about diversity?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having staff with a range of backgrounds is essential to my school's success.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diversity is a priority in my school's recruiting and hiring efforts.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Having staff with backgrounds similar to our students is essential to my school's success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in SFUSD.</td>
<td></td>
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</tr>
</tbody>
</table>
Student Achievement

Students

We are interested in learning what you think about student attendance and student achievement gaps.

Thinking of students at your school who have UNEXCUSED absences from classes (not counting absences due to illness or other excused reasons), how frequently are each of the following an important reason for unexcused absences among students at your school?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with transportation to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family obligations such as helping care for younger sibling(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student/family concerns about safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student had a legitimate excuse but did not submit paperwork to excuse the absence</td>
<td></td>
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</tr>
<tr>
<td>Student chose to skip the class</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

How important of a challenge are achievement gaps (e.g. by race, socioeconomic status) for SFUSD?

○ The most important challenge facing the district
○ One among a number of important challenges
○ A moderately important challenge
○ Not an important challenge at all

There are a number of achievement gaps that may concern educators when they are deciding how to allocate their time and effort. Consider the gaps described below.

Please rank them according to the amount of effort YOU FEEL that YOUR SCHOOL should devote to each gap.

1 = Most effort; 4 = Least effort

Gap between higher- and lower-achieving students (regardless of race, income, or home environment)
Gap between students from high- and low-income families
Gap between students from different racial groups
Gap between students with more and less supportive home environments

How much do you agree with each of the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
It is unreasonable to try to reach the same academic level with children from different family backgrounds.

Educators have an important role to play in challenging social inequities.

I help my teachers understand that student growth and improvement are possible.

When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment.

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement.

My school can meet the academic needs of all of the students we teach regardless of their family background.

The amount a student can learn can change with the right school conditions.

The amount a student can learn is primarily related to family background.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Student Achievement 2**

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If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?
If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?

Student Achievement 3

Regardless of the cause of inequality, how much ability do each of the following have to close achievement gaps?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in their classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual schools</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>School districts</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>State and federal education policies</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Other state and federal policies (e.g. regarding social services, health, taxes, etc.)</td>
<td></td>
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</tr>
</tbody>
</table>

Among them all, who is MOST able to close achievement gaps? Who is LEAST able?

<table>
<thead>
<tr>
<th></th>
<th>MOST (Check only ONE in this column)</th>
<th>LEAST (Check only ONE in this column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in their classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School districts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and federal education policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other state and federal policies

To get a good quality education in SFUSD, how important is each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Not important</th>
<th>A little important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential neighborhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luck of the school assignment system</td>
<td></td>
<td></td>
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<tr>
<td>Home language</td>
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<td></td>
</tr>
<tr>
<td>Initial ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Deciding how to allocate resources to students is a difficult problem. Which of the following best resembles how you typically allocate resources in your school? Do you...

- Allocate equal resources to all students
- Allocate more resources to students with more disadvantaged backgrounds
- Allocate more resources to students who put in the most effort
- Allocate more resources to students who you think will benefit most from your efforts
- Allocate more resources to students who are low achieving

Vignette

Now we would like you to think about a hypothetical scenario, and what your opinion would be if this scenario were real.

Suppose San Francisco voters pass a ballot measure allocating additional funds to SFUSD schools, and the district has two proposals for how to distribute the additional funds. Proposal A calls for giving each school roughly equivalent amounts, proportional to their number of students. Proposal B calls for identifying the 10% of schools serving SFUSD's most disadvantaged students and dividing the funds among just those schools for targeted interventions. Which of these proposals would you prefer?

Proposal A
Proposal B

Now we would like you to think about a hypothetical scenario, and what your opinion would be if this scenario were real.

Suppose San Francisco voters pass a ballot measure allocating additional funds to SFUSD schools, and the district has two proposals for how to distribute the additional funds. Proposal A calls for giving each school roughly equivalent amounts, proportional to their number of students. Proposal B calls for identifying the 50% of schools serving SFUSD's most disadvantaged students and dividing the funds among just those schools for targeted interventions. Which of these proposals would you prefer?

Proposal A
Proposal B
Satisfaction

We are interested in your satisfaction as an assistant principal.

To what extent are you SATISFIED with each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an assistant principal</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being an assistant principal at your current school</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Being an assistant principal in SFUSD</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Your performance as an assistant principal at your current school</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

How satisfied are you with the amount of recognition you receive for your role as an assistant principal from each of the following groups?

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD Board of Education</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The Superintendent and executive level district leadership</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other school leaders</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teachers at your school</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The families of your school's students</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Society</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Future Plans

Future plans

These next questions ask about your future plans.

What are your plans for the coming 2016-2017 school year?

○ Stay in SFUSD
○ Leave of Absence
○ Sabbatical Leave
○ Retire
○ Resign
If you stay in SFUSD, what do you think you will do?

- Remain as an assistant principal in your current school
- Voluntarily transfer to another school within SFUSD as an assistant principal
- Be promoted to a principal position in SFUSD either at your current school or at a new school
- Have a central office job as part of district-level leadership
- Have a new position in SFUSD (e.g., other school leadership, teaching etc.) either at your current school or at a new school

If you retire, what do you think you will do?

- Exit the workforce
- Retire but continue working in SFUSD
- Retire but continue working outside of SFUSD

If you do not return to SFUSD, what do you think you will do?

- Be an assistant principal or principal in a different district or private school
- Teach in a different district or private school
- Have a district leadership role in a different district
- Work in a different district or private school but not as a teacher, principal or district leader
- Work in education but not in another district or private school
- Work but outside of the field of education
- Seek additional training in the education field
- Seek additional training outside of the education field
- Exit the workforce

If you were talking to a group of prospective teachers about your current school, which of the following characteristics would you say are the most appealing characteristics of your school?

Please check all that apply.

- Opportunity to teach preferred classes
- School reputation
- Student demographics
- Salary or bonuses
- Other leaders at the school
- Student academic performance
- School's teaching philosophy
- Geographic location
- Parental involvement
- The teaching staff
- Quality of the facility
- School program
- Resources provided to teachers to aid instruction
- Other (please specify): 
- None of the above
Economic Anxiety

Financial Security & Concerns

Economic security and the cost of living are on many people’s minds in San Francisco, and we would like to understand how this is affecting SFUSD’s educators. Some people worry a lot, while others feel more secure. We would like to understand how you feel about your own current financial situation.

As a reminder, these responses are confidential and will never be shared individually with the District.

Think about your current financial situation. Which of the following best describes you?

- [ ] I am frequently anxious about my financial situation
- [ ] I am sometimes anxious about my financial situation
- [ ] I am rarely anxious about my financial situation
- [ ] I am never anxious about my financial situation
- [ ] Don’t Know

Do you own or rent a home?

- [ ] Own
- [ ] Rent
- [ ] Both
- [ ] Neither
- [ ] Don’t Know/Not Applicable

With whom do you live? (Choose all that apply)

- [ ] Alone
- [ ] With partner/spouse
- [ ] With my children
- [ ] With roommates
- [ ] With other relatives

How easy or difficult would you say it is for you to pay your rent or mortgage each month? Is it...

- [ ] Very easy
- [ ] Somewhat easy
- [ ] Somewhat difficult
- [ ] Very difficult
- [ ] Don’t know
I don't currently have rent or mortgage payments to make.

Suppose you were faced with an unexpected expense of one thousand dollars, how difficult would it be to pay that expense? Would it be...

- Very difficult
- Somewhat difficult
- Not at all difficult
- Don't Know

If you were unable to pay the one thousand dollars, do you have a friend or family member you could turn to for help?

- Yes
- No
- Don't Know

Which of the following statements reflect your current financial situation? (Check all that apply.)

- My salary from SFUSD provides the majority of my household's income.
- I have family members (besides a partner/spouse) who support me financially on a regular basis.
- I am currently paying off student loans.
- I have already received or expect to receive an inheritance or other source of wealth.
- I struggle to find affordable childcare.
- I have a second job (including part-time work) to help make ends meet.
- None of the above

What was the total income for your household (you and anyone you live with who you consider family) in 2015?

- Under $50,000
- $50,000-$74,999
- $75,000-$99,000
- $100,000-$124,999
- $125,000-$149,999
- $150,000-$250,000
- Over $250,000

Background
Background

This final set of questions asks about your own background and home life. As with other questions, your answers to these questions are only used in aggregate and are OPTIONAL. They help us to understand the lives of SFUSD staff more generally.

How do you normally commute to work? (Check all that apply.)

☐ Car
☐ Walk
☐ Bike
☐ Motorcycle/scooter
☐ Public transportation
☐ Carpool/rideshare
☐ Other (please describe):

How long is your daily commute?

For the questions below, please write in the number of minutes your commute typically takes. For example, if it takes you an hour and 10 minutes, please enter 70. Please answer both questions, even if it takes the same amount of time in both directions.

How long does it take you to get to work in the morning?


How long does it take you to get home at the end of the day?


Do you identify as LGBTQIA?

Yes ☐ No ☐ Do not choose to answer ☐

As a child/student, was a significant portion of your schooling in (check all that apply)...

☐ An SFUSD school?
☐ A non-SFUSD school in the Bay Area?
☐ A school in other parts of CA?
☐ A school in another country?
☐ None of the above
At any point in your K-12 experience, did you qualify for free and reduced-price lunch?

Yes ○ No ○ Don’t know ○

Did either of your parents complete a bachelor’s degree (e.g., B.A., B.S.) or a higher level of education (e.g. J.D., M.A., Ph.D., M.D.)?

Yes ○ No ○

LAST BLOCK (NEXT button becomes FINISH)

THANK YOU!

Your participation in this survey is a great help to SFUSD as it moves forward with district improvement and efforts to support schools, teachers, and students better. Below, please respond if you have additional comments to share. If you do not have additional comments, please press FINISH at the bottom of the page to submit your survey.

We are very interested in ideas about how to close achievement gaps in SFUSD. Please share any ideas you have here.

For example, do you have any suggestions about how to address inequality in SFUSD? What do you think you or your school would need in order to do more to promote equity goals?

Is there anything else you would like to add?

If you wish to explain any of your responses in more detail, or tell us about any aspects of your experience—in SFUSD or as an assistant principal—that we did not ask about, please do so here.

Would you be willing to be contacted about your responses? If so, please enter the best email or phone number with which to contact you. (If not, please leave blank.)