Introduction

Survey of SFUSD Assistant Principals

Welcome to the 2017 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, your opinions on district and school programs, and questions that help us understand the lives of SFUSD staff more generally. Taking this survey is completely voluntary. The survey should take approximately 15-20 minutes to complete. As a token of appreciation, you will receive a $15 gift card to Amazon for completing the survey. Your responses will be part of a research study to help inform future policy decisions in SFUSD. We see minimal risks to your participation, though we cannot and do not guarantee or promise that you will receive any benefits from this study.

CONFIDENTIALITY: 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.
Experience & Role

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?
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 2017-2018 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>
</tr>
<tr>
<td>Voluntary transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External (new) hires</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early hires (i.e. spring contracts for upcoming year, prior to June 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late hires (i.e. summer/early fall contracts for upcoming year, after June 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How often are the following true?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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):  
  [Text field]
- No, we 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):  
  [Text field]

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

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></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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RETAIN high quality candidates in HARD-TO-FILL SUBJECTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<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></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>
<td></td>
</tr>
<tr>
<td>SPED/RSP/Speech support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention/RTI specialists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</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

If you had a teacher who had to be out of the classroom for the day...

<table>
<thead>
<tr>
<th>would your school be able to find a substitute?</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Most of the Time</th>
<th>Always</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>would this substitute know the students in the class?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>would this substitute know the course content?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>would this substitute be an effective teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>would you expect the teacher to communicate directly with this substitute before the absence?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>would you expect the teacher to communicate directly with this substitute after the absence?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On average, what is the quality of instruction students receive when they have a substitute compared to when they have their regular teacher?

Better | About the same | A little worse | Much worse | Don't know

For which position or positions do you have the most trouble recruiting effective substitutes?

<table>
<thead>
<tr>
<th>Therapists/Counselors/Social workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (please specify)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
### Student Needs

*We are interested in learning more about some specific needs your students may have, as well as how these needs are addressed.*

#### In your school this school year, how many of your students are...

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>A few</th>
<th>Many</th>
<th>Most or all</th>
<th>Don't know or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coming to school hungry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of healthcare services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of mental health services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless or in temporary housing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have experienced and/or witnessed traumatic events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Regardless of whether you had a student in these circumstances this year or if you are considering this hypothetically, if you had a student in each of these circumstances...

<table>
<thead>
<tr>
<th></th>
<th>Is there someone or a resource in your SCHOOL you can refer students to?</th>
<th>Is there someone or a resource in the DISTRICT (outside your school) you can refer students to?</th>
<th>How often are these school or district resources adequate for addressing the existing needs?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Coming to school hungry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of healthcare services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Is there someone or a resource in your SCHOOL you can refer students to?</td>
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<td>How often are these school or district resources adequate for addressing the existing needs?</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>In need of mental health services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless or in temporary housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have experienced and/or witnessed traumatic events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For each type of student need, we are interested to know:

<table>
<thead>
<tr>
<th></th>
<th>Do you personally spend TIME fulfilling these needs in addition to referrals?</th>
<th>Do you personally spend MONEY fulfilling these needs in addition to referrals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Coming to school hungry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of healthcare services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of mental health services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homeless or in temporary housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have experienced and/or witnessed traumatic events</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During this school year, which, if any, of these items have you purchased with your own money for your school or for your students to use? (Check all that apply.)

- Cleaning supplies like sponges, paper towels, cleaners, etc.
- Project supplies, like for arts and crafts, labs, special projects
- Food and snacks for students
- Clothing for students
- School supplies like notebooks, binders, paper, pens, pencils, crayons, tape, etc.
- Health supplies like tissues, hand sanitizer, band aids, etc.
- Books/reading materials for my school/classroom
- School or office/classroom decorations
- Personal supplies like toiletries, hygiene or laundry needs
- Technology like apps/software, computer hardware, cameras, speakers, etc.
- None of these

When you purchased clothing and/or personal supplies, how many of your students made use of these resources?
During this school year, how much, if any, of your own money did you spend on items for school, classroom, or student use?

- None
- Less than $50, but more than zero
- Between $50 and $100
- Between $100 and $250
- Between $250 and $750
- More than $750

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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student chose to skip the class</td>
<td></td>
<td></td>
<td></td>
<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

1  2  3  4

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

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators have an important role to play in challenging social inequities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>It is unreasonable to try to reach the same academic level with children from different family backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>You are very limited in what you can achieve because a student's home environment is a large influence on their achievement.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The amount a student can learn is primarily related to family background.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The amount a student can learn can change with the right school conditions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>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.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My school can meet the academic needs of all of the students we teach regardless of their family background.</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</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?

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?

Which Resources

Knowing that all of these might be important to you and that resources are limited for investing in every helpful strategy, which THREE of these strategies do you think would do the most to improve student outcomes in SFUSD? (Please select only three.)
Professional development on curriculum and instruction
District-subsidized housing options for teachers
Student access to wrap-around services, like healthcare, mental health care, etc.
Increased budget for teachers and schools to spend on classroom materials
Placing additional support staff (e.g. paraprofessionals, coaches) in schools
Protected time to plan lessons and/or collaborate with other teachers
Higher stipend for teaching in a hard-to-staff school or subject
Professional development on equity issues and/or cultural competency
Early learning initiatives and programs before students reach kindergarten
Arts programs (visual arts, dance, music, drama, etc.)
Hiring additional teachers to reduce class sizes
Safe and up-to-date facilities (heating, cooling, security, etc.)
Higher salaries for teachers
Programs that support family and community engagement
Academic intervention initiatives (e.g., Response to Intervention approaches)
Technology devices and digital resources in school
Other (please specify)

Knowing that all of these might be important to you and that resources are limited for investing in every helpful strategy, which THREE of these strategies do you think would do the most to improve the lives of teachers in SFUSD? (Please select only three.)

Hiring additional teachers to reduce class sizes
District-subsidized housing options for teachers
Higher salaries for teachers
Early learning initiatives and programs before students reach kindergarten
Placing additional support staff (e.g. paraprofessionals, coaches) in schools
Increased budget for teachers and schools to spend on classroom materials
Professional development on equity issues and/or cultural competency
Protected time to plan lessons and/or collaborate with other teachers
Arts programs (visual arts, dance, music, drama, etc.)
Academic intervention initiatives (e.g., Response to Intervention approaches)
Programs that support family and community engagement
Safe and up-to-date facilities (heating, cooling, security, etc.)
Professional development on curriculum and instruction
Higher stipend for teaching in a hard-to-staff school or subject
Student access to wrap-around services, like healthcare, mental health care, etc.
Technology devices and digital resources in school
Other (please specify)
Knowing that all of these might be important to you and that resources are limited for investing in every helpful strategy, which THREE of these strategies do you think would do the most to reduce racial and socioeconomic achievement gaps in SFUSD? (Please select only three.)

☐ Arts programs (visual arts, dance, music, drama, etc.)
☐ Higher salaries for teachers
☐ Professional development on curriculum and instruction
☐ Technology devices and digital resources in school
☐ Protected time to plan lessons and/or collaborate with other teachers
☐ Programs that support family and community engagement
☐ Early learning initiatives and programs before students reach kindergarten
☐ Student access to wrap-around services, like healthcare, mental health care, etc.
☐ Higher stipend for teaching in a hard-to-staff school or subject
☐ Placing additional support staff (e.g. paraprofessionals, coaches) in schools
☐ Safe and up-to-date facilities (heating, cooling, security, etc.)
☐ Academic intervention initiatives (e.g., Response to Intervention approaches)
☐ Hiring additional teachers to reduce class sizes
☐ Professional development on equity issues and/or cultural competency
☐ Increased budget for teachers and schools to spend on classroom materials
☐ District-subsidized housing options for teachers
☐ Other (please specify)

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>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>School districts</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>State and federal education policies</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other state and federal policies (e.g. regarding social services, health, taxes, etc.)</td>
<td>☐</td>
<td>☐</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>
</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 more resources to students who you think will benefit most from your efforts
- 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 are low achieving
- Allocate equal resources to all students

Satisfaction

*Satisfaction*

*We are interested in your satisfaction as an assistant principal.*

Overall, how satisfied are you with your job?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Overall, how valued do you feel in your job?

- Not at all
- A little
- Somewhat
- Very

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

- Being an assistant principal
- Being an assistant principal at your current school
- Being an assistant principal in SFUSD
- Your performance as an assistant principal at your current school

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

Future plans

*These next questions ask about your future plans.*

What are your plans for the coming 2017-2018 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
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, apartment, or room?

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

Is the unit where you live subject to rent control?

- Yes
- No

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

- Alone
- With partner/spouse
With my children  
With one or more roommates  
With other relatives  

How many family members live with you? (Please include whomever you consider "family" in your home.)  
0 (myself only)  
1 (myself + 1)  
2 (myself + 2)  
3 (myself + 3)  
4 (myself + 4)  
5 or more  

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) outside of SFUSD during the **school year**.
☐ I have a second job (including part-time work) outside of SFUSD during the **summer**.
☐ None of the above

**What type of second job(s) do you have? (please check all that apply)**

☐ I teach summer school
☐ I tutor
☐ I participate in the sharing economy (e.g., Uber or AirBnB)
☐ I work at a summer camp
☐ Other

**What was the total income for your household (you and anyone you live with who you consider family) in 2016?**

☐ 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

**Stress**

**To what extent have you seriously considered the following?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving school leadership/teaching switching careers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Moving out of the San Francisco Bay Area</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Over the last two weeks, how often have you been bothered by any of the following problems?**

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Several days</th>
<th>More than half the days</th>
<th>Nearly every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest or pleasure in doing things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Feeling down, depressed or hopeless</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
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?


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.
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 to these open-ended questions. If you do not have additional comments, please press FINISH at the bottom of the page to submit your survey.

If you could describe your school's culture in three words, what would they be?

If you could describe the district's culture in three words, what would they be?

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.)