Introduction

Survey of SFUSD Teachers

Welcome to the 2017 Stanford University Survey of SFUSD Teachers!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a teacher in SFUSD. You will be asked questions about your teaching 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!

Teaching Assignment

Are you currently in a teaching position in SFUSD?

☐ Yes, I am a classroom teacher
☐ Yes, I am a non-classroom teacher
☐ No, I am not currently a teacher

Experience

Including the current year, how many years have you worked as a teacher in SFUSD?

☐ This is my first year as a teacher in SFUSD.
☐ This is my second year as a teacher in SFUSD.
☐ I've taught in SFUSD 3-5 years.
☐ I've taught in SFUSD 6-10 years.
☐ I've taught in SFUSD for over 10 years.
Support

Teacher Support and Collaboration

*We are interested in learning more about the sources of support in your current school, and the extent to which you collaborate with other teachers.*

This school year, how often did you do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>3-4 Times</th>
<th>5-9 Times</th>
<th>10 or More Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit another teacher’s classroom to watch him or her teach</td>
<td></td>
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<tr>
<td>Have a colleague observe your classroom</td>
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<tr>
<td>Go to a colleague to get advice about an instructional challenge you faced</td>
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<td></td>
</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from your principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from another school leader (e.g., AP, instructional coach)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in Research and Design groups helping to build the SFUSD Core Curriculum in English language arts, science, and math</td>
<td></td>
<td></td>
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<tr>
<td>Identify common goals with other teachers in your school</td>
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<tr>
<td>Look at common evidence (e.g., student outcomes) with colleagues to see if you have achieved your goals</td>
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</tbody>
</table>

We are interested in the professional development you have recently received or would like to receive.

<table>
<thead>
<tr>
<th>Professional Development Area</th>
<th>Have you received Professional Development in any of these areas this year?</th>
<th>Would you be interested in receiving professional development in any of these areas in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiating Instruction/Universal Access</td>
<td>Check all that apply</td>
<td>Check all that apply</td>
</tr>
<tr>
<td>EL Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Have you received Professional Development in any of these areas this year? Check all that apply

- Equity/Race and Culture
- Classroom Management/Positive Behavior Support
- Restorative and Inclusive Practices
- Technology
- Common Core State Standards (ELA)
- Common Core State Standards (Math)
- STEM
- Smarter Balanced Assessments
- Lesson Study
- Facilitating and Coaching
- Other (please specify):  

### Would you be interested in receiving professional development in any of these areas in the future? Check all that apply

### If you had to be out of your classroom for the day...

<table>
<thead>
<tr>
<th>Would your school be able to find a substitute for you?</th>
<th>No</th>
<th>Probably not</th>
<th>Probably</th>
<th>Yes</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would this substitute know the students in your class?</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>
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</tr>
<tr>
<td>Would this substitute be an effective teacher?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you communicate directly with this substitute before your absence?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you communicate directly with this substitute after your absence?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Better</th>
<th>About the same</th>
<th>A little worse</th>
<th>Much worse</th>
<th>Don't know</th>
</tr>
</thead>
</table>

### Student Needs

**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 class or classes this school year, how many of your students are...

<table>
<thead>
<tr>
<th>Condition</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>Condition</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></td>
</tr>
<tr>
<td>Coming to school hungry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In need of healthcare services</td>
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<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>Condition</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 classroom or for your students to use? (Check all that apply.)

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

When you purchased clothing and/or personal supplies, how many of your students made use of these resources?

- A few
- Some
- Many
- Most or all

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

School Climate

School Climate

We are interested in learning more about your views on the climate in SFUSD and at your current school or worksite.
To what extent do you agree or disagree with each of the following statements about the climate at your school?

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my colleagues share my beliefs and values about what the central mission of the school should be.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration's behavior toward the staff is supportive and encouraging.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Academic expectations at my school are clear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school has a clear vision for the future.</td>
<td></td>
<td></td>
<td></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>
<tbody>
<tr>
<td>I would prefer that we just treat people as individuals rather than focus on their race, ethnicity, or other background characteristics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity is a priority in my school's recruiting and hiring efforts.</td>
<td></td>
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</tr>
<tr>
<td>Having staff with a range of backgrounds is essential to our school's success.</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>
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<td></td>
<td></td>
</tr>
<tr>
<td>Having staff with backgrounds similar to our students is essential to our school's success.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Recognition, Satisfaction, & Perspectives on Teaching

Perspectives on Teaching

*We are interested in learning more about your perspectives on teaching.*

Overall, how satisfied are you with your job?

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
</table>

Overall, how valued do you feel in your job?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>A little</th>
<th>Somewhat</th>
<th>Very</th>
</tr>
</thead>
</table>

How satisfied are you with the amount of recognition you receive for your role as a teacher from each of the following groups?
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>If I could do it all over, I would definitely become a teacher.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am discouraged by the state of the teaching profession.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I like being a teacher in SFUSD.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like working at my current school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel good about my performance as a teacher overall.</td>
<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<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 can change with the right school conditions.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can meet the academic needs of all of the students I teach regardless of their family background.</td>
<td></td>
<td></td>
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</tr>
<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>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>
</tbody>
</table>

Student Achievement
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.

Please rank the gaps listed below according to the amount of effort YOU FEEL that YOU should devote to each gap.

1 = Most effort; 4 = Least effort

1 2 3 4

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

Please rank the gaps listed below according to the amount of effort you feel that YOUR SCHOOL wants you to devote to each gap.

1 = Most effort; 4 = Least effort

1 2 3 4

» 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)
» Gap between students with more and less supportive home environments

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

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

Among them all, who is MOST able to address 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 time and effort to students is a difficult problem. Which of the following best resembles how you typically allocate your time in your classroom? Do you...

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

Future Plans

Future plans

These next questions ask about your future career plans.

What are your plans for the coming 2017-2018 school year?

- Stay in SFUSD
- Leave of Absence
- Sabbatical Leave
- Retire
- Resign
- Non-reelected

If you stay in SFUSD, what do you think you will do?

- Be a classroom teacher in your current school
- Voluntarily transfer to another school within SFUSD as a classroom teacher
- I received notice that I was consolidated
- Change to a new position in SFUSD (e.g., master teacher, math/literacy coach, Assistant Principal, etc.) either at your current school or at a new school

Which of the following do you think you will do?

- Exit the workforce
- Teach in a different district, charter, or private school
We are interested in whether moving into leadership positions appeals to you.

At some point in your career, are you interested in moving into the following positions?

<table>
<thead>
<tr>
<th>Position</th>
<th>Yes</th>
<th>No</th>
<th>Have served or am currently in this role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional leadership (e.g. TSA, master teacher, coach, or department chair)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>School leadership (e.g. assistant principal or principal)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>District leadership (e.g. working in the Central Office)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Do you believe you do or will receive the support and opportunity to move into this position within SFUSD?

☐ Yes
☐ No

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
Is the unit where you live subject to rent control?

Yes
No

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

☐ Alone
☐ With a 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
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
SFUSD along with our city partners and UESF are working to identify strategic ways to help SFUSD educators maintain access to housing in San Francisco as rents and home prices continue to increase rapidly. Please take a moment to answer the following questions to help us understand your needs in housing and affordability.

What percentage of your household income goes toward housing (rent or mortgage)? (Consider your yearly gross salary and household income to include anyone you consider family.)

For Example: If your gross income is $65,000 and your monthly rent is $1800 (multiply by 12 = $21,600), divide 21,600 by 65,000 = 33.3%. You will then select (d) 30%-39%.

- Under 10%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50% or more

If there are plans to build subsidized teacher/educator housing (below market rate rent) in San Francisco, would you take advantage of this?

- Definitely yes
- Leaning yes
- Leaning no
- Definitely no
- I don't know

If you were eligible to take advantage of subsidized housing, would it increase your likelihood to stay as a teacher for SFUSD?

- Definitely yes
- Leaning yes
- Leaning no
- Definitely no
- I don't know

If the school district were to provide services to support teachers with your housing needs, which programs would you likely take advantage of? Please rank the following strategies in order of programs you would most likely take advantage of.

1 = Most likely; 5 = Least likely

- Rental Assistance
  (Opportunity to receive financial allowances to support your rent)
Eviction Protection
(Legal guidance and advice to help you respond to landlord issues
and legal notices)

Social-Responsible Property Manager Network
(Opportunity to be connected to a network of property managers who may
provide affordable rental options for teachers and paraprofessionals in SF)

Housing Counseling
(Resources and one-to-one counseling on renting, home buying,
eviction defense, and landlord/tenant support)

Teacher Housing Development
(Subsidized housing development on school district
property specifically dedicated to teachers in SFUSD)

Have you ever experienced a landlord trying to evict you (formally or informally) from a rental unit in San Francisco?

○ Yes, formally
○ Yes, informally
○ No

Teacher Stress

To what extent have you seriously considered the following?

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<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
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<td>Leaving teaching/switching careers</td>
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<td>Moving out of the San Francisco Bay Area</td>
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Over the last two weeks, how often have you been bothered by any of the following problems?

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<th>Not at all</th>
<th>Several days</th>
<th>More than half the days</th>
<th>Nearly every day</th>
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<td>Feeling down, depressed or hopeless</td>
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<td>Moving or speaking so slowly that other people could have noticed. Or the opposite—being so fidgety or restless that you have been moving around a lot more than usual</td>
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<td>Poor appetite or overeating</td>
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<td>Trouble falling or staying asleep, or sleeping too much</td>
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<td>Trouble concentrating on things, such as reading the newspaper or watching television</td>
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<td>Feeling bad about yourself – or that you are a failure or have let yourself or your family down</td>
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<td>Feeling tired or having little energy</td>
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<td>Little interest or pleasure in doing things</td>
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Background
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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 teachers 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?

☐

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
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 a teacher—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.)