

Introduction

Survey of SFUSD Principals

Welcome to the 2017 Stanford University Survey of SFUSD Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a 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 a principal in SFUSD?

Yes

No

You selected that you are not currently a principal in SFUSD. At this time, we are only seeking responses from 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

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

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

Teacher Hiring

Teacher Recruitment

We are interested in your talent management practices – particularly how you recruit good teachers.

When was the last time you hired a classroom teacher?

- | | | | | | |
|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|
| This month | Last month | Earlier this
spring/winter | Last fall | Last school year | Never |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Bilingual Spanish | <input type="checkbox"/> Science | <input type="checkbox"/> Literacy Specialist/Intervention |
| <input type="checkbox"/> Bilingual Chinese | <input type="checkbox"/> General Education | <input type="checkbox"/> Coaches/IRFs |
| <input type="checkbox"/> Bilingual other (please describe)
<input style="width: 100px; height: 15px;" type="text"/> | <input type="checkbox"/> Social Studies | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Special Ed/Resource Specialist | <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Other (please describe)
<input style="width: 100px; height: 15px;" type="text"/> |
| <input type="checkbox"/> Special Day/SDC | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Math | <input type="checkbox"/> P.E. | |

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

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Consolidated teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	N/A
Voluntary transfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External (new) hires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early hires (i.e. spring contracts for upcoming year, prior to June 15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Late hires (i.e. summer/early fall contracts for upcoming year, after June 15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often are the following true?

	Never	Sometimes	Frequently	Always
The hiring and transfer process allows me to hire the teachers that create the best possible instructional team for my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFUSD Human Resources is helpful to me in staffing my school with high quality teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read applicants' short answer responses from their application.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I speak with the references of the applicants that I am considering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I interview applicants before hiring them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher applicants to my school perform a demonstration lesson as part of the interview process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)

Allowing them to choose the courses they want to teach

Private recognition

Promoting them into leadership roles while still teaching

Release time for special projects

Other (please specify):

Funds for additional professional development

None of the above

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?

	No Hurt	Helped Effect	Helped a Little	Helped a Lot	I don't know	N/A for my school
RECRUIT high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RETAIN high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RETAIN high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

	None	1-2	3-5	More than 5
Aides/Para-professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteers/Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student teachers/Interns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPED/RSP/Speech support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention/RTI specialists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapists/Counselors/Social workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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...

	Never	Rarely	Sometimes	Most of the Time	Always	N/A
would your school be able to find a substitute?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would this substitute know the students in the class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would this substitute know the course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would this substitute be an effective teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would you expect the teacher to communicate directly with this substitute before the absence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would you expect the teacher to communicate directly with this substitute after the absence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

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

	Strongly disagree	Disagree	Agree	Strongly agree
Biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in SFUSD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having staff with backgrounds similar to our students is essential to my school's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would prefer that we just treat people as individuals rather than focus on their race, ethnicity, or other background characteristics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity is a priority in my school's recruiting and hiring efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having staff with a range of backgrounds is essential to my school's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	None	A few	Many	Most or all	Don't know or N/A
Coming to school hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of healthcare services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless or in temporary housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have experienced and/or witnessed traumatic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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...

	Is there someone or a resource in your SCHOOL you can refer students to?		Is there someone or a resource in the DISTRICT (outside your school) you can refer students to?		How often are these school or district resources adequate for addressing the existing needs?			
	Yes	No	Yes	No	Never	Rarely	Sometimes	Most of the time or always
Coming to school hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of healthcare services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless or in temporary housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have experienced and/or witnessed traumatic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Do you personally spend TIME fulfilling these needs in addition to referrals?		Do you personally spend MONEY fulfilling these needs in addition to referrals?	
	Yes	No	Yes	No
Coming to school hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of healthcare services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In need of mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless or in temporary housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have experienced and/or witnessed traumatic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.)

- School or office/classroom decorations
- Cleaning supplies like sponges, paper towels, cleaners, etc.
- Books/reading materials for my school/classroom
- School supplies like notebooks, binders, paper, pens, pencils, crayons, tape, etc.
- Health supplies like tissues, hand sanitizer, band aids, etc.
- Personal supplies like toiletries, hygiene or laundry needs
- Food and snacks for students
- Clothing for students
- Technology like apps/software, computer hardware, cameras, speakers, etc.
- Project supplies, like for arts and crafts, labs, special projects
- 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

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?

	Never	Rarely	Sometimes	Frequently
Difficulty with transportation to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations such as helping care for younger sibling(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student/family concerns about safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student had a legitimate excuse but did not submit paperwork to excuse the absence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student chose to skip the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 higher- and lower-achieving students (regardless of race, income, or home environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gap between students with more and less supportive home environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gap between students from different racial groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gap between students from high- and low-income families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Student Achievement 2

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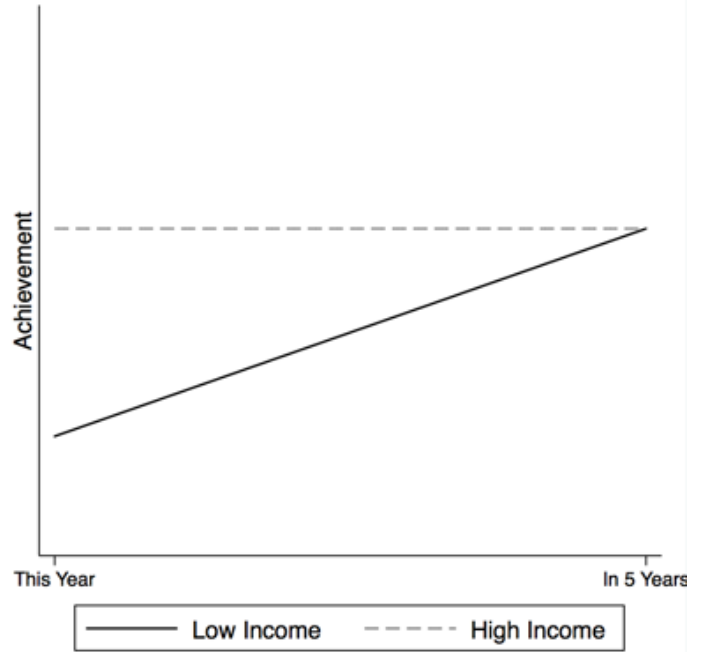
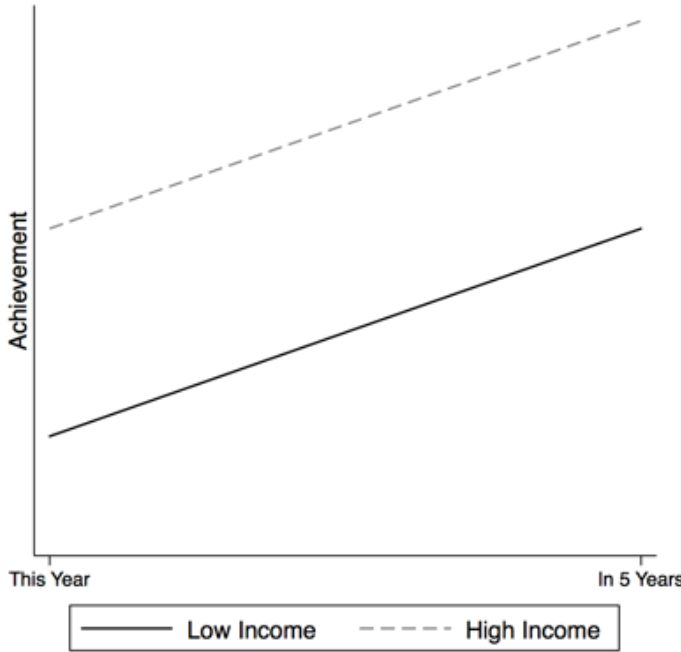
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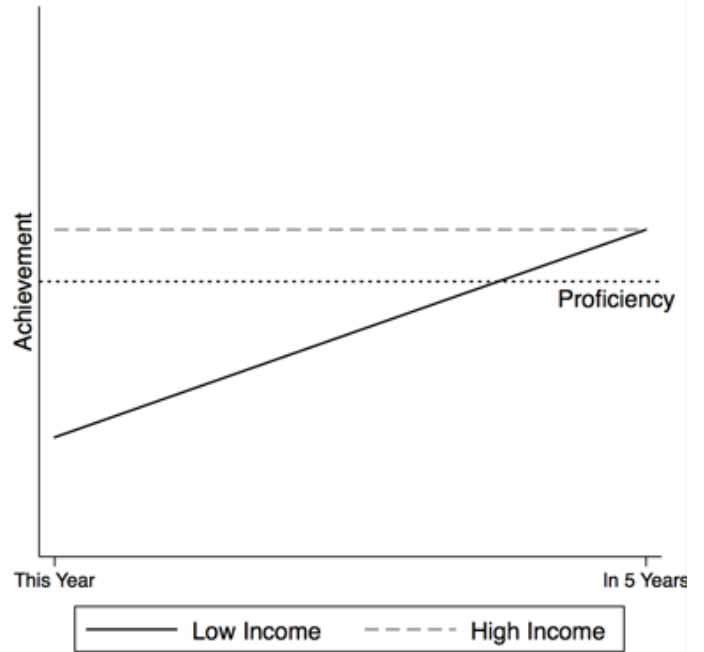
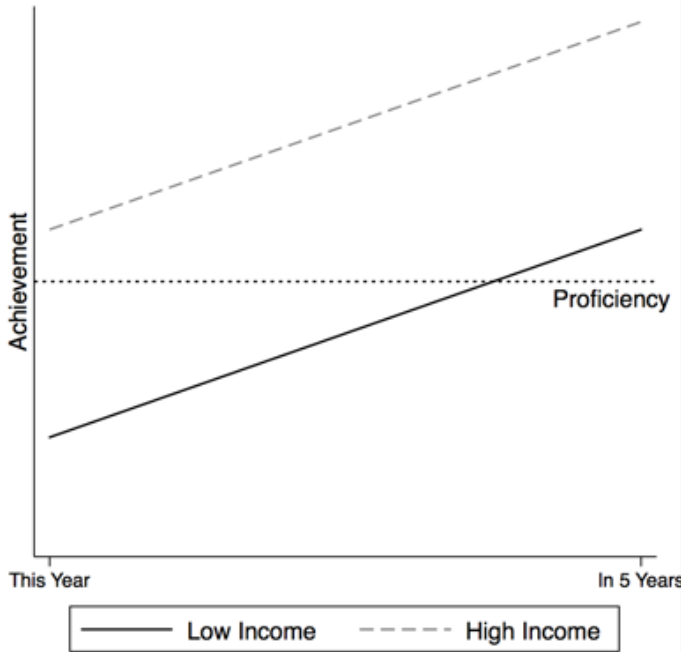
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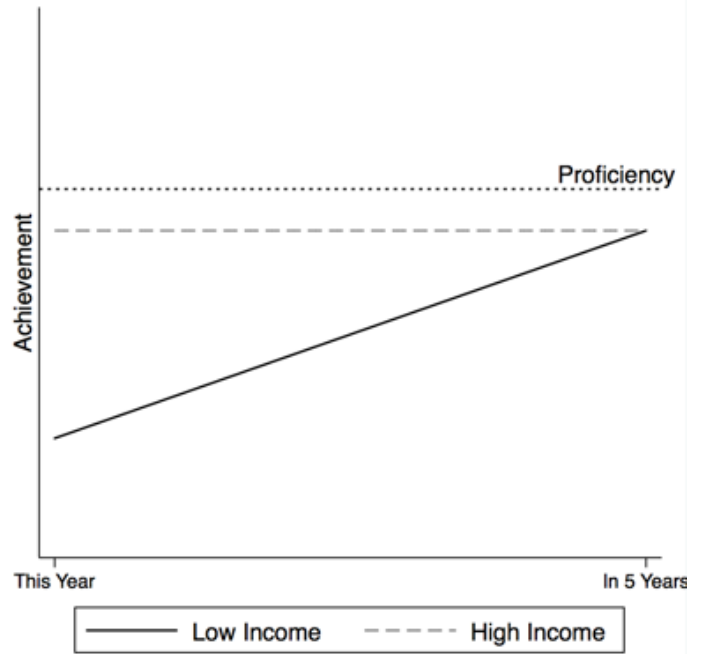
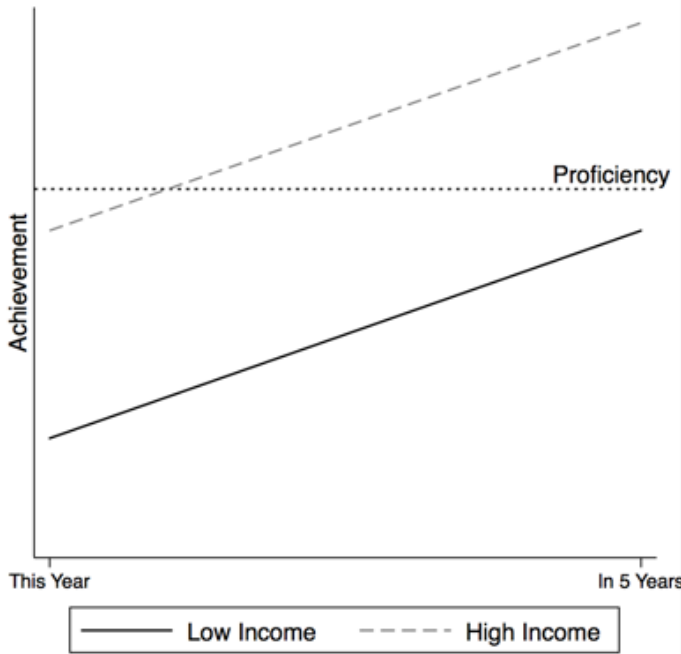
If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?



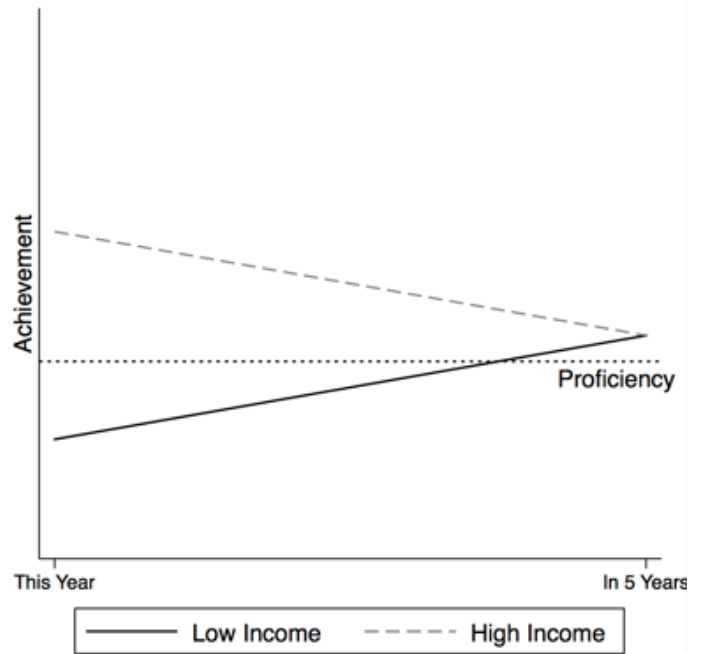
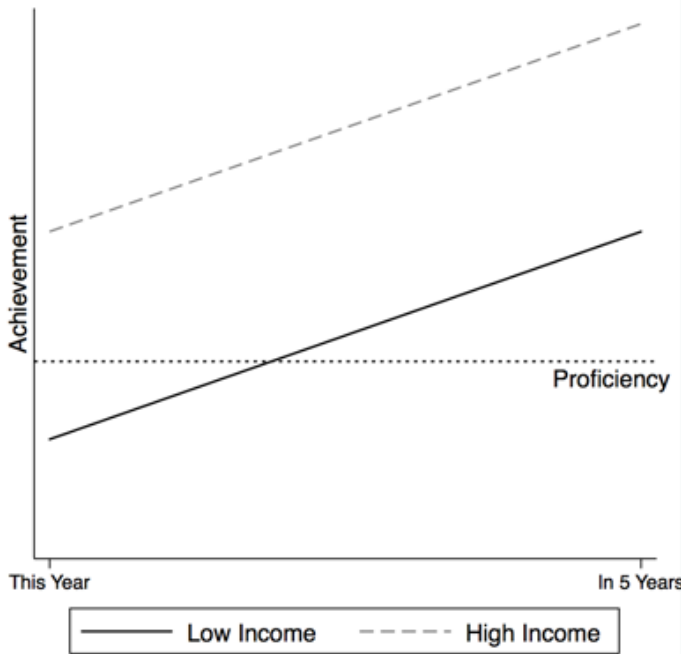
If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?



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?



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.)

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

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

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

	None	A little	Some	A lot
Teachers in their classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State and federal education policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other state and federal policies (e.g. regarding social services, health, taxes, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	MOST (Check only ONE in this column)	LEAST (Check only ONE in this column)
Teachers in their classrooms	<input type="radio"/>	<input type="radio"/>
Individual schools	<input type="radio"/>	<input type="radio"/>

	MOST (Check only ONE in this column)	LEAST (Check only ONE in this column)
School districts	<input type="radio"/>	<input type="radio"/>
State and federal education policies	<input type="radio"/>	<input type="radio"/>
Other state and federal policies	<input type="radio"/>	<input type="radio"/>

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

Satisfaction

Satisfaction

We are interested in your satisfaction as a 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?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Being a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a principal in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Very Dissatisfied Dissatisfied Satisfied Very Satisfied

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
SFUSD Board of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Superintendent and executive level district leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The families of your school's students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 a principal in your current school
- Voluntarily transfer to another school within SFUSD as a principal
- 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 a 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

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?

	Never	Rarely	Sometimes	Often
Leaving school leadership/teaching/switching careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving out of the San Francisco Bay Area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all	Several days	More than half the days	Nearly every day
Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all	Several days	More than half the days	Nearly every day
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling bad about yourself – or that you are a failure or have let yourself or your family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling or staying asleep, or sleeping too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

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 a 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.)