

Fall 2009 & Spring 2010

YouthVote Student Survey



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Introduction

The YouthVote Student Survey, which is made possible by a grant from the Department of Children Youth and their Families, is among the most comprehensive and far-reaching questionnaires of high school-aged youth currently enrolled in the San Francisco Unified School District. The survey reaches over 8,000 students each academic semester.

From public transportation to classroom curricula, the YouthVote Student Survey illustrates how many of San Francisco's young people share common experiences. Yet there are also significant variations in the experiences and opinions between students. Assessing these variations and similarities between students in different grade levels, schools, race/ethnicities, genders and neighborhoods is critical to developing an understanding of how to better serve *all* of San Francisco's students.

This report is a self portrait of students by students. Herein, they explain what stresses them, where they see the most violence in their lives, assess the relevance of their education, suggest changes to their public schools changed, articulate their need for job training, and more.

The YouthVote Student Survey aims to serve youth and communities through:

- Informing City policymakers on young people's perspectives in order to better inform their planning and decision making;
- Providing data for the San Francisco Unified School District as well as individual school sites to better plan and serve its students; and,
- Briefing service providers and advocates on young people's pressing needs and wants to better programming and service delivery.

Some of this data reaffirms what is already known. Yet readers may also be surprised at which young people are impacted by a given issue. The varied experiences of young San Franciscans are all reflected in this report.

Taken together, the students speaking out through these surveys have provided us with an account of their concerns and, in many cases, they have pointed to strategies and solutions that would remedy them.

Now, it is our responsibility to respond.

Executive Summary

Section 1 Student Support

- **Most students are closest to teachers**
While most students stated that they are very close to teachers in comparison to other school site staff, African-American and Pacific Islander students were dramatically less likely to select teachers.
- **Personal attention key to adult-youth relationships**
Students are primarily interested in adults who they can talk to about personal issues, and who take the time to know them.
- **Inconsistent homework support at home**
While many students get help on their homework from parents/guardians, older students, Asian-Americans, and Latino/Hispanic students get significantly less support.

Section 2 Curriculum & Learning

- **Students want more field trips & group work**
A plurality of students want more field trips, while many also showed an interest in both group projects and discussions.
- **Dissatisfaction with assignment model**
While some students feel their schools do a good job in making educational content appealing, many students feel otherwise.
- **Widespread mediocrity of health education curriculum**
Though few students had an overwhelmingly negative view of their health education, only Hilltop's students gave their program outstanding marks.

Section 3 Activities & Programs

- **Jobs, Jobs, Jobs**
Students' responses to numerous questions demonstrate that jobs and internships are a very high priority for youth across San Francisco.
- **Social opportunities important**
Students seek more time to hang out with friends in their extra-curricular activities.
- **Younger students not as engaged**
9th and 10th grade students are involved in less extra-curricular activities than their older peers.

Section 4 Youth's Stressors

- **Students not understanding assignments**
Students are most stressed by not understanding their classroom assignments.
- **Job and money problems**
A large number of students are stressed about their job situation or other money problems.
- **Personal relationships are stressful**
A majority of students say that their personal relationships are a source of stress.

Section 5 College & Career

- **Students interested in getting into 4-year colleges**
Students want to know more about how to get into 4-year colleges, how to pay for college, and internship opportunities.
- **Limited interest in many high-growth fields**
While many students are interested in working in health care, business, and technology, students by and large showed little interest in the other high-growth field options provided in the survey.
- **Interest in learning about employment**
A high percentage of students want classes, extracurricular activities, and other programming that would teach job skills and help them get a job.

Section 6 School Food

- **Many students do not eat lunch regularly**
Nearly a quarter of students surveyed stated that they do not eat lunch most days.
- **Need for longer lunch hour, as well as better and more varied food**
Large numbers of students expressed these changes would make it more likely for them to eat the school lunch.
- **Running out of food**
The vast majority of students who eat the school lunch say the cafeteria runs out of the food they want to eat at least some of the time.

Section 7 Youth Safety

- **Adults at school are the best solution to school-site violence**
More students selected the need to have “Supportive school staff” as the top way to improve safety at schools than any other option.
- **Students unclear on the role of police at school.**
Many students stated that they did not know the role of the police who frequent their school campuses.

Section 8 Civic Engagement

- **Interest in learning about issues**
A large number of students say that learning more about key issues will get them more politically active.
- **Youth prioritize jobs and health**
Students showed a very high interest in protecting youth jobs and internships, as well as school-based health services.
- **Little knowledge of youth governance institutions**
A majority of students know little about the roles of the Youth Commission, Student Advisory Council, and the Student Delegate.

Student Support

Key Findings

- **Most students are closest to teachers**
While most students stated that they are very close to teachers in comparison to other school site staff, African-American and Pacific Islander students were dramatically less likely to select teachers.
- **Personal attention key to adult-youth relationships**
Students are primarily interested in adults who they can talk to about personal issues, and who take the time to know them.
- **Inconsistent homework support at home**
While many students get help on their homework from parents/guardians, older students, Asian-Americans, and Latino/Hispanic students get significantly less support.

Who students are close to and trust

To identify which adults at school sites students connect to most, students were asked: “What is the position of the adults at school you are closest to/trust most?”.

A large majority of students stated that they are closest to teachers (66.7%). Counselors were selected at the second highest rate (38.0%). School Resource Officers (police officers working on school campuses) were selected at the lowest rate (2.7%).

Students were allowed to select up to three (3) adults, though many opted to select fewer.

Variations by school

- Students were much less likely to select teachers at the court schools (30.6%), Civic Center (38.5%), Wells (44.4%), and Downtown (48.7%).
- Students were most likely to select “Counselors” at Hilltop (56.8%) and Washington (50.5%); students from School of the Arts were the least likely to select “Counselors” (18.3%).
- Students were most likely to select “Team Coach” at Leadership (29.6%), Balboa (23.0%), and International Studies Academy (20.0%).

Variations by race/ethnicity

- African-Americans (46.7%) and Pacific Islanders (53.7%) were dramatically less likely to select teachers.
- Pacific Islanders and African-American students were more likely to select “Team Coach” (28.4% and 20.1% respectively). Also, these students were more likely to select their schools’ security guards (30.0% and 26.3% respectively) than other students.
- White/Caucasian students were the least likely group to select their counselors (23.9%).

Variations by grade level

- Only 4.2% of 9th grade students selected School Resource Officers, which decreases to 1.5% in the 12th grade.
- Seniors were more likely to select counselors (45.2%) than other students.

Questions for further consideration:

- *What accounts for the small number of students selecting “School Resource Officers?”*
- *Why are African-American and Pacific Islander students choosing teachers at such a low rate?*
- *Similarly, why are students at continuation and county schools (except Hilltop) not selecting teachers as much as their peers at other schools?*

Figure 1: Overall responses to "What is the position of the adults at school you are closest to/trust most?"

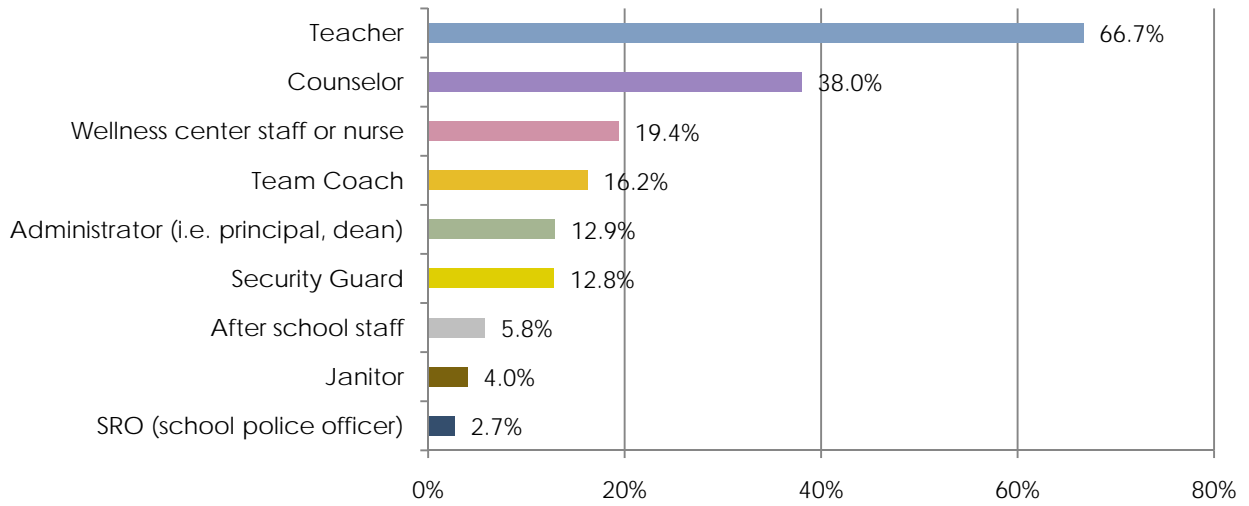
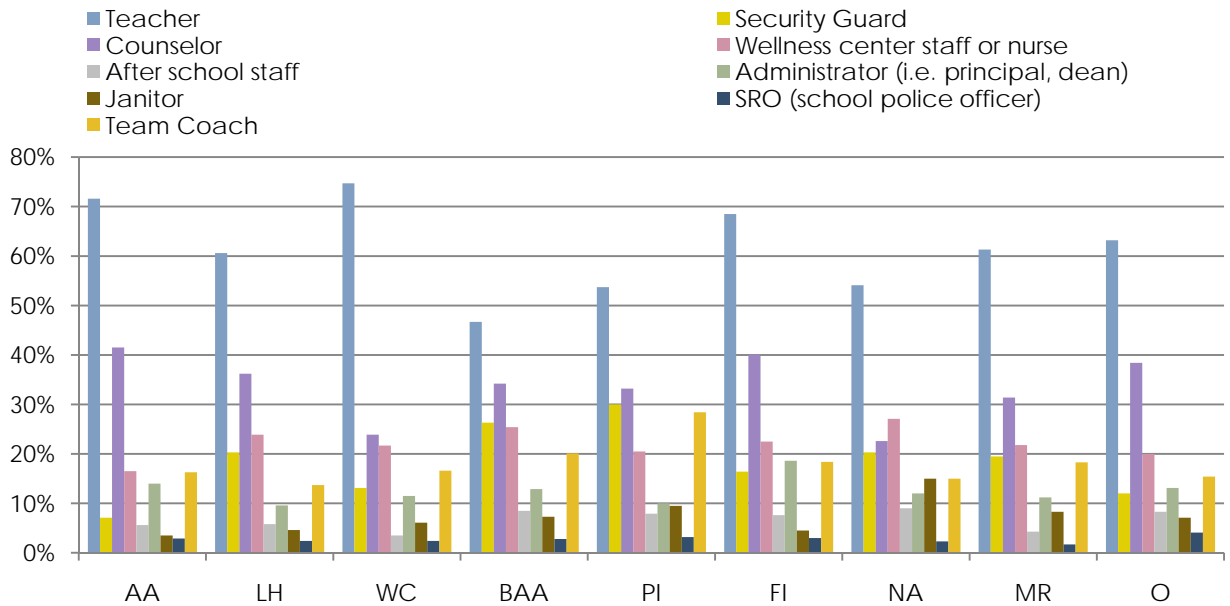


Figure 2: Responses to "What is the position of the adults at school you are closest to/trust most?" by race/ethnicity. An abbreviation key can be found on page 75.



Why students are close to adults

Students were asked: "For you to be close to/trust an adult, what is most important?"

Students primarily selected "Being able to talk about my personal life" (24.2%) and "Taking the time to get to know me" (22.7%).

Variations by school

- Respondents were the most likely to select "Being able to relate to each other" at the court schools (28.6%), School of the Arts (25.2%), Civic Center (23.8%), and Independence (22.2%)
- Respondents were the least likely to select "Getting help with my school work" at the court schools (7.1%), Downtown (7.4%), Jordan (7.9%), School of the Arts (8.5%), and Civic Center (9.5%)

Variations by zip code

- Students living in 94103 (SOMA, 32.5%) were among the most likely to select "Being able to talk about my personal life."
- Students living in 94127 (St. Francis Wood, 34.1%) were among the most likely to select "Taking the time to get to know me."
- Students living in 94114 (Noe Valley, Castro 4.9%) were among the least likely to say "Getting help with my school work."

Variations by race/ethnicity

- Of all race and ethnic groups, Pacific Islanders were more likely to select "Being able to talk about my personal life" (31.6%) and less likely to select "Taking the time to get to know me" (16.9%) than other students.
- Asian-American (10.9%) and students who identified as "Other" (11.9%) were the most likely to select "getting help with my college and career plans." These numbers were far higher than the rates for most other students.

Variations by grade level and gender

- Younger students in the 9th and 10th grades were much more likely to select "Getting help with my schoolwork" (about 18%) compared to 11th and 12th grade students (15.1% and 11.4%).
- Females (26.7%) were more interested in adults getting to know them than males (19%).

Questions for further consideration:

- *Given the preference of students attending county schools and Independence, how can the City and school district provide access to adults that these students can relate to?*
- *How can the City and school district identify and support programs that successfully engage disconnected youth with adult allies they can relate to?*

Figure 3: General responses for: "For you to be close to/trust and adult, what is most important?"

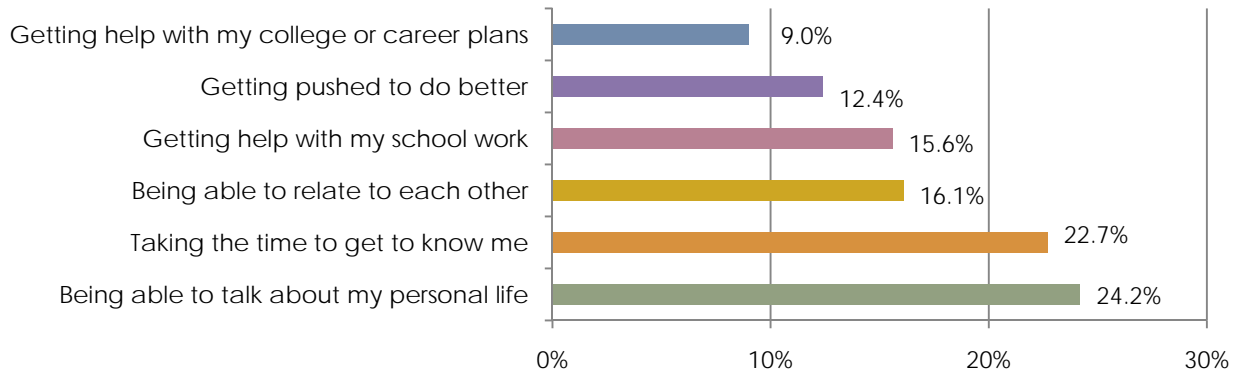
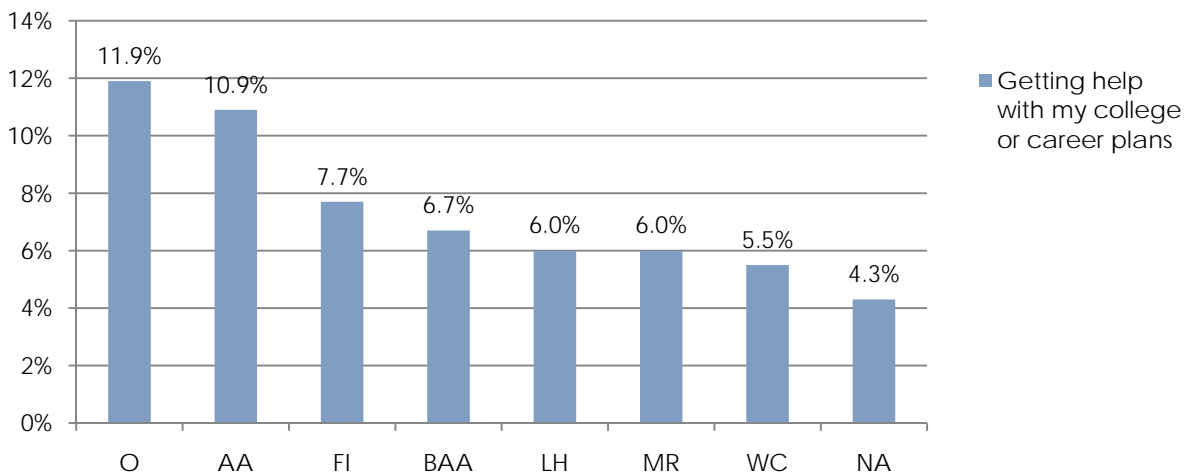


Figure 4: Respondents who selected "Getting help with my college or career plans" by race/ethnicity. An abbreviation key can be found on page 75.



Counseling services

Students were asked, "Do you get all of the counseling services you need?" Respondents could select "Yes," "No, I need more personal counseling (i.e. family, relationship, personal issues)," or "No, I need more academic, college, or career counseling."

The majority of students (60.6%) stated that they receive all the counseling services they need. Nearly one-third of respondents (31.3%) selected "more academic, college, or career counseling" while just 11.3% of respondents selected personal counseling.

Variations by school

- Students were most likely to select "Yes" at Gateway (86.2%), Independence (86.2%), Hilltop (77.3%), Jordan (76.7%) and the court schools (72.2%).

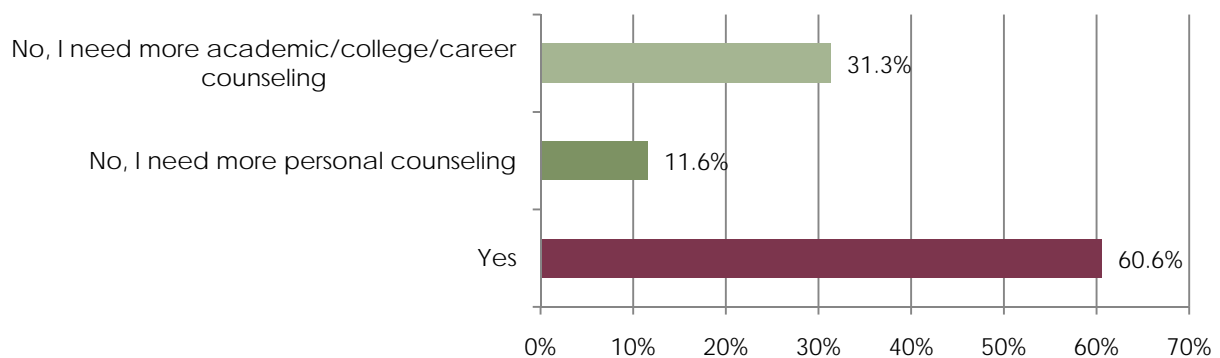
Variations by race/ethnicity

- Pacific Islanders(20.0%) were the most likely to report select personal counseling services.
- White/Caucasian (10.2%) and Asian-American (10.0%) students were the least likely to select personal counseling services.

Variations by grade level and gender

- Females (35.1%) were more likely than males (27.2%) to select more academic counseling.
- 9th graders (21.9%) were less likely than 11th graders (38.4%) and 12th graders (33.9%) to select academic counseling.

Figure 5: Overall response to "Do you get all of the counseling services you need?"



Questions for further consideration:

- Are youth aware of the potential benefits and various types of counseling?
- What accounts for Pacific Islanders' higher reported need for personal counseling?

Help with homework at home

Students were asked if they received help from their parents/guardians on homework when they needed it. 57.5% of respondents answered “Yes.” In other words, more than 4 out of ten students reported not receiving the assistance they need.

Variations by race/ethnicity

- Asian-Americans (51.6%) and Latino/Hispanics (55.9%) were the least likely to get homework assistance from their parent/guardians.
- White/Caucasian students (76.7%) were the most likely to indicate that their parent/guardians helped them with homework.

Variations by grade level

- Older students were less likely to receive assistance from their parent/guardians; only 46.5% of 12th graders reported getting such help.

Figure 6: Overall response to “Do your parents/guardians help you with your homework when you need it?”

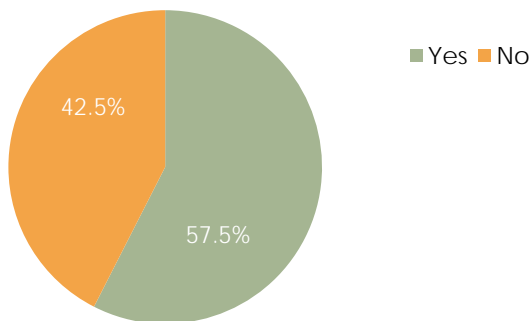
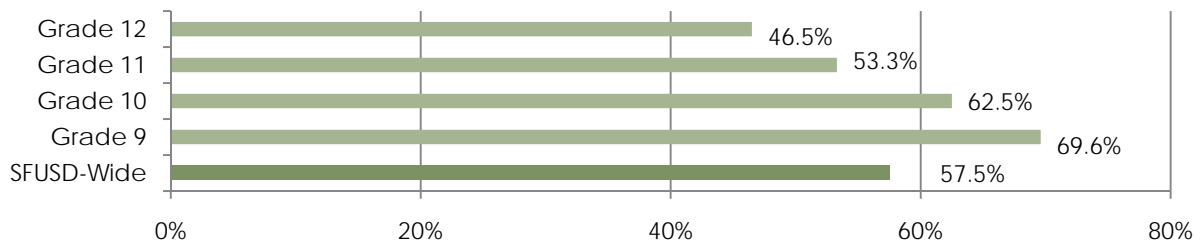


Figure 7: Respondents who get help with their homework, by grade level.



Questions for further consideration:

- How can parents be better supported to help their students at home?
- To what extent are teachers assigning homework assuming that the students' parents can aid their children?

Curriculum & Learning

Key Findings

- **Students want more field trips & group work**
A plurality of students want more field trips, while many also showed an interest in both group projects and discussions.
- **Dissatisfaction with assignment model**
While some students feel their schools do a good job in making educational content appealing, many students feel otherwise.
- **Widespread mediocrity of health education curriculum**
Though few students had an overwhelmingly negative view of their health education, only Hilltop's students gave their program outstanding marks.

Students' preferred learning styles

Students were asked: "What would you say are your 2 favorite ways of learning new concepts?" and were provided a list of 12 learning styles to choose from.

By a wide margin, a plurality of students selected "Taking field trips" (49.7%). In addition, students enjoyed group work, as 25.9% of respondents selected "Working on group projects" and 20.1% selected "having group discussions."

Writing reports (2.0%), working on individual projects (6.1%), and "memorizing information" (9.1%) were the least popular options.

Variations by school

- Students were the most likely to select "Working on group projects" at Wells (46.8%), Newcomer (38.4%), and O'Connell (37.4%).

Variations by race/ethnicity

- Pacific Islanders were the least likely to select "Working on group projects" (10.7%) but among the most interested in "Attending cultural events" (15.7%).
- African-Americans (8.4%) and Samoans (7.6%) were among the least interested in "Listening to lectures."
- White/Caucasian students were among the most likely to be interested in group discussions (32.6%).

Variations by grade level

- Older students were much more likely to select "Working at an internship" as a learning style than younger students.
- Only 11.9% of 9th graders were interested in internships as a learning style, compared to 20.3% of 12th graders.

Variations by gender

- Females (14.5%) were twice as likely to select "Attending cultural events" as males (7.6%).
- Females (19.1%) were also more likely to show an interest in internships as a learning style, compared to only 12.9% of males.

Questions for further consideration:

- *To what degree are students exposed to the different learning styles listed in this question?*
- *Are the City and school district providing opportunities for experiential learning, given that students are twice as interested in learning through field trips as any other learning style?*

Figure 8: Overall response to, "What would you say are your 2 favorite ways of learning new concepts?"

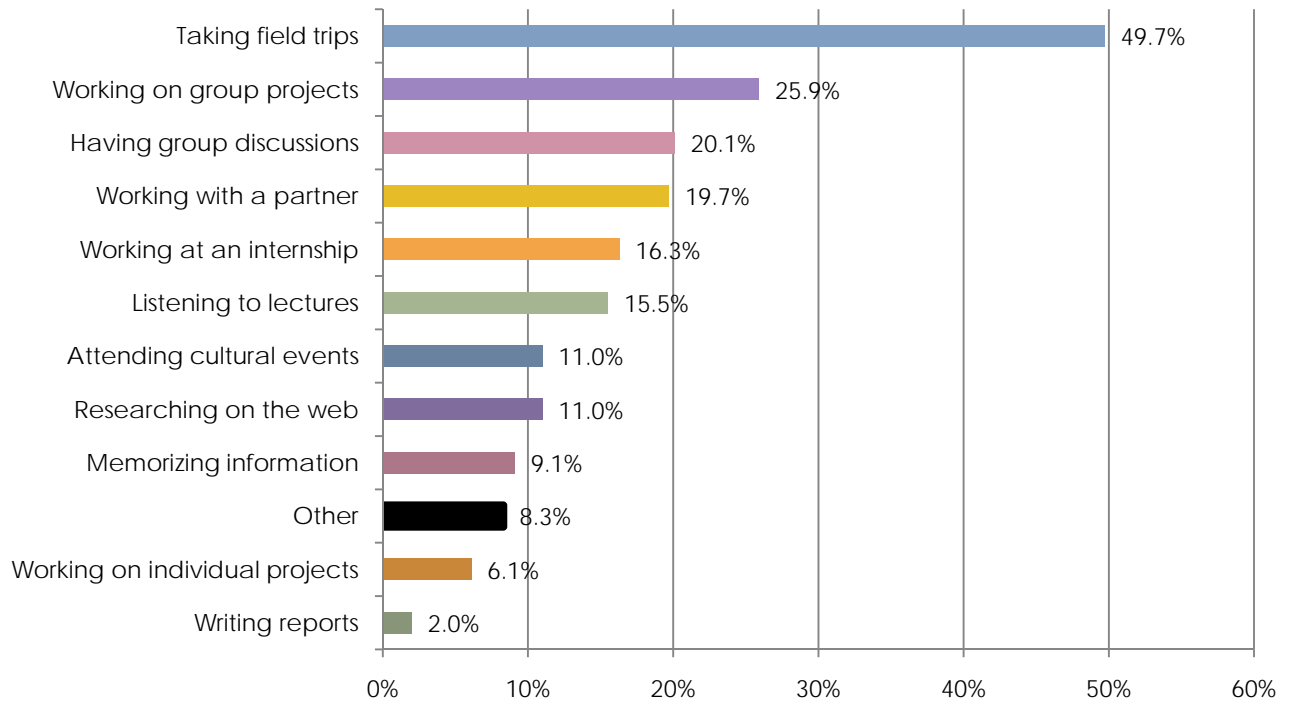
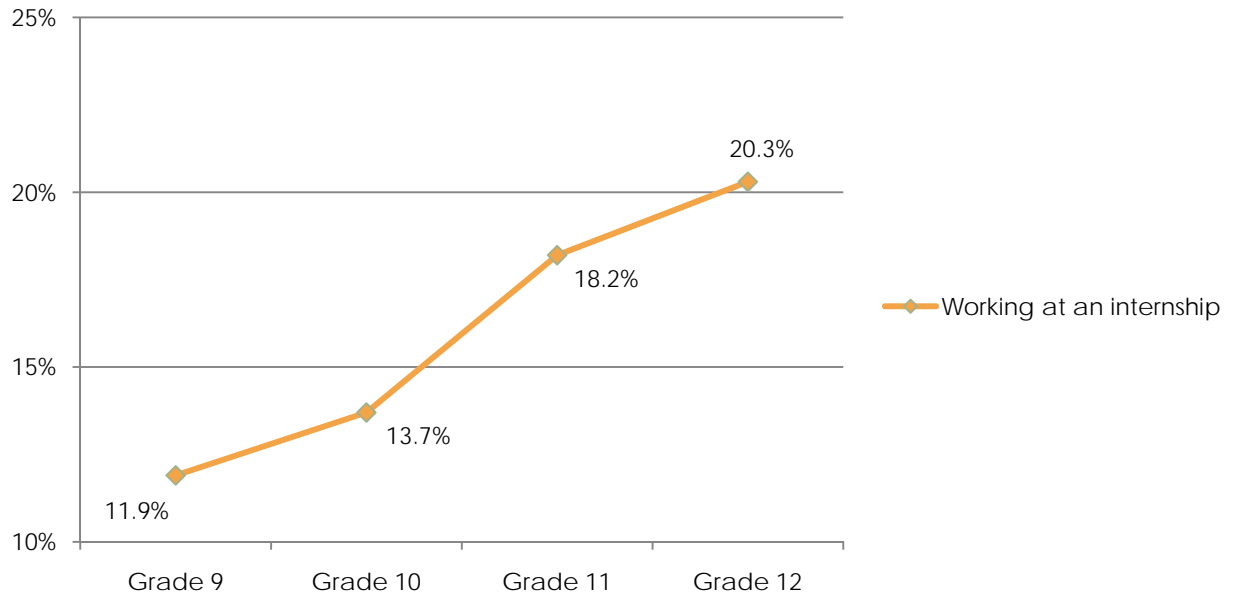


Figure 9: Respondents interested in learning through "Working at an internship," by grade level.



Opportunities for student-preferred learning

A majority of students (65.8%) answered yes when asked: “Does your school provide enough opportunities for you to learn in the ways you most prefer?”

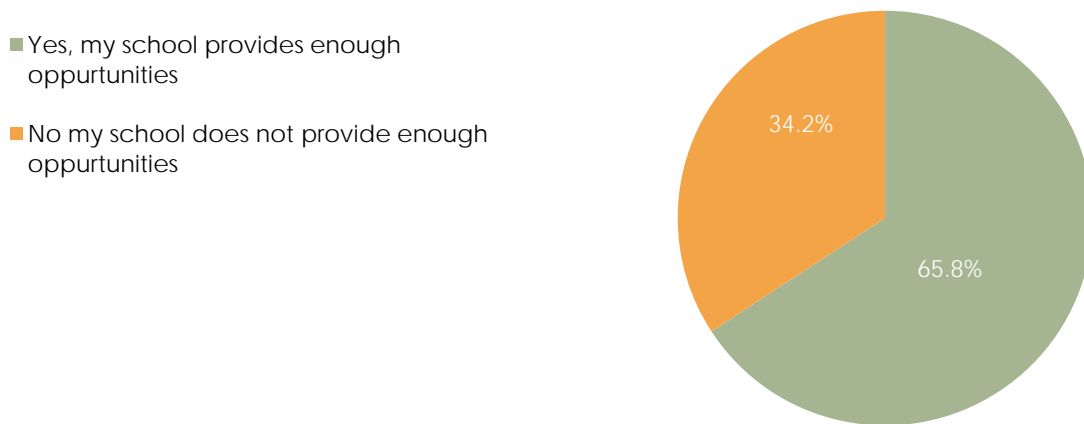
Variations by school

- Students were less likely to answer “Yes” at Wallenberg (37.7%), the court schools (42.9%), International Studies Academy of Arts and Science (50.5%), and Marshall (53.5%).
- Students at Independence (89.1%), Jordan (89.1%), and Hilltop (88.9%) were the most likely to answer “Yes.”

Variations by grade level

- 9th graders (70.9%) were more likely to say answer “Yes” than older students.
- 12th graders were the least likely to say they got enough opportunities (62.8% answered “No”).

Figure 10: Survey-wide response rate to “Does your school provide enough opportunities for you to learn in the ways you prefer most?”



Questions for further consideration:

- Given that nearly 90% of students at Independence, Hilltop, and Jordan—all uniquely tailored to serve their student bodies—answered “yes,” how can their best practices be emulated by other schools?
- What accounts for older students answering “no” at such high rates?

Figure 11: Percentage of respondents who reported having enough opportunities to learn in the ways they most prefer, by school. An abbreviation key can be found on page 74.

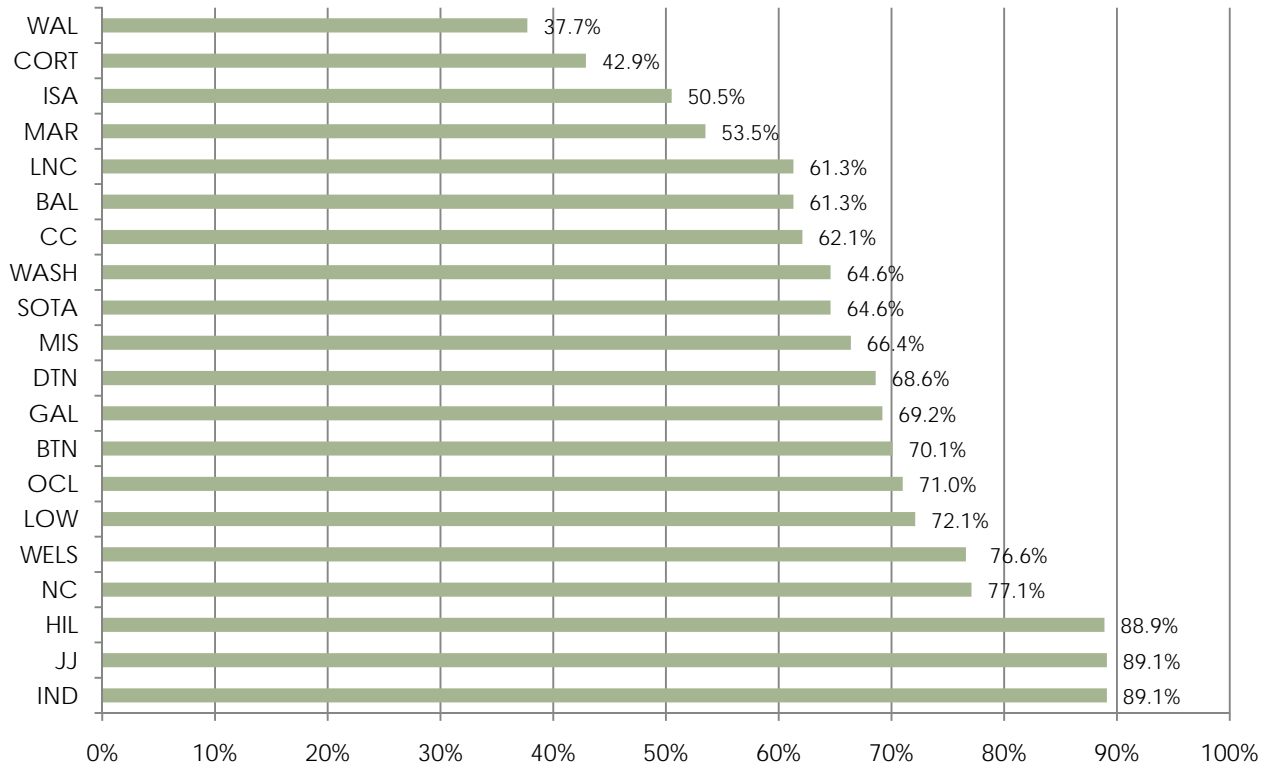
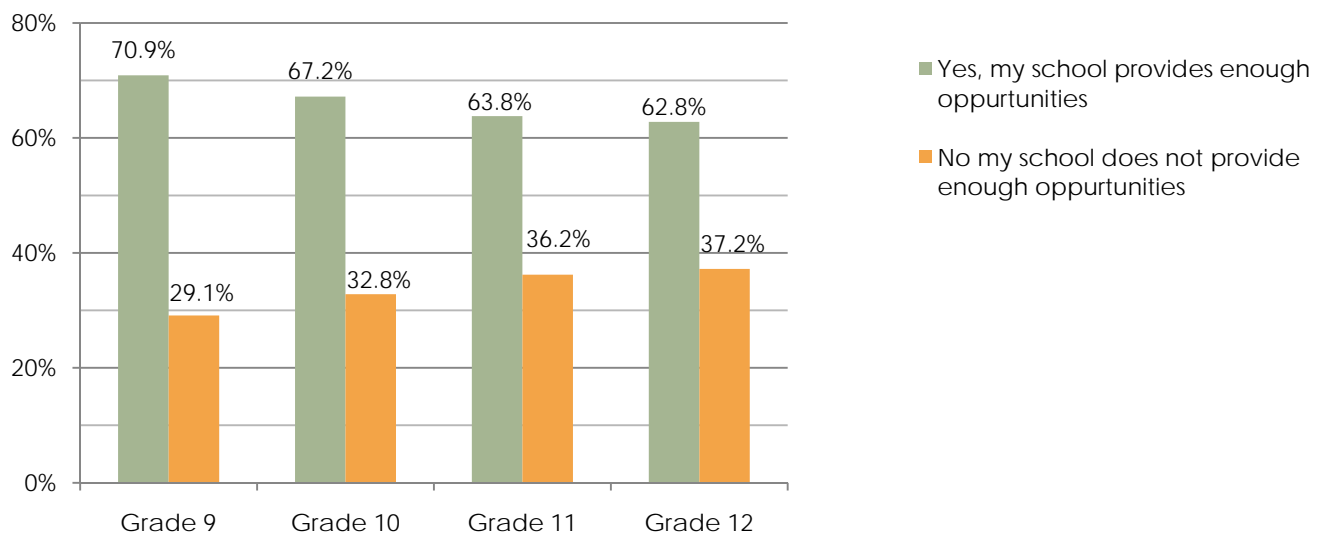


Figure 12: Responses by grade level.



Health education

To gauge their experiences with the SFUSD’s health education curriculum, students were presented with six statements and asked as to select “Agree,” “Somewhat Agree” or “Disagree.” These statements were as follow:

1. "My health teacher knew the topics well"
2. "I was comfortable asking questions about my own health issues."
3. "My health teacher could answer the majority of the students' questions."
4. "I was comfortable sharing my opinions in the class."
5. "The teacher created a welcoming classroom environment."
6. "The teacher created a welcoming classroom environment."

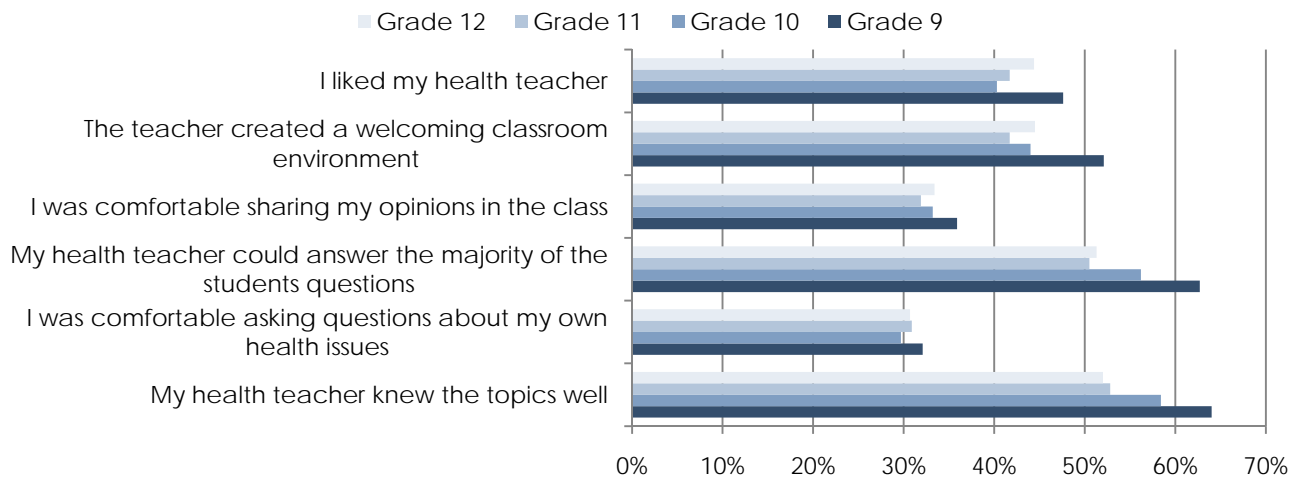
Variations by school

- While students from most schools generally responded favorably towards their health classes, only Hilltop’s students gave their health class very high marks. On average, Hilltop’s students selected “Agree” at an average rate of 85.8%, and selected “Disagree” an average of 0.6% of the time.

Variations by grade level

- Generally, older students were less likely to agree with these six statements than younger students.

Figure 13: Respondents who selected “Agree” by grade.



Questions for further consideration:

- What accounts for older students’ higher rates of disagreement?
- What can other schools’ health classes adopt from Hilltop’s success?

Figure 14: Overall responses to "My health teacher knew the topics well"

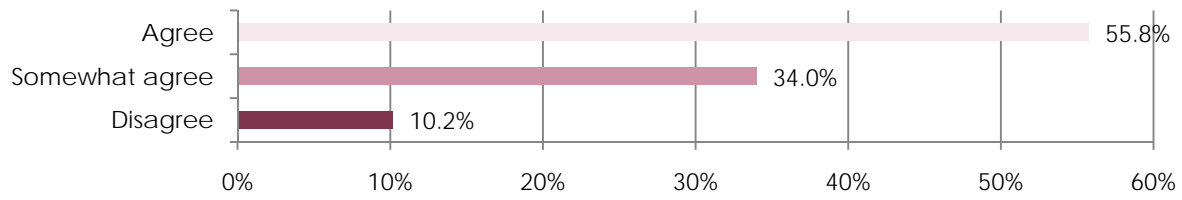


Figure 15: Overall responses to "I was comfortable asking questions about my own health issues."

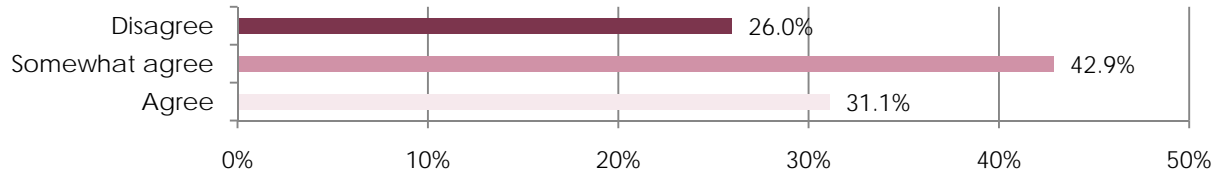


Figure 16: Overall responses "My health teacher could answer the majority of the students' questions."

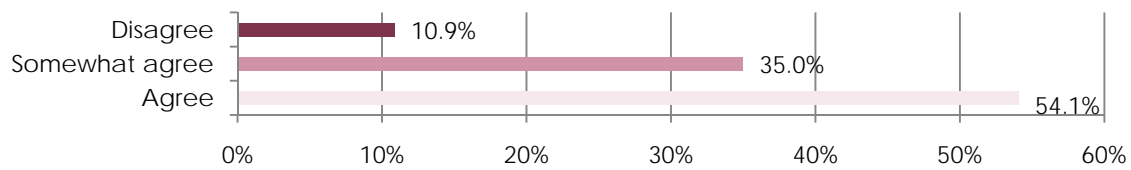


Figure 17: Overall response to "I was comfortable sharing my opinions in the class."

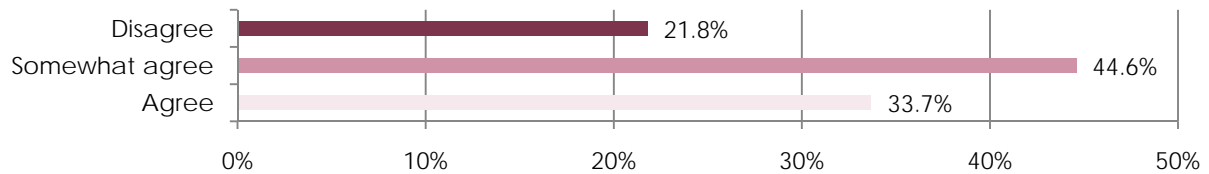


Figure 18: Overall responses to "The teacher created a welcoming classroom environment."

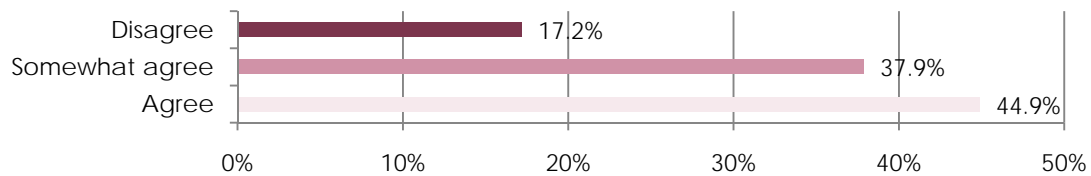
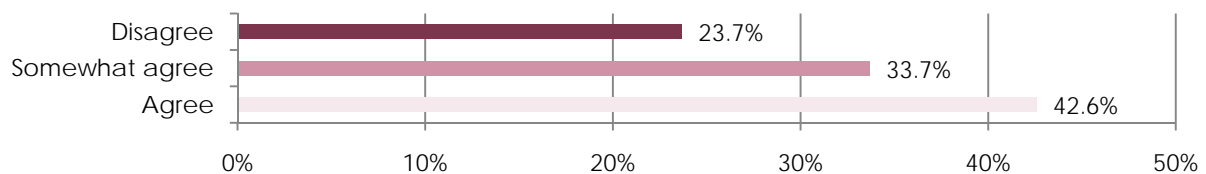


Figure 19: Overall responses to "The teacher created a welcoming classroom environment."



Activities & Programs

Key Findings

- **Jobs, Jobs, Jobs**
Students' responses to numerous questions demonstrate that jobs and internships are a very high priority for youth across San Francisco.
- **Social opportunities important**
Students seek more time to hang out with friends in their extra-curricular activities.
- **Younger students not as engaged**
9th and 10th grade students are involved in less extra-curricular activities than their older peers.

Extracurricular involvement

Students were asked, “Are you involved in an extra-curricular activity or program?”

A plurality of students reported being engaged in extracurricular activities both in and outside of school (28.9%). Less than one-third of students (28.2%) are not involved in any sort of extracurricular activity.

Variations by school

- Students were the least likely to be involved in an extra-curricular activity at Independence (65.5% reported not being in a program), Hilltop (56.8%), and the court schools (55.6%)
- Students from Lowell (90.1%) and School of the Arts (83.1%) were the most likely to report being in a program at school, outside of school, or both.
- Students from Burton (33.3%), Marshall (31.4%), Lowell (30.7%), and Balboa (29.7%) were the most likely to be involved in a program specifically at school.

Variations by race/ethnicity

- 41.2% of Latino/Hispanic students reported not being involved in any extracurricular program or activity.
- White/Caucasian students were the most likely to report being involved in an activity (79.1%).

Variations by gender and grade level

- Females (74.3%) were more likely to report participating in any extracurricular program or activity than males (69.9%).
- Younger students were more likely to report not being involved in a program. 34.2% of 9th graders reported not taking part in any program, while only 22.7% of 12th graders reported the same.

Variations by neighborhood

- More students in 94116 (81.8%, Outer Sunset) and 94122 (79.4%, Inner Sunset) report being in an extracurricular program than students overall.

Questions for further consideration:

- *Do youth from various communities define “extracurricular activities or programs” differently? If so:*
 - *Are programs’ outreach methods altering their appeal? For example, are some youth more inclined to participate in an “extracurricular activity” rather than a “program,” even if the programmatic content is the same?*
 - *How can San Francisco better measure the number of youth served through its funded programs?*
- *Are the students not involved in extracurricular activities and programs driven by a lack of interest, a lack of outreach, or a lack of opportunities?*
- *What can be done to shift the low participation rates reported by Latino/Hispanic students and youth enrolled in Independence, the court schools, and Hilltop?*

Figure 20: Overall response to "Are you involved in an extra-curricular activity or program?"

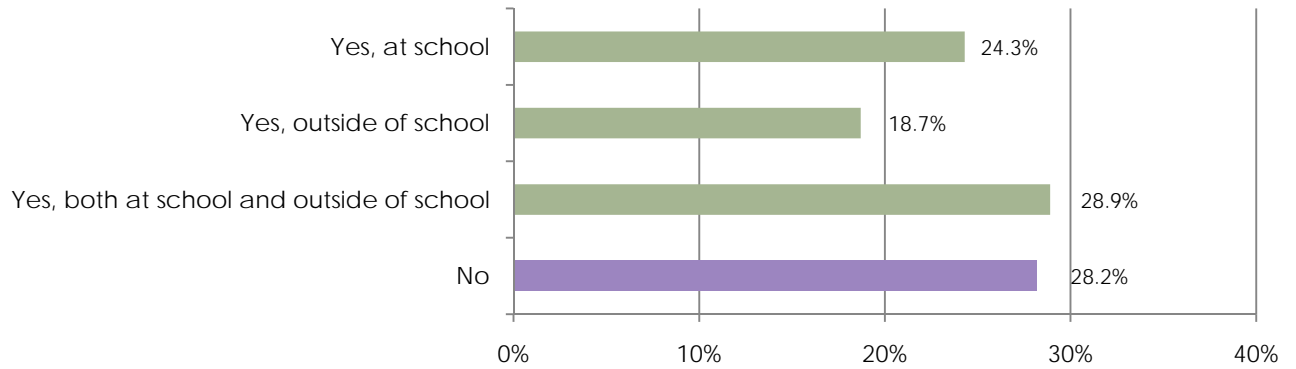


Figure 21: Respondents **not** involved in an extra-curricular activity, by grade.

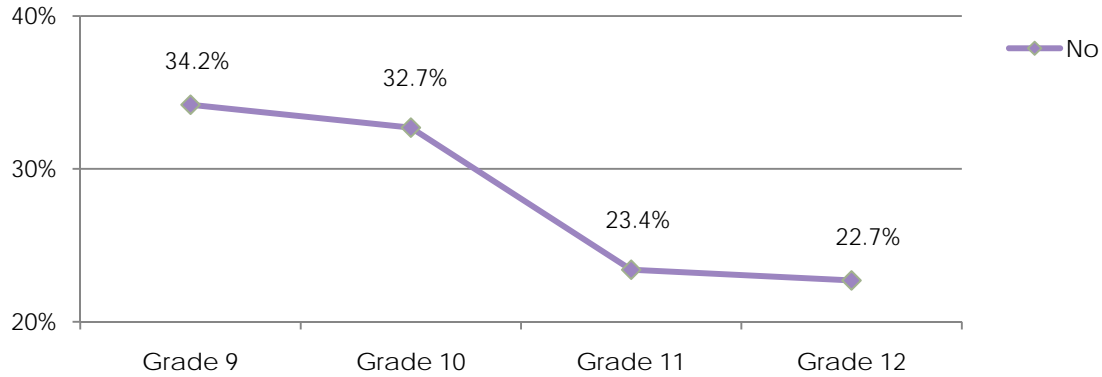
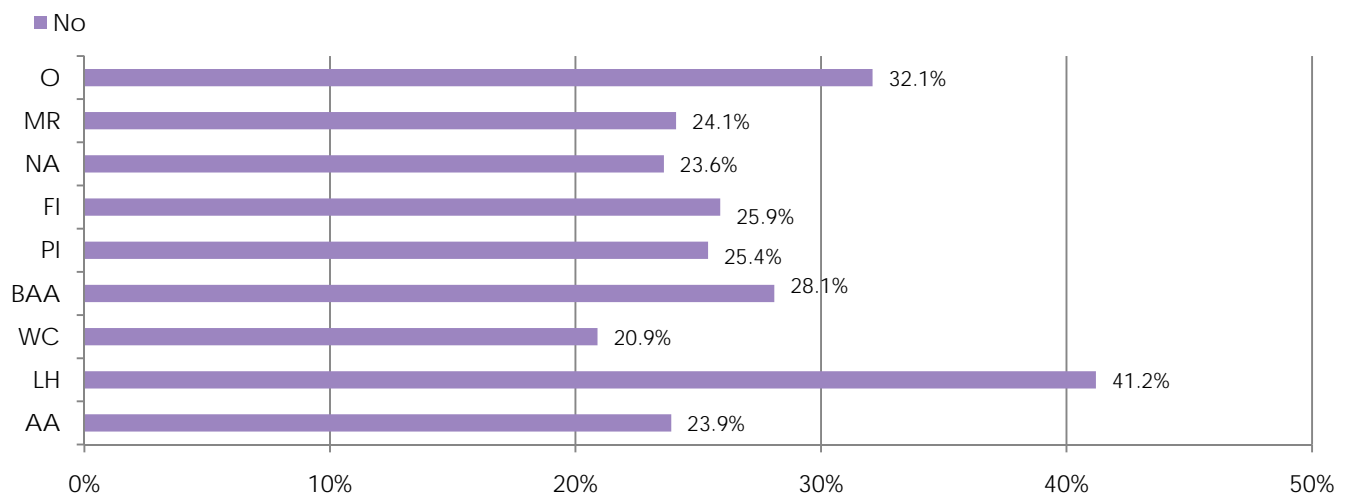


Figure 22: Respondents **not** involved in an extra-curricular activity, by race/ethnicity. An abbreviation key can be found on page 75.



Activities students are interested in

To aid providers with a better understanding of what students seek from programs, students were asked to “Select the extra-curricular activities that interest you the most.” Students could indicate their interest in as many options as they wished.

A majority of students selected “Hanging out with friends” (54.8%) and “Finding a job/internship” (51.8%).

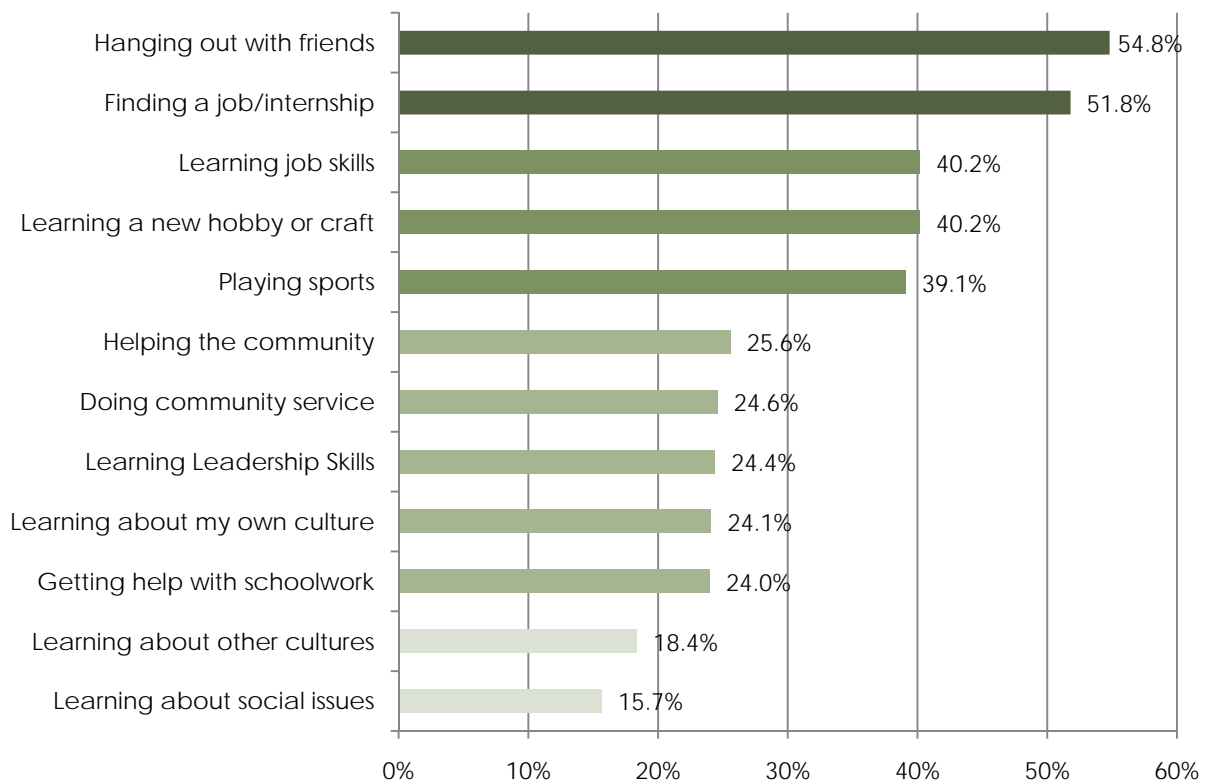
Variations by neighborhood

- Students in 94114 (Noe Valley, Castro) are more interested in programs that help students learn about other cultures (25.7%) and those that involve helping the community (34.3%) than students overall (25.6%).
- On the other hand, students in 94114 are less interested in learning job skills (26.8%) than students overall (40.2%).
- Students are more interested in programs that give them more time to hang out with friends in both 94114 (68.6%) and 94131 (70.6%) than students overall (54.8%).
- Students living in 94133 were more interested in programs that teach new job skills (50.0%) and involve helping the community (34.5%) than students overall (40.2% and 25.6%).

Variations by school

- Students were more interested in playing sports at Leadership (47.4%), Balboa (47.2%), Washington (47.1%) and the court schools (50.0%) than students overall. On the other hand, students at School of the Arts (S.O.T.A.) (29.4%), Independence (20.7%), and Hilltop (15.9%) were the least interested in playing sports.
- Students were more interested in programs where they can help the community at the court schools (36.1%), but less interested at Hilltop (13.6%), Wells (14.4%), and O’Connell (16.4%).
- Students were the most interested in programs that helped students find jobs or internships at Hilltop (61.4%) and S.O.T.A. (59.3%).
- Students were most interested in programs that had a space for them to hang out with friends at Lowell (64.4%) while students at Hilltop were the least interested (15.9%).
- Students were most interested in community service at Lowell (35.1%). Students were the least interested at Wells (6.7%), Hilltop (6.8%), Civic Center (7.7%), Downtown (10.3%), the court schools (11.1%), City Arts & Tech (11.4%), June Jordan (13.3%), Independence (13.8%), and O’Connell (15.9%).
- Students from S.O.T.A. were the most interested in learning about social issues (26.5%).
- The lowest interest in learning new hobbies or crafts was among students at O’Connell (23.3%), Hilltop (25.0%), the court schools (25.0%), Wells (25.6%), and Downtown (25.6%). The highest interest was found at Lowell (43.9%) and S.O.T.A. (50.9%).
- Students were most interested in learning job skills at Downtown (51.3%) and the court schools (63.9%).
- While students at Lowell (43.9%) and S.O.T.A. (50.9%) were the most interested in learning about other cultures, those at O’Connell (23.3%), Wells (25.6%) and the court schools (25.0%) were the least interested.
- Students at Leadership (37.8%) and the court schools (36.1%) were the most interested in learning about their own culture, while students at Wells (16.7%) were the least interested.
- Students at City Arts & Tech (12.3%), Civic Center (15.4%), Hilltop (13.6%), and Jordan (14.7%) were the least interested in learning leadership skills.

Figure 23: Shows overall responses for what activities students are most interested in.



Questions for further consideration:

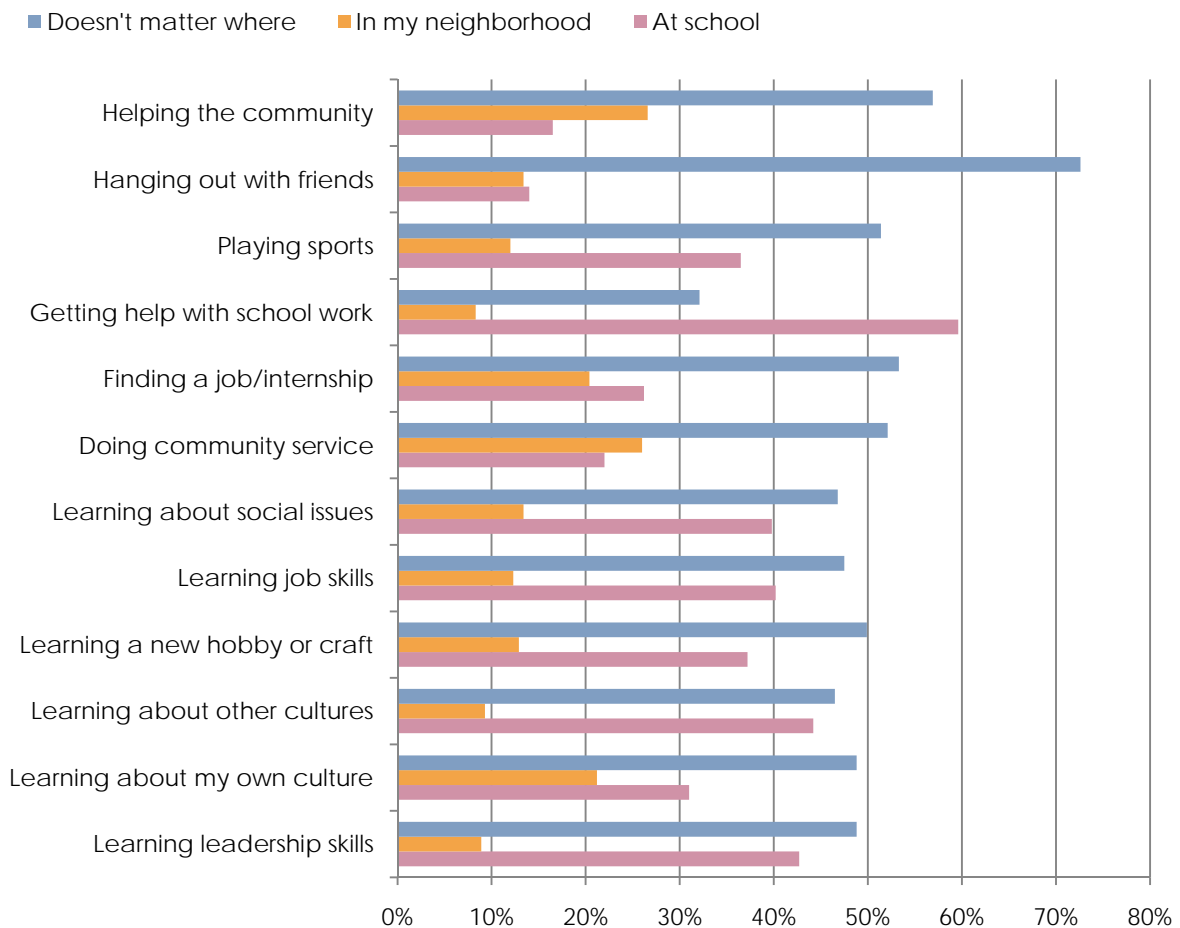
- *Given that many of the starkest variations in programmatic interests were between different school populations—rather than any of the other demographic groups, including district, race and gender—how is this reflected in San Francisco’s service delivery and program development?*
- *How can program outreach and design be responsive to the following trends:*
 - *Students at the court schools and Castro/Noe Valley selected “helping the community” at the highest rate;*
 - *Students from Hilltop and SOTA selected “jobs and internships” at the highest rate;*
 - *Students at Lowell and SOTA selected “learning about other cultures” at the highest rate;*
 - *Students at the court schools and Leadership selected “learning about my own culture” at the highest rate.*
- *Give that Lowell students’ reported the highest interest in simply “hanging out with friends,” how can the City, school district, and parents each respond?*

Where students want programs located

To inform program development, students were asked where they would prefer to take part in different types of programming.

Overall, students indicated “Doesn’t matter where” more often than any other option. Students were also more likely to select “At school” over “In my neighborhood.”

Figure 24: Select where you would prefer these programs to take place.



Questions for further consideration:

- *What factors lead students to want certain types of programming at their school?*
- *When students select “It doesn’t matter where,” is this due disinterest or youth simply not being concerned with a program’s location?*

Youth's Stressors

Key Findings

- **Students not understanding assignments**
Students are most stressed by not understanding their classroom assignments.
- **Job and money problems**
A large number of students are stressed about their job situation or other money problems.
- **Personal relationships are stressful**
A majority of students say that their personal relationships are a source of stress.

No place to study

Students were asked to what degree not having a place to study is stressful.

A majority of respondents (51.8%) selected either “very” or “somewhat stressful.”

Variations by school

- Hilltop’s students were more likely to deem “No place to study” as “Somewhat stressful” (47.6%).
- Students from the court schools were less likely to be stressed by not having a place to study, with 71.4% selecting “Not stressful.”

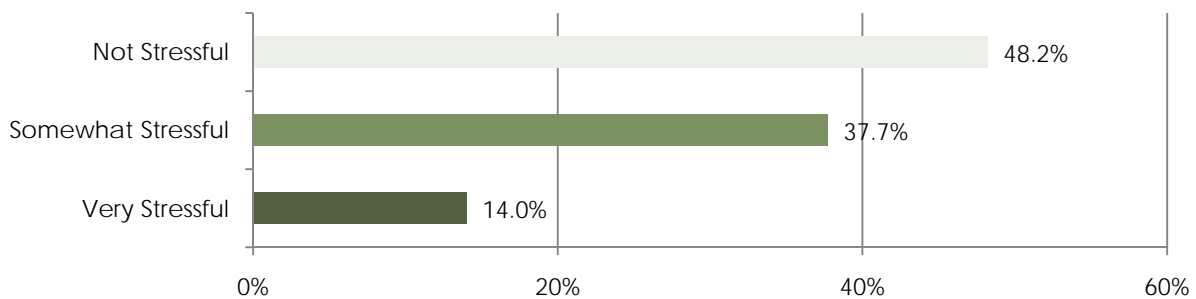
Variations by race/ethnicity

- White/Caucasian students were less likely to deem a lack of a place to study as stressful, as the majority of these students selected “Not stressful” (60.4%).

Variations by neighborhood

- Students living in 94133 (North Beach, Chinatown, 62.9%) are more stressed by not having a place to study than students overall (51.8%).

Figure 25: Overall responses to “No place to study.”



Questions for further consideration:

- *Have certain students normalized not having a place to study, therefore lowering the degree of stress it causes?*
- *How can schools and community organizations prioritize providing study spaces for students?*
- *Can libraries partner on addressing this need?*

Not understanding assignments

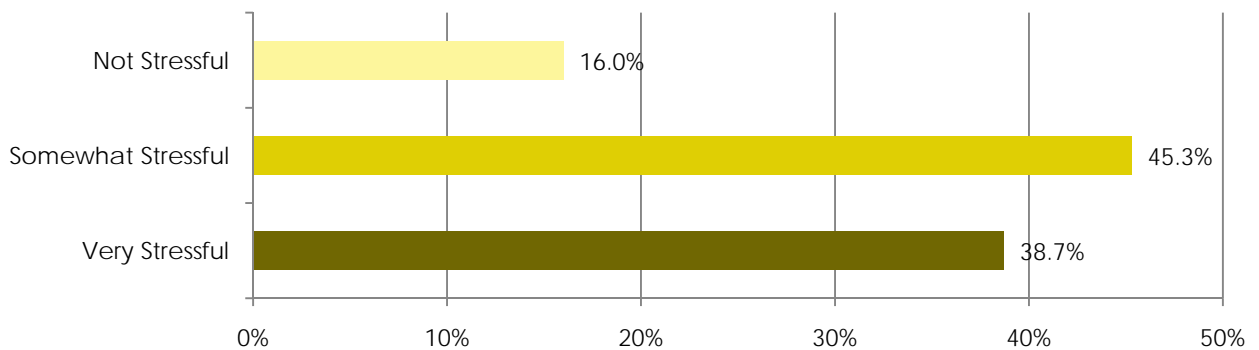
Students were asked how stressful “not understanding assignments” is.

The vast majority of students (84.0%) selected either “very” or “somewhat stressful,” with 38.7% of students characterizing it as “very stressful.”

Variations by school

- Students were less likely to be stressed by not understanding assignments at Wells (31.2% selecting “not stressful”), Downtown (29.9%), and Jordan (26.6%) than students overall.
- 47.1% of students attending the court schools selected “not stressful.”
- Nearly half of the students at Lowell (47.8%) considered this “very stressful,” the highest rate at any high school.

Figure 26: Overall responses to “Don’t understand assignments.”



Questions for further consideration:

- *What are the best methods for teachers to communicate homework expectations to students and parent/guardians?*
- *Where can students get help understanding assignments, especially those who lack parental support with homework and/or places to do their work?*

Relationship problems

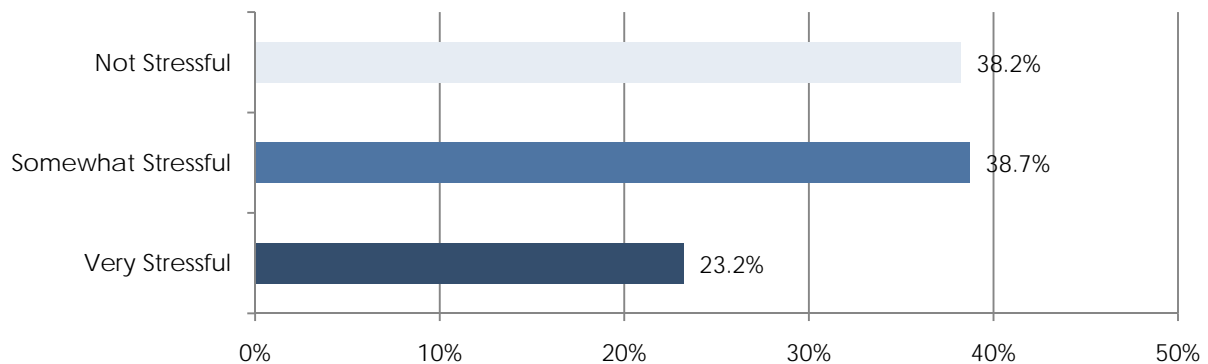
Students were asked to what degree “relationship problems” are stressful.

The majority of respondents (61.8%) selected either “very” or “somewhat stressful.”

Variations by school

- Students attending Independence were very likely to be stressed by relationship problems, with 82.6% of students selecting either “very stressful (39.1%) or “somewhat stressful” (43.5%).
- Students at the court schools were less likely to select relationship problems as stressful, with 51.5% selecting “not stressful.”

Figure 27: Overall responses to “Relationship problems.”



Questions for further consideration:

- Does health education in the San Francisco Unified School District sufficiently cover healthy relationships?
- Though students previously indicated that they get enough personal counseling (page 12), this data suggests otherwise: nearly two-thirds are stressed by relationship problems.
 - Are students aware that counseling can help?
 - Are schools not prioritizing personal counseling?

Job and money problems

Students were asked to gauge the stressfulness of job and money problems.

The majority of respondents (68.0%) selected either “very” or “somewhat stressful,” 29.2% of respondents selecting “very stressful.”

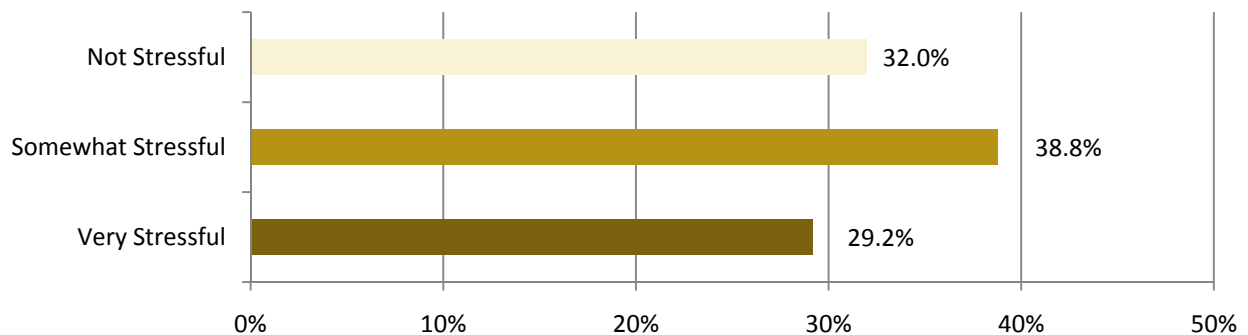
Variations by school

- Students at Burton were more likely to select “Job/money problems” as a stressor, with 78.2% selecting “very stressful” or “somewhat stressful.”
- Independence’s students were very likely to be stressed by job/money problems, with only 9.5% selecting “not stressful.”
- 81.8% of Wells’ students selected “very stressful” or “somewhat stressful.”
- Lowell’s students were less likely to select this stressor: 42.2% selected “not stressful.”

Variations by race/ethnicity

- White/Caucasians students are the least likely to be stressed by job/money problems (41.7% selected “Not stressful”).

Figure 28: Overall responses to “Job/money problems.”



Questions for further consideration:

- Are job training programs targeting the schools that have the highest rates of job/money induced stress?

Violence in the community

Nearly half of students (48.2%) reported that violence in the community is either “Somewhat Stressful” or “Very Stressful.”

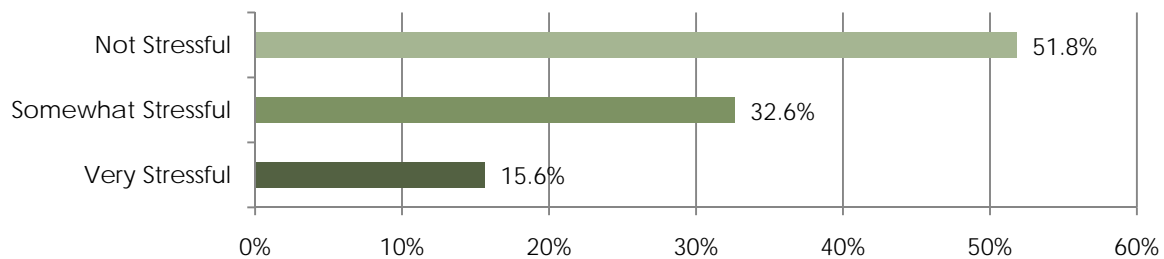
Variations by school

- Marshall’s respondents were more likely to be stressed by violence in the community (59.2% selected “very stressful” or “somewhat stressful”).
- School of The Arts’ respondents were less to select violence as a stressor (70.7% selected “not stressful”).

Variations by neighborhood and race/ethnicity

- Students living in 94102 (Civic Center) were more likely to be stressed by violence (36.9% selected “not stressful”).
- White/Caucasian students were less likely to be stressed by violence (72.1% selected “not stressful”).

Figure 29: Overall responses to “Violence in the community.”



Questions for further consideration:

- How has the normalization of violence in some communities impacted students acknowledgement of the stress and impact it creates?
- Does San Francisco’s allocation of violence prevention and intervention funding reflect the fact that nearly half of all students are stressed by violence?
- Are students considering only street violence, or are they including issues such as domestic violence?
- Do schools acknowledge that nearly half of the student body is stressed by violence?

Difficult home setting

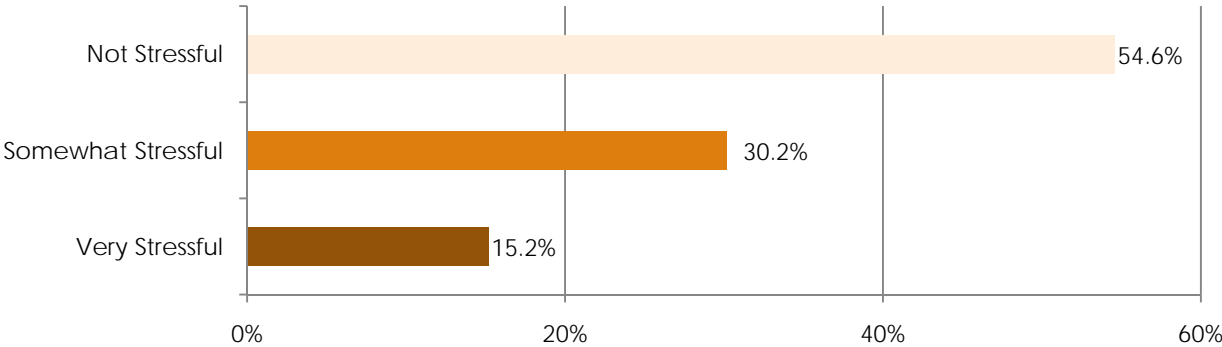
As with “violence in the community,” there was significant variation between specific student demographics in the stressfulness of a “difficult home setting.”

Overall, 48.2% of students selected either “very stressful” or “somewhat stressful.”

Variations by school & neighborhood

- Independence’s students were very likely to be stressed by difficult home settings, with 65.1% of respondents selection either “very stressful (26.1%) or “somewhat stressful” (39.1%).
- Students living in 94102 (Civic Center) were more likely to be stressed by difficult home settings (44.9% selected “not stressful”).

Figure 30: Overall responses to “Difficult home setting”



Questions for further consideration:

- *How did students define “difficult home setting” when answering this question?*
- *Does the school district acknowledge that nearly half of its students report dealing with a “difficult home setting?” and take into account the impact this must have on student achievement and attendance?*

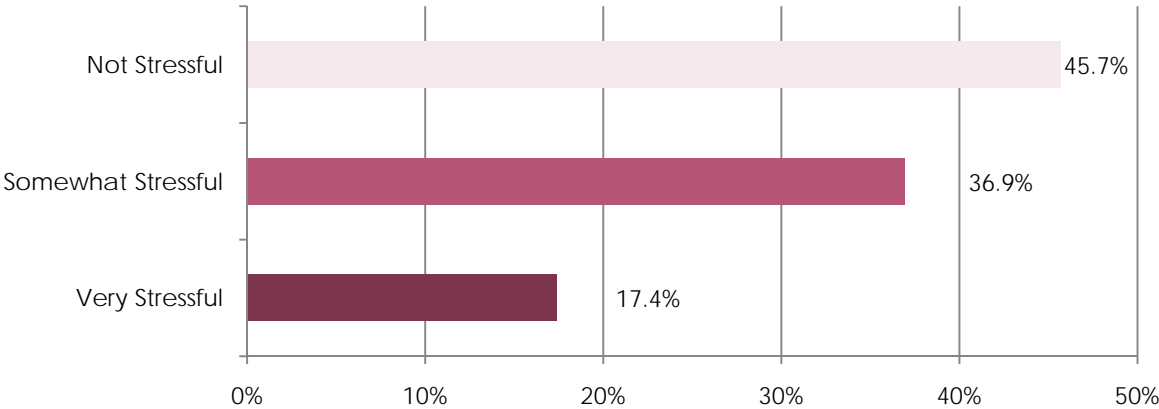
Home responsibilities

Students were asked to what degree home responsibilities are stressful. Nearly half of respondents (44.3%) selected this as either “very” or “somewhat stressful.”

Variations by school

- Students attending Lowell were less likely to be stressed by having “Too many home responsibilities,” as a majority (54.2%) selected “not stressful.”

Figure 31: Overall responses to “Too many home responsibilities.”



Questions for further consideration:

- *Do parents understand the potential impact of home responsibilities on student attendance and achievement?*
- *Can the school district and workforce development programs help students translate their home responsibilities into marketable skills for the job market?*
- *Can San Francisco measure the wide variety of young people's home responsibilities?*

College & Career

Key Findings

- **Students interested in getting into 4-year colleges**
Students want to know more about how to get into 4-year colleges, how to pay for college, and internship opportunities.
- **Limited interest in many high-growth fields**
While many students are interested in working in health care, business, and technology, students by and large showed little interest in the other high-growth field options provided in the survey.
- **Interest in learning about employment**
A high percentage of students want classes, extracurricular activities, and other programming that would teach job skills and help them get a job.

Learning about college/career planning

To inform college and career outreach, students were asked, “What topics do you want to learn more about in terms of college and career planning?” Students could select as many options as they wished.

A majority of respondents selected “How I can get into a UC, State, or other 4 year college.” A high number of respondents also selected “How to pay for college (46.7%) and “internships that relate my schoolwork to a career” (45.0%).

Variations by school

- Less than half of the students attending Civic Center (25.8%), the court schools (34.9%), Downtown (44.4%), Marshall (46.0%), O’Connell (46.0%), and Independence (47.%) wanted to learn more about 4-year colleges.

Variations by race/ethnicity

- Only 50.7% of Pacific Islanders, 53.1% of Latino/Hispanics, and 53.4% of African-Americans wanted to know more about how to get into a 4-year college.
- 69.8% of Chinese students wanted to know more about how to get into a 4-year college, the most of any group.
- Filipino (24.5%) and Latino/Hispanic (23.5%) students were the most likely to be interested in learning about getting into a community college or another 2-year program.
- Chinese students (51.6%) and students who declined to state their race/ethnicity (52.6%) were the most interested in learning more about “Internships that relate my school work to career.”
- Samoan (34.3%) and Pacific Islander (38.1%) students were the least interested in “Internships that relate my school work to career.”

Variations by gender

- Females were significantly more interested than their male peers in “Internships that relate my school work to career” (57.5% to 39.1%) and “How to pay for college” (55.6% to 44.5%).

Questions for further consideration:

- *What can remedy the relative lack of interest in learning more about 4-year colleges among Pacific Islanders, Latino/Hispanics, and African-Americans, three groups most impacted by the achievement gap?*
- *Why do certain schools show low rates of interest in learning about 4-year colleges, while other schools serving similar populations have higher rates?*
- *What accounts for female students’ higher interest in internships?*

Figure 32: Overall responses to "What topics do you want to learning more about in terms of college and career planning?"

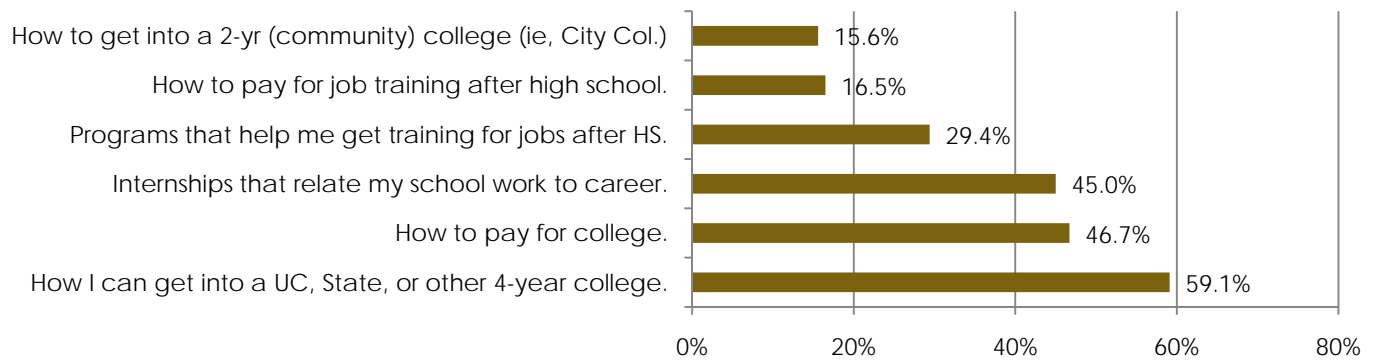
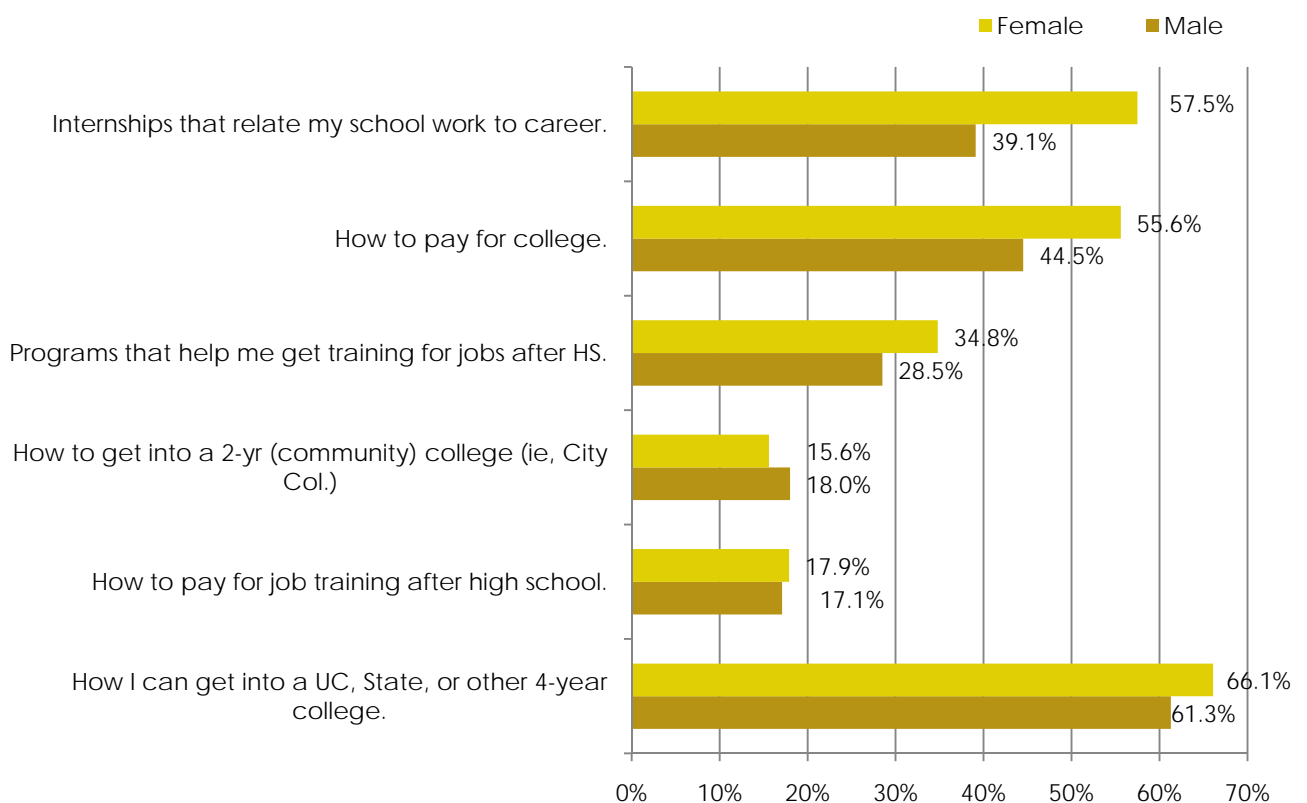


Figure 33: Responses by gender.



Help with college/career planning

To assess how students get information about college and career options, students were asked to select “Who has been most influential in helping you plan for college and/or a career?”

A plurality of students selected “A parent or guardian” (22.6%), while very few respondents selected “An internet resource (2.2%) or “A community-based organization” (2.6%).

Variations by grade

- Younger students are more likely to get help from a teacher, while older students are more likely to get help from a counselor.

Figure 34: Responses to “Who has been most influential in helping you plan for college and/or a career?”

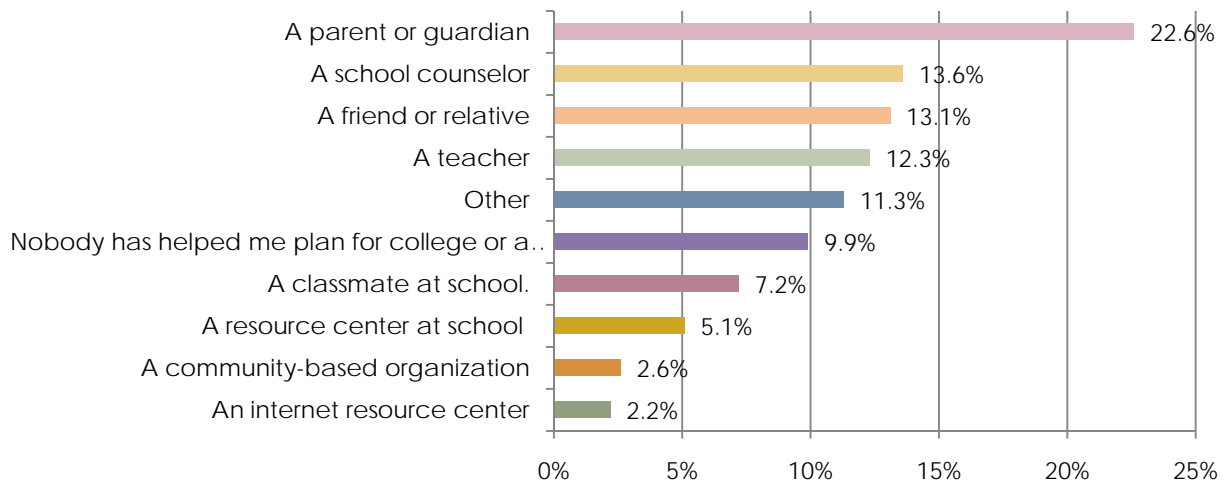
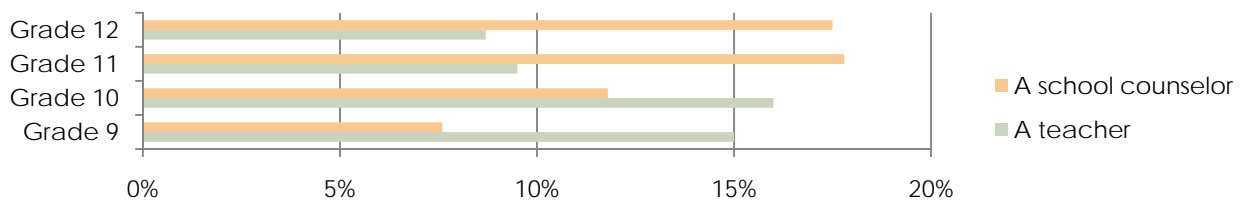


Figure 35: Responses of “A school counselor” or “A teacher” by grade level.



Questions for further consideration:

- Given that one of the primary goals of the Children’s Fund—as stated in the City Charter—is to ensure that “Children are ready to learn and succeeding in school,” how can community-based organizations be better supported to help students with college/career planning?

Talking about college and career goals

To understand how much students have discussed their future plans, they were asked: “Has anyone at school talked with you about your plans for after high school (going to college)?” Students were asked to make one choice.

A plurality of students selected “A parent or guardian” (22.6%), while very few respondents selected “An internet resource (2.2%) or “A community-based organization” (2.6%).

Variations by school

- Students were less likely to select “No” at Jordan (0.0%), Newcomer (4.7%), Wells (7.0%), Washington (8.8%), Mission (9.8%), Burton (9.8%), and O’Connell (9.8%).
- Students were most likely to select “No” at Hilltop (33.3%) and Civic Center (28.6%).
- Students were most likely to select “Yes, a lot” at Hilltop (55.6%) and Jordan (50.0%)

Figure 36: Overall responses to “Has anyone at school talked with you about your plans after high school (going to college)?”

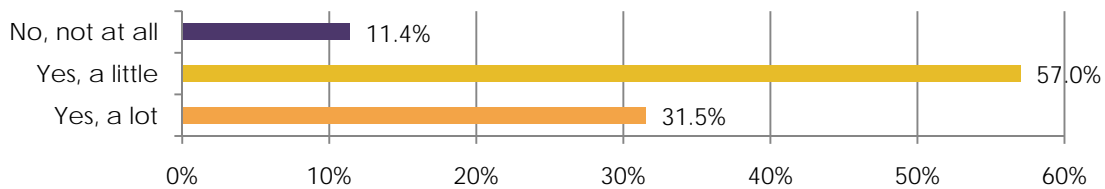
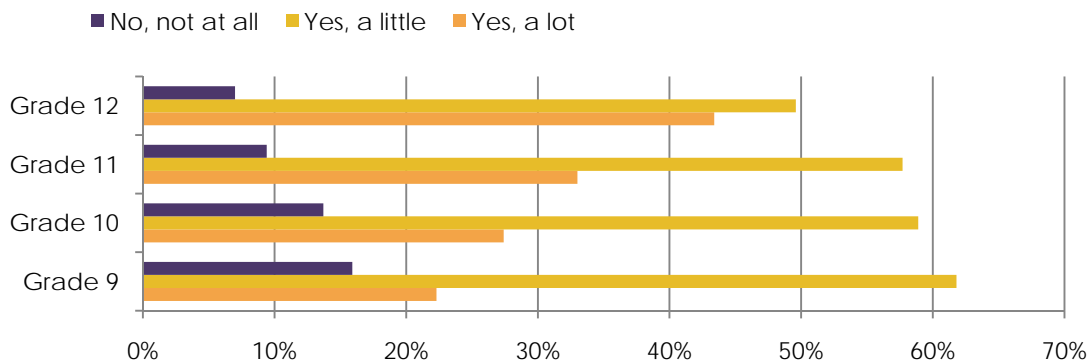


Figure 37: Responses by grade.



Questions for further consideration:

- Given that less than half of seniors report having talked “A lot” about college and career, it is clear every institution that interacts with youth should rethink its approach to preparing them for post-secondary life. How can we effectively and consistently communicate with all of our young people about college and career?

Learning job skills

Two questions measure students' desire to learn job skills.

One question asked "Would you be interested in having a class or extra-curricular activity that would help you get a job?" 84.0% of students answered "Yes." These results were consistent between virtually all groups of students.

The other question stated "Select the extra-curricular activities that interest you the most." The top two responses were both for job-related learning. The entirety of this question is analyzed on page 26.

Figure 38: Overall responses for "Would you be interested in having a class or extra-curricular activity that would help you get a job?"

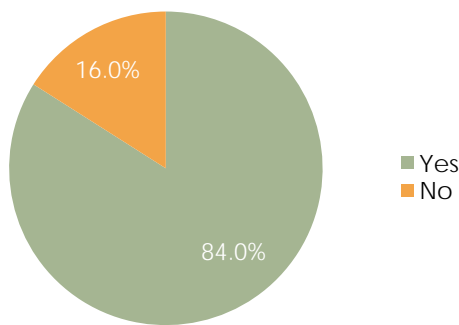
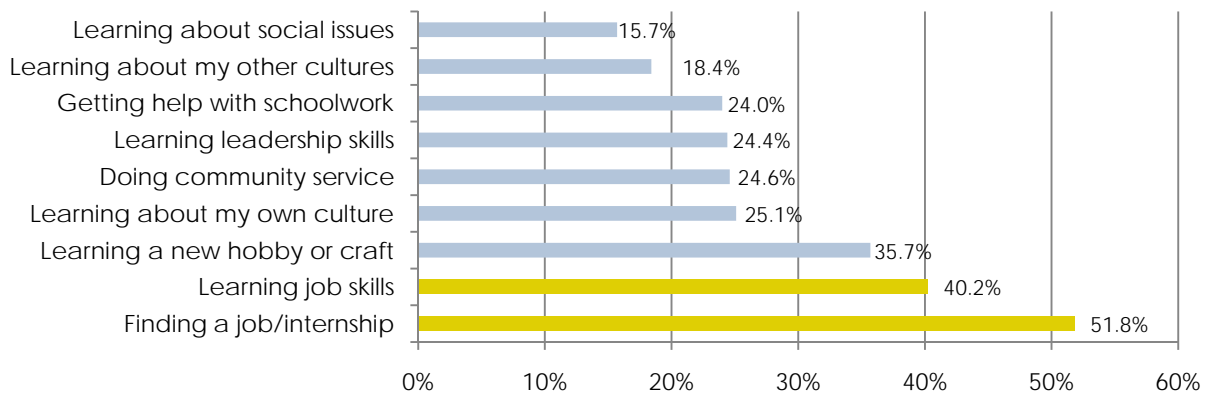


Figure 39: Overall response to "Select the extra-curricular activities that interest you the most."



Questions for further consideration:

- Given students' overwhelming interest in job/career education—both during and after of school—how can the Office of Economic and Workforce Development, Department of Children Youth and Their Families, and the San Francisco Unified School District better integrate and expand such services?

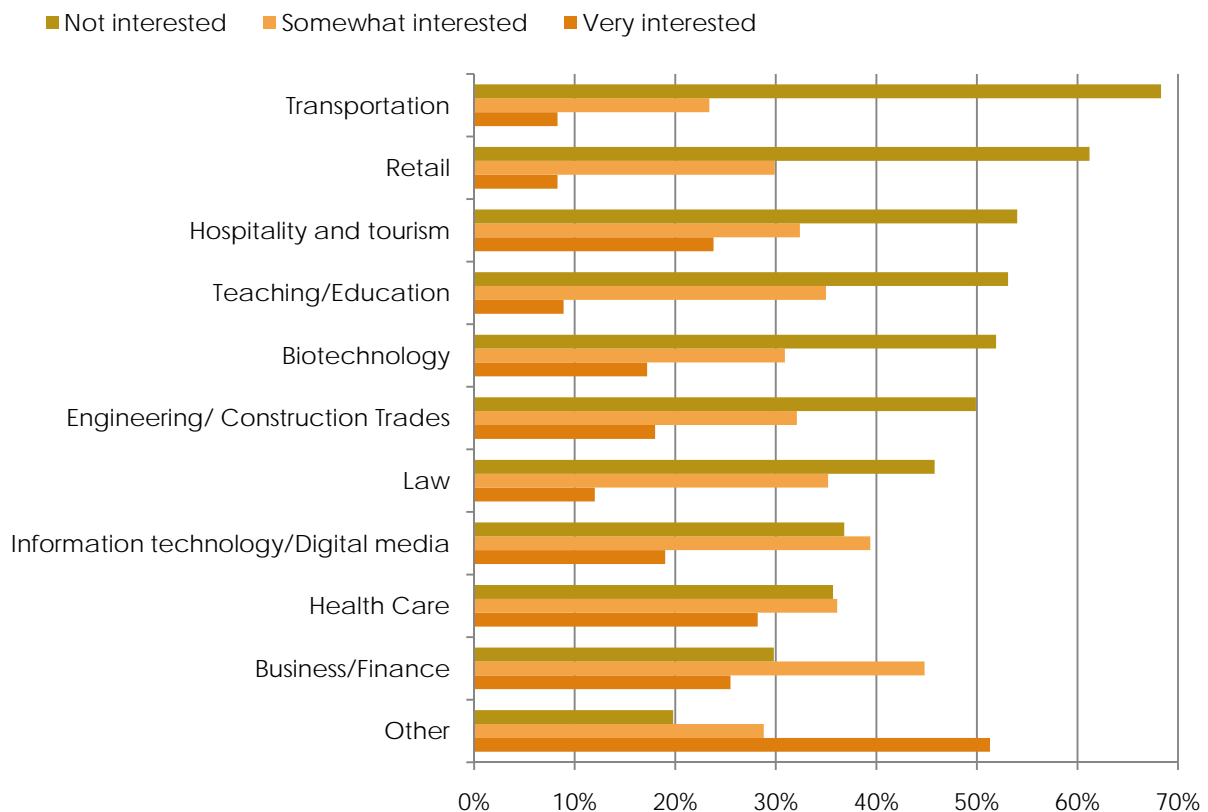
Interest in specific fields

To understand what vocational fields students are interested in, they were asked: “Please rate your interest in pursuing a career in the following fields.”

Students were most likely be “very interested” or “somewhat interested” in “Other” (80.2%), followed by business/finance (70.2%). Students were the least interested in transportation, with 68.3% selecting “not interested.”

The industries listed were adopted from the Mayor’s Office of Economic and Workforce Development’s list of high growth fields.

Figure 40: Overall responses to “Please rate your interest in pursuing a career in the following fields.”



Questions for further consideration:

- Can the City and school district better educate youth on San Francisco's identified high growth fields?

School Food

Key Findings

- **Many students do not eat lunch regularly**
Nearly a quarter of students surveyed stated that they do not eat lunch most days.
- **Need for longer lunch hour, as well as better and more varied food**
Large numbers of students expressed these changes would make it more likely for them to eat the school lunch.
- **Running out of food**
The vast majority of students who eat the school lunch say the cafeteria runs out of the food they want to eat at least some of the time.

Eating lunch

In order to learn more about students' eating habits, they were asked: "Do you eat lunch at school most days?" Respondents could select from a number of options, which generally detailed where students got their lunch. Students were not confined to a single response.

A plurality of students stated that they got their lunch from home (35.2%), closely followed by respondents who indicated that they eat the school lunch (29.9%). Nearly a quarter of all respondents do not eat lunch most days (23.3%).

Variations by school

- More than a third of students from nine schools do not eat lunch most days (Civic Center, court schools, Downtown, Independence, ISA, Jordan, O'Connell, Wells, and City Arts and Tech).
- Students at Lowell (12.4%), School of the Arts (14.5%), Washington (17.3%), and Galileo 18.5% were the most likely to report eating lunch most days.
- 28.3% of Lowell's students reported bringing lunch from home.
- Students at Mission (47.3%) and Burton (42.2%) were the most likely to eat the school lunch.

Variations by race/ethnicity

- 37.6% of African-Americans, 34.2% of Latino/Hispanics, and 32.6% of Pacific Islanders reported not eating lunch most days.
- 55.4% of White/Caucasian students reported bringing their lunch from home most days, while only 14.5% reported eating the school lunch.

Variations by gender

- Males (26.8%) are more likely to report not eating lunch most days, compared to females (21.3%).
- Females (45.0%) are far more likely to bring their lunch from home than males (28.5%).

Questions for further consideration:

- *The correlation between eating and student achievement is well established. Though San Francisco allocates significant resources towards expanding school lunches, do these efforts target the students report not eating lunch?*

Figure 41: Overall responses to “Do you eat lunch at school most days?”

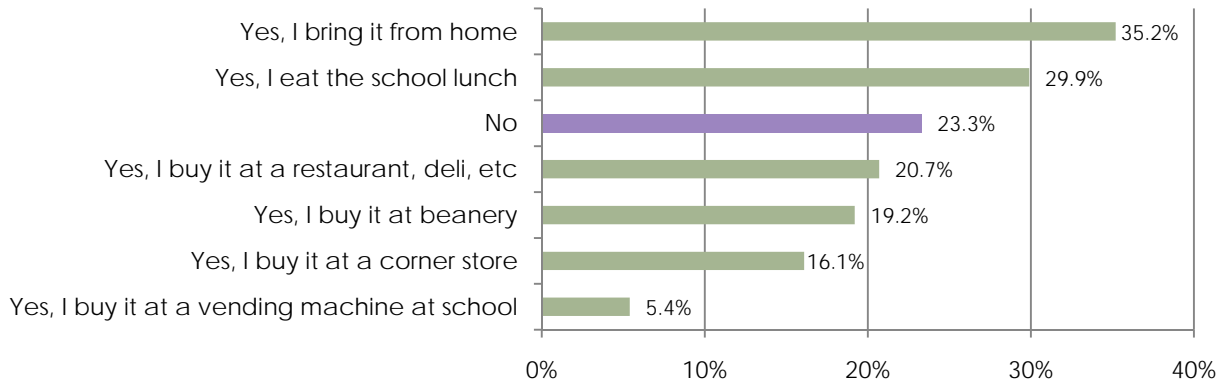


Figure 42: Students who reported not eating lunch at school most days, by race/ethnicity. An abbreviation key can be found on page 75.

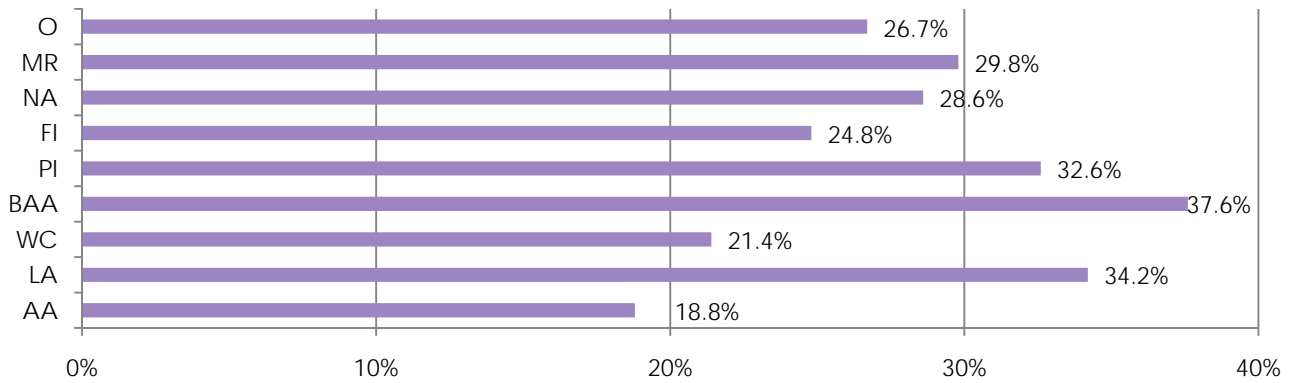
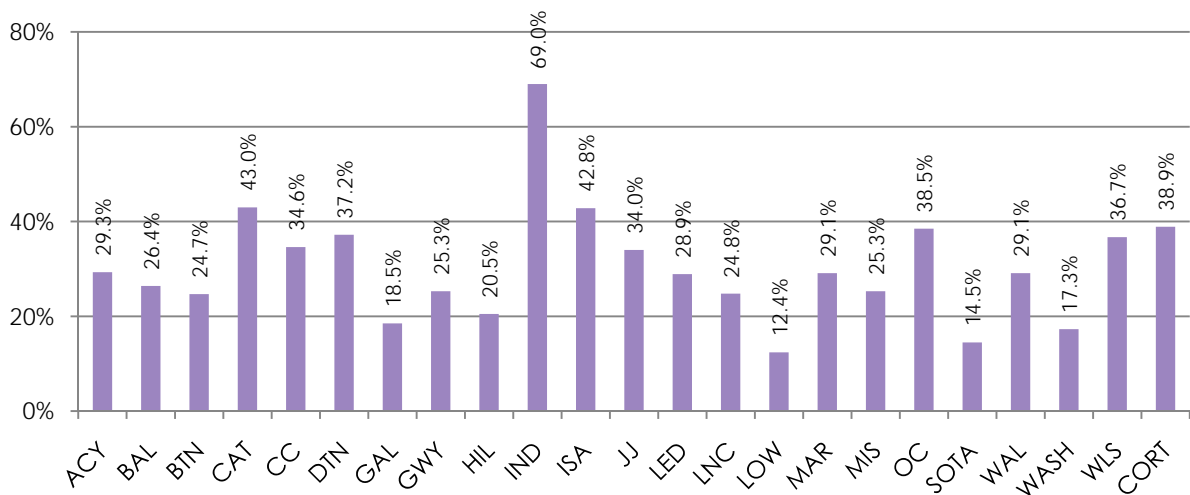


Figure 43: Students who reported not eating lunch at school most days, by school. An abbreviation key can be found on page 74.



Encouraging students to eat the school lunch

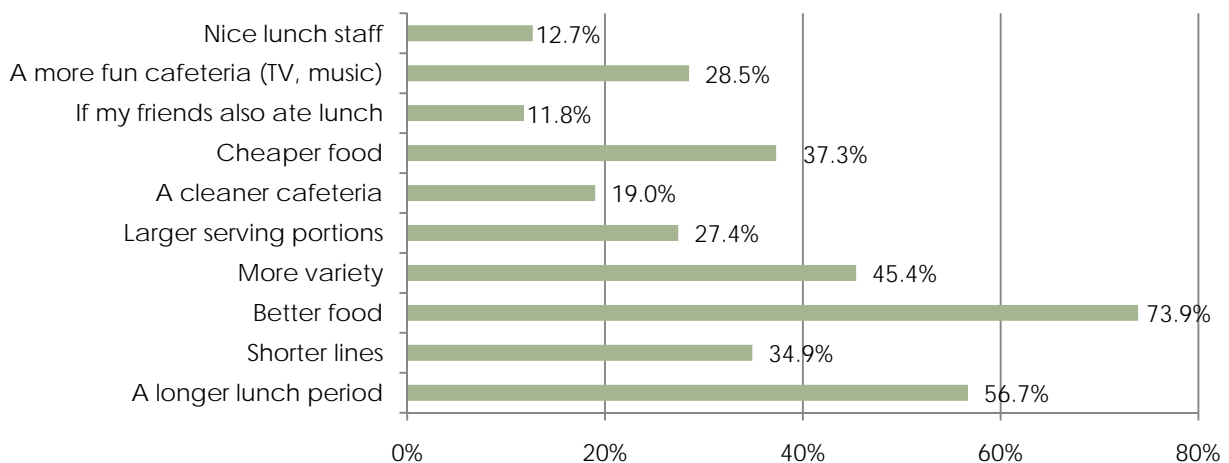
To learn why students don't eat the school lunch or what obstacles they are facing regarding eating the school lunch, they were asked to list what changes could be made to encourage them to eat lunch more often. Students could select as many options as they wished.

An overwhelming majority of students (73.9%) selected "Better food," while a majority of students also selected "A longer lunch period" (56.7%).

Variations by gender

- Males (35.4%) were more likely to select "Larger serving portions" than females (23.0%).
- Females (51.6%) were more likely to select "More variety" than males (44.1%).

Figure 44: Overall responses to "What would encourage you to eat the school lunch most days?"



Questions for further consideration:

- Are students and educators willing to trade a longer lunch period for a later release time from school?

Schools running out of food

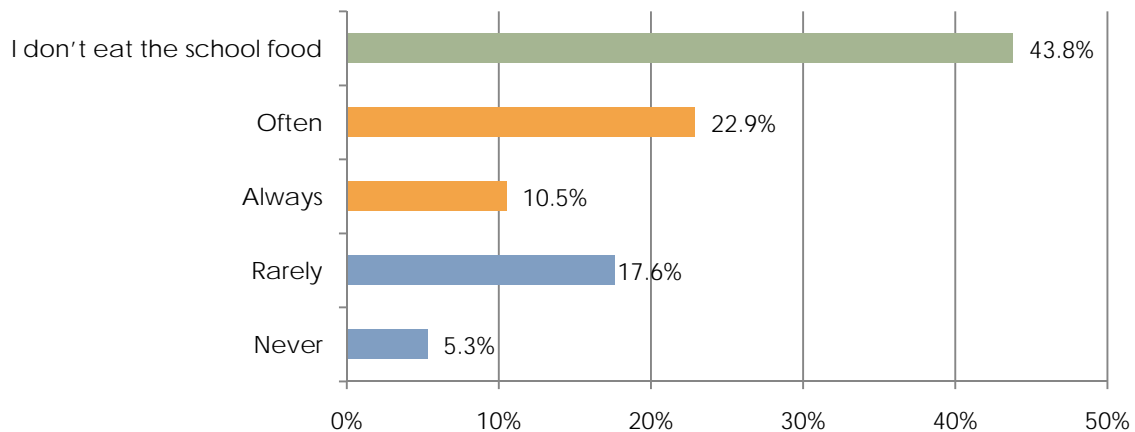
Students were asked “How often does your cafeteria run out of what you want to eat?”

While most students selected “I don’t eat the school food,” more students selected “Always” or “Often” (31.4%) than “Never” or “Rarely” (23.9%).

Variations by school

- Students were most likely to select “Always” at Balboa (25.6%), the court schools (25.6%), and Wallenberg (25.5%).
- Students were most likely to select “Always” or “Often” at Wallenberg (57.6% combined), Marshall (56.2%), and Balboa (51.2%).
- Students were the least likely to select “Never” at Washington (3.0%), Wallenberg (3.3%), and Lincoln (3.9%).

Figure 45: Overall responses to “How often does your cafeteria run out of what you want to eat?”



Questions for further consideration:

- *Given the fact that the school district should provide each school site with enough food for all students, why do students report that their cafeterias are running out of what they want to eat?*

Youth Safety

Key Findings

- **Adults at school are the best solution to school-site violence**
More students selected the need to have “Supportive school staff” as the top way to improve safety at schools than any other option.
- **Students unclear on the role of police at school.**
Many students stated that they did not know the role of the police who frequent their school campuses.

Improving school safety

To learn more about students' thoughts on improving school safety, the following question was asked: "What do you think is the best way to make your school safer?"

A plurality of students selected "Have supportive school staff" (28.5%). "Other" was the third most common selection (17.6%).

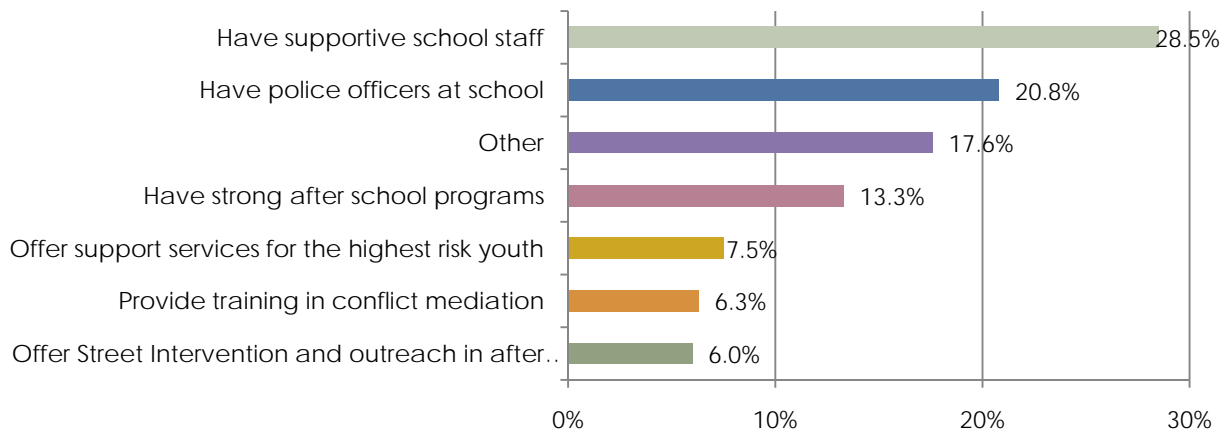
Variations by race/ethnicity

- 23.% of Chinese students selected "Have police officers at school."
- 11 of the 12 race/ethnic groups selected "Have police officers at school" at a lower rate than the overall response rate.
- Pacific Islanders (28.2%), Samoans (28.1%), Native Americans (26.8%), and African-Americans (25.0%) were the most likely to select "Other."

Variations by grade and gender

- 9th and 10th graders (24.0% and 22.0%) were more likely to select "Have police officers at school" than 11th and 12th graders (16.9% and 20.8%).
- Females (31.6%) were somewhat more likely to select "Supportive school staff" than males (25.4%).

Figure 46: Overall response to "What do you think is the best way to make your school safer?"



Questions for further consideration:

- How do students define "supportive school staff?"
- What accounts for Chinese students identifying "police at school" as a way to make school safer at a notably higher rate than any of the other eleven racial/ethnic groups surveyed?
- In selecting "other," what did students have in mind?

Figure 47: Percentage of students who selected "Have police officers at school," by race/ethnicity. An abbreviation key can be found on page 75.

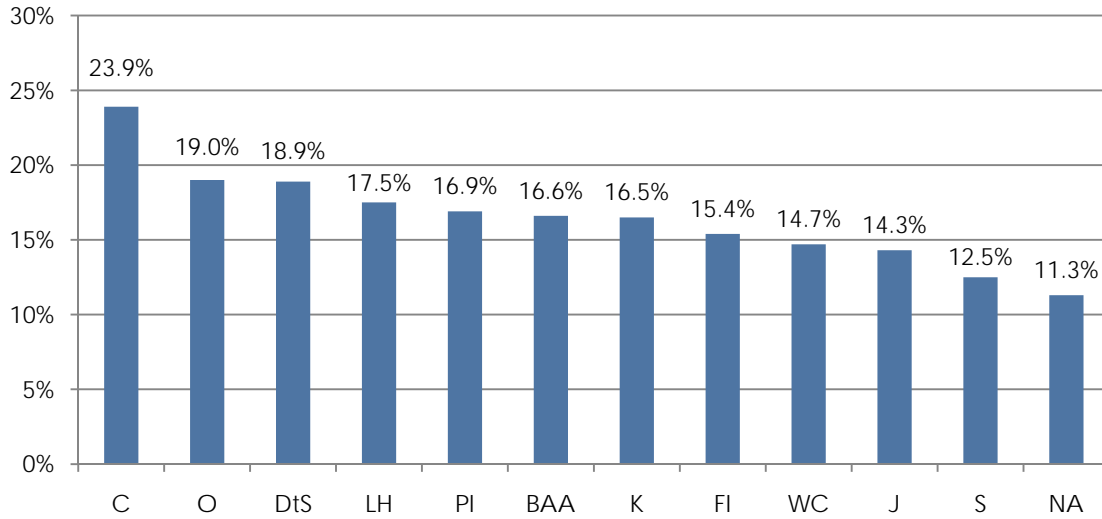
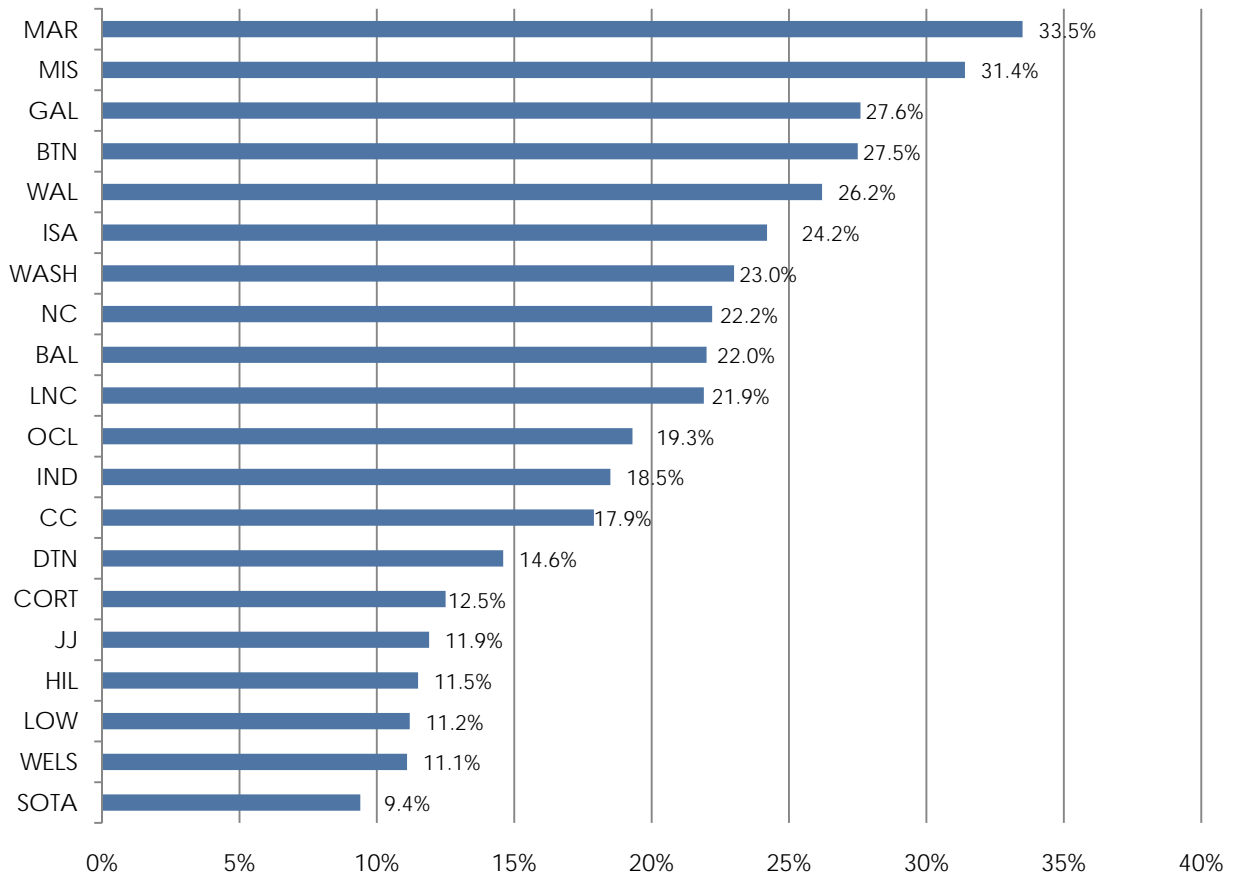


Figure 48: Percentage of students who selected "Have police officers at school", by school. An abbreviation key can be found on page 74.



School Resource Officers

Students were asked, “What do you think about School Resource Officers (the police at school)?” and were presented with five possible responses. Students were directed to select as many (or as few) options as they wished.

A plurality of students selected “I don’t know what they do” (46.1%). Less than 1 in 10 students (9.2%) said that “I can easily talk to them about school safety issues.”

Though this question was asked of all students who completed the YouthVote Student Survey, police officers are not stationed at or around every San Francisco Unified School District school. The high schools that have School Resource Officers (SROs) are: Burton, Civic Center, Hilltop, Galileo, Marshall, Mission, O’Connell, and Wallenberg.

Variations by school

- Among schools with an SRO, students at School of the Arts (16.7%) and Wallenberg (27.3%) are the least likely to select “They make the school safer. Students at Mission (50.0%) and Burton (44.5%) were the most likely to select this.
- Nearly one-quarter of students from O’Connell (24.3%) selected “They make me uncomfortable.”

Variations by grade

- Younger students were more likely say “They make the school safer” than older respondents.
- 40 % of 9th graders said “They make the school safer,” compared to just 31.5% of 12th graders.

Variations by race/ethnicity

- Filipino (41.2%), other non-white (34.6%), and Latino/Hispanic (33.7%) students were the most likely to say that police “Make the school safer.”
- Korean (16.0%), Samoan (21.0%), and African-American (22.2%) students were the least likely to say that police “Make the school safer.”

Questions for further consideration:

- *Why are so many students uncertain about the role of SROs?*
- *Are these findings supportive of the goals of the SRO program detailed in the memorandum of understanding between the San Francisco Unified School District and the San Francisco Police Department?*
- *How can students help guide the systematic placement of police officers at school sites?*
- *How can school communities provide feedback on the performance of SROs?*

Figure 49: Overall response to "What do you think about School Resource Officers (the police at school)?"

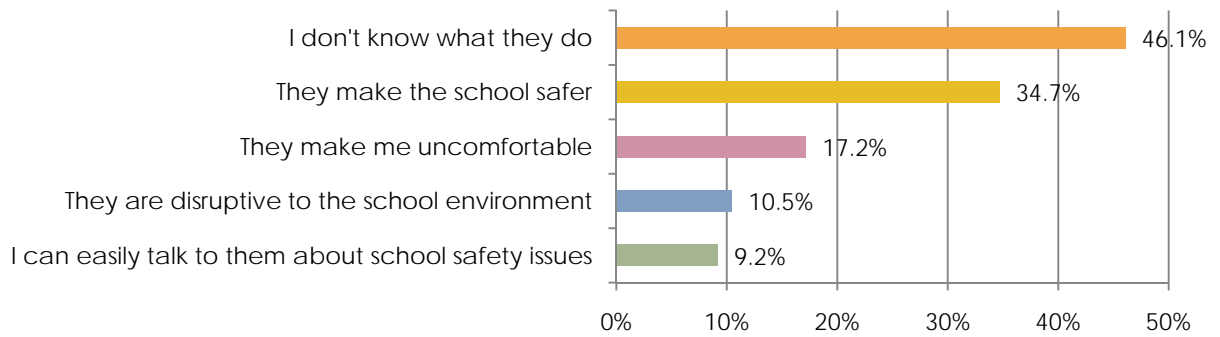
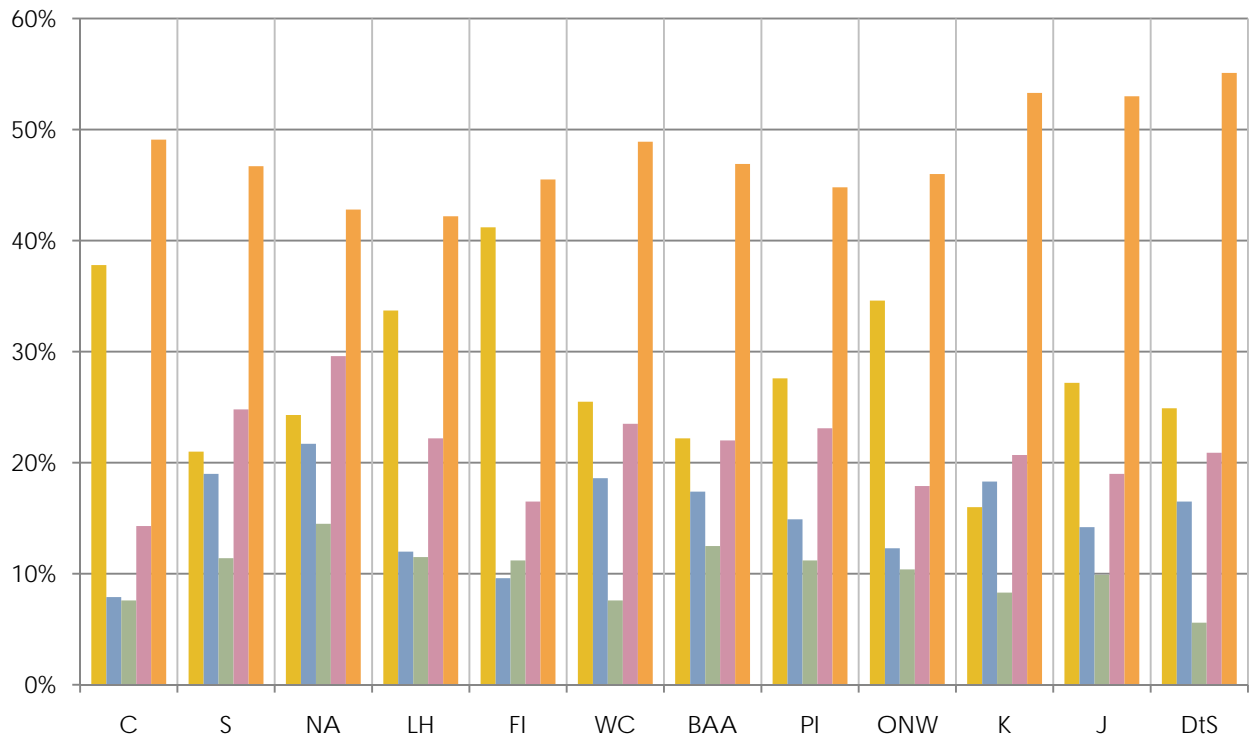


Figure 50: Responses by race/ethnicity. An abbreviation key can be found on page 75.

- They make the school safer.
- They are disruptive to the school environment.
- I can easily talk to them about school safety issues.
- They make me uncomfortable
- I don't know what they do.



Missing school

Students were asked to account for the reasons they miss school—apart from being sick. A plurality of students selected “Other,” a clear indication that the options provided in the survey did not effectively capture students’ reasons for missing school. 29.9% of students selected “The bus is late or doesn’t come,” which was the highest response rate for any specific option.

Variations by grade and school

- Younger students were more likely than older students to say their parent/guardians were the reason for being late.
- Students attending Galileo were the most likely to select “The bus is late or doesn’t come” (40.2%).

Figure 51: Overall responses to “When you miss school, what is usually the reason?”

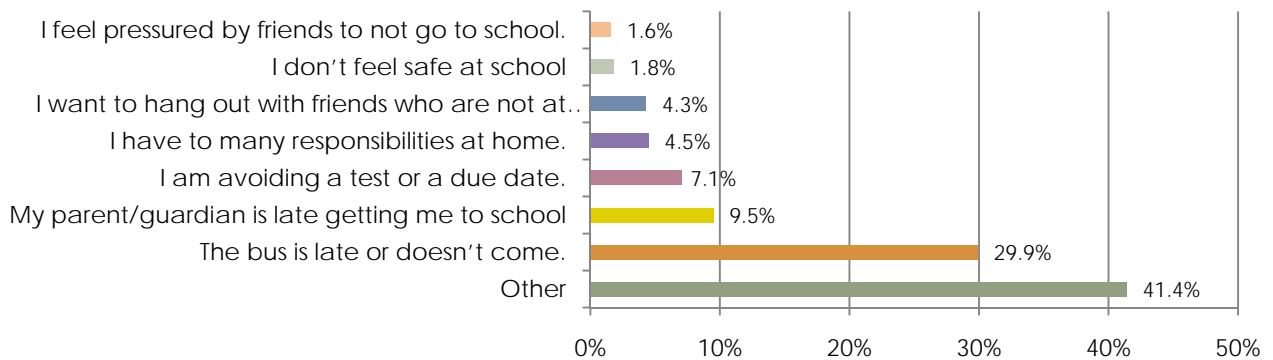
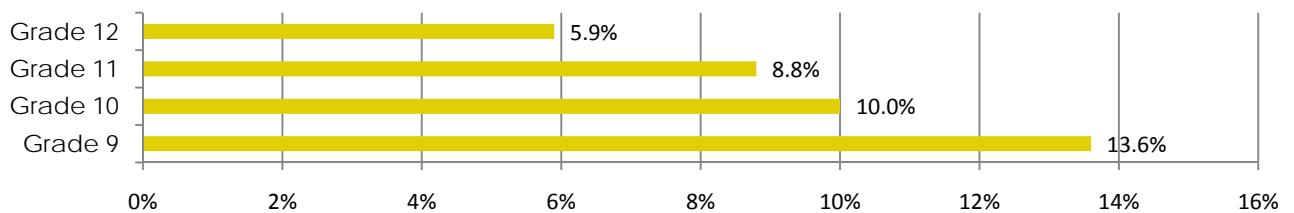


Figure 52: Respondents who answered “My parent/guardian is late getting me to school,” by grade.



Questions for further consideration:

- What are the “other” reasons students are missing school?
- How can MUNI/Metropolitan Transportation Agency and the school district collaborate to better accommodate student ridership trends given the changing landscapes of school assignment and public transportation?

Suspensions and expulsions

In light of the San Francisco Unified School District's efforts to reduce suspensions and expulsions, students were asked: "Do you think suspensions/expulsions are given out fairly at your school?"

A plurality of students responded with "I don't know" (41.3%). More students selected "Always" or "Often" than "Rarely" or "Never."

Variations by school

- A majority of students from the court schools (68.3%) and Newcomer (66.3%) selected either "Never" or "Rarely."
- Additionally, a plurality of respondents from Wallenberg (43.3%), Civic Center (38.7%), Balboa (37.8%), Wells (37.0%), O'Connell (34.7%), and Downtown (35.9%) selected either "Never" or "Rarely."
- Students at the court schools, (36.6%), International Studies Academy (18.4%), Downtown (17.5%), O'Connell (17.2%), and Balboa (16.2%) were among the most likely to say that suspensions/expulsions are "Never" given out fairly.
- Students at Hilltop (29.6%) and Independence (16.7%)—both highly specialized schools— were the more likely to say that suspensions/expulsions are "Always" given out fairly than their peers.

Variations by race/ethnicity

- African-Americans were among the most likely to select "Rarely" (26.3%) and "Never" (17.2%).

Variations by grade

- Older students were less likely to select "I don't know" than younger students.
- 37.5% of 12th graders selected "I don't know," compared to 49.1% of 9th graders.

Questions for further consideration:

- *Given Newcomer students' current lack of trust in the school discipline system and the fact that this school will be closed in the 2009-2010 academic year, how will these students acclimate to the discipline cultures and procedures of their new schools?*
- *Given the lack of trust our African-American students have in the school discipline system, how can the school district accomplish its stated goal of creating "joyful learners?"*
- *What are the implications of so many students not knowing if suspensions and expulsions are given out fairly?*

Figure 53: Overall responses to "Do you think suspensions/expulsions are given out fairly at your school?"

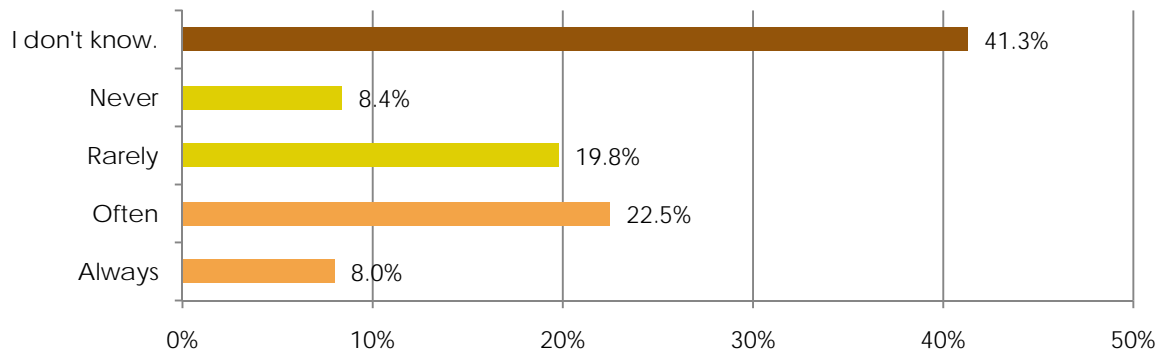
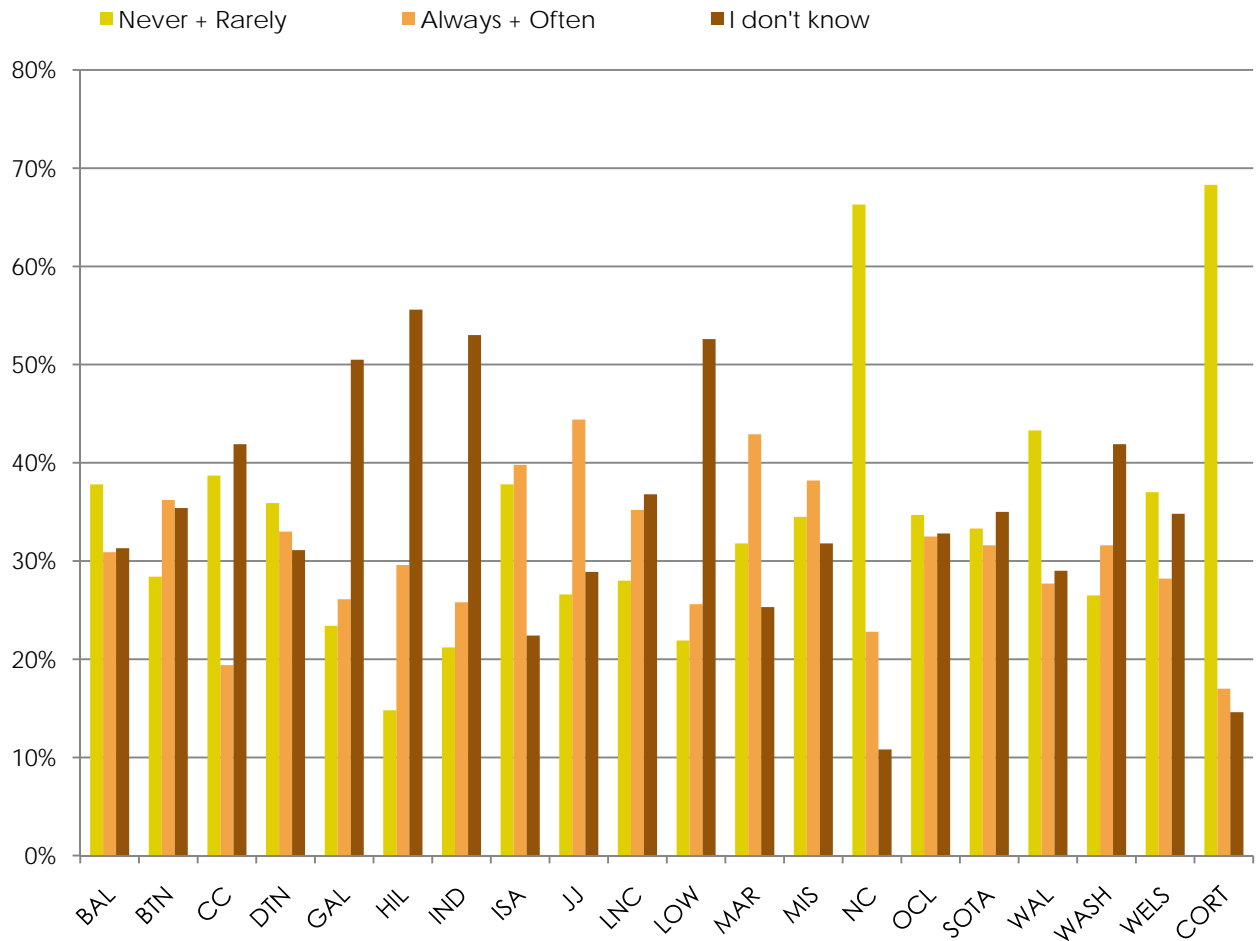


Figure 54: Responses by school. An abbreviation key can be found on page 74.



Civic Engagement

Key Findings

- **Interest in learning about issues**
A large number of students say that learning more about key issues will get them more politically active.
- **Youth prioritize jobs and health**
Students showed a very high interest in protecting youth jobs and internships, as well as school-based health services.
- **Little knowledge of youth governance institutions**
A majority of students know little about the roles of the Youth Commission, Student Advisory Council, and the Student Delegate.

Encouraging civic engagement

Students were asked, “What would get you to become more politically active?” in the interest of identifying what encourages students to become politically active. Students were restricted to one option.

A plurality of students (41.9%) selected “Learning more about important issues.”

Variations by school

- Students were the most likely to select “Opportunities for me to change/make laws” at Civic Center (48.0%), the court schools (43.2%), and Hilltop (34.6%)—all the county schools.

Variations by race/ethnicity

- Samoans (23.4%) and Native Americans (26.8%) were the most interested in “The chance to speak directly with politicians.”
- White/Caucasian students were the most likely to report being involved in an extracurricular activity (79.1%).

Variations by grade

- Younger students were less interested in “Participating in rallies at school” than older students.
- 9th graders (20.1%) chose “Participating in rallies at school” the most, while 12th graders (12.6%) had the lowest rate.

Questions for further consideration:

- *Students attending the county schools, which serve some of San Francisco’s most disconnected youth, showed the highest interest in participating in the lawmaking process. How can San Francisco harness the interest and expertise of these young people in making public policy?*
- *How can the school district better incorporate dialogue about current events and social issues into the school day to foster civic engagement?*

Figure 55: Overall response to "What would get you to become more politically active?"

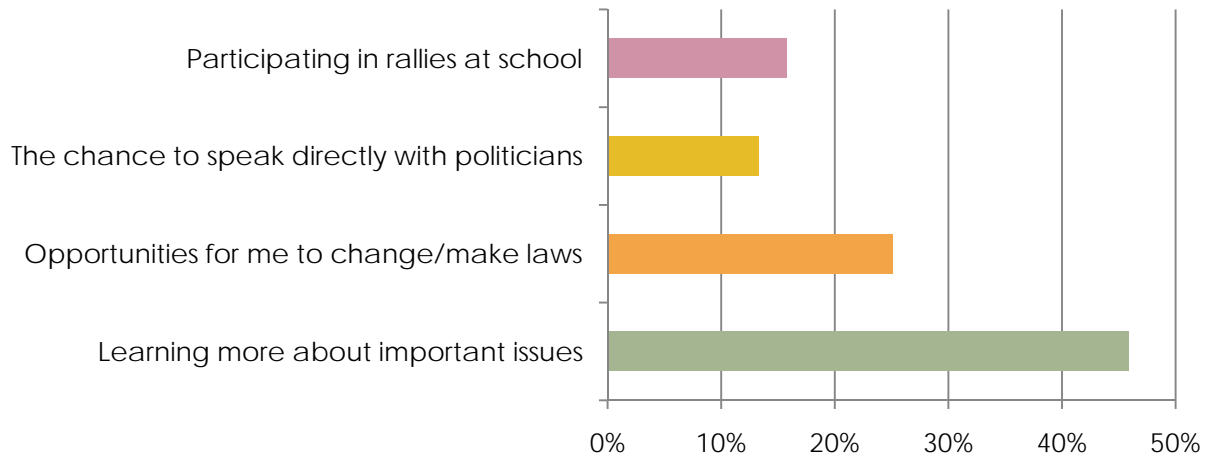
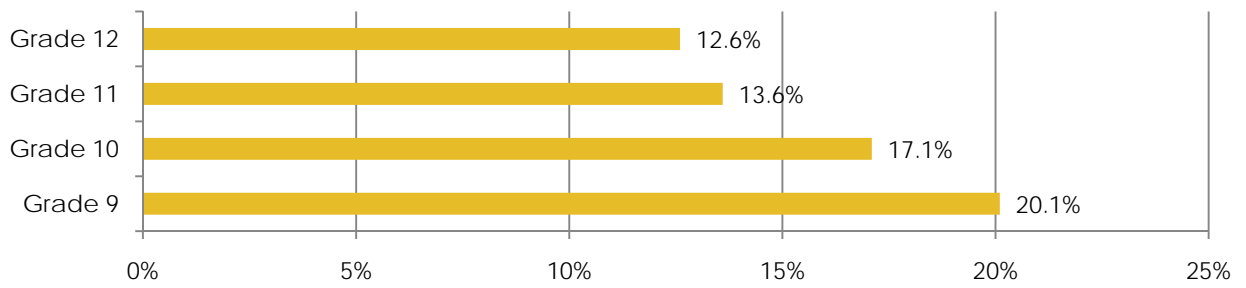


Figure 56: "Participating in rallies at school," by grade level.



Student perspectives on potential budget cuts

To help policymakers understand young people's programming priorities, students were asked, "San Francisco must cut about \$500 million from its budget. Please choose 2 programs that you think are the most important to keep."

A large majority of respondents selected "Youth jobs and internships" (65.9%). Respondents were least interested in protecting "School-site police officers" (16.1%).

Variations by school

- "Youth jobs and internships" was selected at the highest rates at Civic Center (90.3%), Hilltop (89.3%), the court schools (86.0%), and Downtown (84.3%).
- A majority of students at Hilltop (57.1%), Balboa (52.1%), and School of the Arts (54.7%) selected "School-based health services."
- Galileo's respondents were the most likely to select "Special after school Muni service" (27.5%).
- A majority of students selected "After school programs" at Newcomer (76.7%), Lowell (61.1%), Jordan (60.9%), O'Connell (58.8%), Wells (51.1%), Burton (50.8%), and Mission (50.0%).

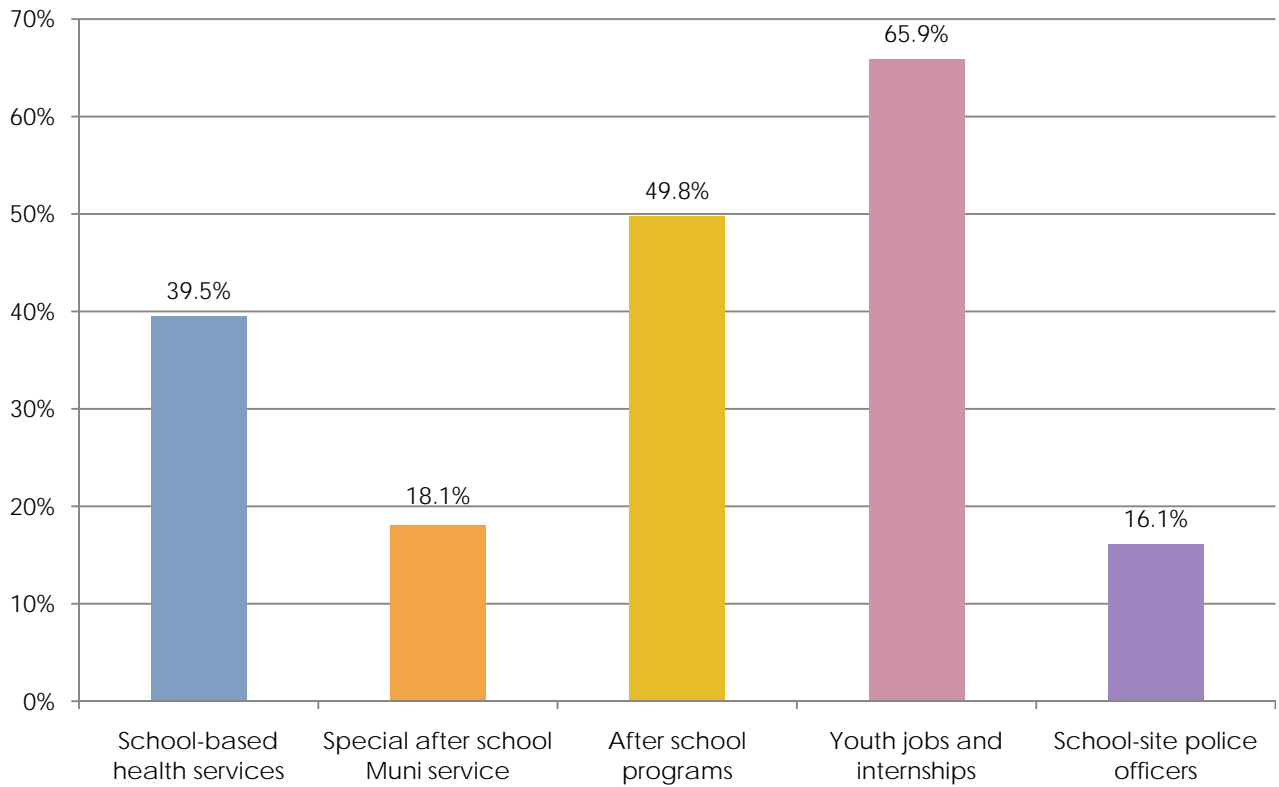
Variations by neighborhood

- Students were most interested in keeping "School-based health services" in 94115 (Fillmore, 54.8%) and 94130 (Treasure Island, 53.2%).
- Students were most interested in keeping "Special after school Muni service" in 94112 (Excelsior, 35.0%).

Questions for further consideration:

- *Hilltop and Balboa have the two most robust health programs in the school district, and students at these schools prioritized protecting these programs. What accounts, however, for the similarly high prioritization of school-based health services at School of the Arts and students living in the Fillmore and Treasure Island?*
- *Why didn't students prioritize school-site police officers?*

Figure 57: Overall responses to "Please choose 2 programs that you think are the most important to keep."



Knowledge of youth governance entities

Students were asked how much they know about various youth governance entities (youth-led organizations or positions that advise governmental bodies).

Overall, approximately 50-60% of students knew “A little,” “Some,” or “A lot” about the three entities. However, only an average of about 5% reported knowing “A lot.”

Student Advisory Council

- The Student Advisory Council (SAC) was the most known among students, with 58.2% of students indicating some level of knowledge.
- Though only 6.5% of students selected “A lot,” this was the highest rate of the three entities.
- Students attending Wells (25.0%), Marshall (28.1%), Balboa (32.7%), Mission (33.3%), Jordan (37.5%) and Galileo (39.5%) were the least likely to select knowing “Nothing.”
- Students at Civic Center (60.0%) were the most likely to select knowing “Nothing.”

Youth Commission

- 52.2% of students indicated that they knew “Nothing” about Youth Commission.
- Only 4.0% of students indicated that they knew “A lot” about the Youth Commission.
- Students attending Mission (33.3%) and Marshall (36.4%) were the least likely to select knowing “Nothing.”
- Students at School of the Arts (65.9%), Civic Center (60.0%) and Downtown (60.0%) were the most likely to select knowing “Nothing” about the Youth Commission.

Student Delegate

- 55.2% of students reported knowing “A little,” “Some,” or “A lot” about the position of Student Delegate
- Only 4.6% of students reported knowing “A lot.”
- Students attending Mission (29.1%) and Newcomer (29.3%) were the least likely to select knowing “Nothing” about the position of Student Delegate.
- Students attending School of the Arts (54.3%), Civic Center (68.0%) and Downtown (58.2%) were the most likely to select knowing “Nothing” about the position of Student Delegate.

Questions for further consideration:

- *How can these youth governance organizations better reach out to students?*

Figure 58: Responses rates for "Student Advisory Council."

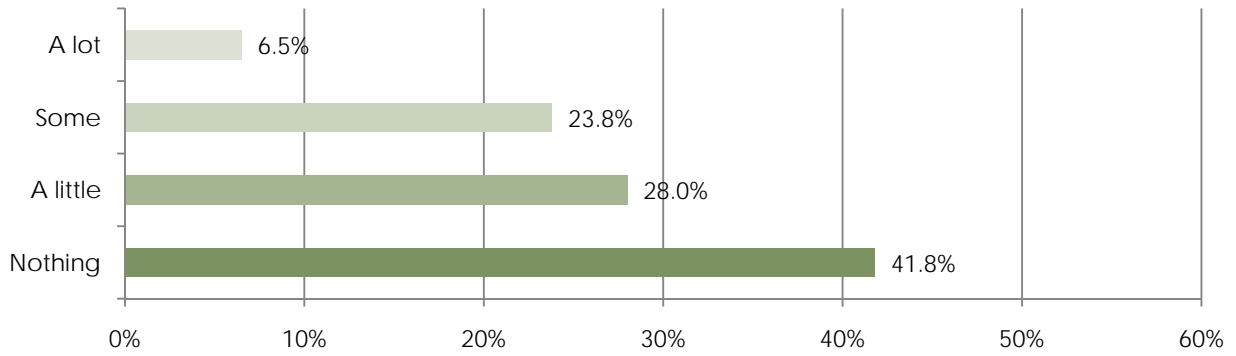


Figure 59: Responses rates for "Youth Commission."

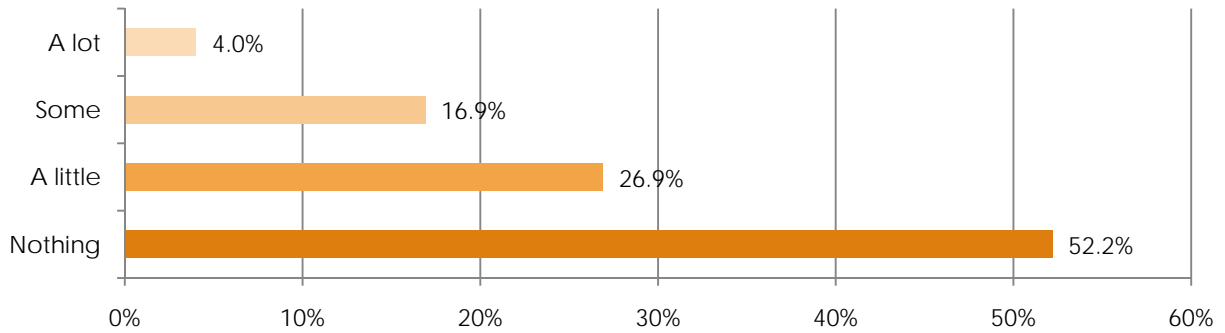
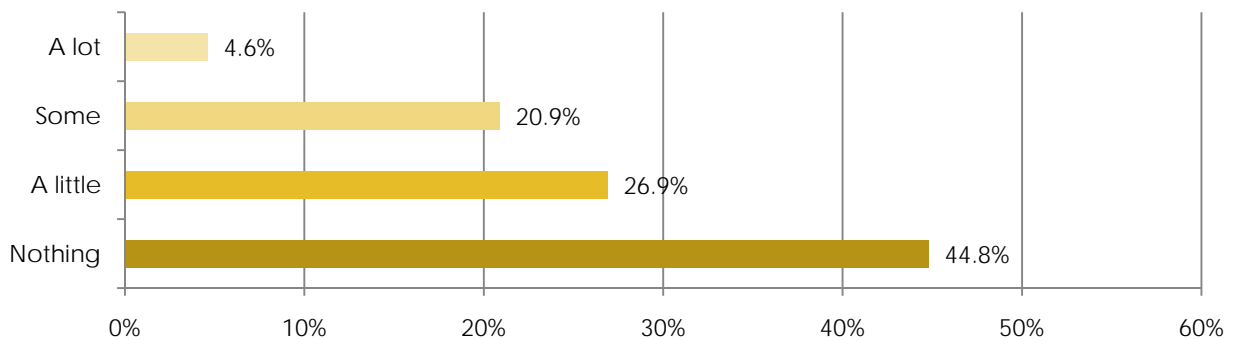


Figure 60: Responses rates for "Student Delegate."



Methodology

Every high school in the San Francisco Unified School District was provided with enough ballots for every student. Staff at each individual school site were responsible for distributing and collecting the surveys.

The Student Survey was not given to a random sample of students. This is part of the reason that there are clear biases in the data sets:

Fall 2009 (8,821 respondents):

- Three schools (Lincoln, Lowell, and Galileo,) make up 52% of all responses, heavily weighing the overall data.
- Females are over represented compared to males.
- African-Americans are under represented, while Asian-Americans are over represented.¹

Spring 2010 (8,170 respondents):

- Four schools (Washington, Lincoln, Lowell, and Galileo,) make up 69% of all responses, heavily weighing the overall data.
- Females are somewhat over represented compared to males.
- African-American and Latino/Hispanic students are under represented, while Chinese, Japanese, and Korean respondents are over represented.⁷

¹ Based on the San Francisco Unified School District's 2008-2009 high school enrollment numbers.

Between the Fall 2009 survey and the Spring 2010 survey, there were changes in sample size . Also, the demographic measurements were changed to better align YouthVote’s data with the measurements used by the San Francisco Unified School District.

- Academy of Arts and Science’s Spring 2010 results are not used because of insufficient sample size.
- Leadership, Gateway, and City Arts & Technology did not participate in the Spring 2010 survey.

Key	Demographic	Fall 2009	Spring 2010
ACY	Academy of Arts & Science	184	16
BAL	Balboa	466	282
BTN	Burton	405	362
CAT	City Arts & Technical (Charter)	114	no surveys returned
CC	Civic Center	26	31
CORT	Court schools ¹	36	43
DTN	Downtown	78	108
GAL	Galileo	1,345	1,154
GWY	Gateway	84	no surveys returned
HIL	Hilltop	44	28
IND	Independence	29	66
ISA	International Studies Academy ²	145	100
LED	Leadership	135	no surveys returned
JJ	Jordan	150	46
LNC	Lincoln, Abraham	1,705	1,289
LOW	Lowell	1,543	1,580
MAR	Marshall, Thurgood	316	176
MIS	Mission	186	112
NC	Newcomer	no surveys returned	86
OCL	O’Connell, John	421	374
SOTA	School of the Arts	344	300
WAL	Wallenberg	495	315
WASH	Washington, George	475	1,655
WELS	Wells, Ida B.	90	47

¹ Certain schools denied or did not return YouthVote materials for certain program cycles.

² Includes 4 sites: Woodside, Principals’ Center, Early Morning Study Program, Log Cabin).

- Arab-American responses from the Fall 2009 results are not used because of insufficient sample size. This option was removed for the Spring 2010 survey.
- On the Fall 2009 survey, "Asian-American" is offered as an option for students. On Spring 2010, this is replaced by "Chinese," "Japanese," and "Korean."
- On the Fall 2009 survey, "Other" is offered as an option for students. In Spring 2010, this is replaced by "Other non-white." Also, "Decline to State" was added as an option.
- "Samoan" was added as an option in the Spring 2010 survey.
- "Mixed Race" was an option on the Fall 2010 survey, but removed on the Fall 2010 survey.
- "Black/African-American" was an option on the Fall 2010 survey, but changed to simply "African-American" for the Fall 2010 survey.

Key	Demographic	Fall 2009	Spring 2010
AA	Asian-American	4,257	not asked ¹
C	Chinese	not asked ³	4,023
J	Japanese	not asked	232
K	Korean	not asked	169
LH	Latino/Hispanic	1,639	1,223
WC	White/Caucasian	719	773
BAA	Black/African-American ²	673	522
FI	Filipino	641	605
PI	Pacific Islander	190	134
S	Samoan	not asked	105
NA	Native American	133	152
O	Other	435	not asked
ONW	Other Non White	not asked	413
MR	Mixed Race	605	not asked
DtS	Decline to State	not asked	321

¹ For the Spring 2010 survey, several demographic options were changed, added, or removed to align the survey's results with California standards and the San Francisco Unified School District's Strategic Plan.

² In the Fall 2009 survey, the option was "Black/African-American." This was changed in the Spring 2010 survey to simply "African-American." "BAA" is used as the abbreviation throughout this report.

Demographic	Fall 2009	Spring 2010
9 th grade	2,070	1,848
10 th grade	1,794	1,838
11 th grade	2,134	1,906
12 th grade	2,307	1,904
Grade - blank	499	660
Female	4,242	3,819
Male	3,840	3,465
Gender - blank	713	854

Zip Code	Fall 2009	Spring 2010
94102	159	112
94103	127	97
94107	89	58
94108	103	95
94109	232	196
94110	643	388
94111	17	20
94112	1,277	937
94114	70	42
94115	121	101
94116	701	549
94117	101	64
94118	217	213
94121	390	524
94122	711	572
94123	38	40
94124	633	385
94127	141	109
94129	11	13
94130	15	7
94131	119	83
94132	283	220
94133	264	239
94134	825	591
Blank	Not available	2,105
NotSF	73	137

