

Fall 2008

YouthVote Student Survey



Edited by Peter Lauterborn
San Francisco Youth Commission



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Pete Hammer

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Rachel Lanzerotti

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Introduction

What is YouthVote?

YouthVote works with all public high schools to foster civic engagement through a partnership between SFUSD and the Youth Commission, with funding from DCYF and support from San Francisco School Alliance. The Initiative is aimed at making elections and San Francisco's local leaders and government relevant and accountable to youth. Through our data collection process we are able to bring youth's voices to City Hall to guide our policy-making decisions. YouthVote's components include:

- SFUSD continuation, charter, county, and court high schools participation in general elections using local, state and federal mock voter guides and ballots.
- A survey aimed at guiding policy reforms reaching over 8,000 High School students.
- Coordination of the election process of the Student Advisory Council members who represent students needs to SFUSD.
- A city-wide election where one student is elected by their peers to the SF School Board.

What is the student survey's purpose?

The results of the survey are used by organizations, such as the San Francisco Youth Commission and the Student Advisory Council to create new policies and advocate for existing programs that students deem important.

The student survey is conducted at the same time as the mock and student leadership elections to show the connection between different types of civic engagement.

How are the questions selected?

Survey questions are written by YouthVote staff with the input from community-based organizations, the Department of Children, Youth, and their Families, and directly from students.

Two focus groups were held with SFUSD students. At these focus groups, students informed staff of key issues they face and offered selections for sample multiple-choice questions. Other students assisted in the wording of the questions that landed on the survey. In addition, these students informed the multiple choice options on questions developed by staff.

The analysis of the data derived from these questions was completed by Rachel Lanzerotti & Chloe Stromberg.

Sample Size

In total, 8,256 high school students completed The San Francisco Student Survey, which represents 43.3% of the 19,051 high school students enrolled at the time, or 48.1% of the 17,181 students enrolled at the high schools that completed surveys.

The Student Survey was not fielded to a random sample of respondents. There are clear biases in the data:

- Lowell, Lincoln, City Arts & Tech, and Civic Center are over-represented in the data, whereas the perspectives of students at Independence, Galileo, Mission, Ida B. Wells, and Hilltop are under-represented in the data.
- The perspectives of Asian-American students are over-represented in the data whereas the perspectives of Black/African-American, Native American, Latino-Hispanic, and White/Caucasian students are under-represented.
- The perspectives of 11th and 12th graders are over-represented and the perspectives of 9th and 10th graders are under-represented.

Survey Information

Participation by School

High School	# Surveys	Total Enrollment 2008-09
Balboa	408	1072
Burton	555	1032
City Arts & Tech	218	371
Civic Center	61	100
County Court	110	265
Downtown	136	261
Galileo	439	2236
Hilltop	25	75
I.S.A.	205	325
Independence	21	349
June Jordan	128	300
Lincoln	1636	2460
Lowell	2034	2646
Marshall	309	637
Metro	91	345
Mission	226	921
O'Connell	246	743
Wallenberg	245	600
Washington	1087	2374
Wells, Ida B.	76	245

Abbreviations Key

In graphs and charts throughout this report, abbreviations are used for labels of schools, neighborhoods, and ethnic groups. Below is the key to these abbreviations for reference when reading this report.

Race/Ethnicity		Schools	Neighborhoods		
AA	Asian-American	BAL	Balboa	CEV	Castro & Eureka Valley
BA	Black/African-American	BTN	Burton	EXC	Excelsior
F	Filipino	CAT	City Arts & Tech	FDD	Financial District/Downtown
LH	Latino/Hispanic	CC	Civic Center	GP	Glen Park
NA	Native American	CT	County Court	HV	Hayes Valley
PI	Pacific Islander	DNT	Downtown	BHP	Bayview/Hunter's Point
WC	White/Caucasian	GAL	Galileo	PH	Pacific Heights
MR	Mixed Race	HT	Hilltop	MAR	Marina
O	Other	IND	Independence	MBS	Mission Bay & Showplace Square
		ISA	ISA	MIS	Mission
		JJ	June Jordan	RIC	Inner & Outer Richmond
		LNC	Lincoln	PAN	Panhandle
		LWL	Lowell	POR	Portola
		MR	Marshall	PRE	Presidio
		MT	Metro	ZM	SF Zoo/Merced
		MIS	Mission	SOM	South of Market
		OC	O'Connell	SFW	St. Francis Wood
		WAL	Wallenberg	SUN	Sunset
		WAS	Washington	PRK	Parkside
		WLS	Wells, Ida B.	OSF	Outside San Francisco

Executive Summary

Educational Environment

- **Strong desire to provide teachers with feedback**
Students overwhelmingly agree with having the opportunity to review their teachers, with 70.5 percent voting yes. This support was across nearly all schools and demographic groups.
- **Students lack close relationships with staff at school**
Nearly 40 percent of students have no close adult relationships at schools. This problem is more pronounced amongst younger students, with 56.8 percent of 9th grade students having no such relationships.
- **Class participation varies by school, race/ethnicity**
Asian-American and Latino/Hispanic students reported the highest rate of *not* being called on in class. Burton, Washington, and Galileo reported the highest rates of students not being called on.

Stress and Homework

- **Students do more homework than recommended**
Over sixty percent of students (61.9%) spend more than the recommended two hours on homework per night, with one-in-four spending over four hours.
- **Lack of quiet homework space**
One in six students (16.2%) do not have a quiet place to do their homework. White and Asian-American students are the *most* likely to have such a space.
- **Students stressed by homework & family's academic pressure**
Homework is the biggest source of stress for nearly sixty percent of students (57.8%), while academic pressures from family ranked second with nearly thirty-five percent (34.7%).

Extra-Curricular Programs

- **More team sports in demand**
Students strongly supported more sports/athletic programs (41.9%) over other types of programs. Nearly fifty percent (49.5%) preferred team sports compared to other athletic activities.
- **Students want after-school programs located at school**
Over forty percent of students (40.9%) wanted programs located at school, while approximately twenty-one percent of students (21.3%) prefer neighborhood-based programming. These results differed by students' school and neighborhood.
- **Differences in reaching out to students**
The best way for students to learn about opportunities is through teachers, and, secondly, other students. There are major differences between demographic groups regarding which social networking websites are most effective.

Future Goals

- **Students know graduation and college entrance requirements**
A large majority of students know what classes they need to graduate high school (89.6% answering "yes") and to get into college (71.1%).

- **Students aspire to higher education**
Nearly eighty-eight percent of students (87.6%) plan to continue their education after high school, though this varies by school and demographics.
- **Lack of vocational direction**
About thirty-six percent of students (36.2%) know which career they will go into. Students at Galileo and Lowell were the least likely to know their future career, while students at Downtown and the County Court schools were most likely to know.

Youth Employment

- **Skills and job training classes at school are in demand**
Over eight-four percent of students want some form of skills or job training classes at school, with over three-quarters of students at every school expressing support.
- **Homework is student's biggest barrier to employment**
Well over half of all survey respondents (54%) listed homework as the primary obstacle to getting a job, especially amongst 10th grade students.
- **Incompatible hours & lack of experience**
Just over one third of students said that there are "not enough jobs with hours that work for me" (33.7%), while nearly one-fifth of respondents said that they are told they do not have enough experience (19.5%).

Violence

- **Violence at schools varies dramatically**
The amount of violence at schools varies, from only four percent of Lowell students (4.1%) seeing violence at school, compared to over one-third of students at International Studies Academy (I.S.A.) (33.8%).
- **Neighborhood violence is concentrated**
Students living in Bayview/Hunter's Point, Hayes Valley, and the Mission are most likely to see violence in their neighborhoods, while those in the Richmond, Sunset, and Parkside are the least likely to.
- **Confrontations on Muni are between youth**
One quarter of all students that take Muni to school state that they see violence between youth. The level of violence goes up with student's age.

Transportation

- **Public transportation widely used to get to school**
Nearly seventy percent of students (69.3%) use some form of public transportation to get to school. Over forty percent (44.2%) of transit riders and thirty percent (30.6%) of all overall respondents must take more than one train or bus to get to school.
- **Shorter waiting times and less crowding would encourage use**
Over sixty percent of students (61.1%) cited shorter waiting times to encourage more use of public transportation. About half of the students stated that less crowded buses would encourage more use.
- **Less crowded buses would improve safety**
Nearly seventy percent of students (69.9%) stated that the cause of the violence on Muni was related to over crowding.



Educational Environment

Key Findings:

- **Strong desire to provide teachers with feedback**
Students overwhelmingly agree with having the opportunity to review their teachers, with 70.5 percent voting yes. This support was across nearly all schools and demographic groups.
- **Students lack close relationships with staff at school**
Nearly 40 percent of students have no close adult relationships at schools. This problem is more pronounced amongst younger students, with 56.8 percent of 9th grade students having no such relationships.
- **Class participation varies by school, race/ethnicity**
Asian-American and Latino/Hispanic students reported the highest rate of *not* being called on in class. Burton, Washington, and Galileo reported the highest rates of students not being called on.

Section 1 Topics

- Student-to-teacher feedback
- Students' relationships with adults at school
- Differential treatment of students by race
- Class participation
- Best types of academic support
- Who is responsible if students miss school?



Student-to-teacher feedback

Overview:

Students gave broad support for opportunity to review their teachers. Over seventy percent (70.5%) of the surveyed students in the SFUSD supported some type of review system.

Support by school:

- Students supported teacher feedback at 19 of the 20 schools surveyed.
- Six schools (Lowell, Balboa, Washington, Wallenberg, Metro Charter, and Downtown) showed support at or above seventy percent.
- Only one school--Civic Center--did not have a majority of students supportive of the idea (48% "yes," 52% "no").

Other differences:

- Female respondents are slightly more interested than male respondents in reviewing teachers.
- Interest in reviewing teachers is slightly stronger among older respondents, by grade.

Figure 1.1: Question #11 "Would you like the opportunity to review teachers?" by school.

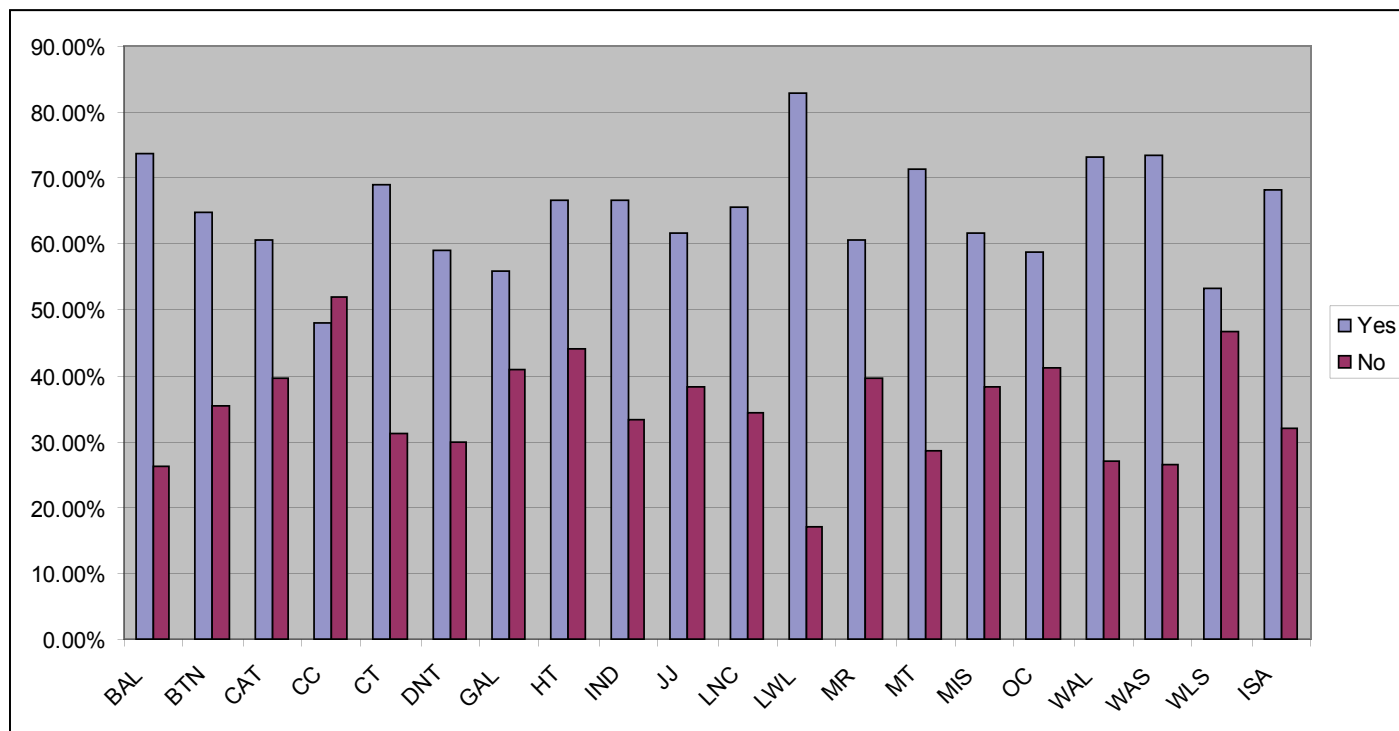


Figure 1.2: Question #11, total.

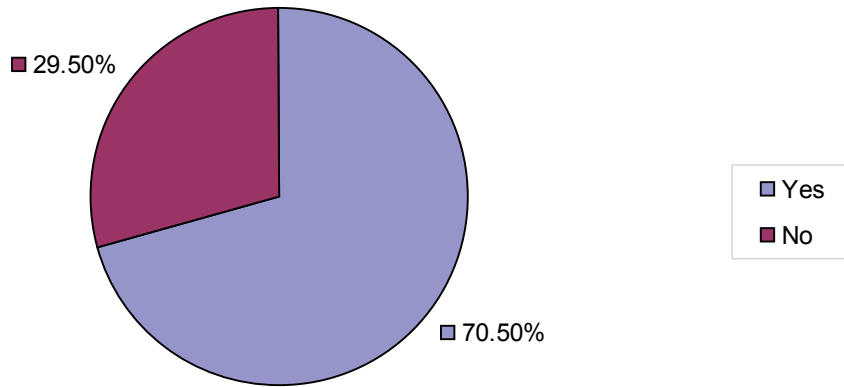


Figure 1.3: Question #11, by race/ethnicity.



Figure 1.4: Question #11, by gender.

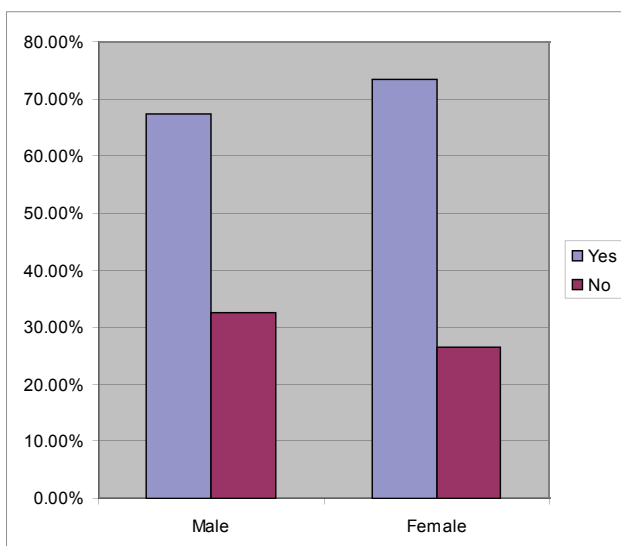
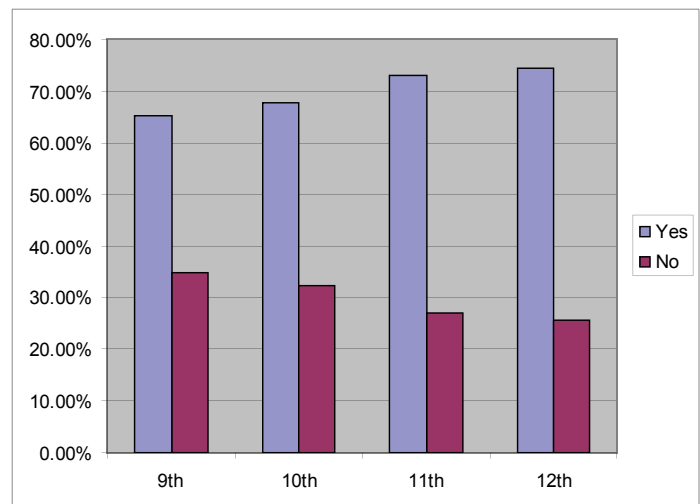


Figure 1.5: Question #11, by grade.



Students' relationships with adults at school

Overview:

Students lack close relationships with adults at school sites, as nearly 40 percent of students have no such relationships.

Relationships by grade:

- The younger the student, the fewer relationships they have with staff.
- Nearly sixty percent of 9th grade students have no close adult relationships.
- Over seventy-two percent of seniors (72.7%) report having close relationships with faculty.

Relationships by school:

- Seven schools showed more than seventy percent of students having at least one close, adult relationship, with Hilltop and Mission having the highest rates.
- Seven other schools showed less than one-quarter of students reporting three or more relationships, with Lowell (15.8%) and Washington (16.8%) having the least.

Relationships by race/ethnicity:

- Asian-American students reported the least relationships with staff, with only 53.2% having at least one relationship.
- African-American and Pacific Islander males reported significantly more relationships than their female counterparts.

Figure 1.6: Question #16, "How many close, adult relationships do you have at school".

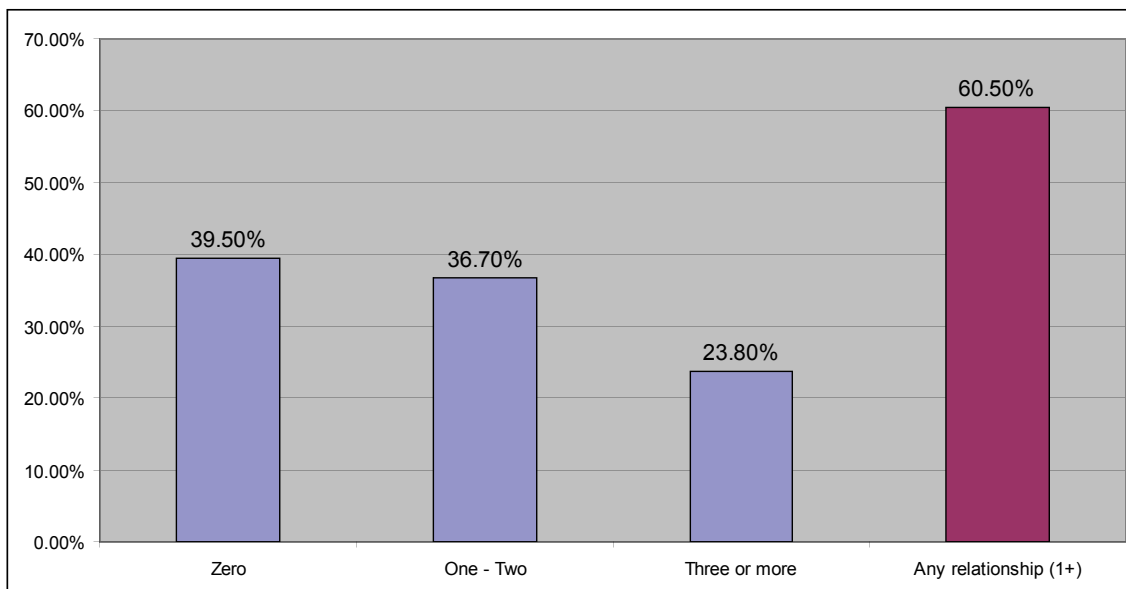


Figure 1.7: Question #16, by grade.

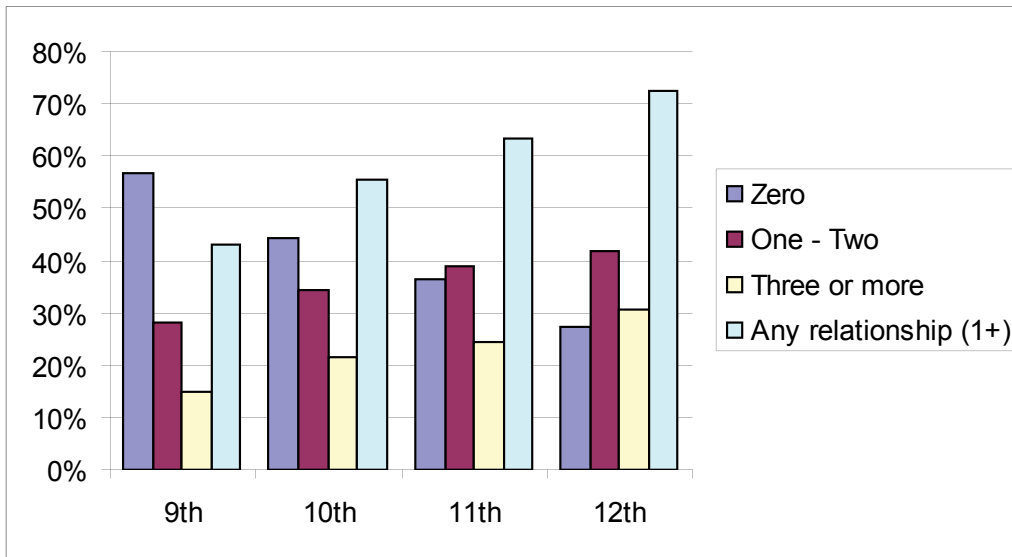


Figure 1.8: Question #16, by school.

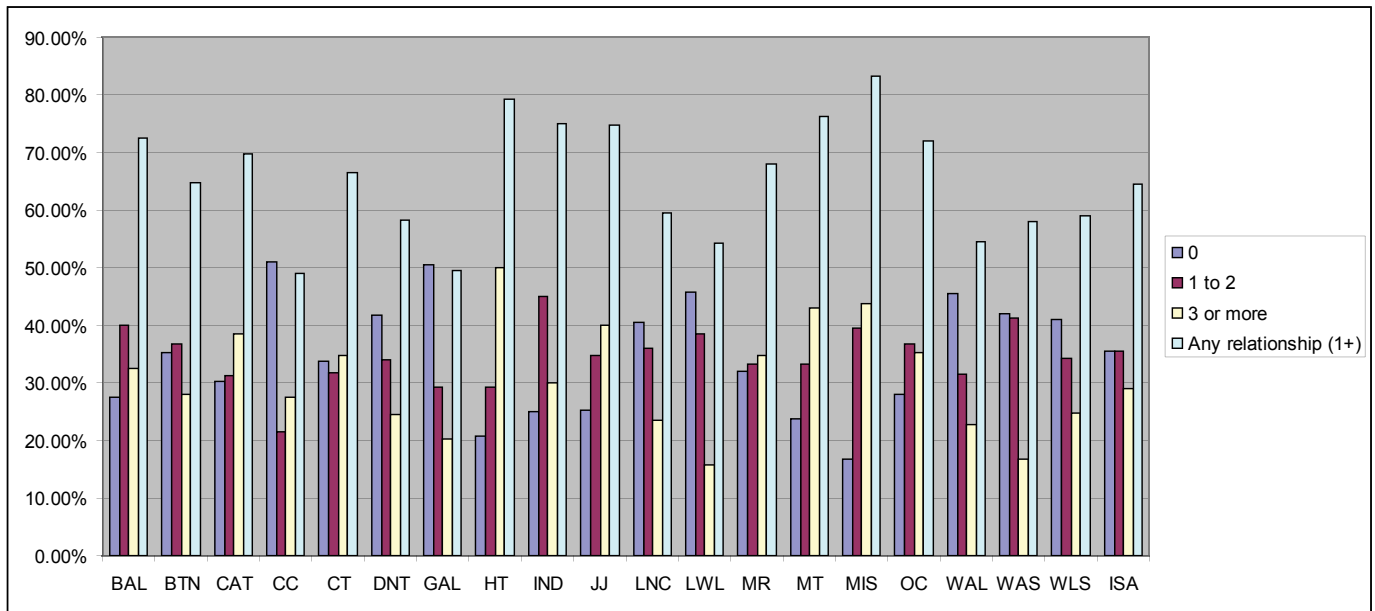
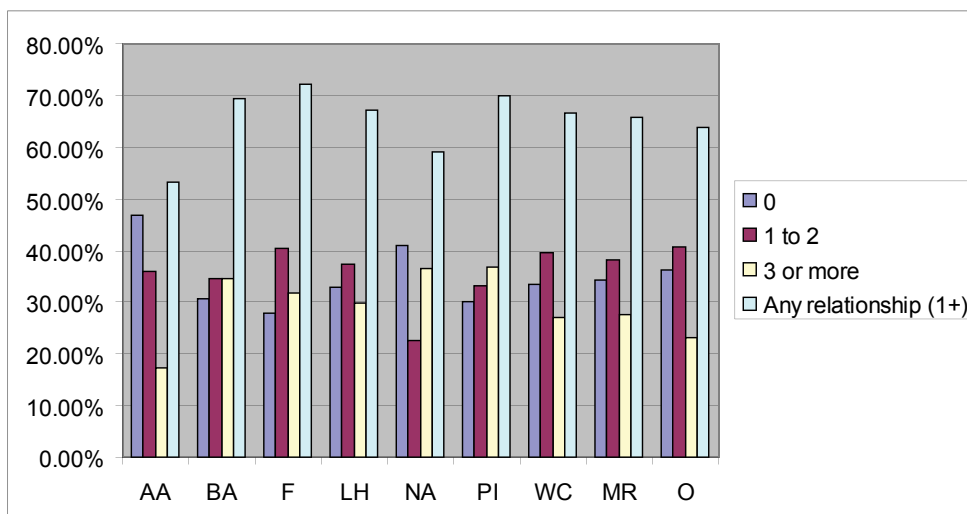


Figure 1.9: Question #16, by race/ethnicity.



Differential treatment of students by race

Overview:

One in five survey respondents (20.7%) say that teachers or school administrators treat them differently because of their race.

Differences by race/ethnicity:

- One third of African-American students (33.9%) reported differential treatment, making them the most likely group to have answered “yes.”
- Asian-American (16.6%) and White/Caucasian students (19.3%) were the least likely to report differential treatment.

Differences by school:

- Students at Civic Center and the County Court schools were most likely to report differential treatment.

Differences by gender:

- Male students were more likely to report differential treatment than females (23.6% and 19.6% respectively).
- African-American males (37.6%), Pacific Islander males (35%), “Other” males (32.3%), and African-American females (29.4%) were the most likely to report differential treatment.
- Filipino females (10.7%), Pacific Islander females (11.8%), White females (14%) and Asian-American females (14.2%) reported the least amount of differential treatment.

Figure 1.10: Question #8, “Because of your race, do teachers or school administrators treat you different?”.

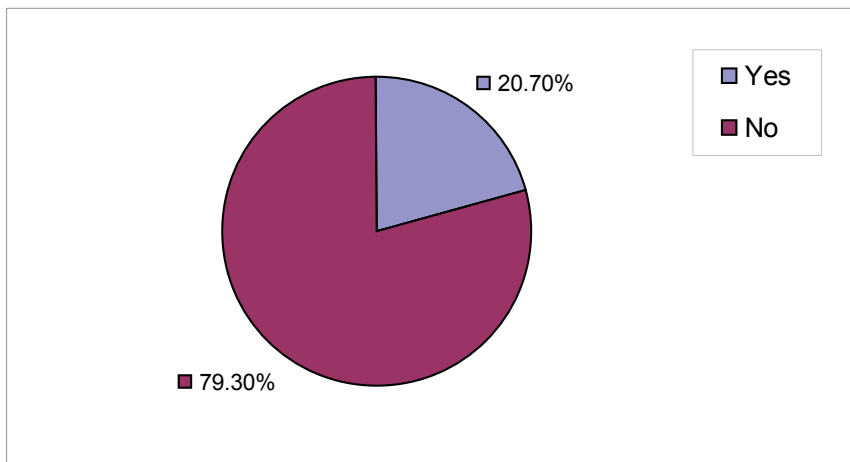


Figure 1.11: Question #8, by race/ethnicity.

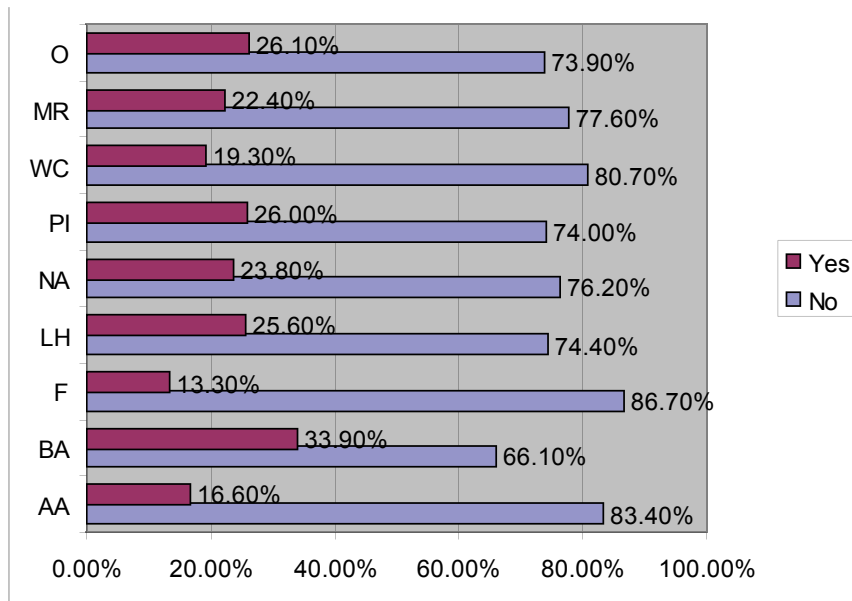


Figure 1.12: Question #8, by school.

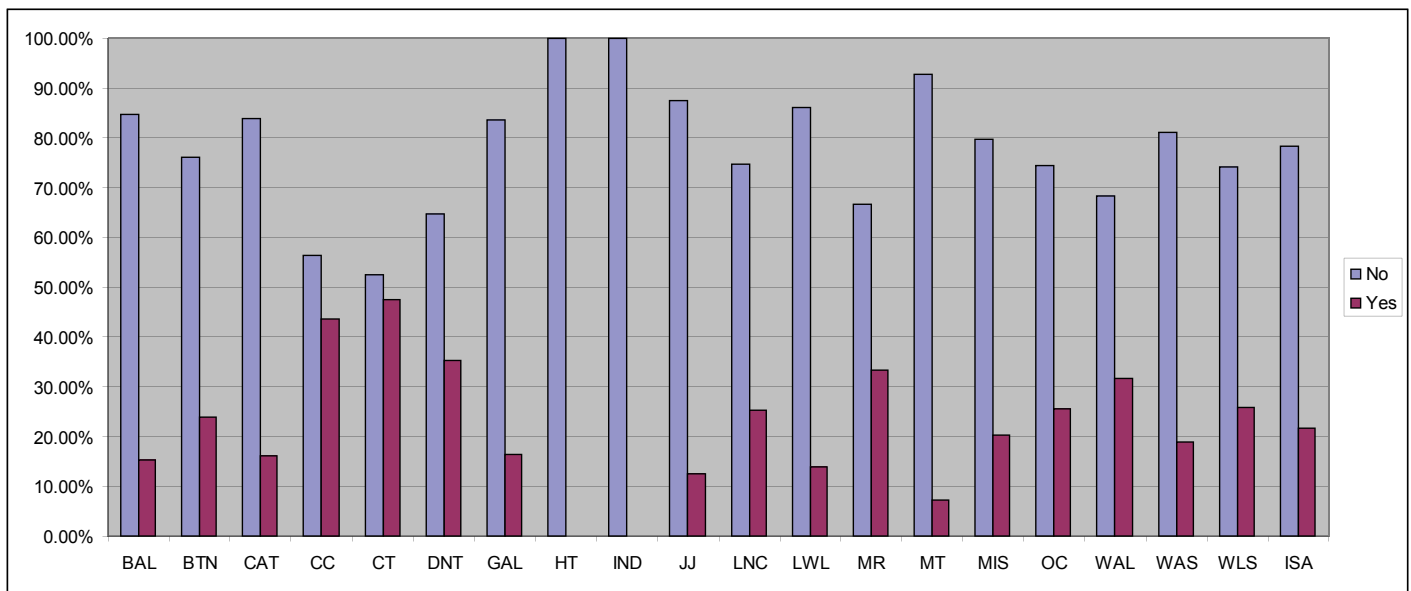
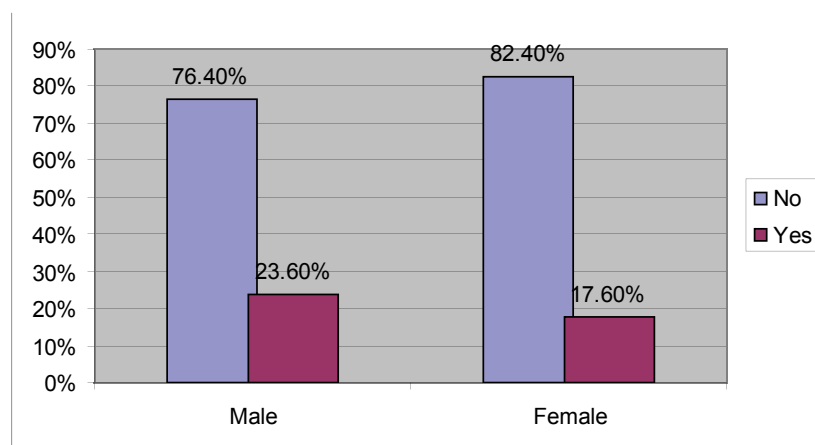


Figure 1.13: Question #8, by gender.



Class participation

Overview:

A significant majority of students (81.4%) say that their opinions are valued in class. Nearly two-thirds of students say that they are called on in class.

Differences by school:

- The students that reported having their opinions least likely to be valued attend Civic Center (56.0%) and County Court (67.9%).
- Students at Burton (42.6%) Washington (40.2%), and Gaileo (39.3%) included the highest percentages of students who are “rarely” or “never” called on.
- Six schools (Balboa, Hilltop, Independence, June Jordan, Lowell, and Metro) had more than ninety percent of their students state that their opinions were valued “always” or “most of the time”).
- Respondents at Downtown (21.8%), Wallenberg (14.8%), and CAT (14.4%) include the highest percentages of respondents who are “always” called on.

Differences by race/ethnicity:

- African-American and “Other” students are the most likely to feel their opinions are “rarely” or “never” valued.
- Asian-American, “Other” and Latino/Hispanic students include the highest percentages of those who say they are “rarely” or “never” called on.
- Latino/Hispanic students include the highest percentage of those who say their opinions are “always” valued.
- White and African American students are most likely to say they are “always” called on.”

Figure 1.18: Questions #9 and #10, by race/ethnicity

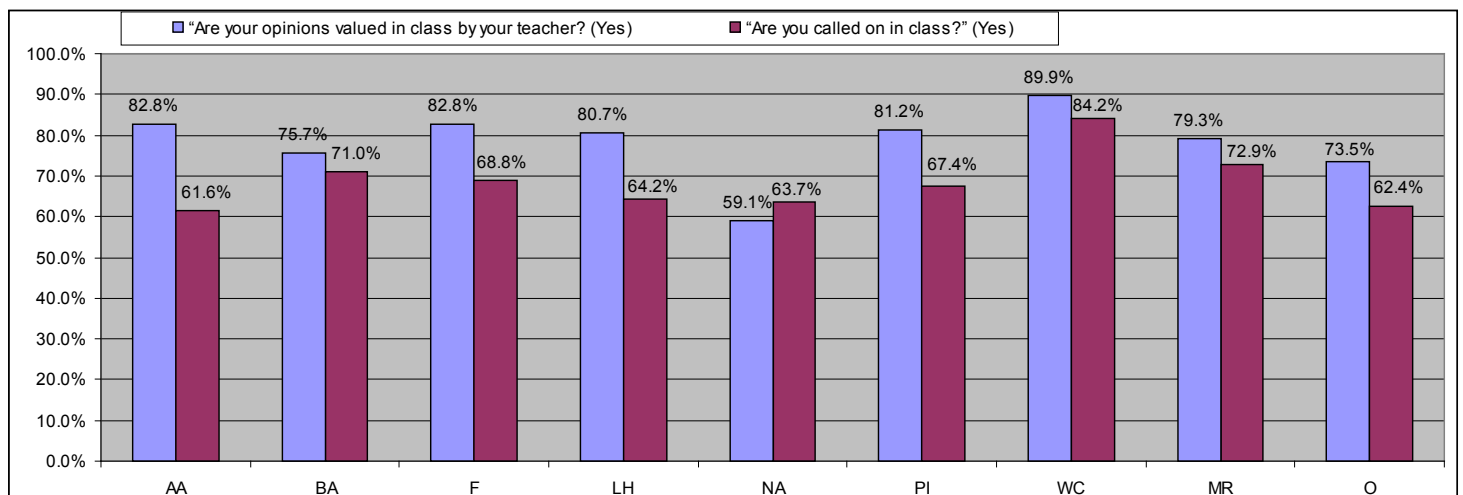


Figure 1.14: Question #9, "Are your opinions valued in class by your teacher?"

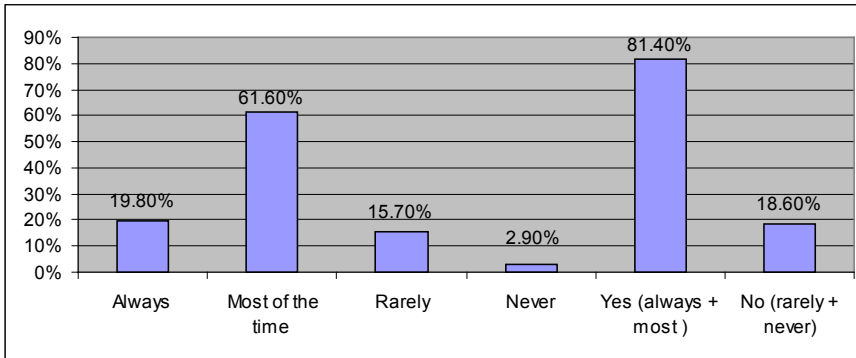


Figure 1.15: Question #9, by school.

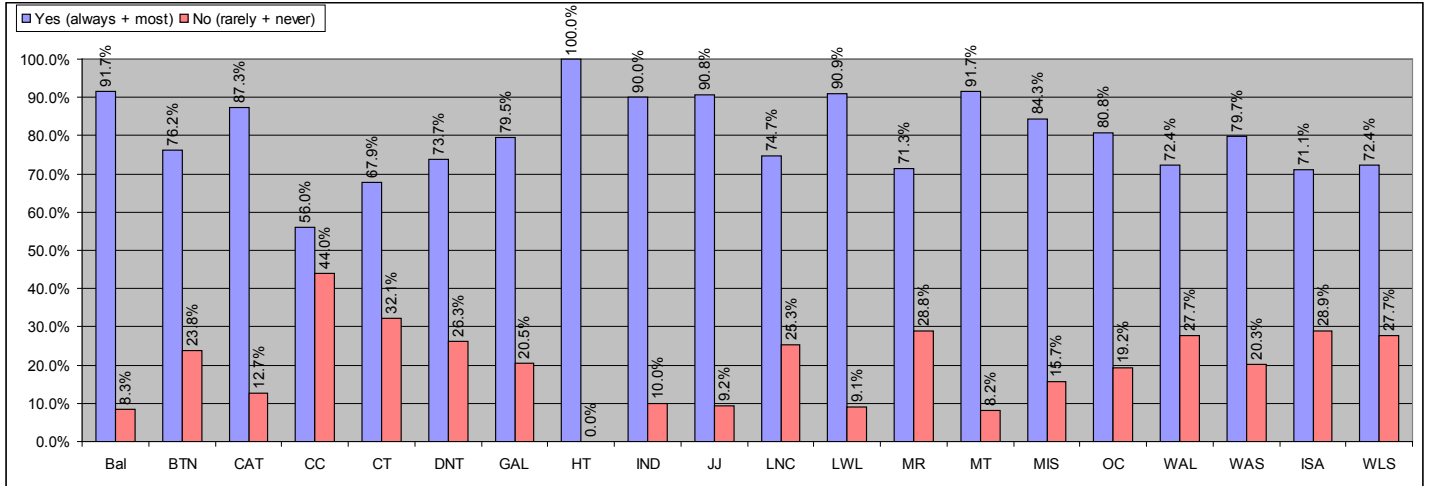


Figure 1.16: Question #10, "Are you called on in class?"

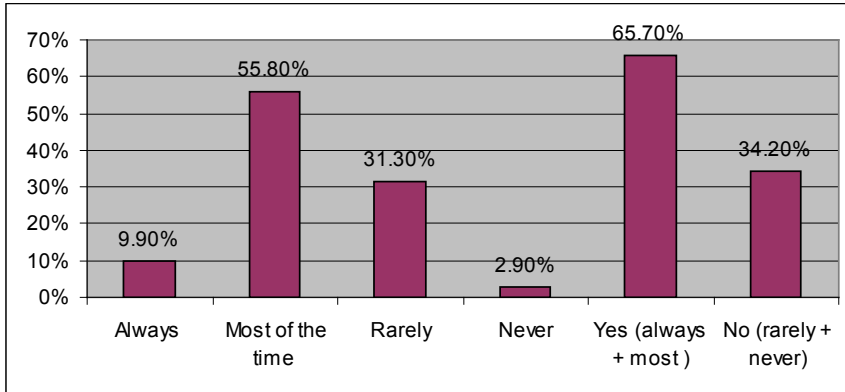
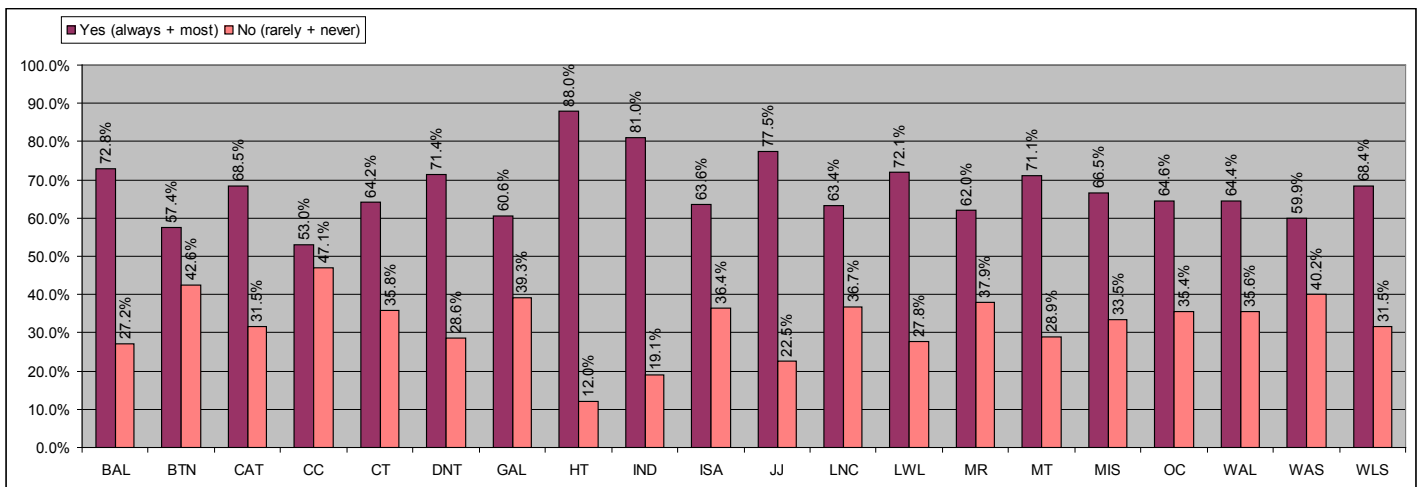


Figure 1.17: Question #10, by school.



Best types of academic support

Overview:

When asked what type of help with schoolwork they prefer, the most common response is tutoring, as approximately forty percent (40.3%) of respondents, overall, would prefer tutoring.

Study hall is the next most likely choice, with about one-third of respondents (32.7%) showing interest in this type of help, followed by college counseling (22.6%) and career planning (22.2%).

Options:

- Tutoring
- Study hall
- College counseling
- Career planning
- Academic counseling
- No other academic activities are needed in school
- Other

Differences by race/ethnicity:

- Tutoring is the preferred type of help among respondents among all racial/ethnic groups.
- Pacific Islander respondents (45.5%), Black/African-American respondents (44.3%), and Filipino respondents (44.1%) are among the most interested in tutoring.
- Pacific Islanders are also among the most interested in study hall (41.7%) and career planning (25%), but among the least interested in college counseling (18.2%).
- Asian-American respondents are among the most interested in college counseling (25.1%) and academic counseling (16.3%), while Latino/Hispanic respondents are the least interested in academic counseling (10.7%).
- White/Caucasian respondents are among the least interested in tutoring and among those most likely (18.8%) to say, "No other academic activities are needed in school."

Differences by school:

- Students from Balboa (46.6%), June Jordan (46.1%), and Washington (45.0%) are most likely to be interested in tutoring. Students from City Arts & Tech (45.0%) and ISA (40.5%) are most likely to be interested in study hall.
- June Jordan respondents are among the most interested in college counseling (33.9%), and academic counseling (20%).
- Respondents at CAT are among the least interested in tutoring (24.9%) and academic counseling (9.1%).

Figure 1.19: Question #15, "What type of help with school work do you prefer?"

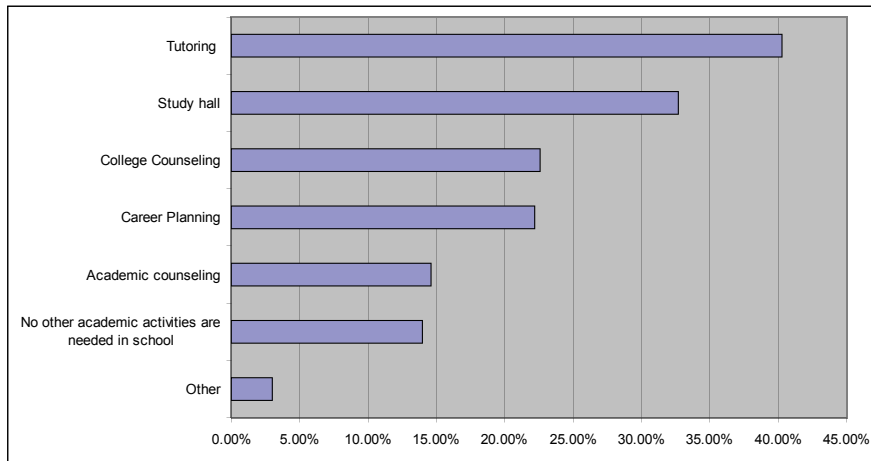


Figure 1.20: Question #15, by race/ethnicity.

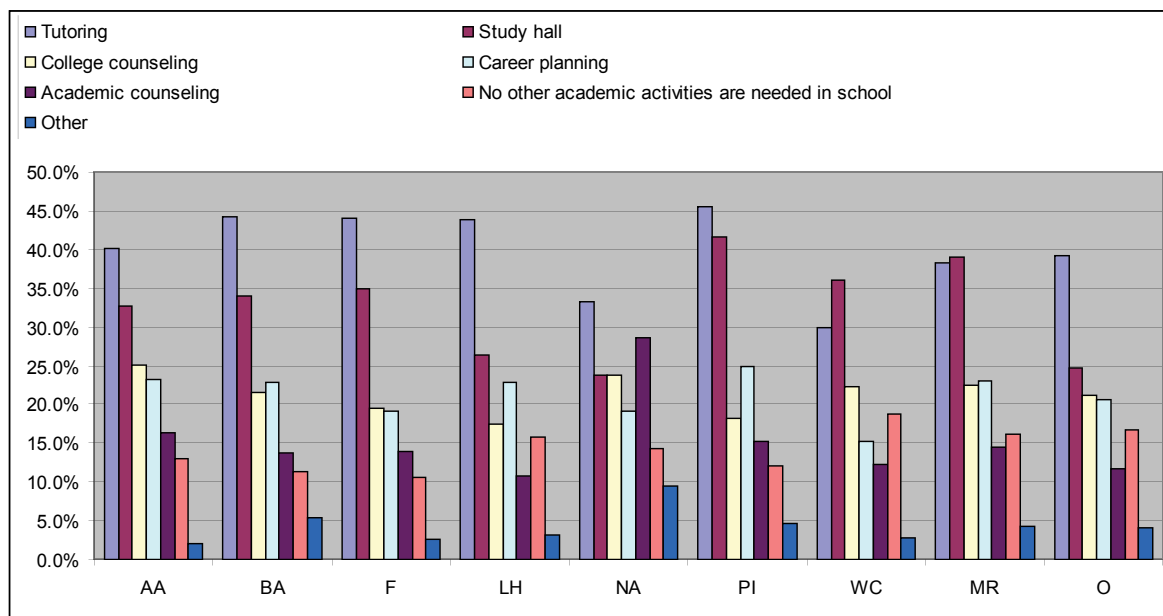
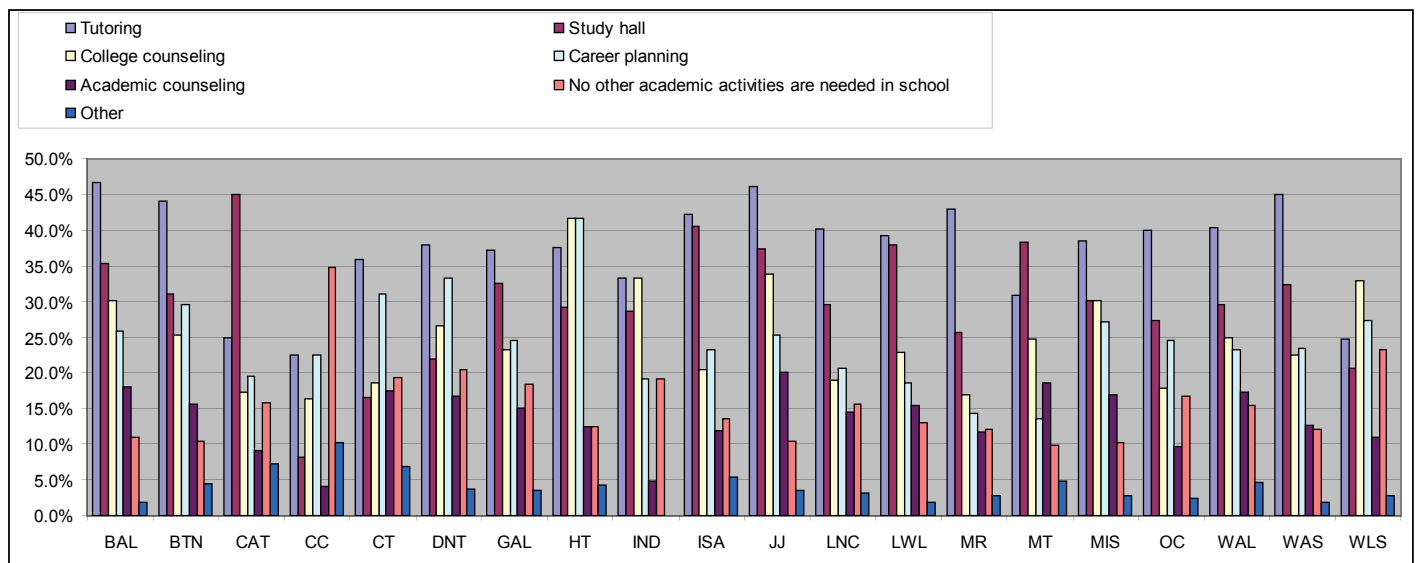


Figure 1.21: Question #15, by school.

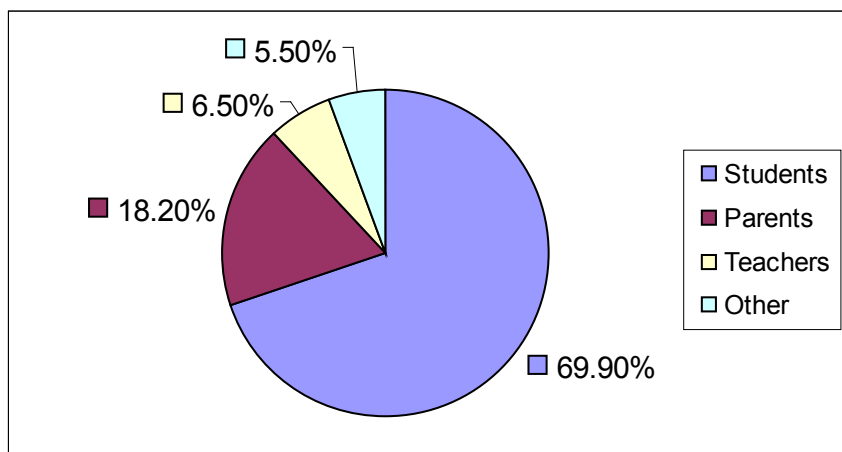


Who is responsible if students miss school?

Overview:

By a wide margin, students hold themselves accountable for missing school, with (69.9%) of respondents identifying students as the accountable party. However, there are significant differences between racial/ethnic groups.

Figure 1.#: Question #22, "Who is responsible if students miss school?"



Differences by race/ethnicity:

- African-American students are more than twice as likely as White students to say that parents are accountable.
- Asian-American and students identifying as "Other" are more than twice as likely as White students to hold teachers accountable.

Differences by school:

- At least sixty percent of students at every school stated that students were accountable for missing school.
- Students at Burton, Civic Center, County Court, Hilltop, and I.S.A. were the most likely to say that parents are accountable for students missing school.

Differences by gender and grade:

- Male students are slightly less likely to hold themselves responsible for missing school.
- Older students, by grade, are more likely to hold themselves responsible for missing school.
- Students hold themselves more responsible as they age, moving from 63.7% to 74.3%.
- Male students are twice as likely than female students to hold teachers accountable (8.2% to 4.6%).

Figure 1.23: Question #17, by race/ethnicity.

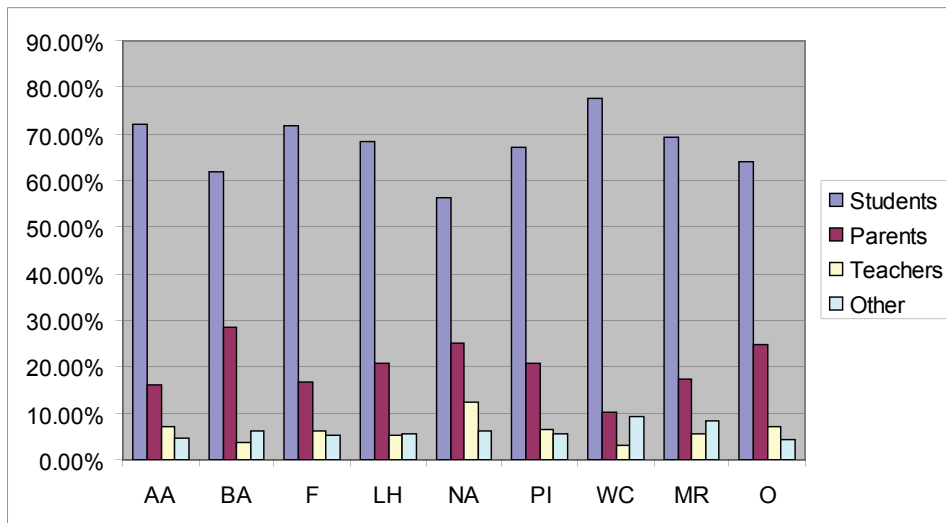


Figure 1.24: Question #17, by school.

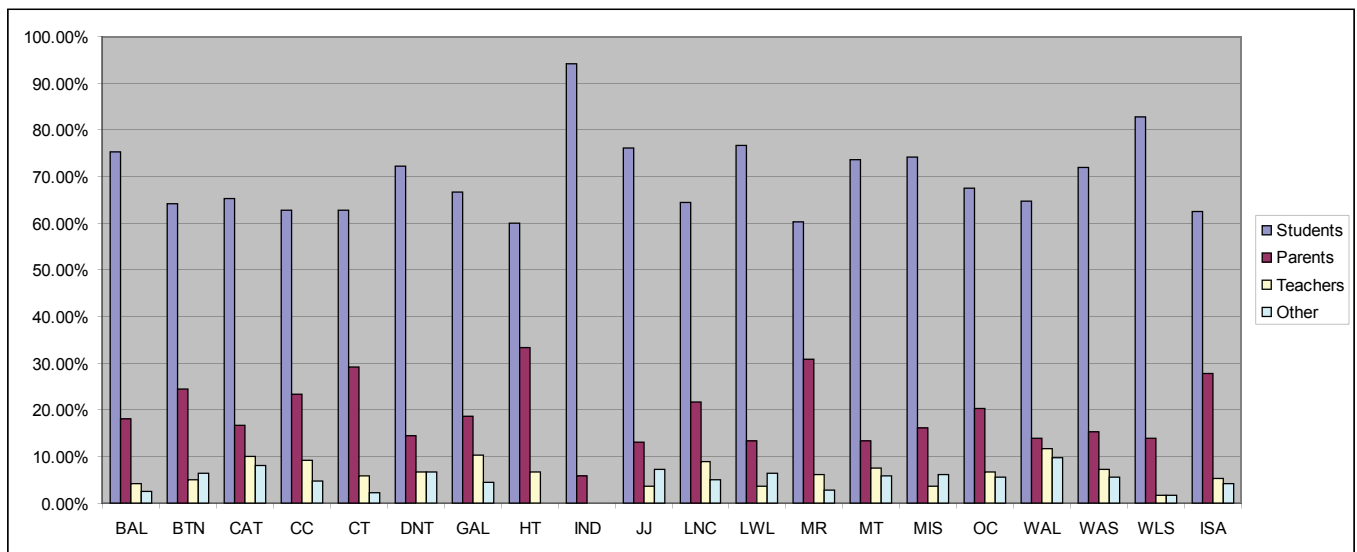


Figure 1.25: Question #17, by gender.

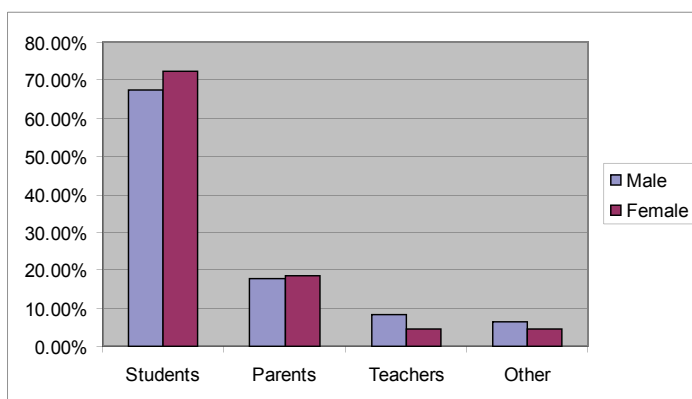
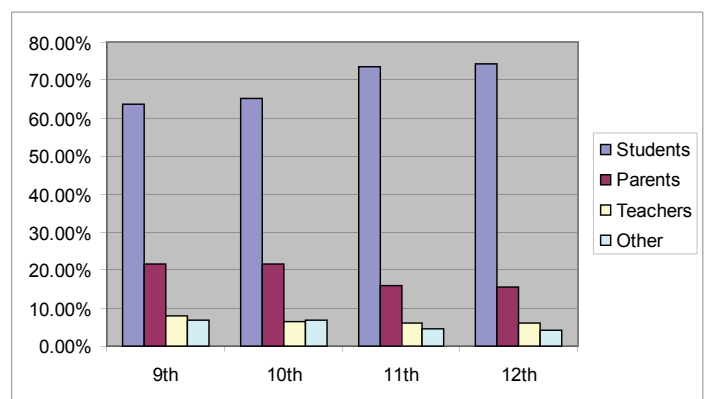


Figure 1.26: Question #17, grade.





Stress and Homework

Key Findings:

- **Students do more homework than recommended**

Over sixty percent of students (61.9%) spend more than the recommended two hours on homework per night, with one-in-four spending over four hours.

- **Lack of quiet homework space**

One in six students (16.2%) do not have a quiet place to do their homework. White and Asian-American students are the *most* likely to have such a space.

- **Students stressed by homework & family's academic pressure**

Homework is the biggest source of stress for nearly sixty percent of students (57.8%), while academic pressures from family ranked second with nearly thirty-five percent (34.7%).

Section 2 Topics

- Average time spent on homework
- Where students do homework
- Source of student stress
- Helping students manage stress



Average time spent on homework

Overview:

Over sixty percent of SFUSD students spend more than 2 hours on homework per night. There are major differences by race/ethnicity and school.

Differences by race/ethnicity:

- Asian-American respondents showed a significantly higher percentage of students spending more than two hours per night on homework (72.6%).
- White/Caucasian (62.0%) and Filipinos (60.6%) were the next largest groups of students reporting more than two hours of homework per night.
- African-American respondents (56.9%) and Latino/Hispanic respondents (56.2%) include the highest percentage of students spending less than two hours of homework per night.

Differences by school:

- Lowell had the most students reporting more than two hours of homework per night (87.8%) while those at Civic Center (10.2%) and Downtown (13.2%) reported the least.

Differences by neighborhood:

- Student living in South of Market (81.9%), Glen Park (72.7%), and the Sunset (72.3%) had the highest rate of spending more than two hours on homework per night.

A note about homework standards:

There is much debate about the amount homework which is appropriate. To inform this survey's standard of two hours, the work of a leading researcher in the field of homework -- Professor Harris Cooper of Duke University -- was used as a baseline.

Professor Harris suggests 10 minutes of homework per grade level, per night. For example, this would equal 50 minutes per night for a fifth grade student, 90 minutes for a ninth grade student, and 120 minutes for a high school senior. For this survey and report, he maximum of 120 minutes per night was used for all high school grade levels.

Figure 2.1: Question #13, "How much time do you spend on homework each night?"

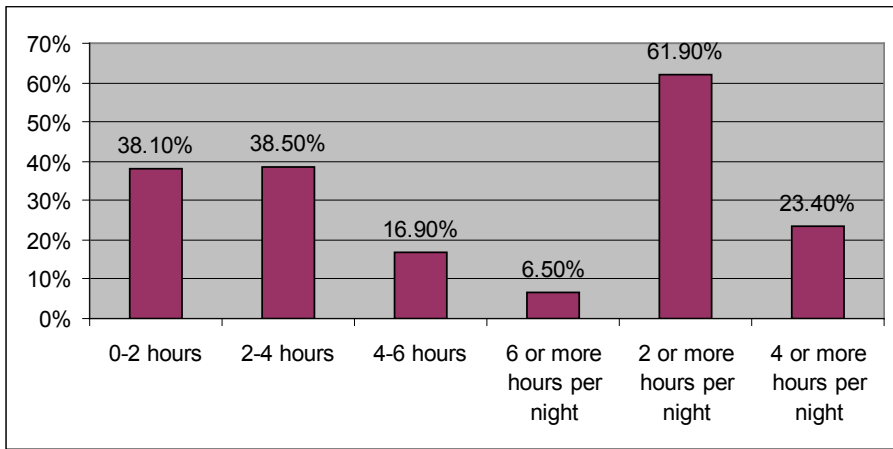


Figure 2.2: Question #13, by race/ethnicity.

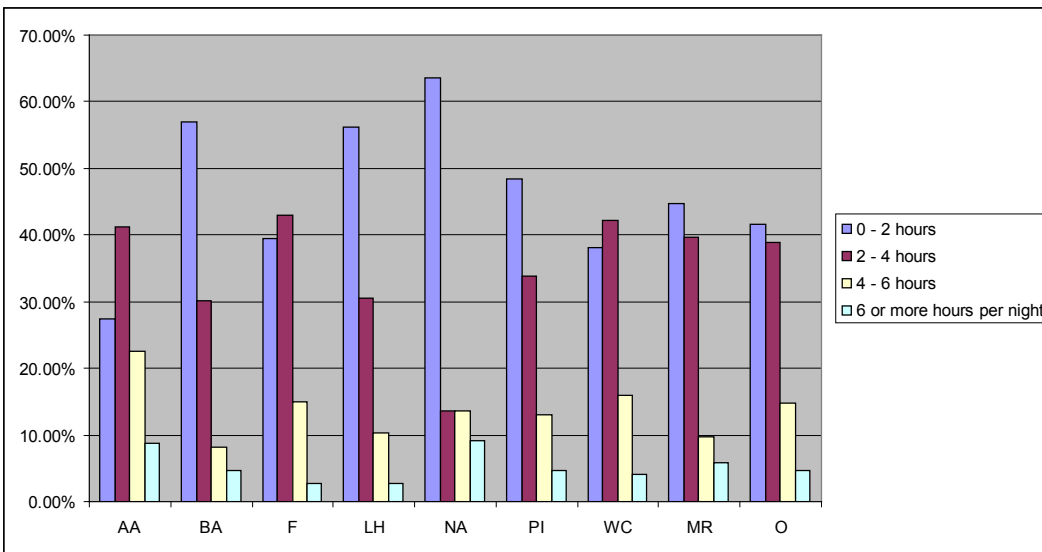
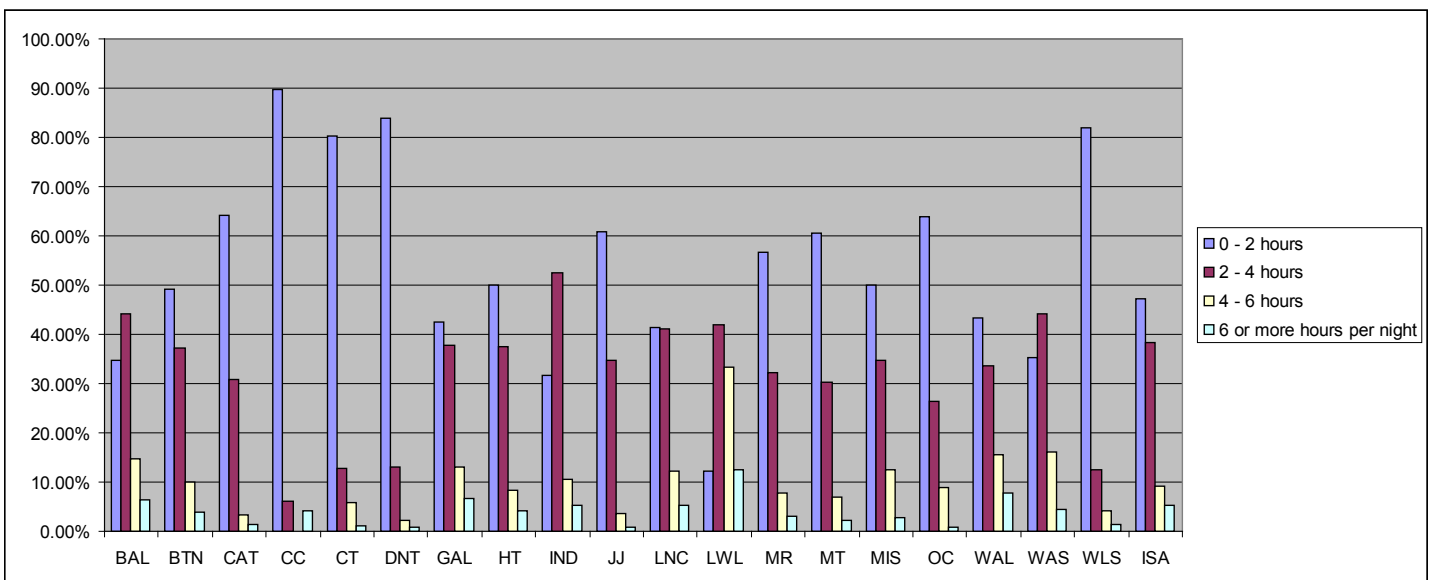


Figure 2.3: Question #13, by school.



Where students do homework

Overview:

When asked “Do you usually have a quiet place to do your homework, approximately seventy-seven percent (77.2%) answered “Yes, at home” while another seven percent (6.7%) said “Yes, somewhere else.”

Locations outside of home

- Over sixteen percent of students (16.2%) reported that they did their homework outside of home. With a write-in option, the most common responses, in order, included: library, friend or relative's house, school, cafe, coffee shop, retail location, after-school program, with a tutor or during tutoring, and at their work or job.

Differences by time spent on Homework

- Nearly one-quarter of students (24.2%) spending more than 6 hours per night on homework do not have a quiet place to work.

Differences by race/ethnicity:

- White (85.4%) and Asian-American students (81.4%) were the most likely to have a quiet place at home to work.
- Pacific Islander (30.2%) and Latino/Hispanic students (28.6%) were the least likely to have a quiet place to do their homework.
- African-American (11.7%) and Filipino students (10.8%) were most likely to do their homework somewhere other than at home.

Differences by school:

- Students at County Court, (25.5%), Downtown (24.1%), and CAT (23.6%) are among the highest percentages of those who say they do not have a quiet place for homework.
- Lowell (84.5%), Washington (79.1%), and Galileo (77%) include the highest percentages of respondents who had a quiet place to do homework at home.

Differences by neighborhood:

- Students with the highest rate of having a quiet place at home were from Glen Park (84.7%), the Panhandle (84.4%), the Richmond (82%), the Sunset (81.9%), and Parkside (81.4%).
- Students living Downtown (21.4%) and the Mission (21.2%) had the highest rate of reporting a lack of a quiet place to do their homework.

Figure 2.4: Question #14, "Do you usually have a quiet place to do your homework?"

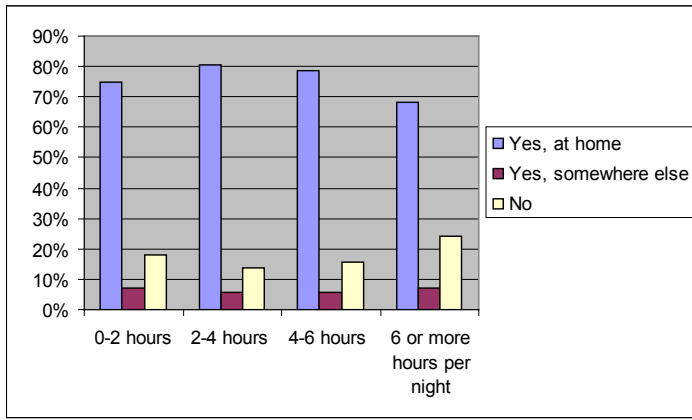


Figure 2.5: Question #14, by race/ethnicity.

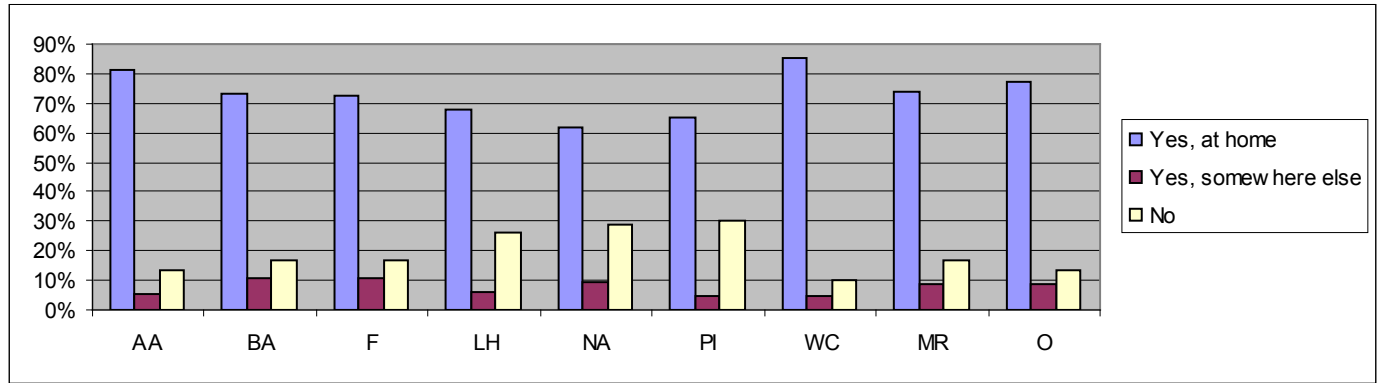


Figure 2.6: Question #14, by school.

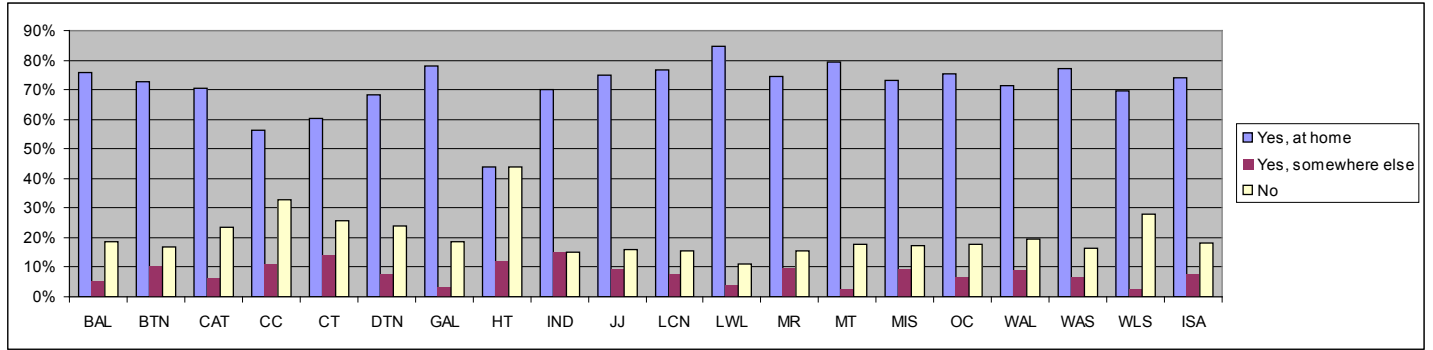
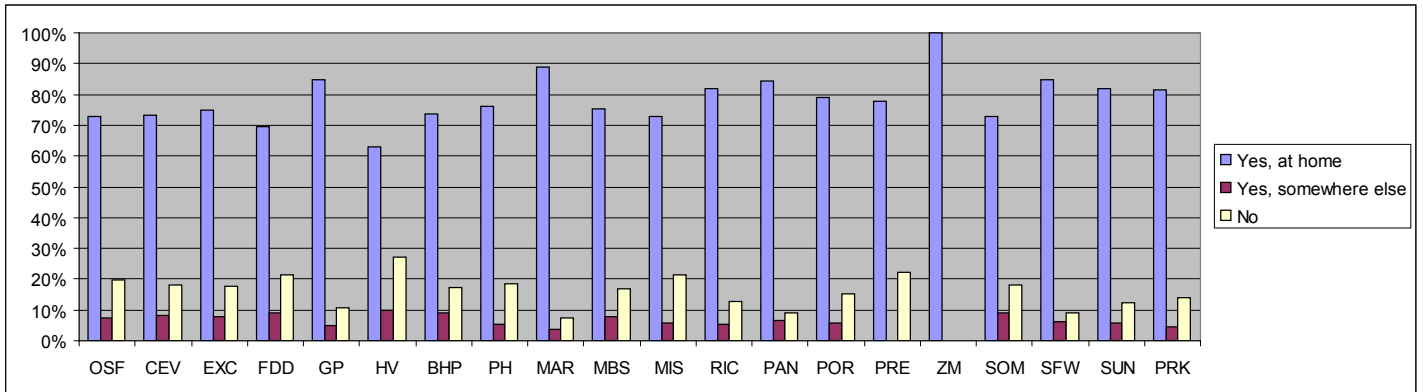


Figure 2.7: Question #14, by neighborhood.



Sources of student stress

Overview:

When students were asked what their biggest source of stress was, the most common response was “amount of homework” (57.8%) and “academic pressures from family” (24.7%).

<input type="checkbox"/>	Amount of homework
<input type="checkbox"/>	Academic pressures from family
<input type="checkbox"/>	Money/economic pressures
<input type="checkbox"/>	Home responsibilities
<input type="checkbox"/>	Violence in your neighborhood
<input type="checkbox"/>	Unengaged family
<input type="checkbox"/>	My job
<input type="checkbox"/>	Other

Relation between homework and other issues

- Respondents who say they spend the least amount of time on homework also include the highest percentages of those who say they are most stressed by money/economic pressures and violence in their neighborhoods.
- Those students who have a homework location outside of their home are also the most likely to be stressed by home responsibilities (26.8%), violence in their neighborhoods (17.2%), or unengaged families (14.5%).
- The percentage of those who say homework is a stressor are higher among those spending more hours on homework.

Differences by race/ethnicity:

- Asian-American respondents are among the most likely to be stressed by homework (62.4%) and academic pressures from family (39.1%). Similarly, Filipino students are among those most stressed by homework (61.9%) and academic pressures from family (40.8%), as well as by money/economic pressures (28.1%).
- Latino/Hispanic students are among those most stressed by money/economic issues (30.1%), home responsibilities (24.7%), and unengaged families (11.9%).
- African-American students are most stressed by violence in their community (28.7%) and unengaged families (12%).

Differences by schools

- Money/economic pressures are reported as a source of stress by the greatest proportions of students from Independence (70.0%) and Hilltop (56.0%). County Court (41.8), and Downtown (45.2%) are also concerned with economic issues, plus violence in the neighborhood.

Figure 2.8: Question # 11, "What is the biggest source of your stress?"

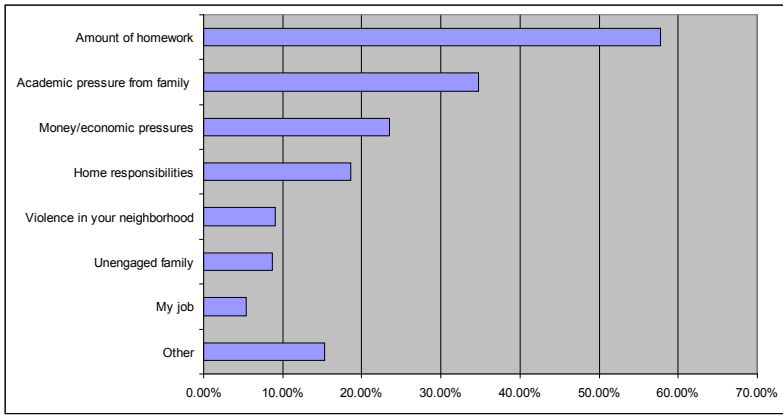


Figure 2.9: Question # 11, by time spent on homework.

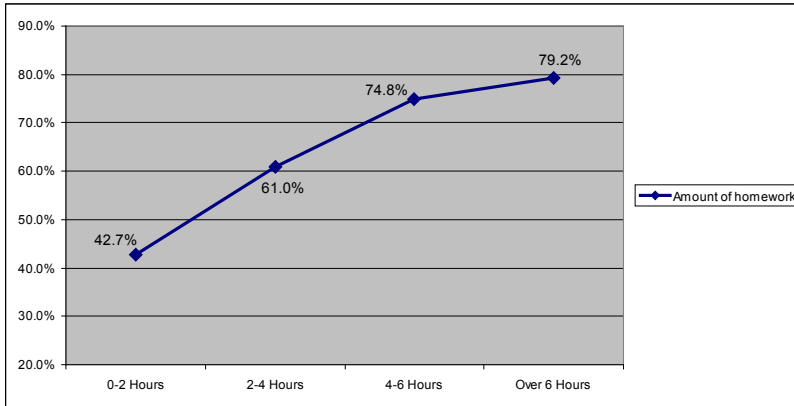


Figure 2.10: Question # 11, by race/ethnicity.

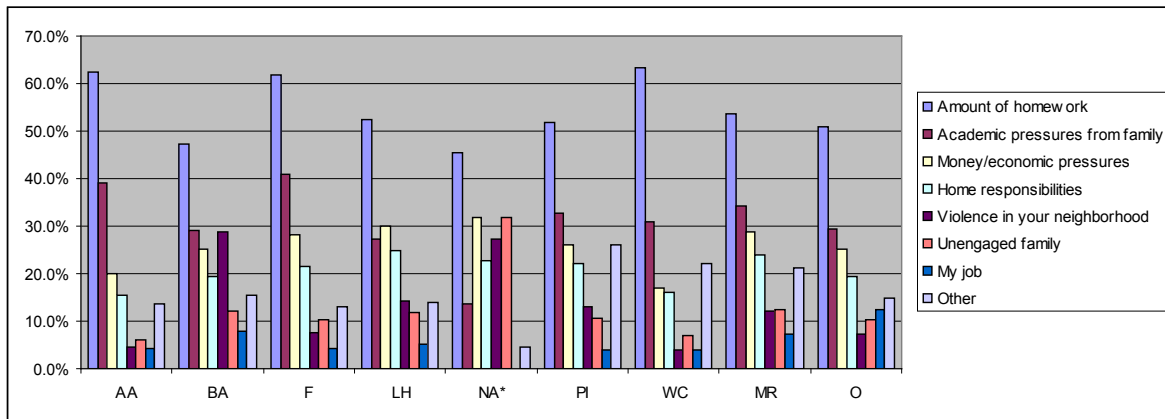
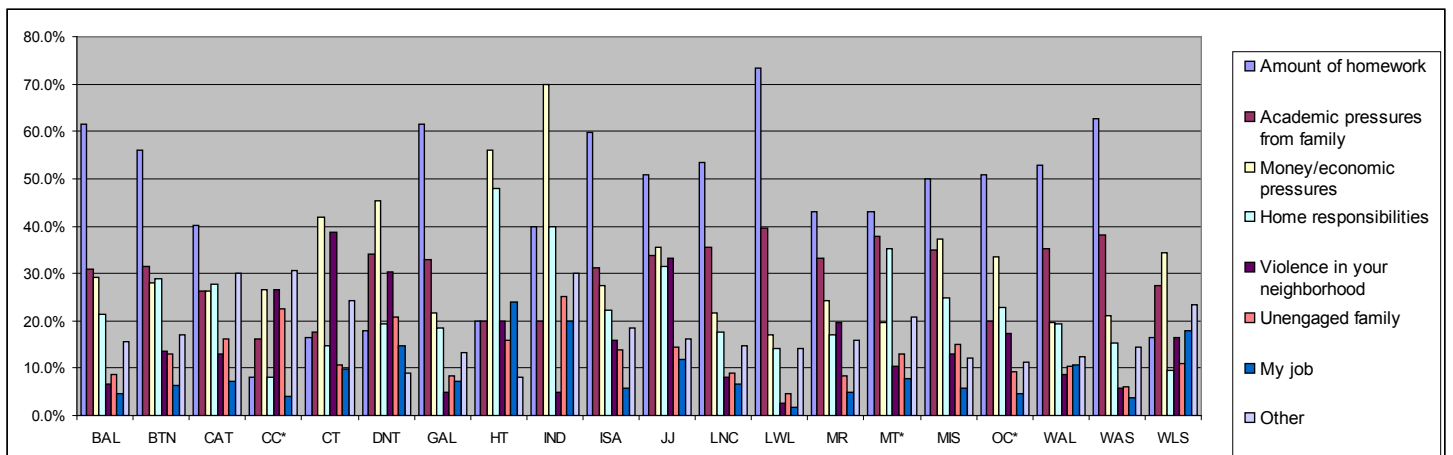


Figure 2.11: Question # 11, by school.



Helping students with stress

Overview:

Not surprisingly, with “amount of homework” being the most common source of stress for students, the most common remedy sought for stress is “less homework,” representing 67.3% of responses.

While no other remedy comes close, the next most common choices are “study hall/tutoring during schools” (22.6%) and “grading that considers home or personal issue[s]” (20.7%).

Differences by race/ethnicity

- While types of stress vary considerably among students from different racial/ethnic groups, preferences for stress relief are more uniform. Among every group, “less homework” is two or three times more popular than the next most popular solution.
- White/Caucasian respondents (72.9%), Filipino respondents (71%), and Asian-American respondents (70.8%) are among the groups with the greatest interest in less homework.
- Pacific Islanders (29.7%) and Filipino respondents (27%) are among the most likely to say study hall/tutoring during school would help with stress.
- Pacific Islander respondents are most likely (17.2%) to favor personal counselors at school, followed by Latino/Hispanic respondents (16.1%).
- Respondents who identify as Latino/Hispanic respondents (6.9%) and “Other” (8.5%) are among the most likely to say bilingual staff at school would help with stress.
- Mixed race students are the most interested in grading that considers personal problems.

Differences by gender:

- Female respondents express more interest in “study hall/tutoring during school” (27.8%), “grading that considers home or personal issues” (23.6%), and “personal counselors at schools” (16.4%) than their male counterparts.

Differences by grade:

- Students from higher grades, especially twelfth grade students, show more interest in grading that “considers personal issues”, “personal counselors at school”, and “other” solutions.

Figure 2.12: Question #12, "What would most help with your stress?"

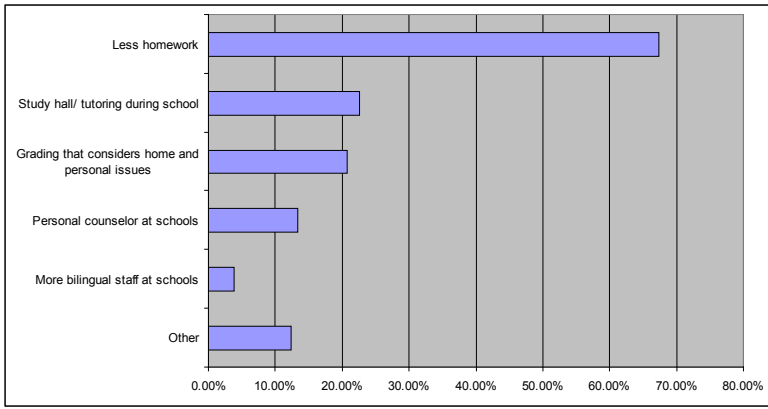


Figure 2.13: Question #12, by race/ethnicity.

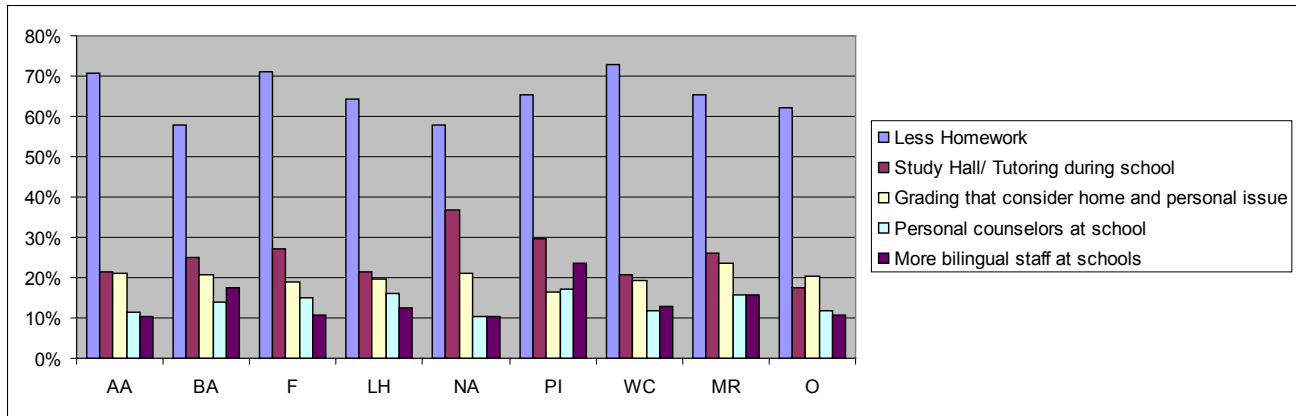


Figure 2.13: Question #12, by gender.

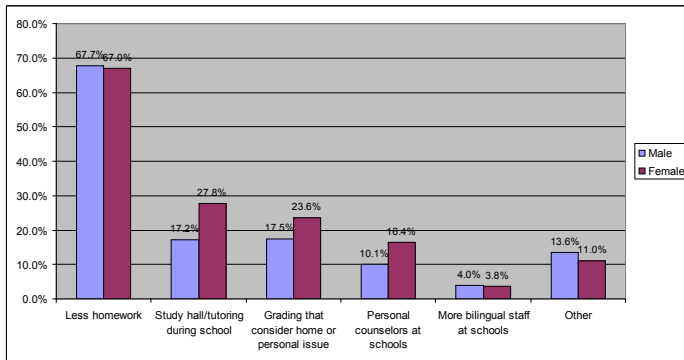
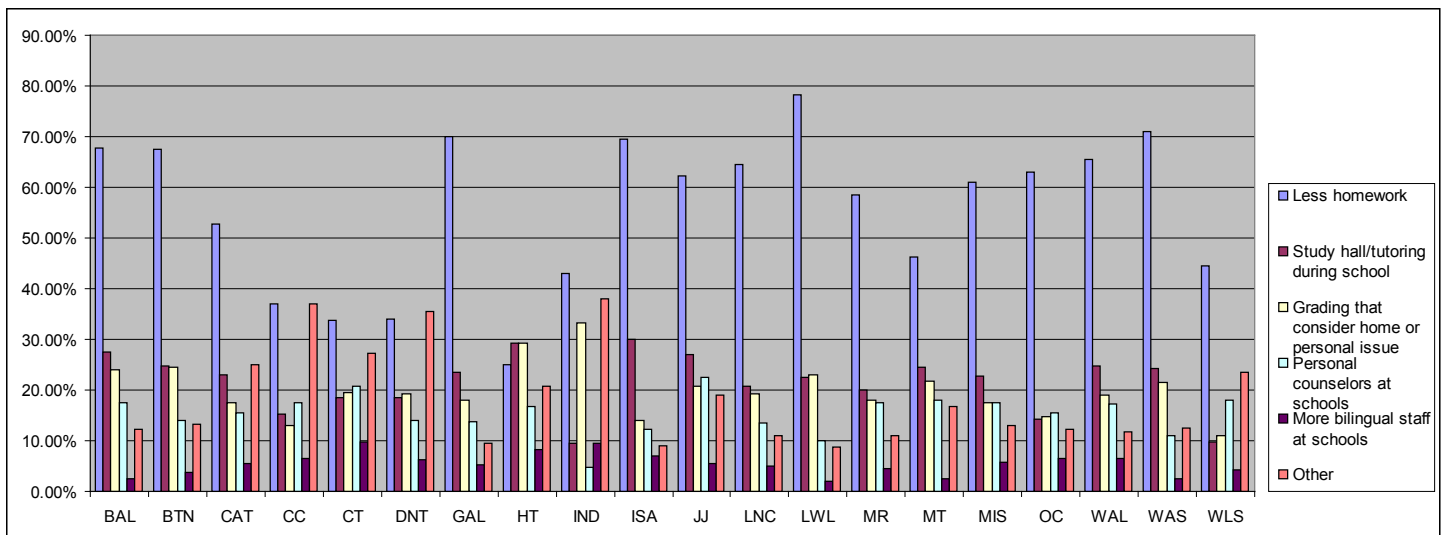


Figure 2.14: Question #12, by school.





Extra-Curricular Programs

Key Findings:

- **More team sports in demand**

Students strongly supported more sports/athletic programs (41.9%) over other types of programs. Nearly fifty percent (49.5%) preferred team sports compared to other athletic activities.

- **Students want after-school programs located at school**

Over forty percent of students (40.9%) wanted programs located at school, while approximately twenty-one percent of students (21.3%) prefer neighborhood-based programming. These results differed by students' school and neighborhood.

- **Differences in reaching out to students**

The best way for students to learn about opportunities is through teachers, and, secondly, other students. There are major differences between demographic groups regarding which social networking websites are most effective.

Section 3 Topics

- Where students prefer to attend after-school programs
- Programs in highest demand
- Which sports/athletics students would like
- Best ways to learn about new programs



Where students prefer to attend extra-curricular programs

Overview:

One in five students (21.3%) reported that they would rather attend an after school program in the neighborhood they live, whereas 40.9% would prefer to have programs located “at school sites.”

Differences by school:

- Students at Marshall (55.1%), Burton (49.1%), and Balboa (47.6%) reported they prefer their after school programs to be located on campus. Students at Civic Center (7.1%) and Downtown (22.8%) were the least interested.
- The students most interested in attending after-school programs in their own neighborhood attend Downtown (36%), County Court (32.6%), Galileo (31.1%), and Civic Center (31%) are the most is.
- The the least interested in attending programs in their neighborhoods attend O'Connell (13.7%), Marshall (14%), Burton (15.7%), CAT (16.6%) and Balboa (17.1%).

Differences by neighborhood:

- Students most interested in attending after-school activities located at school live in the Excelsior (44.7%), Portola (44.5%), and Bayview/Hunter's Point (44.1%).
- Students living in Castro/Eureka Valley (29.9%), Pacific Heights (26.8%), and Hayes Valley (24.6%) are the most interested in attending after-school programs in the neighborhood where they live.

Differences by race/ethnicity:

- African-American (23.4%) and Asian-American (22.6%) students are the most interested in attending activities in their neighborhoods while White/Caucasian student are the least interested (14.8%).

Figure 3.1: Question #26, "Where would you rather attend an after-school program?"

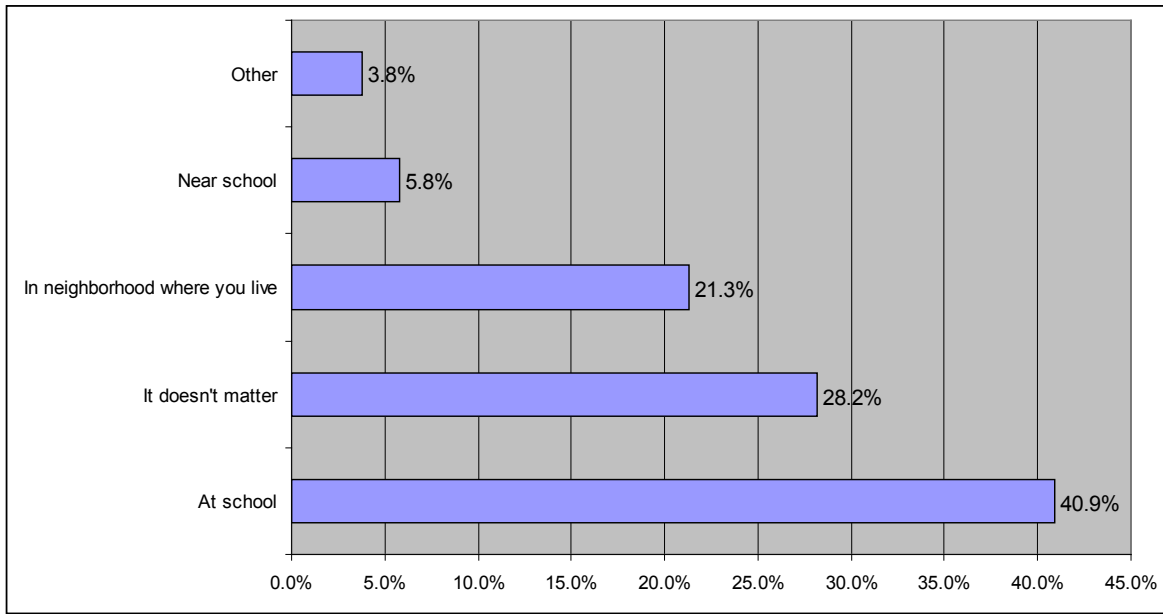


Figure 3.2: Question #26, by school.

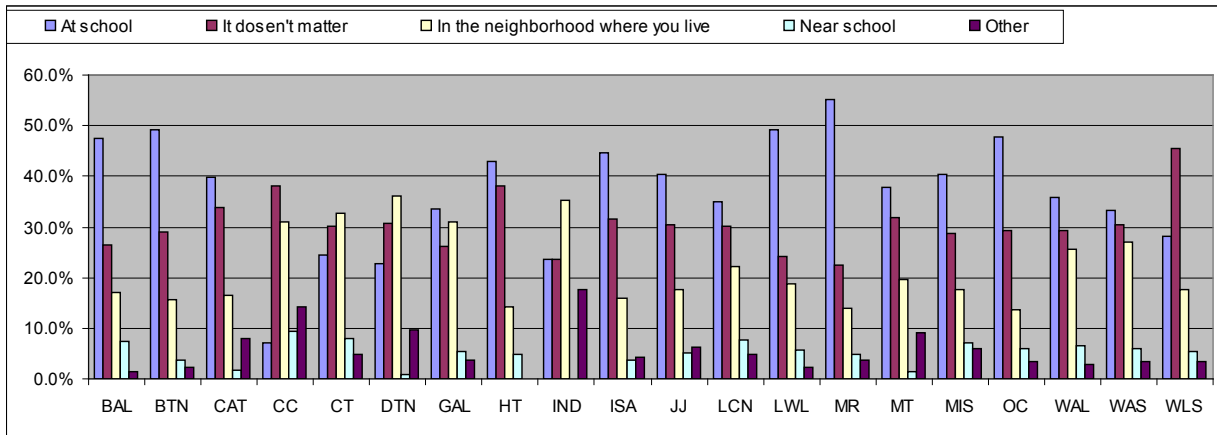
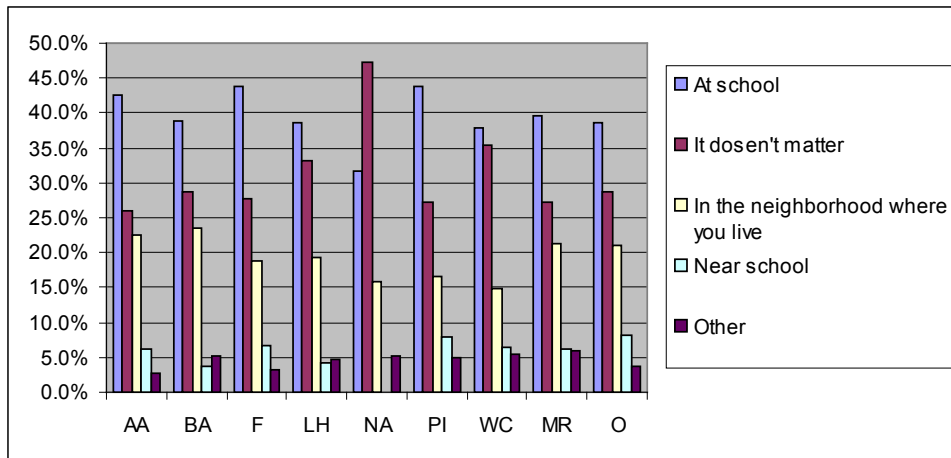


Figure 3.3: Question #26, race/ethnicity.



Programs in highest demand

Overview:

Sports/athletics are the most demanded extracurricular activity amongst survey respondents, with approximately forty-two percent (41.9%) of respondents saying they would like to see more sports/athletics at school.

Desired programs vary greatly by ethnic group and gender.

Differences by race/ethnicity:

- Sports/athletics are the most desired activity by all ethnic groups.
- Asian-Americans, (34.9%), Pacific Islanders (34.9%), and White/Caucasian respondents (34.4%) are the most interested in having more outdoor education activities at school. African-American students are the least interested (18.8%).
- African-American students (34.2%) have the highest interest in dance programs among the ethnic groups, while Asian-American (18.8%) and White/Caucasian (20.1%) students being the least interested.
- Pacific Islander students showed the greatest interest in music and theater (42.9% and 26.2%).

Differences by gender:

- Male students are more interested in sports/athletics than any other activity by a large margin (52.5%).
- For male students, outdoor education was second with 27.6%.
- Among female students, there is more variation in interests: music (34.7%), outdoor education (33.9%). Dance (33.3%), and sports athletics (31.6%) draw nearly equal interest.

Differences by school:

- Students at Washington (38.5%) and Burton (35.3%) are the most interested in outdoor education, while students at Downtown are the least interested.
- Downtown (35.1%) and June Jordan (32.0%) students are the most interested in dance programs. Washington (18.5%) and Lowell (19.6%) students are the least interested groups.

Figure 3.4: Question #21, "What extra curricular activities would you like more of at school?"

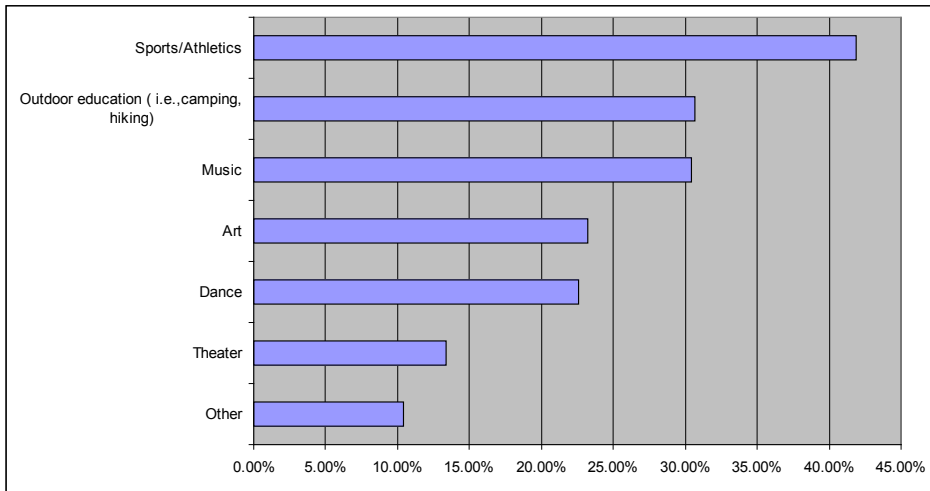


Figure 3.5: Question #21, by race/ethnicity.

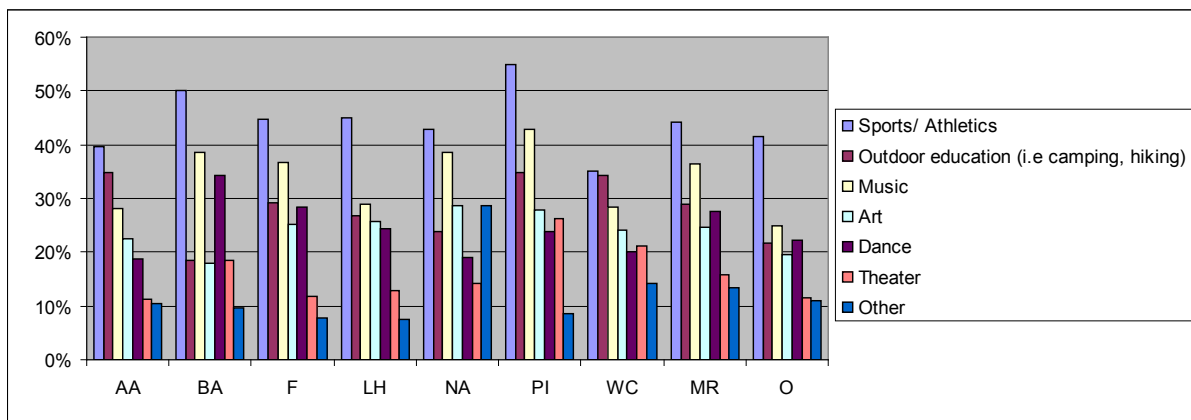


Figure 3.6: Question #21, by gender.

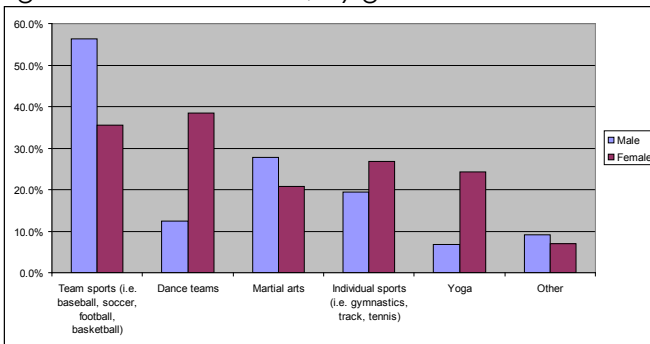
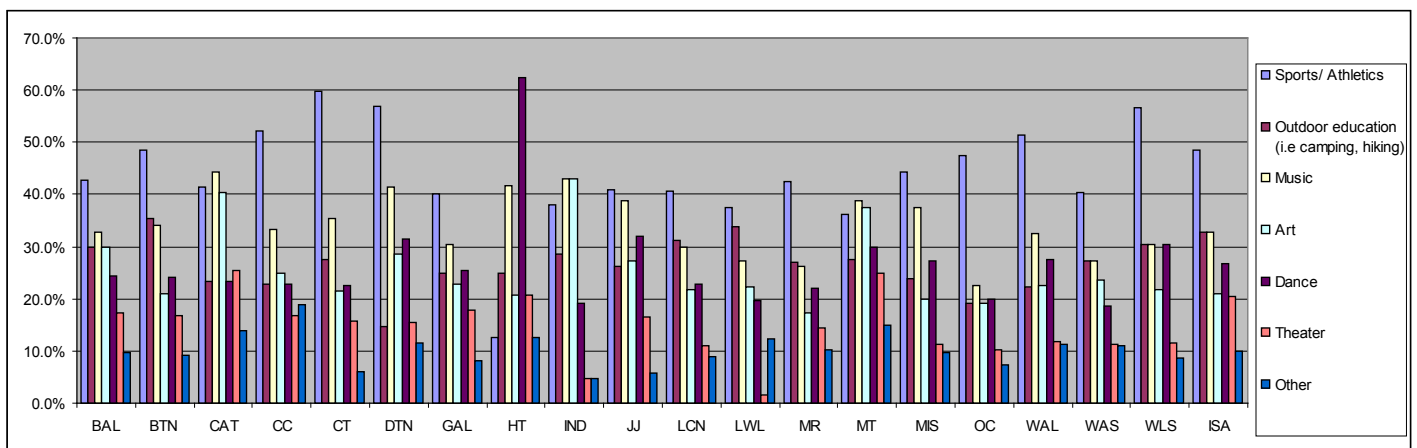


Figure 3.7: Question #21, by school.



Which sports/athletics students would like

Overview:

Students show a strong interest in having more team sports programs (45.9%). Individual sports, such as track and tennis, are on par with the interest for dance teams and martial arts. About one in seven survey respondents wants to see yoga in schools (15.6%).

Differences by race/ethnicity:

- Pacific Islanders want team sports significantly more than any other activity: 65% would like more team sports, compared with 27.6% who want martial arts and 26% who want dance teams.
- Asian-American students want more team sports (40.3%), martial arts (28.2%), and individual sports (26.9%).
- African-American students want more team sports (50.1%), dance teams (34.3%), and martial arts (24.8%).
- Latino students want more team sports (56.7%) followed by dance teams (26.3%).

Differences by gender:

- Male respondents expressed the most interest in team sports (56.3%), martial arts (27.8%), and individual sports (19.5%).
- Female students are most interested in dance teams (38.4%), team sports (35.6%), individual sports (26.8%), and yoga (24.3%).

Differences by grade:

- About one-fifth (20.9%) of 12th grade students would like yoga, compared to approximately ten percent (9.9%) of 9th grade students.
- Over one-quarter of 12th grade students want more martial arts, compared with almost one-fifth of 9th grade students.

Differences by school:

- Team sports drew the largest interests at Downtown (66.2%), O'Connell (64.4%), County Court (63.8%), and June Jordan (63%).
- Interest in individual sports was highest at Lowell (27.2%), June Jordan (26%), Balboa (24.9%), and Galileo (24.5%).
- Interest in dance teams was highest at June Jordan (37%), and County Court (36.2%).
- Martial arts drew the highest interests at Washington (33.7%) and Balboa (32.7%).
- Yoga drew the most interests at Lowell (20.2%), Wallenberg (20.4%), and ISA (19.8%).

Figure 3.8: Question #22, "Which Sports/Athletics would you like to see more of?"

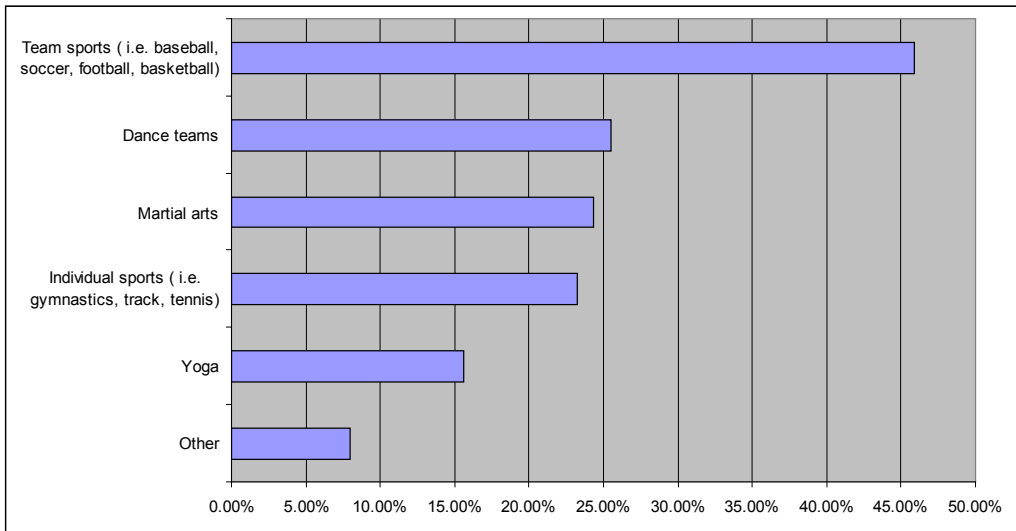


Figure 3.9: Question #22, by grade.

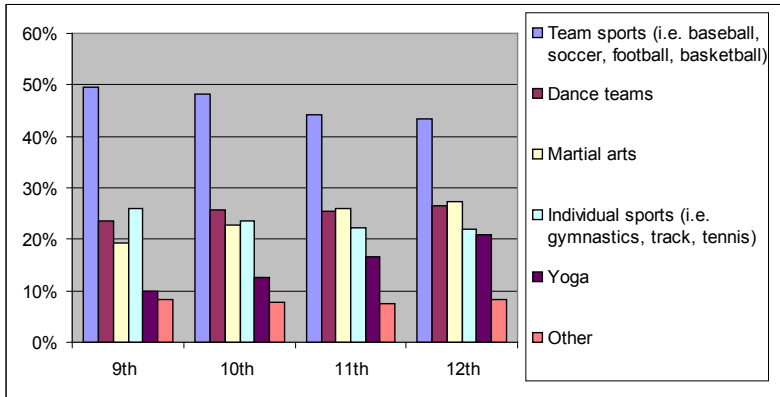


Figure 3.10: Question #22, by gender.

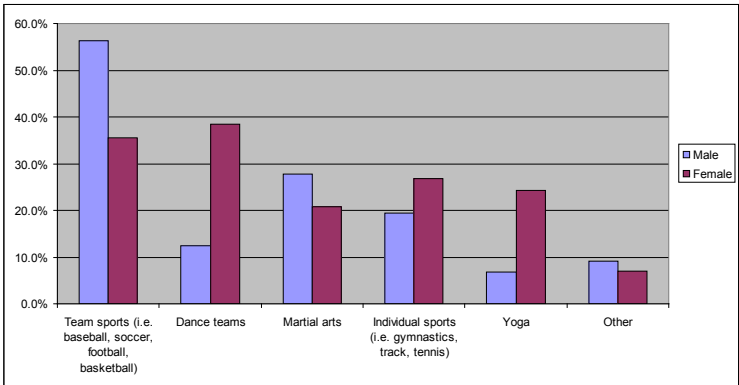
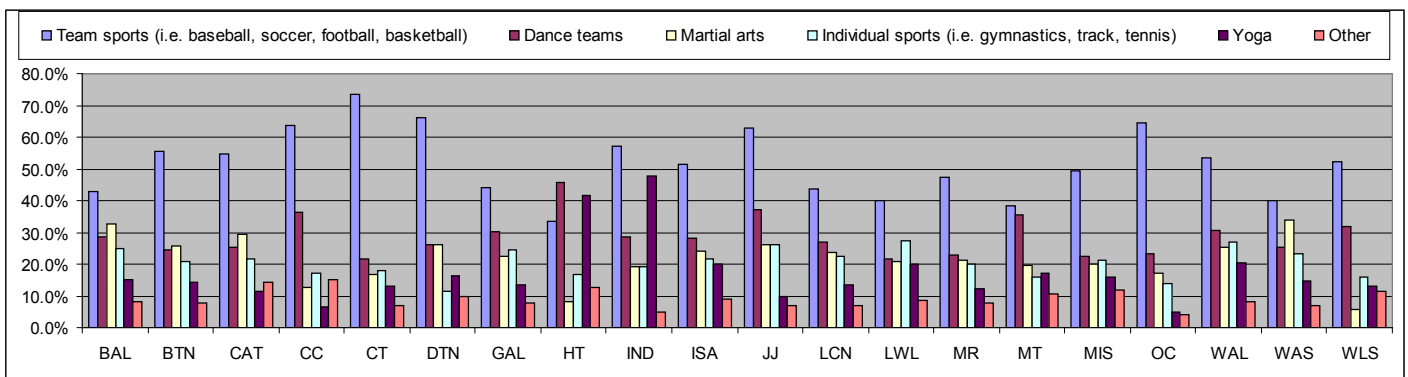


Figure 3.11: Question #22, by school.



Best ways to learn about new programs

Overview:

The best ways for students to learn about new programs and opportunities are from a teacher (51.3%) or from another student (48.0%). About one in six students say that either MySpace (18.1%), Facebook (17.7%), or AIM (15.1%) is the best way, while about eleven percent (11.3%) prefer learning about opportunities in their neighborhoods.

While social networking sites are not as significant as teachers or students for learning about new programs, there are important differences between which websites students use.

Differences by race/ethnicity:

- African-American (30.9%), Pacific Islander (29.9%), Latino (27.8%), and Filipino (25.6%) students are all twice as likely to use MySpace to learn about opportunities than White/Caucasian (11.7%) or Asian-American (11.9%) students.
- For Facebook, nearly thirty percent (27.2%) of White students and over twenty percent (21.7%) of Asian-American students say that Facebook is the best outreach method, compared to six percent (5.9%) of Latino students and about nine percent (8.9%) of African-American students.

Differences by neighborhood:

- Students residing in Bayview/Hunter's Point were the most likely group to want to learn about opportunities from their neighborhood (15.6%) while those living in Saint Francis Wood (6.8%), the Richmond (7.0%), and Glen Park (7.6%) were the least likely to say so.

Differences by school:

- Students at Civic Center, approximately twenty-seven percent (27.3%) say teachers are the best way to learn about new opportunities, while approximately thirty-nine percent (38.6%) say MySpace is the best way.
- Over sixty-percent of students at Mission, O'Connell, and Balboa say that teachers are the best way, while fewer than twenty percent selected MySpace.

Figure 3.12: Question #27, "What is the best way for you to learn about various opportunities, such as new programs?" by race/ethnicity.

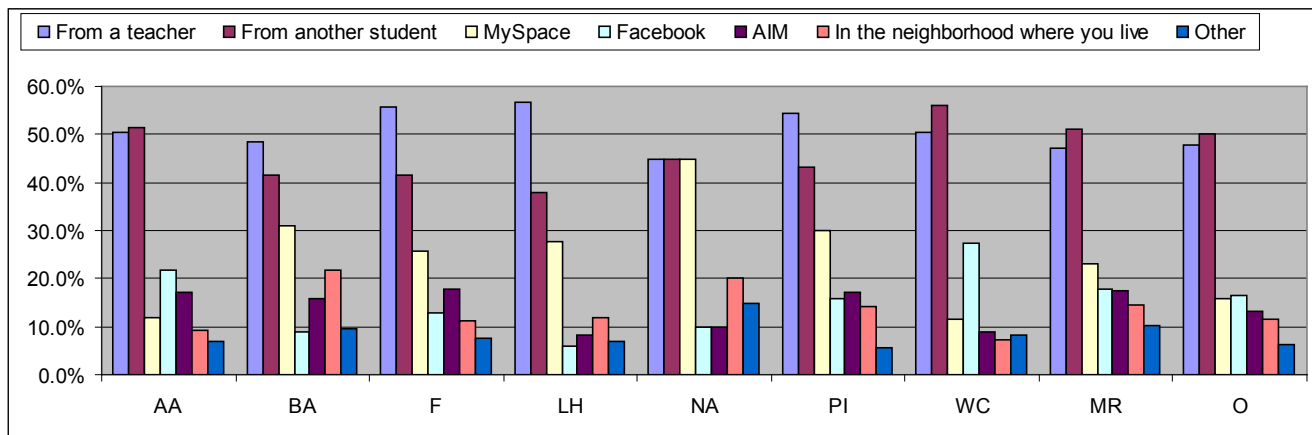


Figure 3.13: Question #27, by school.

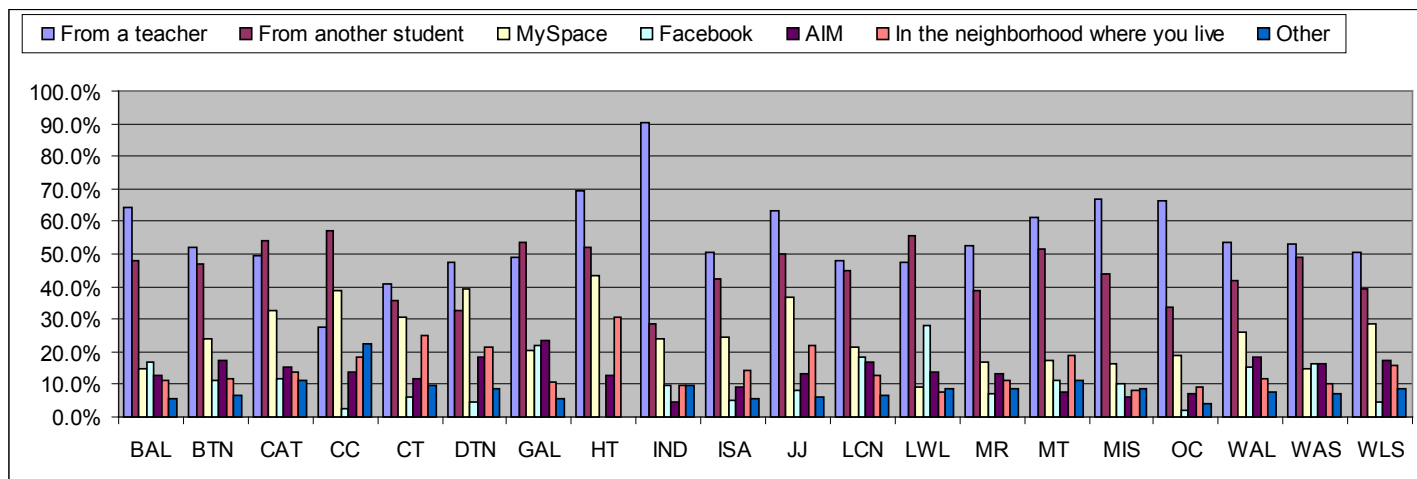
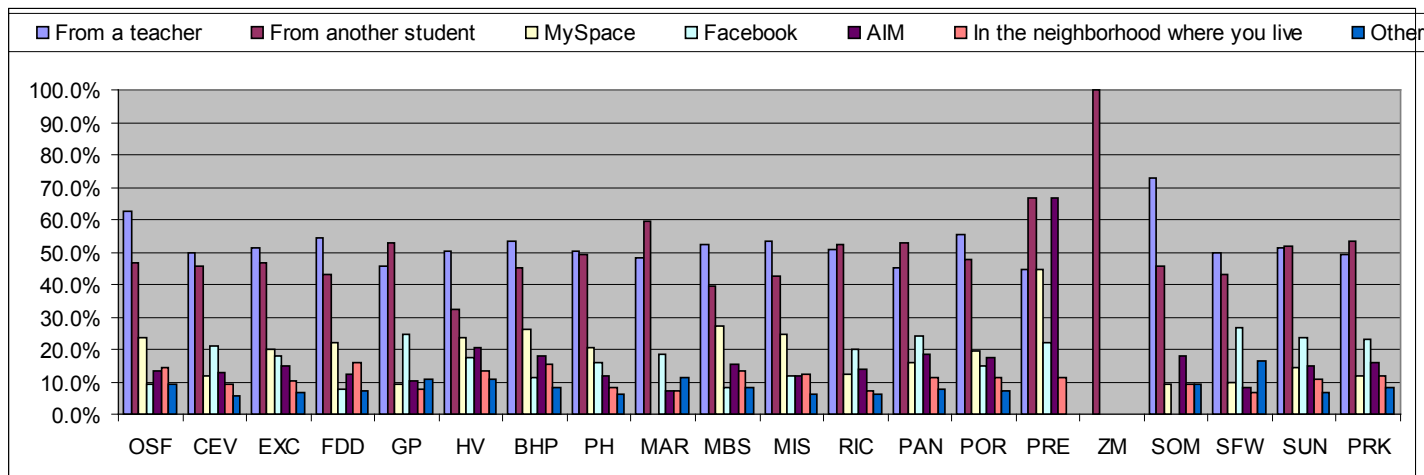


Figure 3.14: Question #27, by neighborhood.





Future Goals

Key Findings:

- **Students know graduation and college entrance requirements**

A large majority of students know what classes they need to graduate high school (89.6% answering “yes”) and to get into college (71.1%).

- **Students aspire to higher education**

Nearly eighty-eight percent of students (87.6%) plan to continue their education after high school, though this varies by school and demographics.

- **Lack of vocational direction**

About thirty-six percent of students (36.2%) know which career they will go into. Students at Galileo and Lowell were the least likely to know their future career, while students at Downtown and the County Court schools were most likely to know.

Section 4 Topics

- Relevance of education
- Career plans
- Plans for higher education
- Knowledge of high school & college requirements



Relevance of education

Overview:

Approximately seventy-two percent (71.6%) of students agree with the following statement: "My education is relevant to my life."

Differences by race/ethnicity:

- Although a majority of students from all racial/ethnic groups agree that their education is relevant to their lives, White/Caucasian respondents (81.3%) make up the highest percentage of students who agree.
- Latino/Hispanic respondents (57.1%) represent the lowest percentage.

Differences by gender:

- Females are slightly more likely than males to say that their education is relevant to their lives.

Differences by school:

- Respondents at Lowell (87.8%) and Balboa (77.1%) reported the highest percentages that say their education is relevant to their lives.
- Students at O'Connell, County Court, Downtown, and Mission include the lowest percentages.

Figure 4.1: Question #5, "Which statements do you agree with?", by race/ethnicity.

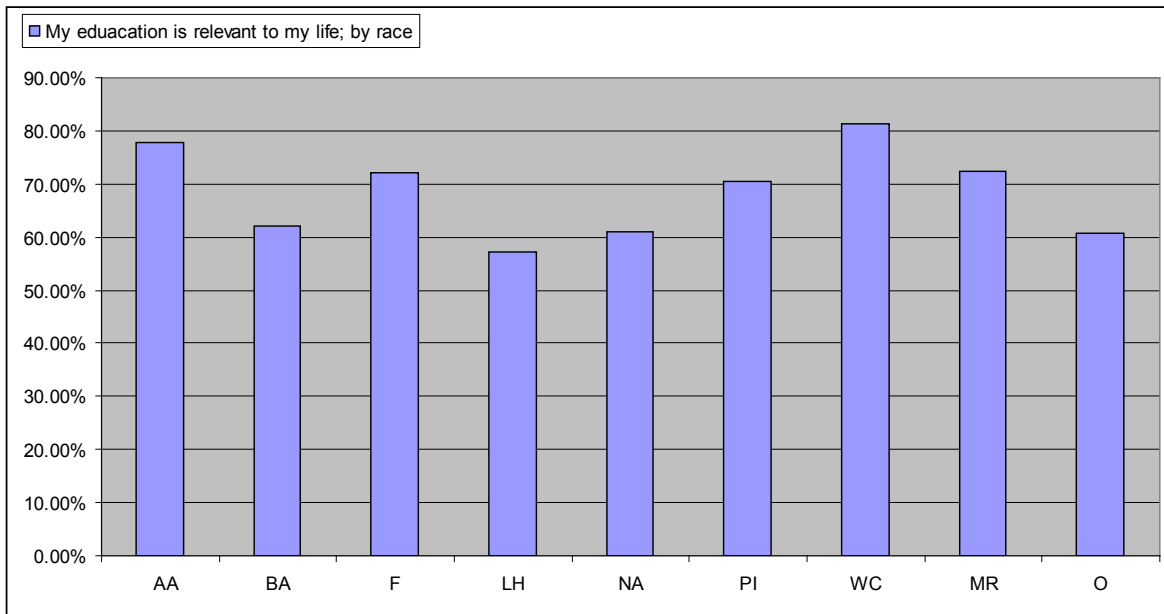


Figure 4.2: Question #5, by gender.

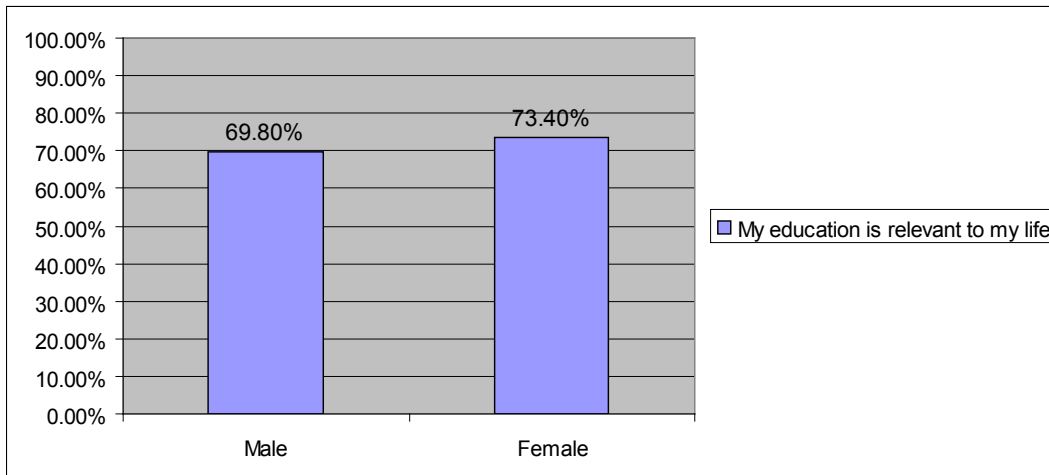
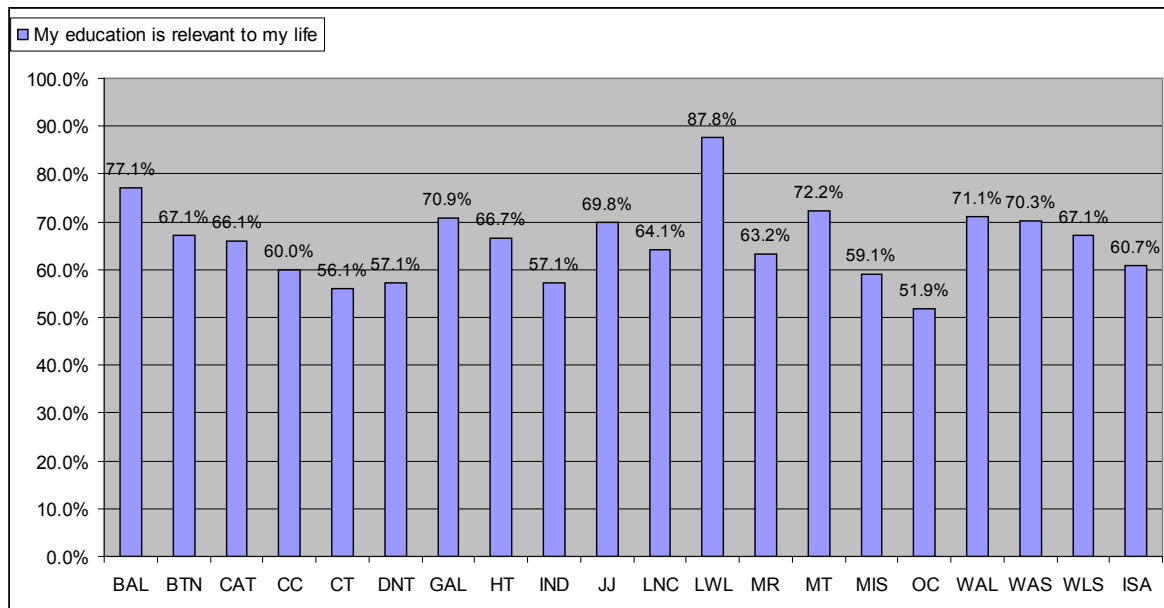


Figure 4.3: Question #5, by school.



Career plans

Overview:

Thirty-six percent (36.2%) of students agree with the following statement: "I know what career I will go into."

Differences by race/ethnicity:

- Black/African-American respondents (44.7%) and Mixed Race respondents (41.4%) include the highest percentages that say that they know what career they will go into.
- Asian-American (32.3%) and White/Caucasian students (33.5%) include the lowest percentages.

Differences by grade:

- Twelfth graders are most likely to report that they know what career they will go into, as compared with respondents from other grades.

Differences by school:

- Respondents at Downtown (48.1%), Metro (47.8%) and County Court (47.3%) include the highest percentages that say they know what career they will go into.
- Students at Galileo (29.1%) and Lowell (31.2%) include the lowest percentages of students who reported knowing what career they would go into.

Differences by neighborhood:

- Students living outside San Francisco (44.7%) and in Mission Bay/Showplace Square (42.4%) are the most likely to say they know what career they will go into.
- Students in Castro/Eureka Valley (35%), the Richmond (32%), and the Sunset (32.4%) are the least likely to agree with that statement.

Figure 4.4: Question #5, by grade.

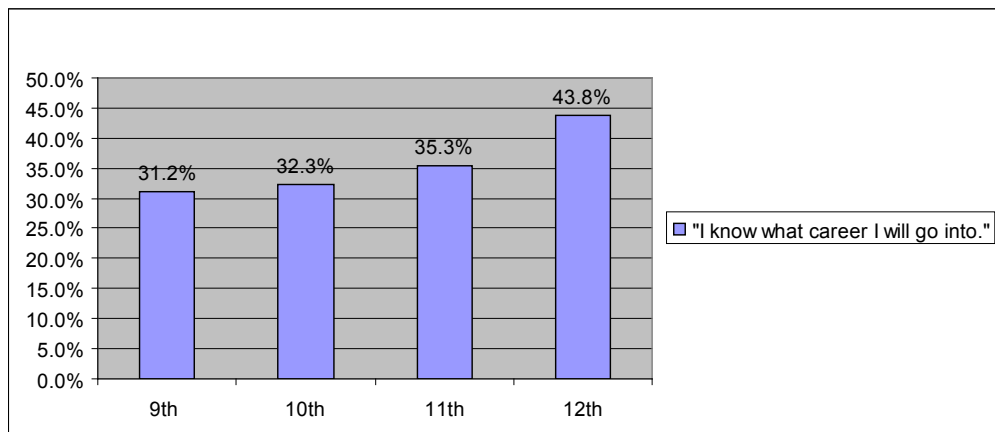


Figure 4.5: Question #5, "Which statements do you agree with?", by race/ethnicity.

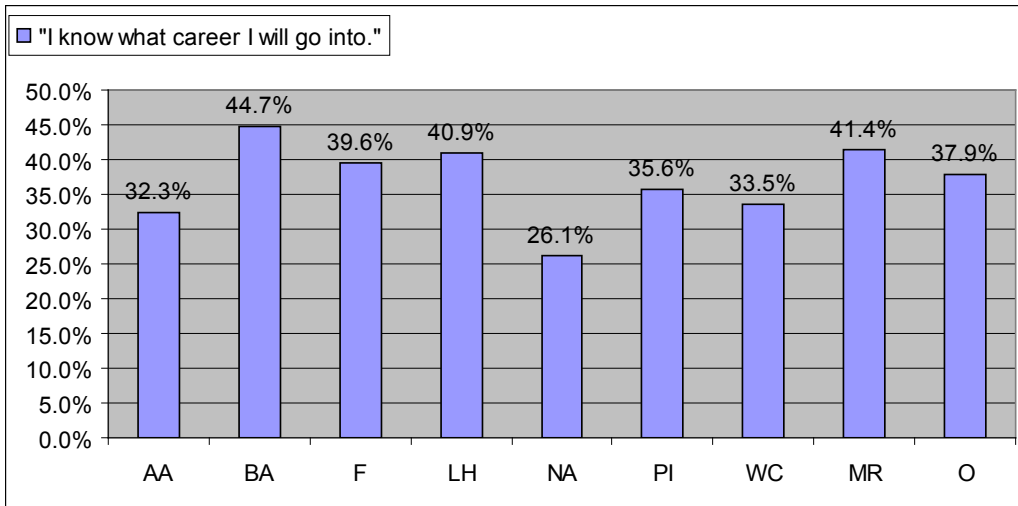


Figure 4.6: Question #5, by school.

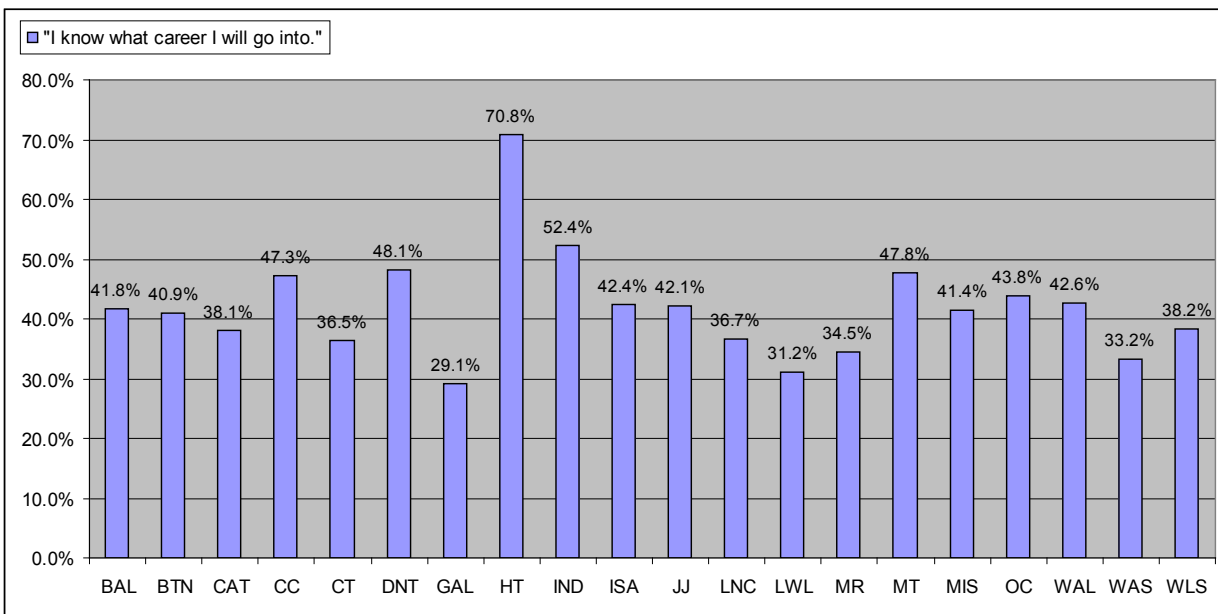
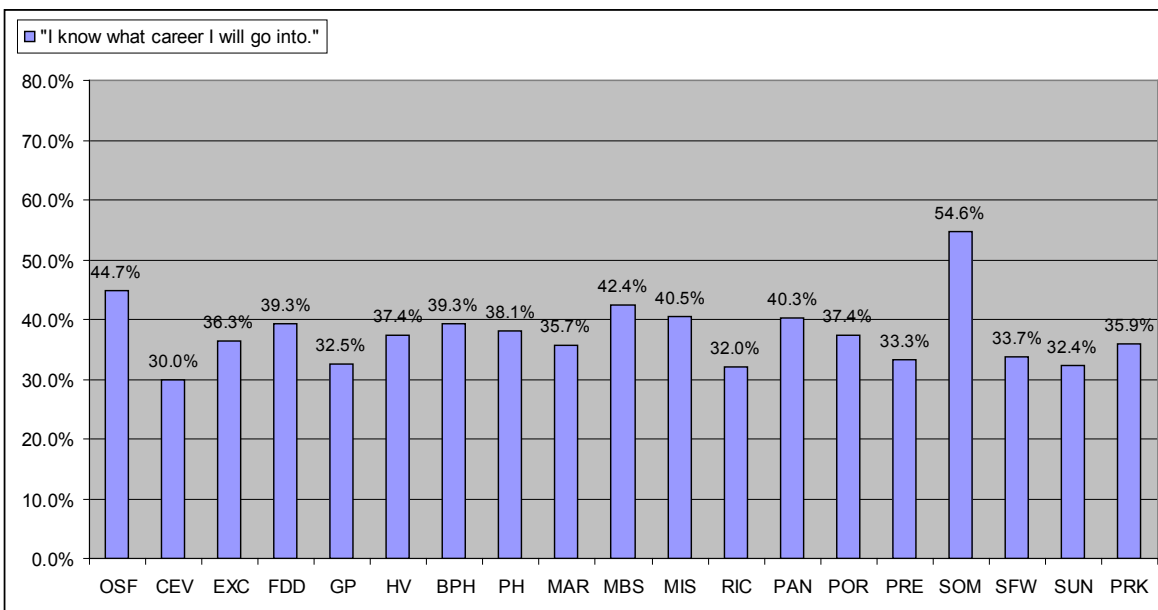


Figure 4.7: Question #5, by neighborhood.



Plans for higher education

Overview:

When asked which statements about their future they agree with, the majority of respondents, or 87.6%, say that they “plan to continue education” after high school.

Differences by race/ethnicity:

- Among racial/ethnic groups, Asian-Americans include the highest percentage, approximately ninety percent (92.2%), who say they intend to continue education after high school.
- The majority of students from all race/ethnic groups intend to continue education after high school.
- Students identifying as Latino/Hispanic (79.9%) and “Other” (77.2%) are the least likely to express an intent to continue their education after high school.

Differences by gender:

- Females are slightly more likely than males to say they intend to continue education after high school.

Differences by school:

- Among respondents at different schools, students at Lowell (96.7%), Washington (92.4%), and Balboa (91.5%) include the highest percentages that plan to continue education after high school.
- Students at County Court and Downtown include the lowest percentages that say they will continue their education beyond high school.

Differences by neighborhood:

- The most likely groups to say that they intend to continue education beyond high school are respondents from the Richmond (93.4%) and Parkside (92.5%) neighborhoods.
- The least likely groups are students in Financial District/Downtown, Bayview/Hunter's Point, the Mission, and students living outside San Francisco.

Figure 4.8: Question #5, "Which statements do you agree with?", by race/ethnicity.

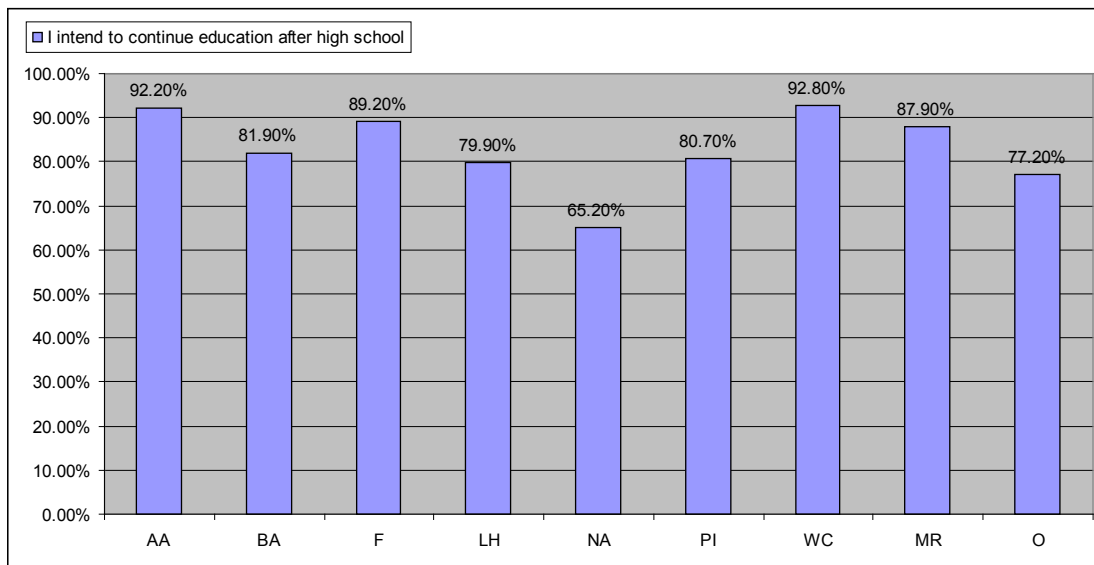


Figure 4.9: Question #5, by school.

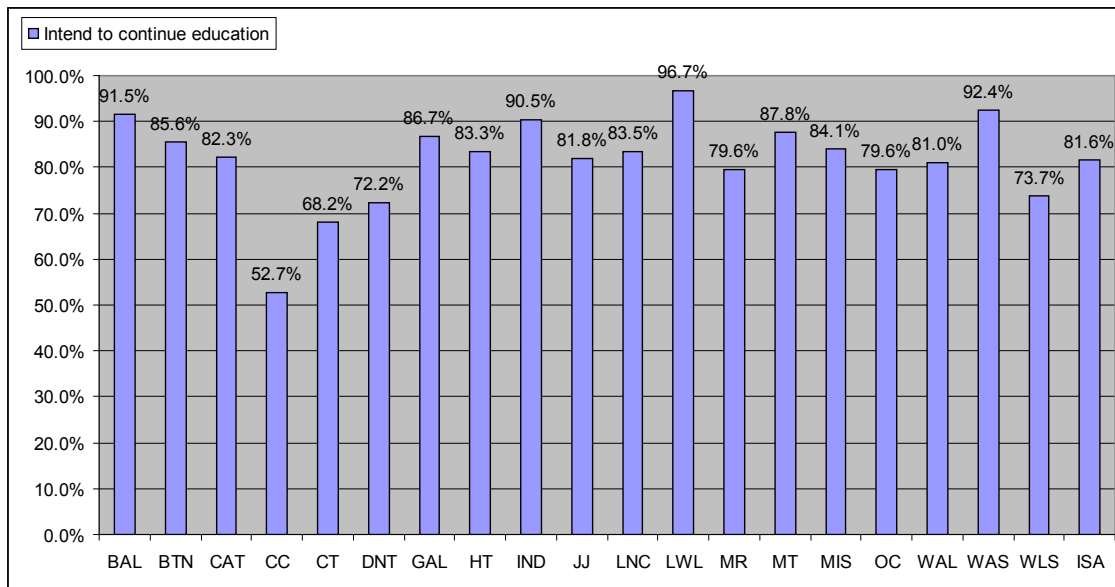
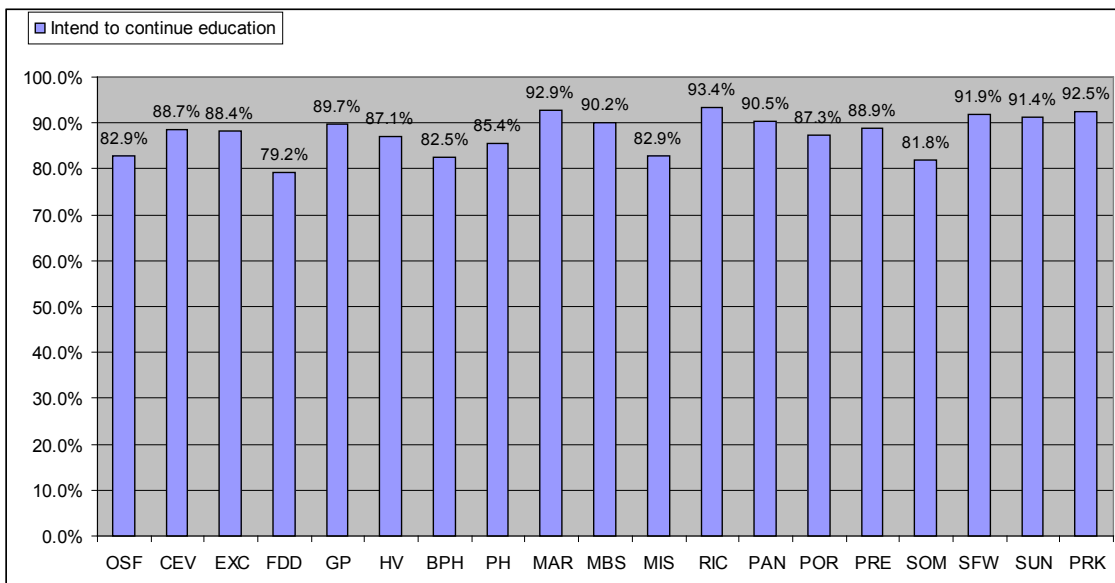


Figure 4.10: Question #5, by school.



Knowledge of high school & college requirements

Overview:

The majority of respondents (89.6%) say that they know what classes they need to pass to graduate from high school. A smaller majority (71.1%) say that they know what classes they must pass to be eligible for college admission.

Differences by race/ethnicity:

- There are few differences between ethnic groups in knowledge of high school graduation requirements.
- Asian-American (79.5%) and White/Caucasian (78.5%) students reported with the greatest frequency of the college requirements.
- Latino (52.1%) and Pacific Islander (52.1%) were the least likely groups to have knowledge of the college requirements.

Differences by school:

- Less than half of the students at Civic Center, County Court, Downtown, Hilltop, Independence, and Wells know what classes they need to enter college.
- Only three schools—Balboa, Lowell, and Washington—have more than three-quarters of the students knowledgeable of the requirements to get into college.

Figure 4.11: Question #6, “Do you know what classes you need to pass to...?”

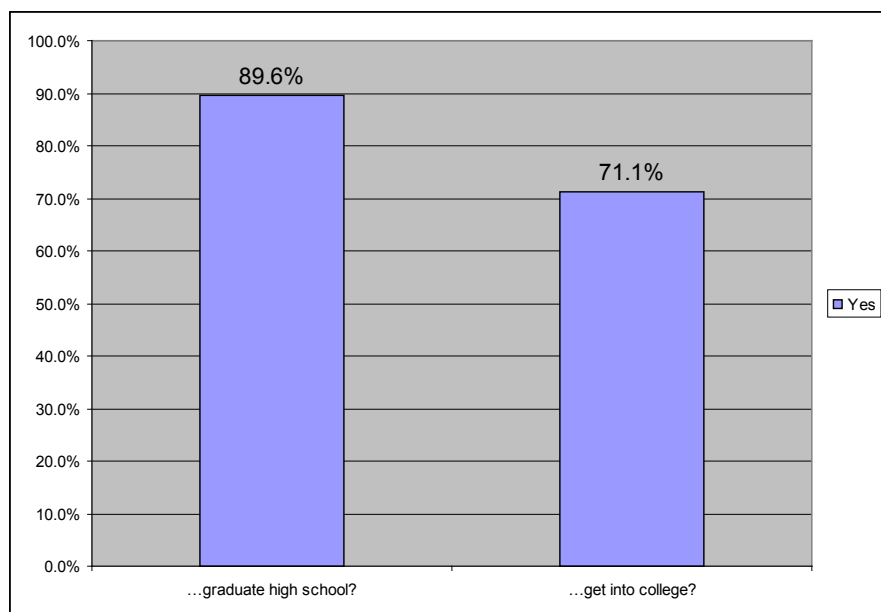


Figure 4.12: Question #6, by race/ethnicity.

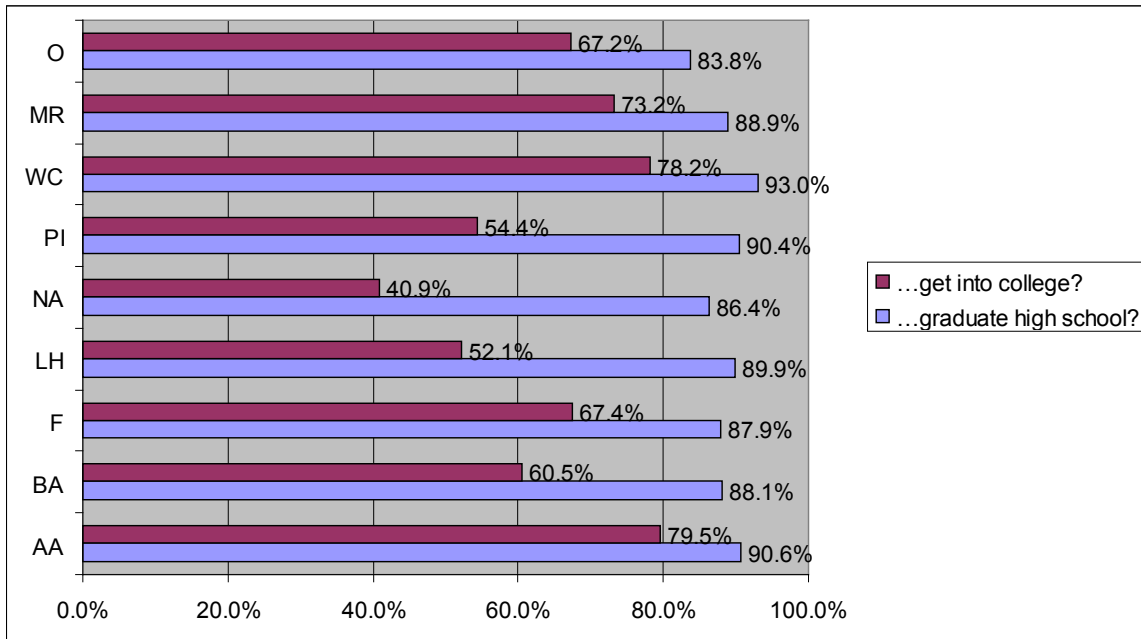
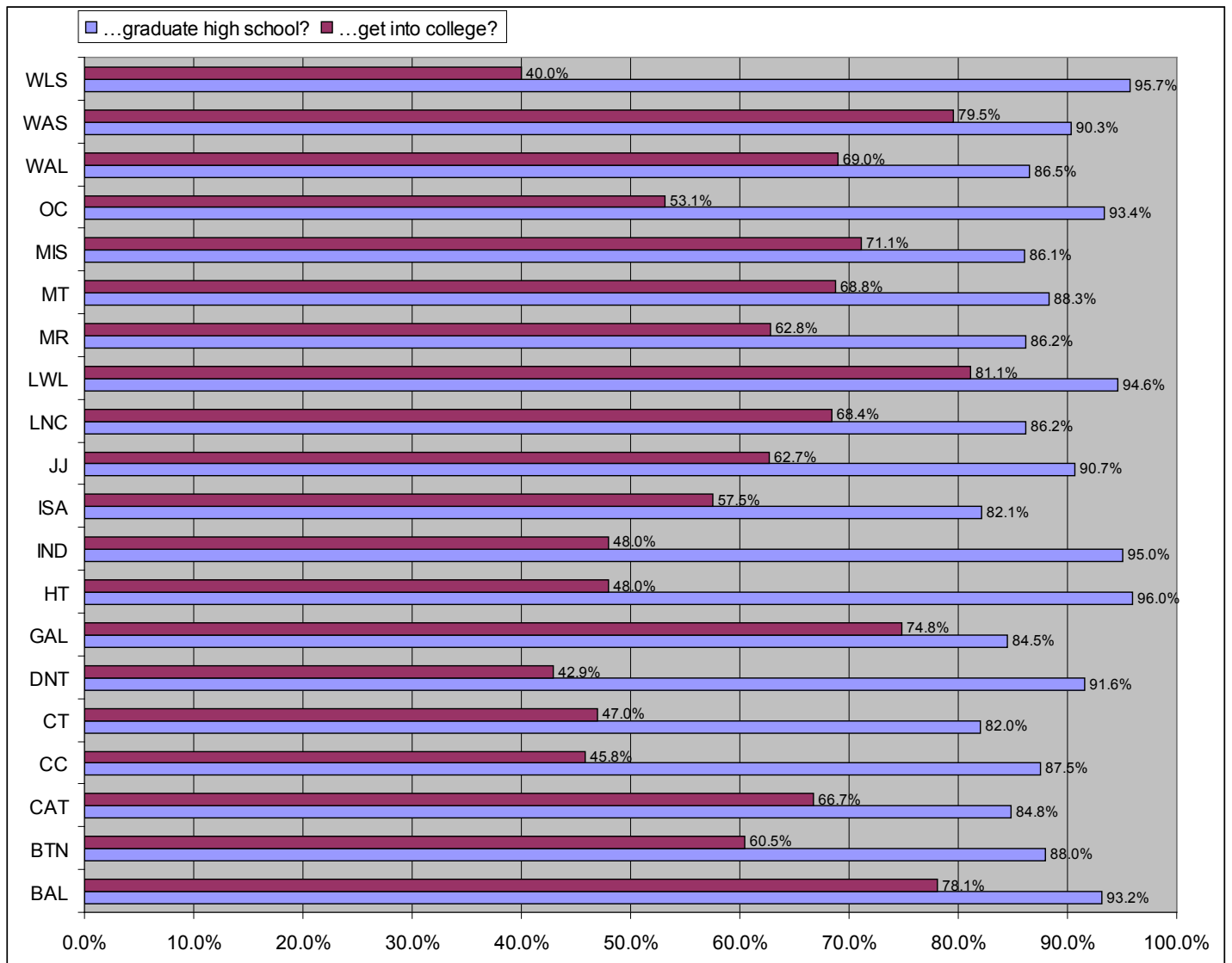


Figure 4.13: Question #6, by school.





Youth Employment

Key Findings:

- **Skills and job training classes at school are in demand**

Over eight-four percent of students want some for of skills or job training classes at school, with over three-quarters of students at every school expressing support.

- **Homework is student's biggest barrier to employment**

Well over half of all survey respondents (54%) listed homework as the primary obstacle to getting a job, especially amongst 10th grade students.

- **Incompatible hours & lack of experience**

Just over one third of students said that there are "not enough jobs with hours that work for me" (33.7%), while nearly one-fifth of respondents said that they are told they do not have enough experience (19.5%).

Section 5 Topics

- Barriers to employment
- Skill or job training classes at school



Barriers to employment

Overview:

When students were asked, “What are your biggest barriers to getting a job?” over half of the respondents (54%) answered “Too much homework.” The second most frequent response, “Not enough jobs with hours that work for me” was cited by approximately one-third (33.7%) of the respondents. Third, nearly one-fifth of respondents, (19.5%), reported that “Everyone says ‘You don’t have enough experience’”

Relation to homework:

- 77% of students spending more than six hours per night on homework cited “Too much homework” as their top barrier to employment.
- Students spending less than two hours a night on homework were more likely to cite a lack of experience and “other” factors.

Differences by race/ethnicity:

- Asian-American students include the highest percentage of students who say too much homework is a barrier to employment (60.1%), while African-American respondents (41.7%) were the lowest.
- Filipino respondents represent the highest percentages of students citing family responsibilities (20.1%) and their family’s negative attitude toward employment (14.8%).
- African-American students (12.6%) are the most likely to identify racial stereotypes as a barrier to employment, while White (2%) and Asian-American (3.3%) students were the least likely.

Differences by Gender:

- Female students were more likely to cite nearly all barriers to employment, with two exceptions.
- Male respondents are slightly more likely to say racial stereotypes are a barrier, in addition to, reporting that they “don’t have professional clothing,” than female respondents.
- Male students are more likely to cite racial stereotypes (6.2% vs. 4.4%) and a lack of professional clothing (5.4% vs. 4.5%).

Differences by neighborhood:

- Students living in Bayview/Hunter’s Point (17.5%) were the most likely to cite family responsibilities as a barrier.
- Students in Portola (11.9%) were the most likely to cite transportation as a barrier.

Figure 5.1: Question #25, "What are your biggest barriers to getting a job?"

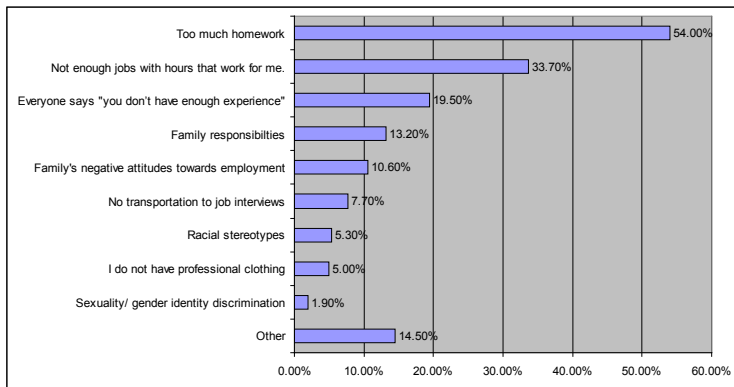


Figure 5.2: Question #25, by race/ethnicity.

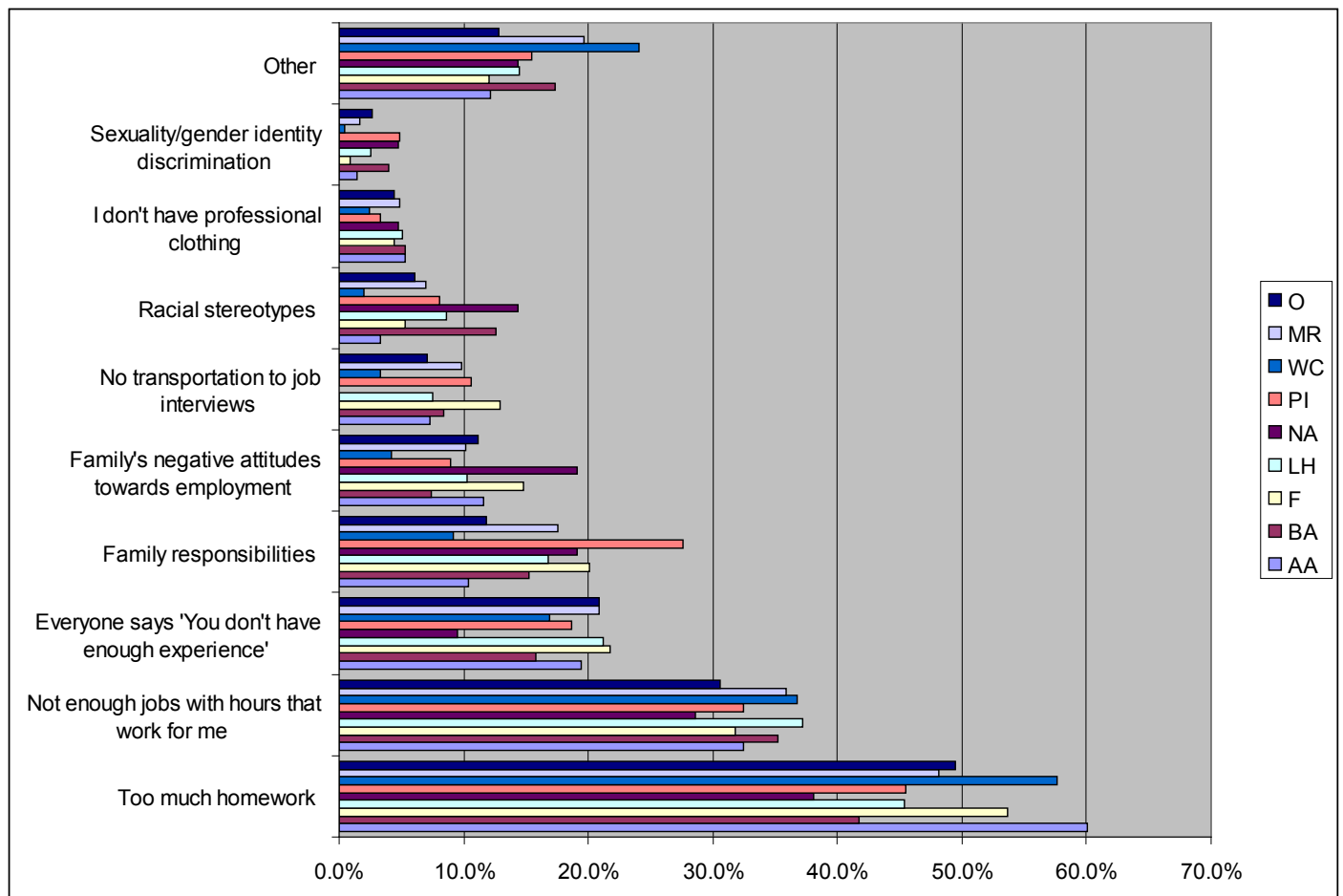
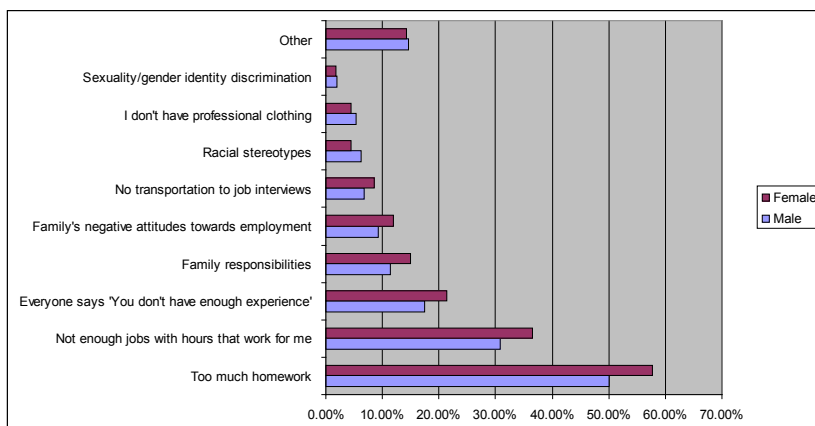


Figure 5.3: Question #25, by gender.



Skill or job training classes at school

Overview:

A large majority of students (84.1%) said they would “enjoy skill or job-training classes at school,” while 15.9% were not interested. The support for this type of program crosses nearly all sub groups of students.

Differences by race/ethnicity:

- There were only slight variations between ethnic groups. Filipino students were most interested (88.1%) while White students were the least interested (75.4%).

Differences by school:

- Students at Balboa (89.7%), Burton (88.1%), and Mission (88%) were the most likely to be interested.
- The least interested students were at Civic Center (77.8%), Wells (78.7%) , Lowell (82.2%) and Galileo (82.9%).

Differences by neighborhood:

- Students living in the Excelsior (87.9%), outside San Francisco (86.6%), Portola (86.6%), and Bayview/Hunter’s Point (86.1%) showed the greatest interest in these programs.
- Students in Glen Park (76.8%) and the Panhandle (77.6%) were the least likely to be interested.

Figure 5.4: Question #7, “**Would you enjoy skill or job-training classes at school?**”

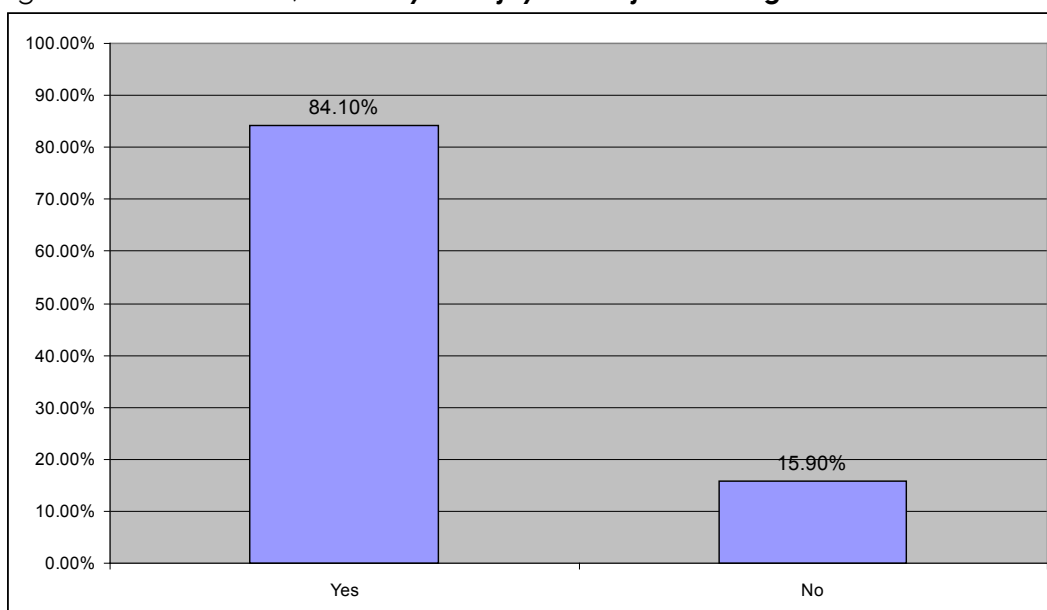


Figure 5.5: Question #7, by race/ethnicity.

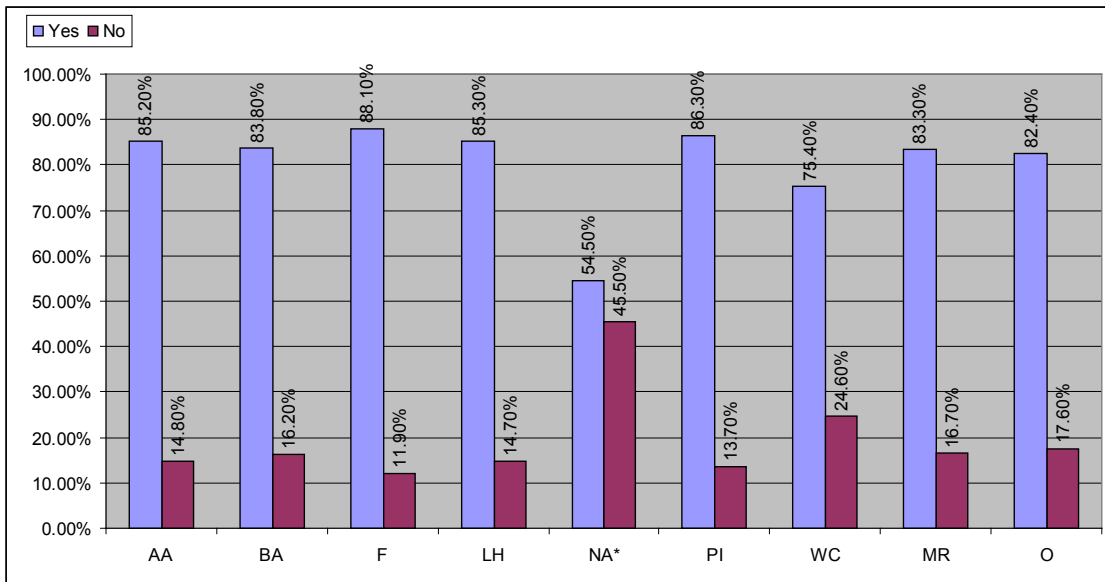


Figure 5.6: Question #7, by school.

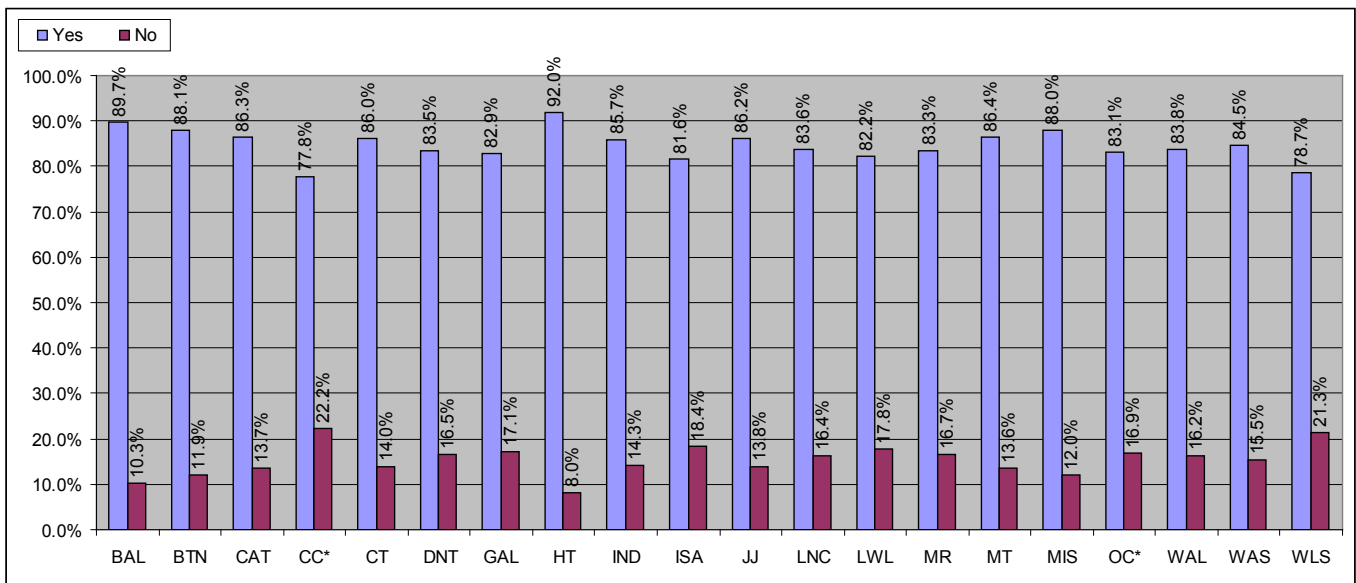
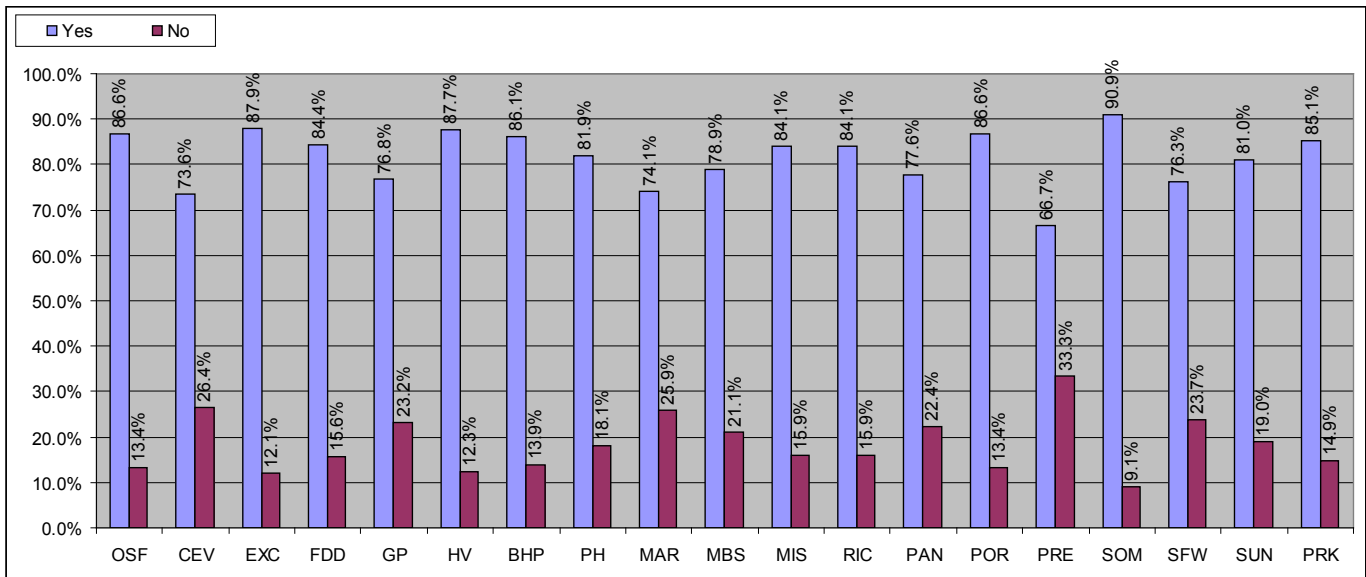


Figure 5.7: Question #7, by neighborhood.





Violence

Key Findings:

- **Violence at schools varies dramatically**

The amount of violence at schools varies, from only four percent of Lowell students (4.1%) seeing violence at school, compared to over one-third of students at International Studies Academy (I.S.A.) (33.8%).

- **Neighborhood violence is concentrated**

Students living in Bayview/Hunter's Point, Hayes Valley, and the Mission are most likely to see violence in their neighborhoods, while those in the Richmond, Sunset, and Parkside are the least likely to.

- **Confrontations on Muni are between youth**

One quarter of all students that take Muni to school state that they see violence between youth. The level of violence goes up with student's age.

Section 6 Topics

- Where students see the most violence
- Stress from neighborhood violence
- School security guards
- Safety on Muni



Where students see the most violence

Overview:

More than half of the surveyed students “see” violence in their lives (60.3%). For the students that do see violence, the most common place is at school. Approximately eighteen percent (18.2%) of students see violence in school, while another eighteen percent (18%) see violence “right outside of school.”

Students’ neighborhoods are the second most likely place to witness violence (21.9%), followed by public transportation (17.9%).

Differences by school:

- Students at ISA (33.8%) and Burton (30.2%) were the most likely to report seeing violence “within school.”
- Among schools that surveyed a larger percentage of students surveyed, Lowell and Balboa were the least likely to report seeing violence in school.

Differences by race/ethnicity:

- Approximately 75% of African-American students see violence in their lives. Latino students are nearly as likely to experience violence.
- A plurality of African-American (52.1%) and Latino (38.7%) students see violence in their neighborhoods, compared to only 11.2% of White/Caucasian students and 13% of Asian-American students.

Differences by neighborhood:

- Students living in Bayview/Hunter’s Point (49.6%), Hayes Valley (45.5%), and the Mission (41.4%) are the most likely to report seeing violence in their neighborhood.
- Students in the Richmond (3.9%), Parkside (5.7%), and the Sunset (6.3%) are the least likely to report seeing violence in their neighborhoods.

Figure 6.1: Question #23, by "Where do you see the most violence in your life?"

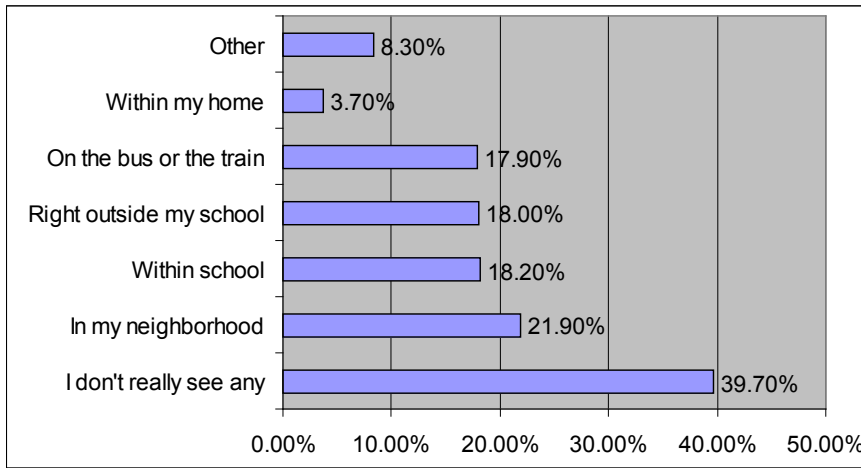


Figure 6.2: Question #23, "In my neighborhood" responses, by neighborhood.

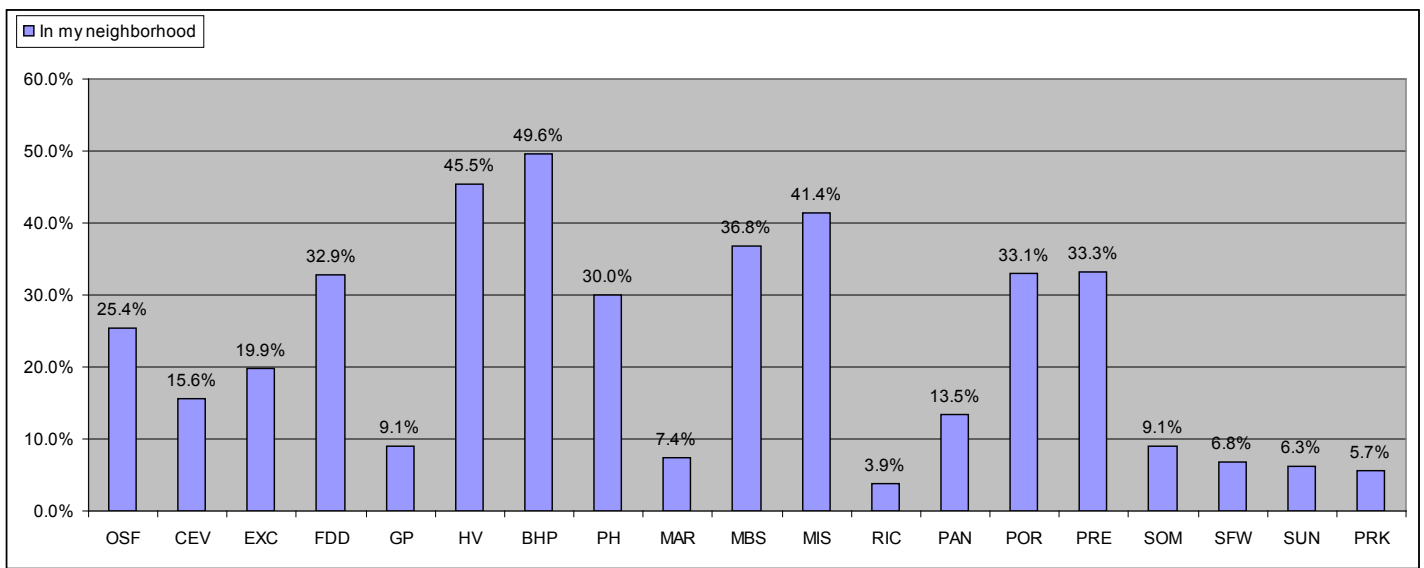
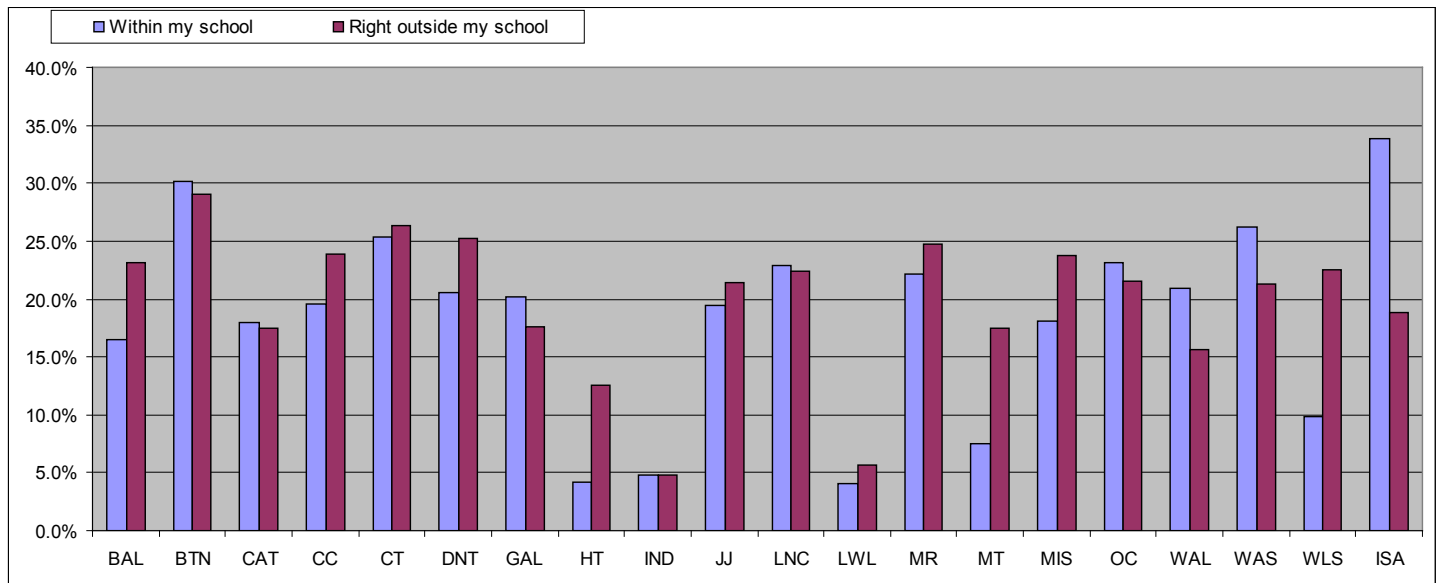


Figure 6.3: Question #23, "Within my school" and "Right outside my school" responses, by school.



Stress from neighborhood violence

Overview:

Approximately nine percent (9.1%) of respondents say violence in their neighborhoods is among their biggest sources of stress. There are major differences between race/ethnic groups and neighborhoods.

Differences by race/ethnicity:

- Black/African American respondents are among those most stressed by violence in their neighborhoods, with about twenty-nine percent (28.7%) identifying stress from neighborhood violence.

Differences by neighborhood:

- Among those who say that "in my neighborhood" is the place they see the most violence in their lives, twenty-seven percent (27%) said that neighborhood violence is one of their biggest sources of stress.

Figure 6.4: Question #11, "What is the biggest source of your stress?"

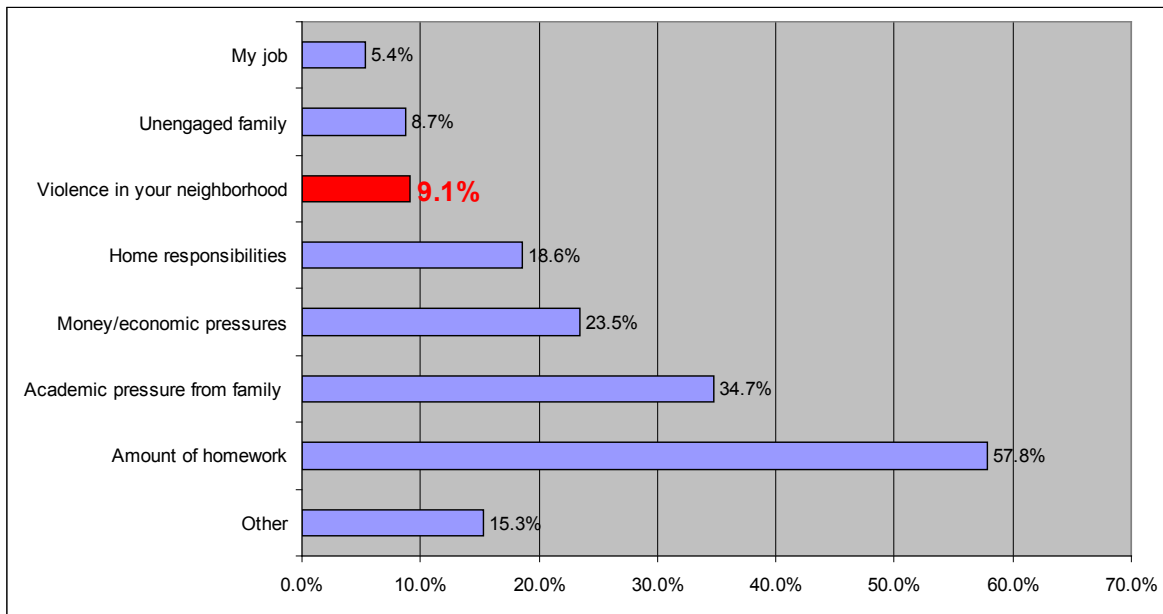


Figure 6.5: Question #11, by race/ethnicity.

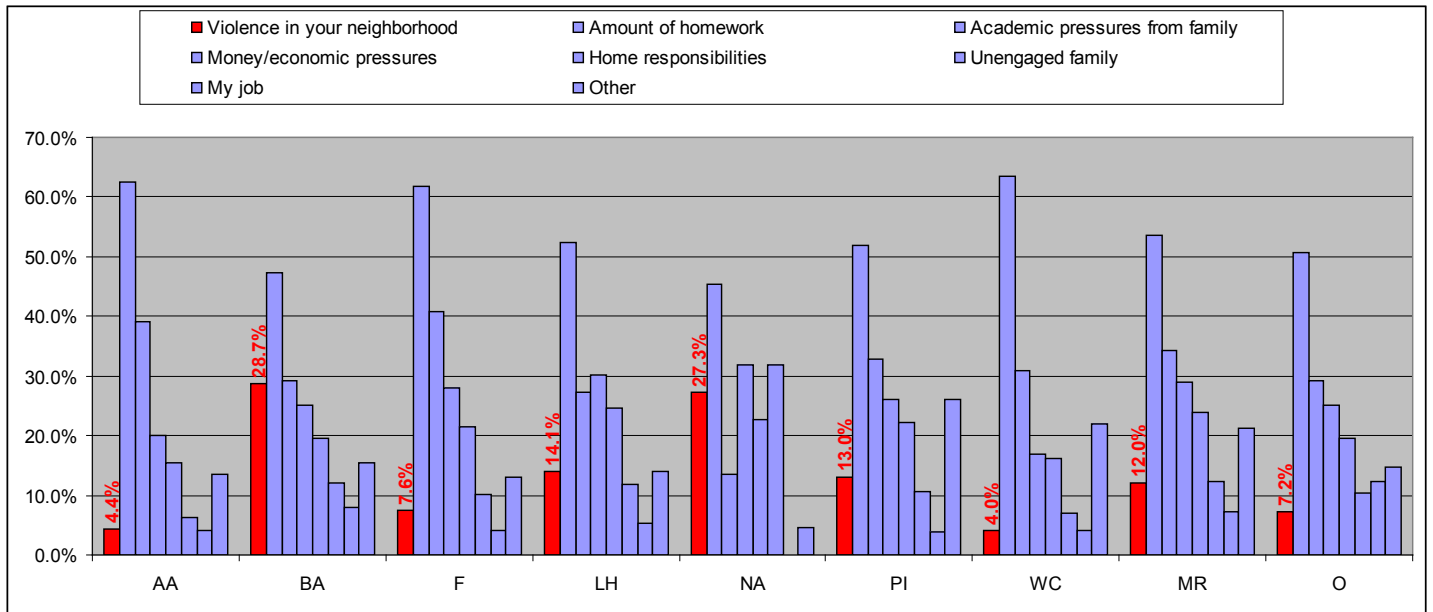
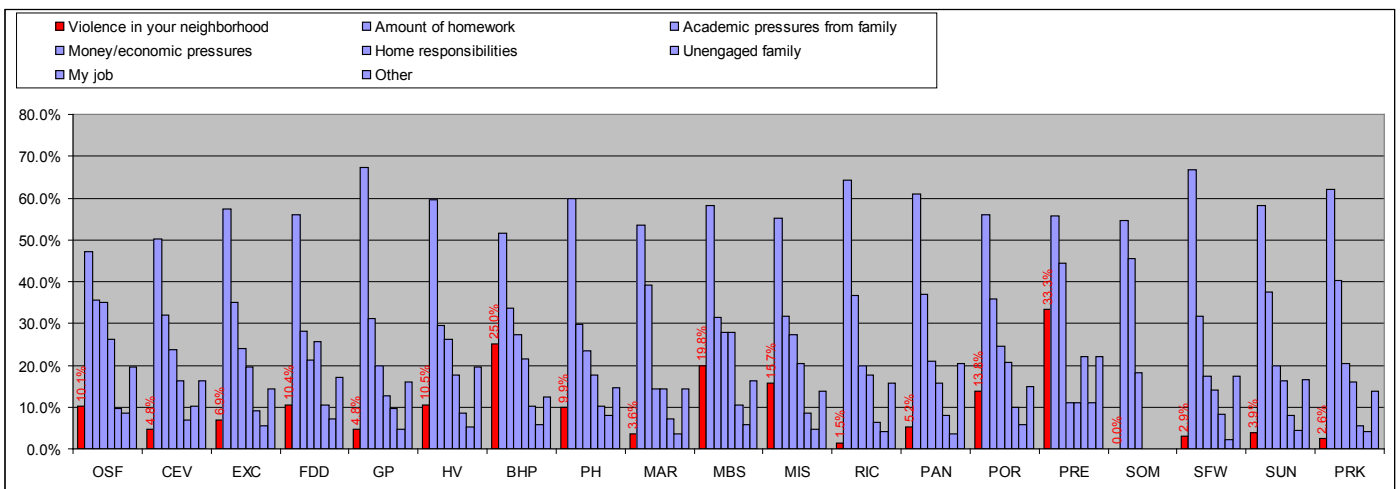


Figure 6.6: Question #11, by neighborhood.



School security guards

Overview:

Almost half of students surveyed (46.8%) say their school's security guards "do a good job of keeping the school safe." Approximately thirty percent (28.9%) of respondents say that guards "do not do very much," and about ten percent (10.5%) say that the guards "harass students unnecessarily."

Students who report seeing violence at school were more likely to say that the guards "harass students unnecessarily" and less likely to say that they "do a good job of keeping the school safe."

Differences by race/ethnic groups:

- Filipino students (63.3%) and Latino students (61.7%) are the most likely to say that guards do a good job, while White students are the least likely to say so.
- Students who identify as mixed race (15.3%), White/Caucasian (14.7%), and African-American (14.1%) are most likely to say that guards harass students.

Differences by school:

- Students at O'Connell (77.5%) and ISA (66%) were the most likely to say that the security guards do a good job.
- While students at Burton were among the most likely to see violence at school, they are also among the most likely to say that the guards do a good job of keeping the school safe (64.3%).
- Students at Downtown and County Court are the most likely to say that guards "harass them unnecessarily" (24.8% and 24% respectively).

Differences by grade:

- Over thirty percent of freshmen (31.8%) say they do not know who their security guards are, compared with just over ten percent (10.5%) of seniors who say the same.

Figure 6.7: Question #24, "What do you think of your schools' security guards?" by race/ethnicity.

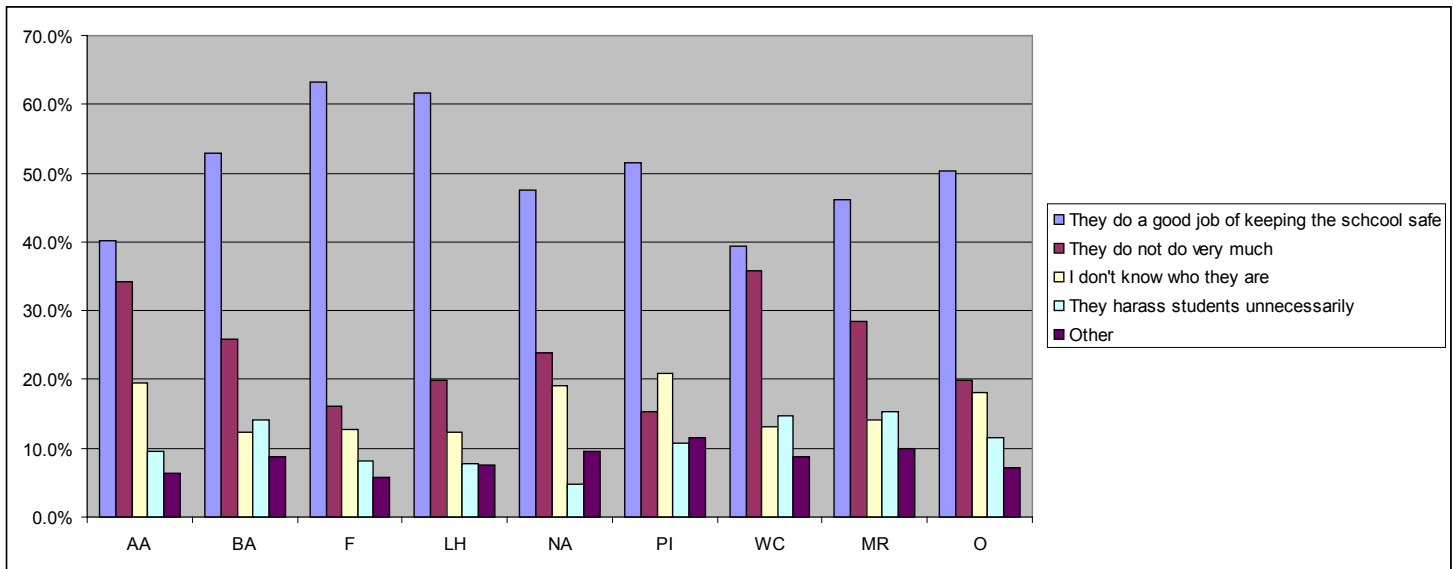


Figure 6.8: Question #24, by school

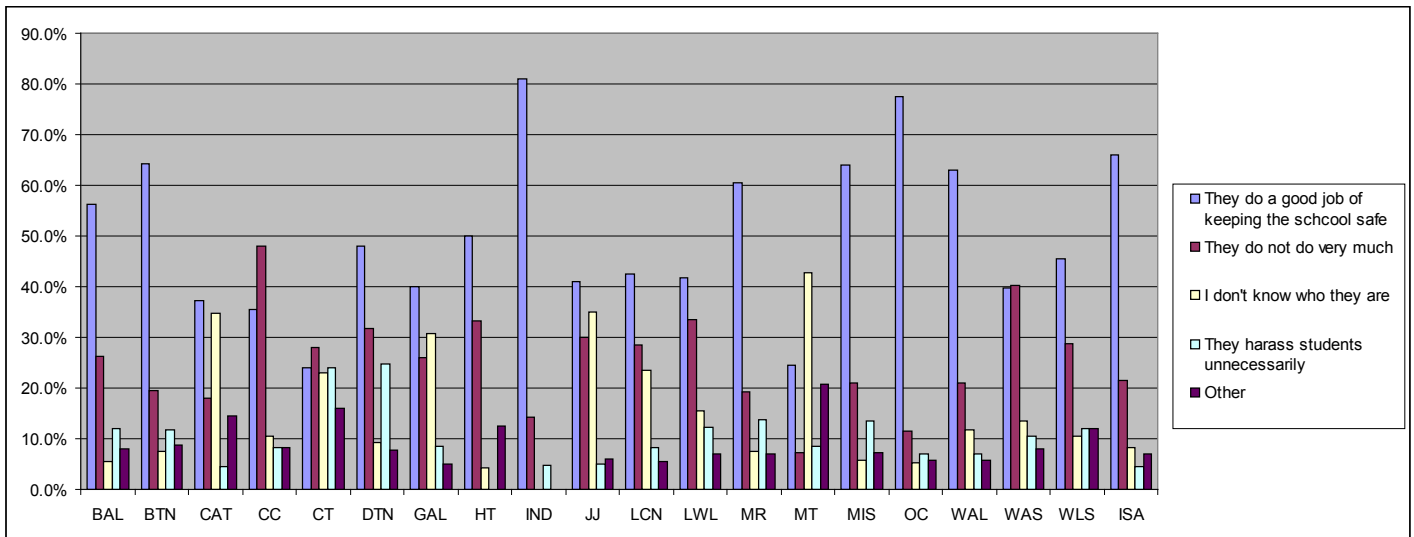
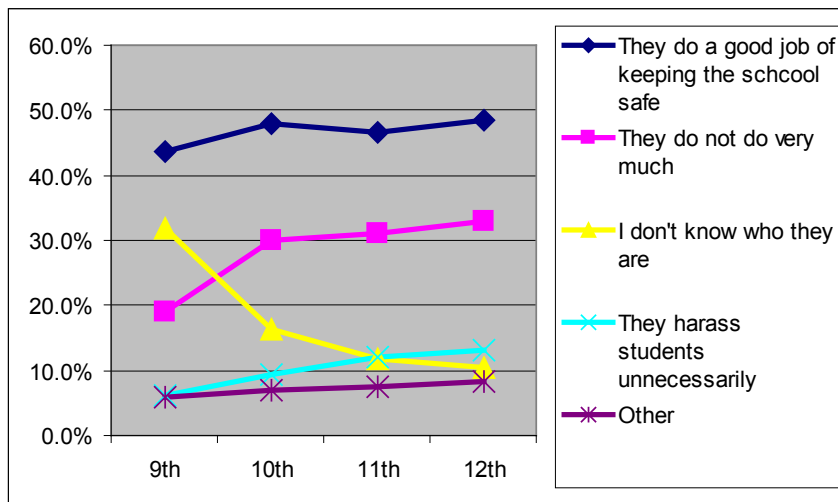


Figure 6.9: Question #24, by grade.



Safety on Muni

Overview:

Nearly half of the surveyed students (49%) do not have any problems on Muni with regard to safety. Among students who encounter problems on Muni, the most common problem is violence or harassment from other youth. Violence or harassment from adults is a distant second.

Of note, there are few differences between transit riders and non-transit riders regarding student's perception of violence.

Differences by race/ethnicity:

- Filipino students (34.1%) are the most likely to say that violence from other youth is a problem.
- Students identifying as "Other" (21.6%) are the most likely to say they experience violence from adult passengers.

Differences by neighborhood:

- Among Muni riders, students living in Portola (40.2%) and Bayview/Hunter's Point (34.8%) are the most likely to report violence or harassment from other youth.
- Respondents from the Richmond (17.5%), Mission Bay/Showplace Square (19.4%), and the Sunset (19.7%) are the least likely to experience violence or harassment from other youth.

Differences by grade:

- Older students are more likely to encounter any type of violence while using Muni.

Figure 5.10: Question #10, "What problem do you most encounter on Muni?"

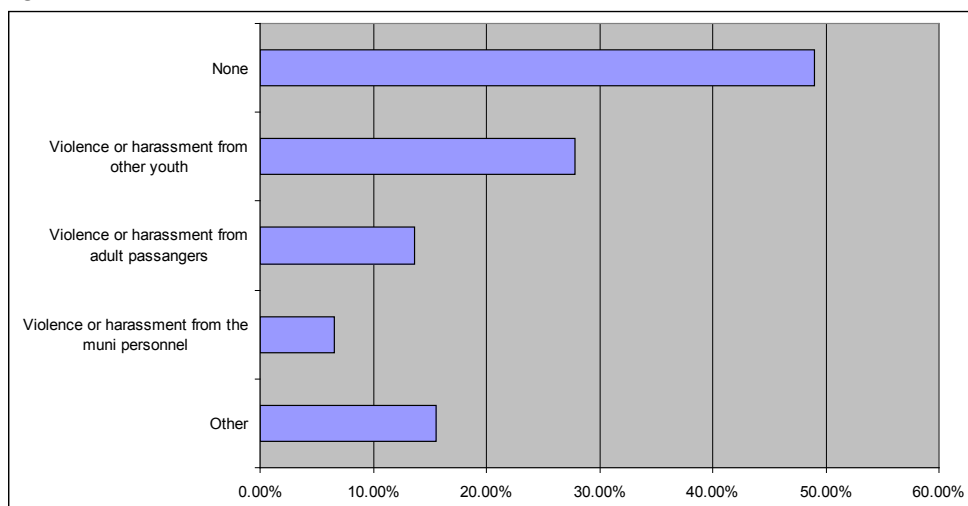


Figure 6.11: Question #18, by race/ethnicity.

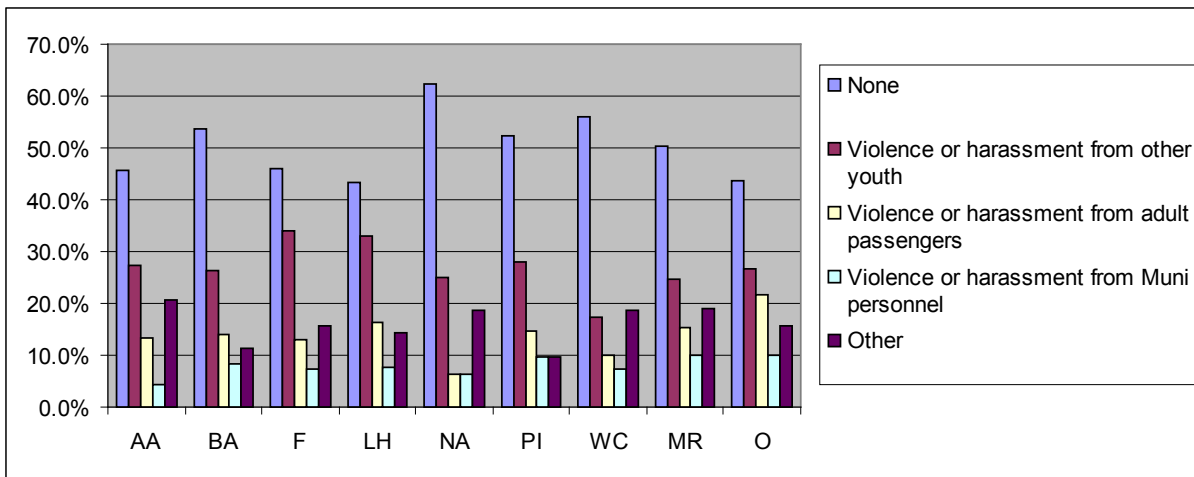


Figure 6.12: Question #18, by neighborhood.

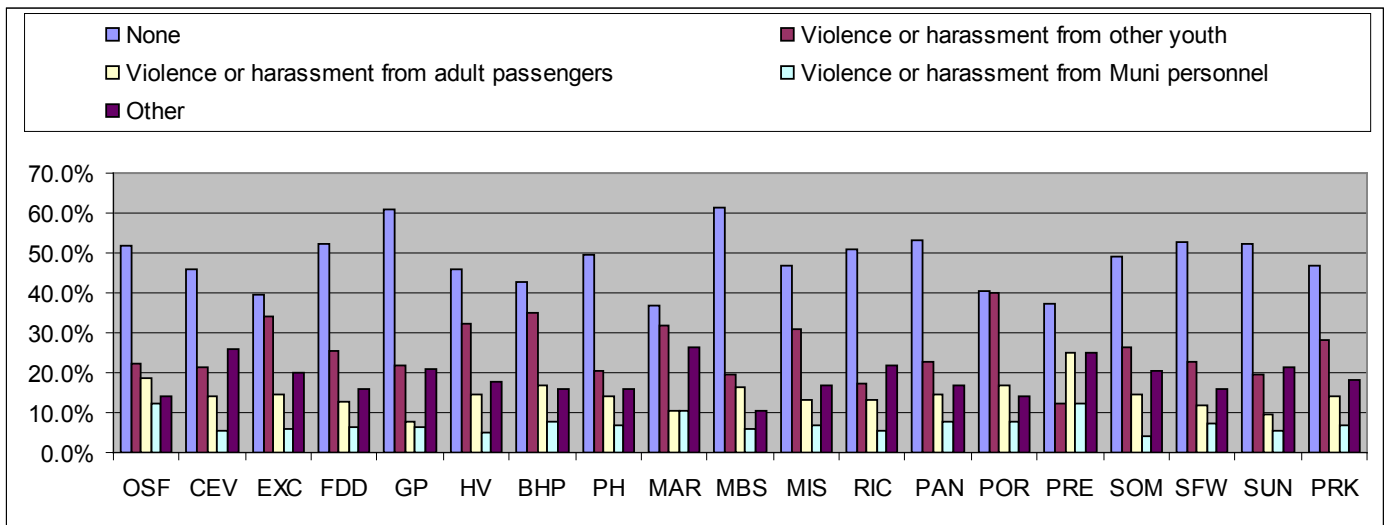
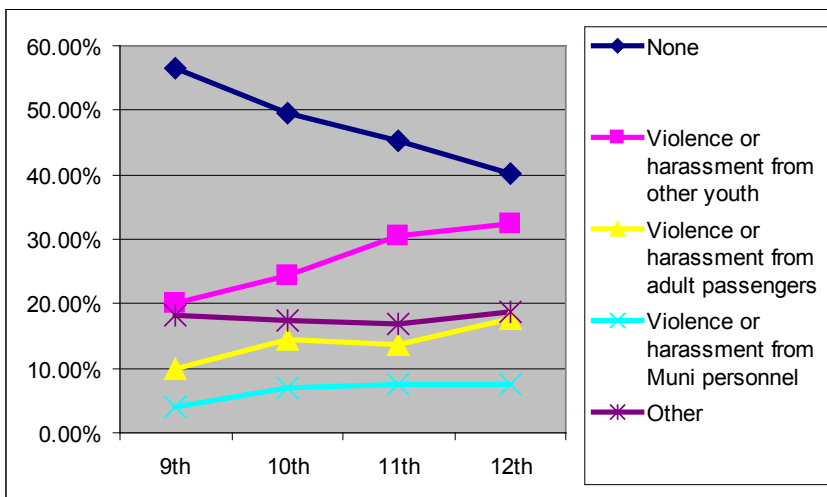


Figure 6.13: Question #18, by grade.





Transportation

Key Findings:

- **Public transportation widely used to get to school**

Nearly seventy percent of students (69.3%) use some form of public transportation to get to school. Over forty percent (44.2%) of transit riders and thirty percent (30.6%) of all overall respondents must take more than one train or bus to get to school.

- **Shorter waiting times and less crowding would encourage use**

Over sixty percent of students (61.1%) cited shorter waiting times to encourage more use of public transportation. About half of the students stated that less crowded buses would encourage more use.

- **Less crowded buses would improve safety**

Nearly seventy percent of students (69.9%) stated that the cause of the violence on Muni was related to over crowding.

Section 7 Topics

- How students get to schools
- Encouraging more use of public transit
- Perceived causes of public transit safety problems



How students get to school

Overview:

Nearly seventy percent of students (69.3%) take public transportation to school. A substantial portion (44.2%) of transit riders and 30.6% of students overall—take more than one train or bus to school.

Differences by school:

- Students at Independence (85.7%) and Mission (84.9%) are the most likely to take public transportation to school.
- Lowell students (75.8%) are most likely to drive/ride in a car to get to school.
- Marshall (33.9%), O'Connell (33.5%), and Balboa students (31.3%) are the most likely to walk all the way to school.

Differences by race/ethnicity:

- African-American students are the most likely to ride public transit to school (80.1%), while Pacific Islanders (63.4%) and Asian-Americans (65.5%) were the least likely.
- Asian-American students were the most likely to report going to school by car (59.2%), whereas African-American students were the least likely to do so (39.3%)

Differences by gender:

- Female students were slightly more likely than male students to get to school via car (56.6% vs. 47.9%) and slightly less likely to walk (12.8% vs. 16%) or bike (0.7% vs. 1.7%).

Differences by neighborhood:

- Students from the Presidio (88.9%) and Castro/Eureka Valley (86.5%) are most likely to take public transit.
- Students from Glen Park (69.9%) and St. Francis Wood (65.1%) are the most likely to drive/ride in a car to school.
- Mission District and St. Francis Wood students (both with 16.6%) are the most likely to walk to school.

Figure 7.1: Question #17a, "How do you get to and from school (select all that apply)?"

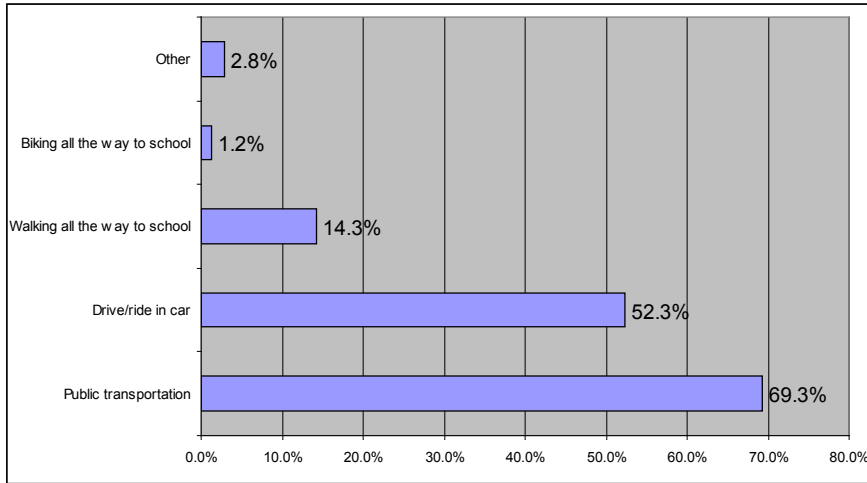


Figure 7.2: Question #17a, by school.

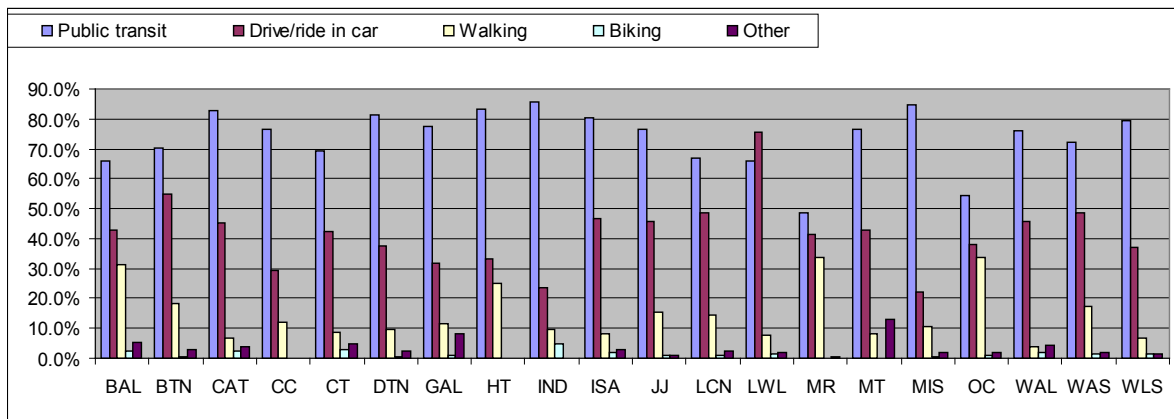


Figure 7.1: Question #17a, by race/ethnicity.

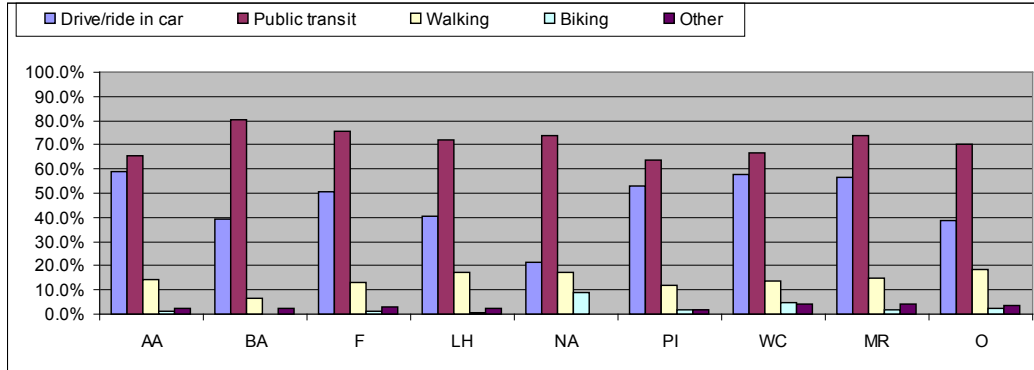
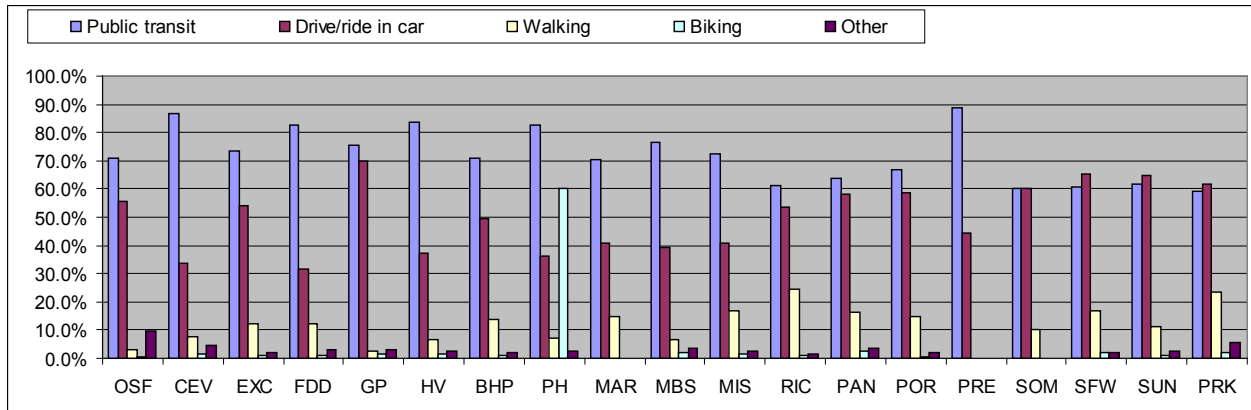


Figure 7.1: Question #17a, by neighborhood.



Encouraging more use of public transit

Overview:

When students were asked what would encourage them to take public transit more often, there were two clear answers: 61.1% of survey respondents listed shorter waiting times for buses, while 51.6% said less crowded buses. In addition, more than a quarter of students (27.4%) said that safer transportation would encourage their use of public transit. Students could give more than one answer, which is why results equal more than one hundred percent.

Differences by neighborhood:

- Glen Park (73.4%) and St. Francis Wood (72.0%) respondents are most likely to say they want “shorter waiting times for buses.”
- “Less expensive fares and passes” for public transit found the most support in the South of Market (45.5%) and students from outside of San Francisco (42.6%).
- Students from the Presidio (44.4%), Portola (38.3%), and Bayview/Hunter’s Point (33.5%) are most likely to say they want “safer transportation.”

Differences by school:

- Less crowded busses were seen as a solution to encourage more transit use by over fifty percent of the students at ten schools: Balboa, Burton, CAT, Galileo, Hilltop, Independence, June Jordan, Lowell, Wallenberg, and Washington.
- Lowell students (72.2%) are most likely to say they want “shorter waiting time for buses.”
- Students from Civic Center (41.3%) and Downtown (39.2%) are the most likely to want “less expensive fares and passes.”
- “Safer transportation was most selected at Burton (39.6%) and Hilltop (37.5%).

Differences by race/ethnicity

- Filipino students were the most likely to be concerned with safer transportation, while White students were the least concerned (34.8% vs. 16.0%).
- Filipino students were also the most concerned about crowding on buses.
- African-American students were the most likely to say that less expensive fares and passes would encourage more usage, while White/Caucasian students were the least likely group to report this (37% vs. 22.6%).
- White students were the most likely to list shorter waiting times for buses (70.2%). However, all groups were above 53%.

Figure 7.4: Question #19, "What would encourage you to take transit more?" by neighborhood.

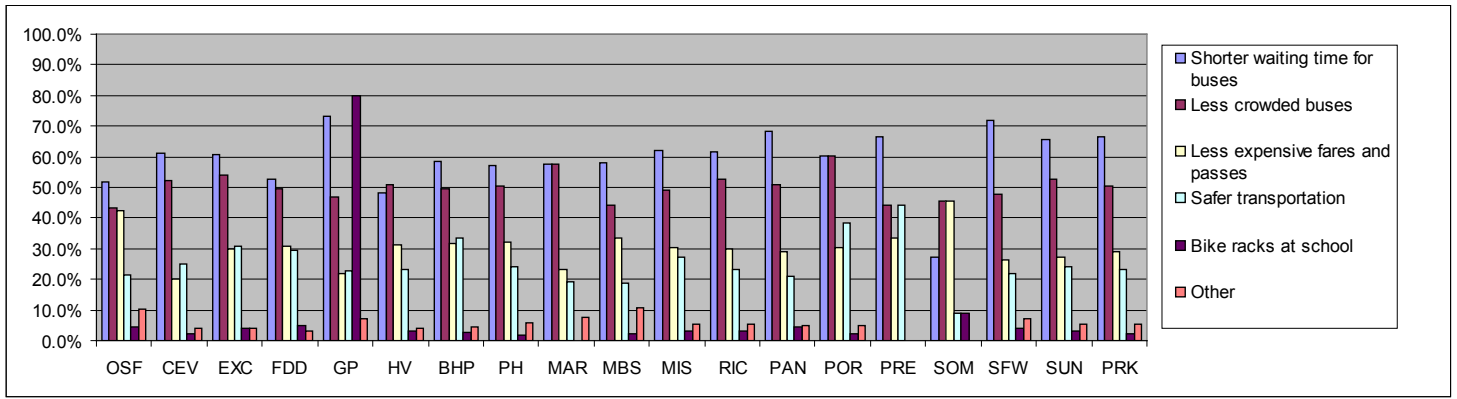


Figure 7.5: Question #19, by school.

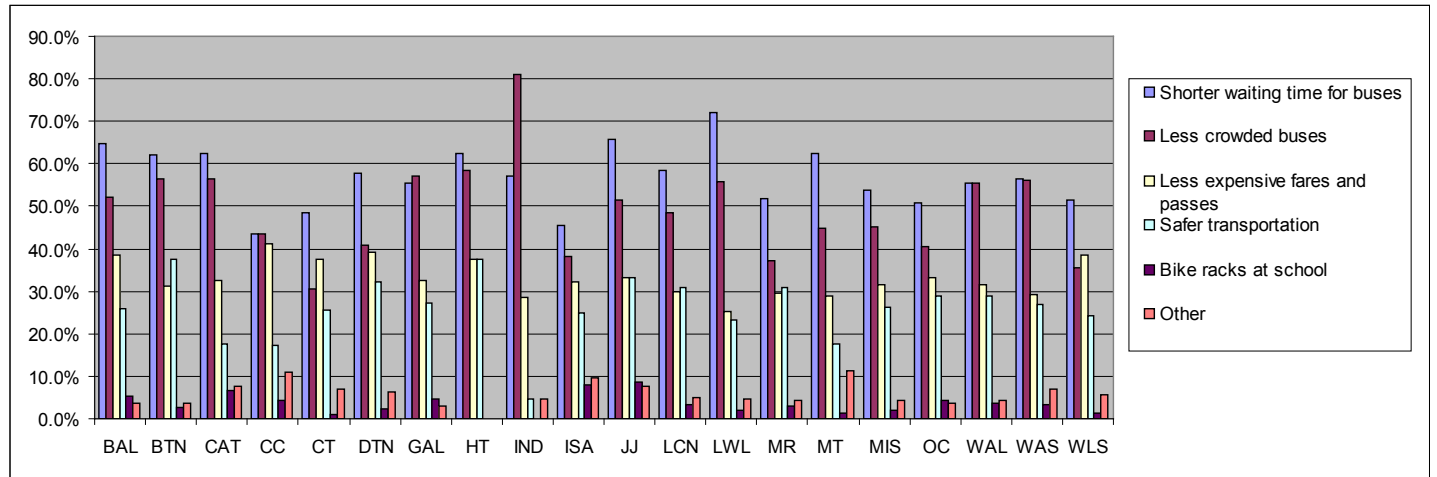
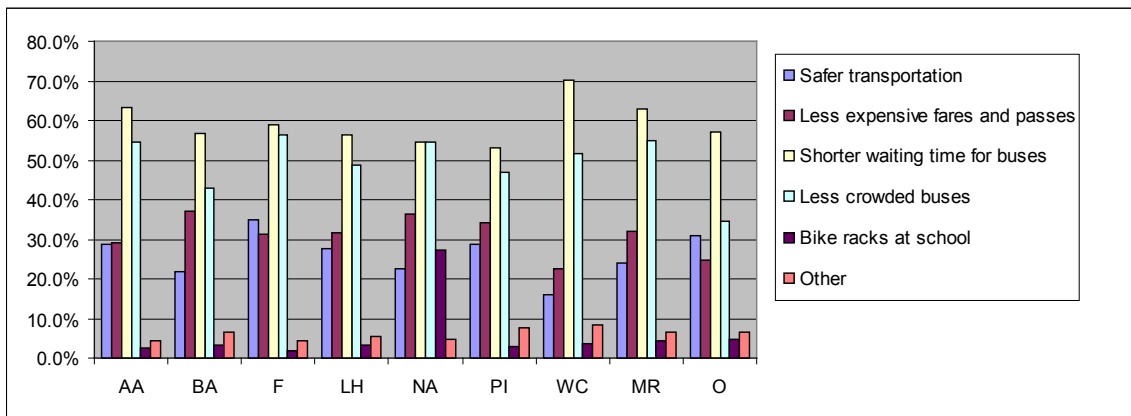


Figure 7.6: Question #19, by race/ethnicity.



Perceived causes of public transit safety problems

Overview:

Students gave two primary causes of the violence they see on public transportation. Approximately seventy percent of students (69.9%) selected "Buses are too crowded and temperatures rise." In addition, about fifty-eight percent (57.6%) say, "Waiting on the street for the bus leaves students vulnerable."

Students could give more than one answer, which is why results equal more than one hundred percent.

Differences by neighborhood:

- Students from the Richmond (76.2%) are the most likely to cite crowded buses as a cause of problems on Muni.
- Students from the Marina (50%) are the most likely to say there is not enough adult supervision.

Differences by race/ethnicity:

- Pacific Islanders (62.2%) and Filipinos (62%) are most likely to say that waiting on the street left students vulnerable, whereas only 46% of White/Caucasian students say so.
- African-American students (34.2%) are the most likely to say there is not enough adult supervision on public transit.

Figure 7.7: Question #20, "What is the cause of the problem you selected above?"

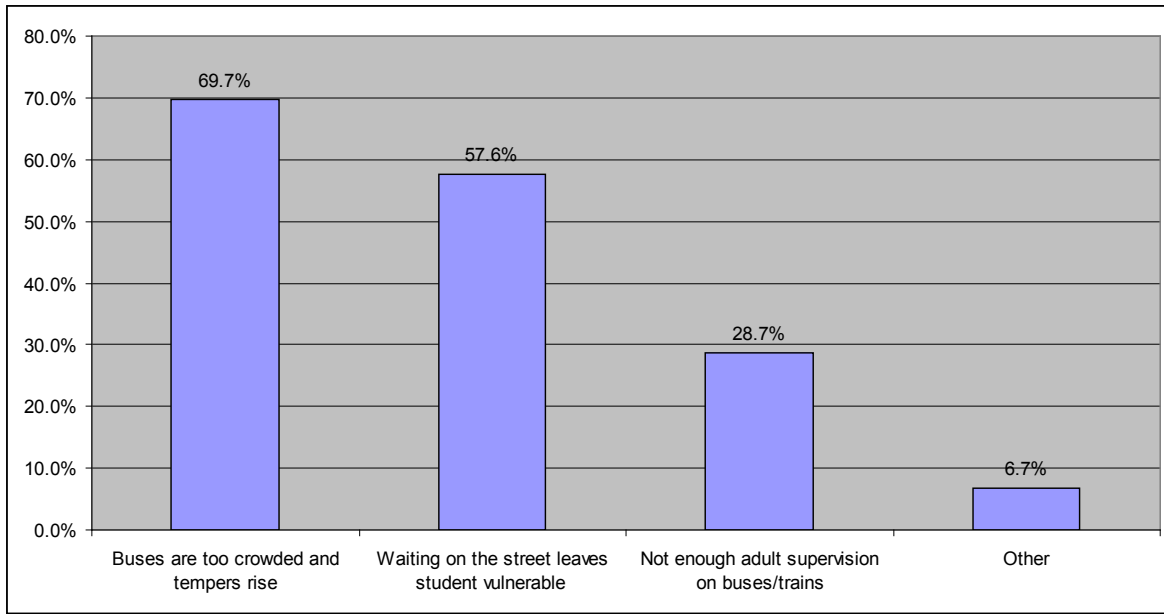


Figure 7.8: Question #20, by neighborhood.

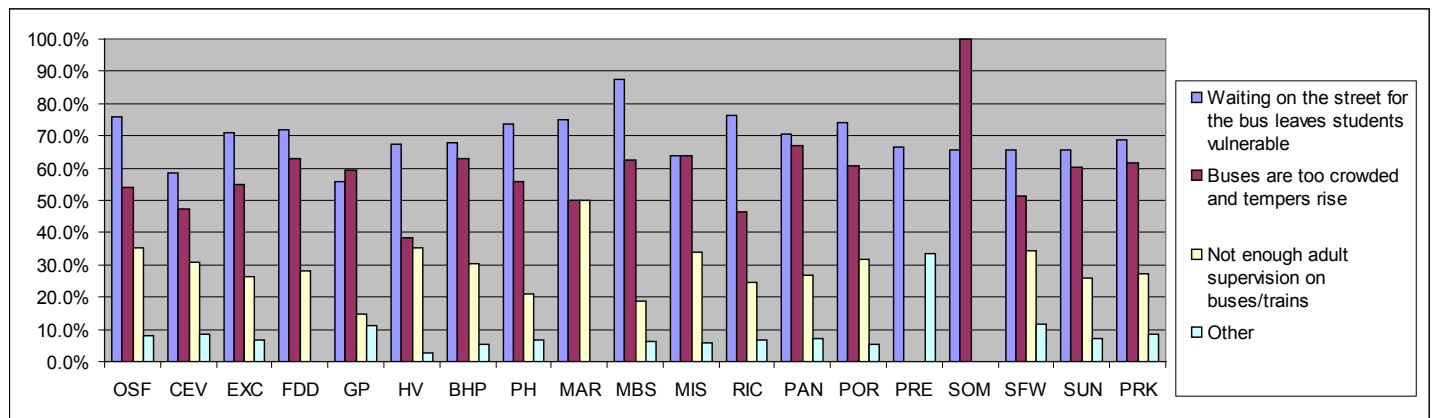
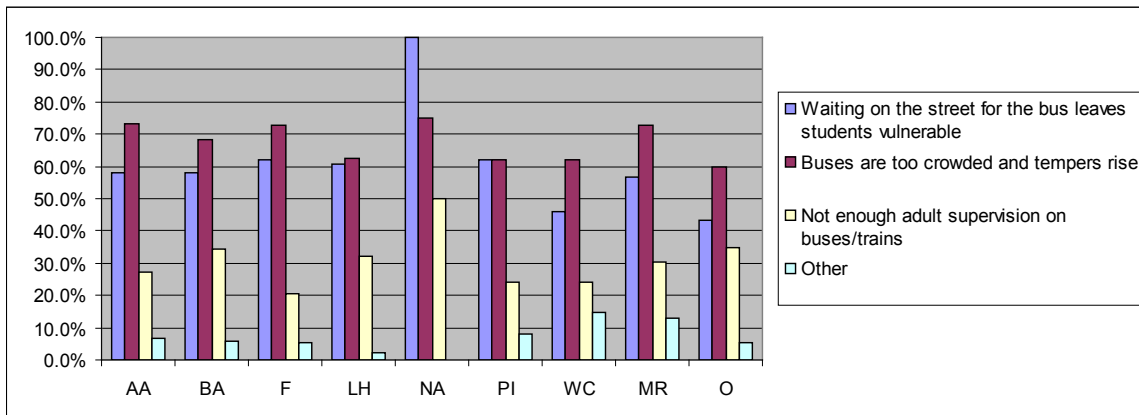


Figure 7.9: Question #20, by race/ethnicity.



Methodology

Data Input

California Research Tabulations, Inc. (CRT) input data from 8,256 surveys. CRT provided data in Excel for further coding and analysis. Open-ended survey responses (i.e., answers provided for “Other” response options) were not coded, with one exception (Question 11A).

Data Analysis

Rachel Lanzerotti Consulting imported data from Excel into the Statistical Package for the Social Sciences (SPSS) software. Their task was to clean and record data as necessary for analysis and run the overall frequency of response to each question. Following review of the basic frequencies, they ran cross-tabulations and developed data tables to present relationships between respondent characteristics (i.e., race/ethnicity, grade, gender, school and neighborhood) and between responses to related questions.

Sampling & Representativeness of the Data

In total, 8,256 high school students completed The San Francisco Student Survey, which represents 43.3% of the 19,051 high school students enrolled at the time, or 48.1% of the 17,181 students enrolled at the high schools that completed surveys.

The Student Survey was not fielded to a random sample of respondents. There are clear biases in the data:

- Lowell, Lincoln, City Arts & Tech, and Civic Center are over-represented in the data, whereas the perspectives of students at Independence, Galileo, Mission, Ida B. Wells, and Hilltop are under-represented in the data.
- The perspectives of Asian-American students are over-represented in the data whereas the perspectives of Black/African-American, Native American, Latino-Hispanic, and White/Caucasian students are under-represented
- The perspectives of 11th and 12th graders are over-represented and the perspectives of 9th and 10th graders are under-represented.

To guide survey users away from building policy based on questionable data, we note groups for whom we think sample is probably unreliable. The small sample size for these groups, together with other factors, leads us to believe that the results are particularly unreliable. We strongly recommend not generalizing any conclusions to the larger population, based on the survey data for these groups. In general, we avoid discussion of findings for these groups, in the narratives accompanying the data tables. The groups include:

- Racial/ethnic groups: Native Americans
- Schools: Hilltop, Independence, Wells
- Neighborhoods: Marina, Presidio, SF Zoo/Merced, South of Market

While these groups are often represented in graphs and charts, they are most often omitted from the narrative. However, all schools are discussed with higher frequency than other groups with questionable data because of the school-based focus of the survey.

Where to get more information

This report was designed to show how students across San Francisco think about various issues and compare those results between schools and various demographics.

On our website, www.sfgov.org/YouthVote, you can find the data for individual schools and demographic groups.

Individuals and organizations will find many uses for our data and for the data reports found on YouthVote's website. Please contact the Youth Commission's office for assistance with finding or using the information.

For more information, please contact:

San Francisco Youth Commission
1 Dr. Carlton B. Goodlett Place, Room 345
San Francisco, CA 94102-4532

Phone: (415) 554-6446

Fax: (415) 554-6140