

2016-17

SFUSD-DCYF Student Activities, Programs & Services Survey



Summary Report

March 2017

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Executive Summary

This report summarizes the results of the 2016 Student Activities, Programs & Services Survey, which was administered to middle and high school students in the San Francisco Unified School District (SFUSD). The San Francisco Department of Children, Youth, and Their Families (DCYF) collaborated with SFUSD to create the survey and analyze the results in order to inform DCYF's strategic funding process for FY2018-19 to FY2022-2023. Key results are highlighted below.

Activities & Programs Currently Accessed by Students

- Approximately 80 percent of the **middle and high school** students surveyed reported that they currently participated in at least one of the activities and programs they were asked about.
- For both **middle and high school** respondents, *sports & athletics* drew the most participants, at 43 percent and 37 percent, respectively.
- About one third of **middle and high school** respondents reported that they currently participate in *art, music, theater, or dance* programs. A slightly smaller percentage of students reported participation in *academic support* and *outdoor recreation* programs.
- A much higher percentage of **high school** students reported participation in *community service & volunteering* (36 percent) compared with **middle school** students (21 percent).
- Activities and programs that less than one quarter of **middle and high school** respondents identified as a current activity include *college prep, career prep, leadership, mentorship, multicultural appreciation, and science & tech*.
- About 25 percent of African American and Pacific Islander **middle school** respondents reported participating in *leadership* activities and programs (16 percent for middle school overall).
- More than half of **middle school** respondents identifying as white or two or more races reported participation in *sports & athletics*, compared to about two in five **middle school** respondents of other racial/ethnic backgrounds.

Activities & Programs Students Would Like to Access

- The percentage of **middle school** respondents expressing interest in *science & tech* activities during the school year (31 percent) exceeded the percentage that reported current participation in these activities (19 percent)
- While 31 percent of **middle school** respondents expressed interest in accessing *science & tech* activities and programs during the school year, the rate was several percentage points lower among African American, Pacific Islander, Hispanic or Latino, and female respondents.
- The percentage of respondents that expressed interest in *science & tech* was lower among **eighth grade and high school** students compared to those in **sixth and seventh grades**.
- Approximately one in three **high school** respondents expressed interest in participating in *jobs & internships* over the summer, and *jobs & internships* ranked as the top summer activity type across all **high school** respondent subgroups.
- About one third of **high school** respondents in grades 11 and 12 reported interest in *college prep* and *career prep* activities during the school year.
- **Middle and high school** survey respondents indicated lower levels of interest in nearly all activities and programs over the summer, except for *jobs & internships* and *outdoor recreation*.
- Activities and programs that were least popular among respondents during both the school year and the summer include *leadership, mentorship, and multicultural appreciation* programs. This

result suggests that these activities and programs may not be as popular as others.

Health Education & Supportive Services in Which Students Are Interested

- Services related to *physical health* and *nutrition* were of interest to both **middle and high school** respondents (about half reported that they were “interested” or “very interested”).
- While 70 percent of **middle school** respondents indicated they were “not at all interested” in services related to *sexual health*, approximately two-thirds of the **high school** students surveyed indicated that they were at least “a little interested” in services in this area.
- For most subgroups, 40 percent or more **middle school** respondents indicated they were “interested” or “very interested” in *physical health*, *nutrition*, and *family relationships*. *Stress management* and *depression & anxiety* joined these three areas for high school respondents.
- African American and Pacific Islander **middle school** respondents indicated stronger levels of interest in services related to *family relationships* compared to other **middle school** subgroups.
- *Depression & anxiety*, *suicide & self-harm*, *family relationships*, *peer conflict*, and *mediation & mindfulness* are areas in which 40 percent or more female respondents indicated interest but male respondents did not. Additionally, female respondents expressed interest *stress management* at a higher rate than male respondents.
- While *community violence* did not make the list of areas in which 40 percent or more **high school** respondents overall indicated interest, it did for the subgroups of African American, Filipino, and Hispanic or Latino **high school** respondents.
- Nearly half of **high school** respondents identifying as Hispanic or Latino indicated interest in *immigration transition* services, compared to just one third of **high school** respondents overall.

Extent and Sources of Knowledge about Activities, Programs, & Services

- Respondents in **high school** reported knowing about “ALL” or “MOST” activities and services at a higher rate compared to respondents in **middle school**.
- Respondents identifying as African American, White, or two or more races reported knowing about “ALL” or “MOST” services at higher rates than those of other racial/ethnic backgrounds.
- While two thirds of **middle school** respondents reported learning about activities and programs from friends, only about one third identified friends as a source for learning about health education and supportive services.
- While parents/guardians did not rank in the top two resources for activities and programs among African American, Filipino, Hispanic or Latino, and Pacific Islander **middle school** respondents, parents/guardians were the top resource for White **middle school** respondents.
- While about 60 percent of **high school** respondents identifying as Asian, two or more races, and White indicated that “online” was a source of information for activities, programs, and services, about 40 percent or less of respondents identifying as African American, Hispanic or Latino, and Pacific Islander indicated “online” as a resource.

Where and When Students Prefer to Access Activities & Services

- Students have a slight preference for accessing services *after school/on or off campus* and *during school/on campus* over accessing services *before school/on or off campus* and *during school/off campus*.

Introduction

In 2016, DCYF leadership engaged SFUSD's Student, Family & Community Support Division and Research, Planning, and Assessment Department to develop a survey for middle and high school students.

The purpose of the survey was to inform DCYF's Services Allocation Plan (SAP). The SAP describes how DCYF will allocate funding for children and youth services from FY2018-19 to FY2022-2023 (approximately \$100 million per year for five years).

DCYF strives to align its investments with SFUSD priorities and initiatives and provides funding to several SFUSD programs, such as the ExCEL afterschool and summer programs and High School Wellness Centers. Additionally, approximately 25,000 SFUSD students are served each year through other programs and services that DCYF funds, including Out of School Time programs, Beacon Centers, Youth Workforce Development programs, and programs for youth involved in the juvenile justice system. DCYF partnered with SFUSD to administer this survey in order to incorporate student voice in its planning processes and to ensure that the allocation of funding for children and youth services would be directly informed by children and youth throughout the city.

The survey was designed to collect student perceptions around the following constructs:

1. Student interest in participating in various activities and programs
2. Student interest in participating in various health and supportive services
3. Student access to activities, programs, and services

Methodology

The survey, designed for students to complete within 10-15 minutes, was deployed over a two-week period between September and October 2016. The survey was made available to all SFUSD middle and high school students via an online link (accessed through the School Loop messaging system and email). Paper copies were distributed upon request. Students took the survey at school during one continuous class period (timing and location at discretion of school site staff). Participation was voluntary.

SFUSD administrators informed middle and high school principals about the survey's purpose and procedures. The survey links remained live for two weeks to allow time for school staff to plan for survey administration.

Appendix A provides copies of the paper survey instruments.

The vast majority of respondents completed surveys online: 98 percent of middle school respondents and 88 percent of high school respondents.

The survey was administered in six different languages for both paper and online versions: English, Arabic, Chinese, Spanish, Tagalog, and Vietnamese. Most respondents completed the survey in English. Table 1 shows the percentage of surveys completed by survey language.

Table 1: Percentage of Surveys Completed by Survey Language

Survey Language	Middle School Survey	High School Survey
Arabic	0.1%	0.6%
Chinese	1.8%	3.5%
English	95.2%	89.8%
Spanish	2.7%	5.8%
Tagalog	0.1%	0.2%
Vietnamese	0.2%	0.2%

Respondents

A total of 6,094 middle school students and 3,690 high school students completed the survey. As of August 2016, approximately 11,100 middle school and 16,400 high school students were enrolled in SFUSD schools. Based on these figures, the response rate for the survey was about 55 percent for middle school students and 23 percent for high school students.¹

Several large schools had very few survey respondents. For example, Balboa, Burton, and Lincoln high schools, which each enroll more than 1,000 students, all fielded less than a 10 percent response rate. Additionally, approximately 10 percent of respondents to the middle and high school survey did not identify the school in which they were enrolled (responses to all questions on the online survey were optional). Appendix B and C provide a detailed breakdown of respondents by survey type and school.

Although students at some SFUSD middle and high schools did not complete the survey, the demographics of survey respondents are similar to those of enrolled students. Table 2 compares the characteristics of survey respondents and those of students in SFUSD middle and high schools.

¹ Galileo High School was exempted from administering the survey due to a conflict with another survey. Among high schools that were not exempt from administering the survey (total enrollment of about 14,500), the response rate was approximately 25%.

Table 2: Characteristics of Survey Respondents and SFUSD Students

	Middle School		High School	
	Survey Respondents	SFUSD Students	Survey Respondents	SFUSD Students
	6,094	11,084	3,690	16,356
Grade Level				
6	39%	35%	-	-
7	30%	33%	-	-
8	30%	33%	-	-
9	-	-	28%	23%
10	-	-	23%	24%
11	-	-	23%	29%
12	-	-	17%	24%
Not Reported	1%	-	10%	-
Sex				
Female	45%	49%	48%	46%
Male	45%	51%	42%	54%
Not Reported	9%		10%	
Race/Ethnicity				
African American	4%	10%	5%	11%
American Indian or Alaska Native	0%	0%	0%	1%
Asian	39%	37%	37%	37%
Filipino	3%	5%	4%	6%
Hispanic or Latino	21%	28%	23%	31%
Pacific Islander	1%	1%	1%	1%
Two or More Races	8%	3%	7%	2%
White	9%	13%	10%	9%
Not Reported	14%	4%	14%	3%

Sources: SFUSD and California Department of Education DataQuest.

Given that survey respondents are not very different from SFUSD middle and high school students overall, the results of the survey may be useful in understanding SFUSD students' preferences and opinions about activities, programs, and services. However, given the slight differences in characteristics between respondents and enrolled students, the unweighted survey results presented in this report may not represent the perspectives of certain subgroups well. In particular, the perspectives of African American, Hispanic or Latino, and high school male students may be underrepresented. Additionally, since students in lower grades at both the middle and high school levels responded at higher rates than their peers in higher grades, the perspectives of students in grades 7, 8, 11, and 12 may also be underrepresented.

Results

This section provides an overview of the unweighted results of the middle and high school surveys. Given the exploratory nature of the surveys, confidence intervals and estimates of statistical significance are not reported alongside survey estimates. Thus, care should be taken in interpreting the results presented in this section. Differences among respondent subgroups may be merely suggestive of differing opinions and preferences among SFUSD students. School site-level results are not included in this report due to small sample size when results are disaggregated by subgroup.

Activities & Programs Currently Accessed by Students

One of the primary aims of the survey was to understand students' interests in activities and programs. Approximately 80 percent of the middle and high school students surveyed reported that they currently participated in at least one of the activities and programs they were asked about. Table 3 provides an overview of the activities and programs accessed by respondents outside of class hours.

Table 3: Activities and Programs Accessed by Students Outside of Class Hours

Activities & Programs	Abbreviation	Percent of Middle School Respondents	Percent of High School Respondents
Academic support (tutoring, homework help)	ACA	29%	28%
Art, music, theater, or dance	ART	32%	33%
Career prep (interview skills, resume writing)	CAR	12%	16%
College prep (SAT/ACT tutoring, application help) ²	COL	11%	20%
Community service & volunteering	COM	21%	36%
Jobs & internships	JOB	12%	26%
Leadership	LDR	16%	22%
Mentorship	MTR	12%	18%
Multicultural appreciation	MUL	13%	19%
Outdoor recreation	OUT	24%	27%
Science & tech (coding, robotics)	SCI	19%	17%
Sports & athletics	SPT	43%	37%
At least one of the above		77%	80%

For both middle and high school respondents, *sports & athletics* drew the most participants, at 43 percent and 37 percent, respectively. About one third of middle school and high school respondents reported that they currently participated in *art, music, theater, or dance* programs. A slightly smaller percentage of middle and high school students reported participating in *academic support* and *outdoor recreation* programs. Other activities and programs accessed by at least a quarter of high school respondents include *community service & volunteering* and *jobs & internships*. A much higher

² The parenthetical examples were not included in the wording of the *college prep* activity category on the middle school survey.

percentage of high school students reported participation in *community service & volunteering* (36 percent) compared with middle school students (21 percent). Activities and programs that less than one quarter of middle and high school respondents identified as a current activity include *college prep*, *career prep*, *leadership*, *mentorship*, *multicultural appreciation*, and *science & tech*.

Table 4 on the following page shows the top four activities and programs by respondent subgroup for each survey type. Among middle school respondent subgroups, *sports & athletics*, *arts*, *music*, *theater or dance*, *academic support*, and *outdoor recreation* generally occupied the top four spots. More variation can be found in the top four activities and programs of high school respondent subgroups. For example, *community service & volunteering* and *jobs & internships* landed as top activity categories for some groups of respondents. Additional notable differences across survey types and subgroups are summarized below.

- The percentage of respondents reporting participation in *community service & volunteering* is higher among respondents in grades 11 and 12 compared to respondents in other grades.
- Male respondents reported participating in *arts*, *music*, *theater*, or *dance* programs at lower rates compared to female respondents.
- About 25 percent of African American and Pacific Islander middle school respondents reported participating in *leadership* activities and programs, compared to only about 15 percent of middle school respondents overall.
- More than half of middle school respondents identifying as white or two or more races reported participation in *sports & athletics*, compared to about two in five middle school respondents of other racial/ethnic backgrounds.
- While participation in *sports & athletics* remains relatively consistent across grade levels, participation in other activities appears to increase among respondents in higher grades. Slightly more than half of respondents in grades 11 and 12 reported participation in activities in three or more activity categories compared to about 40 percent of respondents in grades 9 and 10.

Table 4: Top Four Activities and Programs Accessed by Students Outside of Class Hours by Subgroup

	Middle School Respondents				High School Respondents			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
All	SPT (43%)	ART (32%)	ACA (29%)	OUT (24%)	SPT (37%)	COM (36%)	ART (33%)	ACA (28%)
Grade Level								
6	SPT (43%)	ART (34%)	ACA (29%)	OUT (25%)	-	-	-	-
7	SPT (43%)	ART (32%)	ACA (28%)	OUT (24%)	-	-	-	-
8	SPT (43%)	ART (30%)	COM (29%)	ACA (25%)	-	-	-	-
9	-	-	-	-	SPT (37%)	ART (36%)	COM (31%)	ACA (27%)
10	-	-	-	-	SPT (38%)	ART (33%)	COM (33%)	OUT (25%)
11	-	-	-	-	COM (42%)	SPT (38%)	ART (32%)	JOB (31%)
12	-	-	-	-	COM (40%)	JOB (39%)	SPT (35%)	ACA (32%)
Not Reported	SPT (40%)	ART (32%)	ACA (28%)	OUT (22%)	COM (38%)	SPT (37%)	ART (29%)	OUT (27%)
Sex								
Female	SPT (42%)	ART (37%)	ACA (28%)	COM (23%)	COM (41%)	ART (36%)	SPT (34%)	ACA (29%)
Male	SPT (45%)	ACA (30%)	OUT (27%)	ART (26%)	SPT (41%)	COM (32%)	ART (30%)	OUT (30%)
Not Reported	SPT (39%)	ART (34%)	ACA (27%)	OUT (23%)	COM (37%)	SPT (37%)	ART (29%)	OUT (27%)
Race/Ethnicity								
African American	SPT (42%)	ACA (34%)	ART (30%)	LDR (27%)	ART (37%)	SPT (37%)	JOB (34%)	ACA (30%)
American Indian or Alaska Native*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	SPT (39%)	ACA (33%)	ART (30%)	OUT (23%)	COM (42%)	SPT (39%)	ACA (30%)	ART (27%)
Filipino	SPT (38%)	ART (29%)	ACA (25%)	OUT (23%)	COM (42%)	SPT (36%)	ART (29%)	ACA (28%)
Hispanic or Latino	SPT (38%)	ACA (25%)	ART (29%)	OUT (24%)	ART (32%)	SPT (31%)	COM (29%)	ACA & JOB (29%)
Pacific Islander	SPT (49%)	ACA (45%)	COM (38%)	OUT (34%)	SPT (50%)	ACA (45%)	ART (27%)	LDR (27%)
Two or More Races	SPT (53%)	ART (36%)	OUT (27%)	ACA (24%)	ART (43%)	SPT (37%)	COM (33%)	OUT (31%)
White	SPT (60%)	ART (45%)	OUT (31%)	COM (19%)	ART (49%)	SPT (42%)	COM (37%)	OUT (33%)
Not Reported	SPT (41%)	ART (34%)	ACA (27%)	OUT (24%)	SPT (37%)	COM (35%)	ART (30%)	OUT (29%)

* Results are not reported for subgroups with less than 20 respondents.

Activities & Programs Students Would Like to Access

In addition to asking students to identify the activities and programs they currently access, the survey asked students to select up to four activities and programs they would like to participate in outside of class during the school year and summer. Table 5 shows the results for these questions.

Table 5: Activities and Programs Students Would Like to Participate in During the School Year and Summer

Activities & Programs	Abbreviation	Percent of Middle School Respondents		Percent of High School Respondents	
		School Year	Summer	School Year	Summer
Academic support (tutoring, homework help)	ACA	18%	10%	21%	8%
Art, music, theater, or dance	ART	36%	25%	28%	19%
Career prep (interview skills, resume writing)	CAR	15%	11%	21%	12%
College prep (SAT/ACT tutoring, application help) ³	COL	19%	14%	26%	16%
Community service & volunteering	COM	19%	18%	20%	22%
Jobs & internships	JOB	18%	20%	28%	35%
Leadership	LDR	13%	9%	11%	9%
Mentorship	MTR	7%	6%	8%	7%
Multicultural appreciation	MUL	7%	6%	8%	6%
Outdoor recreation	OUT	18%	19%	14%	15%
Science & tech (coding, robotics)	SCI	31%	21%	18%	14%
Sports & athletics	SPT	35%	30%	27%	21%
At least one of the above		82%	69%	80%	69%

Table 5 shows that survey respondents at both the middle and high school levels were less likely to express interest in participating in activities during the summer. Indeed, both middle and high school respondents indicated lower levels of interest in nearly all activities and programs over the summer, except for *jobs & internships* and *outdoor recreation*. Activities and programs that were least popular among respondents during both the school year and the summer include *leadership*, *mentorship*, and *multicultural appreciation* programs. This result suggests that these activities and programs may not be as popular as others.

Several of the activities and programs that respondents reported accessing at high rates are also

³ The parenthetical examples were not included in the wording of the “College prep” activity category on the middle school survey.

activities and programs in which a large percentage expressed interest. *Academic support* activities are one exception: while just under 30 percent of middle and high school respondents reported participating in *academic support* activities, only about 20 percent expressed interest in participating in these activities during the school year (even fewer, 10 percent, expressed interest in participating in these activities during the summer). On the opposite side of the spectrum, the percentage of middle school respondents expressing interest in *science & tech* activities during the school year (31 percent) exceeded the percentage that reported current participation in these activities (19 percent). This suggests a possible gap in accessibility for *science & tech* programs among middle school students. Interestingly, the gap is absent at the high school level; reported rates of participation and interest in *science & tech* activities were similar among high school respondents.

Table 6 and Table 7 show the top four activities and programs that middle and high school students expressed interested in accessing during the school year and summer by respondent subgroup. A few notable results are summarized below.

- While 31 percent of middle school respondents expressed interest in accessing *science & tech* activities and programs during the school year, the rate was several percentage points lower among African American, Pacific Islander, Hispanic or Latino, and female respondents.
- The percentage of respondents that expressed interest in *science & tech* was lower among respondents in eighth grade and high school compared to respondents in sixth and seventh grades. This might suggest that interest in *science & tech* activities declines as youth age. Another possible explanation might be that a new younger generation of youth is growing up with a stronger interest in science and technology.
- Approximately one in three high school respondents expressed interest in participating in *jobs & internships* over the summer, and *jobs & internships* ranked as the top summer activity type across all high school respondent subgroups.
- About one third of high school respondents in grades 11 and 12 reported interest in *college prep* and *career prep* activities during the school year. Notably, interest in these activities dips over the summer.

Table 6: Top Four Activities and Programs Middle School Students Would Like to Participate in During the School Year and Summer by Subgroup

	Middle School Respondents							
	School Year				Summer			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
All	ART (36%)	SPT (35%)	SCI (31%)	COM (19%)	SPT (30%)	ART (25%)	SCI (21%)	JOB (20%)
Grade Level								
6	ART (37%)	SCI (36%)	SPT (36%)	OUT (21%)	SPT (32%)	ART (27%)	SCI (27%)	OUT (20%)
7	ART (36%)	SPT (36%)	SCI (32%)	OUT (18%)	SPT (31%)	ART (25%)	SCI (20%)	OUT (19%)
8	ART (35%)	SPT (35%)	SCI (25%)	COL (23%)	SPT (29%)	JOB (25%)	ART (25%)	COM (22%)
Not Reported	ART (31%)	SCI (29%)	SPT (29%)	ACA (19%)	SPT (26%)	SCI (20%)	ART (19%)	JOB (17%)
Sex								
Female	ART (45%)	SPT (33%)	SCI (24%)	COM (23%)	ART (33%)	SPT (29%)	COM (24%)	JOB (23%)
Male	SPT (38%)	SCI (38%)	ART (28%)	OUT (20%)	SPT (33%)	SCI (26%)	OUT (20%)	ART (19%)
Not Reported	ART (31%)	SCI (29%)	SPT (29%)	ACA (20%)	SPT (26%)	SCI (20%)	ART (20%)	JOB (18%)
Race/Ethnicity								
African American	ART (38%)	SPT (35%)	ACA (24%)	SCI (21%)	SPT (29%)	ART (26%)	OUT (17%)	SCI (15%)
American Indian or Alaska Native*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	ART (37%)	SPT (36%)	SCI (34%)	COM (23%)	SPT (32%)	ART (27%)	SCI (25%)	COM (24%)
Filipino	SPT (42%)	ART (40%)	SCI (35%)	JOB (21%)	SPT (27%)	JOB (24%)	ART (22%)	SCI (18%)
Hispanic or Latino	ART (34%)	SPT (32%)	SCI (24%)	JOB (20%)	SPT (28%)	JOB (21%)	ART (19%)	SCI (15%)
Pacific Islander	ART (50%)	SPT (32%)	LDR (27%)	SCI (27%)	SPT (31%)	ART (26%)	JOB (20%)	OUT (20%)
Two or More Races	SPT (43%)	ART (39%)	SCI (32%)	JOB (21%)	SPT (32%)	ART (29%)	JOB (24%)	SCI (20%)
White	ART (38%)	SPT (36%)	SCI (31%)	JOB (24%)	SPT (34%)	ART (32%)	JOB (24%)	SCI (22%)
Not Reported	ART (31%)	SCI (30%)	SPT (29%)	ACA (18%)	SPT (27%)	ART (23%)	SCI (22%)	JOB (16%)

* Results are not reported for subgroups with less than 20 respondents.

Table 7: Top Four Activities and Programs High School Students Would Like to Participate in During the School Year and Summer by Subgroup

	High School Respondents							
	School Year				Summer			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
All	ART (28%)	JOB (28%)	SPT (27%)	COL (26%)	JOB (35%)	COM (22%)	SPT (21%)	ART (19%)
Grade Level								
9	SPT (34%)	ART (30%)	JOB (27%)	COM (22%)	JOB (32%)	SPT (24%)	COM (24%)	ART (18%)
10	SPT (29%)	JOB (27%)	COL (27%)	ART (25%)	JOB (38%)	COM (22%)	ART (20%)	SPT (20%)
11	COL (33%)	JOB (30%)	ART (27%)	CAR (24%)	JOB (37%)	COM (21%)	COL (20%)	ART (19%)
12	JOB (32%)	COL (27%)	ART (26%)	ACA & CAR (23%)	JOB (38%)	COM (20%)	SPT (20%)	ART (19%)
Not Reported	ART (31%)	COL (26%)	SPT (25%)	ACA (19%)	JOB (30%)	SPT (22%)	COM (19%)	ART (17%)
Sex								
Female	ART (32%)	COL (30%)	JOB (29%)	COM (26%)	JOB (40%)	COM (25%)	ART (23%)	SPT (18%)
Male	SPT (32%)	JOB (28%)	ART (22%)	COL (22%)	JOB (31%)	SPT (24%)	COM (19%)	SCI (16%)
Not Reported	ART (31%)	COL (24%)	SPT (23%)	JOB (20%)	JOB (30%)	SPT (21%)	ART (19%)	COM (18%)
Race/Ethnicity								
African American	JOB (29%)	ACA (27%)	ART (27%)	COL (27%)	JOB (33%)	SPT (23%)	ART (15%)	COL (13%)
American Indian or Alaska Native*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	SPT (32%)	COM (28%)	COL (28%)	JOB (26%)	JOB (39%)	COM (29%)	SPT (21%)	COL (21%)
Filipino	SPT (36%)	ACA (28%)	ART (26%)	CAR & JOB (24%)	JOB (35%)	COM (24%)	SPT (24%)	ART (14%)
Hispanic or Latino	ART (30%)	SPT (29%)	JOB (29%)	ACA (21%)	JOB (29%)	SPT (21%)	ART (18%)	COM (14%)
Pacific Islander	SPT (42%)	CAR (33%)	COM (33%)	JOB & LDR (25%)	COM (26%)	JOB (26%)	SPT (26%)	ART (16%)
Two or More Races	ART (32%)	JOB (30%)	COL (27%)	CAR (24%)	JOB (36%)	ART (25%)	COM (21%)	OUT (20%)
White	JOB (36%)	ART (32%)	COL (31%)	SPT & CAR (21%)	JOB (45%)	ART (25%)	COM (22%)	OUT (22%)
Not Reported	ART (31%)	COL (23%)	SPT (22%)	JOB (21%)	JOB (30%)	ART (20%)	SPT (20%)	COM (19%)

* Results are not reported for subgroups with less than 20 respondents.

Health Education & Supportive Services in Which Students Are Interested

A separate section of the survey asked respondents to rate their level of interest, from “not at all interested” to “very interested”, in health education and supportive services. Table 8 provides an overview of the results for this section by area and survey type.

Table 8: Level of Interest in Health Education and Supportive Services by Area

Area	Abbrev.	Middle School Respondents			High School Respondents		
		Not at all interested	A little interested	Interested or Very Interested	Not at all interested	A little interested	Interested or Very Interested
Birth control and pregnancy options	BCP	73%	16%	10%	42%	29%	29%
Community violence	COM	58%	22%	20%	37%	29%	34%
Depression & anxiety	DEP	50%	24%	26%	29%	28%	43%
Family relationships	FAM	40%	24%	35%	27%	32%	41%
Immigration transition	IMT	56%	26%	18%	37%	33%	30%
Meditation & mindfulness	MED	42%	28%	29%	33%	32%	35%
Nutrition	NUT	28%	27%	45%	24%	30%	46%
Peer conflict (bullying, sexual harassment, racism)	PRC	49%	28%	23%	33%	35%	33%
Peer relations (at school and online)	PRR	42%	29%	29%	34%	33%	33%
Physical health	PHY	23%	27%	49%	18%	31%	51%
Sexual health	SXH	70%	19%	11%	36%	31%	34%
Sexual orientation	SXO	69%	18%	13%	41%	29%	30%
Stress management	STR	41%	25%	35%	24%	23%	53%
Suicide & self-harm	SUI	58%	20%	22%	40%	26%	34%
Use of alcohol, tobacco, and other drugs	ATD	62%	19%	19%	41%	29%	30%

Middle and high school respondents reported varying levels of interest in the health education and supportive services asked about on the survey. While services related to *physical health* and *nutrition* were popular among both middle and high school respondents (about half reported that they were “interested” or “very interested”), services in other areas fielded considerably different levels of interest. For example, while 70 percent of middle school respondents indicated they were “not at all interested” in services related to *sexual health*, approximately two-thirds of the high school students surveyed indicated that they were at least “a little interested” in services in this area. High school

respondents expressed interest in nearly all of the areas asked about on the survey; about one-third indicated that they were “interested” or “very interested” in each of the areas. The only areas in addition to *physical health* and *nutrition* in which at least one third of middle school respondents indicated they were “interested” or “very interested” were *family relationships* and *stress management*.

Differing levels of interest in health education and supportive services can also be observed among subgroups of respondents. Table 9 provides a list of areas in which 40 percent or more respondents, by subgroup and survey type, indicated they were “interested” or “very interested”. *Physical health*, *nutrition*, and *family relationships* generally made up this list for middle school respondents. *Stress management* and *depression & anxiety* joined these three areas in the list for high school respondents. A few notable differences across subgroups are summarized below.

- African American and Pacific Islander middle school respondents indicated stronger levels of interest in services related to *family relationships* compared to other middle school respondent subgroups; more than half indicated that they were “interested” or “very interested” in services in this area.
- There are clear gender differences in the health education and supportive service areas in which high school respondents expressed interest. Female respondents indicated interest in services in several more areas compared to male respondents. *Depression & anxiety*, *suicide & self-harm*, *family relationships*, *peer conflict*, and *mediation & mindfulness* are areas in which 40 percent or more female respondents indicated interest and less than 40 percent of male respondents indicated interest. Additionally, female respondents expressed interest in services related to *stress management* at a higher rate compared to male respondents.
- While *community violence* did not make the list of areas in which 40 percent or more high school respondents overall indicated interest, it did appear on the list for several subgroups: at least 40 percent of African American, Filipino, and Hispanic or Latino high school respondents expressed interest in services in the area of *community violence*.
- Nearly half of high school respondents identifying as Hispanic or Latino indicated interest in services related to *immigration transition* compared to just one third of high school respondents overall.

Table 9: Health Education and Supportive Services Areas in Which 40%+ Respondents Are Interested

	Middle School Respondents	High School Respondents
All	PHY (49%), NUT (45%), FAM (45%)	STR (53%), PHY (51%), NUT (46%), DEP (43%), FAM (41%)
Grade Level		
6	PHY (53%), NUT (49%), FAM (49%)	-
7	PHY (48%), NUT (43%), FAM (44%)	-
8	PHY (48%), NUT (42%), FAM (40%)	-
9	-	STR (49%), PHY (47%), NUT (41%), DEP (40%)
10	-	PHY (51%), STR (51%), NUT (44%), DEP (41%), FAM (40%)
11	-	STR (56%), PHY (51%), NUT (50%), DEP (44%), FAM (40%)
12	-	STR (60%), PHY (54%), NUT (50%), DEP (48%), FAM (46%), COM (43%), SXH (42%), MED (41%), SUI (40%), PRC (40%)
Not reported	PHY (50%), NUT (45%), FAM (47%)	PHY (55%), STR (47%), NUT (45%), DEP (41%)
Sex		
Female	PHY (47%), FAM (45%), NUT (45%)	STR (63%), DEP (52%), PHY (51%), NUT (47%), FAM (46%), SUI (42%), PRC (41%), MED (40%)
Male	PHY (52%), NUT (46%), FAM (45%)	PHY (50%), NUT (44%), STR (42%)
Not Reported	PHY (49%), NUT (44%), FAM (44%)	PHY (55%), STR (51%), DEP (44%), NUT (44%)
Race/Ethnicity		
African American	FAM (58%), PHY (52%), NUT (46%)	STR (51%), PHY (50%), COM (44%), FAM (44%), SXH (43%), NUT (41%)
American Indian or Alaska Native	N/A	N/A
Asian	PHY (48%), NUT (46%), FAM (45%)	STR (54%), PHY (51%), NUT (48%), DEP (41%), FAM (40%)
Filipino	PHY (50%), FAM (50%), NUT (47%)	STR (66%), DEP (58%), PHY (55%), NUT (52%), SUI (51%), FAM (48%), SXH (46%), COM (43%), SXO (41%), MED (41%), PRC (40%)
Hispanic or Latino	PHY (51%), FAM (47%), NUT (44%)	PHY (55%), STR (51%), FAM (47%), IMT (46%), NUT (46%), SXH (42%), DEP (42%), COM (40%)
Pacific Islander	FAM (68%), PHY (64%), NUT (52%), MED (51%), PRR (43%), STR (40%)	FAM (43%)
Two or More Races	PHY (49%), NUT (44%)	STR (55%), DEP (51%), PHY (49%), NUT (45%), SUI (42%), FAM (40%)
White	PHY (49%), NUT (45%)	STR (55%), PHY (44%), DEP (44%), NUT (42%)

* Results are not reported for subgroups with less than 20 respondents.

Extent and Sources of Knowledge about Activities, Programs & Services

Following the two sections of the survey that gauged students' current activities and interests were questions that asked how they access (Table 10) and learn about (Table 11) Activities & Programs and Health Education & Supportive Services. Students were asked to rate their level of familiarity with activities and services, from "I do not know how to access any of them" to "I already know how to access ALL of them", as well as identify their sources of knowledge (e.g., friends, school staff).

Table 10 provides an overview of the percent of respondents that reported knowing how to access "ALL" or "MOST" of the activities, programs, and services asked about on the survey.

Table 10: Percent of Respondents that Know How to Access "ALL" or "MOST" of the Activities, Programs, and Services

	Middle School Respondents		High School Respondents	
	Activities & Programs	Health Education & Supportive Services	Activities & Programs	Health Education & Supportive Services
All	43%	32%	52%	45%
Grade Level				
6	38%	27%	-	-
7	46%	34%	-	-
8	46%	35%	-	-
9	-	-	52%	43%
10	-	-	48%	44%
11	-	-	52%	46%
12	-	-	58%	49%
Not reported	40%	32%	53%	41%
Sex				
Female	41%	29%	50%	42%
Male	46%	35%	54%	48%
Not Reported	42%	33%	53%	43%
Race/Ethnicity				
African American	51%	39%	60%	50%
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	39%	28%	51%	42%
Filipino	34%	28%	52%	40%
Hispanic or Latino	36%	33%	47%	45%
Pacific Islander	45%	39%	47%	45%
Two or More Races	51%	35%	53%	51%
White	62%	39%	61%	49%
Not Reported	45%	36%	53%	44%

* Results are not reported for subgroups with less than 20 respondents.

Table 10 suggests that there are differences in students' level of familiarity with extracurricular activities and programs versus health education and supportive services. Slightly smaller percentages of respondents at both the middle and high school levels reported familiarity with "ALL" or "MOST" health

education and supportive services compared to “ALL” or “MOST” activities and programs. Respondents in high school reported knowing about “ALL” or “MOST” activities and services at a higher rate compared to respondents in middle school. Table 10 also shows patterns in knowledge of services across respondent subgroups. Female respondents indicated slightly lower rates of knowledge of activities, programs, and services compared to male respondents. Notably, respondents identifying as African American, White, or two or more races reported knowing about “ALL” or “MOST” services at higher rates compared to respondents of other racial/ethnic backgrounds.

Table 11 shows how respondents reported learning about the activities, programs, and services listed on the survey.

Table 11: How Students Learn About Activities, Programs, and Services

	Percent of Middle School Respondents		Percent of High School Respondents	
	Activities & Programs	Health Education & Supportive Services	Activities & Programs	Health Education & Supportive Services
Friends	68%	37%	73%	43%
School staff	45%	45%	56%	61%
Parents/guardians	54%	50%	39%	31%
Online	48%	40%	50%	42%
School poster or flier	28%	19%	38%	25%
I don't know	13%	20%	10%	15%

The results in Table 11 suggest that students learn about extracurricular activities and programs differently from the ways in which they learn about health education and supportive services. For example, while two thirds of middle school respondents reported learning about activities and programs from friends, only about one third identified friends as a source for learning about health education and supportive services. Additionally, the results suggest that parents/guardians are less of a resource for high school students compared to middle school students. While about half of the middle school students surveyed reported learning about activities, programs, and services from their parents/guardians, only about one third of high school respondents reported doing so. School staff appear to be a more important resource for high school students; about 60 percent of high school respondents identified school staff as a source for learning about activities, programs, and services.

Table 12 and Table 13 on the following pages show the top two resources for activities, programs, and services by subgroup and survey type.

Table 12: Top Two Sources of Knowledge of Activities, Programs, and Services of Middle School Respondents by Subgroup

	Activities & Programs		Health Education & Supportive Services	
	(1)	(2)	(1)	(2)
All	Friends (68%)	Parents/guardians (54%)	Parents/guardians (50%)	School staff (45%)
Grade Level				
6	Friends (68%)	Parents/guardians (57%)	Parents/guardians (56%)	School staff (48%)
7	Friends (67%)	Parents/guardians (54%)	Parents/guardians (53%)	School staff (46%)
8	Friends (71%)	Parents/guardians (55%)	Parents/guardians (49%)	School staff (49%)
Not Reported	Friends (59%)	Parents/guardians (44%)	Parents/guardians (27%)	School staff (22%)
Sex				
Female	Friends (72%)	Parents/guardians (59%)	Parents/guardians (50%)	School staff (45%)
Male	Friends (65%)	Parents/guardians (51%)	Parents/guardians (50%)	School staff (47%)
Not Reported	Friends (60%)	Parents/guardians (45%)	Parents/guardians (28%)	School staff (24%)
Race/Ethnicity				
African American	Friends (61%)	School staff (48%)	Parents/guardians (50%)	School staff (48%)
American Indian or Alaska Native*	N/A	N/A	N/A	N/A
Asian	Friends (70%)	Parents/guardians (56%)	Parents/guardians (49%)	School staff (47%)
Filipino	Friends (71%)	School staff (60%)	Online (56%)	Parents/guardians (55%)
Hispanic or Latino	Friends (65%)	School staff (51%)	Parents/guardians (54%)	School staff (49%)
Pacific Islander	Friends (62%)	School staff (55%)	Friends (47%)	School staff (45%)
Two or More Races	Friends (71%)	Parents/guardians (68%)	Parents/guardians (61%)	School staff (53%)
White	Parents/guardians (77%)	Friends (73%)	Parents/guardians (64%)	School staff (48%)
Not Reported	Friends (62%)	Parents/guardians (46%)	Parents/guardians (35%)	School staff (27%)

* Results are not reported for subgroups with less than 20 respondents.

Table 13: Top Two Sources of Knowledge of Activities, Programs, and Services of High School Respondents by Subgroup

	Activities & Programs		Health Education & Supportive Services	
	(1)	(2)	(1)	(2)
All	Friends (73%)	School staff (56%)	School staff (61%)	Friends (43%)
Grade Level				
9	Friends (76%)	School staff (52%)	School staff (60%)	Online (43%)
10	Friends (72%)	School staff (54%)	School staff (65%)	Friends (42%)
11	Friends (73%)	School staff (56%)	School staff (67%)	Friends (47%)
12	Friends (73%)	School staff (68%)	School staff (61%)	Friends (43%)
Not Reported	Friends (65%)	Online (48%)	School staff (32%)	Friends (24%)
Sex				
Female	Friends (78%)	School staff (56%)	School staff (66%)	Friends (46%)
Male	Friends (70%)	School staff (58%)	School staff (62%)	Friends (43%)
Not Reported	Friends (66%)	Online (48%)	School staff (34%)	Friends (24%)
Race/Ethnicity				
African American	Friends (69%)	School staff (59%)	School staff (58%)	Parents/guardians (45%)
American Indian or Alaska Native*	N/A	N/A	N/A	N/A
Asian	Friends (81%)	Online (57%)	School staff (65%)	Online (49%)
Filipino	Friends (75%)	School staff (68%)	School staff (65%)	Friends (55%)
Hispanic or Latino	School staff (66%)	Friends (63%)	School staff (65%)	Friends (43%)
Pacific Islander	Friends (68%)	School staff (50%)	School staff (73%)	Friends (45%)
Two or More Races	Friends (77%)	Online (57%)	School staff (69%)	Friends (48%)
White	Friends (77%)	Online (61%)	School staff (60%)	Online (49%)
Not Reported	Friends (68%)	School staff (50%)	School staff (42%)	Friends (30%)

* Results are not reported for subgroups with less than 20 respondents.

The results by subgroup and survey type suggest possible differences by race/ethnicity in the ways in which students learn about activities, programs, and services. For example, while parents/guardians did not rank in the top two resources for activities and programs among African American, Filipino, Hispanic or Latino, and Pacific Islander middle school respondents, parents/guardians were the top resource for White middle school respondents. Additionally, while about 60 percent of high school respondents identifying as Asian, two or more races, and White indicated that “online” was a source of information for activities, programs, and services, about 40 percent or less of respondents identifying as African American, Hispanic or Latino, and Pacific Islander indicated “online” as a resource.

Where and When Students Prefer to Access Activities & Services

Lastly, students were asked to identify where and when they would like to participate in the activities and services asked about on the survey. Table 14 provides the results for this question.

Table 14: Where and When Students Would Like to Access Activities and Services

Location and Time Period⁴	Percent of Middle School Respondents	Percent of High School Respondents
On campus, before school	17%	20%
On campus, during school	31%	32%
On campus, after school	26%	32%
Off campus, before school	22%	20%
Off campus, during school	19%	26%
Off campus, after school	31%	33%

The overall results suggest that students have a slight preference for accessing services after school on or off campus and during school on campus over accessing services before school on or off campus and during school off campus. However, because respondents were asked to think about the overall set of activities and services asked about on the survey before answering this question, it is not clear that this result would hold for particular types of activities and services. For example, students may have very different preferences for where and when they access *jobs & internships* compared to *art, music, theater, or dance*.

To understand whether students’ home locations factored into their preferences for when and where to access activities and services, survey responses were categorized by respondents’ reported home zip codes into four general regions of the city: west (W), central (C), north (N), and southeast (SE).⁵ Respondents who reported a home zip code located outside of the city or who did not report a home zip code were categorized into an “Other” region. Table 15 shows respondents’ preferences by survey type and home region.

⁴ On the survey for middle school students, “on campus” and “off campus” are replaced with “at school” and “not at school”.

⁵ Appendix D provides a map of these four general regions and describes how respondent zip codes were categorized.

Table 15: Where and When Students Would Like to Access Activities and Services by Home Region

Location and Time Period	Percent of Middle School Respondents					Percent of High School Respondents				
	W	C	N	SE	Other	W	C	N	SE	Other
On campus, before school	15%	16%	19%	21%	16%	20%	21%	26%	23%	15%
On campus, during school	32%	30%	35%	36%	26%	34%	35%	37%	38%	23%
On campus, after school	29%	28%	33%	31%	20%	36%	32%	37%	35%	23%
Off campus, before school	22%	22%	25%	25%	20%	19%	19%	29%	24%	14%
Off campus, during school	18%	17%	20%	22%	17%	28%	26%	35%	29%	20%
Off campus, after school	36%	34%	38%	33%	25%	38%	35%	43%	36%	23%

Notably, there do not appear to be strong differences in preferences for when and where to access services by respondent home region. Compared to high school respondents, middle school respondents, particularly those that live in the west and central regions of the city, slightly prefer to access activities and services on campus during school or off campus after school rather than on campus after school. High school respondents appear to be more or less indifferent to these three options, their home regions notwithstanding. These results combined with the general wording of the question might suggest that questions that are more detailed are needed to better understand students' preferences regarding when and where to access activities and services.

Appendix A: Survey Instruments

- Middle School Student Activities, Programs & Services Survey (English)
- High School Student Activities, Programs & Services Survey (English)



Middle School Student Activities, Programs & Services Survey

- **Why?** The purpose of this survey is to help SFUSD support and provide the activities, programs, and services that you are most interested in.
- **How long?** The survey should take you **about 15 minutes** to complete.
- **Do I have to take it?** This survey is **voluntary**. You may also stop answering questions at any time. You do not need to answer all the questions.
- Will anyone know which answers I chose? If you complete and submit this survey, SFUSD assumes you have given permission to use your responses. However, **your responses are anonymous, or secret**. No one will know how you personally responded to these questions.
- **What if I have more questions?** Contact Jan Link at 415-241-6156 or linkj@sfusd.edu.

Thank you!

Activities & Programs

Fill in squares in each column based on the instructions below. You may fill in more than one square in each row.

	<u>Outside of class,</u> I currently participate in: (Select all that apply)	<u>During the school year</u> <u>and outside of class,</u> I would like to participate in: (Pick up to four)	<u>During the summer</u> <u>and outside of class,</u> I would like to participate in: (Pick up to four)
Academic support (tutoring, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art, music, theater, or dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career prep (interview skills, resume writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College prep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service & volunteering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jobs & internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports & athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science & tech (coding, robotics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the programs and activities listed above... (Select one)

- | | |
|--|--|
| <input type="checkbox"/> I already know how to access ALL of them | <input type="checkbox"/> I already know how to access SOME of them |
| <input type="checkbox"/> I already know how to access MOST of them | <input type="checkbox"/> I do not know how to access any of them |

How do you learn about activities and programs? (Select all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Friends | <input type="checkbox"/> Online |
| <input type="checkbox"/> School staff | <input type="checkbox"/> School poster or flier |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> I don't know |

Please flip page over to continue survey.

Survey ID:

Health and Supportive Services

How interested are you in health education/supportive services in the following areas? (All services would be confidential, and take place outside of class.) Fill in one square for each row.

	Not at all interested	A little interested	Interested	Very interested
Peer conflict (bullying, sexual harassment, racism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigration transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression & anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of alcohol, tobacco, and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditation & mindfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer relations (at school and online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth control and pregnancy options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide & self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For services that might help with the issues listed above... (Select one)

- | | |
|---|---|
| <input type="checkbox"/> I already know how to access services for ALL of the issues | <input type="checkbox"/> I already know how to access services for SOME of the issues |
| <input type="checkbox"/> I already know how to access services for MOST of the issues | <input type="checkbox"/> I do not know how to access services for any of the issues |

How do you learn about health and supportive services? (Select all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Friends | <input type="checkbox"/> Online |
| <input type="checkbox"/> School staff | <input type="checkbox"/> School poster or flier |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> I don't know |

Please continue survey on next page.

Accessing Activities & Services

Thinking about the activities, programs and services listed on this survey...

...if you **have participated** in any, where and when did you participate?
(Select all that apply)

...if you **would like to participate** in any, where and when would you prefer? (Select all that apply)

At school, before school

during school

after school

Not at school, before school

during school

after school

Tell us more about you

What grade are you in?

 6

 7

 8

What is your sex?

 Female

 Male

What is your race/ethnicity? (Select all that apply.)

 African American

 Hispanic or Latino

 American Indian or Alaska Native

 Pacific Islander (Hawaiian, Guamanian
Samoan, Tahitian, Other Pacific Islander)

 Asian

 White (Not Hispanic)

 Filipino

 Decline to state

If you selected "Asian" above, which groups best describe you? (Mark all that apply.) If you did not select "Asian" above, mark "Does not apply."

 Does not apply

 Japanese

 Asian Indian

 Korean

 Cambodian

 Laotian

 Chinese

 Vietnamese

 Hmong

 Other Asian

Please flip page over to continue survey.

Survey ID:

What is the zip code of your home address?

Please write your zip code in the first line, then fill in the box for each number of your zip code.

--	--	--	--	--

0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



High School Student Activities, Programs & Services Survey

- **Why?** The purpose of this survey is to help SFUSD support and provide the activities, programs, and services that you are most interested in.
- **How long?** The survey should take you **about 15 minutes** to complete.
- **Do I have to take it?** This survey is **voluntary**. You may also stop answering questions at any time. You do not need to answer all the questions.
- Will anyone know which answers I chose? If you complete and submit this survey, SFUSD assumes you have given permission to use your responses. However, **your responses are anonymous, or secret**. No one will know how you personally responded to these questions.
- **What if I have more questions?** Contact Jan Link at 415-241-6156 or linkj@sfusd.edu.

Thank you!

Activities & Programs

Fill in squares in each column based on the instructions below. You may fill in more than one square in each row.

	<u>Outside of class,</u> I currently participate in: (Select all that apply)	<u>During the school year</u> <u>and outside of class,</u> I would like to participate in: (Pick up to four)	<u>During the summer</u> <u>and outside of class,</u> I would like to participate in: (Pick up to four)
Academic support (tutoring, homework help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art, music, theater, or dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career prep (interview skills, resume writing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College prep (SAT/ACT tutoring, application help)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service & volunteering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multicultural appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jobs & internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor recreation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports & athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science & tech (coding, robotics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the programs and activities listed above... (Select one)

- | | |
|--|--|
| <input type="checkbox"/> I already know how to access ALL of them | <input type="checkbox"/> I already know how to access SOME of them |
| <input type="checkbox"/> I already know how to access MOST of them | <input type="checkbox"/> I do not know how to access any of them |

How do you learn about activities and programs? (Select all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Friends | <input type="checkbox"/> Online |
| <input type="checkbox"/> School staff | <input type="checkbox"/> School poster or flier |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> I don't know |

Please flip page over to continue survey.

Survey ID:

Health and Supportive Services

How interested are you in health education/supportive services in the following areas? (All services would be confidential, and take place outside of class.) Fill in one square for each row.

	Not at all interested	A little interested	Interested	Very interested
Peer conflict (bullying, sexual harassment, racism)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigration transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depression & anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of alcohol, tobacco, and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditation & mindfulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer relations (at school and online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Birth control and pregnancy options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide & self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For services that might help with the issues listed above... (Select one)

- | | |
|---|---|
| <input type="checkbox"/> I already know how to access services for ALL of the issues | <input type="checkbox"/> I already know how to access services for SOME of the issues |
| <input type="checkbox"/> I already know how to access services for MOST of the issues | <input type="checkbox"/> I do not know how to access services for any of the issues |

How do you learn about health and supportive services? (Select all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Friends | <input type="checkbox"/> Online |
| <input type="checkbox"/> School staff | <input type="checkbox"/> School poster or flier |
| <input type="checkbox"/> Parents/guardians | <input type="checkbox"/> I don't know |

Please continue survey on next page.

Accessing Activities & Services

Thinking about the activities, programs and services listed on this survey...

	...if you have participated in any, where and when did you participate? (Select all that apply)	...if you would like to participate in any, where and when would you prefer? (Select all that apply)
<u>On campus</u> , before school	<input type="checkbox"/>	<input type="checkbox"/>
during school	<input type="checkbox"/>	<input type="checkbox"/>
after school	<input type="checkbox"/>	<input type="checkbox"/>
<u>Off campus</u> , before school	<input type="checkbox"/>	<input type="checkbox"/>
during school	<input type="checkbox"/>	<input type="checkbox"/>
after school	<input type="checkbox"/>	<input type="checkbox"/>

Tell us more about you

What grade are you in?

 9

 10

 11

 12

What is your sex?

 Female

 Male

What is your race/ethnicity? (Select all that apply.)

 African American

 American Indian or Alaska Native

 Asian

 Filipino

 Hispanic or Latino

 Pacific Islander (Hawaiian, Guamanian Samoan, Tahitian, Other Pacific Islander)

 White (Not Hispanic)

 Decline to state

If you selected "Asian" above, which groups best describe you? (Mark all that apply.) If you did not select "Asian" above, mark "Does not apply."

 Does not apply

 Asian Indian

 Cambodian

 Chinese

 Hmong

 Japanese

 Korean

 Laotian

 Vietnamese

 Other Asian

Please flip page over to continue survey.

Survey ID:

What is the zip code of your home address?

Please write your zip code in the first line, then fill in the box for each number of your zip code.

--	--	--	--	--

0

1

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Appendix B: Middle School Respondents by School

School	Respondents
Aptos MS	13
Brown Jr. (Willie) MS	112
Buena Vista Horace Mann K-8	93
Carmichael (Bessie) K-8	160
Community Home Based Education	19
Denman (James) MS	462
Everett MS	259
Francisco MS	439
Giannini (A.P.) MS	914
Hoover (Herbert) MS	141
King Jr (Dr Martin L) MS	0
Lawton K-8	187
Lick (James) MS	503
Lilienthal (Claire) K-8	2
Marina MS	733
Presidio MS	320
Revere (Paul) K-8	0
Rooftop K-8	172
Roosevelt MS	606
SF Community K-8	8
Visitacion Valley MS	239
Yu (Alice Fong) K-8	157
Not Reported	555
Total	6,094

Appendix C: High School Respondents by School

School	Respondents
Asawa (Ruth) SOTA HS	366
Balboa HS	11
Burton (Phillip and Sala) HS	4
Downtown HS	78
Galileo HS	3
Gateway to College City College SF HS	2
Hilltop HS	19
Independence HS	126
Jordan (June) HS	30
Lincoln (Abraham) HS	192
Log Cabin Ranch HS Court School	9
Lowell HS	642
Marshall (Thurgood) HS	60
Mission HS	235
O'Connell (John) HS	155
SF Civic Center Secondary HS	0
SF Court Woodside Learning Ctr	27
SF International HS	255
The Academy - San Francisco @ McAteer HS	124
Wallenberg (Raoul) HS	504
Washington (George) HS	424
Wells (Ida B) HS	34
Not Reported	390
Total	3,690

Appendix D: Home Zip Codes to City Regions

The figure below shows how respondents' reported home zip codes were categorized into four general areas of the city: west, north, central, and southeast. All other zip codes not represented in the figure, including non-reported zip codes, were categorized as "Other".

