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Acknowledgements

This Report is dedicated to all of the youth in San Mateo County.

This report could not have been produced without the dedicated work, support and assistance of the following individuals: San Mateo County Board of Supervisors, Seren Pendleton-Knoll, Candice Newnes, Kimberley DeSimone, Shireen Malekafzali, and Nia Meadors.
CALL TO ACTION

San Mateo County has made tremendous progress to engage young people in order to address their unique needs. However, opportunities remain to build upon successes and support youth in new and innovative ways. It is the duty of the entire community to ensure that youth in San Mateo County are equipped with the skills necessary to thrive in today’s society. Therefore, partnerships must be made between elected officials, local government agencies, organizations, and individuals to work towards this end. Building youth assets across the county is a long-term solution that requires strong, long-term commitment.

Specific actions need to be taken by every segment of our society to improve the lives of our young people:

- **Elected Officials:** Adopt one or many of the Youth Commission policy priorities listed in this report into a campaign platform or yearly policy agenda. Work with the Youth Commission to advance those priorities and implement strong policies and programs to promote healthy youth using a youth development model. This ensures model creates strong youth support, advances youth leadership and expands a culture of civic participation within the county.

- **Local government agencies:** Engage youth in the process of creating policies and programs that affect their lives and those in their communities. Many of the policies and programs we create today will impact the future for our youth. Prioritizing youth needs and aspirations in the public sphere will lead to a better future for our county and all our communities.

- **Organizations:** Each organization, whether they deal directly with youth or not, has a responsibility to our young people. Policy recommendations, which were based on robust research, are included in this report. Adopting one or two policy changes from these recommendations within your organizational structure and mission would provide enormous forward progress.

- **Individuals:** Each person has a responsibility to our young people. Youth have identified their policy priorities. Adult can serve as allies and strong advocates for youth priorities. Individuals can create, or look for opportunities to advance these priorities, as well as engage youth in everyday efforts that impact their lives.

We hope that readers of this report find the information presented here useful as they plan to promote youth development in their communities.
INTRODUCTION

San Mateo County values youth leadership and supports the inclusion of youth voices in decision-making processes. The decisions we make today shape the future for our children and youth. Therefore, understanding the state of youth in the County, as well as ensuring their development and leadership are key goals.

The 2013-14 Adolescent Report embodies these goals. Created by the San Mateo County Youth Commission, with support from partners including StarVista and the San Mateo County Health System, the Adolescent Report provides a glimpse into the health status of our adolescent population and includes policy recommendations to improve it. The Report is the final product of an extensive youth development project where youth create research questions, develop and disseminate a survey, collect and analyze the data, then identify specific policy recommendations to address the findings. The purpose of the Report is to share evidence on where health needs are highest in order to inform the priorities of the Youth Commission, as well as guide the work of policymakers, providers, grant makers, young people and their allies across the county as they work to improve the lives of youth.

This is the third report of its kind for the County. The first was published in 2001 and the second in 2007, which resulted in several major accomplishments, one of which was the creation of the San Mateo County Children and Youth Bill of Rights in 2009. The Bill of Rights was written by the Peninsula Partnership Leadership Council (PPLC) in collaboration with the Youth Commission. After learning about the challenges that youth experience from the 2007 Adolescent Report, PPLC which included two Youth Commissioners as equal members, elected to work with the Youth Commission to support a declaration that all young people in San Mateo County hold specific rights by virtue of their age and stage of mental and social development. It was the first of its kind in California and the second in the nation. The Children and Youth Bill of Rights became a model for the State of California, who in 2012 passed their own version of the Youth Bill of Rights.

The Youth Commission aims to achieve a similar level of success with the publication of the 2014-15 Adolescent Report. The Report is organized to include a glossary of key terms, background information relevant for understanding the context of the report, key findings, policy recommendations, and appendices, which include the methodology, and additional findings in the form of graphs and charts. These charts are organized by the six areas covered in the youth-led survey: 1) Demographics, 2) Overall Health, 3)
Alcohol, Tobacco, and Other Drugs, 4) Sex and Sexuality, 5) Discrimination, and 6) Violence. The graphs and charts include findings from the survey, accompanied by relevant findings from other data sources relevant to the topic.

The San Mateo County Youth Commission urges youth and adults across the county to advance the recommendations in this Report in any capacity they are able. Promoting the health and wellbeing of youth in San Mateo County must be front and center across all our work if we are to create a successful future for generations to come.

Glossary of Terms

- **Adolescent**: A person between 12-17 years of age.
- **Child**: A person between 2-11 years of age.
- **Connectedness**: According to the Centers for Disease Control, *connectedness* is the belief held by youth that adults and peers in and out of school care about their learning as well as about them as individuals; this is seen as an important protective factor.
- **Non-traditional Schools**: Include alternative, continuation, juvenile hall, court and community schools which are designed to accommodate educational, behavioral, and/or medical needs of children and adolescents that cannot be adequately addressed in a traditional school environment. Since grade designations are not clear in many non-traditional schools, all students are surveyed regardless of age or grade (i.e., 7, 8, 9, 10, 11, and 12).
- **Youth Development**: Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.
BACKGROUND

The San Mateo County Youth Commission

The San Mateo County Youth Commission represents the voice of youth throughout the County and works to ensure that policies and programs meet their needs. The Youth Commission is an advisory commission to the San Mateo County Board of Supervisors, established in 1993, to address youth needs in the county and provide youth voice in local government. The Commission consists of 25 members, between the ages of 13 and 21, who reside or attend school in San Mateo County. Funded by the San Mateo County Health System, reporting to the Board of Supervisors, and housed under the non-profit organization StarVista, the Commission holds an important leadership role in elevating the voices of youth across the county.

The Youth Commission has expanded their efforts over the past five years. The Commission has worked rigorously to have a diverse set of youth that truly represent San Mateo County as a whole (25 youth from 16 different schools that represent all five high school districts). The Commission has also implemented several changes recently to improve its operation and engagement. The Commission switched from a two-track model – where the Commission was divided into a policy track or a Board/Commission track – to a committee model allowing a variety of focus areas. The five committees focus on the following issues: 1) environmental protection, 2) adolescent needs, 3) immigrant youth, 4) legislation, and 5) teen stress and happiness (also known as mental health). The adolescent needs committee focus their attention on the development and execution of the 2014-15 Adolescent Report.

The Commission has also increased its participation as youth liaisons to the County Boards and Commissions. There are currently 23 youth liaisons for 12 different Boards, Commissions, and Initiatives. This allows youth to have a direct voice on 12 different areas of county-focused activity. They also receive support and mentorship from with 24 adult allies who receive youth development trainings hosted by the staff of the Youth Commission. This, along with other trainings and support, allow for a great environment for youth development and leadership.
Development of the 2014-15 Adolescent Report

In order to identify solutions to advance health, we must first accurately identify the problems. The lack of available data to inform the decisions regarding youth policy led the San Mateo County Youth Commission to create the Adolescent Needs Survey as a tool to assess the health status of youth across the county and develop a set of policy priority based on the evidence to direct their agenda and inform the decisions made by policymakers – ensuring that resources are directed where they are most needed.

The Youth Commissioners were involved in all aspects of creating the 2014-15 Adolescent Report. They worked with staff from the San Mateo County Health System, StarVista, and parents to identify a set of hypotheses around adolescent health, which were then translated into 141 research questions listed in the Needs Assessment Survey. Superintendent Anne Campbell from the San Mateo County Office of Education encouraged school districts to participate in the survey, which resulted in completion of an impressive 3,284 surveys from 84 school districts. Once the results of the survey were received, members of the Youth Commission worked alongside epidemiologists from the San Mateo County Health System to analyze the results. Additional data was pulled from other relevant data sources, including the California Healthy Kids Survey, California Department of Education data, and Census data, to supplement the survey results and provide a well-rounded analysis of the state of adolescent health in the county.

The Youth Commission then utilized the findings to identify a set of policy recommendations to prioritize an agenda for promoting youth health. The next phase will be for the Youth Commissioners to work with local schools, agencies and elected officials, to advocate for implementation of these policies.

Other Youth Development Activities in San Mateo County

San Mateo County is making strides in implementing youth development practices. Youth voices are reflected within local government through the Youth Commission, as well as other efforts such as the city Youth Advisory Councils. The Youth Advisory Councils advise city Parks and Recreation Departments on issues and concerns pertaining to youth. They do this through projects, events, conferences and training opportunities. The following cities in San Mateo County have Youth Advisory Councils: Brisbane, Burlingame, East Palo Alto, Foster City, Millbrae, Pacifica, Redwood City, San Carlos and San Mateo.
Another county funded program that is allowing youth to come together to voice their concerns on a range of issues is Friday Night Live. Friday Night Live is a program of the Youth Leadership Institute. They have created a network of 18+ youth led groups that tackle issues from social justice to adolescent health and wellness to alcohol, tobacco and other drugs. Youth participating in Friday Night Live have the opportunity to work with peers and adults.

School-based programs have stayed consistently strong in their youth development practices by offering unique programs for teens. One example of this is Sequoia High Schools Teen Resource Center. They do this through their Youth Advisory Board, Peer Mediation and Healthy Sequoia. The Youth Advisory Board aims to give the students at Sequoia High School a place to foster their leadership skills. Each year they develop, distribute and collect a Needs Assessment survey to identify issues that are most important to their school community. Findings are then used to drive their project for the year. The Peer Mediation Program trains students in conflict mediation skills. The program provides students with the option of peer mediation for conflicts throughout the year. Healthy Sequoia was developed to provide students with educational and clinical resources for issues related to physical, nutritional and mental health. Another example of a school-based effort is Teen Talk Sexuality Education. While Teen Talk is a non-profit, they focus their efforts on teen pregnancy prevention programs by offering their resources for comprehensive sexuality education programs to the schools in San Mateo County.

Community Efforts have increased their utilization of youth development practices by offering more opportunities for teens to get involved in different ways. Our community-based programs have increased the variety in programs that they offer to our teens. There has been a huge effort in San Mateo County to increase the mentorship programs for youth. Some examples of that include, but are not limited to, Friends for Youth, Big Brothers-Big Sisters of the Bay Area, Fresh Lifelines for Youth, and GIRLS. These organizations create opportunities for youth to create meaningful relationships with adults other than their parents. There has also been an improvement in creating a space for youth leadership. Some organizations that offer programs for youth leadership include, but are not limited to, Girls to Women, Youth Leadership Institute (YLI), Youth United for Community Action (YUCA), YMCA’s Youth in Government, Girl Scouts, Boy Scouts, and Boys and Girls Clubs. These programs allow teens to build their leadership assets through programs that they care about.

See Table 1 for select examples of youth development in San Mateo County between 2009 and 2014.
### TABLE 1. Select Examples of Youth Development in San Mateo County in 2009-2014

<table>
<thead>
<tr>
<th>Initiatives/Strategies</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Expansion of Youth Commission**          | • 25 youth from 16 different high schools  
• Switch to committee focused projects led by youth  
• Increase of youth-adult partnerships (23 youth liaisons for 12 County Boards/Commission/Initiatives)  
• Mentorship trainings offered year round |
| **School Based Programs**                  | **High School Programs**                                                                                                                                 |
| **Community Efforts**                      | • Sequoia Teen Resource Center (Youth Advisory Board, peer counselors)  
• Teen Talk Sexuality Education (Middle school and High school curriculums) |
| **Connections to County Initiatives**      | • Friends for Youth  
• GIRLS  
• Girls to Women  
• One EPA  
• Youth United for Community Action (YUCA)  
• YMCA- Youth in Government  
• Girl Scouts/ Boy Scouts  
• Boys and Girls Club  
• Big Brothers-Big Sisters of the Bay Area  
• Fresh Lifelines for Youth  
• Youth Leadership Institute |
| **Additional Accomplishments**             | • San Mateo County Youth Conference (2011-2014)  
• Bill of Right for Children and Youth (2009) |
KEY FINDINGS

Analysis of the youth-led survey and additional data sources show both positive and negative trends in adolescent health in San Mateo County. For example, while the rate of children in the county drinking one or more sugar sweetened beverages per day dropped, the rate for teens increased by 17%. And, while the juvenile arrest rate is down, youth of color are disproportionately represented in the juvenile justice system.

The data is also clear on the importance of connectedness in a youth’s life. A sense of connectedness, whether to school, family, friends or peers showed to support better health outcomes across the board. For example, students with higher levels of school connectedness had lower rates of truancy.

The data also reveals alarming issues facing adolescents and youth that must be addressed. Mental health challenges are staggering, with 70% of survey respondents reporting feelings of depression, nervousness or emotional stress. Healthy eating is a challenge for the majority of students, with only half of children eating the appropriate levels of fruits and vegetables per day, almost 70% of students in non-traditional schools not eating breakfast and too many of our youth being obese or overweight.

The key findings in Table 2 describe a small subset of the overall findings. They represent important findings in the areas the Youth Commission has prioritized for immediate action. Policy recommendations are prioritized using the same areas of focus.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Key Findings</th>
<th>Reference Graph Page Number</th>
</tr>
</thead>
</table>
| Mental Health               | • 70% of respondents reported that school work, projects or finals was the primary cause of depression related feelings  
• In the past month, nearly 70% of respondents reported being nervous, depressed or emotionally stressed. Students attending non-traditional schools reported higher rates of depression-related feelings.  
• 38% of female and 23% of male respondents reported having suicidal thoughts. | 52, 48, 49                  |
| Family/ Community Connectedness | • Parent or adult belief in youth success is associated with lower self-harm/suicide.  
• Students attending non-traditional schools reported lower rates of meaningful connections in their community | 153, 63                     |
| Youth Connectedness         | • 80% of respondents who reported talking to a friend to relieve stress said they did not use drugs.                                                                                                        | 190                         |
| School Connectedness        | • Students who reported having higher levels of connectedness to school reported higher levels of feeling safe, while students reporting lower levels of connectedness to school reported higher levels of feeling unsafe.                              | 129                         |
| Juvenile Justice            | • The juvenile arrest rate has declined from a high of 17.7 per 100,000 in 1998 to a low of 7.4 per 100,000 in 2011  
• African Americans have the highest juvenile arrest rate of 48 per 100,000 in 2011 compared to 3.1 per 100,000 for their white counterparts.  
• Hispanics make up 50% of juvenile felony arrests, 40% of those felony crimes were property offenses. Issues with racial profiling, discrimination, and lack of opportunity may influence these outcomes. | 224, 225, 226, 227          |
| Alcohol, Tobacco and Other Drugs | • Students attending non-traditional schools reported higher rates of lifetime alcohol consumption, cigarette smoking.                                                                                     | 72, 88, 97, 99              |
| Discrimination                                                                 | • Youth who have mental health problems or physical disabilities are more likely to have felt discriminated against than youth who have no mental health problems or physical disabilities.  
• 25% of male and 23% of female respondents who said they had experienced discrimination in the last month said that it was because of their race or culture. |
| --- | --- |
| Sex and Sexuality                                                               | • Teen birth rates in San Mateo County have declined consistently over the past 15 years, from a high of 719 in 1995 to a low of 312 in 2011.  
• 74% of respondents reported that they feel they are making informed decisions about sex and their sexuality |
| Obesity and Nutrition                                                            | • 50% of children between ages 2-11 reported eating five or more serving of fruits or vegetables per day.  
• 35% of 7th, 9th and 11th graders in San Mateo County are obese or overweight.  
• 69% of non-traditional students reported not having eaten breakfast in the past day.  
• Daily consumption of sugar-sweetened beverages by children ages 2-11 years old dropped to 15%, while consumption by adolescents age 12-17 increased to 56% drinking one or more sugar-sweetened beverages per day. |
| Educational Attainment                                                           | • In 2011, 694 students in San Mateo County dropped out of school.  
• In 2012, 52% of high school graduates reported taking college preparatory courses in high school.  
• In 2012, 4,760 students were suspended from school.  
• In 2012, 20,265 students were truant from school. 63% of students attending non-traditional schools reported being truant during the school year.  
• Students with higher levels of school connectedness had lower rates of truancy. |
<table>
<thead>
<tr>
<th>Immigrant Population</th>
<th>• In 2011, 57% of children in the county lived with one or more foreign-born parent.</th>
<th>258</th>
</tr>
</thead>
</table>
| Violence             | • 28% of respondents reported seeing violence at their schools and 30% reported seeing violence in their community.  
|                      | • 16% of respondents from non-traditional schools reported carrying a knife or other weapon to schools four or more times.  
|                      | • 63% of respondents reported knowing non-violent ways to deal with conflict.  
|                      | • 19% of females reported being bullied or harassed via the internet compared to 11% of males.  
|                      | • 11% of respondents who reported being bullied or harassed via the internet missed one or more day of school in the past month, compared to the 6% who also reported being bullied but did not miss any school. | 124 125 141 130 161 |
| Neighborhood Safety  | • Only 53% of all respondents reported feeling safe in their community. | 128 |
| Dating Violence      | • 11% of students attending non-traditional schools experience dating violence in the past year compared to. | 111 |
YOUTH COMMISSION POLICY PRIORITIES

After careful review of the research findings, the Youth Commission identified a list of policies that could improve outcomes for youth in San Mateo County – see Youth Commission Policy Recommendations Section. The Commissioners then prioritized a subset of those recommendations, which they identified as most impactful in addressing the key findings. These priorities also represent what the Commission will focus much of their attention on over the coming years. See Table 3 below for priorities.

TABLE 3: Policy Priorities to Improve Youth Health and Wellbeing

<table>
<thead>
<tr>
<th>Identified Need</th>
<th>Recommendation</th>
<th>Assets Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for Social and Emotional Learning Support</td>
<td>Providing teachers, administrators with training on Social and Emotional Learning so that they can better support their students Social Emotional Learning development through role modeling.</td>
<td>• Caring school climate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bonding to school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interpersonal competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self esteem</td>
</tr>
<tr>
<td>Quality After School Programs</td>
<td>Promoting efforts in schools and communities to provide youth with positive experiences and opportunities, such as quality after-school programs, to develop supportive connections with adults (outside of their parents and teachers) and peers and develop skills that will help them make healthy choices and become caring, responsible adults.</td>
<td>• Other adult relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adult role models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Positive peer influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Youth programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creative activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resistance skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal power</td>
</tr>
<tr>
<td>Youth Development Programs</td>
<td>Encouraging youth engagement and youth development programs, such as youth advisory councils and forums, that allow youth to become active decision-makers in their own lives, take on leadership roles, and contribute to the community.</td>
<td>• Other adult relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Community values youth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Youth as resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Planning and decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Personal power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Positive view of personal future</td>
</tr>
<tr>
<td>Alternative Prevention Programs for Alcohol Tobacco and Other Drugs</td>
<td>Instituting peer support programs to mitigate consequences of substance use, such as SafeRides.</td>
<td>• Caring neighborhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Caring school climate</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
<td>Key Elements</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Ensure that all students who show signs of substance abuse receive adequate referrals to intervention services.</td>
<td>• Positive peer influence • Responsibility • Restraint • Planning and Decision making</td>
<td></td>
</tr>
<tr>
<td>Economic and Racial Barriers</td>
<td>Erasing barriers and expand opportunities by dismantling racial barrier to economic inclusion and civic participation, building pipelines to high-quality jobs, and implementing place-based strategies and investments to create communities of opportunity.</td>
<td>• Community values youth • High expectations • Achievement motivation • Equality and Social Justice • Responsibility • Positive view of personal future</td>
</tr>
<tr>
<td>Sex Education and access to services</td>
<td>Requiring comprehensive health education in schools, including specific skills-based information about reproductive health, including STD-prevention, consent laws, confidentiality laws and contraception.</td>
<td>• Positive family communication • Responsibility • Planning and decision making • Resistance skills • Personal power</td>
</tr>
<tr>
<td>Comprehensives Bullying policy and mitigation programs</td>
<td>Instituting discipline policies that respond effectively to aggressors, victims, and bystanders, while avoiding unintended consequences of “zero tolerance” policies.</td>
<td>• Caring school climate • Safety • School boundaries • Positive peer influence • Integrity • Responsibility</td>
</tr>
</tbody>
</table>
YOUTH COMMISSION ADOLESCENT REPORT POLICY RECOMMENDATIONS

As mentioned in the section above, the Youth Commission developed a long set of recommendations to address the findings of this report and improve health outcomes for San Mateo County youth. While the priorities described above are key to supporting positive outcomes for youth, the list provided in this section demonstrates the multitude of options elected officials, practitioners, leaders, advocates and individuals can take on to support our youth.

Overall Health

- Providing teachers, administrators with training on Social and Emotional Learning so that they can better support their students SEL development through role modeling.
- Supporting parents so they can effectively care, support and encourage their children.
- Increasing access to high quality, integrated programs for children from birth through age 8, beginning with investments that target low-income children.

Mental Health

- Ensuring adequate funding and training for a range of school professionals to recognize the signs of depression, self-injury, and suicidal ideation, and to connect students with appropriate services, including specific training for meeting the needs of gay, lesbian, bisexual, and transgender youth.
- Structuring public health systems and insurance reimbursement policies to require depression screening and encourage regular administration of psychosocial exams to youth.
- Promoting efforts in schools and communities to provide youth with positive experiences and opportunities, such as quality after-school programs, to develop supportive connections with adults (outside of their parents and teachers) and peers and develop skills that will help them make healthy choices and become caring, responsible adults.
- Ensuring adequate access to and quality of mental health services for children and youth.
Family & Community Connectedness

- Strengthening the social and financial safety net for single custodial parents through policies that support balancing work and caring for children, provide adequate cash assistance for low-income families in need, and effectively enforce child support obligations.
- Ensuring that kinship caregivers (such as grandparents) have the full range of support needed to provide for children in their care, enroll them in school, ensure that they receive regular medical care, and avoid placement in non-relative foster care.
- Eliminating legislation that discriminates against gay and lesbian populations, as anti-gay legislation and attitudes can negatively affect the mental health of gay and lesbian parents, which can affect the emotional and behavioral health of their children.
- Developing and implementing responsible fatherhood programs that are comprehensive and address child support collection issues, paternal employment, relationship skills, parenting skills, and domestic violence concerns.

Youth Connectedness

- Ensuring that struggling students graduate from high school by promoting access to school counselors and youth mentors, and supporting drop-out prevention programs and flexible learning environments that allow students to attain credits through non-traditional paths.
- Strengthening GED programs to ensure that youth successfully transition to higher education or employment.
- Supporting high school, community college, and community-based Career Pathways, Linked Learning, and Career Technical Education (CTE) programs that link youth to internships, apprenticeships, life skills classes, and job placement.
- Expanding employment opportunities for youth by implementing mechanisms that provide incentives to employers to hire and train disconnected youth, such as the Disconnected Youth Opportunity Tax Credit, while allowing them to receive high school or GED credits.
- Supporting cross-sector community collaborations that implement integrated approaches to at-risk, disconnected and foster youth. For example, the California Connected by 25 Initiative developed multi-agency, community partnerships to improve education, housing, and employment outcomes for young adults exiting foster care.
- Encouraging youth engagement and youth development programs, such as youth advisory councils and forums, that allow youth to become active decision-makers in their own lives, take on leadership roles, and contribute to the community.
School Connectedness

- Creating learning environments that allow for better connections between students and caring adults, which can include creating smaller learning environments.
- Developing fair and consistent school discipline policies that are equitably enforced.
- Creating opportunities for parents to participate actively and meaningfully in their children’s academics and their school, and creating trusting relationships between parents and school staff.
- Offering professional development and appropriate decision-making authority to teachers and school administrators so that they can be more supportive of students’ multi-faceted needs. For example, having trainings on diversity or gender bias.

Juvenile Justice

- Improving systems of care to address the mental health needs of juvenile offenders, from initial screening or assessment at first contact with the juvenile justice system to provision of appropriate treatment to incarcerated youth.
- Addressing recidivism by reforming policies that increase the likelihood to re-offend, and providing services that decrease it, such as interpersonal skills training, behavioral programs, counseling, and community-based, family-style group homes tailored to the needs of the offenders. Creating community capacities to provide a safety net and structure for youth at risk of delinquency also can be effective.

Alcohol, Tobacco and Other Drugs

- Instituting peer support programs to mitigate consequences of substance use, such as SafeRides.
- Ensuring that all students who show signs of substance abuse receive adequate referrals to intervention services.
- Prioritizing early identification of risk factors correlated with substance use, especially among middle school-age youth, many of which can be documented by schools.
- Promoting programs that do store front “makeovers” that would eliminate alcohol and cigarette advertisements at the eye level of children and adolescents.
Discrimination

- Erasing barriers and expand opportunities by dismantling racial barrier to economic inclusion and civic participation, building pipelines to high-quality jobs, and implementing place-based strategies and investments to create communities of opportunity.
- Eliminating discriminatory public policies that can contribute to mental health issues among gay, lesbian, bisexual, and transgender youth.
- Ensuring school anti-discrimination policies provide adequate protections for LGBTQ students.

Sex and Sexuality

- Condoms and other forms of contraception should be made available to adolescent students in schools throughout San Mateo County.
- Providing parent-education opportunities to ensure parents are equipped to talk with their children about sex and sexuality.
- Requiring comprehensive health education in schools, including specific skills-based information about reproductive health, including STD-prevention, consent laws, confidentiality laws and contraception.
- Adapting public health and reimbursement policies to encourage broader screening of youth for chlamydia and other sexually transmitted diseases.
- Supporting school-based health centers to ensure accessible preventive and ongoing services for teens.

Obesity & Nutrition

- Opportunities to increase physical activity should be available to school-aged children to reduce the number of overweight & obese children.
- Increasing breakfast consumption at school and healthy nutritional intake at breakfast through implementing programs such as universal school breakfast (in which all students receive free breakfast in school, regardless of income); mandating participation in the federal school breakfast program by more of the schools with the most low-income children; providing in-classroom breakfast; and increasing parent awareness of the School Breakfast Program.
• Increasing awareness among all school stakeholders — including parents, teachers, students, and administrators — about the links between eating breakfast and healthy body weight, cognitive function, and school finances.

• Examining the food supply and its relation to empty-calorie foods disproportionately consumed by adolescents, as there is an overlap between major sources of energy and empty calories.

• Supporting programs that introduce whole foods and healthy recipes, such as school gardens and trainings for child care providers on preventive health and nutrition.

• Addressing the lack of fresh and healthy foods in “food deserts,” often low-income inner cities without supermarkets or other easy access to affordable, nutritious whole foods.

**Educational Attainment**

• Ensuring access to college preparatory courses for all students; some school districts are aligning their graduation requirements with the courses required for UC and CSU admission.

• Requiring that all middle and high schools educate students and their families about college requirements and options for paying for college by ensuring an effective ratio of qualified counselors to students

**Immigrant Population**

• Setting school and district policies to incorporate formal and informal strategies to promote family and community engagement.

• Ensuring that teacher candidates understand second language and literacy acquisition and how they inform effective instruction.

• Improving access to publicly funded social services, including targeted outreach to non-English speakers for state child care subsidies; conducting public education on language access rights for medical patients and their families; and enforcing existing language access laws in health care settings.

• Providing the funding and outreach to ensure that all immigrant children have health insurance.

• Addressing the needs of English language learners in public schools.

• Ensuring that federal immigration policy and the policies of immigration courts and county child welfare agencies protect the interests of lawfully present children, citizen children of immigrant parents and undocumented children.
Violence
• Providing alternatives to suspension.
• Promoting Safe and Supportive Schools - ensure that teachers are trained on strategies for cultivating meaningful relationships with students while creating a positive climate in the classroom.
• Reducing access to firearms by educating parents who own guns about the CAP laws and requiring them to buy the proper locks for their guns and ammunition.

Neighborhood Safety
• Designing neighborhoods and controlling signs of neighborhood disorder and deterioration -- such as graffiti and decaying buildings -- in a way that contributes to a perception of safety.
• Providing children and youth with safe places to go after school, and focusing on strategies to engage older youth in positive community activities and programs that are designed to increase retention in out-of-school-time programs
• Ensuring that children have safe bike and walking routes to school.

Dating Violence
• Supporting evidence-based school programs to change knowledge, attitudes, and behaviors in order to prevent teen dating violence; these should include culturally relevant curricula that focus on legal rights of victims and responsibilities of perpetrators as well as support groups for both the victims and perpetrators.
• Improving the development and implementation of age-appropriate screening tools used by child welfare agencies, health care providers, schools, and others to detect domestic and dating violence
• Promoting and supporting state- and county-level interagency and cross-system collaboration to ensure that there are adequate and appropriate services for teens exposed to such violence, as well as for younger children exposed to domestic violence; community responses should be comprehensive and coordinated, including child welfare services, law enforcement, domestic violence service providers, courts, schools and teen-serving organizations.
Gang Involvement

- Strengthening family relationships and stability, e.g. parental supervision, support, and financial security.
- Promoting evidence-based school discipline policies and ensuring that schools offer safe, caring, and engaging environments with adequate academic support.
- Training teachers and parents to effectively manage disruptive behavior by youth, and teaching students conflict resolution and interpersonal skills.
- Increasing adult supervision during out-of-school time, and providing positive opportunities for youth recreation and community engagement, such as high quality after-school programs.
- Addressing elevated risk factors for joining a gang by strengthening families, focusing on lesser delinquent behavior, moderating school discipline policies and improving school climate, providing academic support, enhancing adult supervision, improving conflict resolution skills, and offering positive alternatives for youth recreation.

School Safety

- Supporting well-implemented, age-specific, whole-school approaches to bullying prevention that involve multiple systems and methods, the entire school community, and long-term involvement by staff.
- Instituting discipline policies that respond effectively to aggressors, victims, and bystanders, while avoiding unintended consequences of “zero tolerance” policies.
- Crafting anti-bullying policies that increase the likelihood that victims will report bullying, rather than those that may inadvertently create a school culture that deters it.
- Implementing a multi-pronged strategy of staff training, student support, information sharing, and public statements of policy to reduce harassment of gay, lesbian, and bisexual students.
CONCLUSION

This report is the final product of a youth development project lead by the Youth Commission and supported by StarVista and the San Mateo County Health System. The findings paint a picture of the challenges facing our youth today and the policy priorities provide a roadmap towards addressing the challenges.

This report represents an opportunity for San Mateo County to do more and do better when it comes to our youth. Youth are the future of this county and the country. There is no bigger asset that we have. We must all prioritize our efforts, in whatever capacity we can, to ensure the priorities identified by the youth and supported by the data, are put into action.
APPENDICES

The six appendices listed below provide supplemental information critical to understanding the depth of the research methods and findings. The Descriptive and Hypothesis Testing Graphs in particular demonstrate the incredibly robust nature of the adolescent needs assessment and provide a vast amount of information into the daily experiences of San Mateo County youth.

1. Hypotheses Test Results
2. Methodology
3. Descriptive Graphs
4. Hypothesis Testing Graphs
5. Supplemental Graphs
6. San Mateo County Youth Needs Assessment Survey Instrument
APPENDIX 1: HYPOTHESES TEST RESULTS

This section describes whether the research findings supported the hypotheses developed by the Youth Commissioners at the beginning of this research project. The youth, working in partnership with adult allies, began the research process by identifying a set of hypotheses for the state of youth in San Mateo County. As the chart below reveals, the data supported the youth hypotheses in the vast majority of cases. This indicates that the youth had a good sense of the issues facing themselves and their peers anecdotally, which the research supports.

<table>
<thead>
<tr>
<th>Hypotheses Developed by the Youth Commission</th>
<th>Findings of the Survey Support or Do Not Support the Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Health</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hypothesis 1:</strong> Youth who have been abused or raped are more likely to harm (or think about harming) themselves than those not abused.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 2:</strong> Youth who have been a target of discrimination are more likely to harm themselves or think about harming themselves than those not experiencing discrimination.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 3:</strong> Youth who do not have emotional support or stress outlets are more likely to contemplate/attempt suicide/self-harm than those who have support/outlets.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 4:</strong> Youth who have mental health problems are more likely to have thought about/attempted suicide than youth who do not.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 5:</strong> Youth who know of suicide prevention programs are less likely to attempt suicide than those who do not know about these programs.</td>
<td>Does Not Support</td>
</tr>
<tr>
<td><strong>Hypothesis 6:</strong> Youth in a bad mental state are less likely to have adequate stress relief than those not in a bad mental state.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 7:</strong> Youth who do not meet academic goals are more likely to be depressed/have lower self-esteem.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 8:</strong> Students with interest outside the core curriculum do not feel supported within school</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis 9:</strong> Those who participate in extra-curricular activities are less likely to engage in suicidal or self-harm behaviors.</td>
<td>Does Not Support</td>
</tr>
<tr>
<td><strong>Hypothesis 10:</strong> Youth in bad emotional states are more likely to trust peers than trust adults.</td>
<td>Does Not Support</td>
</tr>
<tr>
<td><strong>Hypothesis 11:</strong> Youth who are bullied online are less likely to attend school regularly.</td>
<td>Support</td>
</tr>
<tr>
<td><strong>Hypothesis</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Hypothesis 12:</strong></td>
<td>Youth in a highly competitive academic environment feel they are disadvantaged if they don’t perform to a high standard.</td>
</tr>
<tr>
<td><strong>Hypothesis 13:</strong></td>
<td>Youth who feel pressured from academic performance are more likely to have abnormal amount of stress and engage in self-harm.</td>
</tr>
<tr>
<td><strong>Hypothesis 14:</strong></td>
<td>Youth who do not meet academic goals and/or other’s expectations fall into depression/have lower self-esteem.</td>
</tr>
<tr>
<td><strong>Hypothesis 15:</strong></td>
<td>Youth who feel financial pressure are more likely to have contemplated quitting school to support themselves/family.</td>
</tr>
<tr>
<td><strong>Hypothesis 16:</strong></td>
<td>Young women do not feel supported to take on leadership roles.</td>
</tr>
</tbody>
</table>

**Sex and Sexuality**

| **Hypothesis 1:** | Youth who receive sex education are more likely to make informed decisions about sex than those without sex education. | Support      |
| **Hypothesis 2:** | Youth with knowledge / access to community resources are more likely to have safe sex than those without resources. | Support      |
| **Hypothesis 3:** | Females who have been or are currently on probation are more likely to have been pregnant. | Support      |
| **Hypothesis 4:** | Youth who have open communication with parents or some other adult about sex are more likely to engage in safe sex. | Support      |

**Alcohol, Tobacco, and Other Drugs**

| **Hypothesis 1:** | Youth who have mental health problems are more likely to drink than those who do not have mental health problems. | Support      |
| **Hypothesis 2:** | Youth who do not receive drug education/substance abuse issues are more likely to abuse drugs than those who have received such information. | Support      |
| **Hypothesis 3:** | Youth in a bad mental state are more likely to use drugs than those not in a bad mental state. | Support      |
| **Hypothesis 4:** | Youth who are educated at home about alcohol and drugs are less likely to engage in risky behavior. | Does Not Support |

**Discrimination**

| **Hypothesis 1:** | Youth who have mental health problems or disabilities are more likely to be a target of discrimination than youth who are not mentally ill or disabled. | Support      |
| **Hypothesis 2:** | Youth experience discrimination at school based on sexuality. | Support      |
| **Hypothesis 3:** | Youth think schools aren’t doing enough to discourage discrimination. | Support      |
### Hypothesis 4: Students comfortable expressing their sexual orientation at school are more likely to become active in school activities. | Does Not Support
---|---
### Hypothesis 5: Youth who have experienced discrimination will have different views about how schools should promote tolerance than youth who have not. | Does Not Support
### Hypothesis 6: Youth from ethnic backgrounds experience more discrimination by law enforcement. | Support
### Hypothesis 7: Youth who have nontraditional gender performance feel discriminated against/isolated. | Support
### Hypothesis 8: Youth who attended or plan to attend a community college feel inferior/insecure/more discriminated against. | Does Not Support

#### Violence

| Hypothesis 1: Youth who do not get emotional support are more likely to join gangs than those with emotional support. | Support
| Hypothesis 2: Youth who do not have positive ways to reduce stress will engage in riskier behavior than those with positive stress relief. | Support
| Hypothesis 3: Youth with access to a gun are more likely to carry a gun and be prone to violence than those without gun access. | Support
| Hypothesis 4: Youth who binge drink or abuse drugs are more prone to violence than those who do not drink (or drink less). | Support
| Hypothesis 5: Youth who do not have creative/physical outlets are more likely to join gangs. | Does Not Support
| Hypothesis 6: Youth are more likely to be bullied online than physically. | Does Not Support
| Hypothesis 7: Youth who have domestic violence in their household are more likely to be in an abusive relationship. | Support
| Hypothesis 8: Youth who live in risky neighborhoods are more likely to engage in violent behavior. | Support

#### Relationships

| Hypothesis 1: Youth with divorced parents are more likely to practice unsafe sex. | Does Not Support
| Hypothesis 2: Youth with a single parent are more likely to practice unsafe sex. | Support
| Hypothesis 3: Youth in divorced households receive less emotional support from family members. | Support
| Hypothesis 4: Youth who receive higher quality of support have higher academic performance. | Support
| Hypothesis 5: Youth who don’t have strong relationships with adults are more likely to have mental health issues. | Support
APPENDIX 2: METHODOLOGY
A number of methods were utilized to analyze the data collected from the Youth Commission-administered survey, as well as existing datasets. The methodology used for each dataset is described below.

Kidsdata.org Data

All data that has been included aside from the Needs Assessment Survey were found on Kidsdata.org. Kidsdata.org is a program of the Lucile Packard Foundation for Children’s Health. It is a collection of data that lends itself to be an easy to use resource. The data sources range from local (California Healthy Kids Survey) to national (U.S. Census) data. The site allows for customization of data by topic, region, and demographic.

The majority of the data used for this report are derived from the California Health Kids Survey (CHKS). The sample characteristics and purpose is described below. For more information on the sample characteristics of other data sources, please refer to the footnotes of respective graphs.

For more information: http://www.kidsdata.org
For more information on their 35+ public sources: http://www.kidsdata.org/pages/majorsources

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is a comprehensive and customizable youth self-report data collection system that provides essential and reliable health risk assessment and resilience information to schools, districts, and communities. Targeted at grades 5-12, the CHKS enables schools and communities to collect and analyze valuable data regarding local youth health risks, assets, and behaviors. It is designed to be part of a comprehensive data-driven decision making process to help guide the development of more effective health, prevention, and youth development programs. It is administered every two years to a majority of schools in the county.

The CHKS employs a set of questionnaire modules that collect data across a comprehensive range of risk behaviors. Current modules cover: alcohol and other drug use, tobacco use, violence and school safety, nutrition and physical health, sexual behavior and attitudes, and youth resilience. CHKS data included in this report are from the 2011-12 school year. For more information: http://chks.wested.org
U.S. Census Bureau, American Community Survey

“The U.S. Census counts every resident in the United States. It is mandated by Article I, Section 2 of the Constitution and takes place every 10 years. The data collected by the decennial census determine the number of seats each state has in the U.S. House of Representatives and is also used to distribute billions in federal funds to local communities.

“The 2010 Census represented the most massive participation movement ever witnessed in our country. Approximately 74 percent of the households returned their census forms by mail; the remaining households were counted by census workers walking neighborhoods throughout the United States. National and state population totals from the 2010 Census were released on December 21, 2010. Redistricting data, which include additional state, county and local counts, will be released starting in February 2011.” For more information: http://www.census.gov/2010census

Youth Commission Survey

Questionnaire Development
The 2011-2012 Youth Commission cohort created the survey questions and hypotheses. This was a collaborative effort between the Youth Commissioners, the Health Department, and the community. Schools were then approached for the distribution and administration of the survey to students; some schools declined to take the survey. The survey was then distributed and collected in 2012-2013. Data entry was completed by a third party, the program coordinator from StarVista, and several staff from the Health Department.

Sample
To make the survey accessible to everyone, the survey was physically distributed and a web version of the survey was made available via Survey Monkey. 2016 physical surveys were returned and 1292 surveys were submitted through Survey Monkey. The final sample size was 3284. The 24 (0.73%) surveys may have been lost in the merging of the results of the physical and Survey Monkey surveys.
Analyses

School

Missing information for school occurred for a few reasons. Students had the option to leave the “school” question blank if they wanted further anonymity. Young adults who were not in school left this blank as well. Since the school variable was used to group respondents into geographical regions of the county, those missing a school response were missing a region response. Because of the low numbers of schools and respondents living in the Coastside region of the county, these responses were grouped with Mid-County.

The analysis plan was adopted from the previous Needs Assessment report, which had been developed by the previous Youth Commission and the Epidemiology Unit of the San Mateo County Health Department. Three main analyses were designed: an overview/description of the sample, hypothesis testing for each of the six sections of the questionnaire (overall health, alcohol/drug use, sexuality, violence, discrimination, and relationships), and a needs assessment based on perceptions of services provided by respondents’ school and community.

One of the commissioners also calculated conditional probabilities to test the hypotheses. Though his analysis is not shown in this report, it served as a helpful tool to inform the accepting or rejecting of hypotheses, along with policy recommendations.

Hypotheses were tested using the chi-squared test as all of the variables were categorical or made categorical. Tests with associated p-values of <0.05 were indicated in the charts. A p-value is the probability of obtaining a result at least as extreme as the one that was obtained if the tested hypothesis is false. Generally, one rejects the null hypothesis (accepts the tested hypothesis) if the p-value is smaller than or equal to the significance level, which we set to 0.05. A p-value is less than 0.05 indicates that the results seen would be very unlikely if the tested hypothesis is false. The conclusion is then one of the following: 1. The hypothesis is correct, or 2. An event with a probability less than or equal to 5% has occurred. If the test statistic is outside the critical region (i.e., ≥ 0.05), the only conclusion is that there is not enough evidence to reject the hypothesis. This is not the same as evidence in favor of the null hypothesis – lack of evidence against a hypothesis is not evidence for it.

Please note that when the word "hypothesis" is used in relation to significance tests, it has a different meaning than how the word is used in relation to the hypotheses mentioned in the report. In statistics, the hypothesis is referred to as the null hypothesis, to which there is also an alternate hypothesis. This is different from the way that the word "hypothesis" is used in the context of the report and should not be confused with the statistical interpretation of the word.
APPENDIX 3: DESCRIPTIVE GRAPHS
(Chapter 1)
Appendix 3: DESCRIPTIVE GRAPHS - TABLE OF CONTENTS

**Survey Demographics**  
#1: Are you male, female or transgender?  
#137: What is your current age?  
#136: What is your race or cultural background?  
Child Population, by Age and Gender: 2013  
Child Population, by Race/Ethnicity: 2013  
Region  
#139: Do you qualify for free or reduced lunch?  
Student Eligibility to Receive Free or Reduced Price School Meals: 2012  
Student Eligibility to Receive Free or Reduced Price School Meals: 2012 (Percent)

**Overall Health**  
#4: In the past month, have you felt nervous, depressed or emotionally stress?  
Depression-Related Feelings, by Grade Level: 2008-2010  
Depression-Related Feelings, by Gender and Grade Level: 2008-2010  
Depression-Related Feelings, by Level of Connectedness to School: 2008-2010  
#5: In the past month, what caused you to feel nervous, depressed or emotionally stress?  
#6: What do you do to relieve emotional stress?  
#12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?  
#13: Do you have a friend who has engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?  
#15: How many times have you engaged in self-harm?  
#17: Have you had suicidal thoughts?  
#22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)?  
Hospitalizations for Mental Health Issues, by Age Group: 2003-2012  
#23: Do you currently have a physical, emotional, and/or mental disability (e.g. ADHD, cerebral palsy, epilepsy)?  
#32: I feel supported to become a leader in my school/community  
Caring Adults in the Community, by Grade Level: 2008-2010  
Meaningful Participation in the Community, by Grade Level: 2008-2010
#47: In my home, there is a parent or some other adult who listens to me when I have something to say.
#50: Outside of my home and school, there is an adult who really cares about me.
High Expectations from Adults in the Community, by Grade Level: 2008-2010
Caring Adults at School, by Grade Level: 2008-2010
#52: At my school, there is a teacher or some other adult who really cares about me.
High Expectations from Teachers and Others, by Grade Level: 2008-2010

**Alcohol, Tobacco, and Other Drugs**
#55: If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol?
Alcohol Use (Lifetime), by Grade Level: 2008-2010
Alcohol Use (Lifetime), by Gender and Grade Level: 2008-2010
Alcohol Use (Lifetime), by Level of Connectedness to School: 2008-2010
Alcohol Use in Past Month, by Race/Ethnicity: 2008-2010
Alcohol Use in Past Month, by Level of Connectedness to School: 2008-2010
Alcohol Use (How Much Students Report Drinking), by Grade Level: 2008-2010
Alcohol Use (How Much Students Report Drinking), by Level of Connectedness to School: 2008-2010
Alcohol or Other Drug Use in Past Month, by Grade Level: 2008-2010
Alcohol or Other Drug Use in Past Month, by Level of Connectedness to School: 2008-2010
#56: How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours? (Females only)
#57: How many days in the past 30 days did you have five or more drinks in a row, that is within a couple of hours? (Males only)
Binge Drinking in Past Month, by Grade Level: 2008-2010
Binge Drinking in Past Month, by Level of Connectedness to School: 2008-2010
#59: In the past 30 days, on how many days did you smoke cigarettes?
Cigarette Use in Past Month, by Grade Level: 2008-2010
Cigarette Use in Past Month, by Level of Connectedness to School: 2008-2010
Cigarette Use (Lifetime), by Grade Level: 2008-2010
Cigarette Use (Lifetime), by Level of Connectedness to School: 2008-2010
#60: Have you ever tried any of the following drugs (mark all that apply)?
Inhalant Use (Lifetime), by Grade Level: 2008-2010
Inhalant Use (Lifetime), by Level of Connectedness to School: 2008-2010
Inhalant Use (Lifetime), by Gender and Grade Level: 2008-2010

Alcohol Use (How Much Students Report Drinking), by Grade Level: 2008-2010
Alcohol Use (How Much Students Report Drinking), by Level of Connectedness to School: 2008-2010
Alcohol or Other Drug Use in Past Month, by Grade Level: 2008-2010
Alcohol or Other Drug Use in Past Month, by Level of Connectedness to School: 2008-2010
#56: How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours? (Females only)
#57: How many days in the past 30 days did you have five or more drinks in a row, that is within a couple of hours? (Males only)
Binge Drinking in Past Month, by Grade Level: 2008-2010
Binge Drinking in Past Month, by Level of Connectedness to School: 2008-2010
#59: In the past 30 days, on how many days did you smoke cigarettes?
Cigarette Use in Past Month, by Grade Level: 2008-2010
Cigarette Use in Past Month, by Level of Connectedness to School: 2008-2010
Cigarette Use (Lifetime), by Grade Level: 2008-2010
Cigarette Use (Lifetime), by Level of Connectedness to School: 2008-2010
#60: Have you ever tried any of the following drugs (mark all that apply)?
Inhalant Use (Lifetime), by Grade Level: 2008-2010
Inhalant Use (Lifetime), by Level of Connectedness to School: 2008-2010
Inhalant Use (Lifetime), by Gender and Grade Level: 2008-2010
Marijuana Use in Past Month, by Gender and Grade Level: 2008-2010
Marijuana Use in Past Month, by Grade Level: 2008-2010
Marijuana Use in Past Month, by Level of Connectedness to School: 2008-2010
Marijuana Use (Lifetime), by Grade Level: 2008-2010
Marijuana Use (Lifetime), by Level of Connectedness to School: 2008-2010
Recreational Use of Prescription Drugs (Lifetime), by Grade Level: 2008-2010
Recreational Use of Prescription Drugs (Lifetime), by Level of Connectedness to School: 2008-2010
#62: Why do you use alcohol, tobacco or drugs (mark all that apply)?
#73: I have received the following substance use/prevention education at school (mark all that apply).
#75: My school provides effective drug and alcohol prevention services.

Sex and Sexuality
#81: Which of the following topics have been covered at your school (mark all that apply)?
#85: How many sexual partners have you had?
#86: How often do you use a condom when having sex?
#91: Have you ever been raped or forced to have sex against your will?
Teen Births: 1995-2011
Teen Births, by Age of Mother: 1995, 2011
Youth Who Have Experienced Dating Violence in the Past Year, by Grade Level
Youth Who Have Experienced Dating Violence in the Past Year, by Race/Ethnicity: 2008-2010
#92: Have you ever had sex while drinking or high?
#97: I feel comfortable talking about sex and sexuality.
#98: I am making informed personal decisions about sex and my sexuality.

Discrimination
#105: In the past month, how many days, have you seen graffiti and/or vandalism related to discrimination?
#106: In the past month, how often have you felt discriminated against?
Race or National Origin as Reason for Bullying/Harassment, by Race/Ethnicity: 2008-2010
#107: Why did you feel discriminated against?
Disability as Reason for Bullying/Harassment, by Level of Connectedness to School: 2008-2010
#109: Who do you feel discriminates against you?

Violence
#112: I see violence in/at...
Carrying a Knife or Other Weapon at School, by Grade Level: 2008-2010
Carrying a Gun at School, by Grade Level: 2008-2010
Physical Fighting at School, by Grade Level: 2008-2010
#113: I feel safe in/at...
Perceptions of School Safety, by Level of Connectedness to School: 2008-2010
#114: In what ways have you been bullied or harassed?
#116: What types of violence are a part of your home life?
#120: Have you ever carried a gun?
#121: How often do you see people bringing weapons to your school?
#122: Are you currently a part or have you ever been a part of a gang?
Reports of Gang Membership, by Grade Level: 2008-2010
Reports of Gang Membership, by Race/Ethnicity: 2008-2010
Reports of Gang Membership, by Level of Connectedness to School: 2008-2010
#126: Are you currently on or have you ever been on probation?
#125: Do gangs in your community make you feel threatened?
#128: I need more gang prevention programs.
#129: I know non-violent ways to deal with conflict.
Survey & San Mateo County Youth Demographics
Questions 1 through 3, 134 through 141
Q1: Are you male, female or transgender?

- Male: 46%
- Female: 54%
- Transgender: 0%

San Mateo County Youth Commission, Needs Assessment Survey 2012
San Mateo County Youth Commission, Needs Assessment Survey 2012
What is your race or cultural background?

- Asian: 28%
- Black: 2%
- Latino or Hispanic: 11%
- Middle Eastern: 2%
- Native American: 1%
- White: 31%
- Other: 24%
Child Population, by Age and Gender: 2013

- Female: 79,162
- Male: 84,086
- Total: 163,248

Child Population, by Race/Ethnicity: 2013

- African American/Black: 3,515
- American Indian/Alaska Native: 230
- Asian American: 35,755
- Hispanic/Latino: 56,464
- Native Hawaiian/Pacific Islander: 2,855
- White: 52,632
- Multiracial: 11,798
- Total Child Population: 163,248


Do you qualify for free or reduced lunch?

- Free/Reduced lunch: 37%
- No Free/Reduced lunch: 63%
Student Eligibility to Receive Free or Reduced Price School Meals: 2012

Student Eligibility to Receive Free or Reduced Price School Meals: 2012

2012

Year

Percent

100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
35.5%
30.0%
20.0%
15.0%
10.0%
5.0%
0.0%

Eligible
Not Eligible

Overall Health
Questions 4 through 53
Q4: In the past month, have you felt nervous, depressed or emotionally stressed?

<table>
<thead>
<tr>
<th>Gender</th>
<th>% Nervous, Depressed, or Emotionally Stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>69</td>
</tr>
<tr>
<td>Male</td>
<td>59</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
</tr>
</tbody>
</table>
Depression-Related Feelings, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Depression-Related Feelings, by Gender and Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Depression-Related Feelings, by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q5: In the past month, what caused you to feel nervous, depressed or emotionally stressed?

- Q5_1: Finances in my home (15%)
- Q5_2: Friends (29%)
- Q5_3: Parents/guardians (33%)
- Q5_4: Romantic acquaintance/companion (23%)
- Q5_5: School work, projects and/or finals (69%)
- Q5_6: Social media (6%)
- Q5_7: Employment/work (9%)
Q6: What do you do to relieve emotional stress?

- Q6_1: Smoke cigarettes: 5%
- Q6_2: Drink alcohol: 8%
- Q6_3: Use drugs: 9%
- Q6_4: Exercise: 38%
- Q6_5: Extracurricular activities: 31%
- Q6_6: Talk to a friend: 58%
- Q6_7: Talk to parent/guardian: 22%
- Q6_8: Talk to family members: 21%
- Q6_9: Attend church: 10%
- Q6_10: Attend counseling or support groups: 5%
- Q6_11: Artistic outlets: 29%
Q12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?
Q13: Do you have a friend who has engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?
Q15: How many times have you engaged in self-harm?
Q17: Have you had suicidal thoughts?

- Male: 23 Yes, 77 No
- Female: 38 Yes, 62 No
Q22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)?
Hospitalizations for Mental Health Issues, by Age Group: 2003-2012

Q23: Do you currently have a physical, emotional, and/or mental disability (e.g. ADHD, cerebral palsy, epilepsy)?
Q32: I feel supported to become a leader in my school/ community.
Caring Adults in the Community, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Meaningful Participation in the Community, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q47: In my home, there is a parent or some other adult who listens to me when I have something to say.
Q50: Outside of my home and school, there is an adult who really cares about me.
High Expectations from Adults in the Community, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Caring Adults at School, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q52: At my school, there is a teacher or some other adult who really cares about me.
High Expectations from Teachers and Others, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol, Tobacco, and Other Drugs
Questions 54 through 80
Q55: If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol?
Alcohol Use (Lifetime), by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use (Lifetime), by Gender and Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use (Lifetime), by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use in Past Month, by Race/Ethnicity: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use in Past Month, by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use (How Much Students Report Drinking), by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol Use (How Much Students Report Drinking), by Level of Connectedness to School: 2008-2010

- Do not drink: High - 62.6%, Medium - 51.0%, Low - 44.0%
- Just a sip or two: High - 15.2%, Medium - 17.2%, Low - 14.9%
- Enough to feel it a little: High - 10.2%, Medium - 13.1%, Low - 9.9%
- Enough to feel it moderately: High - 8.5%, Medium - 12.5%, Low - 15.6%
- Until I feel it a lot or get drunk: High - 3.5%, Medium - 6.1%, Low - 15.6%

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol or Other Drug Use in Past Month, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Alcohol or Other Drug Use in Past Month, by Level of Connectedness to School: 2008-2010

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
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<tbody>
<tr>
<td>0 days</td>
<td>79.1%</td>
<td>69.8%</td>
<td>60.4%</td>
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<tr>
<td>1 day</td>
<td>7.4%</td>
<td>9.1%</td>
<td>9.3%</td>
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<tr>
<td>2 days</td>
<td>3.9%</td>
<td>5.4%</td>
<td>6.0%</td>
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<tr>
<td>3-9 days</td>
<td>4.7%</td>
<td>7.3%</td>
<td>5.9%</td>
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<tr>
<td>10-19 days</td>
<td>2.4%</td>
<td>3.8%</td>
<td>5.7%</td>
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<tr>
<td>20 days or more</td>
<td>12.7%</td>
<td>4.7%</td>
<td>5.9%</td>
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</table>

California Department of Education, California Healthy Kids Survey (WestEd).
Q56: How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours? (Females only)
Q57: How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours? (Males only)
Binge Drinking in Past Month, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).

Number of Days

- 0 days
- 1 day
- 2 days
- 3-9 days
- 10-19 days
- 20 days or more

7th Grade
- 93.6%
- 58.2%
- 6.8%
- 4.5%
- 0.4%
- 0.8%

9th Grade
- 89.0%
- 1.4%
- 1.3%
- 1.6%
- 2.0%

11th Grade
- 80.0%
- 2.1%
- 4.4%
- 8.5%

Non-Traditional
- 78.8%
- 2.3%
- 6.0%
- 15.8%
- 1.9%
- 3.6% 2.1% 4.4% 2.3%
Binge Drinking in Past Month, by Level of Connectedness to School: 2008-2010

![Bar chart showing the percentage of binge drinking in the past month by level of connectedness to school. The highest percentage is for those with high connectedness.](image)

California Department of Education, California Healthy Kids Survey (WestEd).
Q59: In the past 30 days, on how many days did you smoke cigarettes?
Cigarette Use in Past Month, by Level of Connectedness to School: 2008-2010

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 days</td>
<td>94.2%</td>
<td>80.8%</td>
<td>88.7%</td>
</tr>
<tr>
<td>1-2 days</td>
<td>6.0%</td>
<td>3.0%</td>
<td>1.2%</td>
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<tr>
<td>3-9 days</td>
<td>8.0%</td>
<td>2.7%</td>
<td>2.1%</td>
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<tr>
<td>10-19 days</td>
<td>1.2%</td>
<td>0.7%</td>
<td>1.0%</td>
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<tr>
<td>20 days or more</td>
<td>0.0%</td>
<td>1.8%</td>
<td>0.6%</td>
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</table>

Percentages represent the proportion of students in each level of connectedness who used cigarettes in the past month for different numbers of days.
Cigarette Use (Lifetime), by Level of Connectedness to School: 2008-2010

<table>
<thead>
<tr>
<th>Number of Times</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Times</td>
<td>89.1%</td>
<td>80.1%</td>
<td>68.5%</td>
</tr>
<tr>
<td>1 Time</td>
<td>3.1%</td>
<td>5.0%</td>
<td>3.0%</td>
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<tr>
<td>2-3 Times</td>
<td>6.3%</td>
<td>4.0%</td>
<td>4.0%</td>
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<tr>
<td>4 Times or More</td>
<td>11.0%</td>
<td>5.0%</td>
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</table>
Q60: Have you ever tried any of the following drugs (mark all that apply)?

- Ecstasy: 6%
- Cocaine: 4%
- Crack: 2%
- Heroin: 1%
- Marijuana: 32%
- Methamphetamines: 2%
- Mushrooms: 5%
- Steroids: 1%
- Other: 4%
- None: 65%
Inhalant Use (Lifetime), by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Inhalant Use (Lifetime), by Level of Connectedness to School: 2008-2010

Inhalant Use (Lifetime), by Gender and Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana Use in Past Month, by Gender and Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana Use in Past Month, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana Use in Past Month, by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana Use (Lifetime), by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana Use (Lifetime), by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Recreational Use of Prescription Drugs (Lifetime), by Grade Level: 2008-2010

Number of Times

- 0 Times: 85.5%
- 1 Time: 53.9%
- 2 Times: 10.0%
- 3 Times: 6.1%
- 4-6 Times: 5.4%
- 7 Times or More: 22.0%

California Department of Education, California Healthy Kids Survey (WestEd).
Recreational Use of Prescription Drugs (Lifetime), by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q62: Why do you use alcohol, tobacco or drugs (mark all that apply)?

- Boredom: 11%
- Peer influence: 5%
- Family influence: 2%
- Friend influence: 7%
- Media influence: 1%
- Image: 2%
- For fun: 22%
- It feels good: 18%
- To escape: 12%
- To relieve stress: 17%
- I don't use alcohol, tobacco, or drugs: 63%
Q73: I have received the following substance use/prevention education at school (mark all that apply).

- Assemblies: 42% North County, 52% Mid-County/Coastside, 53% South County
- Guest Speakers: 45% North County, 47% Mid-County/Coastside, 44% South County
- Written information/brochures: 31% North County, 48% Mid-County/Coastside, 39% South County
- Classroom presentations: 36% North County, 52% Mid-County/Coastside, 47% South County
- Opportunities for recreation that are drug, alcohol, and tobacco free: 14% North County, 23% Mid-County/Coastside, 18% South County
- None of the above: 36% North County, 21% Mid-County/Coastside, 27% South County
Q75: My school provides effective drug and alcohol prevention services.
Sex and Sexuality
Questions 81 through 104
Q81: Which of the following topics have been covered at your school (mark all that apply)?

- Contraception (Birth Control)
- Safe sex
- Abstinence
- Information about lesbian, gay, bisexual, or transgender issues
- Open discussions about sex and sexuality
- Rape
- Alcohol and drugs
- None of the above

<table>
<thead>
<tr>
<th>Topic</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contraception (Birth Control)</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>Safe sex</td>
<td>72</td>
<td>76</td>
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<tr>
<td>Abstinence</td>
<td>52</td>
<td>60</td>
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<tr>
<td>Information about lesbian, gay, bisexual,</td>
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<td>53</td>
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<tr>
<td>or transgender issues</td>
<td>50</td>
<td>50</td>
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<tr>
<td>Open discussions about sex and sexuality</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>Rape</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Alcohol and drugs</td>
<td>68</td>
<td>82</td>
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<tr>
<td>None of the above</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>
Q85: How many sexual partners have you had?

- **None**: Blue bars
- **1**: Red bars
- **2+**: Green bars

**Gender**
- Male: 66%
- Female: 74%

**Region**
- North County: 72%
- Mid-County/Coastside: 64%
- South County: 75%

**Race**
- Asian: 81%
- Black: 56%
- Latino or Hispanic: 57%
- Middle Eastern: 79%
- Native American: 64%
- White: 68%
- Other: 66%

San Mateo County Youth Commission, Needs Assessment Survey 2012
Q86: How often do you use a condom when having sex?

- **Use**
- **Do not use**
- **I am not currently having sex**

### Region
- **North County**: 18%
- **Mid-County/Coastside**: 23%
- **South County**: 17%

### Age
- **15 and under**: 7%
- **16**: 12%
- **17 and older**: 20%

### Race
- **Asian**: 68%
- **Black**: 30%
- **Latino or Hispanic**: 30%
- **Middle Eastern**: 5%
- **Native American**: 11%
- **White**: 9%
- **Other**: 17%

San Mateo County Youth Commission, Needs Assessment Survey 2012
Q91: Have you ever been raped or forced to have sex against your will?

- Yes: 3
- No: 94
- I don't know/I'm not sure: 4
Teen Births: 1995-2011

Teen Births, by Age of Mother: 1995, 2011

Youth Who Have Experienced Dating Violence in the Past Year, by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Did not have a boyfriend/girlfriend in past year (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>38.4%</td>
<td>61.6%</td>
<td>4.3%</td>
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<tr>
<td>9th Grade</td>
<td>46.2%</td>
<td>53.8%</td>
<td>4.0%</td>
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<td>11th Grade</td>
<td>57.3%</td>
<td>42.7%</td>
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<tr>
<td>Non-Traditional</td>
<td>57.1%</td>
<td>42.9%</td>
<td>11.1%</td>
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</tbody>
</table>

California Department of Education, California Healthy Kids Survey (WestEd).
Youth Who Have Experienced Dating Violence in the Past Year, by Race/Ethnicity: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q92: Have you ever had sex while drinking or high?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>North County</th>
<th>Mid-County/Costside</th>
<th>South County</th>
<th>Asian</th>
<th>Black</th>
<th>Latino or Hispanic</th>
<th>Middle Eastern</th>
<th>Native American</th>
<th>White</th>
<th>Other</th>
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<td>% of Respondents</td>
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</tbody>
</table>
Q97: I feel comfortable talking about sex and sexuality.
Q98: I am making informed personal decisions about sex and my sexuality.
Discrimination
Questions 105 through 111
Q105: In the past month, how many days, have you seen graffiti and/or vandalism related to discrimination?
Q106: In the past month, how often have you felt discriminated against?

![Bar chart showing the percentage of respondents who felt discriminated against by gender and race.](chart)

- **Gender**
  - Male: 25%
  - Female: 31%
- **Race**
  - Asian: 25%
  - Black: 30%
  - Latino or Hispanic: 28%
  - Middle Eastern: 29%
  - Native American: 36%
  - White: 27%
  - Other: 34%

San Mateo County Youth Commission, Needs Assessment Survey 2012
Race or National Origin as Reason for Bullying/Harassment, by Race/Ethnicity: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q107: Why did you feel discriminated against?

- Male
- Female

% of Respondents

Q107_1: Race or culture
Q107_2: Sexual orientation
Q107_3: Perceived sexual orientation
Q107_4: Religion
Q107_5: Financial situation
Q107_6: Language
Q107_7: Plans after high school
Q107_8: Age
Q107_9: Ability (physical, academic, etc.)
Q107_10: Gender
Q107_11: Sexual practices/behaviors
Q107_13: I do not experience discrimination
Disability as Reason for Bullying/Harassment, by Level of Connectedness to School: 2008-2010

- High: 1.7%
- Medium: 2.4%
- Low: 4.4%

California Department of Education, California Healthy Kids Survey (WestEd).
Q109: Who do you feel discriminates against you?

- Q109_1: My peers
- Q109_2: Teachers
- Q109_3: Adults in the community
- Q109_4: Police
- Q109_5: I do not feel discriminated against

<table>
<thead>
<tr>
<th>Race</th>
<th>My peers</th>
<th>Teachers</th>
<th>Adults in the community</th>
<th>Police</th>
<th>Do not feel discriminated against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>28</td>
<td>7</td>
<td>3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Black</td>
<td>30</td>
<td>15</td>
<td>9</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>19</td>
<td>12</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Middle Eastern Race</td>
<td>23</td>
<td>14</td>
<td>14</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Native American</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>28</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>7</td>
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</tr>
</tbody>
</table>

San Mateo County Youth Commission, Needs Assessment Survey 2012
Violence
Questions 112 through 133
Q112: I see violence in/at

- **Q112_1: My school**
- **Q112_2: My community**
- **Q112_3: My home**
- **Q112_5: There isn’t violence around me**

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Yes</th>
<th>No</th>
<th>Asian</th>
<th>Black</th>
<th>Latino or Hispanic</th>
<th>Middle Eastern Race</th>
<th>Native American</th>
<th>White</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualify for free/reduced lunch?</td>
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<tr>
<td>Total</td>
<td>28%</td>
<td>34%</td>
<td>5%</td>
<td>31%</td>
<td>23%</td>
<td>12%</td>
<td>3%</td>
<td>18%</td>
<td>26%</td>
<td>30%</td>
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<tr>
<td>Yes</td>
<td>30%</td>
<td>37%</td>
<td>7%</td>
<td>36%</td>
<td>30%</td>
<td>9%</td>
<td>14%</td>
<td>46%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>No</td>
<td>54%</td>
<td>43%</td>
<td>61%</td>
<td>52%</td>
<td>30%</td>
<td>14%</td>
<td>3%</td>
<td>20%</td>
<td>23%</td>
<td>30%</td>
</tr>
</tbody>
</table>

San Mateo County Youth Commission, Needs Assessment Survey 2012
California Department of Education, California Healthy Kids Survey (WestEd).
Carrying a Gun at School, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Physical Fighting at School, by Grade Level: 2008-2010

- 7th Grade: 6.8%
- 9th Grade: 4.1%
- 11th Grade: 2.8%
- Non-Traditional: 9.9%

Q113: I feel safe in/at

<table>
<thead>
<tr>
<th>Gender</th>
<th>Q113_1: Home</th>
<th>Q113_2: School</th>
<th>Q113_3: My community</th>
<th>Q113_4: I do not feel safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>89</td>
<td>89</td>
<td>92</td>
<td>89</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td>64</td>
<td>66</td>
<td>53</td>
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<tr>
<td>Female</td>
<td>63</td>
<td>56</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>Asian</td>
<td>66</td>
<td>70</td>
<td>79</td>
<td>70</td>
</tr>
<tr>
<td>Black</td>
<td>66</td>
<td>79</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>Latino or Hispanic</td>
<td>58</td>
<td>65</td>
<td>58</td>
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</tr>
<tr>
<td>Middle Eastern Race</td>
<td>58</td>
<td>59</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Native American</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
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<tr>
<td>White</td>
<td>58</td>
<td>58</td>
<td>58</td>
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</tr>
<tr>
<td>Other</td>
<td>58</td>
<td>58</td>
<td>58</td>
<td>58</td>
</tr>
</tbody>
</table>
Perceptions of School Safety, by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Q114: In what ways have you been bullied or harassed?

- Q114_1: Verbally
- Q114_2: Physically
- Q114_3: Emotionally
- Q114_4: In written form
- Q114_5: Via the internet
- Q114_6: I have not been bullied or harassed

The chart shows the percentage of respondents who have experienced bullying or harassment in various ways, categorized by gender, race, and ethnicity. The chart includes data for total respondents, males, females, Asian, Black, Latino or Hispanic, Middle Eastern, Native American, White, and Other.
Q116: What types of violence are a part of your home life?

- Q116_1: Physical
- Q116_2: Verbal
- Q116_3: Emotional
- Q116_4: Social media
- Q116_5: Violence is not a part of my home life

% of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q116_1: Physical</td>
<td>26</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Q116_2: Verbal</td>
<td>21</td>
<td>11</td>
<td>9</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Q116_3: Emotional</td>
<td>30</td>
<td>9</td>
<td>17</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Q116_4: Social media</td>
<td>30</td>
<td>10</td>
<td>10</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Q116_5: Violence is not a part of my home life</td>
<td>66</td>
<td>21</td>
<td>40</td>
<td>59</td>
<td>71</td>
</tr>
</tbody>
</table>
Q120: Have you ever carried a gun?

<table>
<thead>
<tr>
<th>Gender</th>
<th>% Ever Carried a Gun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>15</td>
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<tr>
<td>Male</td>
<td>22</td>
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<tr>
<td>Female</td>
<td>9</td>
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</table>
Q121: How often do you see people bring weapons to your school?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Respondents</th>
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</thead>
<tbody>
<tr>
<td>Often</td>
<td>2</td>
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<tr>
<td>Occasionally</td>
<td>5</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
</tr>
<tr>
<td>One time</td>
<td>13</td>
</tr>
<tr>
<td>Never</td>
<td>66</td>
</tr>
</tbody>
</table>
Q122: Are you currently a part or have you ever been a part of a gang?
Reports of Gang Membership, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Reports of Gang Membership, by Race/Ethnicity: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Reports of Gang Membership, by Level of Connectedness to School: 2008-2010

- High: 95.1% No, 4.9% Yes
- Medium: 93.3% No, 6.7% Yes
- Low: 81.4% No, 18.6% Yes

Q126: Are you currently on or have you ever been on probation?
Q125: Do gangs in your community make you feel threatened?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>There are no gangs in my community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>43</td>
<td>48</td>
<td>48</td>
<td>13</td>
</tr>
<tr>
<td>North County</td>
<td>41</td>
<td>13</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Mid-County/Coastside Region</td>
<td>48</td>
<td>10</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>South County</td>
<td>50</td>
<td>19</td>
<td>26</td>
<td>5</td>
</tr>
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</table>
Q128: I need more gang prevention programs.
Q129: I know non-violent ways to deal with conflict.

<table>
<thead>
<tr>
<th></th>
<th>% of Respondents</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>37</td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
</tr>
</tbody>
</table>
APPENDIX 4:
HYPOTHESIS TESTING
(Chapter 2)
Appendix 4: HYPOTHESIS TESTING GRAPHS- TABLE OF CONTENTS

Overall Health

Hypothesis 1: Youth who have been abused or raped are more likely to harm (or think about harming) themselves than those not abused.
   #12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?

Hypothesis 2: Youth who have been a target of discrimination are more likely to harm themselves or think about harming themselves than those not experiencing discrimination
   #12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?

Hypothesis 3: Youth who do not have emotional support or stress outlets are more likely to contemplate/attempted suicide/self-harm than those who have support/outlets.
   #12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?
   #16: Have you ever attempted suicide?
   #17: Have you had suicidal thoughts?

Hypothesis 4: Youth who have mental health problems are more likely to have thought about/attempted suicide than youth who do not.
   #16: Have you ever attempted suicide?
   #17: Have you had suicidal thoughts?

Hypothesis 5: Youth who know of suicide prevention programs are less likely to attempt suicide than those who do not know about these programs.
   #16: Have you ever attempted suicide?
   #17: Have you had suicidal thoughts?

Hypothesis 6: Youth in a bad mental state are less likely to have adequate stress relief than those not in a bad mental state.
   #12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?

Hypothesis 7: Youth who do not meet academic goals are more likely to be depressed/have lower self-esteem.
   #4: In the past month, have you felt nervous, depressed or emotionally stressed?

Hypothesis 8: Students with interest outside the core curriculum do not feel supported within school.
   #32: I feel supported to become a leader in my school/community.
   #53: At my school, there is a teacher or some other adult who believes that I will be a success.

Hypothesis 9: Those who participate in extra-curricular activities are less likely to engage in suicidal or self-harm behaviors.
#12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?

**Hypothesis 10:** Youth in bad emotional states are more likely to trust peers than trust adults.

#4: In the past month, have you felt nervous, depressed or emotionally stressed?

**Hypothesis 11:** Youth who are bullied online are less likely to attend school regularly.

#114_4: In what ways have you been bullied or harassed? In written form.

#115_4: Have you ever bullied or harassed others? Via the internet.

#116_4: What types of violence are a part of your home life? Via the internet.

**Hypothesis 12:** Youth in a highly competitive academic environment feel they are disadvantaged if they don't perform to a high standard.

#31: I feel upset when I do not perform well in school.

**Hypothesis 13:** Youth who feel pressured from academic performance are more likely to have abnormal amount of stress and engage in self harm.

#4: In the past month, have you felt nervous, depressed or emotionally stressed?

#12: Have you engaged in self-harm (e.g., cutting, anorexia, bulimia, burning)?

**Hypothesis 14:** Youth who do not meet academic goals and/or other's expectations fall into depression/have lower self-esteem.

#4: In the past month, have you felt nervous, depressed or emotionally stressed?

**Hypothesis 15:** Youth who feel financial pressure are more likely to have contemplated quitting school to support themselves/family.

#7: In the past 12 months, did you feel you should quit school to help your family financially?

**Hypothesis 16:** Young women do not feel supported to take on leadership roles.

#32: I feel supported to become a leader in my school/community.

**Alcohol, Tobacco and Other Drugs**

**Hypothesis 1:** Youth who have mental health problems are more likely to drink than those who do not have mental health problems.

#54: Have you ever had more than a few sips of any alcoholic drink, like beer, wine, mixed drinks, or liquor?

#55: If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol?

**Hypothesis 2:** Youth who do not receive drug education/substance abuse issues are more likely to abuse drugs than those who have received such information.

#71: Have you ever been in treatment for substance use?

**Hypothesis 3:** Youth in a bad mental state are more likely to use drugs than those not in a bad mental state.

#4: In the past month, have you felt nervous, depressed or emotionally stressed?
#15: How many times have you engaged in self-harm?

_Hypothesis 4: Youth who are educated at home about alcohol and drugs are less likely to engage in risky behavior._

#80: In my home, there is a parent or some other adult who talks to me about the dangers of alcohol, cigarettes and/or drugs.

**Sex and Sexuality**

_Hypothesis 1: Youth who receive sex education are more likely to make informed decisions about sex than those without sex education._

#98: I am making informed personal decisions about sex and my sexuality.

_Hypothesis 2: Youth with knowledge/access to community resources are more likely to have safe sex than those without resources._

#86: How often do you use a condom when having sex?

_Hypothesis 3: Females who have been or are currently on probation are more likely to have been pregnant._

#88: Have you ever been pregnant or gotten someone else pregnant?

_Hypothesis 4: Youth who have open communication with parents or some other adult about sex are more likely to engage in safe sex._

#86: How often do you use a condom when having sex?

**Discrimination**

_Hypothesis 1: Youth who have mental health problems or disabilities are more likely to be a target of discrimination than youth who are not mentally ill or disabled._

#106: In the past month, how often have you felt discriminated against?

_Hypothesis 2: Youth experience discrimination at school based on sexuality._

#108_1: Where do you feel the most discriminated against? At school.

_Hypothesis 3: Youth think schools aren’t doing enough to discourage discrimination._

#110: Schools should promote tolerance through these methods?

#111: My school does the following to promote tolerance?

_Hypothesis 4: Students comfortable expressing their sexual orientation at school are more likely to become active in school activities._

#97: I feel comfortable talking about sex and sexuality.

_Hypothesis 5: Youth who have experienced discrimination will have different views about how schools should promote tolerance than youth who have not._

#106: In the past month, how often have you felt discriminated against?

_Hypothesis 6: Youth from ethnic backgrounds experience more discrimination by law enforcement._

#109: Who do you feel discriminates against you?
Hypothesis 7: Youth who have nontraditional gender performance feel discriminated against/isolated.
   #106: In the past month, how often have you felt discriminated against? 186

Hypothesis 8: Youth who attended or plan to attend a community college feel inferior/insecure/more discriminated against.
   #106: In the past month, how often have you felt discriminated against? 187

Violence

Hypothesis 1: Youth who do not get emotional support are more likely to join gangs than those with emotional support.
   #122: Are you currently a part of have you ever been a part of a gang? 189

Hypothesis 2: Youth who do not have positive ways to reduce stress will engage in riskier behavior than those with positive stress relief.
   #61: How often do you use drugs? 190

Hypothesis 3: Youth with access to a gun are more likely to carry a gun and be prone to violence than those without gun access.
   #118: Have you ever been in more than one physical fight? 191

Hypothesis 4: Youth who binge drink or abuse drugs are more prone to violence than those who do not drink (or drink less).
   #118: Have you ever been in more than one physical fight? 192
   #118: Have you ever been in more than one physical fight? 193

Hypothesis 5: Youth who do not have creative/physical outlets are more likely to join gangs.
   #122: Are you currently a part of have you ever been a part of a gang? 194

Hypothesis 6: Youth are more likely to be bullied online than physically.
   #114_2: In what ways have you been bullied or harassed? Physically. 195
   #114_5: In what ways have you been bullied or harassed? Via the Internet. 196
   #115_2: Have you ever bullied or harassed others? Physically. 197
   #115_4: Have you ever bullied or harassed others? Via the Internet. 198

Hypothesis 7: Youth who have domestic violence in their household are more likely to be in an abusive relationship.
   #112_3: I see violence in/at: My home. 199

Hypothesis 8: Youth who live in risky neighborhoods are more likely to engage in violent behavior.
   #118: Have you ever been in more than one physical fight? 200

Relationships

Hypothesis 1: Youth with divorced parents are more likely to practice unsafe sex.
   #86: How often do you use a condom when having sex? 201
Hypothesis 2: Youth with a single parent are more likely to practice unsafe sex.
    #86: How often do you use a condom when having sex?
Hypothesis 3: Youth in divorced households receive less emotional support from family members.
    #44: In my home, there is a parent or some other adult who believes that I will be a success.
    #45: In my home, there is a parent or some other adult who talks with me about my problems.
Hypothesis 4: Youth who receive higher quality of support have higher academic performance.
    #19: How do you feel about your academic performance?
Hypothesis 5: Youth who don't have strong relationships with adults are more likely to have mental health issues.
    #22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bi polar disorder, schizophrenia, obsessive compulsive disorder)?
Overall Health
**#12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?**

Hypothesis 1: Youth who have been abused or raped are more likely to harm (or think about harming) themselves than those not abused.

Q116: What types of violence are a part of your home life?

- Total: 13%
- Q116_1: Physical*: 26%
- Q116_2: Verbal*: 24%
- Q116_3: Emotional*: 33%
- Q116_4: Via the Internet*: 32%
- Q116_5: I have not been bullied or harassed*: 8%

*p < 0.05
#12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?

Hypothesis 2: Youth who have been a target of discrimination are more likely to harm themselves or think about harming themselves than those not experiencing discrimination.
#12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?

Hypothesis 3: Youth who do not have emotional support or stress outlets are more likely to contemplate/attempt suicide/self-harm than those who have support/outlets.

Q42: In my home, there is a parent or some other adult who expects me to follow the rules. *
Q43: In my home, there is a parent or some other adult who is interested in my school work. *
Q44: In my home, there is a parent or some other adult who believes that I will be a success. *

<table>
<thead>
<tr>
<th></th>
<th>% Ever Engaged in Self-Harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
</tr>
<tr>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
</tr>
</tbody>
</table>

*p < 0.05
#16: Have you ever attempted suicide?

Hypothesis 3: Youth who do not have emotional support or stress outlets are more likely to contemplate/attempt suicide/self-harm than those who have support/outlets.

<table>
<thead>
<tr>
<th>Question</th>
<th>Total</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q42: In my home, there is a parent or some other adult who expects me to follow the rules. *</td>
<td>6</td>
<td>16</td>
<td>5</td>
<td>13</td>
<td>4</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Q43: In my home, there is a parent or some other adult who is interested in my school work. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q44: In my home, there is a parent or some other adult who believes that I will be a success. *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* $p < 0.05$
#17: Have you had suicidal thoughts?

Hypothesis 3: Youth who do not have emotional support or stress outlets are more likely to contemplate/attempt suicide/self-harm than those who have support/outlets.

Q42: In my home, there is a parent or some other adult who expects me to follow the rules. *

Q43: In my home, there is a parent or some other adult who is interested in my school work. *

Q44: In my home, there is a parent or some other adult who believes that I will be a success. *

*p < 0.05
**Hypothesis 4:** Youth who have mental health problems are more likely to have thought about/attempted suicide than youth who do not.

- **Q16:** Have you ever attempted suicide? Yes
- **Q17:** Have you had suicidal thoughts? Yes

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4: In the past month, have you felt nervous, depressed or emotionally stressed? *</td>
<td>40</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>Q22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)? *</td>
<td>64</td>
<td>4</td>
<td>68</td>
</tr>
</tbody>
</table>

* p < 0.05
Hypothesis 5: Youth who know of suicide prevention programs are less likely to attempt suicide than those who do not know about these programs.

Q18: Do you know where to go for help with suicidal thoughts?

- Yes: 31
- No: 28

Q16: Have you ever attempted suicide?
- Yes: 6

Q17: Have you had suicidal thoughts?
- Yes: 6

* p < 0.05
**Hypothesis 6:** Youth in a bad mental state are less likely to have adequate stress relief than those not in a bad mental state.

- **Q6_1:** Smoke cigarettes*
- **Q6_2:** Drink alcohol*
- **Q6_3:** Use drugs*
- **Q6_4:** Exercise
- **Q6_5:** Extra-curricular activities
- **Q6_6:** Talk to a friend*
- **Q6_7:** Talk to parent/guardian*
- **Q6_8:** Talk to family members
- **Q6_9:** Attend church
- **Q6_10:** Attend counseling or support groups*
- **Q6_11:** Artistic outlets*

% of Respondents

*\( p < 0.05 \)
#4: In the past month, have you felt nervous, depressed or emotionally stressed?

Hypothesis 7: Youth who do not meet academic goals are more likely to be depressed/have lower self esteem.

<table>
<thead>
<tr>
<th></th>
<th>% Nervous, Depressed, or Emotionally Stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>65</td>
</tr>
<tr>
<td>Above average</td>
<td>64</td>
</tr>
<tr>
<td>Average</td>
<td>63</td>
</tr>
<tr>
<td>Below average</td>
<td>75</td>
</tr>
<tr>
<td>I do not attend school currently</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
</tr>
<tr>
<td>Yes</td>
<td>70</td>
</tr>
</tbody>
</table>

Q19: How do you feel about your academic performance? *

Q31: I feel upset when I do not perform well in school. *
Hypothesis 8: Students with interest outside the core curriculum do not feel supported within school

- Q32: I feel supported to become a leader in my school/community. No *
- Q53: At my school, there is a teacher or some other adult who believes that I will be a success. No *

*p < 0.05
#12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?

Hypothesis 9: Those who participate in extra-curricular activities are less likely to engage in suicidal or self-harm behaviors.

Q21: Do you participate in any of the following activities outside of school (mark all that apply)?

- Church youth group (13%)
- Sports* (12%)
- Music* (9%)
- Drama* (31%)
- Leadership group (12%)
- Boy Scouts/Girl Scouts (14%)
- Volunteering (14%)
- I don't participate in any of the above* (15%)

*p < 0.05
#4: In the past month, have you felt nervous, depressed or emotionally stressed?

Hypothesis 10: Youth in bad emotional states are more likely to trust peers than trust adults.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q39: I have a friend about my own age who really cares about me.*</td>
<td>66</td>
</tr>
<tr>
<td>Q40: I have a friend about my own age who talks with me about my problems.</td>
<td>65</td>
</tr>
<tr>
<td>Q41: I have a friend about my own age who helps me when I'm having a hard time.</td>
<td>67</td>
</tr>
<tr>
<td>Q42: In my home, there is a parent or some other adult who expects me to follow the rules.</td>
<td>65</td>
</tr>
<tr>
<td>Q43: In my home, there is a parent or some other adult who is interested in my school work.*</td>
<td>66</td>
</tr>
<tr>
<td>Q44: In my home, there is a parent or some other adult who believes that I will be a success.*</td>
<td>65</td>
</tr>
<tr>
<td>Q45: In my home, there is a parent or some other adult who talks with me about my problems.*</td>
<td>64</td>
</tr>
<tr>
<td>Q46: In my home, there is a parent or some other adult who always wants me to do my best.</td>
<td>61</td>
</tr>
<tr>
<td>Q47: In my home, there is a parent or some other adult who listens to me when I have something to say.*</td>
<td>62</td>
</tr>
</tbody>
</table>

*p < 0.05
**Hypothesis 11:** Youth who are bullied online are less likely to attend school regularly.

- Q114_4: In what ways have you been bullied or harassed? In written form. Yes*
- Q115_4: Have you ever bullied or harassed? Via the internet. Yes*
- Q116_4: What types of violence are a part of your home life? (harassing messages on Facebook, email, Twitter). Yes*

<table>
<thead>
<tr>
<th>Q8: In the past month, how many times have you missed, skipped or ditched school not due to illness?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>% of Respondents</strong></td>
</tr>
</tbody>
</table>

*P < 0.05
#31: I feel upset when I do not perform well in school.

Hypothesis 12: Youth in a highly competitive academic environment feel they are disadvantaged if they don’t perform to a high standard.
Hypothesis 13: Youth who feel pressured from academic performance are more likely to have abnormal amount of stress and engage in self harm.

Q4: In the past month, have you felt nervous, depressed or emotionally stressed? Yes
Q12: Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)? Yes

<table>
<thead>
<tr>
<th>Question</th>
<th>Total</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q30: I put pressure on myself to perform well in school.</td>
<td>65</td>
<td>13</td>
<td>59*</td>
<td>13</td>
<td>69*</td>
</tr>
<tr>
<td>Q49: In my home, there is a parent or some other adult who puts pressure on me to do well in school.</td>
<td>62</td>
<td>12</td>
<td>66</td>
<td>15*</td>
<td>12*</td>
</tr>
</tbody>
</table>

*p < 0.05
Q4: In the past month, have you felt nervous, depressed or emotionally stressed?

Hypothesis 14: Youth who do not meet academic goals and/or other’s expectations fall into depression/have lower self esteem.

*% Felt Nervous/Depressed/Emotionally Stressed

- Total: 65%
- Above average: 64%
- Average: 63%
- Below average: 74%
- I do not attend school currently: 56%
- No: 58%
- Yes: 69%
- No: 62%
- Yes: 66%

Q19: How do you feel about your academic performance? *

Q30: I put pressure on myself to perform well in school. *

Q49: In my home, there is a parent or some other adult who puts pressure on me to do well in school.

*p < 0.05
#7: In the past 12 months, did you feel you should quit school to help your family financially?

Hypothesis 15: Youth who feel financial pressure are more likely to have contemplated quitting school to support themselves/family.

Q9: In the past month, how many times were your parents/guardians upset or stressed over finances? *
**Hypothesis 16:** Young women do not feel supported to take on leadership roles.

Q1: Are you male, female or transgender? *  

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>42</td>
<td>50</td>
</tr>
</tbody>
</table>

*p < 0.05
Alcohol, Tobacco and Other Drugs
**Hypothesis 1:** Youth who have mental health problems are more likely to drink than those who do not have mental health problems.

- **Q54:** Have you ever had more than a few sips of any alcoholic drink, like beer, wine, mixed drinks, or liquor? Yes *

- **Q55:** If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol? 1 day or more *

\*p < 0.05
**Hypothesis 2:** Youth who do not receive drug education/substance abuse issues are more likely to abuse drugs than those who have received such information.

Q60: Have you ever tried any of the following drugs?

- **Q60_1:** Ecstasy*
  - Yes: 2%
  - No: 98%

- **Q60_2:** Cocaine*
  - Yes: 16%
  - No: 84%

- **Q60_3:** Crack*
  - Yes: 10%
  - No: 90%

- **Q60_4:** Heroin*
  - Yes: 4%
  - No: 96%

- **Q60_5:** Marijuana*
  - Yes: 25%
  - No: 75%

- **Q60_6:** Methamphetamines*
  - Yes: 21%
  - No: 79%

- **Q60_7:** Mushrooms*
  - Yes: 23%
  - No: 77%

- **Q60_8:** Steroids*
  - Yes: 12%
  - No: 88%

- **Q60_9:** Other drugs* (not specified)
  - Yes: 11%
  - No: 89%

*P < 0.05
**Hypothesis 3:** Youth in a bad mental state are more likely to use drugs than those not in a bad mental state.

Q4: In the past month, have you felt nervous, depressed or emotionally stressed? Yes
- % of Respondents

Q60: Have you ever tried any of the following drugs?

- Ecstasy
- Cocaine
- Crack
- Heroin
- Marijuana
- Methamphetamines
- Mushrooms
- Steroids

*p < 0.05*
**Hypothesis 3**: Youth in a bad mental state are more likely to use drugs than those not in a bad mental state.

- **Q15**: How many times have you engaged in self-harm? Engage in self-harm regularly
- **Q15**: How many times have you engaged in self-harm? I do not engage in self-harm

*\( p < 0.05 \)
#80: In my home, there is parent or some other adult who talks to me about the dangers of alcohol, cigarettes and/or drugs.

Hypothesis 4: Youth who are educated at home about alcohol and drugs are less likely to engage in risky behavior.

<table>
<thead>
<tr>
<th></th>
<th>% Has Parent/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>67</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>69</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>64</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>68</td>
</tr>
<tr>
<td><strong>Use drugs</strong></td>
<td>66</td>
</tr>
<tr>
<td><strong>Don't use drugs</strong></td>
<td>68</td>
</tr>
</tbody>
</table>

Q54: Have you ever had more than a few sips of any alcoholic drink, like beer, wine, mixed drinks, or liquor?

Q58: Have you ever smoked cigarettes, even 1 or 2 puffs?

Q61: How often do you use drugs?

*p < 0.05
Sex and Sexuality
#98: I am making informed personal decisions about sex and my sexuality.

Hypothesis 1: Youth who receive sex education are more likely to make informed decisions about sex than those without sex education.

Q81: Which of the following topics have been covered at your school (mark all that apply)?

- Contraception *
- Safe sex *
- Abstinence *
- Information about LGBT issues *
- Open discussions about sex and sexuality *
- Rape *
- Alcohol and drugs *

* p < 0.05
Hypothesis 2: Youth with knowledge / access to community resources are more likely to have safe sex than those without resources.

- **Q96**: I know where to go to get resources/information about STDs.*

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% of Respondents</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Q86</strong>: How often do you use a condom when having sex? Use frequently</td>
<td>19</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td><strong>Q86</strong>: How often do you use a condom when having sex? Do not use frequently/at all</td>
<td>13</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td><strong>Q86</strong>: How often do you use a condom when having sex? I am not currently having sex</td>
<td>68</td>
<td>72</td>
<td>66</td>
</tr>
</tbody>
</table>

*p < 0.05
**#88: Have you ever been pregnant or gotten someone else pregnant?**

Hypothesis 3: Females who have been or are currently on probation are more likely to have been pregnant.

![Bar chart showing the distribution of responses to Q88: Have you ever been pregnant or gotten someone else pregnant?](chart)

- **Q126:** Are you currently on or have you ever been on probation? Yes
- **Q126:** Are you currently on or have you ever been on probation? No

* p < 0.05
**Hypothesis 4:** Youth who have open communication with parents or some other adult about sex are more likely to engage in safe sex.

- Q86: How often do you use a condom when having sex? Use frequently
- Q86: How often do you use a condom when having sex? Do not use frequently/at all
- Q86: How often do you use a condom when having sex? I am not currently having sex

### Q102: Who talks to me about condoms.*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>19</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Yes</td>
<td>68</td>
<td>72</td>
<td>60</td>
</tr>
</tbody>
</table>

* *p < 0.05
Discrimination
Q106: In the past month, how often have you felt discriminated against?

Hypothesis 1: Youth who have mental health problems or disabilities are more likely to be a target of discrimination than youth who are not mentally ill or disabled.

Q22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)?*

Q23: Do you currently have a physical, emotional, and/or mental disability (e.g. ADHD, cerebral palsy, epilepsy)?*

*p < 0.05
Q108_1: Where do you feel the most discriminated against? At school.

Hypothesis 2: Youth experience discrimination at school based on sexuality.

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23</td>
</tr>
<tr>
<td>Q107_2: Sexual orientation*</td>
<td>63</td>
</tr>
<tr>
<td>Q107_3: Perceived sexual orientation (the sexual orientation others think I am)*</td>
<td>73</td>
</tr>
<tr>
<td>Q107_11: Sexual practices/behaviors*</td>
<td>68</td>
</tr>
</tbody>
</table>

*P < 0.05
Hypothesis 3: Youth think schools aren’t doing enough to discourage discrimination.

Q110: Schools should promote tolerance through these methods?

- Q110_1: Guest speakers, 56%
- Q110_2: Strict behavior policies, 31%
- Q110_3: Class discussions, 56%
- Q110_4: Diversity days/fairs, 37%
- Q110_5: Classroom curriculum, 31%
- Q110_6: Schools should not be required to promote tolerance, 12%

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Hypothesis 3: Youth think schools aren’t doing enough to discourage discrimination.
Q97: I feel comfortable talking about sex and sexuality.
Hypothesis 4: Students comfortable expressing their sexual orientation at school are more likely to become active in school activities.
Hypothesis 5: Youth who have experienced discrimination will have different views about how schools should promote tolerance than youth who have not.

- Q106: In the past month, how often have you felt discriminated against? No days
- Q106: In the past month, how often have you felt discriminated against? 1 day or more

*p < 0.05
**Hypothesis 6:** Youth from ethnic backgrounds experience more discrimination by law enforcement.

- **Q135:** Are you Latino or Hispanic?
- **Q136:** What is your race or cultural background?

* indicates p < 0.05
**Hypothesis 7:** Youth who have nontraditional gender performance feel discriminated against/isolated.

Q1: Are you male, female or transgender?*

- **Q106:** In the past month, how often have you felt discriminated against? No days
- **Q106:** In the past month, how often have you felt discriminated against? 1 day or more

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Transgender</th>
</tr>
</thead>
<tbody>
<tr>
<td>No days</td>
<td>75</td>
<td>71</td>
<td>62</td>
</tr>
<tr>
<td>1 day or more</td>
<td>25</td>
<td>29</td>
<td>38</td>
</tr>
</tbody>
</table>

* *p < 0.05*
Hypothesis 8: Youth who attended or plan to attend a community college feel inferior/insecure/more discriminated against.

- Q26: I plan to go to a 4 year college.
- Q27: I plan to go to a community college.

*p < 0.05
Violence
#122: Are you currently apart or have you ever been a part of a gang?

Hypothesis 1: Youth who do not get emotional support are more likely to join gangs than those with emotional support.

<table>
<thead>
<tr>
<th>Question</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q42: In my home, there is a parent or some other adult who expects me to follow the rules. *</td>
<td>13</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Q43: In my home, there is a parent or some other adult who is interested in my school work. *</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Q44: In my home, there is a parent or some other adult who believes that I will be a success. *</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Q46: In my home, there is a parent or some other adult who always wants me to do my best. *</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

* p < 0.05
**Hypothesis 2:** Youth who do not have positive ways to reduce stress will engage in riskier behavior than those with positive stress relief.

Q6: What do you do to relieve emotional stress?

- **Q6_1:** Smoke cigarettes
- **Q6_2:** Drink alcohol
- **Q6_3:** Use drugs
- **Q6_4:** Exercise
- **Q6_5:** Extracurricular activities
- **Q6_6:** Talk to a friend
- **Q6_7:** Talk to parent/guardian
- **Q6_8:** Talk to family members
- **Q6_9:** Attend church
- **Q6_10:** Attend counseling/support groups
- **Q6_11:** Artistic outlets

*P < 0.05*
#118: Have you ever been in more than one physical fight?

Hypothesis 3: Youth with access to a gun are more likely to carry a gun and be prone to violence than those without gun access.

* *p < 0.05
#118: Have you ever been in more than one physical fight?

Hypothesis 4: Youth who binge drink or abuse drugs are more prone to violence than those who do not drink (or drink less).

Q55: If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol? *

Q56: How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours? *

Q57: How many days in the past 30 days did you have five or more drinks in a row, that is within a couple of hours? *

*p < 0.05

San Mateo County Youth Commission, Needs Assessment Survey 2012
#118: Have you ever been in more than one physical fight?

Hypothesis 4: Youth who binge drink or abuse drugs are more prone to violence than those who do not drink (or drink less).
#122: Are you currently apart or have you ever been a part of a gang?

Hypothesis 5: Youth who do not have creative/physical outlets are more likely to join gangs.
Hypothesis 6: Youth are more likely to be bullied online than physically.

*\( p < 0.05 \)
Hypothesis 7: Youth who have domestic violence in their household are more likely to be in an abusive relationship.

- Q117: How have you been abused/harassed by a boyfriend/girlfriend? Q117_1: Verbally
- Q117: How have you been abused/harassed by a boyfriend/girlfriend? Q117_2: Emotionally
- Q117: How have you been abused/harassed by a boyfriend/girlfriend? Q117_3: Physically
- Q117: How have you been abused/harassed by a boyfriend/girlfriend? Q117_4: Via the Internet

*p < 0.05
#118: Have you ever been in more than one physical fight?

Hypothesis 8: Youth who live in risky neighborhoods are more likely to engage in violent behavior.

<table>
<thead>
<tr>
<th>% Ever Been in 1+ Fight</th>
<th>Total</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>23</td>
<td>46</td>
</tr>
</tbody>
</table>

*p < 0.05

Q112_2: I see violence in/at My community.
Relationships
Hypothesis 1: Youth with divorced parents are more likely to practice unsafe sex.

- **Q86**: How often do you use a condom when having sex? Use frequently
- **Q86**: How often do you use a condom when having sex? Do not use frequently/at all
- **Q86**: How often do you use a condom when having sex? I am not currently having sex

* p < 0.05
**Hypothesis 2:** Youth with a single parent are more likely to practice unsafe sex.

Q86: How often do you use a condom when having sex? Use frequently
Q86: How often do you use a condom when having sex? Do not use frequently/at all

*\( p < 0.05 \)*
**Hypothesis 3:** Youth in divorced households receive less emotional support from family members.

- Q44: In my home, there is a parent or some other adult who believes that I will be a success. Yes*
- Q45: In my home, there is a parent or some other adult who talks with me about my problems. Yes*

*p < 0.05*
Hypothesis 4: Youth who receive higher quality of support have higher academic performance.

- Q19: How do you feel about your academic performance? Above average
- Q19: How do you feel about your academic performance? Average
- Q19: How do you feel about your academic performance? Below average
- Q19: How do you feel about your academic performance? I do not attend school currently

* p < 0.05
#22: Have you ever been diagnosed with a mental health condition/disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)?

Hypothesis 5: Youth who don’t have strong relationships with adults are more likely to have mental health issues.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q42: In my home, there is a parent or some other adult who expects me to follow the rules.*</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Q43: In my home, there is a parent or some other adult who is interested in my school work.*</td>
<td>6</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>Q44: In my home, there is a parent or some other adult who believes that I will be a success.*</td>
<td>17</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Q45: In my home, there is a parent or some other adult who talks with me about my problems.*</td>
<td>6</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Q46: In my home, there is a parent or some other adult who always wants me to do my best.*</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Q47: In my home, there is a parent or some other adult who listens to me when I have something to say.*</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
</tbody>
</table>

* p < 0.05

San Mateo County Youth Commission, Needs Assessment Survey 2012
APPENDIX 5: SUPPLEMENTAL GRAPHS
(Chapter 3)
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Total School Assets, by Grade Level: 2008-2010
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Truant Students (Self-Reported), by Level of Connectedness to School: 2008-2010
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Households with and without Children, by City, School District and County (65,000 Residents or More): 2011
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Children Drinking One or More Sugar-Sweetened Beverages Per Day: 2005-2012
Children in Poverty (Regions of 65,000 Residents or More): 2007-2012
Children in Poverty (Regions of 65,000 Residents or More): 2012
Children Living with One or More Foreign-Born Parent (Regions of 65,000 Residents or More): 2011
Any Reason For Bullying/Harassment, by Grade Level: 2008-2010

Percentage of students reporting any reason for bullying/harassment, by grade level and number of times, from 2008 to 2010.

- 7th Grade:
  - 0 Times: 54.2%
  - 4 or More Times: 11.1%

- 9th Grade:
  - 0 Times: 62.1%
  - 4 or More Times: 14.4%

- 11th Grade:
  - 0 Times: 62.7%
  - 4 or More Times: 18.8%

- Non-Traditional:
  - 0 Times: 62.7%
  - 4 or More Times: 18.8%

California Department of Education, California Healthy Kids Survey (WestEd).
Any Reason For Bullying/Harassment, by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Children Who Ate Fast Food Two or More Times in the Past Week, by Age Group: 2007-2012

Year

2007

Ages 2-11

14.5%

Ages 12-17

39.2%

Total Ages 2-17

23.8%

2009

Ages 2-11

0

Ages 12-17

34.7%

Total Ages 2-17

38.8%

2011-2012

Ages 2-11

20.1%

Ages 12-17

19.9%

Total Ages 2-17

0


English Learners in Public Schools: 2003-2012

Year


Percent

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

23.5% 23.4% 22.5% 22.5% 24.7% 24.9% 24.5%
English Learners in Public School: 2012

San Mateo County

2012

English Learners in Public Schools: 2012

San Mateo County

Expulsions from School: 2012

Foreign-Born Population (Regions of 65,000 Residents or More), by Age Group: 2008-2012

- Under age 5
- 5-17 years
- 18-24 years
- 25-64 years
- 65 years and older

U.S. Census Bureau, American Community Survey (Oct. 2013).
High School Drop Out Rate, by Race/Ethnicity: 2010-2012

High School Dropouts: 2011

High School Dropouts: 2011

100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
10.3%

Year
2011

High School Dropouts, by Race/Ethnicity: 2011

- African American/Black: 17.6%
- American Indian/Alaska Native: 0%
- Asian American: 4.4%
- Filipino: 6.3%
- Hispanic/Latino: 15.9%
- Native Hawaiian/Pacific Islander: 16.6%
- White: 6.7%
- Multiracial: 0%

High School Graduates Completing College Preparatory Courses: 2003-2012

High School Graduates Completing College Preparatory Courses: 2003-2012

High School Graduates Completing College Preparatory Courses: 2012

High School Graduates Completing College Preparatory Courses, by Race/Ethnicity: 2012

Juvenile Felony Arrest Rate: 1998-2012

Juvenile Felony Arrest Rate, by Race/Ethnicity: 2003-2012

Juvenile Felony Arrests, by Race/Ethnicity: 2012

Juvenile Felony Arrests, by Type of Offense: 2012

- Drug and Alcohol Offenses: 12.0%
- Property Offenses: 39.9%
- Sex Offenses: 2.1%
- Violent Offenses: 22.3%
- Other Offenses: 23.6%

Number of Children in Foster Care: 2008-2012

Overweight/Obese Students, by County: 2005-2010

Sexually Transmitted Infections: 2002-2011

[Graph showing the rate per 1,000 for Chlamydia and Gonorrhea from 2002 to 2011.]

Sexually Transmitted Infections: 2002-2011

Rate per 1,000

Year

Chlamydia
Gonorrhea

Special Education Enrollment: 2004-2013

Number

Year

Special Tabulation by the California Dept. of Education, Special Education Division; Assessment, Evaluation and Support (Nov. 2013); California Dept. of Education, California Basic Educational Data System (CBEDS); National Center for Education Statistics. (2013). Table 204.30: Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected years, 1976-77 through 2011-12. Digest of Education Statistics (Nov. 2013).
Special Tabulation by the California Dept. of Education, Special Education Division; Assessment, Evaluation and Support (Nov. 2013); California Dept. of Education, California Basic Educational Data System (CBEDS); National Center for Education Statistics. (2013). Table 204.30: Children 3 to 21 years old served under Individuals with Disabilities Education Act (IDEA), Part B, by type of disability: Selected years, 1976-77 through 2011-12. Digest of Education Statistics (Nov. 2013).
Students Meeting All Fitness Standards, by Grade Level: 2004-2013

Students Who Ate Breakfast in Past Day, by Gender and Grade Level:
2008-2010

<table>
<thead>
<tr>
<th>Gender and Grade Level</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>66.2%</td>
<td>35.3%</td>
<td>64.7%</td>
<td>27.9%</td>
</tr>
<tr>
<td>9th Grade</td>
<td>61.8%</td>
<td>38.2%</td>
<td>60.7%</td>
<td>28.4%</td>
</tr>
<tr>
<td>11th Grade</td>
<td></td>
<td></td>
<td>71.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Non-Traditional</td>
<td></td>
<td></td>
<td>72.1%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>

California Department of Education, California Healthy Kids Survey (WestEd). http://www.wested.org/chks
Students Who Ate Breakfast in Past Day, by Grade Level: 2008-2010

- 7th Grade: 68.8% Yes, 31.2% No
- 9th Grade: 64.2% Yes, 35.8% No
- 11th Grade: 61.0% Yes, 39.0% No
- Non-Traditional: 68.5% Yes, 31.5% No

California Department of Education, California Healthy Kids Survey (WestEd). http://www.wested.org/chks

Race/Ethnicity

African American/Black 56.5% 43.5%
American Indian/Alaska Native 31.9% 29.9%
Asian 68.1% 70.1%
Hispanic/Latino 59.9% 52.8%
Native Hawaiian/Pacific Islander 40.1% 47.2%
White 70.9% 29.1%
Multiracial 35.2% 38.0%
Other 62.0%

Percent

California Department of Education, California Healthy Kids Survey (WestEd). http://www.wested.org/chks
Suspensions from School: 2012

San Mateo County

Suspensions

Number

Teens Not in School and Not Working, by County (65,000 Residents or More): 2012

U.S. Census Bureau, American Community Survey (Oct. 2013).
Tenth Grade Students Passing the High School Exit Exam in Math: 2012

Percent

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

2012

Year

87%

Total Community Assets, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Total School Assets, by Grade Level: 2008-2010

Percentage by Grade Level:

- **7th Grade**: 39.9% (High), 51.3% (Medium), 8.9% (Low)
- **9th Grade**: 33.7% (High), 56.9% (Medium), 9.4% (Low)
- **11th Grade**: 37.6% (High), 52.1% (Medium), 10.3% (Low)
- **Non-Traditional**: 27.8% (High), 53.3% (Medium), 18.9% (Low)

Source: California Department of Education, California Healthy Kids Survey (WestEd).
Truant Students: 2005-2012

Truant Students: 2005-2012

Truant Students (Self-Reported), by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Truant Students (Self-Reported), by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Marijuana or Other Drug Use (How High Students Report Getting), by Level of Connectedness to School: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Sexual Orientation as Reason for Bullying/Harassment, by Gender and Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Third Grade Students Scoring Proficient or Higher on English Language Arts CST: 2003-2012

Alcohol or Other Drug Use in Past Month, by Level of Connectedness to School: 2008-2010

- 79.1% of students with high connectedness did not use drugs in the past month.
- 69.8% of students with medium connectedness did not use drugs in the past month.
- 60.4% of students with low connectedness did not use drugs in the past month.

California Department of Education, California Healthy Kids Survey (WestEd).
Drinking and Driving or Riding with a Driver Who Had Been Drinking, by Grade Level: 2008-2010

California Department of Education, California Healthy Kids Survey (WestEd).
Drinking and Driving or Riding with a Driver Who Had Been Drinking, by Level of Connectedness to School: 2008-2010

Number of Times

Never
1 Time
2 Times
3-6 Times
7 Times or More

Percent

High
Medium
Low

6.0% 6.2% 6.3% 4.0% 6.3%
6.3% 7.0%
2.8%
14.0% 5.0%
83.0% 76.2% 68.4%
Households with and without Children, by City, School District and County (65,000 Residents or More): 2011

San Mateo County

U.S. Census Bureau, American Community Survey (Oct. 2013).
Children in Poverty (Regions of 65,000 Residents or More): 2007-2012

U.S. Census Bureau, American Community Survey (Oct. 2013).
Children in Poverty (Regions of 65,000 Residents or More): 2011

San Mateo County

9.5%

U.S. Census Bureau, American Community Survey (Oct. 2013).
Children Living with One or More Foreign-Born Parent (Regions of 65,000 Residents or More): 2011

U.S. Census Bureau, American Community Survey (Oct. 2013).
DEMOGRAPHICS – PART 1
1. Are you male, female or transgender?
   __ Male
   __ Female
   __ Transgender

2. Are you in school?
   __ Yes
   __ No
   __ Home schooled

3. What is the name of the school you go to or last attended? __________________________

OVERALL HEALTH
4. In the past month, have you felt nervous, depressed or emotionally stressed?
   __ Yes
   __ No

5. In the past month, what caused you to feel nervous, depressed or emotionally stressed?
   (mark all that apply)
   __ Finances in my home
   __ Friends
   __ Parents/guardians
   __ Romantic acquaintance/companion (e.g. boyfriend/girlfriend)
   __ School work, projects and/or finals
   __ Social media (e.g. Facebook)
   __ Employment/Work
   __ Other (please explain): ______________________

6. What do you do to relieve emotional stress? (mark all that apply)
   __ Smoke cigarettes
   __ Drink alcohol
   __ Use drugs
   __ Exercise
   __ Extracurricular activities (e.g. School sports)
   __ Talk to friend
   __ Talk to parent/guardian
   __ Talk to family members (e.g., aunt, uncle, sibling, cousin)
   __ Attend church
   __ Attend counseling or support groups
   __ Artistic outlets (e.g., music, drama, poetry)
   __ Other (please explain) ______________________

7. In the past 12 months, did you feel you should quit school to help your family financially?
   __ Yes
   __ No
   __ Does not apply
8. In the past month, how many times have you missed, skipped or ditched school not due to illness?
   __ None
   __ 1 day
   __ 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 days or more

9. In the past month, how many times were your parents/guardians upset or stressed over finances?
   __ None
   __ 1 day
   __ 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 days or more
   __ I don’t know

10. Are your parents?
    __ Married to each other
    __ Divorced from each other
    __ Separated from each other
    __ Not married but living with each other
    __ Not married and not living with each other
    __ One parent is deceased
    __ Both parents are deceased
    __ Other (please explain)__________________________

11. Do you live with both your parents in the same house or apartment?
    __ Yes
    __ No

12. Have you engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?
    __ Yes
    __ No

13. Do you have a friend who has engaged in self-harm (e.g. cutting, anorexia, bulimia, burning)?
    __ Yes
    __ No
14. How many times has your friend engaged in self-harm?
   __ Daily
   __ At least once a week
   __ 2-3 times a week
   __ 2-3 times a month
   __ 2-3 times a year
   __ 1 – 2 times in their life
   __ I do not have a friend who has engaged in self-harm.

15. How many times have you engaged in self-harm?
   __ Daily
   __ At least once a week
   __ 2-3 times a week
   __ 2-3 times a month
   __ 2-3 times a year
   __ 1 – 2 times in my life
   __ I do not engage in self-harm.

16. Have you ever attempted suicide?
   __ Yes
   __ No

17. Have you had suicidal thoughts?
   __ Yes
   __ No

18. Do you know where to go for help with suicidal thoughts?
   __ Yes
   __ No

19. How do you feel about your academic performance?
   __ Above Average
   __ Average
   __ Below Average
   __ I do not attend school currently

20. Do you participate in any of the following school activities (mark all that apply)?
   __ Sports
   __ Cheerleading/Dance team
   __ Drama
   __ School clubs
   __ Leadership class (i.e. American Red Cross, Student Counsel)
   __ Music (i.e. Choir, Band, Orchestra)
   __ Other (please explain)______
   __ I don’t participate in any of the above
21. Do you participate in any of the following activities outside of school (mark all that apply)?
   - Church youth group
   - Sports
   - Music
   - Drama
   - Leadership group (i.e. Prevention Partnerships, Youth Commission)
   - Boys Scouts/ Girl Scouts
   - Volunteering
   - Other (please explain)_______
   - I don’t participate in any of the above

22. Have you ever been diagnosed with a mental health condition/ disorder (e.g. bipolar disorder, schizophrenia, obsessive compulsive disorder)?
   - Yes
   - No

23. Do you currently have a physical, emotional, and/or mental disability (e.g. ADHD, cerebral palsy, epilepsy)?
   - Yes
   - No

### How true do you feel these statements are about you personally?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. I have goals and plans for the future.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>25. I plan to graduate high school .</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>26. I plan to go to a 4 year college.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>27. I plan to go to a community college.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>28. I plan to go to a trade school</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>29. I attend a school that has high competitive academic standards.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>30. I put pressure on myself to perform well in school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>31. I feel upset when I do not perform well in school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>32. I feel supported to become a leader in my school/ community.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>33. My school’s curriculum supports my plans for the future.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>34. I know where to go for help with a problem.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>35. I can do most things if I try.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>36. There are many things that I do well.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>37. When I need help, I find someone to talk to.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>38. There is a purpose to my life.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
### How true are these statements about your FRIENDS?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a friend about my own age....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. who really cares about me.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>40. who talks with me about my problems.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>41. who helps me when I’m having a hard time.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my home, there is a parent or some other adult....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. who expects me to follow the rules.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>43. who is interested in my school work.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>44. who believes that I will be a success.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>45. who talks with me about my problems.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>46. who always wants me to do my best.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>47. who listens to me when I have something to say.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>48. who supports/encourages me to graduate high school</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>49. who puts pressure on me to do well in school.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### How true are these statements about what might occur outside your school or home, such as in your NEIGHBORHOOD, COMMUNITY, or with an ADULT other than your parents or guardian.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside of my home and school, there is an adult...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50. who really cares about me.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>51. whom I trust.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### How TRUE do you feel the next statements are about your SCHOOL and things you might do there.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not At All True</th>
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<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>At my school, there is a teacher or some other adult...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52. who really cares about me.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>53. who believes that I will be a success.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

### ALCOHOL, TOBACCO AND OTHER DRUGS

54. Have you ever had more than a few sips of any alcoholic drink, like beer, wine, mixed drinks, or liquor?
   - __ Yes
   - __ No

55. If we consider one drink to be a can or bottle of beer, a glass of wine, a shot of liquor, or one mixed drink, on how many days in the past 30 days did you have at least one drink of alcohol?
   - __ None
   - __ 1 or 2 days
   - __ 3 – 5 days
   - __ 6 – 9 days
   - __ 10 – 19 days
   - __ 20 – 29 days
   - __ 30 days
56. How many days in the past 30 days did you have four or more drinks in a row, that is within a couple of hours?
   __ None
   __ 1 day
   __ 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 days or more

57. How many days in the past 30 days did you have five or more drinks in a row, that is within a couple of hours?
   __ None
   __ 1 day
   __ 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 days or more

58. Have you ever smoked cigarettes, even 1 or 2 puffs?
   __ Yes
   __ No

59. In the past 30 days, on how many days did you smoke cigarettes?
   __ None
   __ 1 or 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 – 29 days
   __ 30 days

60. Have you ever tried any of the following drugs? Mark all that apply.
   __ Ecstasy
   __ Cocaine
   __ Crack
   __ Heroine
   __ Marijuana (Weed)
   __ Methamphetamine (Meth)
   __ Mushrooms
   __ Prescription drugs (please specify)________________________
   __ Steroids
   __ Other (please specify)__________________
   __ None
61. How often do you use drugs?
   __ Daily
   __ Once a week
   __ 2-3 times a week
   __ 2-3 times a month
   __ 2-3 times a year
   __ I did drugs once
   __ I do not do drugs
   __ I do not use drugs anymore

62. Why do you use alcohol, tobacco or drugs (mark all that apply)?
   __ Boredom
   __ Peer influence
   __ Family influence
   __ Friend influence
   __ Media Influence
   __ Image (to fit in/look cool)
   __ For fun
   __ It feels good
   __ To escape
   __ To relieve stress
   __ Other (please explain) ____________________________
   __ I don’t use alcohol, tobacco, or drugs

63. My parent/guardian(s) know(s) that I use (mark all that apply)
   __ Alcohol
   __ Tobacco
   __ Drugs
   __ My parent/guardian does not know that I use any of the above
   __ My parent/guardian did know, but I do not use any more
   __ I do not use any of the above

64. My parent/guardian(s) do(es) not mind that I use (mark all that apply)
   __ Alcohol
   __ Tobacco
   __ Drugs
   __ My parent/Guardian does not approve of my use of any of the above
   __ My parent/guardian does not know that I use any of the above
   __ I do not use any of the above
65. How do you get alcohol, tobacco, and/or drugs that you use (mark all that apply)?
   __ Friends my age
   __ Older friends
   __ I can buy it at a store
   __ Parents/guardian
   __ Other adults
   __ Stealing
   __ I don’t get alcohol, tobacco or drugs

66. If applicable, how old were you when you first tried alcohol? _______ years old

67. If applicable, how old were you when you first smoked a cigarette? ______ years old

68. If applicable, how old were you when you first tried drugs? _____ years old

69. Do you think you need help with your substance use?
   __ Yes
   __ No
   __ I do not use alcohol, tobacco and/or drugs
   __ I have previous gotten help

70. Has anyone ever told you that you need help for substance use?
   __ Yes
   __ No
   __ I do not use alcohol, tobacco and/or drugs

71. Have you ever been in treatment for substance use?
   __ Yes
   __ No
   __ I do not use alcohol, tobacco and/or drugs

72. Has your alcohol and/or drug use negatively affected your life?
   __ Yes
   __ No
   __ I do not use alcohol and/or drugs

73. I have received the following substance use/prevention education at school (mark all that apply)?
   __ Assemblies
   __ Guest speakers
   __ Written information, brochures
   __ Classroom presentations
   __ Opportunities for recreation that are drug, alcohol, and tobacco free
   __ Other (please explain) ____________________________________________
   __ None of the above
### SEX AND SEXUALITY

81. Which of the following topics have been covered at your school (mark all that apply)?
   - Contraception (Birth Control)
   - Safe sex
   - Abstinence
   - Information about lesbian, gay, bisexual, or transgender issues
   - Open discussions about sex and sexuality
   - Rape
   - Alcohol and drugs
   - None of the above

82. What pressures youth to hide their sexual orientation (mark all that apply)?
   - Fear of discrimination
   - Fear of violence
   - Uncertainty about orientation
   - Family acceptance
   - Friend acceptance
   - Co-worker/ workplace acceptance
   - Other _____________________________

83. What do you consider “sexually active” (mark all that apply)?
   - Oral sex
   - Anal sex
   - Vaginal sex
   - Other insertion (penetration)
   - Making out without insertion (penetration)
   - Touching in a sexual way
84. If applicable, how old were you when you first had sexual intercourse? _____years old

85. How many sexual partners have you had?
   ___ None
   ___ 1
   ___ 2 – 4
   ___ 5 – 7
   ___ 8 – 10
   ___ 10 +

86. How often do you use a condom when having sex?
   ___ Always
   ___ Usually
   ___ Occasionally
   ___ Never
   ___ I am not currently having sex

87. Are you currently on birth control or is your partner on birth control?
   ___ Yes
   ___ No
   ___ I don’t know
   ___ I am not currently having sex

88. Have you ever been pregnant or gotten someone else pregnant?
   ___ Yes
   ___ No
   ___ I do not know

89. Have you ever had an abortion?
   ___ Yes
   ___ No
   ___ I am a male

90. Have you ever used the morning after pill?
   ___ Yes
   ___ No
   ___ I am a male

91. Have you ever been raped or forced to have sex against your will?
   ___ Yes
   ___ No
   ___ I’m not sure

92. Have you ever had sex while drinking or high?
   ___ Yes
   ___ No
   ___ I don’t know
93. Have you ever been tested for HIV, the virus that causes AIDS?
   __ Yes
   __ No
   __ I don’t know

94. Now thinking about other sexually transmitted diseases (STDs), besides HIV, in the past 12 months, have you been tested for a sexually transmitted disease?
   __ Yes
   __ No
   __ I don’t know

<table>
<thead>
<tr>
<th>How true do you feel these statements are about you personally?</th>
<th>Not At All True</th>
<th>A Little True</th>
<th>Pretty Much True</th>
<th>Very Much True</th>
</tr>
</thead>
<tbody>
<tr>
<td>95. I know where to go to get resources/information about HIV.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>96. I know where to go to get resources/information about STDs.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>97. I feel comfortable talking about sex and sexuality.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>98. I am making informed personal decisions about sex and my sexuality.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>99. Sexually active youth should get tested for STDs/HIV.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>100. Birth control and contraception are easily available.</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How true are these statements about your HOME or the ADULTS WITH WHOM YOU LIVE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>101. who talks to me about birth control.</td>
</tr>
<tr>
<td>102. who talks to me about condoms.</td>
</tr>
<tr>
<td>103. who talks to me about STDs/HIV.</td>
</tr>
<tr>
<td>104. who talks to me about sex.</td>
</tr>
</tbody>
</table>

**DISCRIMINATION**

105. In the past month, how many days, have you seen graffiti and/or vandalism related to discrimination?
   __ None
   __ 1 or 2 days
   __ 3 – 5 days
   __ 6 – 9 days
   __ 10 – 19 days
   __ 20 – 29 days
   __ 30 days
106. In the past month, how often have you felt discriminated against?
   - None
   - 1 or 2 days
   - 3 – 5 days
   - 6 – 9 days
   - 10 – 19 days
   - 20 – 29 days
   - 30 days

107. Why did you feel discriminated against (mark all that apply)?
   - Race or culture
   - Sexual orientation
   - Perceived sexual orientation (the sexual orientation others think I am)
   - Religion
   - Financial situation
   - Language
   - Plans after high school
   - Age
   - Ability (physical, academic, etc.)
   - Gender
   - Sexual practices/behaviors
   - Other (please explain) ________________________________
   - I do not experience discrimination

108. Where do you feel the most discriminated against (mark all that apply)?
   - At school
   - In my community/public
   - At home
   - At my place of work
   - I do not feel discriminated against

109. Who do you feel discriminates against you (mark all that apply)?
   - My peers
   - Teachers
   - Adults in the community
   - Police
   - Other (please explain) ________________________________
   - I do not feel discriminated against

110. Schools should promote tolerance through these methods (mark all that apply).
   - Guest speakers
   - Strict behavior policies
   - Class discussions
   - Diversity days/fairs
   - Classroom curriculum
   - Schools should not be required to promote tolerance
   - Other (please explain) ________________________________
111. My school does the following to promote tolerance (mark all that apply).
   __ Guest speakers
   __ Strict behavior policies
   __ Class discussions
   __ Class curriculum (study units)
   __ Diversity Days/fairs
   __ Other (please explain) ___________________________________________
   __ My school does not promote tolerance

VIOLENCE
112. I see violence in/at (mark all that apply)
   __ My school
   __ My community
   __ My home
   __ Other (Please explain) ___________________________
   __ There isn’t violence around me.

113. I feel safe in/at (mark all that apply)
   __ Home
   __ School
   __ My community
   __ I do not feel safe.

114. In what ways have you been bullied or harassed (mark all that apply)?
   __ Verbally
   __ Physically
   __ Emotionally
   __ In written form
   __ Via the internet
   __ I have not been bullied or harassed

115. Have you ever bullied or harassed others (mark all that apply)?
   __ Verbally
   __ Physically
   __ Emotionally
   __ Via the internet
   __ I have not bullied or harassed others

116. What types of violence are a part of your home life (mark all that apply)?
   __ Physical (hitting, slapping, kicking, pushing, etc.)
   __ Verbal (name calling, put downs, insults, etc.)
   __ Emotional (threats, isolation, controlling, etc.)
   __ Social media (harassing messages on Facebook, email, Twitter)
   __ Violence is not a part of my home life
117. How have you been abused/harassed by a boyfriend/girlfriend (mark all that apply)?
   __ Verbally
   __ Emotionally
   __ Physically
   __ Via the internet
   __ I have not been abused by a boyfriend/girlfriend

118. Have you ever been in more than one physical fight?
   __ Yes
   __ No

119. Do you have access to a gun?
   __ Yes
   __ No

120. Have you ever carried a gun?
   __ Yes
   __ No

121. How often do you see people bring weapons to your school?(e.g. knife, gun)
   __ Often
   __ Occasionally
   __ Rarely
   __ One time
   __ Never

122. Are you currently apart or have you ever been a part of a gang?
   __ Yes
   __ No

123. Have you felt pressured to join a gang?
   __ Yes
   __ No

124. Has a gang ever jumped or threatened you?
   __ Yes
   __ No

125. Do gangs in your community make you feel threatened?
   __ Yes
   __ Somewhat
   __ No
   __ There are no gangs in my community

126. Are you currently on or have you ever been on probation?
   __ Yes
   __ No
SAN MATEO COUNTY YOUTH NEEDS ASSESSMENT
Conducted by the San Mateo County Youth Commission

DEMOGRAPHICS – PART 2

134. What city do you live in? ______________

135. Are you Latino or Hispanic?
__ Yes
__ No

136. What is your race or cultural background? (mark all that apply)
__ African- American/ Black
__ Asian /Pacific Islander (please specify) _____________
__ Middle Eastern / North African
__ Native / Indigenous
__ White / European
__ Other (please specify) ____________________________

137. What is your current age? ___

138. What primary language do you speak at home? _________________________

139. Do you qualify for free or reduced lunch?
__ Yes
__ No

140. What city did you live in during 3rd grade? __________________

141. What Elementary school(s) did you attend in the 3rd grade?______________

THANK YOU FOR YOUR TIME AND INPUT!!!!

THIS IS AN ANONYMOUS SURVEY