



# Lake County Secondary 2007-2009 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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## PREFACE

This report provides the county results for each question from the *California Healthy Kids Survey* (CHKS) between Fall 2007 and Spring 2009, presented in tables organized by topic. To help in understanding and interpreting these results, review the *Survey Content Guidebook*, ([www.wested.org/chks/narratives](http://www.wested.org/chks/narratives)) which discusses the significance of each question. Several other tools to help in data use are also available, as described below. The data are weighted to reflect overall county student enrollment.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey (CSCS)*, which was administered at the same time. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The Survey Content Guidebook provides a cross-walk between the two surveys' questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff to guide school improvement efforts. For additional information and resources, visit the survey websites: [www.wested.org/chks](http://www.wested.org/chks) and [cscs.wested.org](http://cscs.wested.org).

### **SURVEY PURPOSE**

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in: (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors and attitudes is essential to guide school improvement efforts and develop effective prevention, health, and youth development programs. Since fall 2003, biennial administration of the survey (along with the California School Climate Survey of staff), and the public posting of the results, have been required by CDE in compliance with the No Child Left Behind Act. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for both students and staff.

### **SURVEY CONTENT OVERVIEW**

The CHKS consists of a required general Core Module and a series of optional supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.<sup>1</sup> The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

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<sup>1</sup> The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

## **School Related Content**

To support school improvement efforts, the majority of questions on the survey assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and frequency of, and reasons for, harassment and bullying at school; and
- level of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

These questions can be compared to staff perceptions on the California School Climate Survey.

## **Closing the Achievement Gap**

Several tables are particularly useful for helping districts identify and address the needs of students related to closing the state's persistent racial/ethnic achievement gap, which Superintendent O'Connell has declared CDE's top priority (the CTAG Initiative). Students are asked to indicate their racial/ethnic identity and report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories.

To make the survey more valuable in support of CTAG efforts, in 2008-09 a supplementary module was created that assesses student perceptions of the respect shown to them at the school; equity and diversity; and cultural sensitivity. (Similar questions were added to the CSCS as well.) CDE automatically provides districts that select to administer the CHKS CTAG Module with supplementary reports disaggregating all their CHKS and CSCS results by the race/ethnicity of staff and students.

## ***SURVEY ADMINISTRATION AND SAMPLING***

School staff administered the survey following detailed instructions provided by CDE designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 gives the final number of students that completed the survey.

## ***THE REPORT***

The tables in this Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

Depending on the nature of the districts' enrollment and module administration it may also receive two supplemental CHKS reports. Districts that participate in CDE's Migrant Education

Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS “CTAG” module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. (CSCS reports that compare results between special education staff and general education are also being provided.)

## ***AIDS TO UNDERSTANDING AND USING THE DATA***

Several guides, workshops, and other aids are available to help you understand and use survey results. These are described and made available on the survey website. Three are particularly important.

- To help in understanding and interpreting these results, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy. A workshop accompanying this Workbook will be available in 2010.

## ***ASSESSING THE DATA***

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the ***CHKS Data Use and Dissemination Guidebook***.

### **Representativeness**

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### **Changes Between Surveys**

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

## **Comparison Data**

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing county results to other local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help you determine whether changes in your district are unique or may be part of a larger trend, possibly affected by broad social forces. Ultimately, however, the most fundamental concern should be not how you compare with others but your satisfaction with your own survey results and whether your indicators are improving.

## **NEXT STEPS**

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

### **Request School Reports**

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

### **Compare with Other Data Sources**

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

### **Discuss with Students and Staff**

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

### **Conduct Additional Analyses of The Dataset**

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

### **Add Questions to your Next CHKS**

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can

add additional questions to help them conduct a more individualized and comprehensive assessment.

## ***ACKNOWLEDGEMENTS***

The CHKS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/chks>.

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**Lake County**  
Secondary  
2007-2009  
Main Report

Core Module A



# Section A

## 1. Introduction

**Table A1.1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	x
B. Resilience & Youth Development	
C. AOD Use & Safety	
D. Tobacco	
E. Physical Health	
F. Sexual Behavior	
G. Custom Questions	
H. District After School Module	

**Table A1.2**

***Student Sample Characteristics***

	Grade 7	Grade 9	Grade 11	NT*
<b><i>Student Sample Size</i></b>				
Final Number	490	462	358	72

\* NT includes continuation, community day, and other alternative school types

## 2. Sample Characteristics

**Table A2.1**

***Age of Sample***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
12 years or younger	71		0		0		3
13 years old	28		2		0		0
14 years old	1		71		0		0
15 years old	0		24		2		0
16 years old	0		4		74		34
17 years old	0		0		23		56
18 years or older	0		0		0		7

*Question HS/MS A.3: How old are you?*

**Table A2.2**

***Gender of Sample***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Male	48		44		46		72
Female	52		56		54		28

*Question HS/MS A.4: What is your sex?*

**Table A2.3**

***Ethnic/Racial Characteristics of Sample***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
American Indian or Alaska Native	17		8		7		15
Native Hawaiian or Pacific Islander	3		2		3		0
Asian	2		2		3		0
Black or African American (non-Hispanic)	6		5		4		4
Hispanic or Latino/Latina	30		25		23		3
White or Caucasian (non-Hispanic)	50		65		69		78
Other	19		10		8		23
Selected more than one	22		14		13		17

*Question HS/MS A.6: How do you describe yourself? (Mark all that apply)*

Note: Column totals may add up to more than 100% because students could select more than one response.

**Table A2.4*****Living Situation***

<b>DATA NOT AVAILABLE</b>	Grade 9	%	Grade 11	%	NT %
A home with both parents	64		59		37
A home with only one parent	30		33		40
Other relative's home	5		6		6
A home with more than one family	3		2		0
Friend's home	0		2		6
Foster home, group care, or waiting placement	0		0		11
Hotel or motel	0		0		0
Migrant housing	0		0		0
Shelter	1		0		0
On the street (no fixed housing), car campground	0		0		0
Other transitional or temporary housing	0		0		0
Other living arrangements	3		1		0

*Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home. (Mark all)*

**Table A2.5*****Grades, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Mostly A's	20		25		21		14
A's and B's	26		34		34		29
Mostly B's	7		7		11		5
B's and C's	23		19		17		32
Mostly C's	5		7		7		11
C's and D's	12		5		6		10
Mostly D's	3		1		2		0
Mostly F's	3		1		1		0

*Question HS A.124/MS A.106: During the past 12 months, how would you describe the grades you mostly received in school?*

**Table A2.6*****Truancy, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	78		67		55		66
1-2 times	9		17		25		15
A few times	7		9		17		13
Once a month	1		1		1		6
Once a week	1		2		1		0
More than once a week	3		4		2		0

*Question HS A.125/MS A.107: During the past 12 months, about how many times did you skip school or cut classes?*

**Table A2.7*****Days Home Alone During Normal School Week***

	Grade 7	%
Never	37	
1 day	16	
2 days	10	
3 days	6	
4 days	3	
5 days	17	

*Question MS A.102: In a normal school week, how many days are you home after school for at least one hour without an adult there?*

**Table A2.8*****Migrant Education***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Yes	5		4		6		5
No	54		66		79		73
Don't know	41		30		15		22

*Question HS A10/MS A9: In the past three years, were you part of the Migrant Education program or did your family move to find work in agriculture?*

### 3. Resilience and Youth Development

**Table A3.1**

***Summary of External Assets***

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets	38	53	9	25	57	18	34	52	14	41	52	6
Caring Relationships: Adult in School	39	53	9	26	60	14	39	53	9	49	45	6
High Expectations: Adult in School	56	39	5	44	49	7	46	49	4	48	44	7
Meaningful Participation	17	56	27	8	55	36	16	46	38	26	50	24
<b><i>Community Environment</i></b>												
Total Assets	69	26	5	63	28	9	66	27	6	50	38	12
Caring Relationships: Adult in Community	68	26	7	65	26	9	67	27	6	47	40	13
High Expectations: Adult in Community	66	27	6	66	26	8	67	26	7	50	33	17
Meaningful Participation	46	43	11	41	41	18	43	40	17	16	69	16
<b><i>School Connectedness Scale</i></b>	46	42	13	36	50	13	41	44	14	70	30	0

**Table A3.2**

**Summary of External Assets - American Indian or Alaska Native**

**Cells are empty if there are less than 25 respondents**

Percent of students scoring Moderate, and Low in Assets (%)	High,	Grade 7			Grade 9			Grade 11			NT		
		H	M	L	H	M	L	H	M	L	H	M	L
<i>School Environment</i>													
Total Assets		41	48	11	29	57	13						
Caring Relationships: Adult in School		39	48	12	25	59	16						
High Expectations: Adult in School		54	41	4	33	58	9						
Meaningful Participation		19	50	31	4	65	31						
<i>Community Environment</i>													
Total Assets		72	23	5	52	45	2						
Caring Relationships: Adult in Community		64	29	7	44	49	7						
High Expectations: Adult in Community		70	20	10	48	50	2						
Meaningful Participation		46	43	11	43	28	29						
<i>School Connectedness Scale</i>													
		45	47	9	24	63	13						

**Table A3.3**

**Summary of External Assets - Native Hawaiian or Pacific Islander**

**Cells are empty if there are less than 25 respondents**

Percent of students scoring Moderate, and Low in Assets (%)	High,	Grade 7			Grade 9			Grade 11			NT		
		H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>													
Total Assets													
Caring Relationships: Adult in School													
High Expectations: Adult in School													
Meaningful Participation													
<b><i>Community Environment</i></b>													
Total Assets													
Caring Relationships: Adult in Community													
High Expectations: Adult in Community													
Meaningful Participation													
<b><i>School Connectedness Scale</i></b>													

**Table A3.4**

**Summary of External Assets - Asian**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets												
Caring Relationships: Adult in School												
High Expectations: Adult in School												
Meaningful Participation												
<b><i>Community Environment</i></b>												
Total Assets												
Caring Relationships: Adult in Community												
High Expectations: Adult in Community												
Meaningful Participation												
<b><i>School Connectedness Scale</i></b>												

**Table A3.5**

**Summary of External Assets - Black or African American (non-Hispanic)**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets	24	66	11									
Caring Relationships: Adult in School	28	72	0									
High Expectations: Adult in School	41	54	5									
Meaningful Participation	16	57	27									
<b><i>Community Environment</i></b>												
Total Assets	54	32	14									
Caring Relationships: Adult in Community	56	35	9									
High Expectations: Adult in Community	56	35	9									
Meaningful Participation	28	54	17									
<b><i>School Connectedness Scale</i></b>	25	70	5									

Table A3.6

*Summary of External Assets - Hispanic or Latino/Latina*

Cells are empty if there are less than 25 respondents

Percent of students scoring Moderate, and Low in Assets (%)	High,	Grade 7			Grade 9			Grade 11			NT		
		H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>													
Total Assets		34	57	9	17	57	26	26	55	19			
Caring Relationships: Adult in School		32	57	11	26	62	11	32	56	12			
High Expectations: Adult in School		50	45	5	44	47	9	39	56	6			
Meaningful Participation		18	49	33	6	49	45	8	51	41			
<b><i>Community Environment</i></b>													
Total Assets		65	29	7	55	31	14	58	33	8			
Caring Relationships: Adult in Community		64	30	6	66	23	12	67	30	3			
High Expectations: Adult in Community		64	29	7	65	22	13	66	26	8			
Meaningful Participation		40	46	14	29	49	23	29	46	25			
<b><i>School Connectedness Scale</i></b>													
		39	41	20	37	48	15	40	40	20			

Table A3.7

*Summary of External Assets - White or Caucasian (non-Hispanic)*

Cells are empty if there are less than 25 respondents

Percent of students scoring Moderate, and Low in Assets (%)	High,	Grade 7			Grade 9			Grade 11			NT		
		H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>													
Total Assets		43	49	8	28	57	15	38	51	11	48	44	8
Caring Relationships: Adult in School		44	49	7	27	61	12	41	53	6	57	38	5
High Expectations: Adult in School		64	33	4	45	49	6	49	47	4	55	40	5
Meaningful Participation		15	63	23	9	58	33	17	45	38	33	44	24
<b><i>Community Environment</i></b>													
Total Assets		73	22	5	67	27	7	70	25	5	50	40	11
Caring Relationships: Adult in Community		74	21	6	65	26	9	70	26	4	50	37	14
High Expectations: Adult in Community		70	25	5	67	26	7	69	26	5	50	35	15
Meaningful Participation		52	39	9	48	38	14	46	40	15	17	67	15
<b><i>School Connectedness Scale</i></b>		50	41	9	39	49	12	41	46	13	76	24	0



**Table A3.8**

**Summary of External Assets - Other Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets	40	52	8	30	36	34	39	52	9			
Caring Relationships: Adult in School	40	53	7	33	34	33	42	52	6			
High Expectations: Adult in School	60	38	2	44	37	20	65	35	0			
Meaningful Participation	24	46	30	9	41	50	17	49	34			
<b><i>Community Environment</i></b>												
Total Assets	73	22	5	58	26	16	54	37	9			
Caring Relationships: Adult in Community	70	24	6	53	35	12	60	20	20			
High Expectations: Adult in Community	64	34	3	67	28	5	59	23	17			
Meaningful Participation	52	40	8	31	41	28	60	17	23			
<b><i>School Connectedness Scale</i></b>	53	34	13	24	67	9	54	32	14			

**Table A3.9**

**Summary of External Assets - Selected More Than One Ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring High, Moderate, and Low in Assets (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
<b><i>School Environment</i></b>												
Total Assets	41	50	9	32	47	21	34	50	16			
Caring Relationships: Adult in School	42	53	5	32	48	20	46	43	10			
High Expectations: Adult in School	61	36	3	53	39	9	67	26	7			
Meaningful Participation	18	56	26	2	59	38	12	41	47			
<b><i>Community Environment</i></b>												
Total Assets	77	18	5	65	28	6	57	36	7			
Caring Relationships: Adult in Community	73	24	3	56	35	9	59	32	9			
High Expectations: Adult in Community	69	27	4	67	31	2	69	19	12			
Meaningful Participation	53	38	10	53	28	19	41	37	22			
<b><i>School Connectedness Scale</i></b>	51	40	9	37	58	5	46	44	11			

**Table A3.10.1**

**Summary of External Assets - 7th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring Assets (%)	High in	Grade 7							
		A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b><i>School Environment</i></b>									
Total Assets		41			24	34	43	40	41
Caring Relationships: Adult in School		39			28	32	44	40	42
High Expectations: Adult in School		54			41	50	64	60	61
Meaningful Participation		19			16	18	15	24	18
<b><i>Community Environment</i></b>									
Total Assets		72			54	65	73	73	77
Caring Relationships: Adult in Community		64			56	64	74	70	73
High Expectations: Adult in Community		70			56	64	70	64	69
Meaningful Participation		46			28	40	52	52	53
<b><i>School Connectedness Scale</i></b>		45			25	39	50	53	51

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.2**

**Summary of External Assets -9th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring Assets (%)	High in	Grade 9							
		A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b><i>School Environment</i></b>									
Total Assets		29				17	28	30	32
Caring Relationships: Adult in School		25				26	27	33	32
High Expectations: Adult in School		33				44	45	44	53
Meaningful Participation		4				6	9	9	2
<b><i>Community Environment</i></b>									
Total Assets		52				55	67	58	65
Caring Relationships: Adult in Community		44				66	65	53	56
High Expectations: Adult in Community		48				65	67	67	67
Meaningful Participation		43				29	48	31	53
<b><i>School Connectedness Scale</i></b>		24				37	39	24	37

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.3**

**Summary of External Assets - 11th grade by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring Assets (%)	High in	Grade 11							
		A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b>School Environment</b>									
Total Assets						26	38	39	34
Caring Relationships: Adult in School						32	41	42	46
High Expectations: Adult in School						39	49	65	67
Meaningful Participation						8	17	17	12
<b>Community Environment</b>									
Total Assets						58	70	54	57
Caring Relationships: Adult in Community						67	70	60	59
High Expectations: Adult in Community						66	69	59	69
Meaningful Participation						29	46	60	41
<b>School Connectedness Scale</b>						40	41	54	46

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.10.4**

**Summary of External Assets - Non-traditional by race/ethnicity**

Cells are empty if there are less than 25 respondents

Percent of students scoring Assets (%)		High in	NT							
			A I / A N	N H / P I	A s i a n	A A	H / L	W h i t e	O t h e r	M i x
<b><i>School Environment</i></b>										
Total Assets								48		
Caring Relationships: Adult in School								57		
High Expectations: Adult in School								55		
Meaningful Participation								33		
<b><i>Community Environment</i></b>										
Total Assets								50		
Caring Relationships: Adult in Community								50		
High Expectations: Adult in Community								50		
Meaningful Participation								17		
<b><i>School Connectedness Scale</i></b>								76		

AI/AN: American Indian or Alaska Native; NH/PI: Native Hawaiian or Pacific Islander; Asian: Asian or Asian American; AA: Black or African American (non-Hispanic); H/L: Hispanic or Latino/Latina; White: White or Caucasian (non-Hispanic); Other: Other; Mix: Selected more than one

**Table A3.11**  
***School Connectedness***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>I feel close to people in this school</b>							
Strongly Disagree	4		6		5		5
Disagree	8		6		11		5
Neither Agree Nor Disagree	22		28		22		32
Agree	45		42		40		36
Strongly Agree	21		18		23		23
<b>I am happy to be at this school</b>							
Strongly Disagree	7		7		8		0
Disagree	9		10		11		2
Neither Agree Nor Disagree	23		27		32		14
Agree	36		41		34		33
Strongly Agree	24		15		15		51
<b>I feel like I am part of this school</b>							
Strongly Disagree	8		6		7		0
Disagree	11		13		12		10
Neither Agree Nor Disagree	27		31		32		20
Agree	35		36		36		37
Strongly Agree	20		14		14		33
<b>Teachers at this school treat students fairly</b>							
Strongly Disagree	9		8		5		0
Disagree	13		13		17		5
Neither Agree Nor Disagree	25		36		28		15
Agree	34		35		37		30
Strongly Agree	19		9		13		50
<b>I feel safe in my school</b>							
Strongly Disagree	8		8		8		0
Disagree	12		14		8		9
Neither Agree Nor Disagree	26		30		30		10
Agree	35		34		40		30
Strongly Agree	18		14		14		50

*Questions HS A11-15 MS A10-14: I feel close to people at this school, I am happy to be at this school, I feel like I am a part of this school, The teachers at this school treat students fairly, I feel safe in my school.*

**Table A3.12**  
***School Based Assets***

<b>At my school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>%</b>	<b>Grade 9</b>	<b>%</b>	<b>Grade 11</b>	<b>%</b>	<b>NT</b>
							<b>%</b>
<b>who really cares about me</b>							
Not At All True	11		13		6		5
A Little True	27		31		30		17
Pretty Much True	30		38		34		46
Very Much True	32		18		31		31
<b>who tells me when I do a good job</b>							
Not At All True	6		7		4		6
A Little True	20		24		23		18
Pretty Much True	34		41		39		42
Very Much True	40		28		34		34
<b>who notices when I am not there</b>							
Not At All True	9		12		10		11
A Little True	25		30		26		15
Pretty Much True	32		36		36		37
Very Much True	34		22		28		37
<b>who always wants me to do my best</b>							
Not At All True	4		6		3		4
A Little True	13		17		16		15
Pretty Much True	23		34		37		29
Very Much True	60		43		44		52
<b>who listens when I have something to say</b>							
Not At All True	8		10		4		4
A Little True	23		27		26		14
Pretty Much True	36		35		35		29
Very Much True	34		28		35		53
<b>who believes that I will be a success</b>							
Not At All True	7		10		6		0
A Little True	21		23		22		29
Pretty Much True	29		32		37		33
Very Much True	43		35		35		38

*Questions HS A16-21/MS A15-20: At my school, there is a teacher or some other adults who...really cares about me, tells me when I do a good job.. notices when I am not there,=, always wants me to do my best.. listens to me when I have something to say.. believe that I will be a success.*

**Table A3.12 - Continued**  
**School Based Assets**

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>I do interesting activities at school</b>							
Not At All True	14		16		20		14
A Little True	26		33		26		16
Pretty Much True	29		26		28		41
Very Much True	32		26		25		29
<b>I help decide things like class rules or activities</b>							
Not At All True	44		54		48		31
A Little True	30		30		25		29
Pretty Much True	15		11		17		16
Very Much True	11		5		10		24
<b>I do things that make a difference at school</b>							
Not At All True	23		29		30		27
A Little True	34		43		32		18
Pretty Much True	27		18		22		31
Very Much True	16		10		16		24

*Questions HS A22-24/MS A21-23: At school...I do interesting activities.. I help decide things like class activities or rules...  
I do things that make a difference.*

**Table A3.13**  
**Community Based Assets**

<b>Outside of my home and school, there is a teacher or some other adult... who really cares about me</b>	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Not At All True	5		6		1		14
A Little True	12		8		12		10
Pretty Much True	14		16		18		24
Very Much True	68		69		69		53
<b>who tells me when I do a good job</b>							
Not At All True	8		8		7		10
A Little True	14		15		13		22
Pretty Much True	24		22		24		16
Very Much True	54		54		56		51

*Questions HS A25-26/MS 24-25: Outside of my home and school, there is an adult who...really cares about me, tells me  
when I do a good job*

**Table A3.13 - Continued**  
**Community Based Assets**

<b>Outside of my home and school, there is a teacher or some other adult...</b>	<b>Grade 7</b>	<b>%</b>	<b>Grade 9</b>	<b>%</b>	<b>Grade 11</b>	<b>%</b>	<b>NT</b>
							<b>%</b>
<b>who notices when I am upset about something</b>							
Not At All True	8		13		10		12
A Little True	14		15		13		22
Pretty Much True	23		22		24		16
Very Much True	55		49		52		50
<b>who believes that I will be a success</b>							
Not At All True	7		9		5		14
A Little True	14		12		15		9
Pretty Much True	22		23		23		25
Very Much True	57		56		58		53
<b>who always wants me to do my best</b>							
Not At All True	5		7		4		17
A Little True	8		9		11		16
Pretty Much True	19		17		18		14
Very Much True	68		67		67		53
<b>whom I trust</b>							
Not At All True	7		9		8		15
A Little True	11		10		10		9
Pretty Much True	20		19		18		27
Very Much True	62		62		64		48

*Questions HS A27-30/MS A26-29: Outside of my home and school, there is an adult...who notices when I am upset about something...believes that I will be a success...always wants me to do my best...whom I trust.*

**Table A3.13 - Continued**  
**Community Based Assets**

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>I am part of clubs, sports teams, church/temple or other group activities</b>							
Not At All True	25		32		35		54
A Little True	17		16		13		15
Pretty Much True	16		14		13		15
Very Much True	43		38		39		16
<b>I am involved in music, art, literature, sports or a hobby</b>							
Not At All True	14		21		17		15
A Little True	12		13		10		18
Pretty Much True	18		14		17		31
Very Much True	56		52		55		36
<b>I help other people</b>							
Not At All True	7		12		11		16
A Little True	24		22		19		18
Pretty Much True	36		36		33		27
Very Much True	33		30		37		39

*Questions HS A31-33/MS 30-32: Outside of my home and school...I am part of clubs, sports teams, church/temple or other group activities...I am involved in music, art, literature, sports, or a hobby...I help other people.*



## 4. Alcohol and Other Drug Use

**Table A4.1**

*AOD Use, Lifetime*

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol (one full drink)</b>							
0 times	67		40		27		19
1 time	12		6		4		3
2 to 3 times	7		13		17		14
4 or more times	15		41		52		64
<b>Marijuana</b>							
0 times	80		59		53		28
1 time	5		6		7		5
2 to 3 times	4		5		6		5
4 or more times	10		30		34		62
<b>Inhalants (to get high)</b>							
0 times	85		83		91		69
1 time	7		6		3		13
2 to 3 times	3		5		3		3
4 or more times	5		6		4		15
<b>Cocaine</b>							
0 times	na		94		95		73
1 time	na		2		4		6
2 to 3 times	na		2		0		6
4 or more times	na		2		1		15
<b>Methamphetamine or any amphetamines</b>							
0 times	na		96		96		84
1 time	na		2		1		0
2 to 3 times	na		1		0		4
4 or more times	na		0		2		12

*Question HS A.37-41/MS A.37-39: During your life, how many times have you used or tried...?*

*na=not asked of middle school students*

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>LSD or other psychedelics</b>							
0 times	na		94		89		65
1 time	na		3		4		11
2 to 3 times	na		1		5		15
4 or more times	na		2		3		8
<b>Ecstasy</b>							
0 times	na		93		90		68
1 time	na		2		3		7
2 to 3 times	na		3		3		5
4 or more times	na		2		4		20
<b>Heroin</b>							
0 times	na		96		99		98
1 time	na		2		0		0
2 to 3 times	na		1		0		0
4 or more times	na		2		0		2
<b>Other illegal drug or pill</b>							
0 times	94		84		85		65
1 time	2		3		3		2
2 to 3 times	1		4		4		5
4 or more times	3		9		8		28
<b><i>Any of the above AOD Use</i></b>	39		61		75		88
<b>Prescription pain killers</b>							
0 times	na		76		74		35
1 time	na		6		7		7
2 to 3 times	na		8		6		10
4 or more times	na		10		13		48

*Question HS A.43-47/MS A.41: During your life, how many times have you used or tried...?*

*na=not asked of middle school students*

**Table A4.1 - Continued**

***AOD Use, Lifetime***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Barbiturates</b>							
0 times	na		97		99		87
1 time	na		1		0		3
2 to 3 times	na		0		0		6
4 or more times	na		1		0		4
<b>Tranquilizers or sedatives</b>							
0 times	na		93		95		61
1 time	na		2		1		12
2 to 3 times	na		3		3		13
4 or more times	na		3		2		15
<b>Cold/Cough Medicines</b>							
0 times	na		73		77		64
1 time	na		4		2		10
2 to 3 times	na		5		5		3
4 or more times	na		17		15		24
<b>Diet Pills</b>							
0 times	na		93		92		90
1 time	na		2		3		5
2 to 3 times	na		1		2		2
4 or more times	na		5		3		2
<b>Ritalin™ or Adderall™</b>							
0 times	na		92		94		85
1 time	na		2		2		5
2 to 3 times	na		2		3		6
4 or more times	na		4		2		4

*Question HS A.48-52: During your life, how many times have you used or tried...?*

*na=not asked of middle school students*

**Table A4.2**

***Age of Onset***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol (one full drink)</b>							
Never	58		34		23		15
10 or under	19		20		10		25
11 -12 years old	21		17		12		23
13-14 years old	1		26		26		10
15-16 years old	0		2		28		19
17 years or older	1		0		1		7
<b>Marijuana</b>							
Never	83		61		54		27
10 or under	6		6		3		16
11 -12 years old	10		14		9		30
13-14 years old	0		17		17		9
15-16 years old	0		1		17		13
17 years or older	1		1		1		5
<b>Other illegal drug</b>							
Never	92		81		78		46
10 or under	3		2		1		7
11 -12 years old	4		5		5		16
13-14 years old	1		11		6		19
15-16 years old	0		1		10		6
17 years or older	1		0		0		7

*Question HS A.56,59-60/MS A.45,48-49: About how old were you the first time you...had a full drink of alcohol....used marijuana used any other illegal drug?*

**Table A4.3*****Current AOD Use, Past 30 Days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Alcohol (at least one drink)	21		42		44		60
Marijuana	11		24		29		64
Inhalants	6		7		2		10
Cocaine	na		3		2		15
Methamphetamine or any amphetamines	na		2		2		5
Ecstasy, LSD or other psychedelics	na		6		3		9
Other illegal drug or pill	4		9		8		19
<b><i>Any of the above AOD Use</i></b>	24		46		48		77
Two or more drugs at the same time	na		12		17		37

*Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use...?*

*na=not asked of middle school students*

**Table A4.4*****Frequency of Current Alcohol and Marijuana Use, Past 30 days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol</b>							
None	79		58		56		40
1 or 2 days	12		25		23		14
3 to 9 days	4		8		12		27
10 to 19 days	3		7		6		15
20 or more days (daily)	2		2		3		5
<b>Marijuana</b>							
None	89		76		71		36
1 or 2 days	6		10		9		13
3 to 9 days	3		3		6		5
10 to 19 days	1		4		7		8
20 or more days (daily)	2		7		8		38

*Question HS A.63, 65/MS A.52,54: During the past 30 days, on how many days did you use...?*

**Table A4.5*****Ever Very Drunk or Sick from Drinking Alcohol***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	82		59		46		24
1 to 2 times	11		20		25		29
3 to 6 times	2		8		12		7
7 or more times	4		12		18		40

*Question HS A.53/MS A.42: During your life, how many times have you been very drunk or sick after drinking alcohol?*

**Table A4.6*****Ever "High" from Using Drugs***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	84		60		56		32
1 to 2 times	6		10		11		5
3 to 6 times	3		9		4		5
7 or more times	7		21		29		59

*Question HS A.54/MS A.43: During your life, how many times have you been high (loaded, stoned, or wasted) from using drugs?*

**Table A4.7*****Current Binge (Episodic Heavy) Drinking, Past 30 Days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 days	90		71		69		48
1 to 2 days	5		15		16		18
3 or more days	6		14		15		34

*Question HS A.64/MS A.53: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row, that is, within a couple of hours?*

**Table A4.8*****Desired Level of Alcohol Consumption, Drinking Style or Preference***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Don't drink alcohol	60		38		31		27
Just a sip or two	22		17		11		7
Enough to feel it a little	9		12		19		7
Enough to feel it a lot	4		16		27		42
Until really drunk	5		16		13		17

*Question HS A.76/MS A.63: How do you like to drink alcohol?*

**Table A4.9*****Usual Level of Highness When Using Drugs***

	Grade 9 %	Grade 11 %	NT %
Don't use drugs	65	62	37
Not high at all	4	3	0
A little high	4	7	7
Moderately high	12	15	17
Very high	16	12	39

*Question HS A.77: If you use marijuana or other drugs, how high (stoned, faded, wasted, trashed) do you usually get?*

**Table A4.10*****Ever Driven after Drinking (Respondent or by Friend)***

	Grade 9 %	Grade 11 %	NT %
<b><i>Never</i></b>	70	75	58
<b><i>Any</i></b>	30	25	42
1 time	10	9	14
2 times	6	4	3
3 to 6 times	6	4	8
7 or more times	8	8	18

*Question HS A.89: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?*

**Table A4.11**

***Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking***

	Grade 7 %
<i>Never</i>	43
<i>Any</i>	57
1 time	16
2 times	10
3 to 6 times	12
7 or more times	14

*Question MS A.81: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?*



**Table A4.12*****Any Current Alcohol and Marijuana Use on School Property, Past 30 Days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol</b>							
0 days	93		92		94		96
1 to 2 days	6		5		4		4
3 or more days	1		2		2		0
<b>Marijuana</b>							
0 days	94		90		93		85
1 to 2 days	4		4		4		13
3 or more days	3		6		3		2
<b>Any illegal drug or pill</b>							
0 days	97		93		97		92
1 to 2 days	2		2		2		6
3 or more days	1		5		1		2

*Question HS A.73-75/MS A.58-60: During the past 30 days, on how many days on school property did you...  
have at least one drink of alcohol? ...smoke marijuana?*

**Table A4.13*****Ever Drunk or High on School Property***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	90		77		71		55
1 to 2 times	6		11		10		13
3 to 6 times	3		6		9		7
7 or more times	2		6		10		25

*Question HS A.55/MS A.44: During your life, how many times have you been drunk on alcohol or high on drugs on school property?*

**Table A4.14*****Perceived Harm of Frequent Alcohol Use***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol - Drink Occasionally</b>							
Great	21		19		22		28
Moderate	24		23		27		14
Slight	26		40		39		42
None	29		18		12		16
<b>Alcohol - 5 or more drinks once or twice a week</b>							
Great	29		37		47		32
Moderate	27		30		30		43
Slight	14		20		17		16
None	31		13		6		10

*Question HS A.80-81/MS A.66-67: How much do people risk harming themselves physically and in other ways when they do the following...alcohol*

**Table A4.15*****Perceived Harm of Frequent Marijuana Use***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Marijuana - Smoke Occasionally</b>							
Great	31		29		28		22
Moderate	21		24		22		11
Slight	17		25		27		18
None	32		21		24		49
<b>Marijuana - Smoke once or twice a week</b>							
Great	39		41		41		31
Moderate	17		22		21		14
Slight	12		19		20		15
None	32		19		19		40

*Question HS A.82-83/MS A.68-69: How much do people risk harming themselves physically and in other ways when they do the following...marijuana*

**Table A4.16*****Personal Disapproval of Using Alcohol***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol - One or two drinks nearly every day</b>							
Neither approve or disapprove	22		28		26		47
Somewhat disapprove	20		27		31		28
Strongly disapprove	59		46		44		24
<b>Marijuana or Hashish - Once or twice</b>							
Neither approve or disapprove	26		44		48		80
Somewhat disapprove	15		19		20		6
Strongly disapprove	59		37		32		14
<b>Marijuana - Once a month or more</b>							
Neither approve or disapprove	27		42		44		75
Somewhat disapprove	12		17		22		7
Strongly disapprove	61		41		34		18

*Question HS A.92-94/MS A.76-78: How do you feel about someone your age doing the following...alcohol, marijuana or hashish*

**Table A4.17*****Student Perception of Percent of Marijuana Use Among Peers***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
None of them	26		7		5		12
10 percent	22		7		4		8
20 percent	12		9		3		2
30 percent	10		10		7		3
40 percent	4		5		7		0
50 percent	13		15		18		15
60 percent	2		5		9		12
70 percent	2		11		9		12
80 percent	3		14		15		10
90 percent	3		12		19		13
All of them	2		6		5		10

*Question HS A.88/MS A.74: Think about a group of 100 students in your grade. About how many students have done the following...  
Ever tried marijuana?*

**Table A4.18*****Occurrence of Problems While Using Alcohol/Drugs***

	Grade 9	%	Grade 11	NT
			%	%
Does not apply, never used alcohol/drugs	49		36	21
Problems with emotions, nerves, mental health	12		12	29
Trouble or problems with the police	11		12	28
Money problems	4		4	14
Get into trouble in school	5		6	17
Problems with school work	8		9	28
Fight with other kids	8		7	16
Damage a friendship	8		7	9
Physically hurt or injure yourself	9		8	22
Unwanted or unprotected sex	9		5	18
Forget what happened or pass out	17		19	22
Other problems	9		6	17
More than one problem	17		19	36
Never had problems when I've used alcohol/drugs	22		30	28

*Question HS A.90: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems?*

*(Mark all that apply.) Please note: Because all that apply are marked, total percentages may exceed 100%.*

**Table A4.19**  
***Occurrence of Experiences While Using Alcohol/Drugs***

	Grade 9	%	Grade 11	NT
			%	%
Does not apply, have not used alcohol or drugs	51		39	26
Had to increase use to get same effect as before	12		17	35
Spent a lot of time getting, using, or being "hung over" from using	9		8	19
Used alcohol or drugs a lot more than intended	10		10	16
Used alcohol or drugs when alone	16		14	28
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies	3		7	8
Didn't like the way you felt when not high or drunk	4		5	17
Thought about reducing or stopping	14		15	26
Told self not going to use but used anyway	11		11	21
Spoke with someone about reducing or stopping use	6		7	23
Attended counseling, program, or group to reduce/stop use	0		1	14
More than one experience	19		20	31
Use alcohol or drugs but have not experienced any of these things	21		29	28

*Question HS A.97: If you use alcohol, marijuana, or another drug, have you had any of the following experiences?*

*(Mark all that apply.)*

*Please note: Because all that apply are marked, total percentages may exceed 100%.*

**Table A4.20*****Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Alcohol</b>							
Very difficult	10		4		6		14
Fairly difficult	13		7		4		5
Fairly easy	19		28		25		30
Very easy	21		40		56		38
Don't know	37		21		10		12
<b>Marijuana</b>							
Very difficult	13		7		5		14
Fairly difficult	9		7		4		12
Fairly easy	15		19		20		15
Very easy	21		45		58		47
Don't know	41		22		14		12

*Question HS A.85-86/MS A.71-72: How difficult is it for students in your grade to get any of the following substances if they really want them?*

**Table A4.21*****Offered Illegal Drugs on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
0 times	79		64		71		69
1 time	10		13		8		13
2 to 3 times	4		9		9		3
4 or more times	7		13		12		16

*Question HS A.107/MS A.89: During the past 12 months, how many times on school property have you... been offered, sold, or given an illegal drug?*

**Table A4.22*****Talked to parents or guardian about dangers of tobacco, alcohol, or drug use***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	42		33		41		55
Yes	58		67		59		45

*Question HS A 98/MS A.61: During the past 12 months...Have you talked with at least one of your parents (or guardian) about the dangers of tobacco, alcohol or drug use?*

**Table A4.23*****Heard, read or watched any messages about not using alcohol, tobacco or drugs***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	23		14		14		18
Yes	77		86		86		82

*Question HS A 99/MS A.62: During the past 12 months...Have you heard, read or watched any messages about not using alcohol, tobacco, or drug use?*

**Table A4.24*****Employer drug and alcohol testing***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
More likely	na		31		27		26
Less likely	na		24		18		47
Would make no difference	na		45		55		27

*Question HS A.119: Would you be more or less likely to want to work for an employer that tests its employees for drug or alcohol use on a random basis?*

## 5. Tobacco Use

**Table A5.1**

*Ever Used Cigarettes or Smokeless Tobacco, Lifetime*

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>A cigarette, even one or two puffs</b>							
0 times	74		na		na		na
1 time	9		na		na		na
2 to 3 times	6		na		na		na
4 or more times	8		na		na		na
<b>A whole cigarette</b>							
0 times	87		67		68		25
1 time	5		11		4		13
2 to 3 times	3		5		5		5
4 or more times	5		18		23		57
<b>Smokeless tobacco</b>							
0 times	92		82		78		49
1 time	3		4		7		11
2 to 3 times	2		7		5		15
4 or more times	3		7		10		25

*Question HS A.35-36/MS A.34-36: During your life, how many times have you used or tried...?*



**Table A5.2*****Age of Onset***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Smoked part or all of a cigarette</b>							
Never	78		60		60		33
10 or under	11		10		9		26
11 -12 years old	10		14		11		18
13-14 years old	0		15		10		14
15-16 years old	0		1		9		7
17 years or older	1		0		1		2
<b>Smokeless Tobacco</b>							
Never	91		82		78		41
10 or under	3		3		2		19
11 -12 years old	5		6		2		8
13-14 years old	0		8		6		13
15-16 years old	0		1		12		14
17 years or older	0		0		0		5

*Question HS A.57-58/MS A.46-47: About how old were you the first time you ....Smoked part of all of a cigarette....Used smokeless tobacco or other tobacco products*

**Table A5.3*****Any and Daily Use of Cigarettes and Smokeless Tobacco, Past 30 Days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Cigarettes</b>							
Any	10		14		15		41
Daily	2		5		6		25
<b>Smokeless Tobacco</b>							
Any	4		9		7		20
Daily	0		3		3		8

*Question HS A.61-62/MS A.51-51: During the past 30 days, on how many days did you use...*

**Table A5.4*****Current Smoking on School Property, Past 30 Days***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b><i>None</i></b>	96		94		94		82
<b><i>Any</i></b>	4		6		6		18
1 or 2 days	3		3		3		11
3 to 9 days	1		1		0		0
10 to 19 days	0		0		2		2
20 to 30 days	1		2		0		5

*Question HS A.72/MS A.57: During the past 30 days, on how many days on school property did you smoke cigarettes?*

**Table A5.5*****Personal Disapproval of Using Cigarettes***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Neither approve or disapprove	18		21		21		42
Somewhat disapprove	12		15		15		26
Strongly disapprove	70		63		64		32

*Question HS A.91/MS A.75: How do you feel about someone your age doing the following... smoking one or more packs of cigarettes a day?*

**Table A5.6*****Peer Disapproval of Using Cigarettes***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Neither approve or disapprove	16		18		12		29
Somewhat disapprove	12		20		19		29
Strongly disapprove	72		62		69		42

*Question HS A.96/MS A.80: How do you think your close friends would feel about your smoking one or more pack of cigarettes a day?*

**Table A5.7*****Perceived Harm of Frequent Cigarette Smoking***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Smoking Occasionally</b>							
Great	27		27		33		39
Moderate	27		38		35		15
Slight	19		21		25		29
None	26		14		6		17
<b>Smoking 1-2 packs of cigarette a day</b>							
Great	57		75		79		69
Moderate	12		10		13		17
Slight	3		3		2		0
None	28		12		5		14

*Question HS A78-79/MS A.64-65: How much do people risk harming themselves physically and in other ways when they do the following... smoke cigarettes occasionally...smoke 1-2 packs of cigarettes a day?*

**Table A5.8*****Perceived Difficulty of Obtaining Cigarettes***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Very difficult	10		4		4		17
Fairly difficult	11		5		4		0
Fairly easy	21		24		22		15
Very easy	19		45		56		55
Don't know	38		22		14		12

*Question HS A.84/MS A.70: How difficult is it for students in your grade to get any of the following substances if they really want them? Cigarettes.*

**Table A5.9*****Estimated Prevalence of Peer Cigarette Smoking at Least Once a Month***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
None of them	25		9		5		15
10 percent	27		14		11		8
20 percent	16		11		13		6
30 percent	8		13		13		12
40 percent	7		12		11		6
50 percent	10		19		23		11
60 percent	1		5		6		14
70 percent	1		6		7		11
80 percent	3		4		7		12
90 percent	1		3		4		5
All of them	1		2		0		0

*Question HS A.87/MS A.73: Think about a group of 100 students in your grade. About how many students have done the following...  
Smoke cigarettes at least once a month?*

## 6. Violence and Safety

**Table A6.1**

***Verbal Harassment on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Had mean rumors/lies spread about you</b>							
0 times	47		49		58		59
1 time	21		23		17		11
2 to 3 times	12		13		14		18
4 or more times	20		16		11		12
<b>Had sexual jokes/comments/gestures made to you</b>							
0 times	49		40		45		50
1 time	16		16		13		7
2 to 3 times	10		14		14		25
4 or more times	25		30		28		18
<b>Been made fun of because of your looks/way talk</b>							
0 times	53		54		63		64
1 time	17		21		15		9
2 to 3 times	10		11		9		10
4 or more times	20		15		14		16

*Question HS A.103-105/MS A.83-87: During the past 12 months, how many times on school property have you...?*

**Table A6.2**  
**Physical Violence on School Property, Past 12 Months**

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Been pushed, shoved, hit, etc.</b>							
0 times	43		61		76		71
1 time	18		13		13		13
2 to 3 times	18		13		7		13
4 or more times	21		13		4		2
<b>Been afraid of being beaten up</b>							
0 times	69		72		85		82
1 time	17		16		10		8
2 to 3 times	6		6		3		3
4 or more times	7		6		2		7
<b>Been in physical fight</b>							
0 times	67		76		83		76
1 time	15		12		11		12
2 to 3 times	7		8		5		7
4 or more times	11		4		1		5

*Question HS A.100-102/MS A.82-84: During the past 12 months, how many times on school property have you...*

**Table A6.3*****Property Damage on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Had property stolen/damaged</b>							
0 times	65		71		75		75
1 time	18		16		16		12
2 to 3 times	10		9		5		9
4 or more times	6		4		4		3
<b>Damaged school property on purpose</b>							
0 times	84		82		88		87
1 time	8		10		5		0
2 to 3 times	4		3		1		3
4 or more times	5		5		4		10

*Question HS A.106,108/MS A.88,90: During the past 12 months, how many times on school property have you...?*

**Table A6.4*****Weapons Possession on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Carried a gun</b>							
0 times	94		94		95		85
1 time	3		2		2		0
2 or more times	3		4		3		15
<b>Carried any other weapon</b>							
0 times	87		89		91		68
1 time	5		5		4		11
2 or more times	8		6		5		21

*Question HS A.109-110/MS A.91-92: During the past 12 months, how many times on school property have you...?*

**Table A6.5*****Awareness and Use of Weapons on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Seen someone with a weapon</b>							
0 times	63		63		73		70
1 time	19		18		10		2
2 or more times	19		18		17		28
<b>Been threatened/injured with a weapon</b>							
0 times	86		92		95		80
1 time	7		4		2		9
2 or more times	7		3		2		11

*Question HS A.112,111/MS A.94,93: During the past 12 months, how many times on school property have you...*

**Table A6.6*****Personal Disapproval of Weapon Possession***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Neither approve or disapprove	16		14		13		23
Somewhat disapprove	9		7		8		14
Strongly disapprove	75		79		79		64

*Question HS A.95/MS A.79: How do you feel about someone your age doing the following...carry a weapon to school?*



Table A6.7

***Reason for Harassment on School Property, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
<b>Race, Ethnicity, or National Origin</b>							
0 times	81		81		87		85
1 time	11		9		6		9
2 or more times	8		10		7		6
<b>Religion</b>							
0 times	86		89		91		85
1 time	7		8		3		0
2 or more times	7		3		5		15
<b>Gender</b>							
0 times	84		88		89		87
1 time	10		6		4		9
2 or more times	6		6		7		4
<b>Sexual Orientation *</b>							
0 times	83		87		91		76
1 time	7		6		3		17
2 or more times	10		6		6		6
<b>Physical/Mental Disability</b>							
0 times	92		95		95		84
1 time	5		2		2		3
2 or more times	3		3		3		13
<b><i>Any of the Above Five Hate-Crime Reasons</i></b>	39		33		26		34
<b>Any Other Reason</b>							
0 times	65		72		77		79
1 time	12		8		6		5
2 or more times	23		21		17		16
<b><i>Any Harassment</i></b>	50		43		35		39

*Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?*

*\* "Because you are gay or lesbian or someone thought you were."*

**Table A6.8*****Gang Involvement, Current***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	89		89		91		84
Yes	11		11		9		9

*Question HS A.121 /MS A.103: Do you consider yourself a member of a gang?*

**Table A6.9*****Physical Violence by Boy/Girlfriend, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Does not apply, didn't have a boy/girlfriend	41		36		37		24
No	53		57		57		52
Yes	6		7		6		24

*Question HS A.122/MS A.104: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?*

**Table A6.10*****Perceived Safety of School***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
Very safe	17		12		14		42
Safe	38		40		43		38
Neither safe nor unsafe	36		37		36		16
Unsafe	7		9		4		4
Very unsafe	2		3		3		0

*Question HS A.120/MS A.101: How safe do you feel when you are at school?*

**Table A6.11*****Harassment for Hate-Crime Reasons*****Cells are empty if there are less than 25 respondents**

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
American Indian or Alaska Native	41		33				
Native Hawaiian or Pacific Islander							
Asian							
Black or African American (non-Hispanic)	53						
Hispanic or Latino/Latina	50		36		34		
White or Caucasian (non-Hispanic)	37		31		24		26
Other	32		38		28		
Multi-Racial (selected more than one)	42		37		36		

*Question HS A.113-117/MS A.95-99 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? ... race, ethnicity or national origin; religion; gender; sexual orientation; physical or mental disability.*

**Table A6.12*****Harassment for Race, Ethnicity or National Origin*****Cells are empty if there are less than 25 respondents**

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
American Indian or Alaska Native	24		24				
Native Hawaiian or Pacific Islander							
Asian							
Black or African American (non-Hispanic)	40						
Hispanic or Latino/Latina	26		31		26		
White or Caucasian (non-Hispanic)	14		14		8		7
Other	13		21		0		
Multi-Racial (selected more than one)	17		21		12		

*Question HS A.113/MS A.95 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reason(s)? ... race, ethnicity or national origin*

## 7. Physical and Mental Health

**Table A7.1**

***Eating of Breakfast***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	34		46		44		49
Yes	66		54		56		51

*Question HS A.34/MS A.33: Did you eat breakfast today?*

**Table A7.2**

***Frequency of Sad and Hopeless Feelings, Past 12 Months***

	Grade 7	%	Grade 9	%	Grade 11	%	NT %
No	69		63		61		54
Yes	31		37		39		46

*Question HS A.123/MS A.105: During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

## 8. Results by Gender

Table A8.1

### *Selected Alcohol and Drug Use Measures, by Gender and Grade*

	7th Grade		9th Grade		11th Grade		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
drink alcohol (one full drink)?	37	30	62	57	77	71	92	81
use inhalants?	18	11	19	14	12	7	47	26
smoke marijuana?	21	19	40	42	53	42	77	75
<i>During the past 30 days, did you...</i>								
drink alcohol (one full drink)?	24	17	48	34	48	40	56	66
use inhalants?	9	4	8	5	2	2	28	3
smoke marijuana?	15	8	24	24	34	24	69	66
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking alcohol?	19	16	45	36	61	48	77	81
been high from using drugs?	17	16	39	42	46	42	77	69
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	14	6	32	26	35	27	44	59
<b>ATOD Use at School</b>								
During your life, have you ever been drunk/high on school property?	12	8	24	22	32	26	36	52
During the past 30 days, did you use marijuana on school property?	7	6	7	13	7	8	0	23
<b>Perceived Harm</b>								
<i>Frequent use of... is harmful.*</i>								
alcohol (five or more drinks once or twice a week)	72	67	89	83	94	95	91	89
marijuana (once or twice a week)	73	64	83	78	81	80	64	55

*\*combines "Great," "Moderate," and "Slight"*

**Table A8.2*****Selected Tobacco Use Measures, by Gender and Grade***

	7th Grade				9th Grade				11th Grade				NT			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
During your life, did you ever smoke a cigarette?	13		12		33		34		36		29		92		73	
During the past 30 days, did you smoke a cigarette?	13		6		16		11		18		13		44		42	
During the past 30 days, did you smoke cigarettes daily?	2		1		5		4		6		6		17		30	
During the past 30 days, did you smoke cigarettes on school property?	3		6		4		8		7		4		8		23	
Frequent use of cigarettes is harmful. (1-2 packs a day)*	75		69		89		87		95		95		83		85	

\*combines "Great," "Moderate," and "Slight"

**Table A8.3**

***Violence-Related Behavior and Experiences, by Gender and Grade***

	7th Grade			9th Grade			11th Grade			NT		
	Female %	Male %	%	Female %	Male %	%	Female %	Male %	%	Female %	Male %	%
<i>During the past 12 months at school, have you been harassed or bullied for any of the following reasons?</i>												
Race, ethnicity, or national origin	15	25		19	19		12	15		11	14	
Religion	11	16		10	14		7	10		0	22	
Gender	18	14		13	11		13	8		0	19	
Gay/lesbian, or someone thought you were	20	14		11	15		8	10		31	22	
Physical/mental disability	8	8		2	9		5	4		11	19	
Any other reason	37	32		28	28		22	25		28	19	
During the past 12 months at school have you been in a physical fight?	23	44		15	37		16	18		20	28	
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	4	8		5	9		7	5		20	28	
Feels safe at school	57	53		56	46		57	57		83	78	
Currently belong to a gang?	9	14		7	16		5	13		11	9	

**Table A8.4*****Physical and Mental Health Measures, by Gender and Grade***

	7th Grade			9th Grade			11th Grade			NT		
	Female %	Male %	%	Female %	Male %	%	Female %	Male %	%	Female %	Male %	%
Did you eat breakfast today?	63	70		48	64		58	53		70	46	
During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?	36	24		50	22		47	28		64	40	



## 9. Comparisons

**Table A9.1**

*Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS\* and National YRBS*

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>Lifetime and Current ATOD Use</b>								
<i>During your life did you ever...</i>								
smoke a cigarette? (PI)	13	7	33	20	45 <sup>a</sup>	32	34	55 <sup>a</sup>
chew tobacco or snuff?	8	4	18	6	~	22	10	~
drink alcohol (glass)?	33	24	60	47	67	73	66	79
use inhalants?	15	11	17	14	15	9	15	12
smoke marijuana? (PI)	20	9	41	25	29	47	42	50
<i>During the past 30 days, did you...</i>								
smoke a cigarette? (PI)	10	6	14	11	15	15	17	24
chew tobacco or snuff?	4	3	9	5	6	7	6	6
drink alcohol (glass)? (PI)	21	15	42	24	37	44	42	53
use inhalants?	6	5	7	7	~	2	7	~
smoke marijuana? (PI)	11	7	24	15	16	29	24	21
<b>Level of Involvement (High Risk Patterns)</b>								
<i>During your life have you ever...</i>								
been very drunk or sick after drinking?	18	11	41	28	~	54	45	~
been high from using drugs?	16	8	40	22	~	44	37	~
<i>During the past 30 days, did you...</i>								
drink 5 drinks in a couple of hours?	10	6	29	16	18	31	29	28

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

<sup>a</sup>YRBS asks about smoking even a puff or two.

\*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

**Table A9.1 - Continued**

***Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS\* and National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>ATOD Use on School Property</b>								
During your life, have you ever been drunk/high?	10	6	23	13	~	29	25	~
During the past 30 days, did you smoke cigarettes?	4	3	6	7	4	6	7	5
<b>Perceived Harm<sup>b</sup></b>								
<i>People risk harming themselves using...<sup>c</sup></i>								
cigarettes (1-2 packs a day)	72	83	88	90	~	95	93	~
alcohol (five or more drinks once or twice a week)	69	83	87	89	~	94	92	~
marijuana (once or twice a week)	68	82	81	85	~	81	87	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

<sup>b</sup>not comparable with previous CHKS results

<sup>c</sup>combines "Great," "Moderate," and "Slight"

\*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

**Table A9.2*****Selected Violence-Related Behavior and Experiences, and Protective Factors with Comparisons to 2007 State CSS\* and National YRBS***

	7th Grade %		9th Grade %			11th Grade %		
	County	CSS	County	CSS	YRBS	County	CSS	YRBS
<b>Violence-Related Behaviors and Experiences</b>								
<i>During the past 12 months at school, have you....</i>								
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	39	31	33	27	~	26	22	~
been in a physical fight?	33	32	24	25	18	17	23	11
been afraid of being beaten up? (PI)	31	29	28	22	~	15	15	~
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	14	10	12	13	~	11	13	~
How safe do you feel when you are at school? Very safe. (PI)	17	18	12	16	~	14	20	~
Do you consider yourself a member of a gang?	11	9	11	8	~	9	8	~
<b>Protective Factors - High Level of External Assets at School</b>								
Caring relationships with teacher or other adult (PI)	39	31	26	28	~	39	29	~
High expectations from teacher or other adult (PI)	56	45	44	39	~	46	38	~
Opportunities for meaningful participation at their school (PI)	17	16	8	13	~	16	15	~
Total School Assets	38	31	25	27	~	34	28	~
School Connectedness (Add Health) (PI)	46	39	36	34	~	41	31	~

(PI) = SDFS/CA/TUPE performance indicator required by CDE for Local Education Agency Plans.

\*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.