



**Table 1. Description of Participating Students**

	Grade 7	Grade 9	Grade 11
<b>Number of Students Surveyed</b>	1015	1087	752
<b>Percent of Students Participating</b>	77%	83%	64%
<b>Gender (%)</b>			
Males	50	50	46
Females	50	50	54
<b>Race/Ethnicity* (%)</b>			
American Indian or Alaskan Native	4	3	4
Native Hawaiian or Pacific Islander	2	3	4
Asian	5	6	7
Black or African American	21	23	26
Hispanic or Latino/Latina	57	59	54
White or Caucasian (non-Hispanic)	14	10	17
Other	11	11	10
Selected more than one category	12	11	16

\*Students that selected more than one category were counted in each category. Therefore, these columns may add up to more than 100%.

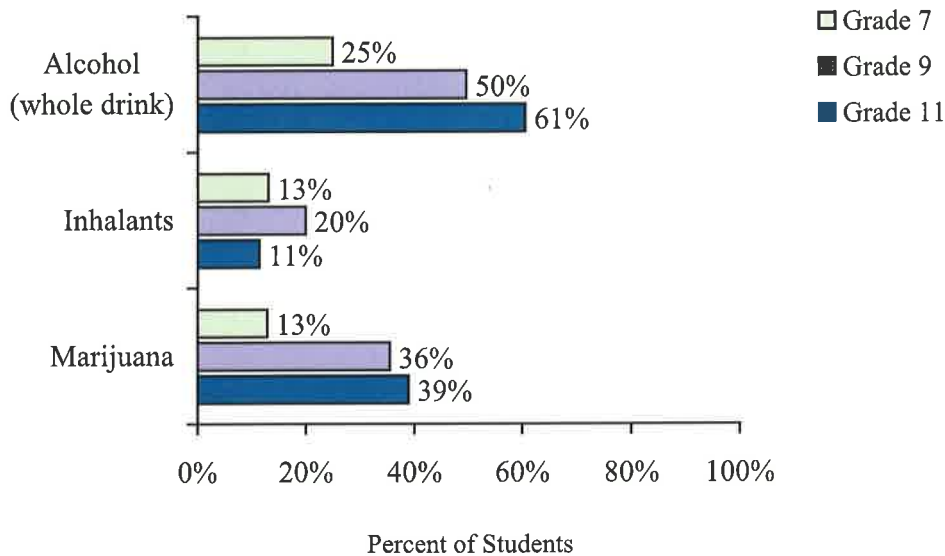
## ALCOHOL, TOBACCO, AND OTHER DRUG USE

Reported in this section are the results for lifetime and current substance use, alcohol and drug use at school, high-risk behaviors such as binge drinking and drinking and driving, and perceived harm. Tables 2 and 3 on pages 13 through 15 displays state and national comparison data for CDE's Performance Indicators.

### Lifetime Use of Alcohol and Other Drugs

Chart 1 illustrates the percent of students who have ever tried a full drink of alcohol (not just a sip), inhalants, or marijuana. These data provide information about the overall drug environment in the school and community. However, lifetime use rates include students who may have only experimented once.

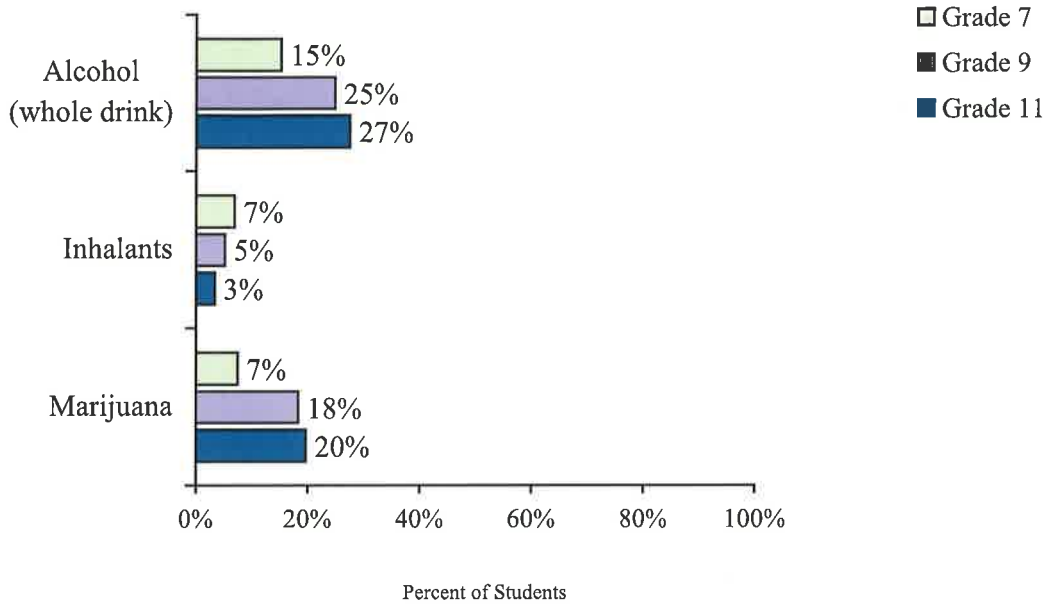
*Chart 1. Percent of Students Who Used Alcohol and Other Drugs at Least Once in Their Life*



### Current Use (Past 30 Days) Of Alcohol and Other Drugs

Chart 2 shows the percent of students who are current users of the same three substances displayed in Chart 1, having consumed them in the thirty days before the survey. These students, particularly in high school, may be regular users and not just students who experiment.

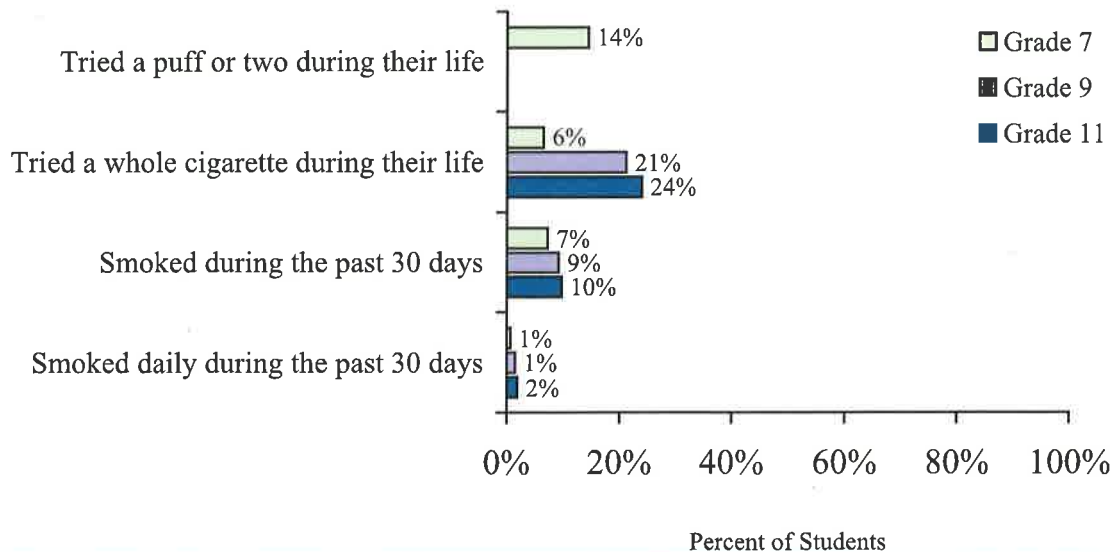
**Chart 2. Percent of Students Who Used Alcohol or Other Drugs During the Past 30 Days (Current Use)**



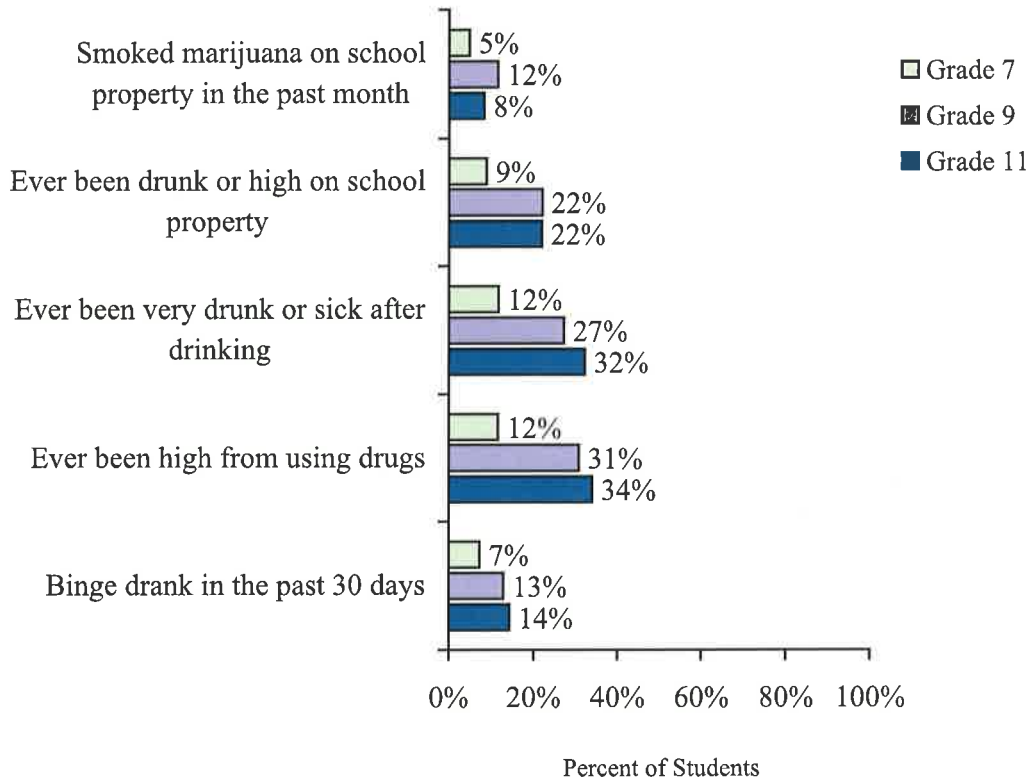
**Tobacco Use, Lifetime and Current Use**

Chart 3 shows the percent of students who experimented with tobacco at least once in their lives, either smoking one or two puffs or a whole cigarette. In addition, the chart displays the percent of students who in the 30 days before taking the survey smoked at least one cigarette as well as smoked daily (at least 20 days).

**Chart 3. Percent of Students Who Participated in Various Levels of Tobacco Use**



**Chart 4. Percent of Students Who Participated in High Risk Behaviors Associated with Alcohol, Tobacco, or Other Drugs**



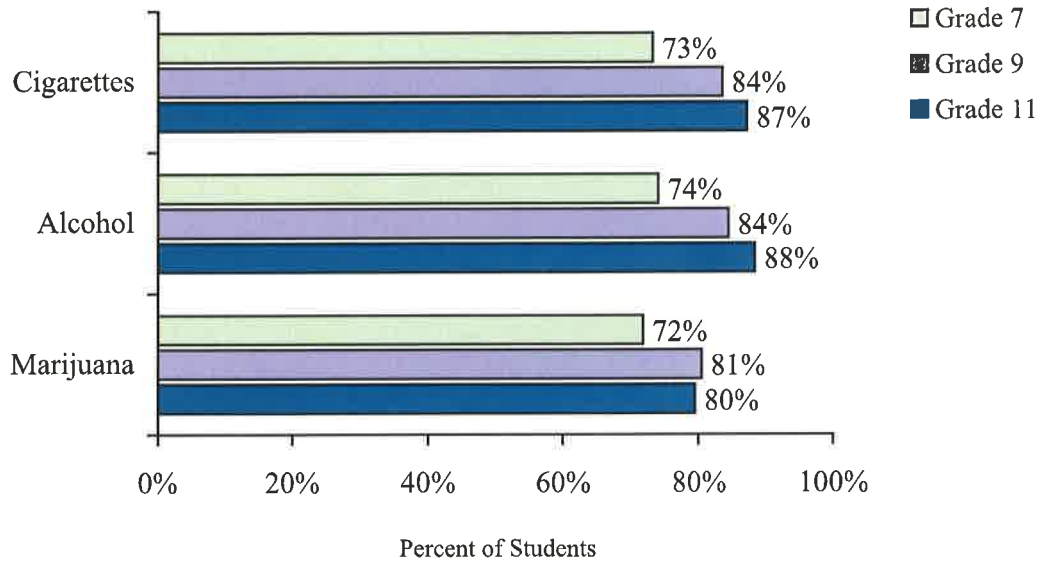
**Perceived Harm**

As a way to measure attitudes toward substance use, the CHKS asks students how they feel about frequent use (at least once a day) of cigarettes, alcohol, and marijuana. Chart 5 provides the results for students who think it is harmful.

The relationship of knowledge, attitudes, and behavior is complex. Only providing information about the dangers of alcohol, tobacco, and other drug use has had little impact on behavior. However, state and national data indicate that if students think using alcohol, tobacco and other drugs is extremely harmful or risky they will be less likely to use them. This means that talking to students about the use dangers is an important part of a total prevention program.

Research has consistently shown that the great majority of students believe that frequent use of cigarettes, alcohol, and marijuana is harmful. However, it seems students usually think alcohol is less dangerous than tobacco, and that tobacco is less harmful than marijuana.

**Chart 5. Percent of Students Who Feel Frequent Use of Alcohol, Tobacco, and Other Drugs is Harmful**



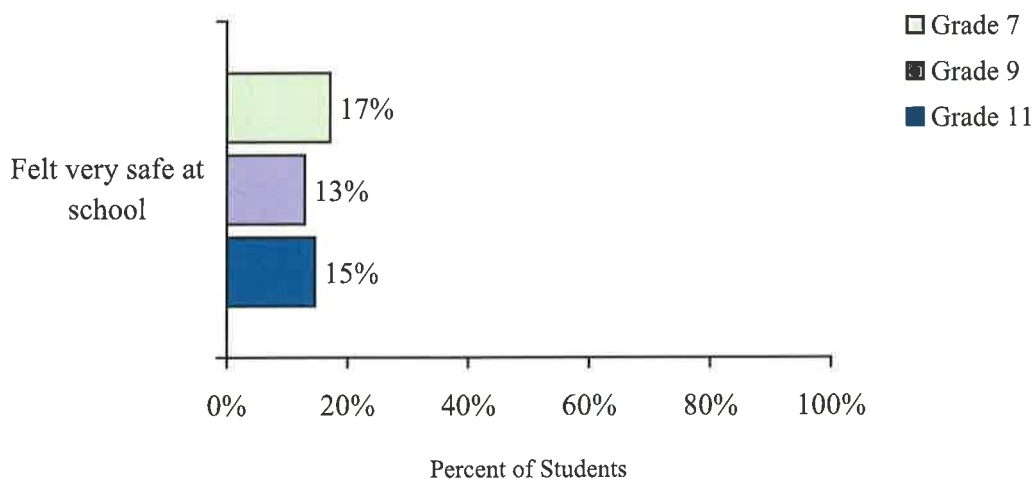
## VIOLENCE AND SAFETY

The American public's highest concerns about youth are currently related to violence. Chart 6 shows students' answers to the question about how safe they feel at school. Chart 7 includes indicators of harassment, violence perpetration, and weapons possession at school. A safe school environment is necessary in order for students to succeed academically. Students who feel they belong to their school are also less likely to be involved in violent behavior at school.

### Perceived Safety

The CHKS asks students how safe they felt in school. The need for safe schools does not mean just "violence-free," but safe, secure, and peaceful. Safety—both psychological and physical—is a basic need that must be met in order for students to succeed in school.

*Chart 6. Percent of Students Who Feel Very Safe at School*



### Harassment

Harassment is a form of violent and abusive behavior that makes the person being harassed feel vulnerable, isolated, and afraid. This can lead to taking part in risk behaviors such as drug use. The CHKS asks students if they have been harassed at school in the past year because of race, ethnicity, religion, gender, sexual orientation, or disability.

### Physical Fights

Fighting often comes before deadly violence among young people. The CHKS asks students about their frequency of involvement in physical fights at school in the past year. This is a measure of the overall scope of fighting behavior and does not differentiate between aggression and victimization. In practice, fighting is often mutual.

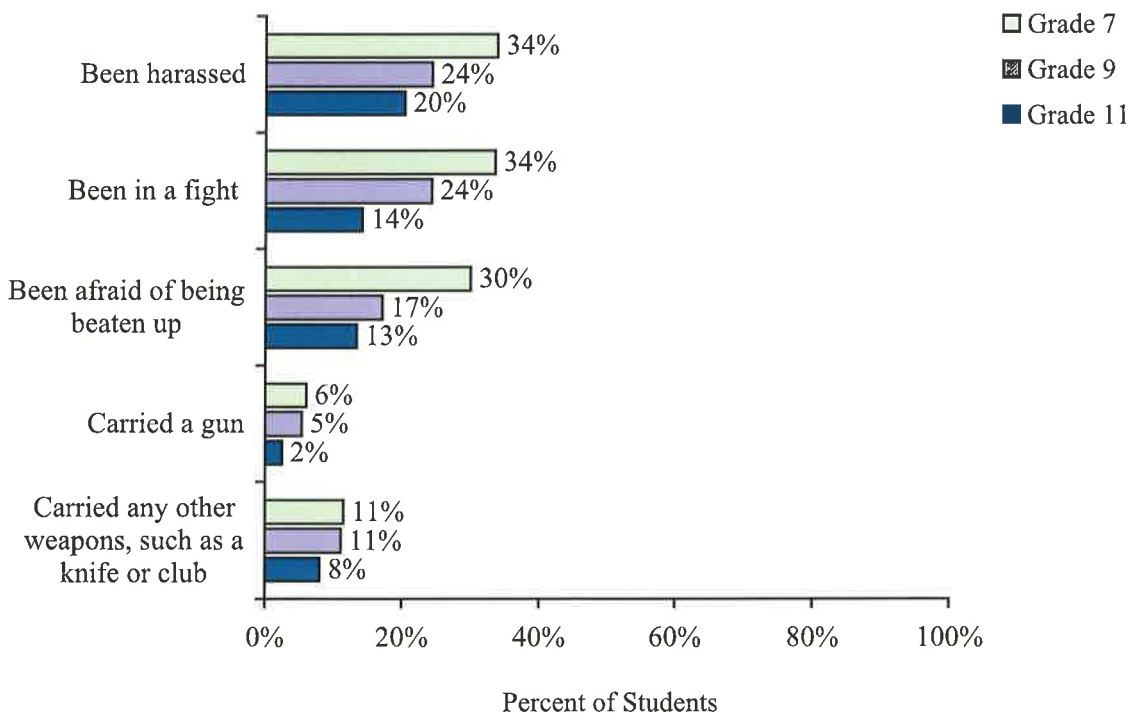
**Fear of Physical Violence**

To help measure physical victimization, students were asked about the frequency they had “been afraid of being beaten up.” This provides insight into the psychological dimension of fear of being physically harmed. (Students were also asked if they had been “pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around”).

**Carrying Weapons**

Much of the public concern over school safety is focused on guns and other weapons. The immediate availability of a firearm or other lethal weapon often is part of what turns a violent fight into a deadly incident. Chart 7 shows the percent of students who carried weapons to school at least one day in the past 12 months.

**Chart 7. Percent of Students Who Experienced Safety-Related Incidents on School Property During the Past 12 Months**

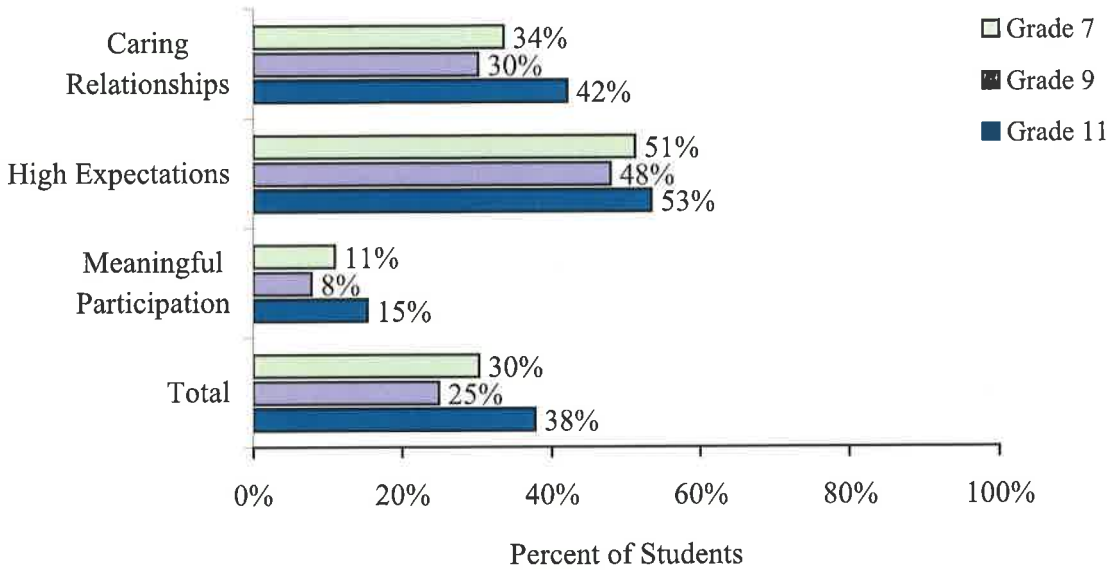


**Gang Membership**

Gang members typically are proud of their gang membership and do not feel the need to hide the fact when answering questions on a survey. It is very important to find out how much school violence is due to gang-related activity, which has been found to be a factor. These types of incidents require special attention because they are different than violent behaviors seen in the general student population. District-wide results revealed that 9% of 7<sup>th</sup> graders, 9% of 9<sup>th</sup> graders, and 7% of 11<sup>th</sup> graders currently belong to a gang.



**Chart 9. School Protective Factors: Percentage of Students Scoring High**



## COMPARISON TO STATE AND NATIONAL STUDENT DATA

One way to understand the data collected for the schools and district is to compare them to state and national data collected using the same questions. Tables 2 and 3 on the following pages display state and national student data for a select number of questions. The comparison information in the tables comes from the 2007 statewide California Student Survey and the 2007 national Youth Risk Behavior Survey results. The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students. These include Performance Indicators CDE has identified for monitoring progress in reducing drug use and violence, as required in the Local Education Agency Plan. The indicators are identified by the symbol: (PI).

**Table 3. Selected School Safety-Related Indicators, Protective Factors, and Connectedness with Comparisons to 2007 State CSS\* and 2007 National YRBS**

	7th Grade %		9th Grade %		11th Grade %	
	District	CSS	District	CSS	District	CSS
<b>School Safety</b>						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?	34	31	24	27	20	22
been in a physical fight?	34	32	24	25	14	23
been afraid of being beaten up? (PI)	30	29	17	22	13	15
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	13	10	12	13	9	13
How safe do you feel when you are at school? Very safe. (PI)	17	18	13	16	15	20
Do you consider yourself a member of a gang?	9	9	9	8	7	8
<b>School Protective Factors - High Levels (Resilience Indicators)</b>						
Caring relationships with teacher or other adult (PI)	34	31	30	28	42	29
High expectations from teacher or other adult (PI)	51	45	48	39	53	38
Opportunities for meaningful participation at their school (PI)	11	16	8	13	15	15
Total	30	31	25	27	38	28
<b>School Connectedness Scale (PI)</b>	38	39	35	34	40	31

(PI) = SDFSCA/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.