California Healthy Kids Survey

Franklin Elementary
Secondary
2008-2009
Main Report

This report was prepared for the district 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 detailed results for each question from this district's 2008-09 administration of the *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, review these findings along with the *Survey Content Guidebook,* (chks.wested.org/reports) which discusses the significance of each question. Several other tools to help in data use are also available, as described below.

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: chks.wested.org and 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.[1] 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).

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:

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[1] 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.

- 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 target sample of students, and the final number and percent that completed the survey (the participation response rate).

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 district 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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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 - CTAG	
H. District After School Module	

Table A1.2

Student Sample Characteristics

	Grade 7
Student Sample Size	
Target Sample	55
Final Number	42
Average Response Rate	**76%**

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

2. Sample Characteristics

Table A2.1

Age of Sample

	Grade 7 %
12 years or younger	29
13 years old	69
14 years old	2
15 years old	0
16 years old	0
17 years old	0
18 years or older	0

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

Table A2.2

Gender of Sample

	Grade 7 %
Male	55
Female	45

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

Table A2.3

Ethnic/Racial Characteristics of Sample

	Grade 7 %
American Indian or Alaska Native	10
Native Hawaiian or Pacific Islander	5
Asian	5
Black or African American (non-Hispanic)	2
Hispanic or Latino/Latina	17
White or Caucasian (non-Hispanic)	61
Other	17
Selected more than one	12

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

A home with both parents
A home with only one parent
Other relative's home
A home with more than one family
Friend's home
Foster home, group care, or waiting placement
Hotel or motel
Migrant housing
Shelter
On the street (no fixed housing), car campground
Other transitional or temporary housing
Other living arrangements

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 %
Mostly A's	25
A's and B's	43
Mostly B's	13
B's and C's	13
Mostly C's	0
C's and D's	5
Mostly D's	0
Mostly F's	3

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 %
0 times	83
1-2 times	5
A few times	8
Once a month	3
Once a week	0
More than once a week	3

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	34
1 day	25
2 days	19
3 days	16
4 days	6
5 days	0

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 %
Yes	0
No	69
Don't know	31

Question HS A10/MS A9: In the past three years, were you pare 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		
	H	M	L
School Environment			
Total Assets	51	44	5
Caring Relationships: Adult in School	49	46	5
High Expectations: Adult in School	64	33	3
Meaningful Participation	24	64	12
Community Environment			
Total Assets	76	24	0
Caring Relationships: Adult in Community	79	21	0
High Expectations: Adult in Community	74	26	0
Meaningful Participation	60	33	7
School Connectedness Scale	81	17	2

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 High, Moderate, and Low in Assets (%)	Grade 7		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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 High, Moderate, and Low in Assets (%)	Grade 7		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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 High, Moderate, and Low in Assets (%)	Grade 7		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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 High, Moderate, and Low in Assets (%)	Grade 7		
	H	M	L
School Environment			
Total Assets	55	36	9
Caring Relationships: Adult in School	55	36	9
High Expectations: Adult in School	68	27	5
Meaningful Participation	24	60	16
Community Environment			
Total Assets	80	20	0
Caring Relationships: Adult in Community	84	16	0
High Expectations: Adult in Community	80	20	0
Meaningful Participation	52	44	4
School Connectedness Scale	84	16	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		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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		
	H	M	L
School Environment			
Total Assets			
Caring Relationships: Adult in School			
High Expectations: Adult in School			
Meaningful Participation			
Community Environment			
Total Assets			
Caring Relationships: Adult in Community			
High Expectations: Adult in Community			
Meaningful Participation			
School Connectedness Scale			

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 High in Assets (%)	Grade 7							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets						55		
Caring Relationships: Adult in School						55		
High Expectations: Adult in School						68		
Meaningful Participation						24		
Community Environment								
Total Assets						80		
Caring Relationships: Adult in Community						84		
High Expectations: Adult in Community						80		
Meaningful Participation						52		
School Connectedness Scale						84		

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 High in Assets (%)	Grade 9							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment								
Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment								
Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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 High in Assets (%)	Grade 11							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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 High in Assets (%)	NT							
	AI/AN	NH/PI	Asian	AA	H/L	White	Other	Mix
School Environment Total Assets								
Caring Relationships: Adult in School								
High Expectations: Adult in School								
Meaningful Participation								
Community Environment Total Assets								
Caring Relationships: Adult in Community								
High Expectations: Adult in Community								
Meaningful Participation								
School Connectedness Scale								

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 %
I feel close to people in this school	
Strongly Disagree	0
Disagree	2
Neither Agree Nor Disagree	10
Agree	66
Strongly Agree	22
I am happy to be at this school	
Strongly Disagree	2
Disagree	5
Neither Agree Nor Disagree	10
Agree	36
Strongly Agree	48
I feel like I am part of this school	
Strongly Disagree	5
Disagree	2
Neither Agree Nor Disagree	10
Agree	48
Strongly Agree	36
Teachers at this school treat students fairly	
Strongly Disagree	0
Disagree	5
Neither Agree Nor Disagree	14
Agree	52
Strongly Agree	29
I feel safe in my school	
Strongly Disagree	2
Disagree	2
Neither Agree Nor Disagree	7
Agree	38
Strongly Agree	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

At my school, there is a teacher or some other adult…	Grade 7 %
who really cares about me	
Not At All True	13
A Little True	15
Pretty Much True	38
Very Much True	35
who tells me when I do a good job	
Not At All True	3
A Little True	10
Pretty Much True	44
Very Much True	44
who notices when I am not there	
Not At All True	5
A Little True	23
Pretty Much True	28
Very Much True	44
who always wants me to do my best	
Not At All True	0
A Little True	5
Pretty Much True	30
Very Much True	65
who listens when I have something to say	
Not At All True	8
A Little True	10
Pretty Much True	36
Very Much True	46
who believes that I will be a success	
Not At All True	5
A Little True	10
Pretty Much True	35
Very Much True	50

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 %
I do interesting activities at school	
Not At All True	2
A Little True	19
Pretty Much True	29
Very Much True	50
I help decide things like class rules or activities	
Not At All True	29
A Little True	36
Pretty Much True	24
Very Much True	12
I do things that make a difference at school	
Not At All True	20
A Little True	39
Pretty Much True	34
Very Much True	7

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

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %
who really cares about me	
Not At All True	2
A Little True	10
Pretty Much True	10
Very Much True	79
who tells me when I do a good job	
Not At All True	2
A Little True	12
Pretty Much True	24
Very Much True	62

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

Outside of my home and school, there is a teacher or some other adult…	Grade 7 %
who notices when I am upset about something	
Not At All True	2
A Little True	14
Pretty Much True	26
Very Much True	57
who believes that I will be a success	
Not At All True	2
A Little True	12
Pretty Much True	17
Very Much True	69
who always wants me to do my vest	
Not At All True	0
A Little True	7
Pretty Much True	14
Very Much True	79
whom I trust	
Not At All True	0
A Little True	7
Pretty Much True	19
Very Much True	74

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 %
I am part of clubs, sports teams, church/temple or other group activities	
Not At All True	19
A Little True	14
Pretty Much True	14
Very Much True	52
I am involved in music, art, literature, sports or a hobby	
Not At All True	10
A Little True	7
Pretty Much True	17
Very Much True	67
I help other people	
Not At All True	10
A Little True	19
Pretty Much True	36
Very Much True	36

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 %
Alcohol (one full drink)	
0 times	69
1 time	12
2 to 3 times	7
4 or more times	12
Marijuana	
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0
Inhalants (to get high)	
0 times	93
1 time	2
2 to 3 times	5
4 or more times	0
Cocaine	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Methamphetamine or any amphetamines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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 %
LSD or other psychedelics	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ecstasy	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Heroin	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Other illegal drug or pill	
0 times	98
1 time	0
2 to 3 times	2
4 or more times	0
Any of the above AOD Use	33
Prescription pain killers	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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 %
Barbiturates	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Tranquilizers or sedatives	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Cold/Cough Medicines	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Diet Pills	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
Ritalin™ or Adderall™	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na

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 %
Alcohol (one full drink)	
Never	62
10 or under	10
11 -12 years old	19
13-14 years old	10
15-16 years old	0
17 years or older	0
Marijuana	
Never	100
10 or under	0
11 -12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0
Other illegal drug	
Never	100
10 or under	0
11 -12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0

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 %
Alcohol (at least one drink)	17
Marijuana	0
Inhalants	0
Cocaine	na
Methamphetamine or any amphetamines	na
Ecstasy, LSD or other psychedelics	na
Other illegal drug or pill	0
Any of the above AOD Use	17
Two or more drugs at the same time	na

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 %
Alcohol	
None	83
1 or 2 days	7
3 to 9 days	5
10 to 19 days	2
20 or more days (daily)	2
Marijuana	
None	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days (daily)	0

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 %
0 times	86
1 to 2 times	5
3 to 6 times	7
7 or more times	2

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 %
0 times	95
1 to 2 times	2
3 to 6 times	2
7 or more times	0

Question HS A.54/MS A43: 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 %
0 days	93
1 to 2 days	2
3 or more days	5

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 %
Don't drink alcohol	66
Just a sip or two	24
Enough to feel it a little	2
Enough to feel it a lot	2
Until really drunk	5

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

Table A4.9

Usual Level of Highness When Using Drugs

Don't use drugs
Not high at all
A little high
Moderately high
Very high

Question HS A77: 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)

Never
Any
1 time
2 times
3 to 6 times
7 or more times

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 %
Never	*58*
Any	*43*
1 time	15
2 times	5
3 to 6 times	10
7 or more times	13

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 %
Alcohol	
0 days	98
1 to 2 days	2
3 or more days	0
Marijuana	
0 days	100
1 to 2 days	0
3 or more days	0
Any illegal drug or pill	
0 days	98
1 to 2 days	2
3 or more days	0

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 %
0 times	98
1 to 2 times	2
3 to 6 times	0
7 or more times	0

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 %
Alcohol - Drink Occasionally	
Great	24
Moderate	10
Slight	39
None	27
Alcohol - 5 or more drinks once or twice a week	
Great	29
Moderate	37
Slight	7
None	27

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 %
Marijuana - Smoke Occasionally	
Great	43
Moderate	26
Slight	2
None	29
Marijuana - Smoke once or twice a week	
Great	55
Moderate	12
Slight	5
None	29

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 %
Alcohol - One or two drinks nearly every day	
Neither approve or disapprove	10
Somewhat disapprove	25
Strongly disapprove	65
Marijuana or Hashish - Once or twice	
Neither approve or disapprove	8
Somewhat disapprove	10
Strongly disapprove	83
Marijuana - Once a month or more	
Neither approve or disapprove	7
Somewhat disapprove	2
Strongly disapprove	90

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 %
None of them	71
10 percent	22
20 percent	2
30 percent	0
40 percent	0
50 percent	5
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	0

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

Does not apply, never used alcohol/drugs
Problems with emotions, nerves, mental health
Trouble or problems with the police
Money problems
Get into trouble in school
Problems with school work
Fight with other kids
Damage a friendship
Physically hurt or injure yourself
Unwanted or unprotected sex
Forget what happened or pass out
Other problems
More than one problem
Never had problems when I've used alcohol/drugs

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

Does not apply, have not used alcohol or drugs
Had to increase use to get same effect as before
Spent a lot of time getting, using, or being "hung over" from using
Used alcohol or drugs a lot more than intended
Used alcohol or drugs when alone
Alcohol/drug use often kept you from going to school, working, recreational activities or hobbies
Didn't like they way you felt when not high or drunk
Thought about reducing or stopping
Told self not going to use but used anyway
Spoke with someone about reducing or stopping use
Attended counseling, program, or group to reduce/stop use
More than one experience
Use alcohol or drugs but have not experienced any of these things

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 %
Alcohol	
Very difficult	12
Fairly difficult	5
Fairly easy	14
Very easy	26
Don't know	43
Marijuana	
Very difficult	21
Fairly difficult	14
Fairly easy	2
Very easy	2
Don't know	60

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 %
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0

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 %
No	37
Yes	63

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 %
No	34
Yes	66

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 %
More likely	na
Less likely	na
Would make no difference	na

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 %
A cigarette, even one or two puffs	
0 times	83
1 time	12
2 to 3 times	2
4 or more times	2
A whole cigarette	
0 times	93
1 time	5
2 to 3 times	0
4 or more times	2
Smokeless tobacco	
0 times	93
1 time	2
2 to 3 times	5
4 or more times	0

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 %
Smoked part or all of a cigarette	
Never	88
10 or under	2
11 -12 years old	7
13-14 years old	2
15-16 years old	0
17 years or older	0
Smokeless Tobacco	
Never	98
10 or under	0
11 -12 years old	2
13-14 years old	0
15-16 years old	0
17 years or older	0

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 %
Cigarettes	
Any	2
Daily	0
Smokeless Tobacco	
Any	0
Daily	0

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 %
None	*100*
Any	*0*
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

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 %
Neither approve or disapprove	8
Somewhat disapprove	15
Strongly disapprove	78

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 %
Neither approve or disapprove	0
Somewhat disapprove	15
Strongly disapprove	85

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 %
Smoking Occasionally	
Great	23
Moderate	26
Slight	26
None	26
Smoking 1-2 packs of cigarette a day	
Great	52
Moderate	19
Slight	0
None	29

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 %
Very difficult	14
Fairly difficult	7
Fairly easy	17
Very easy	7
Don't know	55

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 %
None of them	54
10 percent	34
20 percent	0
30 percent	5
40 percent	0
50 percent	7
60 percent	0
70 percent	0
80 percent	0
90 percent	0
All of them	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 %
Had mean rumors/lies spread about you	
0 times	53
1 time	23
2 to 3 times	20
4 or more times	5
Had sexual jokes/comments/gestures made to you	
0 times	46
1 time	15
2 to 3 times	24
4 or more times	15
Been made fun of because of your looks/way talk	
0 times	64
1 time	13
2 to 3 times	5
4 or more times	18

Question HS A.103-105/MS A.85-87: 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 %
Been pushed, shoved, hit, etc.	
0 times	46
1 time	10
2 to 3 times	15
4 or more times	29
Been afraid of being beaten up	
0 times	83
1 time	12
2 to 3 times	0
4 or more times	5
Been in physical fight	
0 times	68
1 time	20
2 to 3 times	10
4 or more times	3

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 %
Had property stolen/damaged	
0 times	66
1 time	24
2 to 3 times	5
4 or more times	5
Damaged school property on purpose	
0 times	85
1 time	15
2 to 3 times	0
4 or more times	0

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 %
Carried a gun	
0 times	98
1 time	0
2 or more times	2
Carried any other weapon	
0 times	93
1 time	5
2 or more times	2

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 %
Seen someone with a weapon	
0 times	86
1 time	5
2 or more times	10
Been threatened/injured with a weapon	
0 times	93
1 time	5
2 or more times	2

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 %
Neither approve or disapprove	5
Somewhat disapprove	10
Strongly disapprove	85

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 %
Race, Ethnicity, or National Origin	
0 times	95
1 time	2
2 or more times	2
Religion	
0 times	88
1 time	2
2 or more times	10
Gender	
0 times	90
1 time	10
2 or more times	0
Sexual Orientation *	
0 times	93
1 time	2
2 or more times	5
Physical/Mental Disability	
0 times	95
1 time	0
2 or more times	5
Any of the Above Five Hate-Crime Reasons	21
Any Other Reason	
0 times	73
1 time	10
2 or more times	18
Any Harassment	36

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 %
No	93
Yes	7

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 %
Does not apply, didn't have a boy/girlfriend	58
No	40
Yes	3

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 %
Very safe	38
Safe	53
Neither safe nor unsafe	8
Unsafe	3
Very unsafe	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 %
American Indian or Alaska Native	
Native Hawaiian or Pacific Islander	
Asian	
Black or African American (non-Hispanic)	
Hispanic or Latino/Latina	
White or Caucasian (non-Hispanic)	20
Other	
Multi-Racial (selected more than one)	

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 %
American Indian or Alaska Native	
Native Hawaiian or Pacific Islander	
Asian	
Black or African American (non-Hispanic)	
Hispanic or Latino/Latina	
White or Caucasian (non-Hispanic)	4
Other	
Multi-Racial (selected more than one)	

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 %
No	33
Yes	67

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 %
No	88
Yes	13

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	
	Female %	Male %
Lifetime and Current ATOD Use		
During your life did you ever…		
drink alcohol (one full drink)?	21	39
use inhalants?	0	13
smoke marijuana?	0	5
During the past 30 days, did you…		
drink alcohol (one full drink)?	16	17
use inhalants?	0	0
smoke marijuana?	0	0
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking alcohol?	11	17
been high from using drugs?	0	9
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	5	9
ATOD Use at School		
During your life, have you ever been drunk/high on school property?	0	4
During the past 30 days, did you use marijuana on school property?	0	0
Perceived Harm		
*Frequent use of… is harmful.**		
alcohol (five or more drinks once or twice a week)	78	70
marijuana (once or twice a week)	74	70

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

Table A8.2

Selected Tobacco Use Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
During your life, did you ever smoke a cigarette?	6	9
During the past 30 days, did you smoke a cigarette?	0	4
During the past 30 days, did you smoke cigarettes daily?	0	0
During the past 30 days, did you smoke cigarettes on school property?	0	0
Frequent use of cigarettes is harmful. (1-2 packs a day)*	74	70

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

Table A8.3

Violence-Related Behavior and Experiences, by Gender and Grade

	7th Grade	
	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?		
Race, ethnicity, or national origin	0	9
Religion	5	17
Gender	11	9
Gay/lesbian, or someone thought you were	5	9
Physical/mental disability	0	9
Any other reason	17	36
During the past 12 months at school have you been in a physical fight?	11	50
During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?	0	5
Feels safe at school	94	86
Currently belong to a gang?	5	9

Table A8.4

Physical and Mental Health Measures, by Gender and Grade

	7th Grade	
	Female %	Male %
Did you eat breakfast today?	63	70
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?	11	14

9. Comparisons

Table A9.1

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
Lifetime and Current ATOD Use		
During your life did you ever…		
smoke a cigarette? (PI)	7	7
chew tobacco or snuff?	7	4
drink alcohol (glass)?	31	24
use inhalants?	7	11
smoke marijuana? (PI)	2	9
During the past 30 days, did you…		
smoke a cigarette? (PI)	2	6
chew tobacco or snuff?	0	3
drink alcohol (glass)? (PI)	17	15
use inhalants?	0	5
smoke marijuana? (PI)	0	7
Level of Involvement (High Risk Patterns)		
During your life have you ever…		
been very drunk or sick after drinking?	14	11
been high from using drugs?	5	8
During the past 30 days, did you…		
drink 5 drinks in a couple of hours?	7	6

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

Table A9.1 - *Continued*

Selected Alcohol, Tobacco and Drug Use, with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
ATOD Use on School Property		
During your life, have you ever been drunk/high?	2	6
During the past 30 days, did you smoke cigarettes?	0	3
Perceived Harm[b]		
People risk harming themselves using...[c]		
cigarettes (1-2 packs a day)	71	83
alcohol (five or more drinks once or twice a week)	73	83
marijuana (once or twice a week)	71	82

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.
[b]not comparable with previous CHKS
[c]combines "Great," "Moderate," and "Slight"

Table A9.2

Selected Violence-Related Behavior and Experiences, and Protective Factors with Comparisons to 2007 State CSS

	7th Grade %	
	District	CSS
Violence-Related Behaviors and Experiences		
During the past 12 months at school, have you….		
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	21	31
been in a physical fight?	33	32
been afraid of being beaten up? (PI)	17	29
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	7	10
How safe do you feel when you are at school? Very safe. (PI)	38	18
Do you consider yourself a member of a gang?	7	9
Protective Factors - High Level of External Assets at School		
Caring relationships with teacher or other adult (PI)	49	31
High expectations from teacher or other adult (PI)	64	45
Opportunities for meaningful participation at their school (PI)	24	16
Total School Assets	51	31
School Connectedness (Add Health) (PI)	81	39

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