

MARIJUANA PREVENTION INITIATIVE

**California Healthy Kids Survey
2015 Snapshot**

District-Level Trends

Prepared by Center for Community Research (CCR), San Diego County Marijuana Prevention Initiative (MPI)
For more information regarding the MPI and additional resources, please visit: www.mpisdcounty.net



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About the California Healthy Kids Survey

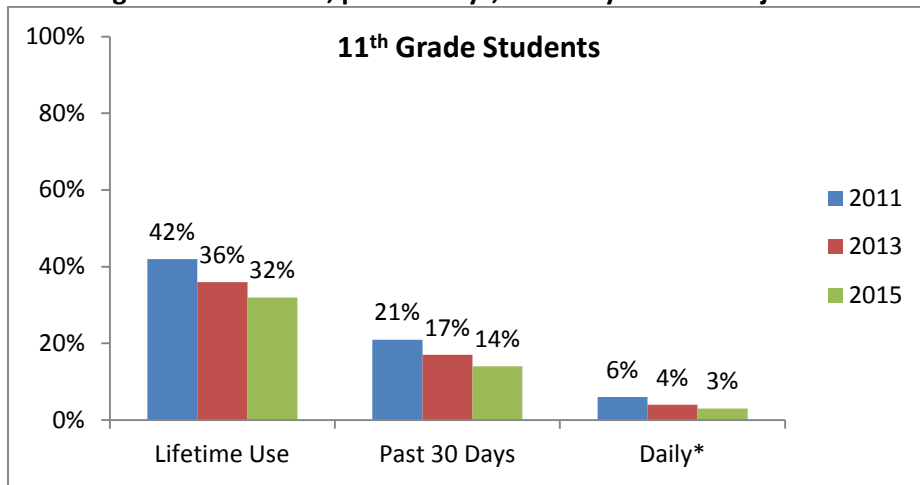
The California Healthy Kids Survey (CHKS) was developed by WestEd for the California Department of Education (CDE) to anonymously, voluntarily and confidentially collect data on youth resiliency, protective factors and high-risk behaviors. First administered in 1997, CHKS is now administered biennially by many school districts across the state to middle and high school youth attending both traditional/mainstream and non-traditional/alternative schools (e.g., continuation schools). All school districts receiving Tobacco-Use Prevention Education (TUPE) funding are required by the CDE to conduct the CHKS biennially; however, the CDE recommends that *all* school districts and local education agencies collect CHKS data to assess their needs and demonstrate accountability.

The CHKS consists of a basic Core Module that asks students about their experiences with alcohol and other drugs (AOD), school engagement, and physical health. School districts may also elect to administer one or more optional modules to assess district-level needs. For example, in 2014/15 the San Diego County Office of Education encouraged all school districts within the County to administer a newly developed “County Custom Module” in response to emerging trends regarding youth AOD access and use. The San Diego County Marijuana Prevention Initiative (MPI) analyzes county and district-level CHKS data for tracking trends and changes over time to student-reported marijuana-related behaviors and perceptions, and to inform MPI plans and activities.

This 2015 Snapshot District-Level Trends report documents selected marijuana-related outcomes from the CHKS Core Module and the County Custom Module for nine high school districts in San Diego County. These are: Escondido Union High; Fallbrook Union High; Grossmont Union High; Oceanside Unified; Poway Unified; San Diego Unified; San Marcos Unified; Sweetwater Union High; and Vista Unified. These districts were selected for analysis because they have most consistently collected CHKS data for the past three survey administrations (i.e., in 2011, 2013, and 2015); however, due to district-level variability in student participation rates across survey administrations and modules, student grade-level findings for each district displayed in this Snapshot also vary. As such, findings reported for each district are for *either* 9th and 11th grade students *or* 11th grade and non-traditional students. Additionally, given variability in district resources, district size, student population, demographics, response rates, and regional characteristics, ***these district-level results are only intended to guide prevention planning and are not for comparative purposes.*** More information on CHKS is available at: <http://chks.wested.org/>.

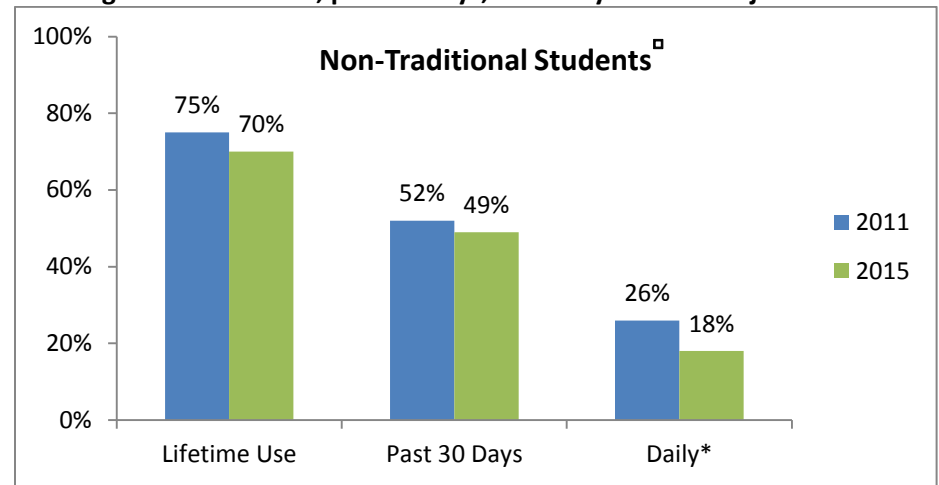
1. Escondido Union High School District – Core Module

Figure 1-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 1-2. Lifetime, past 30 days, and daily use of marijuana



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Figure 1-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

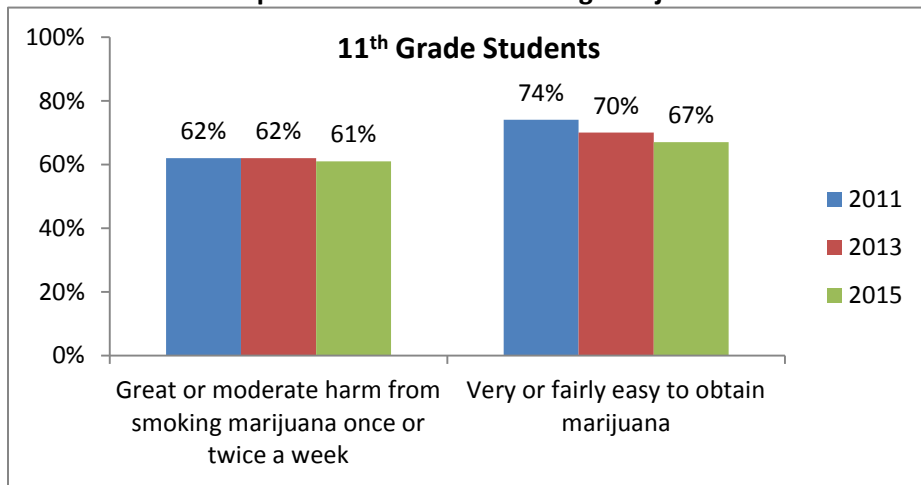
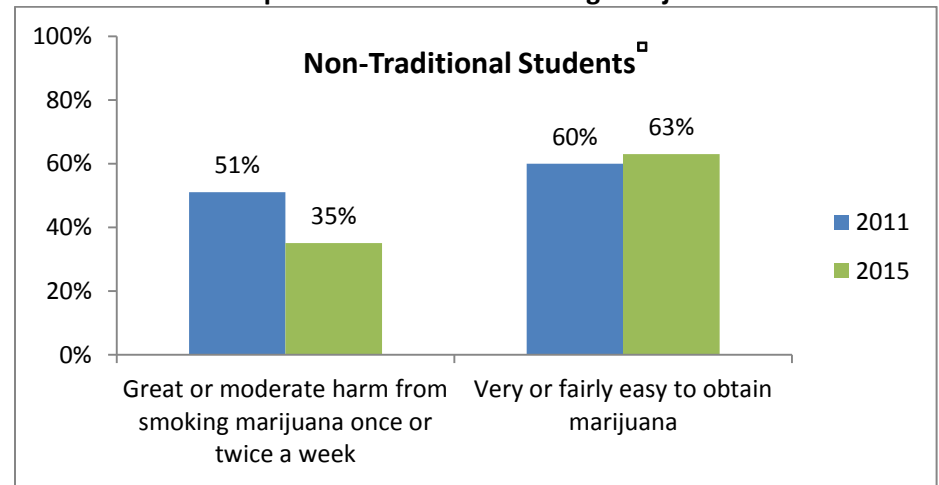


Figure 1-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



[□] This figure excludes findings for 2013 due to a very low response rate (i.e., 27%)

1. Escondido Union High School District – 2015 County Custom Module

Figure 1-5. Where students reported getting marijuana*

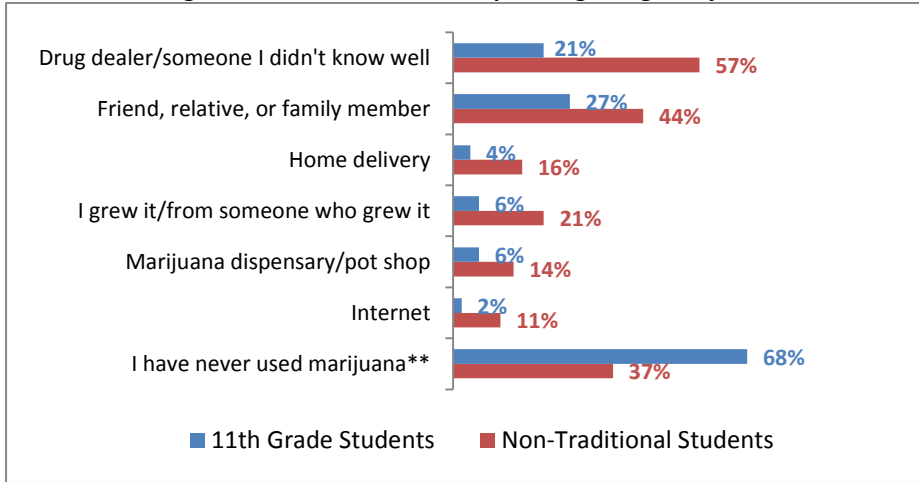
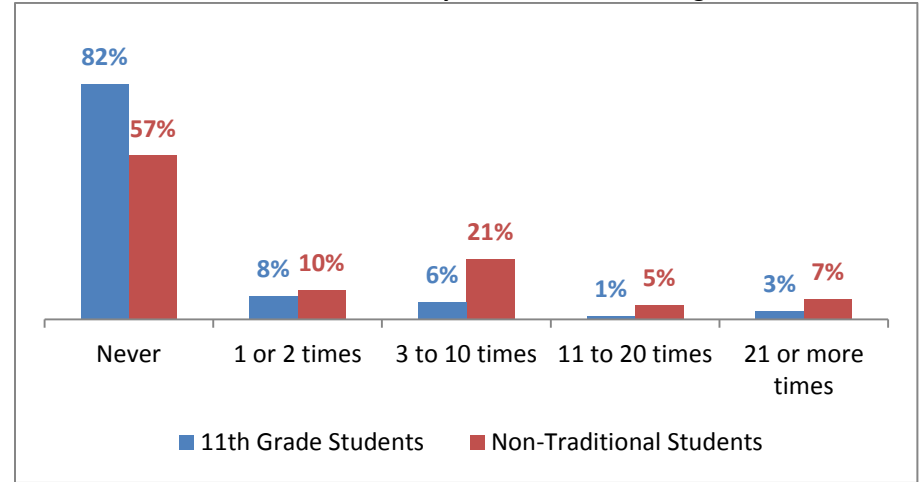


Figure 1-6. Number of times students reported ever driving while high or had been driven by someone who was high



*Percentages shown exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Table 1-1. Number of students surveyed and response rate by survey module*

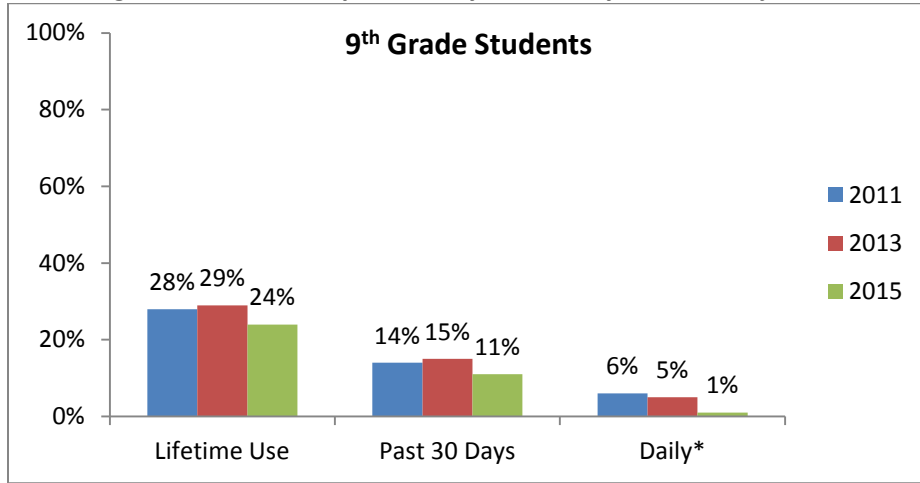
Core Module				
Student Population	Student Sample	2011	2013	2015
11 th Grade Students	Number of Students Surveyed	1,281	1,049	1,213
	Response Rate	74%	52%	70%
Non-Traditional Students [^]	Number of Survey Respondents	104	--	97
	Response Rate	56%	--	98%
County Custom Module				
Student Population	Student Sample	2015		
11 th Grade Students	Number of Students Surveyed	1,116		
	Response Rate	65%		
Non-Traditional Students [^]	Number of Students Surveyed	90		
	Response Rate	91%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60

[^]Includes continuation, community day, and other alternative school types

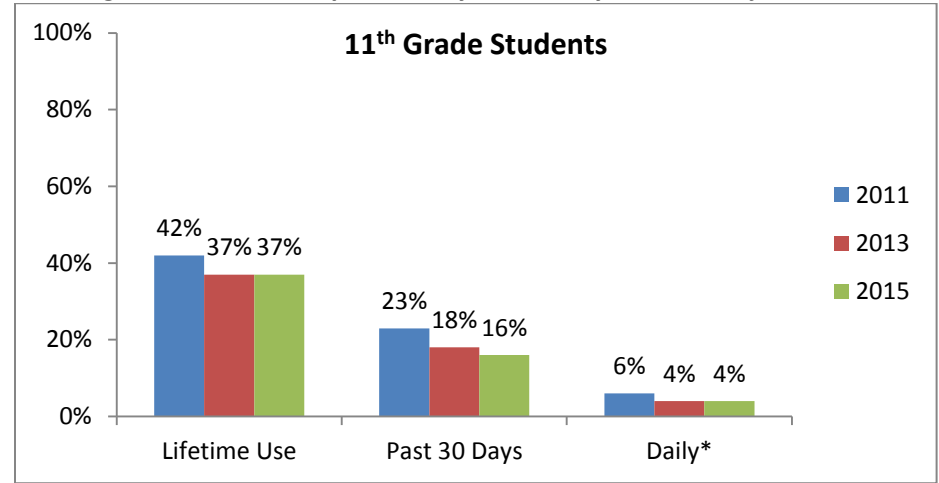
2. Fallbrook Union High School District – Core Module

Figure 2-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 2-2. Lifetime, past 30 days, and daily use of marijuana



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Figure 2-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

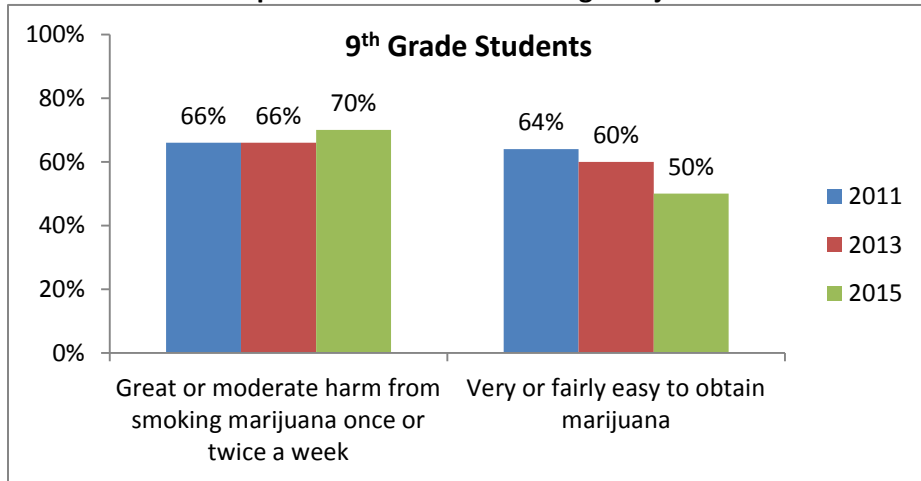
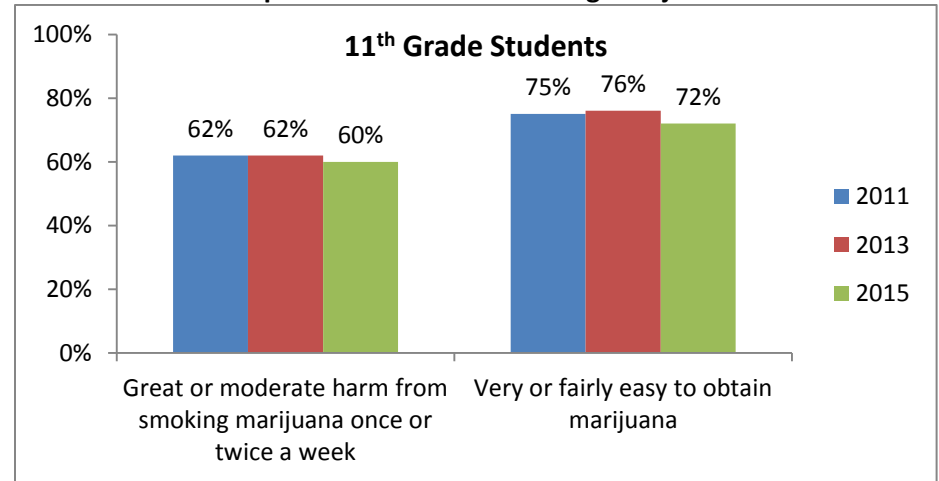


Figure 2-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



2. Fallbrook Union High School District¹

Table 2-1. Number of students surveyed and response rate*

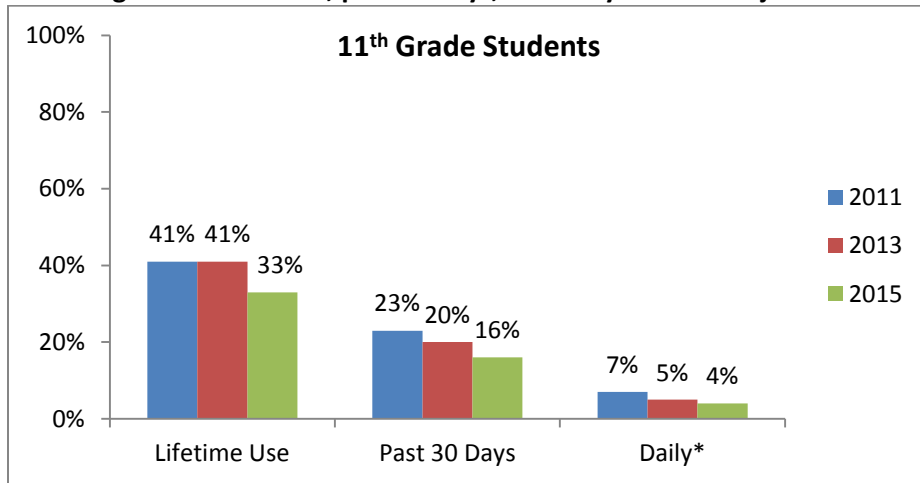
Core module				
Student Population	Student Sample	2011	2013	2015
9 th Grade Students	Number of Students Surveyed	567	483	430
	Response Rate	79%	74%	75%
11 th Grade Students	Number of Survey Respondents	527	465	375
	Response Rate	81%	74%	80%

*The “response rate” is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out.

¹ The Fallbrook Union High School District administered the Core Module only in 2015

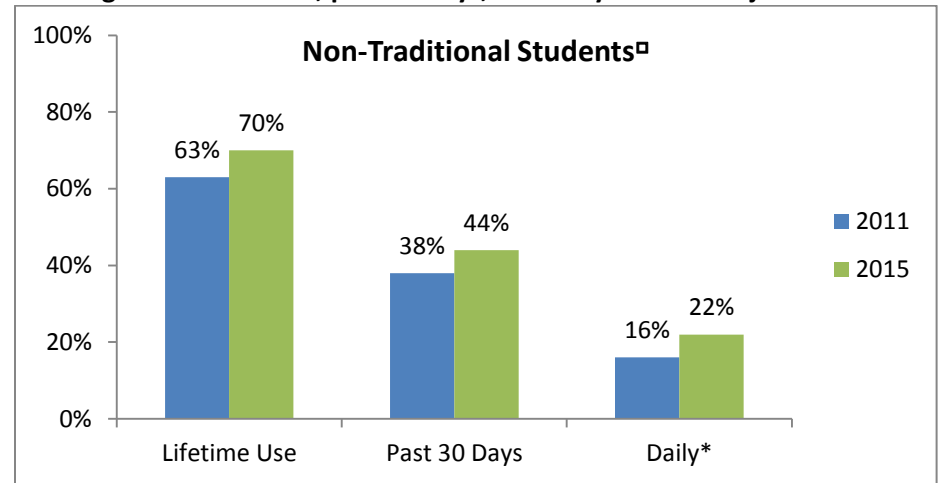
3. Grossmont Union High School District – Core Module

Figure 3-1. Lifetime, past 30 days, and daily use of marijuana



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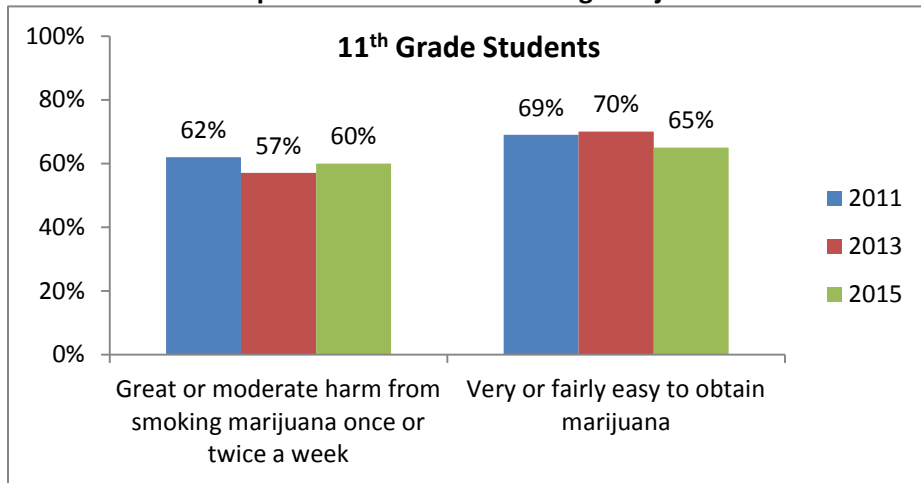
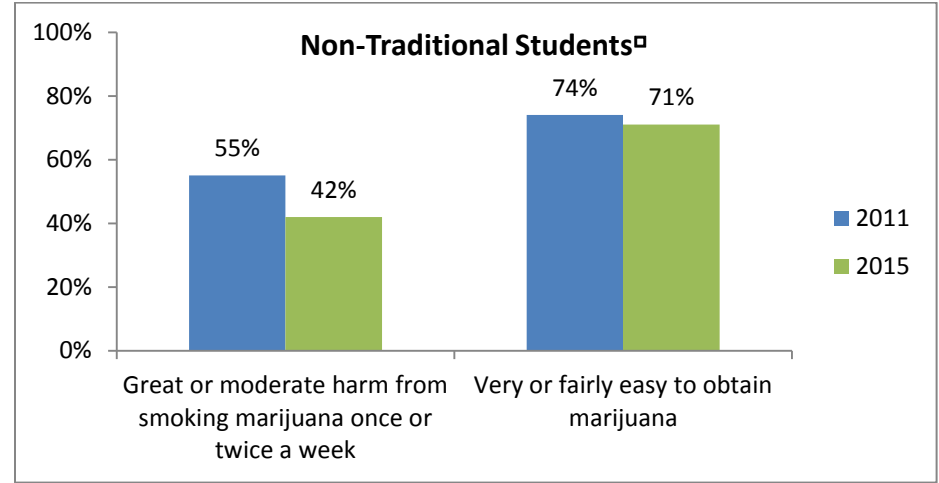


Figure 3-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



▫ This figure excludes findings for 2013 due to a very low response rate (i.e., 38%)

3. Grossmont Union High School District – 2015 County Custom Module

Figure 3-5. Where students reported getting marijuana*

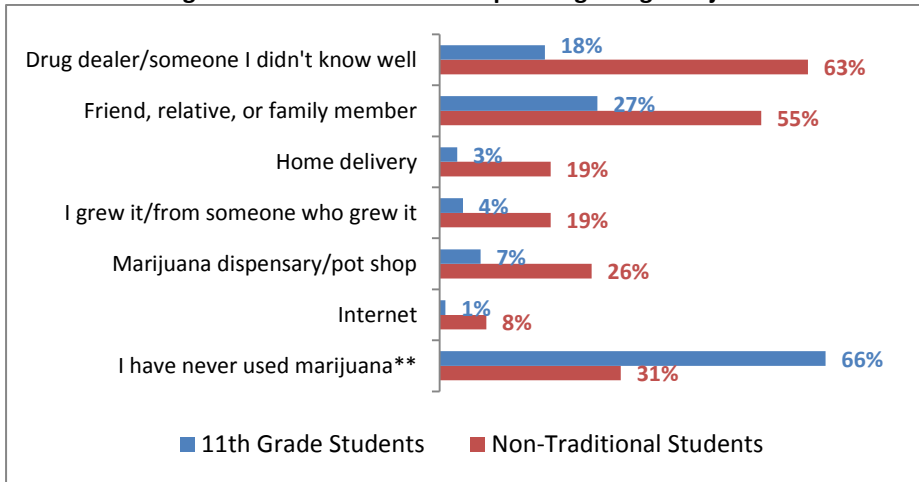
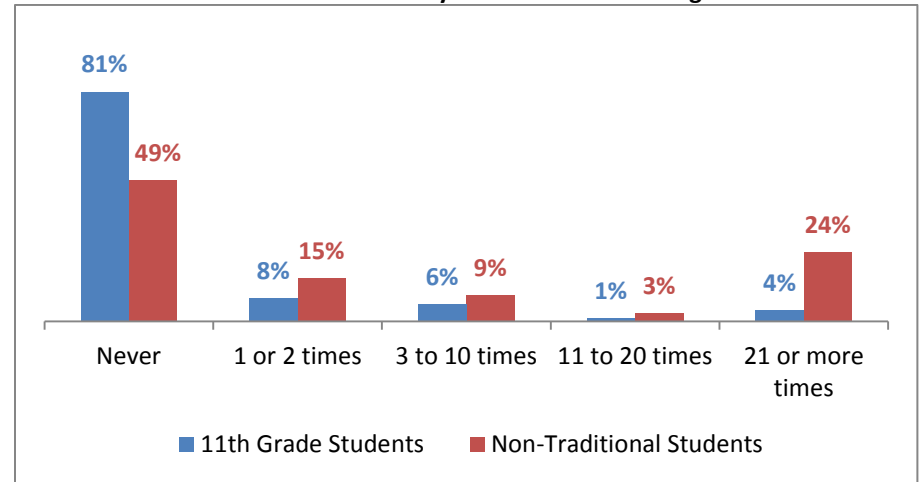


Figure 3-6. Number of times students reported ever driving high or had been driven by someone who was high



*Percentages exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Table 3-1. Number of students surveyed and response rate by survey module*

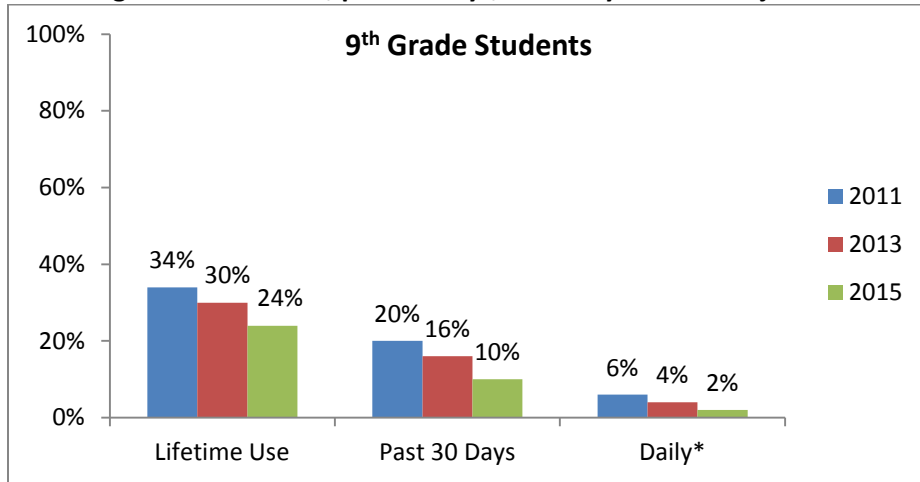
Core Module				
Student Population	Student Sample	2011	2013	2015
11 th Grade Students	Number of Students Surveyed	3,136	3,000	2,900
	Response Rate	67%	71%	74%
Non-Traditional Students [^]	Number of Survey Respondents	121	--	204
	Response Rate	84%	--	55%
County Custom Module				
Student Population	Student Sample	2015		
11 th Grade Students	Number of Students Surveyed	2,735		
	Response Rate	70%		
Non-Traditional Students [^]	Number of Students Surveyed	177		
	Response Rate	48%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

[^] Includes continuation, community day, and other alternative school types

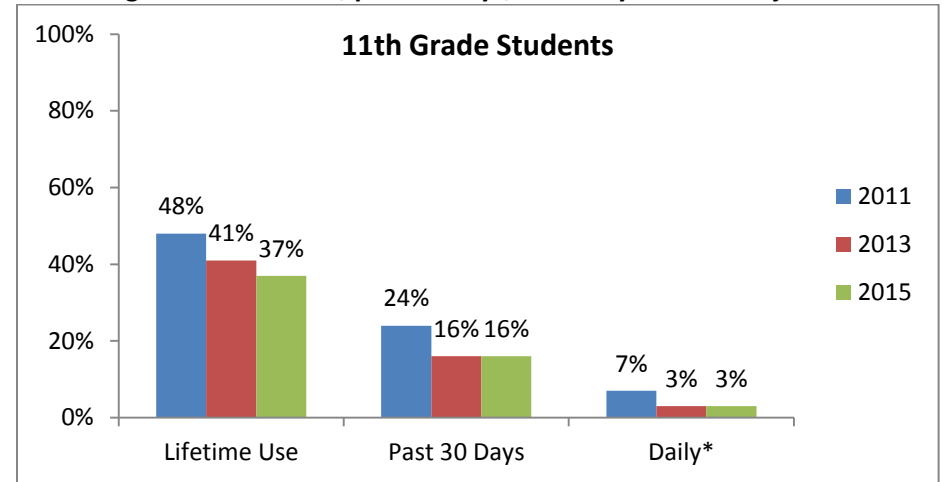
4. Oceanside Unified School District – Core Module

Figure 4-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 4-2. Lifetime, past 30 days, and daily use of marijuana



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Figure 4-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

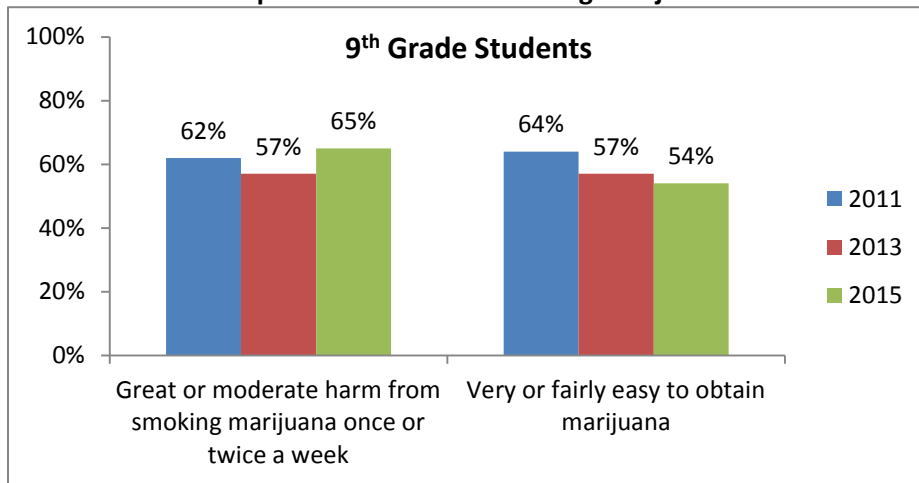
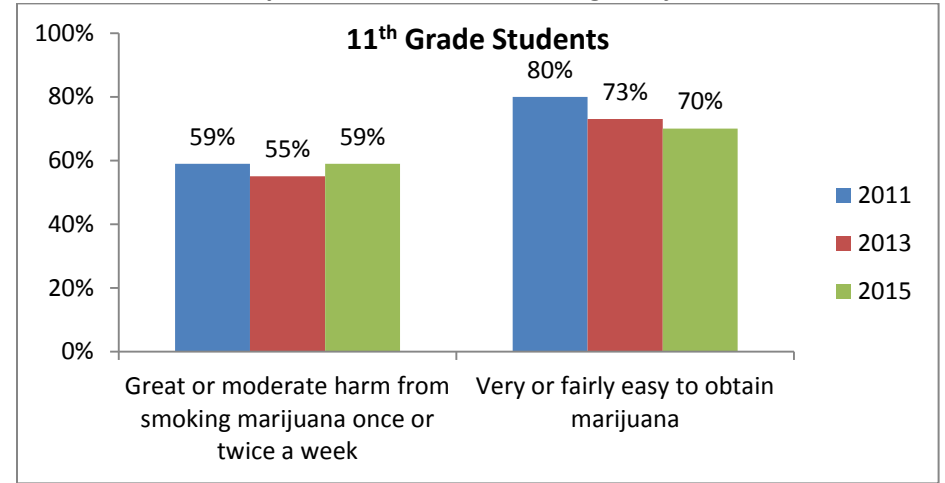
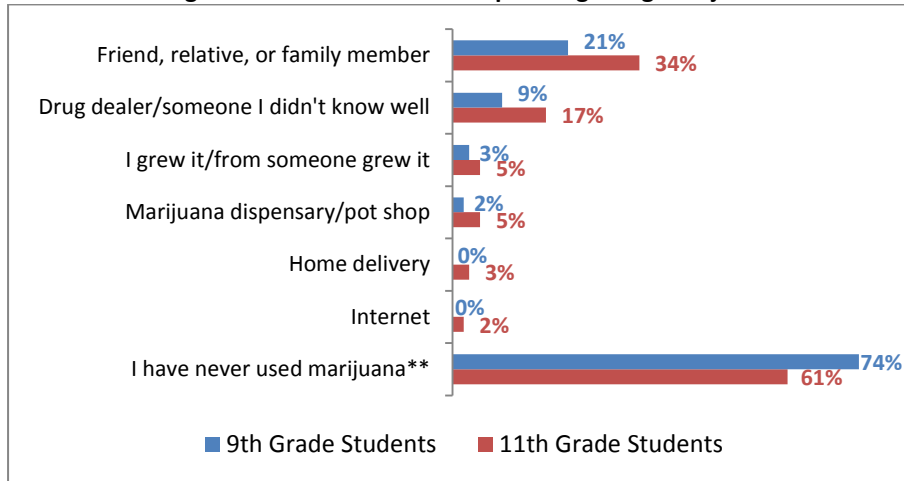


Figure 4-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



4. Oceanside Unified High School District – 2015 County Custom Module

Figure 4-5. Where students reported getting marijuana*



*Percentages exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Figure 4-6. Number of times students reported ever driving while high or had been driven by someone who was high

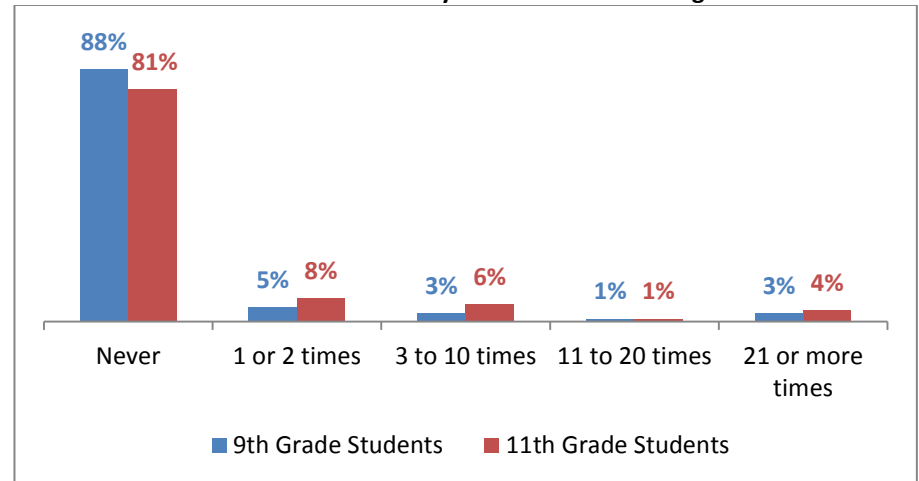


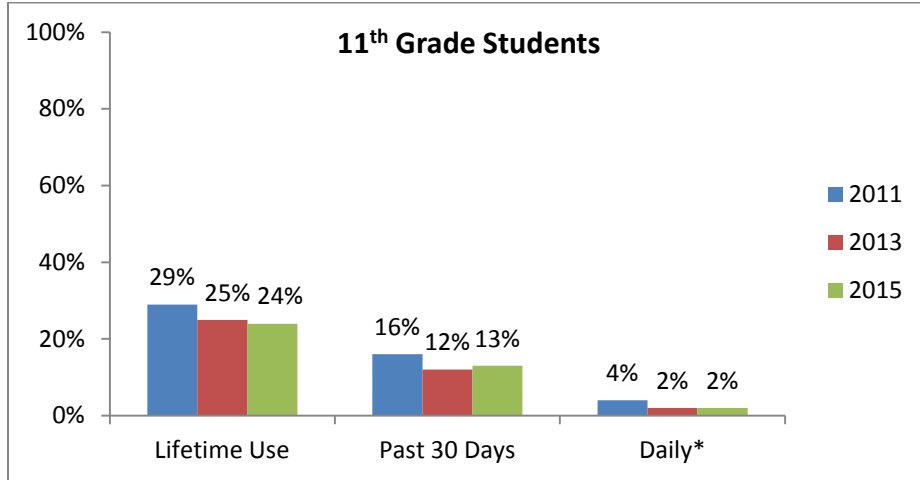
Table 4-1. Number of students surveyed and response rate by survey module*

Core Module				
Student Population	Student Sample	2011	2013	2015
9 th Grade Students	Number of Students Surveyed	877	1,073	702
	Response Rate	67%	76%	64%
11 th Grade Students	Number of Survey Respondents	719	839	833
	Response Rate	68%	62%	77%
County Custom Module				
Student Population	Student Sample	2015		
9 th Grade Students	Number of Students Surveyed	607		
	Response Rate	55%		
11 th Grade Students	Number of Students Surveyed	802		
	Response Rate	74%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

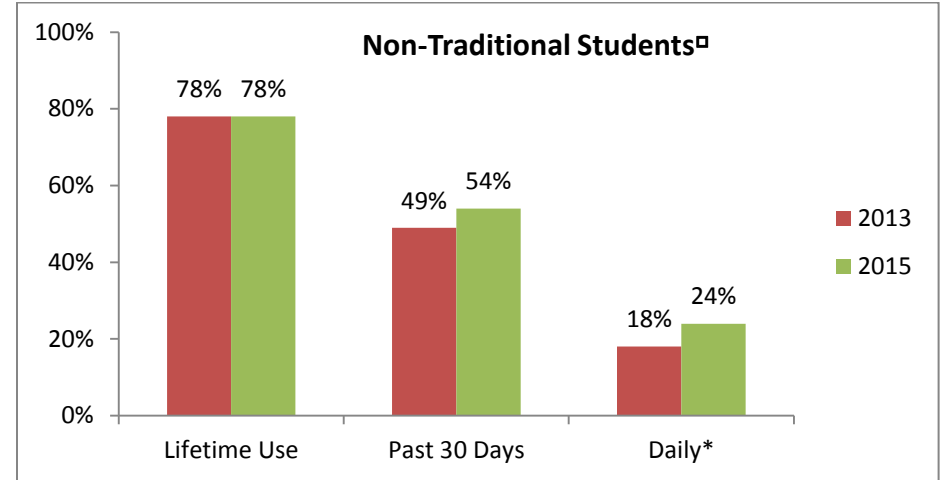
5. Poway Unified High School District – Core Module

Figure 5-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 5-2. Lifetime, past 30 days, and daily use of marijuana



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Figure 5-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

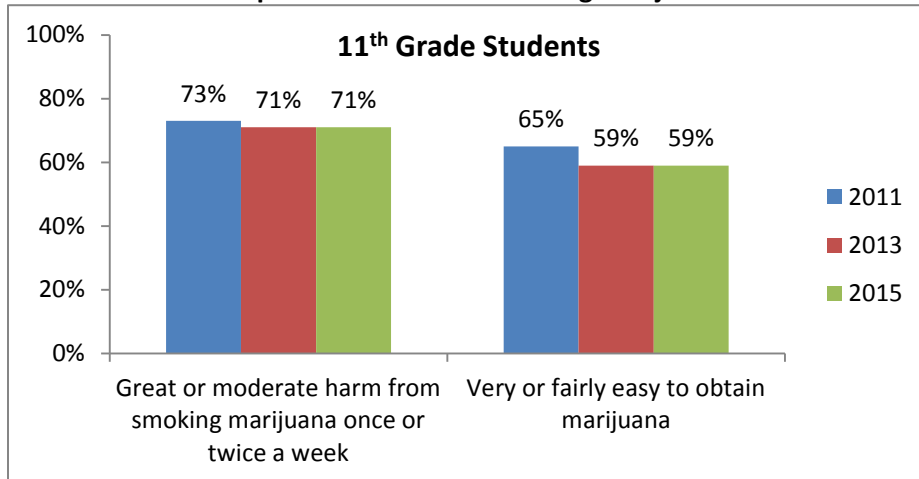
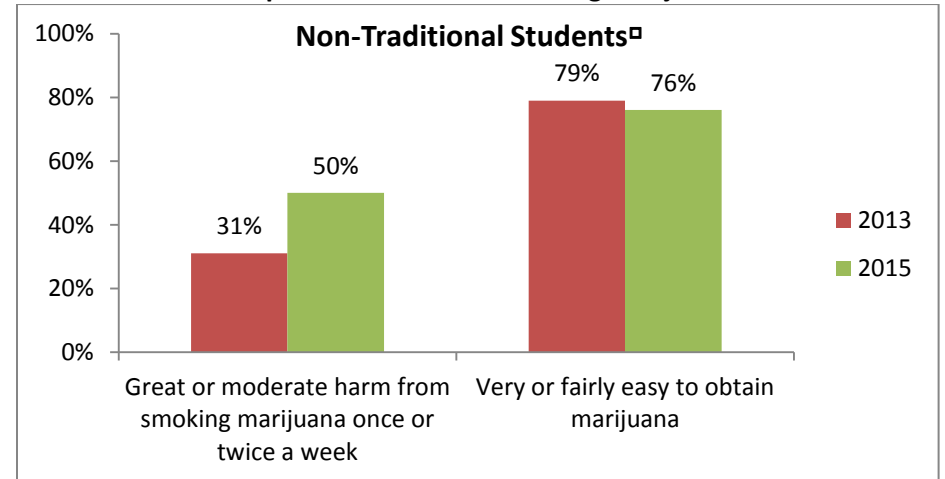


Figure 5-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



[□] This figure excludes findings for 2011 due to a very low response rate (i.e., 36%)

5. Poway Unified High School District – 2015 County Custom Module

Figure 5-5. Where students reported getting marijuana*

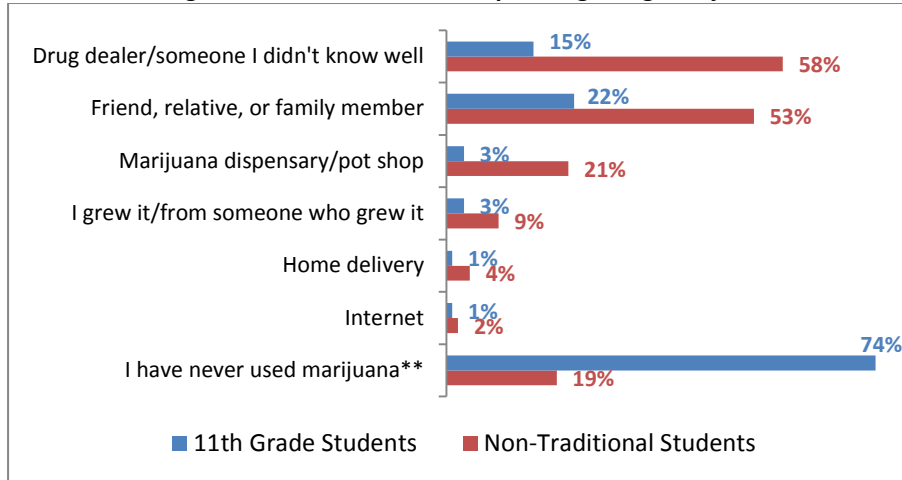
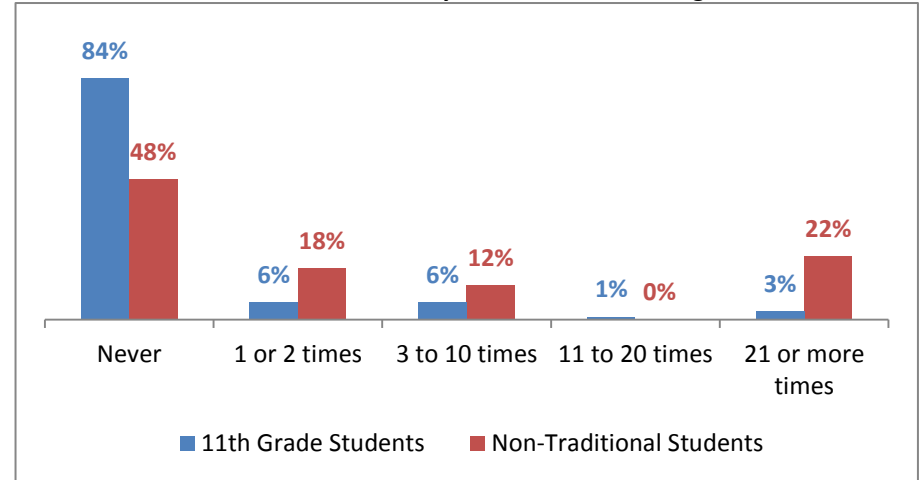


Figure 5-6. Number of times students reported ever driving while high or had been driven by someone who was high



*Percentages exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

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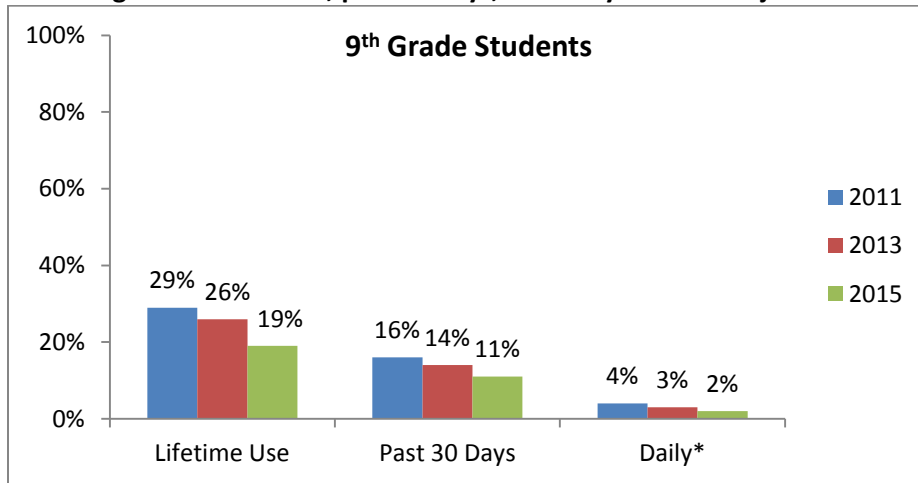
Core Module				
Student Population	Student Sample	2011	2013	2015
11th Grade Students	Number of Students Surveyed	1,539	1,722	1,786
	Response Rate	59%	68%	68%
Non-Traditional Students[^]	Number of Survey Respondents	--	88	56
	Response Rate	--	47%	52%
County Custom Module				
Student Population	Student Sample			
11th Grade Students	Number of Students Surveyed			
	Response Rate			
Non-Traditional Students[^]	Number of Students Surveyed			
	Response Rate			

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

[^]Includes continuation, community day, and other alternative school type

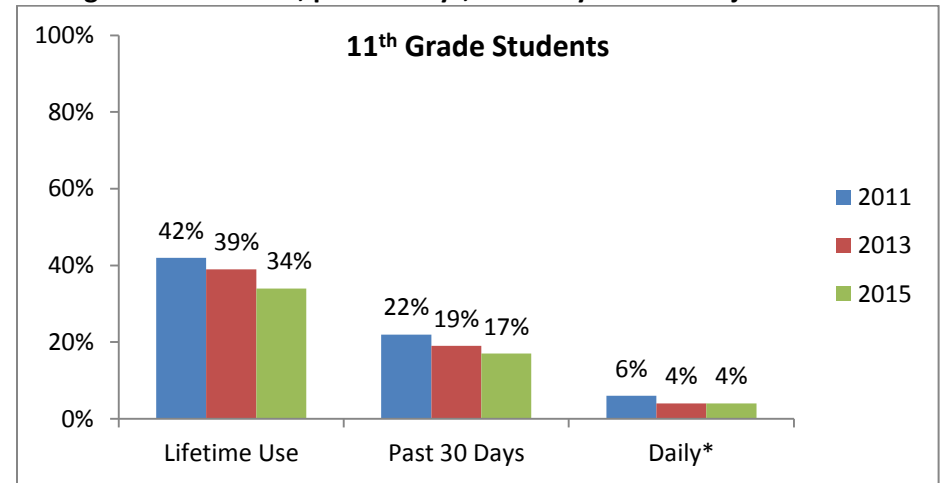
6. San Diego Unified High School District – Core Module

Figure 6-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 6-2. Lifetime, past 30 days, and daily use of marijuana



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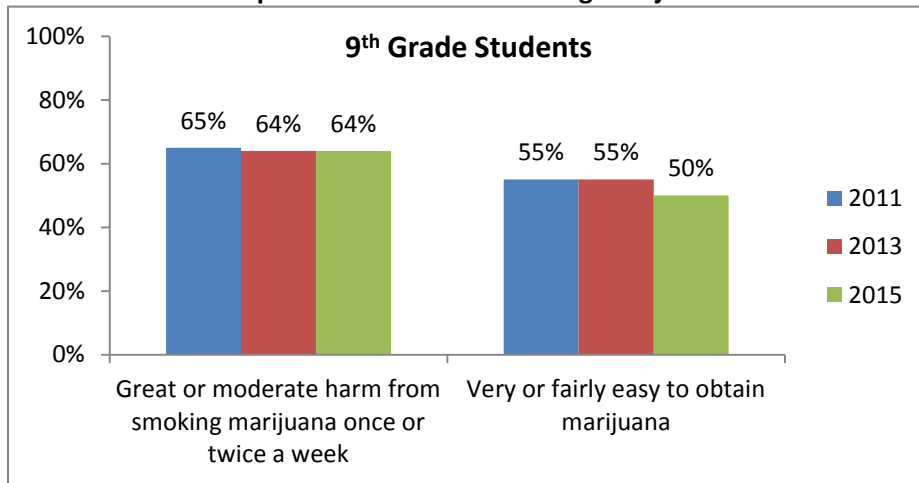
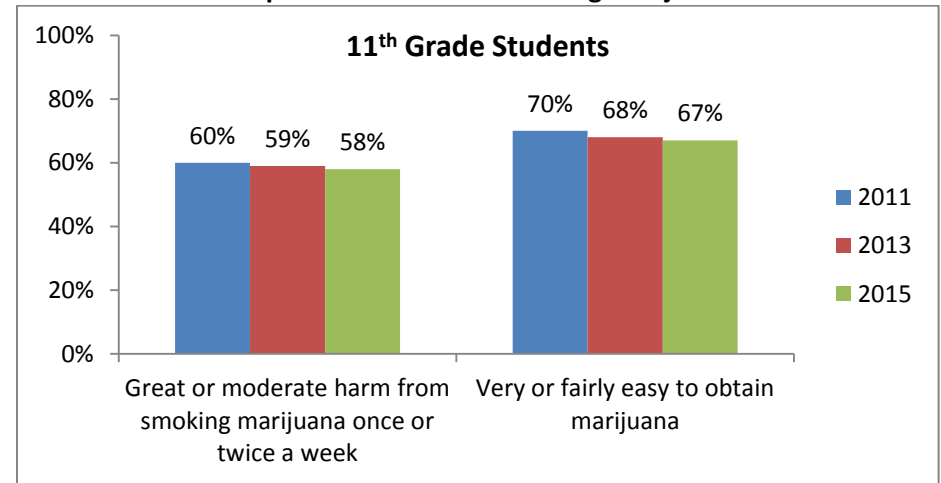
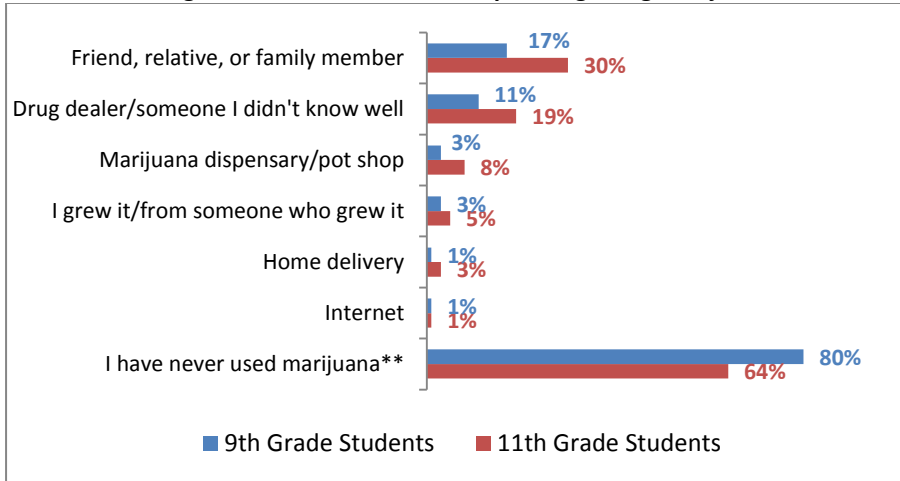


Figure 6-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



6. San Diego Unified High School District – 2015 County Custom Module

Figure 6-5. Where students reported getting marijuana*



*Percentages exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Figure 6-6. Number of times students reported ever driving while high or had been driven by someone who was high

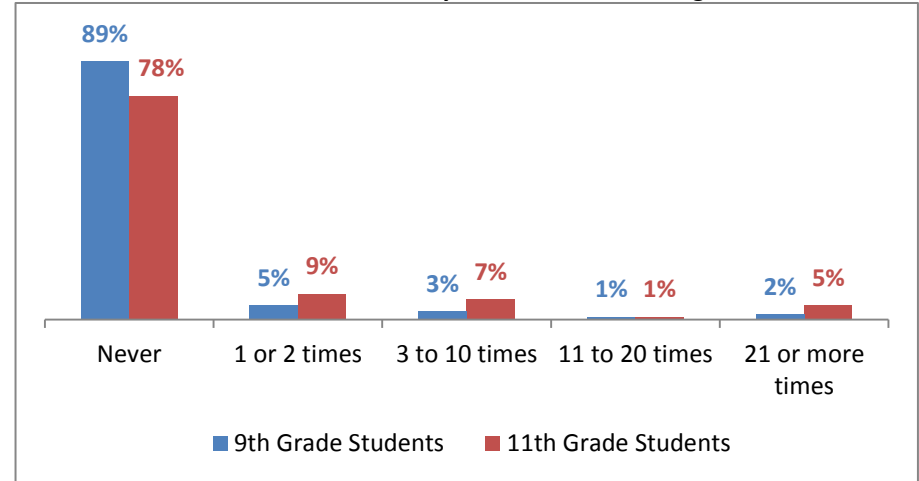


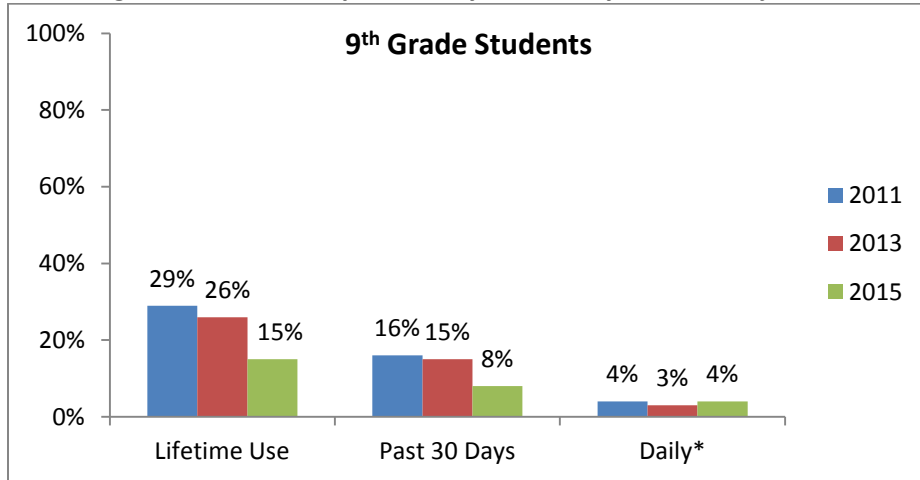
Table 6-1. Number of students surveyed and response rate by survey module*

Core Module				
Student Population	Student Sample	2011	2013	2015
9 th Grade Students	Number of Students Surveyed	5,988	6,555	5,933
	Response Rate	71%	78%	73%
11 th Grade Students	Number of Survey Respondents	5,369	5,683	5,038
	Response Rate	78%	84%	81%
County Custom Module				
Student Population	Student Sample			
9 th Grade Students	Number of Students Surveyed			
	Response Rate	2015		
11 th Grade Students	Number of Students Surveyed	5,468		
	Response Rate	67%		
11 th Grade Students	Number of Students Surveyed	4,709		
	Response Rate	75%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out

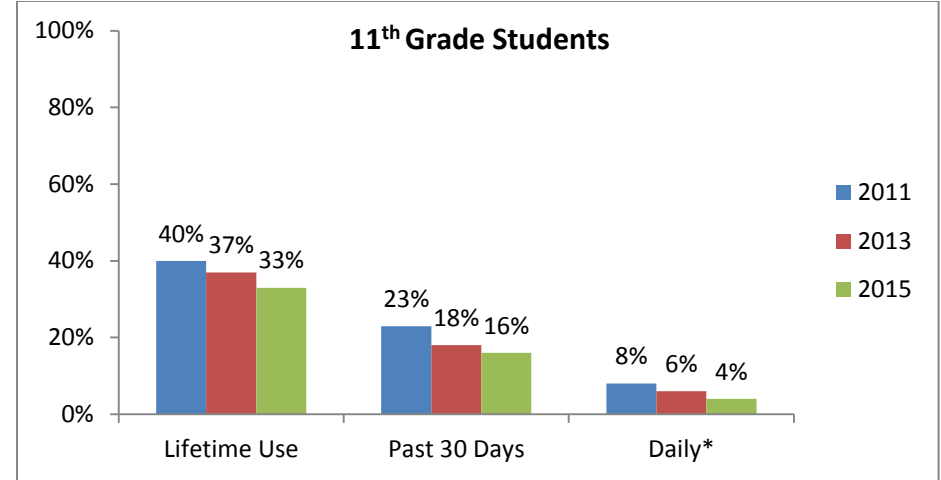
7. San Marcos Unified High School District – Core Module

Figure 7-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 7-2. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 7-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

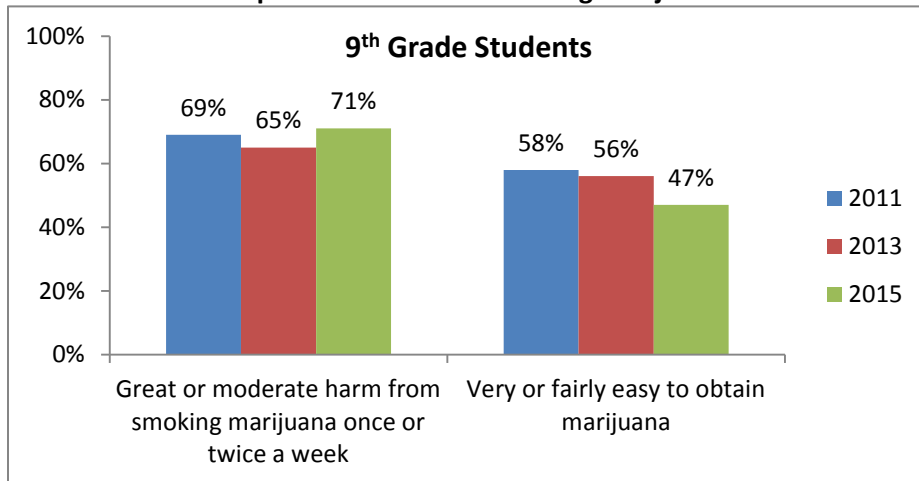
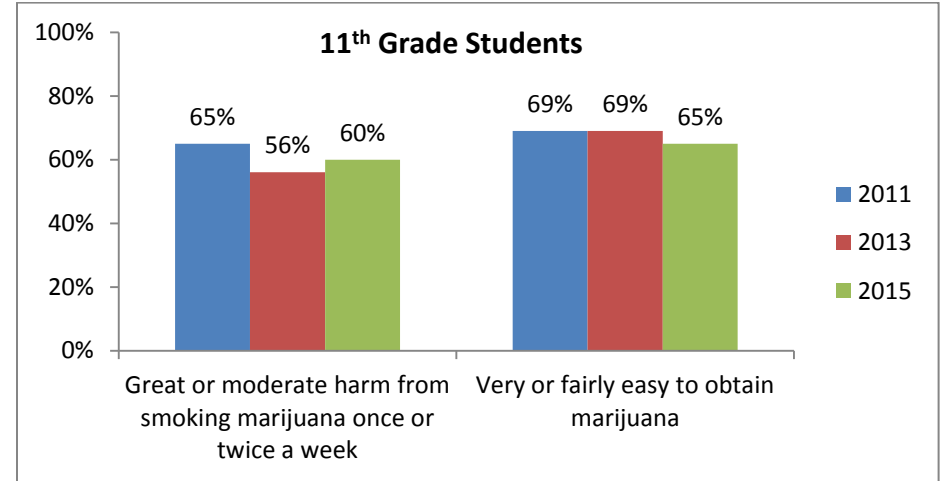
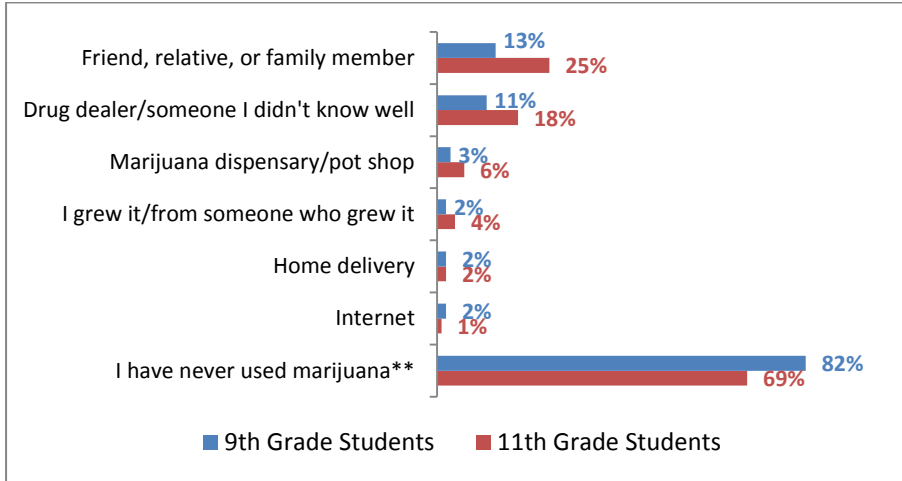


Figure 7-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



7. San Marcos Unified High School District – 2015 County Custom Module

Figure 7-5. Where students reported getting marijuana*



*Percentages exceed 100 as respondents were directed to select all response options that apply

** In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Figure 7-6. Number of times students reported ever driving while high or had been driven by someone who was high

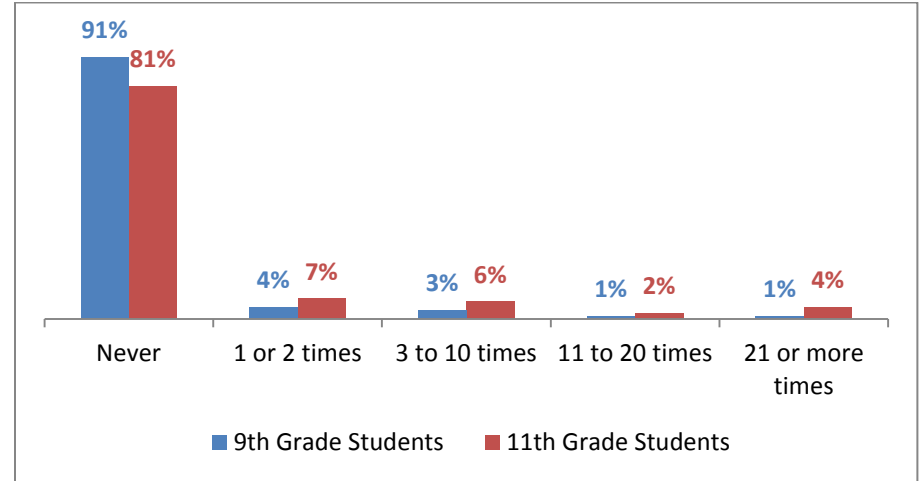


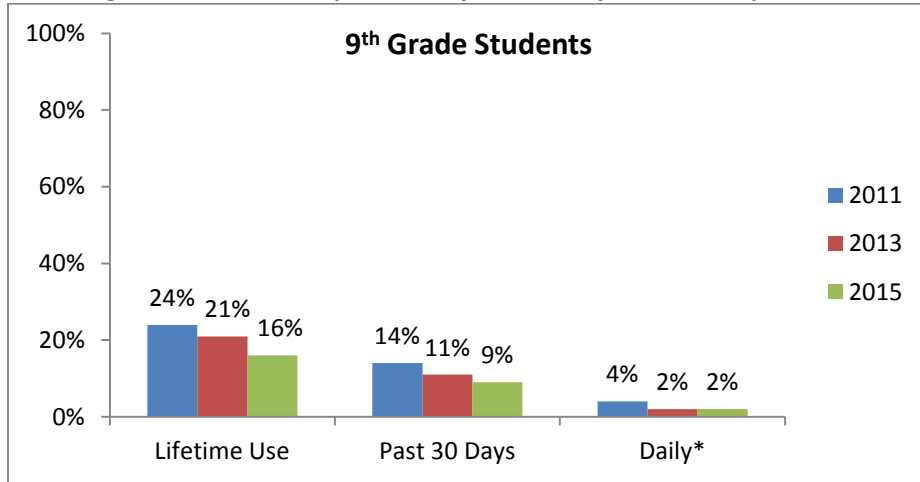
Table 7-1. Number of students surveyed and response rate by survey module*

Core Module				
Student Population	Student Sample	2011	2013	2015
9 th Grade Students	Number of Students Surveyed	1,102	1,153	1,215
	Response Rate	86%	85%	81%
11 th Grade Students	Number of Survey Respondents	907	903	883
	Response Rate	77%	71%	69%
County Custom Module				
Student Population	Student Sample			
9 th Grade Students	Number of Students Surveyed	1,058		
	Response Rate	71%		
11 th Grade Students	Number of Students Surveyed	736		
	Response Rate	58%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

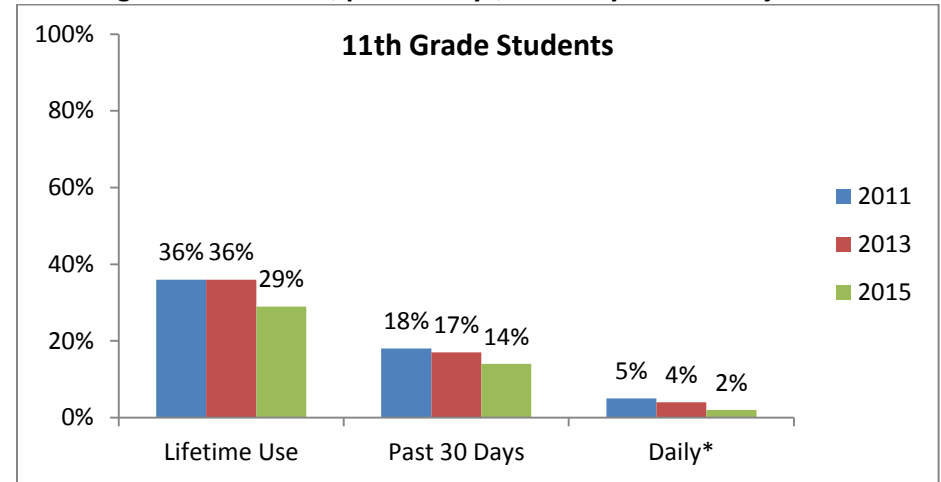
8. Sweetwater Union High School District – Core Module

Figure 8-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 8-2. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 8-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

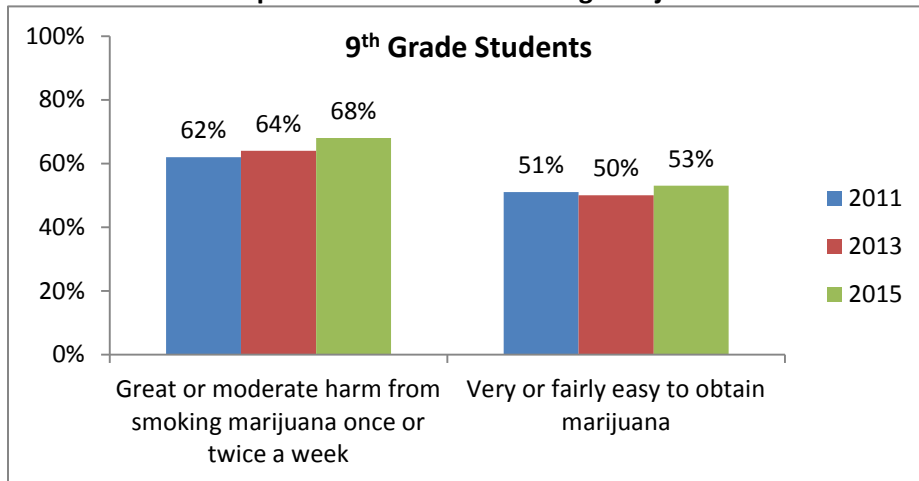
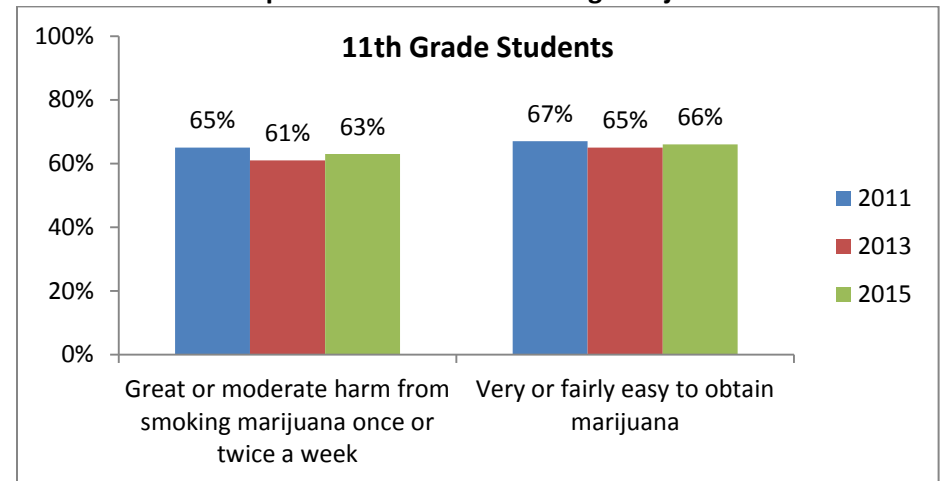
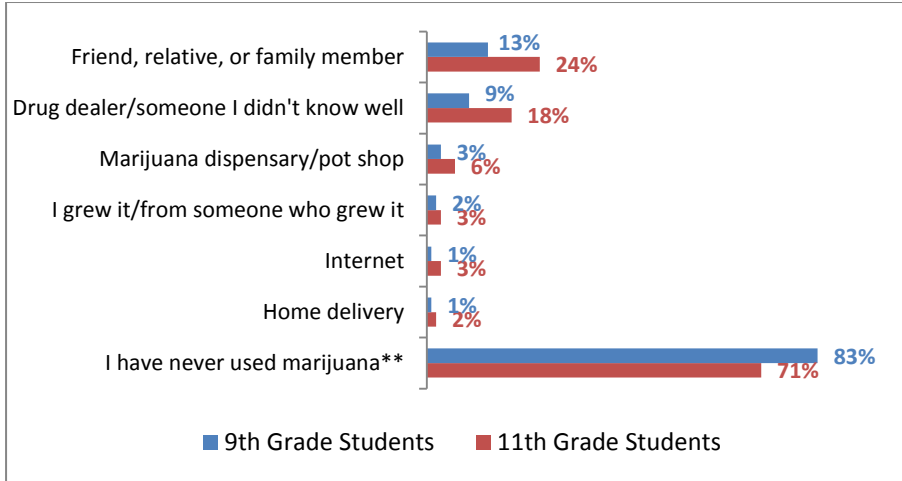


Figure 8-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



8. Sweetwater Union High School District – 2015 County Custom Module

Figure 8-5. Where students reported getting marijuana*



*Percentages exceed 100 as respondents were directed to select all response options that apply

**In this district, more students completed the *Core Module* than the *County Custom Module* which may affect findings for lifetime marijuana use rates across survey modules

Figure 8-6. Number of times students reported ever driving while high or had been driven by someone who was high

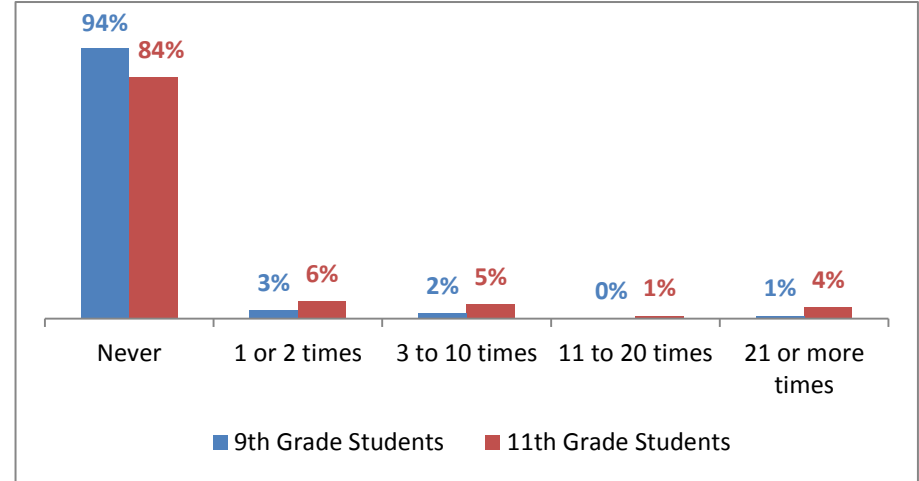


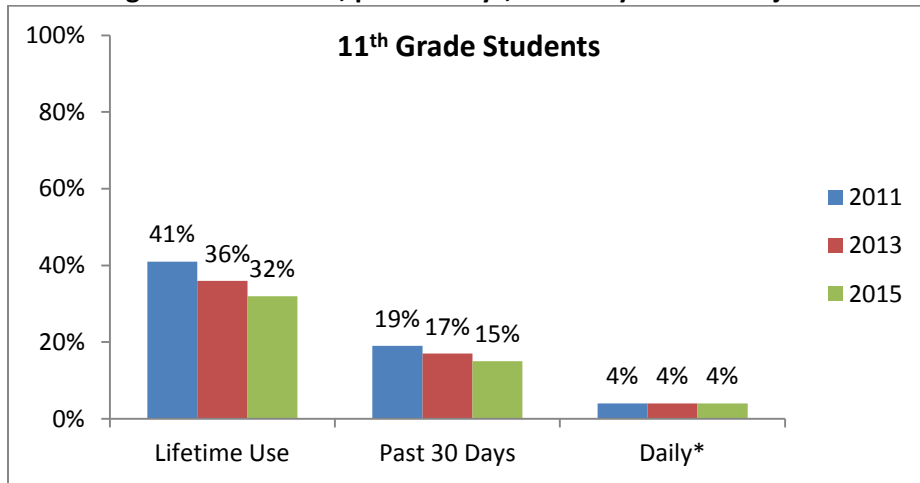
Table 8-1. Number of students surveyed and response rate by survey module*

Core Module				
Student Population	Student Sample	2011	2013	2015
9 th Grade Students	Number of Students Surveyed	4,824	5,068	3,447
	Response Rate	87%	74%	52%
11 th Grade Students	Number of Survey Respondents	4,132	5,075	2,772
	Response Rate	83%	72%	44%
County Custom Module				
Student Population	Student Sample			
9 th Grade Students	Number of Students Surveyed			
	Response Rate	2015		
11 th Grade Students	Number of Students Surveyed	2,929		
	Response Rate	44%		
11 th Grade Students	Number of Students Surveyed	2,337		
	Response Rate	37%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

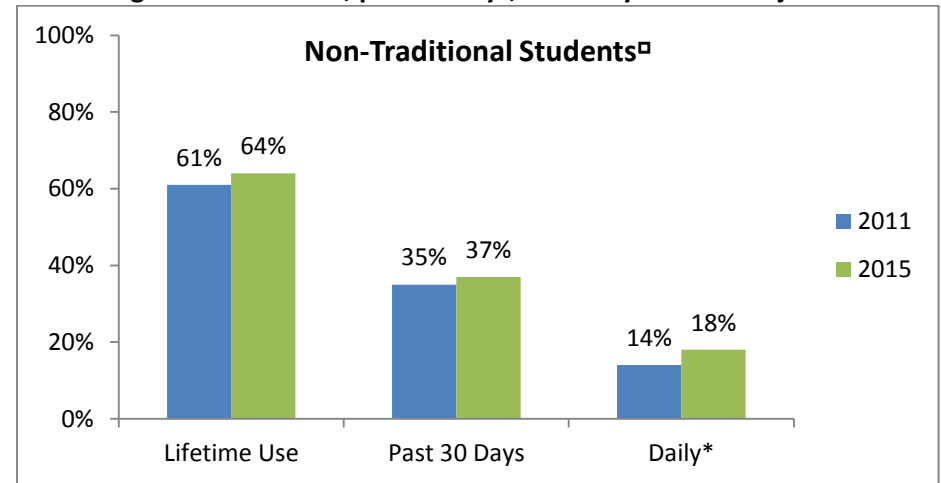
9. Vista Unified High School District – Core Module

Figure 9-1. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 9-2. Lifetime, past 30 days, and daily use of marijuana



*Daily use is defined as using marijuana 20 or more days during the past 30 days

Figure 9-3. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana

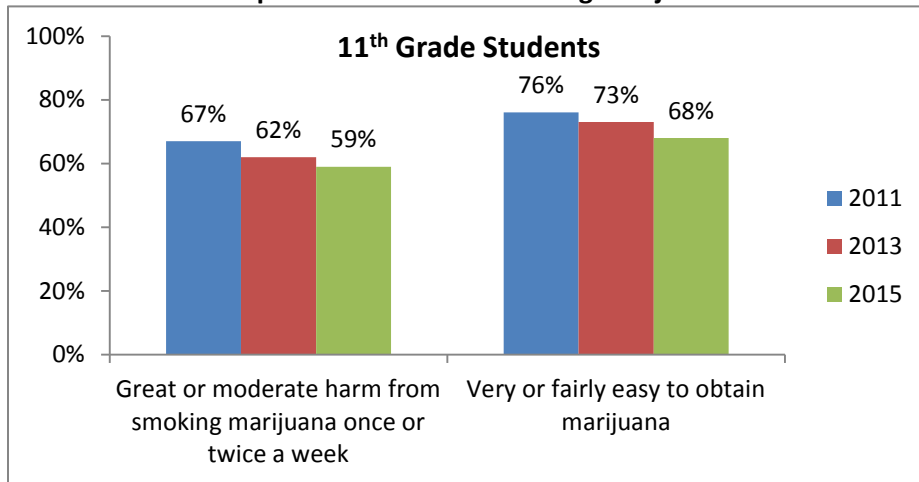
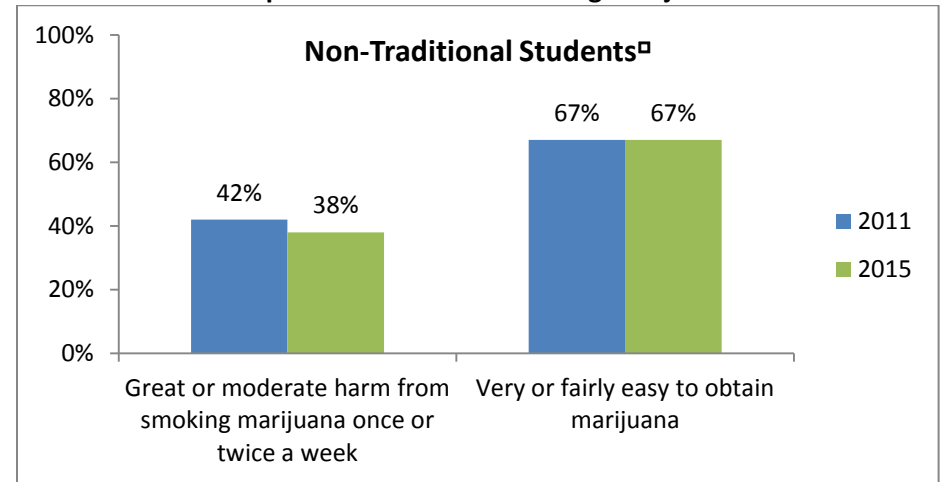


Figure 9-4. Perceived harm of smoking marijuana once or twice a week and perceived ease of obtaining marijuana



[□] This figure excludes findings for 2013 due to a very low response rate (i.e., 19%)

9. Vista Unified High School District – 2015 County Custom Module

Figure 9-5. Where students said they get marijuana*

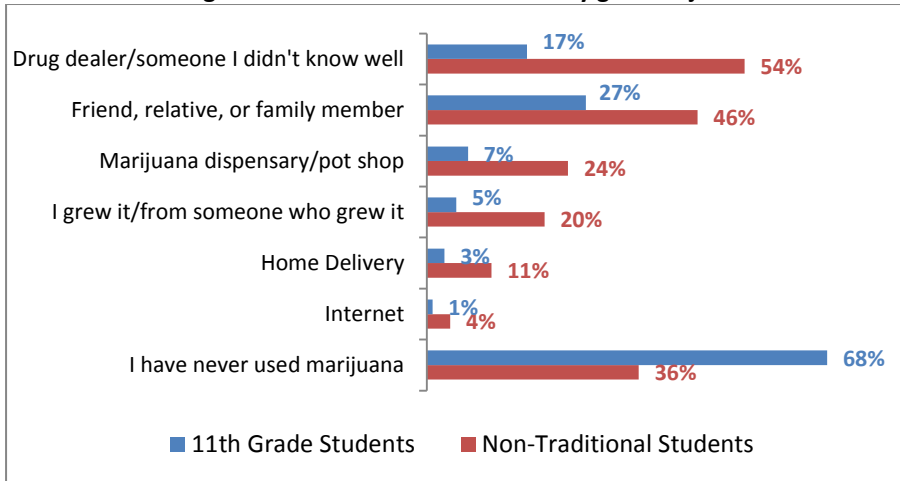
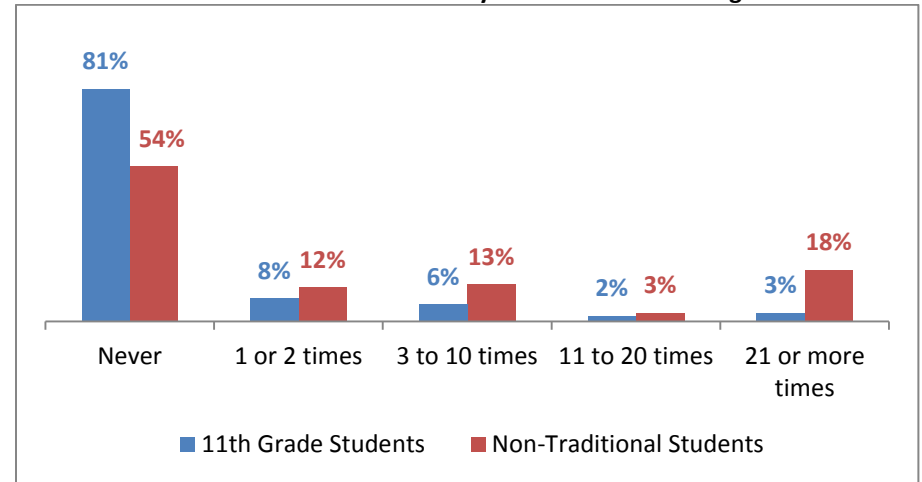


Figure 9-6. Number of times students reported ever driving while high or had been driven by someone who was high



*Percentages exceed 100 as respondents were directed to select all response options that apply

Table 9-1. Number of students surveyed and response rate by survey module*

Core Module				
Student Population	Student Sample	2011	2013	2015
11th Grade Students	Number of Students Surveyed	933	1,121	1,145
	Response Rate	69%	71%	75%
Non-Traditional Students[^]	Number of Survey Respondents	119	--	112
	Response Rate	66%	--	99%
County Custom Module				
Student Population	Student Sample	2015		
11th Grade Students	Number of Students Surveyed	1,145		
	Response Rate	75%		
Non-Traditional Students[^]	Number of Students Surveyed	112		
	Response Rate	99%		

*The "response rate" is the percentage of students enrolled in each grade level who completed the CHKS; some students do not take the CHKS if they are absent on the day(s) of survey administration or opt out. Worth noting, the validity and representativeness of the results are adversely affected if the student response rate is lower than 60%

[^]Includes continuation, community day, and other alternative school types