



Board of Education
Valerie F. Davis, President
Keshia Thomas, Clerk
Claudia Cazares
Genoveva Islas
Elizabeth Jonasson Rosas
Carol Mills, J.D.
Major Terry Slatc USMC (Retired)

Superintendent
Robert G. Nelson, Ed.D.

BOARD COMMUNICATIONS – APRIL 23, 2021

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

ADMINISTRATIVE SERVICES – Santino Danisi, Chief Financial Officer

AS-1 Kim Kelstrom School Services Weekly Update Report for
April 16, 2021
AS-2 Tammy Townsend Available Spanish Translation of the Draft Local
Control and Accountability Plan

EQUITY & ACCESS – Lindsay Sanders, Chief Equity & Access

EA-1 Lindsay Sanders and Karin Temple Stakeholder Voice Regarding Police on Campus
EA-2 Kristi Imberi-Olivares College and Career Indicator Progress Update
EA-3 Kristi Imberi-Olivares Differentiated Assistance and Comprehensive Support
and Improvement in Fresno Unified School District Update

HUMAN RESOURCES/LABOR RELATIONS – Paul Idsvoog, Chief HR/LR Officer

HR-1 Paul Idsvoog School Social Workers

OPERATIONAL SERVICES – Karin Temple, Chief Operations Officer

OS-1 Karin Temple Nutrition Services – Cost of Milk

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Jeremy Ward Proposed Additional Middle School & Alternative
Education Counseling Positions
SL-2 Jeremy Ward Dual Enrollment Resolution

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval:

Date: April 23, 2021

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for April 16, 2021

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The SSC Weekly Update for April 16, 2021 is attached and includes the following articles:

- Bill Would Require LEAs to Provide Universal School Meals – April 13, 2021
- Gavin Newsom Calls for Full Reopening of California Schools By Fall, Urges Extended Class Time – April 14, 2021
- San Diego County Judge Declines To Order Two School Districts To Reopen on Full-Time Schedule – April 14, 2021

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/23/21



1121 L Street

Suite 1060

Sacramento

California 95814

TEL: 916 . 446 . 7517

FAX: 916 . 446 . 2011

www.sscal.com

DATE: April 16, 2021

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

Senate Democrats Release Budget Priorities Document

On Tuesday, the Senate Democrats released a [document](#) detailing their State Budget priorities for the 2021–22 fiscal year and beyond. For K–12 education, Senate Democrats highlight the following as priorities:

- Providing a record level of one-time and ongoing resources to schools, as the Proposition 98 guarantee grows with the rebounding economy
- Ensuring long-term stability of local schools by:
 - Maximizing the pay down of deferrals, while balancing the need for new one-time investments
 - Providing additional support for school pension stabilization
- Providing supports for mental health, learning loss, and other pandemic-related impacts by leveraging education and health policies
- Increasing school nutrition support to better ensure all students are better able to learn
- Expanding funding for special education programs

This document comes out one month before Governor Gavin Newsom is set to release his revised 2021–22 State Budget proposal. Releasing this document now tells the Newsom Administration what Senate leadership will be advocating for during the upcoming 2021–22 State Budget negotiations and allows the Administration to see how their priorities align with the Senate's as they look to finalize the May Revision over the next several weeks.

Significant Education Bills Approved in Policy Committees

Perhaps the most contentious school employee bill introduced this year passed out of the Assembly Public Employment and Retirement Committee on a 6–1 vote. The measure, Assembly Bill (AB) 438 by Assembly Majority Leader

Eloise Gómez Reyes (D-San Bernardino), would extend the existing layoff protocols granted to certificated employees to permanent classified employees. The bill would remove a district's current ability to layoff permanent classified employees at the end of the year due to the expiration of a specifically funded program if notified by April 29; or with a 60-day notice as a result in a reduction in service. In its place, a March 15 layoff notice would apply to classified employees as it does currently to certificated employees.

AB 438 is supported by the statewide labor organizations and its cosponsors include the California School Employees Association, the California Teachers Association, the California Federation of Teachers, and the Service Employees International Union. Conversely, the bill is opposed by the statewide management associations, including the Association of California School Administrators, the California Association of School Business Officials, the California County Superintendents Educational Services Association, and the California School Boards Association.

The bill will now go to the Assembly Appropriations Committee where its fiscal implications will be scrutinized. If the bill is approved by that committee then it will head to the house floor for a full vote of the Assembly.

Several other significant education bills were heard and approved in the Senate Education Committee this week, including the following:

- Senate Bill (SB) 540 (Limón, D-Santa Barbara) would require the California Department of Education (CDE) to, subject to an appropriation, administer a grant program to provide additional targeted assistance to ten low-performing school districts with identified opportunity gaps among their peers
- SB 545 (Wilk, R-Santa Clarita) would for the 2021–22 school year (upon request by a parent to retain their student) require schools to offer specific interventions and supports pursuant to AB 86's Expanded Learning Opportunities Grant program, offer access to prior semester courses (or some other form of credit recovery) in which the student received a D or F, and provide information made available by the CDE to parents about research on the effects of student retention, and the types of interventions and supports that have been shown to be beneficial to students
- SB 692 (Cortese, D-San Jose) would add the existing federal "least restrictive environment" (LRE) target to the state priorities for purposes of a school district's Local Control and Accountability Plan, require the California School Dashboard to include LRE as an indicator, require Special Education Local Plan Areas to be invited to all differentiated assistance meetings related to LRE, and require the Superintendent of Public Instruction to conduct a survey on the minimum amount of professional development needed for teachers to teach students with disabilities

These three bills will be heard in the Senate Appropriations Committee in the coming weeks where their fiscal effects on the state and local agencies will be analyzed.

Leilani Aguinaldo

Bill Would Require LEAs to Provide Universal School Meals

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
April 13, 2021

During the COVID-19 pandemic, the federal government has continued to extend temporary waivers permitting schools to serve free meals to all children regardless of their eligibility for free or reduced-price meals (FRPM) (see "[Federal School Meal Waivers Extended Through September 2021](#)" in the March 2021 *Fiscal Report*).

Senator Nancy Skinner (D-Berkeley), chair of the Senate Budget and Fiscal Review Committee, is pursuing legislation this year that would continue this practice indefinitely by requiring, contingent upon an appropriation, local educational agencies (LEAs) to provide two free school meals to every student, regardless of their eligibility for FRPM, beginning with the 2022–23 school year.

Current statute already requires LEAs to provide meals to all FRPM students as well as fee-paying students with outstanding debt. This has resulted in increased meal debts needing to be covered by LEA General Funds as the 2017 and 2019 "meal shaming" bills signed into law did not provide a mechanism for LEAs to effectively collect unpaid balances from parents (see "[Do Meal Shaming Bills Disproportionately Impact Districts?](#)" in the December 2019 *Fiscal Report*).

While Senate Bill (SB) 364 would not help LEAs recoup existing meal debt, it would look to mitigate current law by reimbursing LEAs for the cost of providing breakfast and lunch to all students after accounting for federal reimbursement. To minimize the state's cost in providing universal meals, the current language continues to ask, but does not require, families to fill out the National School Lunch Program application so that the state is able to maximize its reimbursement from the U.S. Department of Agriculture before using state funds to backfill the remaining cost of providing two free meals to all students.

However, Senator Skinner has signaled that she intends to try to find a way to avoid asking families to fill out the federal application as many immigrant parents are apprehensive about filling out forms that provide personal information to the federal government. If the bill removes the language requesting parents to fill out the National School Lunch Program application, it could have implications for LEAs' Local Control Funding Formula (LCFF) dollars, as that application is used as a proxy to identify low-income families who generate supplemental and concentration grant dollars for LEAs under the LCFF. Additionally, there are several other educational programs that use FRPM certification as a criteria for eligibility or funding that would also be affected if that language was removed.

The bill also calls for the California Department of Education (CDE) to allocate funding to LEAs to distribute healthy, California-produced meals by requiring the department to administer a noncompetitive grant to cover the costs incurred by LEAs in purchasing food produced or grown in the state. Additionally, the CDE would be required to award annual grants of up to \$30,000 per school site on a competitive basis to school districts, county superintendents of schools, or entities approved by the CDE for nonrecurring expenses incurred, in order to increase the number of meals that can be prepared freshly and served to student. Finally, the bill would also establish the Better Out of School Time (BOOST) Nutrition EBT Program to prevent child hunger during regularly scheduled school breaks or any school campus closure caused by a condition for which a state of emergency has been proclaimed by the governor that lasts five or more school days.

Last Wednesday, April 7, 2021, SB 364 passed unanimously out of the Senate Education Committee and will be considered next by the Senate Human Services Committee. If the bill makes it out of that committee, it will also need to be heard by the Senate Judiciary Committee before it can go to the Senate Appropriations Committee where critical questions will need to be answered regarding the cost of the bill and whether the money would come from inside or outside of Proposition 98, both of which are currently unknown.

We will continue to keep you apprised of SB 364 as it makes its way through the legislative process via our “Top Legislative Issues” series and subsequent *Fiscal Report* articles.

Note: Governor Newsom continues to emphasize that there is an expectation for schools and colleges to reopen their doors for in-person instruction over the coming weeks, but has stopped short of saying that he would look to mandate those openings.

Gavin Newsom Calls for Full Reopening of California Schools By Fall, Urges Extended Class Time

By Lara Korte
Sacramento Bee
April 14, 2021

Gov. Gavin Newsom on Wednesday urged schools to prepare for “full, in-person instruction” this fall as coronavirus rates drop and vaccinations ramp up across the state, but he stopped short of saying he’d hand down an executive order to force open classrooms.

So far, more than 9,000 of California’s 11,000 schools have opened for in-person instruction or have announced a date for a return to classrooms.

More than 23 million vaccinations have been distributed throughout California, and the state’s COVID-19 positivity rate is less than 2%. Starting Thursday, all Californians 16 and older will be eligible to receive the COVID-19 vaccine. By June 15, the state intends to fully reopen businesses.

Newsom said he expects a full school reopening to follow by the normal start of the academic year, but it will depend on the willingness of schools and educators to come back.

California has more than 1,000 school districts, and reopening conditions must be negotiated with labor groups representing teachers and classified employees. Some districts have struggled to find common ground with their employees.

“We can do this, and we must do it. And we must do it sustainably, and we must prepare now for full in-person instruction come this next school year,” Newsom said. “In order to do that we have to prove that we can safely do this, prove that we can continue the progress we made.”

The governor has been criticized by some parent groups and Republican lawmakers for not taking a more forceful stance in reopening schools earlier in the year. Meanwhile, the administration continues to face pressure from teachers unions and school employees who are worried about the virus spreading in the event of a return to classrooms.

Newsom and legislative leaders earlier this year passed a \$6.6 billion reopening package for schools. It included \$2 billion to help districts resume in-person instruction by April 1. California schools are in line to receive even more money from the latest federal coronavirus stimulus bill signed by President Joe Biden.

Newsom on Wednesday urged schools to take advantage of the billions of dollars in state and federal funding to safely get students back in the classrooms, though he stopped short of saying he would force them to do so.

“Use this money to extend learning opportunities, extend the school day, extend the school year. Who says you have to end on June 15, who says that? We’re not saying that, we’re saying the opposite. That’s what I want to offer: that flexibility,” Newsom said.

A law Newsom signed last year laid out requirements for districts to offer distance learning during the pandemic. Unless the Legislature takes action to extend it, those policies will expire at the end of the 2021 school year.

Newsom said he is working with the Legislature to advance in-person instruction in a “more formal way” while still respecting the various voices in school communities.

“I don’t have a closed fist on this, I have an open hand, but I hope they have an open heart. The consequences of delay are profound, particularly for our diverse communities. If they need more, let me know what more you need. This is real money we’re putting up. Money is not an object now, it’s an excuse,” he said.

“Reopen California Schools,” a volunteer-run organization of families advocating for the return to classrooms, said Newsom’s messaging won’t help students get the level of in-person instruction they need. Some schools are currently reopening with as little as one in-person day a week.

“Our social contract with schools has been broken,” the group said in a statement. “Newsom cannot continue to pretend his words alone will make a difference. He must mandate all K-12 schools offer real, substantial, full-time, in-person learning now.”

Note: San Diego County Superior Court Judge Cynthia Freeland—who sided last month with a parents group that sued the state and six San Diego County districts claiming schools were reopening too slowly—has declined to demand that two of the districts open immediately with full-day instruction for all students.

San Diego County Judge Declines To Order Two School Districts To Reopen on Full-Time Schedule

Plaintiffs will consider returning to court if the districts do not fully reopen

By John Fensterwald and Betty Márquez Rosales
EdSource
April 14, 2021

A judge who sided last month with a parents group that sued the state of California and six northern San Diego County districts claiming schools were reopening too slowly has declined to demand that two of the districts open immediately with full-day instruction for all students.

The other four districts — San Dieguito Union High School District and Carlsbad, Vista and Poway unified school districts — already had agreed to comply with moving toward full reopening, requiring no further action by the court. But in an order issued Monday, San Diego County Superior Court Judge Cynthia Freeland declined to second-guess Oceanside Unified and San Marcos Unified because she indicated she believes they are currently working to reopen beyond their current limited school schedule. “Simply put, the evidence presented does not support the issuance of a mandatory injunction at this time,” Freeland stated.

Those two school districts were the subject of a hearing last week, during which attorneys for the Parent Association of North County called for a full-time, or nearly full-time, return to in-person instruction.

San Marcos Unified and Oceanside Unified have reopened or will soon reopen but with hybrid learning schedules. If the districts do not discuss plans to move toward a wider reopening, Scott Davison, director of legislative affairs of the parent group filing the suit, said that parents “might consider going back to court to demonstrate that they misrepresented their intentions to the judge.”

In filing their February lawsuit, the Parent Association of North County charged state public health officials with failing to provide a scientific rationale behind stricter reopening rules — in particular, those limiting when middle and high schools could reopen and urging social distancing of 6 feet and, under some conditions, 4 feet.

When the lawsuit was initially filed, the lawsuit included five school districts: Carlsbad Unified, Poway Unified, Oceanside Unified, San Marcos Unified, and San Dieguito Union High School District. The complaint was then amended in March, and a sixth school district was added: Vista Unified.

Last month, Freeland agreed with the parent group and issued a temporary injunction setting aside enforcement of the regulations and ordering the districts to justify why they shouldn’t begin to reopen for in-person instruction.

Days after her March 15 ruling, the federal Centers for Disease Control revised its social distancing guidelines from 6 feet to a minimum of 3 feet, and on March 19, Gov. Gavin Newsom said that California would immediately adopt it, too, and loosen the rules for reopening middle and high schools. The change affirmed one of the plaintiffs’ arguments that school districts could arrange student seating with less than 6 feet of distance. Their other argument — that school districts should move quickly toward a full reopening — was the subject of last week’s court hearing regarding Oceanside Unified and San Marcos Unified.

Encouraged by Freeland’s decision, other groups filed lawsuits or threatened to sue to speed up school reopenings in other districts, including San Diego Unified and Los Angeles Unified, the state’s two largest districts.

The Los Angeles group, California Students United, is calling for the school district to remove the requirements that students remain 6 feet apart from each other while in their classrooms and that students be tested for Covid-19 as a condition for returning to school campuses.

Many school districts remain reluctant to change the 6-foot distancing rule in classrooms because it would require reworking reopening plans once again with just a few weeks left in the school year. In many cases, districts would also need to renegotiate reopening plans with their unions and seek approval from school boards.

The Los Angeles Unified suit was filed by the same law firm representing the San Diego County parent groups, Aannestad Andelin & Corn LLP.

Los Angeles Unified began its staggered reopening Tuesday morning with elementary school students, who will be attending classes in person two to three times per week. Middle and high school students in the district will have the option to return to their classrooms toward the end of April but will continue with online instruction.

“Our schools have been providing education in a safety-conscious manner for the past year, and they will physically re-open this month in a hybrid manner that puts safety first,” Parents Supporting Teachers, a group of Los Angeles Unified parents and teachers, said in a press release opposing the lawsuit against the school district. Parents Supporting Teachers was created to support teachers during a 2019 teachers’ strike. “The real question is, ‘If this lawsuit in fact promotes social welfare, why weren’t these privately funded groups asking for equity and enrichment for high-needs kids over the past year while we were in distanced learning?’”

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Tammy Townsend, Interim Executive Officer
Cabinet Approval: 

Date: April 23, 2021

Phone Number: 457-6204

Regarding: Available Spanish Translation of the Draft Local Control and Accountability Plan

The purpose of this communication is to inform the Board of the availability of a Spanish written translated draft Local Control and Accountability Plan (LCAP) as well as the opportunity to provide written comments and feedback.

As has been previously discussed, the LCAP is a three-year plan that addresses state and local priorities and describes the goals, actions, and expenditures to support positive student outcomes. It has long been a goal to provide the LCAP in Spanish to the Fresno community. The short timeline for writing the LCAP, as well as the length (over 300 pages) has made translation prohibitive in the past. Commitment to the idea of making the LCAP available to our Spanish speaking stakeholders and research by staff has provided a viable, practical solution. The Office of State and Federal Programs is pleased to share that the first draft of the LCAP is available to view in English and Spanish. In addition, and available in English, Spanish, and Hmong is an opportunity to provide written comments and feedback.

Both the translated draft LCAP and links to provide comments and feedback can be found by clicking on the LCAP logo on the district's home page. The district intends to provide additional updates of the draft LCAP, which will be clearly marked on the website. Updates to the draft LCAP are the result of the feedback of stakeholders, direction from the Board resulting from the district's budget development process, and new information from the Governor's May Revise.

As a reminder, discussions of the draft LCAP will take place at the District Advisory Committee (DAC) meeting on May 06, 2021 and at the District English Learners Advisory Committee meeting (DELAC) on May 13, 2021. In addition, there will be a public hearing on the LCAP and the district's 2021/22 proposed budget at the June 02, 2021 Board of Education meeting.

If you have any questions or require additional information, please call Tammy Townsend at 457-6204.

Approved by Superintendent 
Robert G. Nelson Ed.D. _____

Date: 04/23/21

Fresno Unified School District
Board Communication

BC Number EA-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Lindsay Sanders and Karin Temple
Cabinet Approval: Lindsay Sanders

Date: April 23, 2021

Phone Number: 457-3896

Lindsay Sanders (Apr 22, 2021 11:18 PDT)

Regarding: Stakeholder Voice Regarding Police on Campus

The purpose of this communication is to provide the Board information regarding Fresno Unified's collaborative work to gather stakeholder input on school safety and police on campus. Equity and Access, Communications, Operational Services, and African American Academic Acceleration have partnered with Fresno State faculty from the departments of Counselor Education and Rehabilitation, Educational Leadership, Liberal Studies, and Sociology to gather student, parent, and school staff input on police on campus.

Seventeen virtual student focus groups were conducted with students in grades 7 to 12 during January and February. Nine focus groups were conducted with parents, school staff, and student resource officers (SROs) in March. All survey and focus group data, both quantitative and qualitative, was analyzed to identify trends in an unbiased fashion. 6,568 online surveys (3,045 parents, 3,493 school staff, 30 SROs) were completed during March.

The student focus groups revealed that students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community. Students shared mostly positive experiences and perceptions of having police on campus. The findings also revealed that police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor. However, students shared that there is a lack of consistency of police officers' interactions with students across Fresno Unified, and if police were to remain on campus, students would like to see more positive interactions with students and a district-wide focus on trust building between police and students. If police were not on campus, students believed that schools would be more vulnerable to dangerous situations and students would not feel safe. Students also shared that schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.

Findings from analysis of the survey data revealed that most stakeholders have positive experiences with SROs and indicated that SROs presence on school campuses was important. The majority of parents and staff opposed removing SROs from schools while two-thirds of parents, who reported direct experiences with SROs, had positive experiences. The focus group interviews (FGI) reveal unanimity among administrators in their perceptions and support of SROs. Staff have a more nuanced understanding of the impacts of SROs, acknowledging that there are problems that need to be addressed in the interactions between SROs and students. The parent FGIs had the largest array of viewpoints on SROs, with some groups seeing the positive attributes of having SROs on Fresno Unified campuses, while others were highly critical of the role and advocated for a change in how schools handle issues of safety and student discipline. Parents, staff, and SROs viewed SROs as an asset in producing a safe school environment, providing positive perceptions through their conduct, and giving opportunities for positive relationship building with students. On the challenge side, all stakeholders see a need for greater communication between stakeholder groups revolving around safety practices and responsibilities, and a need for additional training involving cultural sensitivity, unconscious/implicit bias, de-escalation, and conflict resolution.

Included with this communication is a document outlining the various research methodologies and sampling techniques utilized in the stakeholder studies led by Fresno Unified in collaboration with Fresno State. Also included is the Student Focus Group Report and Fresno State's District's Stakeholder Experiences with Student Resource Officers Report (parent, staff, and SRO input).

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471 or Karin Temple at (559) 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D.



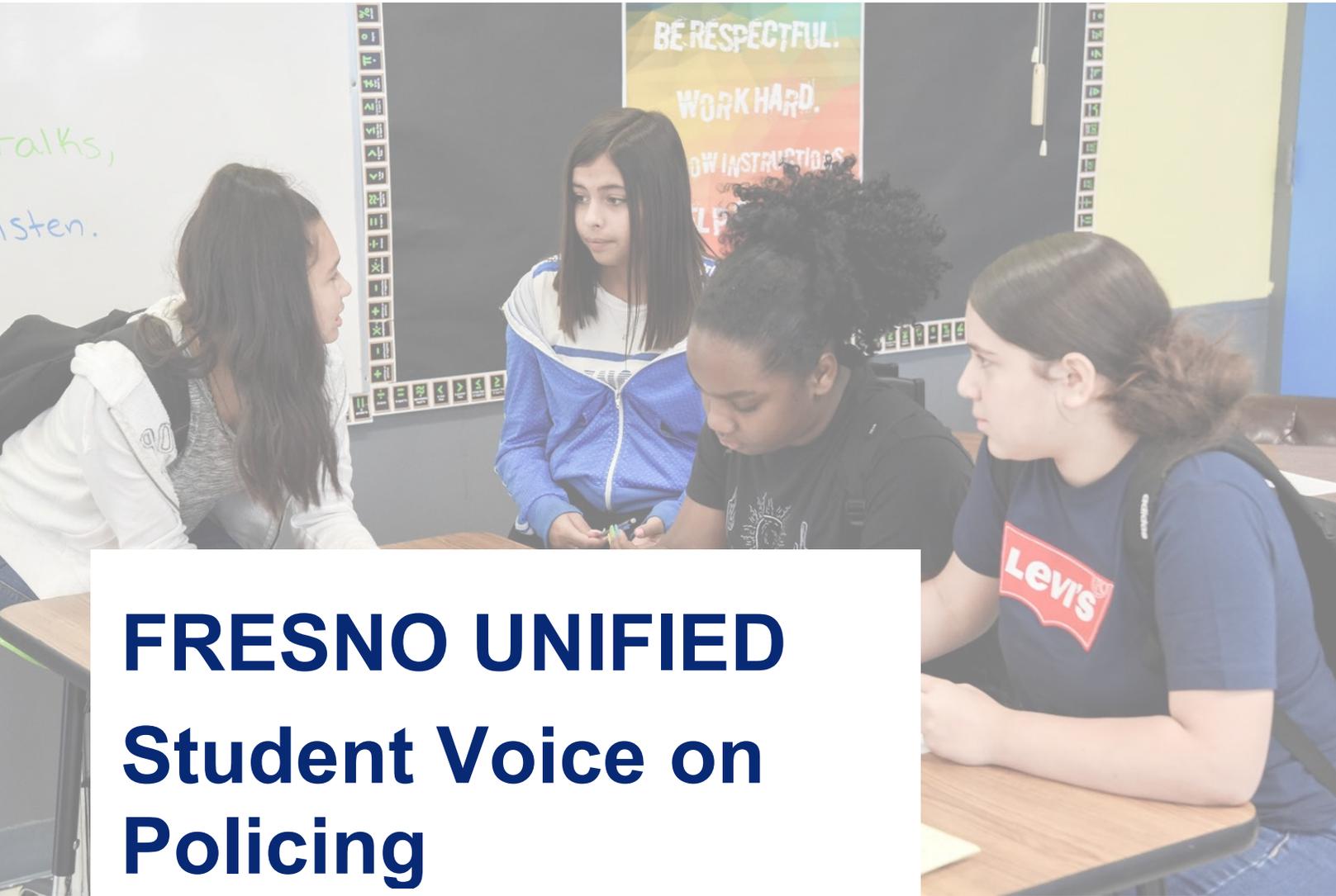
Date: 04/23/21

Fresno Unified Design Methodological Approaches to Stakeholder Input Gathering Studies

The table below provides a comparison of research methodologies used in Fresno Unified’s stakeholder studies (i.e. Student Focus Group Report, Fresno State’s District’s Stakeholder Experiences with Student Resource Officers Report (parent, staff, and SRO input)). Please note the following definitions:

- Convenience sampling – Convenience sampling is the easiest method of sampling because participants are selected based on convenience in terms of availability, reach, and accessibility. Convenience sampling leads to an inability to generalize the results to the population as a whole and results are viewed as biased.
- Purposive sampling – A purposive sample is where a researcher selects a sample based on their knowledge about the study and population. The participants are selected based on the purpose of the sample. This type of sampling is representative of the target population.
- Stratified, random sampling – Researchers divide a population into homogeneous subpopulations called strata based on specific characteristics (e.g. ethnicity/race, gender, location, etc.). Each stratum is then sampled using random sampling. Stratified sampling reflects the diversity of the sampled population, improves accuracy and representativeness by reducing sampling bias.

Fresno Unified		
Research Methodology	Sampling Technique	Sample size
Focus Group Interviews	Stratified, random sampling Participants were divided into homogeneous subpopulations based on specific characteristics (e.g., race, gender, location, etc.) and then randomly sampled the group.	Students: 17 groups 114 students 9 groups 42 participants (4 parent groups, 3 school staff, and 2 SROs)
Online Survey	Purposive sampling	6,568 participants (3,045 parents, 3,493 school staff and administrators, and 30 SROs) Represents 4.2% of parent population, 44.1% of staff, and 100% of SROs



FRESNO UNIFIED Student Voice on Policing

FEBRUARY 22, 2021

EQUITY AND ACCESS

Introduction

A movement to reform California public school policing and rethink school safety has been gaining momentum amid nationwide protest against police brutality. In recognition of our need to better understand the impact of police officers on our school campuses, Fresno Unified has put together a cross-departmental team to lead in a process to engage our students, families, and school site staff in a deeper discussion and gather their perceptions and opinions of police on our school campuses. Equity and Access, Communications, Operational Services, and the Office of African American Academic Acceleration collaborated to plan and conduct student focus groups with middle and high school students to address the following questions:

- How do students perceive police officers in their community and on campus?
- What factors influence how safe students feel on campus? What do students believe is working well and what may need improvement on a school campus in regards to safety?
- If police officers were to be removed or remain on campus, how would students feel?

Methodology

Seventeen virtual student focus groups were conducted with students in grades 7 to 12 from January 18th to February 11th. Facilitators and note-takers were trained on January 12th and 13th. Notification letters were mailed out in early January to the parents/guardians of selected students to inform them about this opportunity and we partnered with school sites to conduct outreach to chosen participants. Schools and classrooms were randomly selected to ensure a representative sample of the larger student population. In addition to partnering with schools, we engaged our Student Voice Initiative groups to lead focus groups as well, and conducted the following sessions:

- 8 Student Voice Initiative student focus groups
- 9 school-based student focus groups

In total, 114 students participated in these focus groups. Sessions were held with diverse students from mixed ethnic/racial backgrounds and included African American

students, EL students, foster youth, BSU club members, homeless students, GSA club members, and students with disabilities. A content/thematic analysis was conducted of the qualitative data gathered from these student focus groups to identify key and sub-themes.

Key Findings

- **Students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community.**
- **Students shared mostly positive experiences and perceptions of having police on campus.**
- **Trained police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor.**
- **Students shared that there is a lack of consistency of police officers' interactions with students across Fresno Unified.**
- **If police were to remain on campus, students would like to see more positive interactions with students and a district-wide focus on trust building between police and students.**
- **If police were not on campus, schools would be more vulnerable to dangerous situations and students would not feel safe.**
- **All schools should hire more diverse staff that represents the racial and ethnic make-up of their student body.**

Students perceive police in their community and police on campus differently, with students having more direct interactions with police on their school campuses and less direct experiences with police in their community. Students shared mixed feelings about police in their community. Some students expressed feeling safer having police in their community, while others shared negative experiences with police in their own personal neighborhoods, leading them to feel less safe. Some participants shared how police in their communities make them feel more comfortable and protected, while other students discussed viewing police confrontations in their neighborhoods or hearing of incidents where police have used unnecessary force with community members. Students shared how they and most people stereotype police more now

based on what is shown in the media and that they recognize that their perceptions at times may be influenced by media experience rather than personal experiences. In particular, students cited the media's coverage of the George Floyd incident as instilling a sense of fear of the police and a belief that all police are racist. While the majority of the students who shared during these focus groups stated that they did not have direct experiences with police in their communities, a handful of students described their interactions with police in their communities. For example, one student shared how they saw a police officer while playing basketball at a community park and immediately felt fearful. However, to this student's surprise, the police officer brought them lunch and played basketball with them.

"I feel some sense of ease or safety when I see a police officer nearby especially where I live where there are occasional shootings."

- Middle School Student

Students shared mostly positive experiences and perceptions of having police on campus. Students shared that police on campus reassure them and make them feel safe, especially in regard to school shootings, bullying, and violence on campus. For example, one student recalled an incident where they had a shooter lockdown during one of their rallies and it was frightening, but they felt reassured knowing a police officer was on campus. One of our students with a hearing impairment shared an experience where a stranger came on campus and a lockdown was occurring, but due to their inability to hear the bell and announcement, they were stranded out in the hallway. A police officer found them and pulled them into the classroom. Students also stated that police support with suicide prevention, break up fights, reduce drug use on campus, de-escalate problems, and step in to support during emergency situations. One student shared that they had a friend who was feeling depressed and they were worried their friend might hurt herself. The student confided in their campus police officer about their friend and he stepped in to support and worked with the school social worker to get that student help. Students also shared that police officers on campus serve as role models or mentors to students and try to foster relationships with students. In fact, during one focus group session, students shared that they have observed their peers who have been suspended or often get in trouble, have positive,

close relationships with the police officer on campus. Some students shared that they purposefully engage police officers to build relationships with them.

“Even if I don’t see police officers around campus every day, just the knowledge of their presence on campus makes me feel safer”

– Middle School student

A small portion of student participants stated that they try to avoid police officers and felt that police on campus made them feel anxious and overwhelmed due to their race/ethnicity. One student shared that they noticed police officers to be more visible around certain groups of students, mostly African American, which makes them feel uncomfortable. Another student shared that they witnessed a police officer breaking up a fight and he used physical force to hold the one of the student’s head down which made them feel worried and unsafe.

“If I get in trouble and the security guard is coming, it's no big deal and I feel comfortable. But if I get in trouble and a police officer comes to me, I'm scared and don't want to be in the situation.”

- High School Student

Trained police officers on campus and caring staff make students feel safe on campus, with student-adult positive interactions as the most influential factor. Adults who are positive, present, and available makes students feel safer on campus. Students shared that having police officers on campus makes them feel safe because they know there is someone trained to handle dangerous situations such as school shootings, fights, and someone bringing a weapon to school. One student shared that their school is being purposeful in holding rallies and providing communications about police presence on campus, which helps students feel safer on campus. Focus group participants also expressed that having staff on site who genuinely care and interact positively with students help them feel safe on campus. One student shared that teachers on their campus open their classrooms at lunch to let students come in and that helps students feel secure. Another student shared that when they can openly share negative experiences or when they feel unsafe, that makes them feel safe on campus. When staff communicate with students about a problem or when an emergency situation

arises, this also helps students to feel safe because they are aware of what is happening.

The majority of students cited that positive interactions with police officers and staff were the biggest factor in whether or not students felt safe on campus. While some students felt that merely the presence of police officers made students feel safe, more students cited that police officers who have good relationships with students and interact positively make them feel safe. In addition, one focus group session brought up the importance of having staff and police officers who look like the students at the school. For example, one student stated that they would feel safer knowing there is an African American police officer, male or female, on their campus. This student shared that it is difficult in general to make a connection with adults who do not look like you. Another student shared that at their high school, the police officer is White and some students feel he is intimidating and not approachable, just because he does not look like them. However, this same student recognized that the portrayal of police in the media may makes them feel more fearful of White police officers. A couple of students shared that they did not feel comfortable or safe with anyone on campus carrying a gun. Further, some students cited physical structures, such as gates and cameras, as influencing how safe students feel on campus.

“I want everyone to know that we can have a connection and we can talk to police on campus and not be afraid. As an African American student and everything going on in the world, we need to know that we can have a connection.”

- High School Student

Students shared that there is a lack of consistency of police officers’ interactions with students across Fresno Unified. The majority of students who participated in these focus groups discussed how most police officers are effective at protecting students, keeping the campus safe, and positively interacting with students. However, some students cited negative and inappropriate behavior of some police officers on their campuses. One student shared an experience where during a fight, a police officer accidentally took out their gun instead of the taser and it made the student feel

uncomfortable. Another student shared that a police officer on their campus stood idly and let a fight happen and did not intervene until the principal came out. Students cited the inconsistency in police behavior and treatment of students on campus speaks to a need for more accountability and district-wide retraining of police officers. Some students suggested that police officers need additional training on specifically treating and interacting with children. One student shared that the police officer on their campus was often “grouchy, moody, and mean.” This spurred discussion of how police officers should have more positive attitudes especially when interacting with students. In addition, students shared that there should be standard expectations of how police officers should behave and interact with students. For example, one student shared that police officers should introduce themselves to students and conduct presentations in classrooms. Students also shared that some police officers know how to appropriately interact with students with mental health disorders, while others do not.

“Schools should make the officer more a part of the culture of the school instead of just being there on campus.”

- Middle School Student

If police were to remain on campus, students would like to see more positive interactions with students and a district-wide focus on trust building between police and students. While most students shared experiences of positively interacting with police officers, some participants in the focus groups expressed that they felt that police need to do a better job engaging with students outside of discipline. However, some students stated that when it comes to mental health issues, there needs to be more social workers and counselors available on campus instead of having police officers handle it. Some students also felt that police officers need to be intentional in building trust with students and be more approachable. One student said that they would like to see “more visible police”, going on to describe student contact that is positive and fun on their campus. Another student shared that there is a lot of tension between students of color and police, which negatively impacts how students view police on campus. Students in the focus group also indicated that providing students more opportunities to positively interact with police on campus would make them feel more comfortable and foster trust.

Once again, students stated that student perception of police are skewed by the media. One participant suggested that if students had more opportunities to positively interact with police and build relationships with them on campus while they are still young, then this would help students grow into adults who had more of an open mind about police officers and what they saw in the media. Similarly, students discussed that schools need to develop ways to get police officers in front of students more and not just when students misbehave or break the rules. For example, students discussed engaging students and police in fun activities, to give students opportunities to interact with police and help to foster trust. One student recommended that police officers go into classrooms to talk with students about safety or to answer questions students may have about their role on campus. Another student recommended police officers get involved in morning announcements and rallies. In addition, students cited that more school communication about police on campus is needed, as some students do not know what their roles are or why they are on campus other than to break up fights and for school shootings. Some focus group participants also discussed better concealment of police weapons as something they would like to see more of. For example, a student shared that when a police officer is trying to de-escalate a situation and calm students down, seeing their gun does not help to calm students and can create more anxiety. Lastly, a couple of students discussed an alternate approach to searching bags and felt this was an invasion of student privacy. These students suggested that schools should have metal detectors set up that students walk through when coming on to campus and student backpacks only be inspected when the metal detector goes off.

“Students not knowing the officers can be a barrier and they can’t expect students to be comfortable with them.”

- Middle School Student

If police were not on campus, schools would be more vulnerable to dangerous situations and students would not feel safe. While participants in the focus groups acknowledged that there are improvements to be made with police on campus, overwhelmingly, students expressed concern and feeling unsafe if police were

removed from their school campuses. While a couple of students expressed not caring one way or the other, the majority of students shared that if there were no police on campus, schools could become more of a target for dangerous situations, such as school shootings or strangers coming on to campus. However, not all students agreed that having police on campus was a benefit. For example, a few students shared that they believed police on campuses perpetuates the negative relationship between youth and police officers. Students also shared that this issue is not isolated to just school campuses – it extends to neighborhoods and communities - and that across the board, some students felt that police officers should be replaced with community workers and neighborhood watch.

While students recognized that there are other adults on campus to keep them safe and protect them, they questioned if teachers would be trained to handle an active shooter on campus or to step in to break up a fight. Participants also asked if Fresno Unified was planning on adding more cameras on school sites and teaching students and school staff how to defend their schools from school shootings or when outside people walk on campus without police. Students shared that police provide an additional layer of security, especially when the surrounding school neighborhood is unsafe. Some students stated that they would not want to attend school in-person if there were no police on the campuses, citing fights, weapons, and drug use on campus may increase as a result. For example, one participant expressed that students would feel more anxious and worried because anyone could come on to their campus and bring weapons without police officers there. In addition, students discussed that having safety procedures and gates were not enough to protect them and questioned who at their school would replace police officers, particularly for schools where there are no gates or fences. Lastly, students raised concerns of how fast city police would respond to a school incident or emergency if police were not already on their campuses.

“There’s a big difference from having a safe campus and having students feel safe on campus. We all have procedures and drills and are prepared for a crisis, but that does not mean we would feel safe without police officers at school.”

- High School Student

perceptions of police, students often discussed the importance of not only hiring police officers who look like students, but also ensuring that there are more diverse staff on campus. Throughout these discussions, students cited that school staff also contribute to how safe students feel on campus, and often spoke about the challenges students experience interacting with staff who do not look like them. Students felt that police officers and other school staff should be more racially diverse and believed that this may help in fostering relationships with students, particularly students of color. One member of the focus group shared that our district is made up of such a diverse study body, and yet the majority of school staff do not represent the race and ethnicity of the student population. At the end of most sessions, many students expressed their gratitude of police officers and recognition of their difficult jobs. Students also appreciated the opportunity to participate in these student focus groups.

“I just feel better with people who looks like me on campus, and that can be teachers or counselors or police.”

- High School Student

Recommendations

Based on the findings of the student focus groups, there are five recommendations that emerged from synthesizing the cross-departmental team feedback for Fresno Unified to consider:

- SROs need to build **intentional relationships** with students by creating additional **opportunities to interact** with students outside of discipline.
- SROs should participate in **ongoing student-centered** and **cultural proficiency trainings** to better understand the populations they serve.
- SRO roles and expectations need to be **consistently communicated and implemented** across school campuses.
- SROs selection should mirror the **diversity** of the student population.
- SROs should **limit the exposure of weapons** while on our school campuses.

Appendix: Student Focus Group Questions

Introduction Question

1. What is your perception or experiences of police in your community?
(Probing: What is your perception or experiences of police at your school?)

Exploratory Questions

2. What factors do you think might influence how safe students feel on campus? (Probing: What is your school doing to cultivate a safe campus?)
3. How do police on campus make you feel? (Probing: Do you feel more safe? Unsafe? Why do you feel that way? Provide examples. How have you observed interactions on campus with police? What are some positive interactions you've observed? Negative interactions?)
4. If police were to remain on campus, what would you like to see more of? (Probing: What could be improved? What are some actions your school could take to promote good police-student interactions? What are the barriers to good police-student relations? What steps do you think your school can take to eliminate those barriers?)
5. If police were not on campus, how would that make you feel? (Probing: What concerns would you have if there were no police on campus? What actions would your school need to take so that students feel safe?)

Exit Question

6. Is there anything else you would like to say about police on campus?

A Report on Fresno Unified School District's Stakeholder Experiences with Student Resource Officers

Authored by California State University, Fresno Faculty and Alumnus:

Andrew R. Jones, Ph.D.

Jenelle S. Pitt, Ph.D.

Juan Carlos González, Ph.D.

Patrick S. De Walt, Ph.D.

Dominiqua Griffin, Ph.D.

Yuleinys A. Castillo, Ph.D.

Doua Lor, M.S.

Table of Contents

Table of Contents	2
Executive Summary	3
Tables	5
Findings	6
Demographics of Survey Takers	6
Stakeholder Findings from Surveys	8
Description of Focus Group Participants and Selection	13
Stakeholder Findings From Focus Groups	14
Combined Analysis of Surveys and FGIs	16
Recommendations	16
Recommendations Emerging from the Data	16
Acknowledgements and Ethical Disclosure	18
References	18
Appendix 1: Methods	18
Recruitment	19
Surveys	20
Focus Group Interviews	22
Results of Data Collection	23
Population Demographics	25
Appendix 2: Elaboration of Survey Results and Analysis	27
Parent Survey Analysis: Frequencies and Differences	28
Staff Survey Frequencies	31
SRO Survey Frequencies	36
Appendix 3: Demographic Breakdown of Parent and Staff Survey Responses	40
Parent results	40
Staff	67
Appendix 5: Word Clouds for Survey Responses	93
Appendix 6: Focus Group Thematic Analysis	97

Executive Summary

Fresno State faculty, from the departments of Counselor Education and Rehabilitation, Educational Leadership, Liberal Studies, and Sociology, developed a set of survey instruments and focus group interview questionnaires tailored to specific stakeholder groups for purposes of data collection on experiences with Student Resource Officers (SROs).

The Fresno Unified team sent all parents (71,194) and staff (9,014) an invitation to participate in the survey through a variety of communication avenues. Additionally, the Fresno State team conducted nine focus groups (four for parents, two for administrators, one for staff, and two for SROs). For the surveys, 3,045 were completed by parents, 3,493 by staff, and 30 by SROs. For selection of potential FGI participants, the team pulled a purposeful sample of 30,000 parents of students in grades 7-12 that included overrepresentation of African American parents as well as groupings of Spanish, English, and Hmong-speaking parents. The team pulled a random sample of 322 parent participants for the first round of FGI recruitment and pulled an additional random sample of 1,000 parents for FGI outreach at the beginning of March. A total of 42 parents participated in the FGI.

Findings from analysis of the survey data revealed that most stakeholders have positive experiences with SROs and indicated that SROs presence on school campuses was important. The majority of parents and staff opposed removing SROs from schools while two-thirds of parents, who reported direct experiences with SROs, had positive experiences. Moreover, data analyses also identified the roles of SROs on school campus including:

- Fostering positive relationships with staff and students
- Supporting the creation of a better learning environment
- Playing an important part in promoting campus safety
- Serving as positive role models for students

Findings from the focus group interviews (FGI) reveal unanimity among administrators in their perceptions and support of SROs. Staff have a more nuanced understanding of the impacts of SROs, acknowledging that there are problems that need to be addressed in the interactions between SROs and students. The parent FGIs had the largest array of viewpoints on SROs, with some groups seeing the positive attributes of having SROs

on Fresno Unified campuses, while others were highly critical of role and advocated for a change in how schools handle issues of safety and student discipline. Some of the major themes that emerged from the FGIs, with respect to having SROs serve as agents of community building, were:

- Safety (comfort, security, immediate emergency response, crime deterrence)
- Positive perception (opportunities to interact with police)
- Positive interactions for relationship building and trust (between SROs, staff, students)

Other themes emerged that conveyed challenges to community building:

- Need for increased communication (on SROs roles, safety practices, and responsibilities on campus)
- Need for additional trainings (cultural sensitivity; unconscious/implicit bias; de-escalation; conflict resolution)

All of the above themes were present in the parent, administrator/staff, and SRO focus groups.

The recommendations at the conclusion of the report are reflective of the comments and responses made by stakeholders in both surveys and FGIs.

Tables

1: Race/Ethnicity of Stakeholders, By Percent	7
2. Gender of Stakeholders, By Percent	7
3. Educational Background of Stakeholders, By Percent	7
4. Stakeholders Interaction With SROs, By Percent	8
5. Stakeholders Views of SRO Responsibilities, By Percent	9
6. Stakeholders Views of SRO Relationship Building, By Percent	10
7. Parent, Staff, and Administration Views of SRO Relationship Building, By Percent	11
8. Parent, Staff, and Administration Views of SROS and School Safety, By Percent	12
9. Parent, Staff, and Administration Overall Views of SROs, By Percent	13
10. Overview of Stakeholder Findings From Focus Groups	14
11. Recommendations If SRO Contract Is Continued (C) or Discontinued (D)	16

Introduction

In October of 2020, Fresno Unified School District approached the faculty at Fresno State with an invitation to collaborate with Fresno Unified personnel in collecting data on perceptions of, attitudes about, and interactions with Student Resource Officers (SROs) from Fresno Unified stakeholders. In this report, we refer to all resource officers as SROs regardless of whether they are Student Neighborhood Resource Officers (SNROs) or SROs. Fresno Unified informed Fresno State faculty that the Board of Trustees had tabled SROs contracts for discussion for a period of six months. This provided a window of opportunity to collect data regarding experiences between SROs and the various stakeholders within Fresno Unified (parents, staff, SROs, and administrators). After some preliminary meetings between Fresno Unified and Fresno State, both parties reached an agreement that Fresno State would conduct a series of focus group interviews (FGIs) with adult stakeholders and employ a set of online surveys targeting each group of adult stakeholders. Fresno Unified provided the contact information for recruitment of FGIs participants and emailed invitations for stakeholders to participate in the surveys.

This report contains the methodology employed for data collection, the findings, data analyses, as well as a set of recommendations based on the findings and analysis. As appendices, the report contains methodology employed for data collection, an elaboration of the survey results, the themes developed from the FGIs, Word Clouds for the open-ended survey questions, and a breakdown of the workday involving seven different tasks potentially performed by SROs.

Findings¹

Demographics of Survey Takers

The findings rely on 3,045 parent respondents, 3,493 staff and administration respondents, and 30 school resource officer respondents. The largest group of parents (48.4%) that took the survey were Latino/Hispanic (Table 1). The largest groups for teachers/administrators and SROs were White/Caucasian, 39.6% and 45.5% respectively.

¹ The findings rely on 3,045 parent surveys, 3,493 staff and administration surveys, and 30 school resource officer surveys.

Table 1: Race/Ethnicity of Stakeholders, By Percent

Race/Ethnicity ² :	Latino/ Hispanic	White/ Caucasian	2+ races	Asian American	Black/ African American
Parents	48.4	33.1	8.2	5.8	4.2
Staff/Admin	31	39.6	8.6	5.5	5
SROs	22.7	45.5	0	9.1	18.2

The majority of participants in the parents (81.5%) and staff (69.2%) groups were female while the majority of SROs were male (68.2%) (Table 2). Parents had children enrolled in different levels with the majority of students being in High School (44.8%), then Middle school (32%) and the rest in elementary school (18.8).

Table 2. Gender of Stakeholders, By Percent

Gender ³ :	Female	Male
Parents	81.5	13.7
Staff/Admin	69.2	22
SROs	22.7	68.2

Participants in all groups reported their educational background. Among parents, 47.9% held a college degree or higher, 46.6% held a high school diploma, GED, or completed some college and 7.8% did not complete high school or attained GED. The majority of staff members had a college degree or higher (78%) and 54.5% of SROs had a high school diploma, GED, or completed some college (Table 3).

Table 3. Educational Background of Stakeholders, By Percent

Educational Background ⁴ :	< HS	< College	> College
Parents	7.8	46.6	47.9
Staff/Admin	0.6	17.5	78
SROs	0	54.5	40.9

² Two additional categories: 'other' 29.9% and 'preferred not to say' 15.9%

³ Three additional categories: 'Preferred not to say' 4.3, 'Transgender' 0.2%, and 'other' 0.3%

⁴ > College = Persons who hold a college degree or higher; < College = Persons who hold a high school diploma, GED, or completed some college; <HS = Persons who have not completed high school or attained GED.

Stakeholder Findings from Surveys

Findings also highlighted that the majority of parents (77.2%) and staff members (51.8%) had no direct interactions with SROs, while the majority of parents (68.8%) and staff (98.6%) reporting that SROs supported the creation of a better learning environment (Table 4). As noted in Appendix 2, of the 21.5% (654) who indicated that their children had experienced direct interactions, 228 (34.8%) selected 'negative' or 'mostly negative' for level of satisfaction with the presence and visibility of SROs on campus and 249 (38%) reported 'negative' for their overall experiences, knowledge, and perceptions of SROs. Women (68%) were the majority of parent respondents indicating negative experiences. *What this amounts to is that over one-third of parents whose children have had direct interactions with SROs have had negative experiences and perceptions of SROs.*

Table 4. Stakeholders' Interaction with SROs, By Percent

	Yes	No	Maybe
Have you (or any of your child[ren]) had interactions directly with the SRO while on campus?			
Parents	21.5	77.2	0
Staff/Admin	46.4	51.8	0
Do you think those interactions with SROs supported the creation of a better learning environment?			
Parents	68.8	15.7	15
Staff/Admin	98.6	0	0
SROs	100	0	0

Based on survey data analyses, the majority of stakeholders reported that SROs make school campuses safer and enhance school safety procedures, with SROs clearly believing this as key to their responsibilities more so than parents, staff, and administrators (Table 5). When evaluating SROs carrying guns on school grounds, 28% of parents, 37.5% of staff/administration, and 100% of SROs strongly agreed. SRO also expressed higher levels of disagreement than parents, staff, and administrators that they should be responsible for controlling bullying on campus.

Table 5. Stakeholders Views of SRO Responsibilities, By Percent

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Opinion
Having SROs on campus makes the school more safe						
Parents	46	30.1	11.6	3.7	3.7	4.9
Staff/Admin	58	23.2	9.2	3.3	2.2	4
SROs	91.7	4.2	4.2	0	0	0
SROs should work with school administrators to enhance school safety procedures						
Parents	56.4	32.7	3.7	1.6	2.3	3.3
Staff/Admin	68.4	23.7	4.5	1	0.8	1.5
SROs	96.8	4.2	0	0	0	0
SROs should carry guns on school grounds						
Parents	28	24.5	19.9	10.2	11.7	5.7
Staff/Admin	37.5	24.3	17.4	8.5	9	3.5
SROs	100	0	0	0	0	0
Assigning SROs to schools controls bullying						
Parents	19.1	28.2	24.3	16.3	8.4	3.8
Staff/Admin	14.7	28.5	29.7	18	6.8	2.4
SROs	45.8	33.3	20.8	0	0	0

The majority of respondents agreed that SROs build trust between students and police, foster positive relationships with staff and students, and support the creation of a better learning environment (Table 6).

Table 6. Stakeholders Views of SRO Relationship Building, By Percent

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Opinion
Assigning SROs to schools builds trust between students and police						
Parents	30.1	39.6	17.4	6.4	4.2	2.4
Staff/Admin	49	34	9.3	3.6	2.7	1.4
SROs	95.8	4.2	0	0	0	0
SROs should build/foster positive relationships with staff and students						
Parents	57.1	30.6	6.4	1.1	1.8	3
Staff/Admin	68.8	19.8	5.3	1.7	1.4	3
SROs	100	0	0	0	0	0
SROs should support the creation of a better learning environment						
Parents	50.7	35.6	7.1	1.4	1.7	3.5
Staff/Admin	49	29.3	11	3.6	2.7	4.3
SROs	73.9	21.7	4.3	0	0	0

Overall, respondents do not see SROs as creating barriers with respect to the relationship between students and the police, and a majority feel that students should follow the directions of SROs if they consider their actions to be lawful (more so than for the statement “Students/staff/administrators should adhere to SRO’s decisions because it’s the proper thing to do”). Similarly, they reported that SROs in schools instill in children the ideal of "respect for the law" (Table 7).

Table 7. Parent, Staff, and Administration Views of SRO Relationship Building, By Percent

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Opinion
Assigning SROs to schools creates barriers between students and the police						
Parents	6.3	11.4	22.7	33.7	18.4	7.5
Staff/Admin	6.1	10.5	13.3	25.3	40.7	4.1
Assigning SROs to schools instills in children the ideal of "respect for the law"						
Parents	23.4	36.8	21.6	9.9	5.5	2.8
Staff/Admin	21.4	33	24.9	11.2	6.6	2.9
Students/Staff/Admin should adhere to SRO's decisions because it's the proper thing to do						
Parents	17.8	37	28.6	7	4.4	5.2
Staff/Admin	10.4	24.1	41.2	13.8	4.7	5.8
Students should follow the directions of SROs if they consider their actions to be lawful						
Parents	28.6	48.9	14.4	3.1	2.1	5
Staff/Admin	27.2	44.9	17.5	3.2	2	5.1

Findings also reported that parents, staff, and administration agreed that SROs help to reduce students' drug use, assist with traffic enforcement, and issue citations supporting school safety. As a matter of fact, they disagree that assigning SROs to schools makes students, faculty, and staff more fearful (Table 8).

Table 8. Parent, Staff, and Administration Views of SROS and School Safety, By Percent⁵

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Opinion
Assigning SROs to schools reduces drug use by students						
Parents	28.5	26.1	20.3	12.1	7.5	5.4
Staff/Admin	23.9	27.5	24.6	11	5.5	7.5
Assigning SROs to schools makes students, faculty and staff more fearful						
Parents	7.3	11.1	18.7	32.1	24.2	6.6
Staff/Admin	5.7	7.7	11.1	27	46.1	2.4
SROs should issue citations and make arrests						
Parents	36.5	32.8	12.9	7.9	6.1	3.8
Staff/Admin	42.2	30.5	12.5	7.6	4.5	2.7
SROs should assist with traffic enforcement during arrival and dismissal						
Parents	36.6	32.4	16.4	7.3	3.2	4.1
Staff/Admin	34	27.9	22.2	8.8	3.5	3.6

Overall, Parent, Staff, and Administration expressed being satisfied with the presence of SROs on campus and indicated that they should remain as an integral part of FSUD campus community (Table 9). In fact, parents expressed desire to increase SRO presence by 51.8%. When parents and staff/administrators were asked if they favored removing SROs from their schools, 74.5% of parents and 83.4% of staff were not in favor of their removal.

⁵ The SRO survey did not include these questions.

Table 9. Parent, Staff, and Administration Overall Views of SROs, By Percent⁶

	Yes	Maybe	No	I Don't Know	No Opinion
Are you in favor of increasing the presence of SROs in our schools? ⁷					
Parents	51.8	19.2	18	6.8	4.2
Are you in favor of removing SROs from our schools?					
Parents	8.9	4.7	74.5	7.5	4.4
Staff/Admin	5.1	4.6	83.4	4.3	2.6

Description of Focus Group Participants and Selection

There were a total of 9 focus groups with 42 total participants: (a) parents, (b) school staff and administrators, (c) and SROs. Approximately 7 to 9 questions were asked in each focus group. Zoom audio and video recording was used in addition to notetaking to capture non-verbal communication, environmental context, and observations.⁸

Parents or Guardians of a middle or high school student(s) enrolled at a FUSD campus with a SRO were eligible to participate. Individuals who self-identified as a teacher, counselor, staff, or administrator employed at a Fresno Unified School District middle or high school with a School Resource Officer on their campus were eligible to participate. Also, all individuals who were SROs on FUSD campuses were eligible to participate.

The four parent focus groups were: (a) Black Indigenusness and People of Color (BIPOC), (b) Spanish-speaking, (c) Hmong-speaking, and (d) English-speaking, with a total of 15 participants, recruited by FUSD, were all female. The staff focus group had four participants, with three males and 1 female. Additionally, we conducted two administrator focus groups different from staff, and these focus groups had a total of nine participants, with two males and seven females. Lastly, the two SRO focus groups conducted had a total of 14 participants, with two female and 12 male SROs. SROs were asked to volunteer to their sergeant, and clearly told that their participation was voluntary. Nevertheless, almost all chose to participate.

⁶ The SRO survey did not include these questions.

⁷ This question was not in the Staff/Administration and SRO surveys.

⁸ The difference in the number of questions was due to applying a semi-structured interview methodology where questions are asked in themes and context, so not everyone gets every question if their answers cover questions that are not asked. Also, a semi-structured interview method, many probing questions are prepared, and only asked when participants have not answered the initial questions.

Stakeholder Findings from Focus Groups

Analysis of focus group data involved transcribing the recordings of the interviews, a preliminary reading of the text, followed by dividing the text into segments of information, and labeling those segments of information with codes. We then looked at the codes, removing any redundancies, and reducing any overlap between codes, ensuring the codes were exclusive and exhaustive from the process of coding the data. Upon accomplishing this, we collapsed the codes into themes and examined the prevalence of the themes among the different stakeholder focus groups. The following table shows an overview of the themes that cut across the various stakeholder focus groups, and a set of exemplary quotes associated with each theme from relevant stakeholder groups is contained in Appendix 6.

Table 10. Overview of Stakeholder Findings from Focus Groups

Themes (and/or subthemes) ⁹	P	S	A	SRO
Themes: SROs as Agents of Community Building	P	S	A	SRO
Safety (comfort, security, immediate emergency response, crime deterrence)	X _{bcd}	X	X	X
Positive perception (opportunities to interact with police)	X _{bcd}	X	X	X
Positive interactions for relationship building and trust (between SROs, staff, students)	X _{bcd}	X	X	X
Themes: SROs as Agents of Community Building	P	S	A	SRO
Shared responsibility for safety (amongst staff, SROs, community)	X _c	X	-	-
Police as role models (for students and community)	-	-	X	X
Themes: SRO Challenges to Community Building	P	S	A	SRO
Need for increased communication (on SROs roles, safety practices, and responsibilities on campus)	X _{bc}	X	X	X
Need for additional trainings (cultural sensitivity, unconscious/implicit bias, de-escalation, conflict resolution)	X _{ac}	X	X	-

⁹ P = Parents, S = Staff, A=Administrators, SRO = School Resource Officers
 Parents: X_a = BIPOC, X_b = Spanish-speaking, X_c = Hmong-speaking, X_d = English-speaking, dashes (-) = indicate the stakeholder group did not address a particular theme.

Table 10. (Continued) Overview of Stakeholder Findings from Focus Groups

	P	S	A	SRO
Needs to enhance relationship between SROs, students and/or parents (trust, respect, humanizing interactions)	X _{abcd}	-	-	X
Need for increase student support / services (mental health, counseling, life-long skills development, extra-curricular activities)	X _{abcd}	-	X	-
Need to address negative perception (intimidation, uniform, school-to-prison pipe-line, criminals in the making)	X _{abd}	-	-	-
Need to address disproportionality (in policing, behavior)	X _{abd}	-	-	-
Need for improved SRO's decision-making (addressing abuse of power, authority figure image, personality conflicts, bias)	X _{abc}	X	-	-

Themes: SROs as Agents of Community Building. In the SROs as Agents of Community Building themes, participants view SROs as an essential part of the community and campus culture that facilitates safety protocols and enhances perceived sense of safety across stakeholder groups. Additionally, SROs presence creates opportunities for interactions with law enforcement personnel to build trust and function as role models for students within the campus community.

Themes: SROs Challenges to Community Building. In the SROs Challenges to Community Building themes, participants expressed concerns related to SROs ability to positively contribute to the school community. SROs can benefit from opportunities to enhance relationships with parents and students, engage in training which can lead to minimizing potential bias and enhanced internal dispute mediation. A common theme across all stakeholder groups was to improve communication skills and offer training opportunities for FUSD campus community stakeholders. Additionally, participants recommended that FUSD enhance campus climate by providing more robust student support services and training opportunities for SROs.

Common Themes across All Stakeholder Groups. On the positive side, all stakeholder groups viewed SROs as an asset in producing a safe school environment, providing positive perceptions through their conduct, and giving opportunities for positive relationship building with students. On the challenge side, all stakeholders see a need for greater communication between stakeholder groups revolving around safety

practices and responsibilities, and a need for additional training involving cultural sensitivity, unconscious/implicit bias, de-escalation, and conflict resolution.

Combined Analysis of Surveys and FGIs

The issues revealed from our analyses: 1) communication among stakeholders, both verbal and symbolic, 2) SRO uniforms are seen as intimidating/threatening by some students, parents, and staff, and as a symbol of respect by others, 3) disproportionate targeting of students of color for intimidation, arrest, and removal from campus - this reveals a problem of possible implicit bias and/or other factors, 4) a disconnect between self-perception of SROs and the perceptions of some parents with children who have had direct interactions with SROs, 5) a lack of accountability and documentation of outcomes for students negatively impacted from interactions with SROs.

Recommendations

Recommendations Emerging from the Data

While we are impartial regarding the outcome of the Board of Trustees decision regarding renewal of SRO contracts, our analysis of the data uncovered information from the parent and staff responses that leads to some recommendations germane to issues of school safety, SRO relationship building, and student success. Regardless of the Boards' decision, these recommendations are reflective of the comments and responses made by stakeholders in both surveys and FGIs (Table 11), and may help with providing some context and direction to improve relationships between SROs and the FUSD communities.

Table 11. Recommendations If SRO Contract Is Continued (C) or Discontinued (D)

Recommendations if SRO contract is...	C	D
Quarterly review of effectiveness and impacts of SROs using common measures across all campuses.	X	
Involve community members in committees for selection and/or reappointment of SROs.	X	
Creation of review and accountability process for SRO (re)appointment.	X	

Table 11. (Continued) Recommendations If SRO Contract Is Continued (C) or Discontinued (D)

Recommendations if SRO contract is...	C	D
Maintain (re)certification through additional training of all SROs in the National Association of School Resource Officers.	X	
Demystify the role of SROs in schools by including more informal opportunities of engagement between SROs, students and families.	X	
Evaluate the view of SROs' uniforms among stakeholders	X	
Development and implementation of communication liaison officers between the stakeholder groups of the Fresno Unified campus community.	X	
Addressing racial disparities in disciplining/punishing students through cultural competency & culturally relevant training for all stakeholders.	X	X
Creating a campus community culture of Anti-racism through policies, practices, and interactions.	X	X
Exit interviews for all students who experience suspension and/or expulsion.	X	X
Invest further funding in mental health and support services for all stakeholders.	X	X
Greater parental involvement in conflict resolution and/or investigation of incidents.	X	X
Publication of a year-end district-wide report that provides descriptive statistics, demographic data of youth, and reasons for suspensions/ expulsions of youth.	X	X
Collect longitudinal data on student outcomes after interacting with SROs.	X	X
Cessation of contacting Fresno Police for non-criminal incidents involving Fresno Unified students		X

Acknowledgements and Ethical Disclosure

We would like to thank all of the parents, staff, administrators, and SROs of the Fresno Unified School District who participated in this project. We would first like to thank Fresno Unified School District Superintendent Dr. Bob Nelson for his support of this work. We would like to thank Wendy McCulley for initiating contact and inviting the participation of Fresno State faculty in this project. We would also like to thank Fresno Unified's research team, Karin Temple, Dr. Kristi Imberi-Olivares, Amy Idsvoog, Lindsay Sanders, Nikki Henry, and Brittney Watters, for providing consultation and feedback throughout the project, and for their collaboration and assistance in bringing this project to a successful conclusion. We would like to thank Dr. Tim Kubal for his development of the survey instruments and analysis of the data. We thank Pa Vang for her assistance in the Hmong-speaking parent focus group. We would also like to thank Gayle Sherwood for handling budgeting and finances for the project.

This study and report was funded by Fresno Unified School District to better understand the Fresno Unified community's perceptions and experiences with SROs. As Fresno State faculty, we operate completely independent in terms of study design, data collection, data analysis, and findings.

References

- Data Quest. California Department of Education. Enrollment by Ethnicity and Grade. <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=1062166&agglevel=district&year=2019-20> Accessed March 12, 2021.
- Data Quest. California Department of Education. Full-time Equivalent (FTE) of Classified Staff 2019-20. <https://dq.cde.ca.gov/dataquest/dqcensus/StfFteClassified.aspx?cds=1062166&agglevel=District&year=2019-20>. Accessed April 7, 2021.
- EdData Education Data Partnership. Fresno Unified District Summary. www.ed-data.org/district/Fresno/Fresno-Unified. Accessed April 7, 2021.
- National Association of School Resource Officers. <https://www.nasro.org>. Accessed April 2, 2021.
- U.S. Department of Justice. Bureau of Justice Statistics. (2019). 2019 Survey of Law Enforcement Personnel in Schools (SLEPS) Law Enforcement Agency (LEA).

Appendix 1: Methods

Fresno State faculty, from the departments of Counselor Education and Rehabilitation, Educational Leadership, Liberal Studies, and Sociology, developed a set of survey instruments and focus group interview questionnaires tailored to specific stakeholder groups for purposes of data collection on perceptions of, attitudes about, and interactions with SROs. All members of the Fresno State research team have expertise in research design involving survey research and/or focus group interviews. The Fresno State team conducted preliminary meetings in November and December of 2020 with Fresno Unified's research team to discuss the research design for the surveys and focus groups, as well as what kind of data Fresno Unified sought to attain with this project.

For the surveys, question development involved using existing questions from the established literature on SROs, as well as the creation of questions tailored to the specifics of the Fresno Unified School District. The question sets for all three surveys went through a vetting process wherein the Fresno Unified team discussed with the Fresno State team thoughts about bias, appropriateness, question wording and other similar issues. We completed the Hmong and Spanish translations of the parent survey by members of the Fresno State team fluent in Hmong and Spanish. For the surveys, Fresno Unified's team sent out invitations via email to all of the Fresno Unified campus population to participate in the survey appropriate to their stakeholder role.

For the FGIs, Fresno Unified's research team provided the Fresno State team with contact lists of a purposefully selected sample for parents (based on primary language spoken, racial identity, and whether their children had experienced at least one suspension), and random samples of staff and administrators of the Fresno Unified campus population. From these lists, Fresno State's team used a stratified random method to select individuals to recruit for the focus groups. For the parent FGIs, the list was divided according to the primary language spoken by the parent. Facilitators for each language FGI (English, Hmong, and Spanish) then randomly selected individuals from that subset to contact for potential participation, balancing between parents with children who had at least one suspension with those who had none. The facilitators used a similar process for selecting potential participants to contact for the administrator and staff FGIs, based on the role of the individual as an administrator or staff member.

Recruitment

The Fresno Unified team sent all parents (71,194) and staff (9,014) an invitation to participate in the survey through a variety of communication avenues. For selection of

potential FGI participants, the team pulled a purposeful sample of 30,000 parents of students in grades 7-12 that included overrepresentation of African American parents, groupings of Spanish, English, and Hmong-speaking parents, and included a balanced representation of students with at least one suspension versus no suspensions. From that sample, the team pulled a random sample of 322 parent participants for the first round of FGI recruitment and at the beginning of March, pulled an additional random sample of 1,000 parents for FGI outreach. The Fresno State team randomly selected parents from these samples to contact and invite to participate in one of the parent FGIs. Recruitment for the parent FGIs employed a two-staged approach involving an initial email invitation, followed by phone calls in the event we were unable to populate particular FGIs with participants. For the other stakeholders, the Fresno Unified team pulled a random sample of middle and high school teachers, campus safety assistants, other school staff, and administrators (e.g. principals, guidance and learning advisor, vice principals). The Fresno State team sent email invitations to a random sample of each stakeholder group to participate in an FGI related to their role on campus.

Surveys

Questions were drawn from surveys that were used previously in the academic literature. We developed separate survey instruments for each set of adult stakeholders from whom we sought data: one for SROs, one for staff (inclusive of teachers, counselors, administrators, and classified staff), and one for parents with children attending junior or high school in the Fresno Unified School District. We created three versions of the parent survey, with one in English, one in Spanish, and one in Hmong.

For alignment purposes, the parent and staff surveys contained the same blocks of questions, with minor variations in the wording of questions, given the different roles for each set of stakeholders. These blocks were designated as: 1) interactions and/or feelings about SROs, 2) school safety, 3) School / SRO relationships, 4) future outlook for SROs, 5) demographics, and 6) concluding remarks.

The SRO survey contained blocks on: 1) interactions and/or feelings, 2) duties and responsibilities, 3) demographics, and 4) concluding remarks. For the duties and responsibilities block, we derived and modified questions from the Justice Department's Bureau of Justice Statistics 2019 Survey of Law Enforcement Personnel in Schools (SLEPS) Law Enforcement Agency (LEA) in combination with questions created from the collaborative efforts of the Fresno Unified and Fresno State research teams.

For the block on interactions and feelings, we posed the following questions: 1) What is your understanding of the Student Resource Officers (SROs) role and responsibilities at your child(ren)'s school? 2) Are you aware that officers from the City of Fresno Police

Department are employed as SROs at middle and high school sites in Fresno Unified School District? 3) How satisfied are you with the presence of the SROs at your campus? 4) In the past year, have you had any interactions directly with the SRO on your school campus? 5) How well do you think SROs support the creation of a safer learning and school environment? 6) In the past year, how would you rate your overall interaction(s) with the SRO on your school campus?

The school safety block included these questions: 7) Having an SRO on campus makes my school more safe. 8) SROs should work with school administrators to enhance safety procedures. 9) SROs should assist with traffic enforcement during arrival and dismissal. 10) SROs should carry guns on school grounds. 11) SROs should issue citations and make arrests (fighting, drugs, weapons, alcohol, and etc.) on campus. 12) Having an SRO on my school campus reduces student drug use at school. 13) Assigning SROs to schools is a good way to make students, faculty and staff more fearful. 14) Assigning SROs to schools is a good way to control bullying. 15) Having an SRO on campus makes me fearful or worried.

For the block on school/SRO relationships, we included the following questions: 16) Assigning SROs to schools is a good way to create additional barriers between students and the police. 17) Assigning SROs to schools is a good way to instill in children the ideal of "respect for the law". 18) Assigning SROs to schools is a good way to build trust between students and police. 19) Students/teachers should adhere to SRO's decisions because it is the proper thing to do. 20) Students/teachers should follow the directions of SROs if they consider their actions to be lawful. 21) Assigning SROs to schools reduces the authority of school leadership.

The future outlook for SROs contained the following: In your opinion, how important is it that Fresno Unified has an SRO on your campus? Do you believe that SROs should be removed from school campuses in Fresno Unified? In your opinion, how important is it for the SRO on your campus to build relationships with students and staff on campus? How important is it for SROs to support the creation of a better learning environment?

For the block on demographics, we asked questions regarding the respondent's role/position on campus, whether employed at a middle, high, or elementary school (for staff and administrators), race, ethnicity, income, age, education, and a question regarding where the respondent lived, based on a quadrant layout of Fresno we created using zip codes for the Fresno metropolitan area.

Focus Group Interviews

The research team created separate questionnaires for each stakeholder group, which consisted of parents, teachers & counselors, other classified staff, administrators, and SROs. We created three parent FGIs based on languages commonly spoken in Fresno Unified schools (English, Hmong, and Spanish) and one exclusively for Black, Indigenous, and Parents of Color (BIPOC). For SROs, we initially created one FGI, but based on the expressed desire of SROs to participate, we created an additional one for that stakeholder group. For staff, we created two FGIs, and for administrators, two as well.

Questions for the parent FGIs consisted of the following: After hearing the description of SROs, does this match with what you see on your child's campus? What is your child's school doing to create a safe campus other than providing an SRO? How could SROs better serve their campus community? What has been your child's experience with SROs? If you've had any personal interactions with SROs please share those experiences as well. How important is it for mutual trust and respect between SROs and the community in keeping your children safe? If given the choice to either expand SROs or eliminate them on your campus, which would you choose and why? Is there anything else you would like to say about SROs on campus? Is there anything that we haven't discussed about SROs that you would like to include in today's discussion?

For the SRO groups, we posed the following questions: Please describe primary roles and responsibilities of being a Student Resource Officer. What have been some positive interactions you've had with students, parents, school staff, and administrators on campus? How about negative interactions? What did you take away from those interactions? What is your perception of police in your community? As an SRO, please describe how you are serving your campus community? What are some actions your school could take to promote good SRO-student interactions? What are the barriers to good SRO-student relations? What steps do you think your school can take to eliminate those barriers? What do you think would happen if SROs were not on campus? What is your school doing to create a safe campus? What actions would your school need to take so that students feel safe? Does having SROs on campus build an environment (culture) of trust? Is there anything else you would like to say about SROs on campus? Is there anything that we haven't discussed about SROs that you would like to include in today's discussion?

Questions for the teacher/counselor FGIs consisted of the following: May you share with us your understanding of the role of Student Resource Officers (SROs) on your campus? What has been your experience with SROs? What is your perception of police in your community? If SROs were to remain on campus, how could SROs better serve their campus community? What do you think would happen if SROs were not on

campus? What is your school doing to create a safe campus? What actions would your school need to take so that teachers and counselors/staff and students feel safe? Does having SROs on campus build an environment (culture) of trust? Is there anything else you would like to say about SROs on campus? Is there anything that we haven't discussed about SROs that you would like to include in today's discussion?

For the other classified staff: May you share with us your understanding of the role of Student Resource Officers (SROs) on your campus? What has been your experience with SROs? What is your perception of police in your community? If SROs were to remain on campus, how could SROs better serve their campus community? What do you think would happen if SROs were not on campus? What is your school doing to create a safe campus? What actions would your school need to take so that staff feel safe? Does having SROs on campus build an environment (culture) of trust? Is there anything else you would like to say about SROs on campus? Is there anything that we haven't discussed about SROs that you would like to include in today's discussion?

For the administrator FGI, we posed the following questions: May you share with us your understanding of the role of Student Resource Officers (SROs) on your campus? What has been your experience with SROs? What is your perception of police in your community? If SROs were to remain on campus, how could SROs better serve their campus community? What do you think would happen if SROs were not on campus? What is your school doing to create a safe campus? What actions would your school need to take so that administrators feel safe? Does having SROs on campus build an environment (culture) of trust? Is there anything else you would like to say about SROs on campus? Is there anything that we haven't discussed about SROs that you would like to include in today's discussion?

Results of Data Collection

Survey data collection concluded on March 12, 2021. For the surveys, we collected 3,045 responses for the parent survey, 3,491 for the staff survey, and 30 for the SRO survey (which included both SROs and Student Neighborhood Resource Officers as participants). These translate into an estimated 4.2% of parents participating, 44.1% of staff, and 100% of SROs. A survey sample of 3,491 respondents, with a total population of 71,194 represents a very strong statistically significant sample of the population. According to standard measures of margin of error, we can be 90% confident that the answer to any survey question represents the population, within plus or minus 1%. 90% is a typical confidence level used among researchers, although some situations call for 95% or 99% confidence in findings. In our survey of FUSD parents, at both 95% and 99%, the margin of error increases to plus or minus 2 percentage points. This means that we are 99% sure that the answer to any question

represents the population, within plus or minus 2 percentage points. It is important to note that margin of error calculations cannot be used for public opt-in surveys (which we did not use), and do have some accuracy limitations if using an online survey where the entire population was invited to participate (which is the method used). Even with knowing there are some limitations, surveys such as this do typically use the standard measure of sampling margin of error, while also acknowledging limitations.

How do these measures relate to our data? They remind us to be careful that our findings are not a perfect representation of the population. For example, if we find that 76.1% of parents strongly agree or agree that having SROs on campus makes the school more safe, that finding actually means we are 99% confident that if the full parent population had taken the survey, that number would be somewhere between 74.1% and 78.1%. We can also say we are 95% sure that the full population response would be between 75.1% and 77.1%.

While the margin of error suggests only limited known problems with the existing data, it is important to remember that the measure is based on random sampling and not surveying the whole population, and there are several other types of errors that occur in data collection that impede the ability to properly generalize findings to the larger population.

For the focus group interviews, we conducted four with parents (two in English (with one being exclusively for Black, Indigenous and Parents of Color (BIPOC)), one in Spanish, and one in Hmong), one with staff, two with administrators, and two with SROs, for a total of nine FGIs with a total of 42 participants collectively. The Fresno State team facilitators of the FGIs used the “live transcript” function of Zoom for transcription of the participants’ responses to the interview questions, which allowed for greater efficiency and productivity in analyzing the data.

Phone calls were initiated to parents. Some parents expressed their commitment to participating in the FGI, however, the day and time were not compatible with their work schedule. Follow up attempts were made with parents to see if any of the additionally scheduled times would be compatible.

As mentioned in the section under Recruitment above, we used a two-stage approach for recruiting parents for the FGIs. Initial contact via email was unsuccessful due to receiving a list of email addresses that all bounced back as undeliverable. Phone contact resulted in recruitment of nine parents for the BIPOC focus group scheduled for March 3rd, but none of the recruited participants attended the Zoom session. A random sample of direct email invitations were sent beginning March 5. They were direct, in that

they relied only on the FUSD efforts to publicize recruitment, and we emailed the invitation and zoom link directly to this sample of respondents, using the same recruitment list as other outreach efforts. This recruitment drive produced six participants who committed to the March 10th interview session, but also did not attend. A third recruitment using an email blast to parents with personal rather than Fresno Unified email accounts had the same outcome for the March 17th interview session. We received no commitments to participate for the Spanish and English language FGIs that we arranged.

To ensure we attained adequate representation of parent perspectives, the FUSD team also engaged in a recruitment effort to populate the three FGIs we had difficulty with recruiting for (Spanish language, BIPOC, and English language). For this recruitment, the FUSD team randomly selected a handful of parents from middle schools and worked with the EL Services and Parent University Departments to connect with parents (i.e. District Advisory Committee, Voices, District English Learner Advisory Committee, GoFresno, etc.). A total of 123 phone calls were made during this round of parent outreach. Parents were called initially to inform them of the opportunity and gauge interest, they were then emailed the Zoom link along with other pertinent information (date and time), parents were called again on the morning of the focus group session to remind them and sent emails again the morning of. The following phone calls/emails were made during this process:

- 52 calls to English-speaking, mixed race parents
 - 39 follow-up emails sent with the Zoom link
- 47 calls to parents of color
 - 38 follow-up emails sent with the Zoom link
- 24 phone calls to Spanish-speaking parents
 - 24 follow-up emails sent with the Zoom link
- 57 calls to Hmong-speaking parents
 - 20 follow-up emails sent with the Zoom link

If the FUSD team reached a parent and they were not interested, the Zoom link email was not sent to them and if the team did not reach the parent at all when they called, they still sent the follow-up email to the parent's personal email, if it was on file. Only if they reached a parent and the person said he/she was not interested, then they did not send the Zoom link. The resulting outreach and recruitment produced 12 participants for the remaining three FGIs.

Population Demographics

Fresno Unified School District has approximately 10,933 students enrolled in grades 7 and 8 and 20,376 students in grades 9 through 12. The number of parents for this set of

enrolled students is 29,585 and the number of Fresno Unified staff serving them is 2,731 (with 214 being administration and 2,517 being a combination of certificated and classified staff). The District has 15 middle schools and nine high schools. The District combines race and ethnicity in calculating the demographics of its student body, with the following headcounts for grades 7 through 12: 2,516 Black/African American students (8%), 155 American Indian or Alaska Native students (0.4%), 3,338 Asian students (10%), 161 Filipino students (0.5%), 21,446 Hispanic students (68.4%), 117 Pacific Islander students (0.3%), 3,132 White students (10%), 518 students of two or more races (1.6%), and six students who did not report any racial/ethnic identity (0.01%). We were unable to attain the approximate demographics of FUSD parents, which is why we have included cautionary language at the beginning of the Methodology section regarding our discussion of the data from the parent survey.

Employees of the District are categorized as Certificated, Classified, and Administration. Certificated constitutes 51% of employees (3,616), while Classified accounts for 43.8% (3,109) and Administration 5.2% (371) for a total of 7,096. As with students, the District combines race with ethnicity in calculating the demographics of its employees. Of the total number of employees, 6.9% are Black/African American, 12.5% Asian, 0.9% Filipino, 43.1% Hispanic, 1.1% Native American/Native Alaskan, 0.2% Pacific Islander, 34.9% White, and 0.3% unknown for racial/ethnic identity. In terms of gender, 36% of employees identify as male, and 64% as female. Information on those identifying as non-binary is unavailable. For paraprofessionals, there are 685 females and 137 males employed by the District. For office/clerical staff, there are 777 female employees and 174 male employees. For other classified staff, there are 491 female employees and 802 male employees. For teachers in the District, as of the 2018-19 school year, there were 2,706 female instructors and 1,011 male instructors.

Appendix 2: Elaboration of Survey Results and Analysis

Parent Survey: Demographics of the Sample

Of the 3,045 respondents for the parent survey, 4.5% reported elementary school as their highest level of educational attainment, 3.3% middle school, 15.6% high school diploma/GED, 23.2% some college, 26.9% college degree, 21% graduate or professional degree, and 5.6% preferred not to say.

In terms of racial identity, 33.1% reported White/Caucasian, 4.2% Black/African American, 2.8% American Indian/Native American, 5.8% Asian American/Native Hawaiian/Pacific Islander, 8.2% two or more races, 29.9% 'other', and 15.9% preferred not to say. For the 'other' category, responses varied, with 'Asian' as the answer for five respondents, 'Mexican/American' for seven, 'Latino/a' for nine, 'Hispanic' for 41, and singular responses with variations on 'human race', 'Latino/Hispanic', listings of ethnicities.

For ethnic identity, 48.4% reported Chicano/Latino/Hispanic/Mexican, 0.6% Chinese, 2.8% Armenian, 0.2% Japanese, 0.3% Punjabi, 2.5% Irish, 0.1% Russian, 7.7% Multi-ethnic, 3.7% Hmong, 0.1% Vietnamese, 1.6% German, 0.1% Sikh, and 18.9% Other. As with racial identity, some respondents listed racial categories, 13 answered with 'American'.

With respect to age cohorts, 0.4% indicated they were under 21, 8.6% were between 21-30, 40.2% between 31-40, 35.2% between 41-50, 9.7% between 51-60, 2.2% 61 and over, and 3.7% preferred not to say.

Regarding gender identity, 13.7% of respondents selected male, 81.5% female, 0.2% Transgender, 4.3% preferred not to say, and 0.3% selected 'other'.

For marital status, 65.1% were married/domestic partnership, 16.9% were single, 9.7% were separated/divorced, 1.4% widowed, and 6.9% preferred not to say.

For geographic region, 11.9% of respondents indicated they lived in Northeast Fresno, 34.1% in Northwest Fresno, 32.5% in Southeast Fresno, 13.6% in Southwest Fresno, 3.8% indicated their zip code fell outside of the four quadrants, and 4.1% preferred not to say.

Parent Survey Analysis: Frequencies and Differences

The following section describes the distribution of answers using percentages for the full sample of all respondents.

Expectations (Responsibilities and Roles). Parents were asked about their understanding of the actual responsibilities of SROs at their children's school. The highest responsibility they thought the officer performed was safety; 42.4% selected 'work with school administration to consult on, and to enhance safety procedures within our schools.' Next in popularity was "support the creation of a safer learning environment (39.2%), while 33.4% of respondents selected 'build relationships with staff and students. For the choice 'provide a link between the school community and the Fresno Police Department', 30.7% of parents selected it, 26.3% of parents selected the choice 'issue citations and make arrests' For the choice 'assist with traffic enforcement during arrival and dismissal' 22.7% of parents selected this as a responsibility for SROs, and the same percentage selected the choice 'recommend alternate interventions that support discipline policies' Lastly, 6.6% of respondents chose 'none of the above', and 4.7% chose 'other'. Parents were also asked about more general role expectations about what the SRO should do, such as making arrests, safety, traffic, guns, relationships, and better learning.

We asked what responsibilities parents think *should* be done by SROs. For the statement "SROs should issue citations and make arrests," 36.5% of respondents selected 'strongly agree', 32.8% 'agree', 12.9% 'neither agree nor disagree', 7.9% 'disagree', 6.1% 'strongly disagree', and 3.8% 'I have no opinion'.

For the statement, "SROs should work with school administrators to enhance school safety procedures," 56.4% 'strongly agree', 32.7% 'agree', 3.7% indicated 'neither agree nor disagree', 1.6% selected 'disagree', 2.3% 'strongly disagree' and 3.3% indicated 'I have no opinion'.

Respondents were asked, "SROs should assist with traffic enforcement during arrival and dismissal." 36.6% of respondents answered 'strongly agree', 32.4% 'agree', 16.4% 'neither agree nor disagree', 7.3% 'disagree', 3.2% 'strongly disagree', and 4.1% selected 'I have no opinion'. Among BIPOC parents, 67.3% give the answer strongly agree or agree and 13.5% give the answer disagree or strongly disagree.

Parents selected 'strongly agree' with the statement "SROs should carry guns on school grounds" for 28% of respondents, 'agree' for 24.5%, 'neither agree nor disagree' for 19.9%, 'disagree' for 10.2%, 'strongly disagree' for 11.7%, and 'I have no opinion' for

5.7%. Among only BIPOC parents, 50.7% give the answer strongly agree or agree and 18.4% give the answer, disagree or strongly disagree.

Roles-Relationships. The statement “SROs should build relationships with staff and students” found 57.1% of respondents selecting ‘strongly agree’, 30.6% selecting ‘agree’, 6.4% ‘neither agree nor disagree’, 1.1% ‘disagree’, 1.8% ‘strongly disagree’, and 3% ‘I have no opinion’. Among only BIPOC parents, we see 87% agreeing or strongly agreeing and we see 3.7% disagreeing or strongly disagreeing.

Roles-Better Learning. For the statement “SROs should support the creation of a better learning environment” 50.7% of respondents selecting ‘strongly agree’, and 35.6% selecting ‘agree’, while 7.1% selected ‘neither agree nor disagree’, 1.4% ‘disagree’, 1.7% ‘strongly disagree’, and 3.5% ‘I have no opinion’. Among BIPOC parents, we see 84.2% agreeing or strongly agreeing, and we see 3.6% disagreeing or strongly disagreeing.

Awareness and Experience. Regarding awareness of the fact that officers from the Fresno Police Department are employed as SROs at middle and high schools in the Fresno Unified School District, 72.9% responded affirmatively, while 25.5% were not aware of it. Among BIPOC parents, 77.2% chose yes, and 22.5% chose no.

Of the 3,045 parents surveyed, 77.2% (2,350) indicated “no” that their children had not experienced any direct interactions with SROs.

Consequences. The question “Assigning SROs to schools reduces drug use by students” produced ‘strongly agree’ as a response for 28.5% of respondents, ‘agree’ for 26.1%, ‘neither agree nor disagree’ for 20.3%, ‘disagree’ for 12.1%, ‘strongly disagree’ for 7.5%, and ‘I have no opinion’ for 5.4%.

Fear. The statement “Assigning SROs to schools makes students, faculty and staff more fearful” found only 7.3% of respondents selecting ‘strongly agree’, and 11.1% selecting ‘agree’, while 18.7% selected ‘neither agree nor disagree’, 32.1% ‘disagree’, 24.2% ‘strongly disagree’, and 6.6% ‘I have no opinion’.

The question, “Assigning SROs to schools controls bullying” produced ‘strongly agree’ for 19.1% of parents, ‘agree’ for 28.2%, ‘neither agree nor disagree’ for 24.3%, ‘disagree’ for 16.3%, ‘strongly disagree’ for 8.4%, and ‘I have no opinion’ for 3.8%.

The statement “Assigning SROs to schools creates barriers between students and the police” found only 6.3% of respondents selecting ‘strongly agree’, and 11.4% selecting

'agree', while 22.7% selected 'neither agree nor disagree', 33.7% 'disagree', 18.4% 'strongly disagree', and 7.5% 'I have no opinion'.

The question "Assigning SROs to schools instills in children the ideal of "respect for the law"" produced 'strongly agree' as a response for 23.4% of parents, 'agree' for 36.8%, 'neither agree nor disagree' for 21.6%, 'disagree' for 9.9%, 'strongly disagree' for 5.5%, and 'I have no opinion' for 2.8%.

The question, "Assigning SROs to schools builds trust between students and the police" produced 'strongly agree' as a response for 30.1% of parents, 'agree' for 39.6%, 'neither agree nor disagree' for 17.4%, 'disagree' for 6.4%, 'strongly disagree' for 4.2%, and 'I have no opinion' for 2.4%.

For the statement "Having SROs on campus makes the school more safe," 46% of respondents selected 'strongly agree', 30.1% selected 'agree', 11.6% chose 'neither agree nor disagree', 3.7% indicated 'disagree', 3.7% chose 'strongly disagree', and 4.9% selected 'I have no opinion'.

The statement "Students should adhere to SRO's decisions because it is the proper thing to do" found 17.8% of respondents selecting 'strongly agree', 37% selecting 'agree', 28.6% 'neither agree nor disagree', 7% 'disagree', 4.4% 'strongly disagree', and 5.2% 'I have no opinion'.

For the statement "Students should follow the directions of SROs if they consider their actions to be lawful" found 26.6% of respondents selecting 'strongly agree', 48.9% selecting 'agree', 14.4% 'neither agree nor disagree', 3.1% 'disagree', 2.1% 'strongly disagree', and 5.0% 'I have no opinion'.

For the statement "Assigning SROs to schools is a good way to undermine the authority of school officials" only 6.2% of respondents selecting 'strongly agree', and 12.4% selecting 'agree', while 18% selected 'neither agree nor disagree', 33.6% 'disagree', 22.4% 'strongly disagree', and 7.5% 'I have no opinion'.

Evaluation. As for satisfaction with respect to the presence or visibility of SROs on campus, 44.2% of parents rated SRO presence as 'mostly positive', 15.4% as 'somewhat positive', 11.3% as 'neither positive nor negative', 3.6% as 'somewhat negative', 3.9% as 'mostly negative', and 21.5% as 'I have no opinion'.

In answer to the question "How important is it that Fresno Unified has SROs on our school campuses?" 40.3% of respondents indicated 'extremely important', 30.1% 'very

important', 13.5% 'moderately important', 5.1% 'slightly important', 7.4% 'not at all important', and 3.5% indicated 'I have no opinion'.

For the question "Are you in favor of removing SROs from our schools?" 8.9% of respondents chose 'yes', 4.7% 'maybe', 74.5% 'no', 7.5% chose 'I don't know', and 4.4% 'I have no opinion'. Among only BIPOC parents, 12.1% chose yes, and 71.8% chose no.

When examining all parent respondents, we found that there were three variables that showed a statistically significant relationship with the removal variable: Gender, ethnicity and race. Transgender, male, multi-ethnic, and African American respondents are more likely than expected to answer yes.

For the question, "Are you in favor of increasing the presence of SROs in our schools?" found 51.8% of parents choosing 'yes', 19.2% 'maybe', 18% 'no', 6.8% 'I don't know', and 4.2% 'I have no opinion'.

This question was asked only of those respondents that previously disclosed a direct interaction with a SRO. In response to the question "Do you think those interactions with SROs supported the creation of a better learning environment?" 68.8% of respondents said yes, 15.1% selected 'maybe', and 15.6% said 'no'. Among BIPOC parents, 60.5% say yes and 20.9% say no.

When examining all parent respondents, we see marital status has a statistically significant association to the better learning question. Those who are married are more likely to say yes.

Of the 21.5% (654) who indicated that their children had experienced direct interactions, 7.5% (228) selected 'negative' or 'mostly negative' for level of satisfaction with the presence and visibility of SROs on campus.

For the statement 'Overall, your experience, knowledge, and perceptions of SROs is more...', found 61.5% of respondents indicating their overall experiences, knowledge, and perceptions of SROs to be 'positive', while 8.2% were 'negative', 26% were 'neutral', and 4.3% chose 'prefer not to say'.

Staff Survey Frequencies

Demographics of the sample. For the staff survey, we had 3,493 respondents. Of those, 51.3% chose teacher as their role on campus, 26.6% Other classified staff, 6.6% administrator (Principal, Vice Principal, etc.), 4.5% counselor, 1.2% campus safety

assistant, and 9.8% did not provide a response. For current employment, 28.5% high school, 24.2% indicated elementary school, 22.3% middle school, 16.3% preferred not to say, and 8.7% indicated 'other'.

Regarding geographic location in which they worked, , 41.2% chose Southeast Fresno, 23.6% chose Northwest Fresno, 17.7% chose Southwest Fresno, 8.9% of respondents chose Northeast Fresno, 6.9% preferred not to say and 1.8% indicated their zip code fell outside of the four quadrants.

With respect to educational attainment, 4.3% stated HS diploma/GED, 56.5% graduate or professional degree, 21.6% college degree, 13.1% some college, 0.3% elementary school, 0.3% middle school, and 4% preferred not to say.

For racial identity, 39.7% chose White/Caucasian, 8.6% Two or more races, 5.5% Asian American/Native Hawaiian/Pacific Islander, 5.1% Black/African American, 2.2% American Indian/Native American, 0.0% Alaska Native, 18.9% Other, and 20% preferred not to say.

For ethnic identity, 31% chose Chicano/Latino/Hispanic/Mexican, Sikh, 21.4%, 12.7% Multi-ethnic, 4.4% Russian, 3.5%, Irish, 2.9% German, 2.3% Armenian, 0.6% Japanese, 0.3%, Chinese, 0.2%, Punjabi, 0.1% Vietnamese, 0.1% Hmong, 0.0% Other, and 20.5% preferred not to say.

As for age cohorts, 27.6% between 41-50, 24.2% between 51-60, 23.4% between 31-40, 9.9% between 21-30, 6.3% 61 and over, 0.2% chose Under 21 and 8.3% preferred not to say.

For gender identity, 69.2% female, 22% indicated male, 0.5% non-binary, and 8.3% preferred not to say.

For marital status, 61.1% of respondents chose married/domestic partnership, 17.9% single, 7.9% separated/divorced, 1.7% widowed, and 11.4% preferred not to say.

Expectations: Roles and Responsibilities. As with the parent survey, staff were asked about their understanding of the role and responsibilities of SROs at their school of employment. Respondents were tasked with selecting which responsibilities they thought SROs engaged in. Approximately 52.4% of respondents selected 'build relationships with staff and students', while 56.1% selected 'work with school administration to consult on, and to enhance safety procedures within our schools'. For the choice 'assist with traffic enforcement during arrival and dismissal' only 27.8% of

staff selected this as a responsibility for SROs, and a higher percentage (32) selected the choice 'recommend alternate interventions that support discipline policies'. A slightly higher percentage of staff (34.1%) selected the choice 'issue citations and make arrests' while 54.9% selected the choice 'support the creation of a safer learning environment'. Lastly, 2.3% of respondents chose 'none of the above', and 4.8% chose 'other'. We asked staff what officers should be doing such as safety, traffic, guns, arrests, and two questions about obeying officers.

We asked what responsibilities staff think should be done by SROs. For the statement, "SROs should work with school administrators to enhance school safety procedures," 68.1% of respondents selecting 'strongly agree', 24.1% choosing 'agree', 4.4% indicating 'neither agree nor disagree', 1% selecting 'disagree', 0.8% choosing 'strongly disagree' and 1.5% indicating 'I have no opinion'.

The question "SROs should assist with traffic enforcement during arrival and dismissal" had 33.8% of respondents answering 'strongly agree', 27.9% 'agree', 22.4% 'neither agree nor disagree', 8.8% 'disagree', 3.5% 'strongly disagree', and 3.5% selecting 'I have no opinion'.

Staff selected 'strongly agree' with the statement "SROs should carry guns on school grounds" for 37.2% of respondents, 'agree' for 24.3%, 'neither agree nor disagree' for 17.5%, 'disagree' for 8.6%, 'strongly disagree' for 9%, and 'I have no opinion' for 3.4%.

For the statement "SROs should issue citations and make arrests," 41.9% of respondents selected 'strongly agree', 30.5% 'agree', 12.7% 'neither agree nor disagree', 7.6% 'disagree', 4.5% 'strongly disagree', and 2.7% 'I have no opinion'.

The statement "Students should adhere to SRO's decisions because it is the proper thing to do" found 10.3% of respondents selecting 'strongly agree', 24.1% selecting 'agree', 41.2% 'neither agree nor disagree', 13.8% 'disagree', 4.7% 'strongly disagree', and 5.8% 'I have no opinion'.

For the statement "Students should follow the directions of SROs if they consider their actions to be lawful" found 27% of respondents selecting 'strongly agree', 45% selecting 'agree', 17.6% 'neither agree nor disagree', 3.2% 'disagree', 2.0% 'strongly disagree', and 5.0% 'I have no opinion'.

Awareness and Experience. Regarding awareness of the fact that officers from the Fresno Police Department are employed as SROs at middle and high schools in the

Fresno Unified School District, 87.5% responded affirmatively, while 11.5% were not aware of it and 1% preferred not to say.

With respect to direct interactions between themselves and SROs within the past year, 46.1% of staff indicated that they had such interactions, while 52% indicated they had not experienced any direct interactions with SROs, and 1.9% preferred not to say.

Consequences. As with the parent survey, we asked questions about staff thoughts regarding the effects or consequences of having SROs on campus. “Assigning SROs to schools reduces drug use by students” produced ‘strongly agree’ as a response for 23.7% of respondents, ‘agree’ for 27.5%, ‘neither agree nor disagree’ for 24.6%, ‘disagree’ for 11%, ‘strongly disagree’ for 5.5%, and ‘I have no opinion’ for 7.6%.

The statement “Assigning SROs to schools makes students, faculty and staff more fearful” found only 5.8% of respondents selecting ‘strongly agree’, and 7.8% selecting ‘agree’, while 11.1% selected ‘neither agree nor disagree’, 27% ‘disagree’, 45.8% ‘strongly disagree’, and 2.5% ‘I have no opinion’.

“Assigning SROs to schools controls bullying” produced ‘strongly agree’ as a response for 14.6% of staff, ‘agree’ for 28.3%, ‘neither agree nor disagree’ for 29.9%, ‘disagree’ for 18%, ‘strongly disagree’ for 6.8%, and ‘I have no opinion’ for 2.4%.

For the statement ‘Having an SRO on campus makes me fearful or worried’ found 2.2% of staff choosing ‘strongly agree’, 4% ‘agree’, 8.7% ‘neither agree nor disagree’, 23.8% ‘disagree’, 59.4% ‘strongly disagree’, and 1.9% ‘I have no opinion’.

The statement “Assigning SROs to schools creates barriers between students and the police” found only 6% of respondents selecting ‘strongly agree’, and 10.7% selecting ‘agree’, while 13.4% selected ‘neither agree nor disagree’, 25.4% ‘disagree’, 40.5% ‘strongly disagree’, and 4.1% ‘I have no opinion’. Among only BIPOC parents, 21.1% agree or strongly agree and we see 49.5% disagreeing or strongly disagreeing.

“Assigning SROs to schools instills in children the ideal of “respect for the law”” produced ‘strongly agree’ as a response for 21.3% of staff, ‘agree’ for 33.1%, ‘neither agree nor disagree’ for 24.8%, ‘disagree’ for 11.3%, ‘strongly disagree’ for 6.6%, and ‘I have no opinion’ for 2.9%.

Assigning SROs to schools builds trust between students and the police” produced ‘strongly agree’ as a response for 48.7% of staff, ‘agree’ for 34.3%, ‘neither agree nor disagree’ for 9.3%, ‘disagree’ for 3.6%, ‘strongly disagree’ for 2.7%, and ‘I have no opinion’ for 1.4%.

For the statement “Assigning SROs to schools reduces the authority of school leadership” only 2.8% of respondents selecting ‘strongly agree’, and 4.1% selecting ‘agree’, while 11.3% selected ‘neither agree nor disagree’, 40.5% ‘disagree’, 38.2% ‘strongly disagree’, and 3.0% ‘I have no opinion’.

Evaluation. In answer to the question “How important is it that Fresno Unified has SROs on your campus?” 51.1% of respondents indicated ‘extremely important’, 21.3% ‘very important’, 11.6% ‘moderately important’, 6.2% ‘slightly important’, 6.4% ‘not at all important’, and 3.4% indicated ‘I have no opinion’.

For the question “Do you believe that SROs should be removed from school campuses in Fresno Unified?” 5.1% of respondents chose ‘yes’, 4.5% ‘maybe’, 83.4% ‘no’, 4.3% chose ‘I don’t know’, and 2.6% ‘I have no opinion’.

For the question ‘How important is it for the SRO on your campus to build relationships with students and staff on campus?’ 68.6% of staff chose ‘extremely important’, 19.9% ‘very important’, 5.4% ‘moderately important’, 1.8% ‘slightly important’, 1.4% ‘not at all important’, and 3.0% ‘I have no opinion’.

The question ‘How important is it for SROs to support the creation of a better learning environment?’ found 48.9% of staff choosing ‘extremely important’, 29.4% ‘very important’, 11.1% ‘moderately important’, 3.6% ‘slightly important’, 2.7% ‘not at all important’, and 4.3% ‘I have no opinion’.

In response to the question ‘How well do you think SROs support the creation of a safer learning and school environment, 71.9% of staff responded ‘very well’, 18.6% responded ‘well’, 8% ‘somewhat well’, and 1.4% ‘I have no opinion’.

There are only two statistically variables with the safety question: age and position type. 21 to 30 year olds are less likely than expected to answer very well. Campus Safety assistant more likely than expected to answer very well. Counselors are more likely than expected to answer somewhat well.

For the question ‘In the past year, how would you rate your overall interactions with the SRO on your school campus?’ 87.7% of staff responded ‘mostly positive’, 4.9% ‘somewhat positive’, 4% ‘neither positive nor negative’, 1.5% ‘somewhat negative’, 0.9% ‘mostly negative’, 0.7% ‘I have no opinion’, and 0.4% ‘I have never interacted with our SRO on campus’.

As with the parent survey results, survey data revealed a high level of support and positive views of SROs among Fresno Unified staff, though staff had a higher rate of respondents indicating 'positive' for their overall assessment of experiences, knowledge and perceptions of SROs compared to respondents for the parent survey. Of staff respondents, 77.3% chose 'positive', while 4.5% chose 'negative', 14.2% were 'neutral', and 4% chose 'prefer not to say'.

Crosstabs and chi square tests indicated that for the 4.5% who chose 'negative', the geographic locale for work, race, staff position, and gender were all significant.

Among the group that chose negative, respondents from Northwest and Southeast Fresno had the highest rates of negative experiences, knowledge, and perceptions of SROs (26.7% and 33.7% respectively). Among the group that chose negative to describe their overall experience, teachers were the majority of staff respondents who selected 'negative' (59.4%), as were those who indicated White/Caucasian (46%) Black/African American (11%) and multiracial (7%) as their racial identity. As with the parent survey, females accounted for 68% of respondents who chose 'negative'.

SRO Survey Frequencies

Demographics of the sample. Given the number of SROs within the Fresno Unified School District (15), we did not include a question for respondents to identify whether they were SROs or SNROs to avoid having any identifiers in the survey. Thus the sample includes both currently employed SROs and SNROs. The small sample size precludes doing any meaningful statistical analysis beyond basic frequency distributions, such as chi square or regression.

For place of employment, respondents were evenly split between middle school and high school. Regarding educational attainment, 54.5% indicated some college as their highest level of education, 31.8% college degree, 9.1% graduate or professional degree, and 4.5% preferred not to say.

As for racial identity, 45.5% chose White/Caucasian, 18.2% Black/African American, 9.1% Asian American/Native Hawaiian/Pacific Islander, 9.1% Other, and 18.2% preferred not to say. For ethnic identity, 22.7% selected Chicano/Latino/Hispanic/Mexican, 4.5% Hmong, 4.5% Irish, 9.1% Multi-ethnic, 36.4% Other, and 22.7% preferred not to say.

For age cohort, 4.5% chose between 26-30, 13.6% between 31-35, 13.6% between 36-40, 9.1% between 41-45, 50% 45 and over, and 9.1% preferred not to say. For gender

identity, 68.2% identified as male, 22.7% female, 4.5% Other, and 4.5% preferred not to say.

Regarding marital status, 72.7% of respondents chose married/domestic partnership, 9.1% single, 4.5% separated/divorced, and 13.6% preferred not to say. Regarding geographic location in which they worked, 18.2% of respondents chose Northeast Fresno, 31.8% chose Northwest Fresno, 31.8% chose Southeast Fresno, and 18.2% chose Southwest Fresno.

Process for Selection. In our first block of questions for the SRO survey, we asked questions regarding the process by which SROs are selected. Nearly all respondents (96.3%) were aware of the selection process for hiring SROs, and only 3.7% expressed a lack of knowledge about the process. For school involvement in the process, 26.7% indicated 'by providing feedback on SROs after placement to help determine a "good fit"', 30% 'by reviewing SRO candidates prior to selection', 10% 'through active recruitment of officers', 36.7% 'through participation in requirements/selection criteria', 26.7% indicated 'other', and 13.3% provided no answer.

We also asked respondents how they were selected for the SRO program. 'As a result of input and/or recommendations by the school/school district' was the response for 16.7%, 'by nomination of officers from within the department' for 10%, 'through an application process from within the department' for 80%, 'through assignment as part of regular duty schedule' for 6.7%, 'other' was the response for 13.3%, and 3.3% provided no answer.

In response to the question 'How often should supervisors from the Fresno Police Department visit schools to observe/support SROs?', 8.3% responded 'at least once a week', 12.5% 'several times a month', 37.5% 'once a month', 12.5% 'several times a year', 4.2% responded 'never', and 25% chose 'other'.

Interactions and Feelings. For SRO opinions on how the campus community perceives them, 80% responded with 'mostly positive', and in response to the question 'How would you rate your overall interaction with the campus community?' 95.8% responded 'mostly positive', and 4.2% 'somewhat positive'.

In response to the question 'How important do you feel SROs are to supporting the creation of a better learning environment?' 73.9% responded 'extremely important', 21.7% 'very important', and 4.2% responded 'moderately important'.

With respect to how important it is for Fresno Unified to have SROs on school campuses, 91.7% indicated 'extremely important', 4.2% 'moderately important', and 4.2% indicated 'slightly important'.

As with the parent and staff surveys, we asked respondents to indicate their level of agreement with a series of statements. For the statement 'Having an SRO on campus makes our schools more safe', 91.7% responded 'strongly agree', 4.2% 'agree', and 4.2% responded 'neither agree nor disagree'.

For the statement 'SROs should work with school administrators to enhance safety procedures', 95.8% chose 'strongly agree', and 4.2% chose 'agree', while 80% chose 'strongly agree' for the statement 'SROs should carry guns on school grounds'.

'I feel that students are safer having an SRO on campus' found 95.8% indicating 'strongly agree', and 4.2% 'agree', while only 45.8% strongly agreed with the statement 'Having an SRO on campus reduces the amount of bullying at school', 33.3% agreed, and 20.8% neither agreed nor disagreed.

For the statement 'SROs foster positive relationships with students on campus', 80% chose 'strongly agree', while 95.8% chose that response for 'Having SROs on campus builds trust between students and police officers', and 4.2% chose 'neither agree nor disagree'.

79.2% strongly agreed with the statement 'SROs on campus help to reduce students bringing weapons to school', while 16.7% agreed, and 4.2% disagreed. By contrast, only 8.3% chose 'neither agree nor disagree' with the statement 'Having SROs on our school campuses reduces the authority of school leadership', while 33.3% chose 'disagree', and 58.3% chose 'strongly disagree'.

Duties and Responsibilities. For measuring the time SROs spend on different tasks in the course of a workday, we provided a percentage scale for respondents to select for seven different activities and requested that respondents provide their selections based on activity prior to the effects of the COVID pandemic. Appendix 3 contains bar graphs showing the choices of SROs for each activity, and the number of respondents who chose each percentage.

We also asked a series of questions on frequency of performing specific activities in a given year, derived from the U.S. Department of Justice Bureau of Justice Statistics survey of law enforcement personnel.

In a typical school year, with respect to arresting a student during school hours, 4.5% of respondents indicated they had never done so, while 22.7% chose '1 to 2 times', 68.2% chose '3 or more times', and 4.5% did not provide an answer.

'How often have you had informal chats/friendly banter with students?' found 100% of respondents choosing '3 or more times', while 13.6% indicated '0 times' in response to the question 'How often do you question school employees during school hours?', 59.1% chose '1 to 2 times', 18.2% chose '3 or more times' and 9.1% did not provide an answer. 'How often do you question students during school hours?' found 4.5% choosing '1 to 2 times' and 95.5% choosing '3 or more times'.

For the question 'How often do you walk students/staff to their cars after dark?', 36.4% answered '0 times', 9.1% '1 to 2 times', 50% '3 or more times', and 4.5% did not provide an answer. In response to the question about how often they search premises, 22.7% indicated '0 times', 22.7% '1 to 2 times', 50% '3 or more times', and 4.5% did not provide an answer. For the question about searching students, 18.2% answered '0 times', 36.4% '1 to 2 times', and 45.5% '3 or more times'.

'How often have you performed CPR or other life-saving measures on a student/staff member?' found 50% indicating '0 times', 36.4% '1 to 2 times', 9.1% '3 or more times', and 4.5% did not provide an answer. 'How often have you used your firearm?' had 95.5% of respondents answering '0 times', and 4.5% did not provide an answer. The same response rates were reported for the question 'How often have you used less-lethal equipment?'

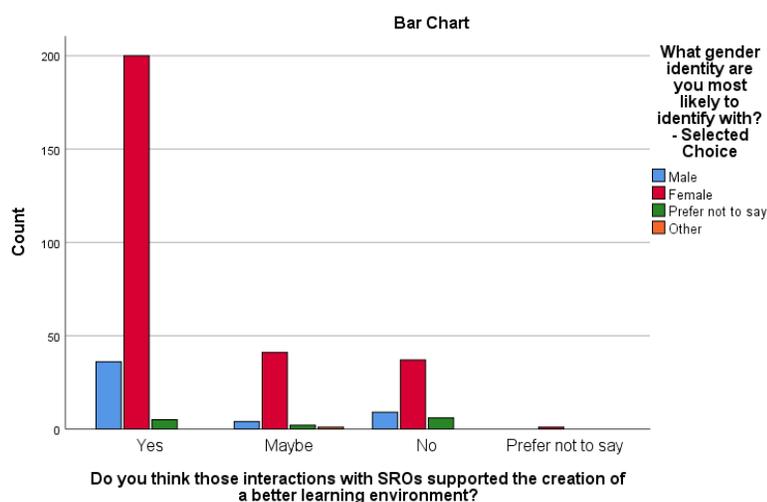
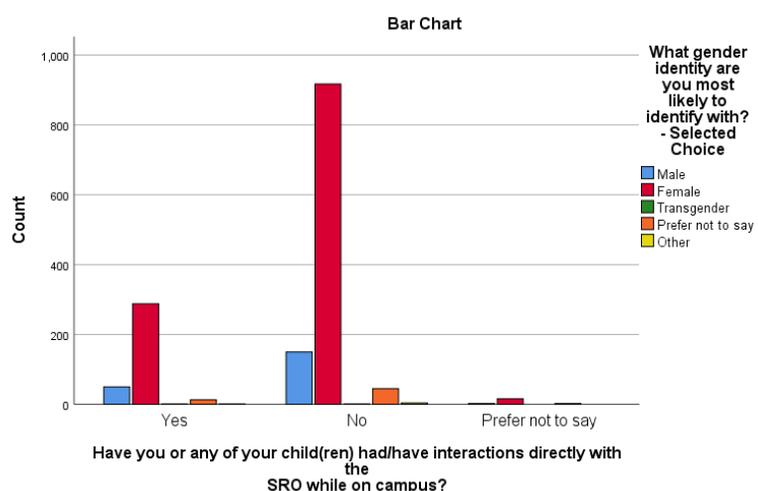
In response to the question 'How often have you counseled students who approached you with a personal problem?' 4.5% of respondents answered '1 to 2 times', and 95.5% answered '3 or more times'. Regarding whether they have used restraint on a student that does not result in arrest, 45.5% responded '0 times', 27.3% '1 to 2 times', 22.7% '3 times or more', and 4.5% did not provide an answer. For the question 'How often have you helped a student/staff member with a task they were trying to accomplish?' 100% responded '3 or more times'.

Appendix 3: Demographic Breakdown of Parent and Staff Survey Responses

Respondent demographics are included below for parents and staff separately. Charts are displayed for gender, race, and ethnicity, and chi square results are displayed for questions in which responses were statistically significant. The 'N of valid cases' varies by question, owing to the choice of respondents whether to answer the question.

Parent results

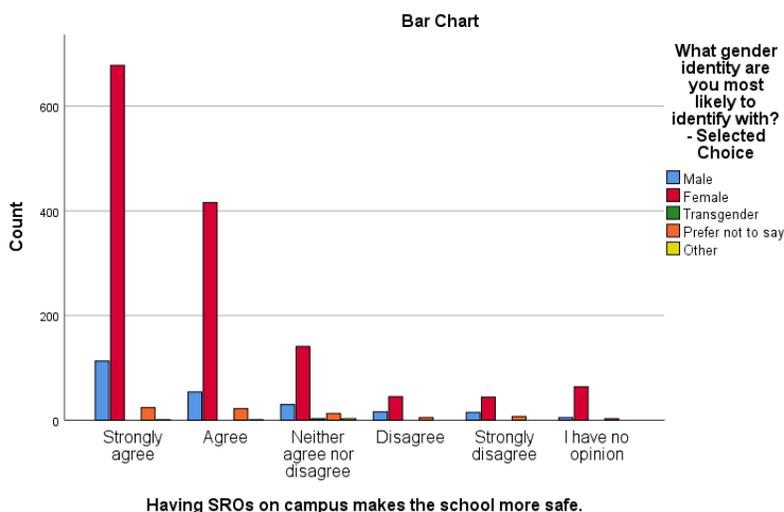
Gender



Chi-Square Tests Having SROs on campus makes the school more safe

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	70.845 ^a	20	.000
Likelihood Ratio	52.778	20	.000
Linear-by-Linear Association	3.384	1	.066
N of Valid Cases	1703		

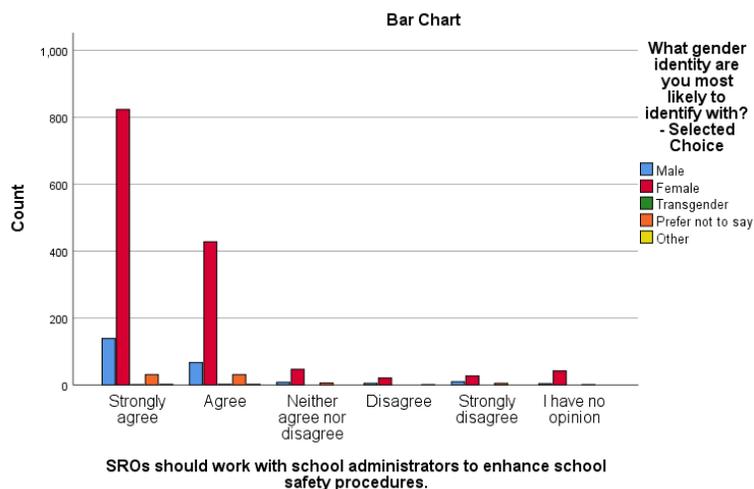
a 15 cells (50.0%) have expected count less than 5. The minimum expected count is .12.



Chi-Square Tests SROs should work with school administrators to enhance school safety...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.398 ^a	20	.008
Likelihood Ratio	29.602	20	.077
Linear-by-Linear Association	2.217	1	.137
N of Valid Cases	1703		

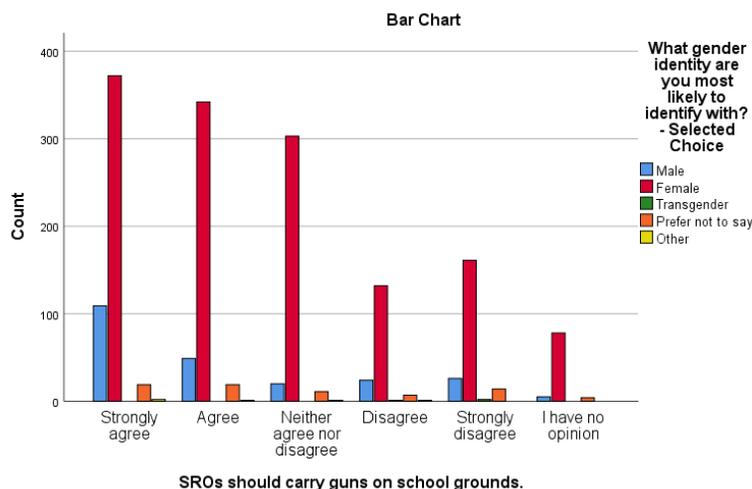
a 17 cells (56.7%) have expected count less than 5. The minimum expected count is .05.



Chi-Square Tests SROs should carry guns on school grounds

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	68.660 ^a	20	.000
Likelihood Ratio	68.187	20	.000
Linear-by-Linear Association	11.834	1	.001
N of Valid Cases	1703		

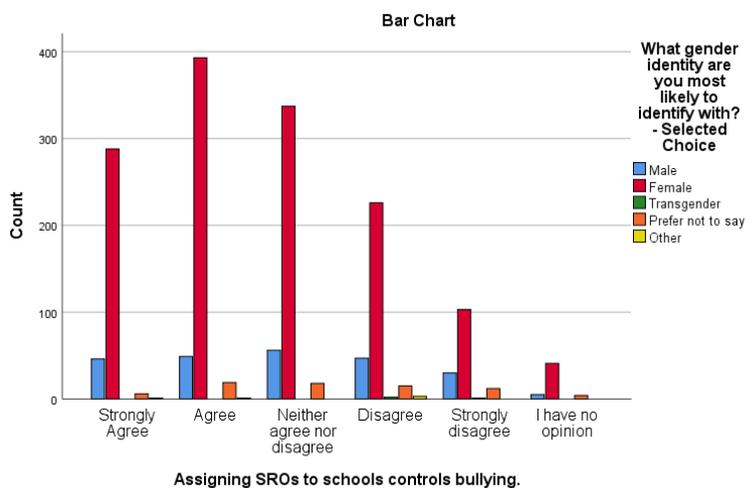
^a 13 cells (43.3%) have expected count less than 5. The minimum expected count is .15.



Chi-Square Tests Assigning SROs to schools controls bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.982 ^a	20	.003
Likelihood Ratio	40.998	20	.004
Linear-by-Linear Association	2.135	1	.144
N of Valid Cases	1703		

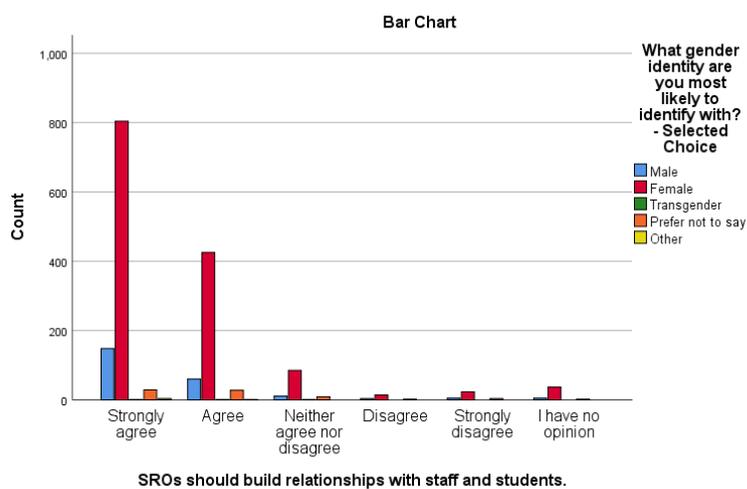
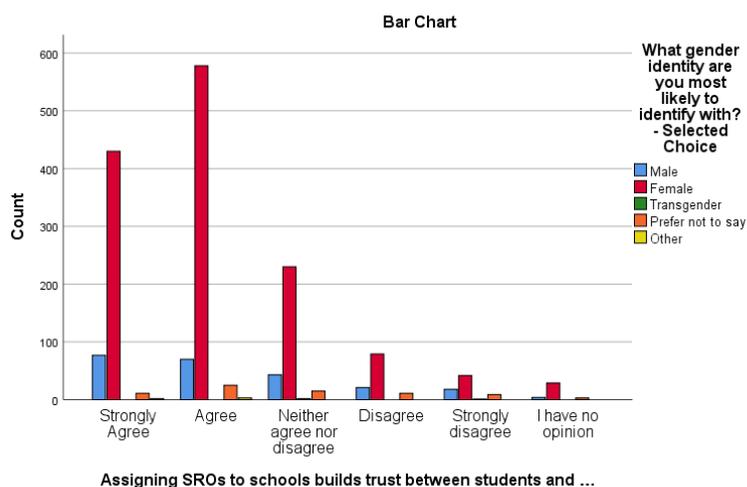
^a 13 cells (43.3%) have expected count less than 5. The minimum expected count is .09.



Chi-Square Tests Assigning SROs to schools builds trust between students and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.104 ^a	20	.000
Likelihood Ratio	58.328	20	.000
Linear-by-Linear Association	5.177	1	.023
N of Valid Cases	1703		

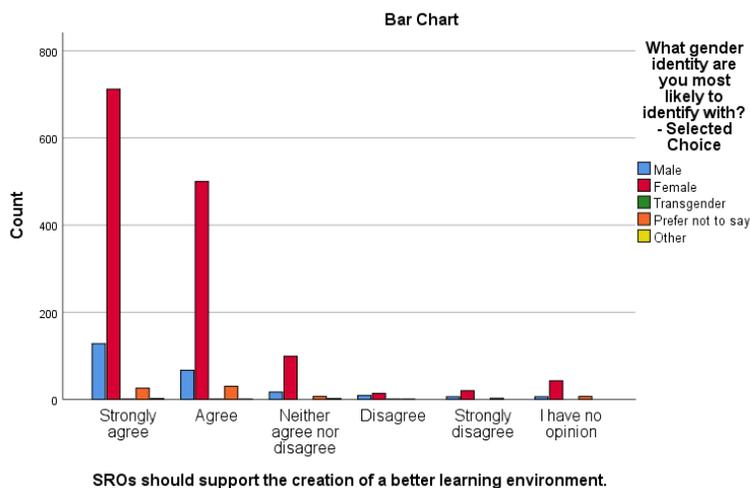
^a 16 cells (53.3%) have expected count less than 5. The minimum expected count is .06.



Chi-Square Tests SROs should support the creation of a better learning environment

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	62.067 ^a	20	.000
Likelihood Ratio	36.975	20	.012
Linear-by-Linear Association	8.101	1	.004
N of Valid Cases	1703		

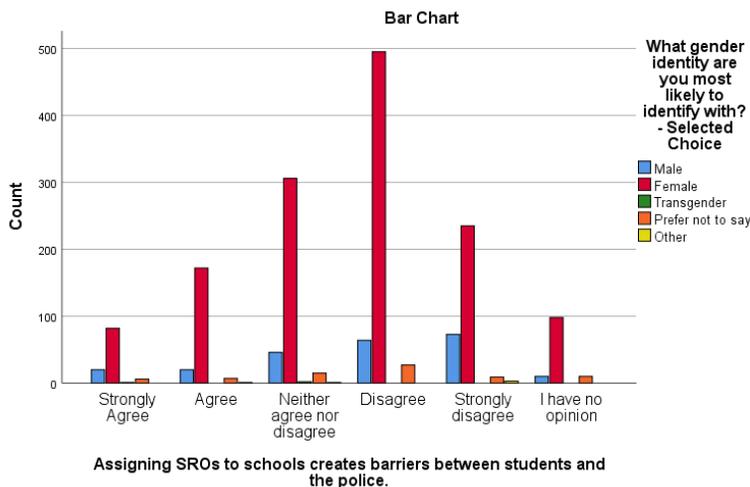
^a 17 cells (56.7%) have expected count less than 5. The minimum expected count is .04.



Chi-Square Tests Assigning SROs to schools creates barriers between students and the police

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.289 ^a	20	.000
Likelihood Ratio	53.080	20	.000
Linear-by-Linear Association	.092	1	.761
N of Valid Cases	1703		

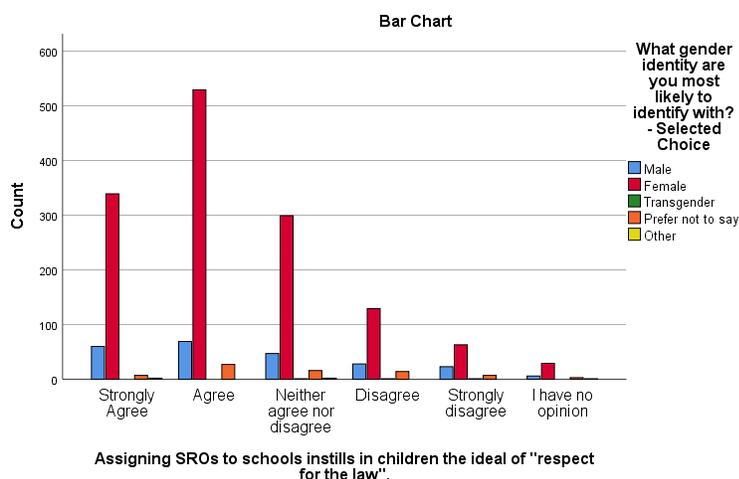
^a 13 cells (43.3%) have expected count less than 5. The minimum expected count is .19.



Chi-Square Tests Assigning SROs to schools instills in children the ideal of "respect for the..."

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	51.021 ^a	20	.000
Likelihood Ratio	47.107	20	.001
Linear-by-Linear Association	2.961	1	.085
N of Valid Cases	1703		

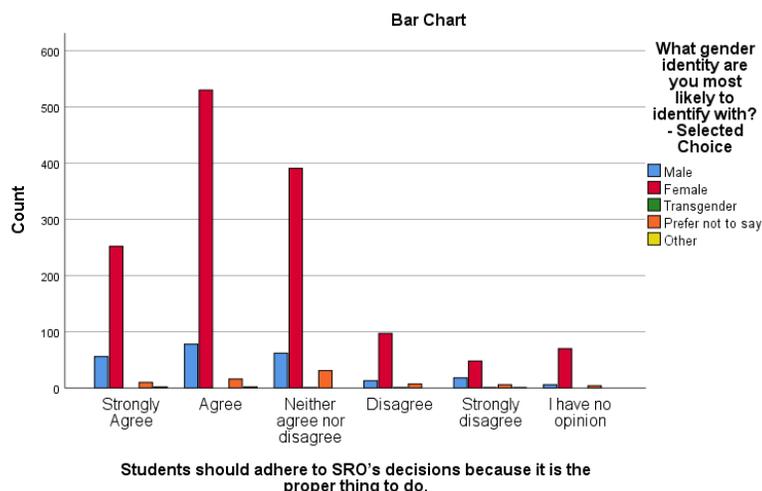
^a 14 cells (46.7%) have expected count less than 5. The minimum expected count is .07.



Chi-Square Tests Students should adhere to SRO's decisions because it is the proper thing...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.584 ^a	20	.000
Likelihood Ratio	43.850	20	.002
Linear-by-Linear Association	6.024	1	.014
N of Valid Cases	1703		

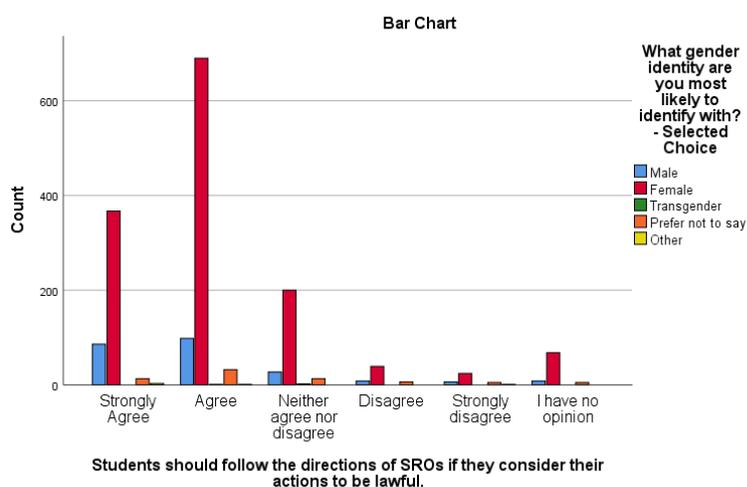
^a 14 cells (46.7%) have expected count less than 5. The minimum expected count is .13.



Chi-Square Tests Students should follow the directions of SROs if they consider their actions...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	50.506 ^a	20	.000
Likelihood Ratio	40.124	20	.005
Linear-by-Linear Association	12.215	1	.000
N of Valid Cases	1703		

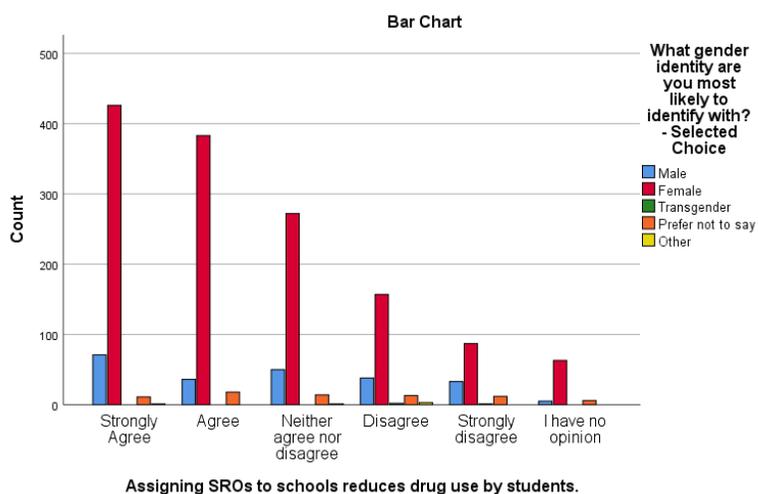
^a 16 cells (53.3%) have expected count less than 5. The minimum expected count is .06.

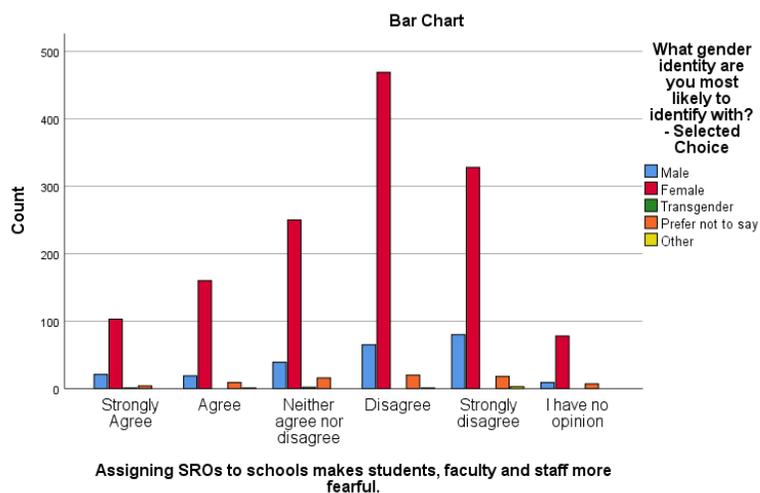


Chi-Square Tests Assigning SROs to schools reduces drug use by students

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	74.718 ^a	20	.000
Likelihood Ratio	68.841	20	.000
Linear-by-Linear Association	3.673	1	.055
N of Valid Cases	1703		

^a 13 cells (43.3%) have expected count less than 5. The minimum expected count is .13.

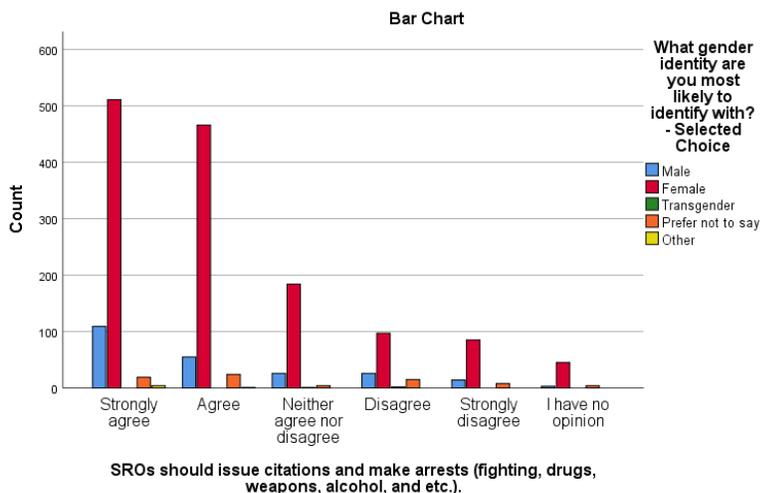




Chi-Square Tests SROs should issue citations and make arrests...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	62.711 ^a	20	.000
Likelihood Ratio	55.549	20	.000
Linear-by-Linear Association	8.548	1	.003
N of Valid Cases	1703		

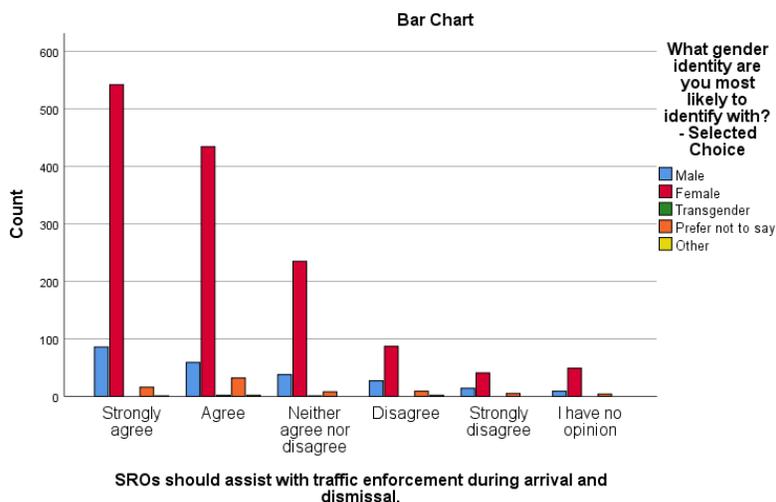
^a 14 cells (46.7%) have expected count less than 5. The minimum expected count is .09.



Chi-Square Tests SROs should assist with traffic enforcement during arrival and dismissal

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.174 ^a	20	.001
Likelihood Ratio	41.432	20	.003
Linear-by-Linear Association	.425	1	.515
N of Valid Cases	1703		

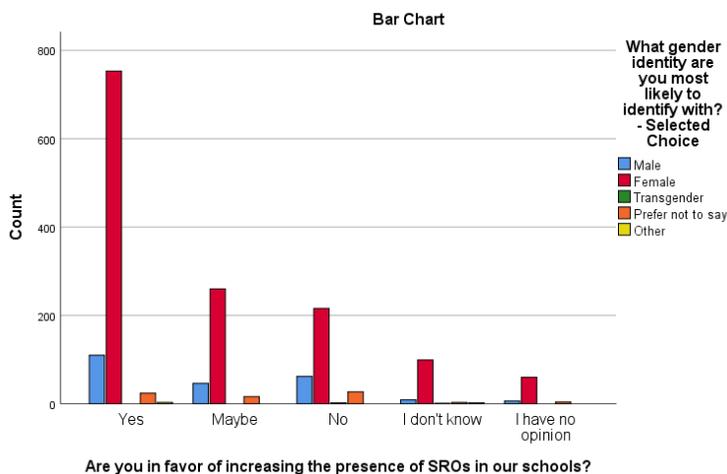
^a 14 cells (46.7%) have expected count less than 5. The minimum expected count is .11.

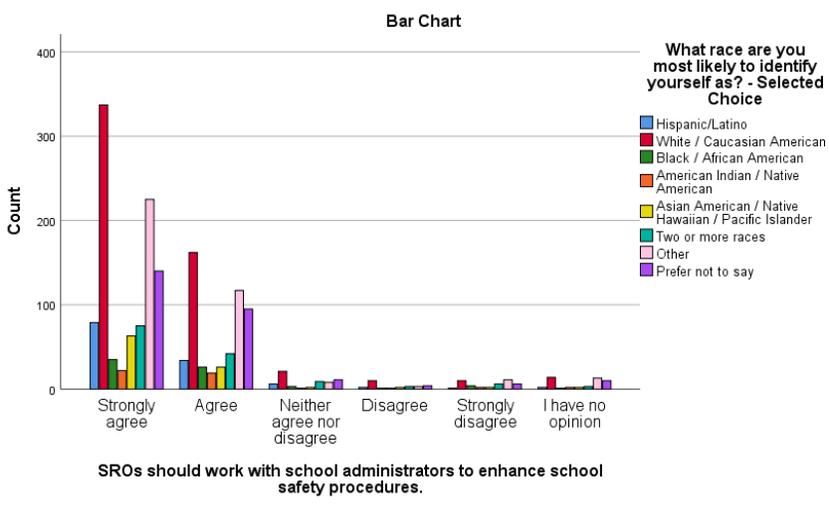
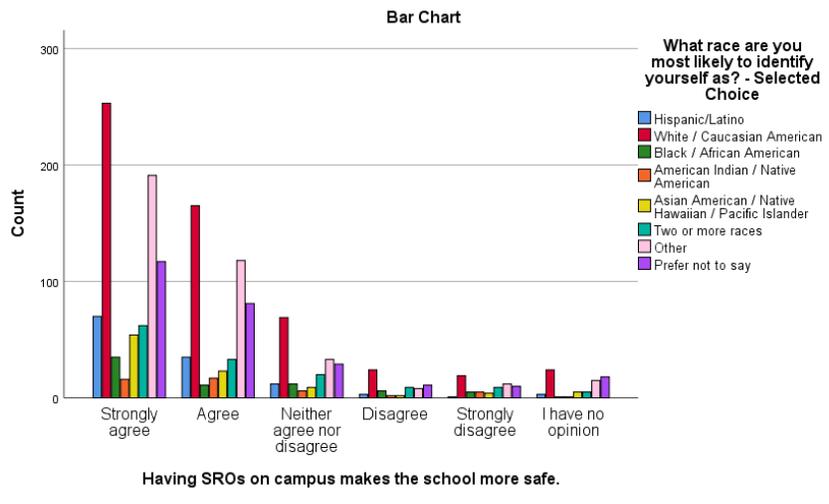
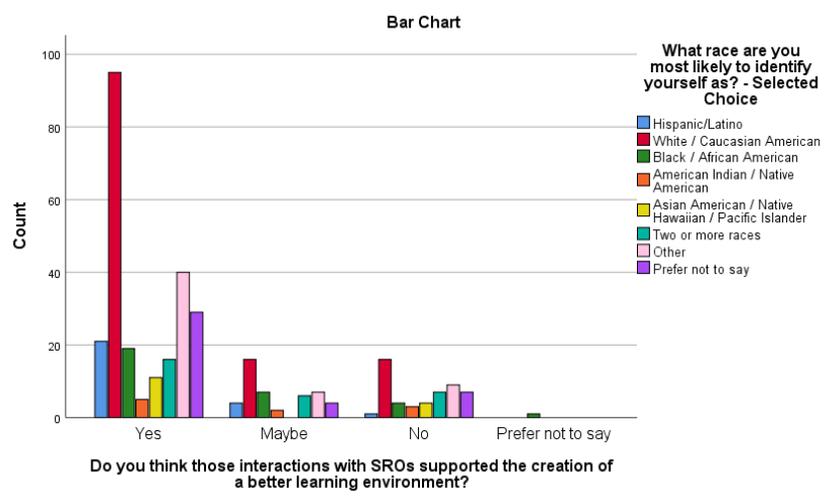


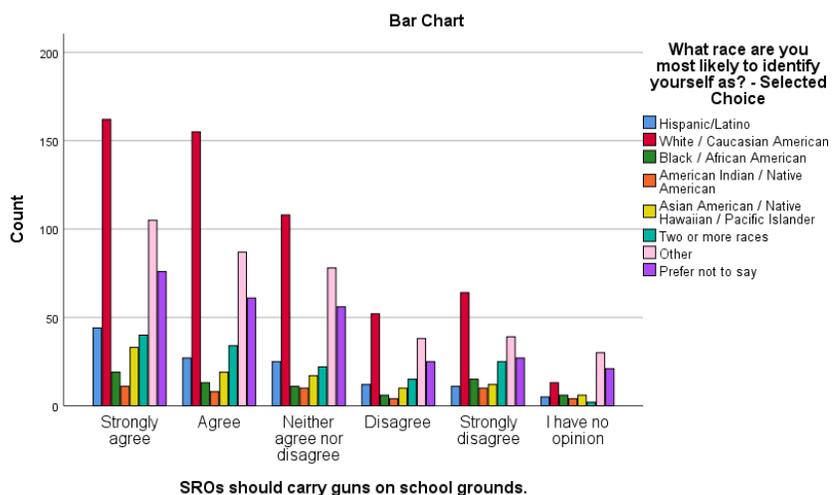
Chi-Square Tests Are you in favor of increasing the presence of SROs in our schools?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.860 ^a	16	.000
Likelihood Ratio	55.969	16	.000
Linear-by-Linear Association	3.990	1	.046
N of Valid Cases	1703		

^a 12 cells (48.0%) have expected count less than 5. The minimum expected count is .12.



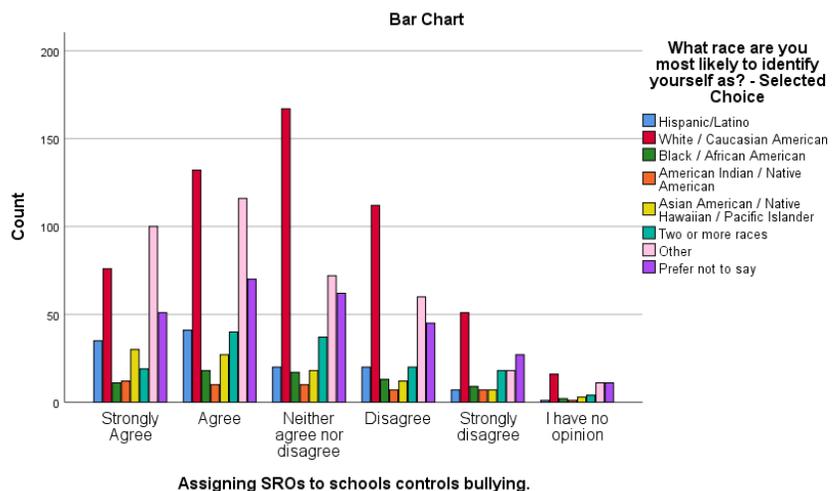




Chi-Square Tests Assigning SROs to schools controls bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	81.681 ^a	35	.000
Likelihood Ratio	82.479	35	.000
Linear-by-Linear Association	4.689	1	.030
N of Valid Cases	1673		

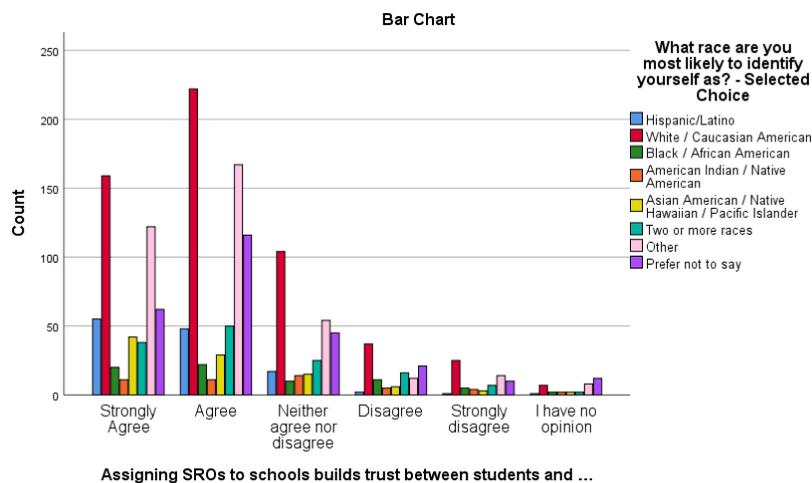
^a 6 cells (12.5%) have expected count less than 5. The minimum expected count is 1.38.



Chi-Square Tests Assigning SROs to schools builds trust between students and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	85.289 ^a	35	.000
Likelihood Ratio	83.783	35	.000
Linear-by-Linear Association	1.694	1	.193
N of Valid Cases	1673		

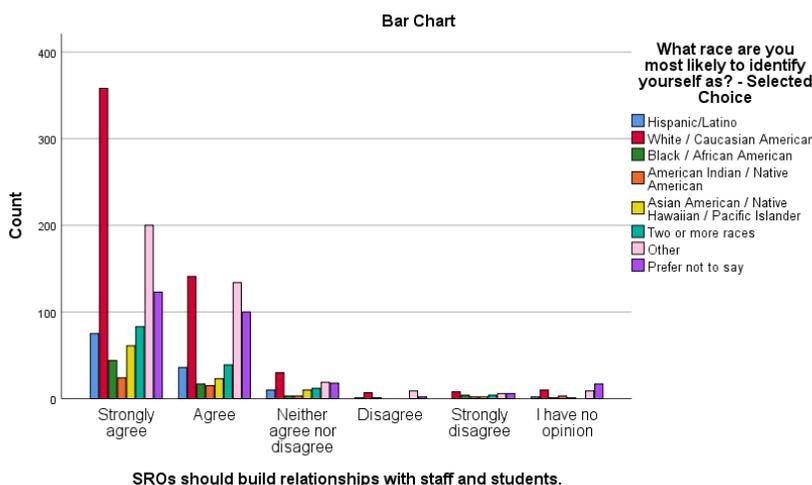
^a 10 cells (20.8%) have expected count less than 5. The minimum expected count is 1.01.



Chi-Square Tests SROs should build relationships with staff and students

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	78.514 ^a	35	.000
Likelihood Ratio	79.674	35	.000
Linear-by-Linear Association	16.524	1	.000
N of Valid Cases	1673		

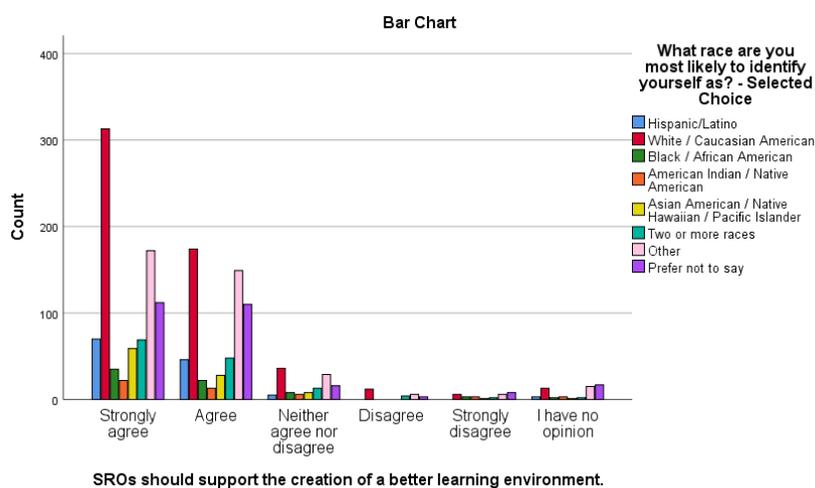
^a 19 cells (39.6%) have expected count less than 5. The minimum expected count is .56.



Chi-Square Tests SROs should support the creation of a better learning environment

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	67.129 ^a	35	.001
Likelihood Ratio	69.498	35	.000
Linear-by-Linear Association	15.812	1	.000
N of Valid Cases	1673		

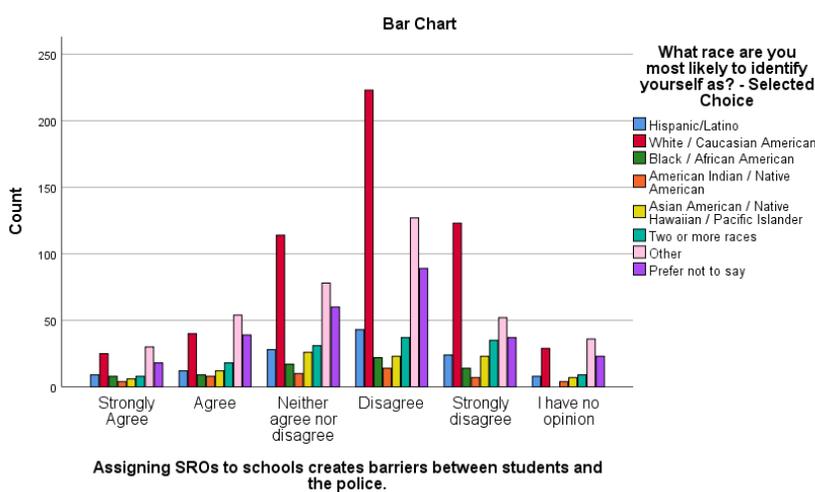
^a 18 cells (37.5%) have expected count less than 5. The minimum expected count is .70.



Chi-Square Tests Assigning SROs to schools creates barriers between students and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.209 ^a	35	.001
Likelihood Ratio	71.940	35	.000
Linear-by-Linear Association	6.198	1	.013
N of Valid Cases	1673		

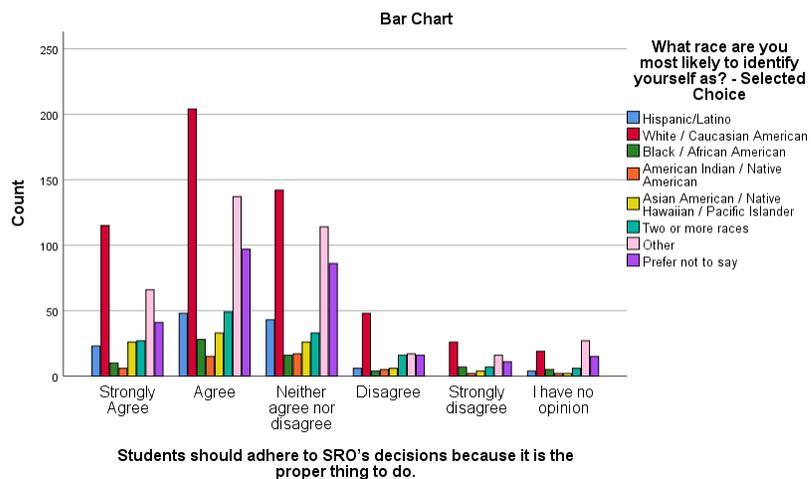
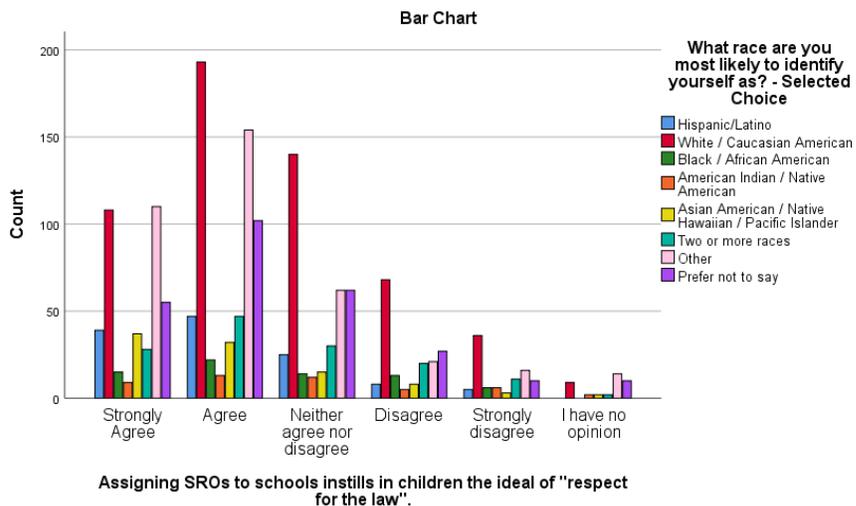
^a 4 cells (8.3%) have expected count less than 5. The minimum expected count is 3.03.



Chi-Square Tests Assigning SROs to schools instills in children the idea of “respect...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	82.252 ^a	35	.000
Likelihood Ratio	84.488	35	.000
Linear-by-Linear Association	2.238	1	.135
N of Valid Cases	1673		

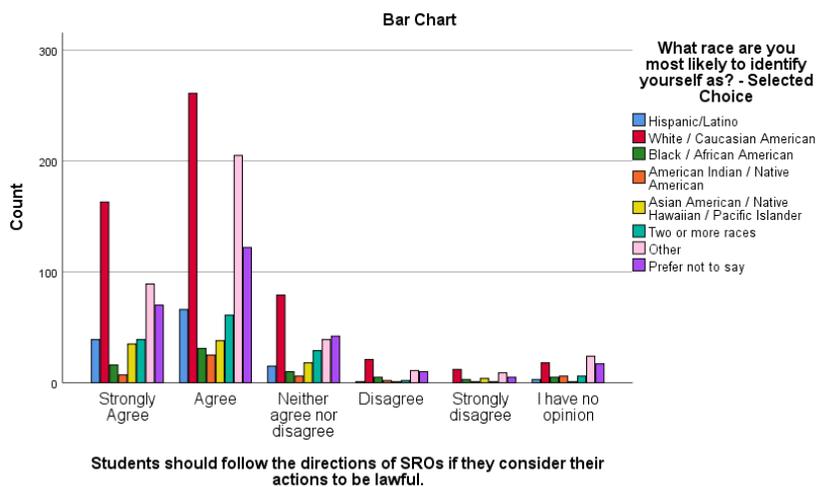
^a 8 cells (16.7%) have expected count less than 5. The minimum expected count is 1.10.



Chi-Square Tests Students should follow the directions of SROs if they consider their actions...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.594 ^a	35	.004
Likelihood Ratio	64.287	35	.002
Linear-by-Linear Association	4.858	1	.028
N of Valid Cases	1673		

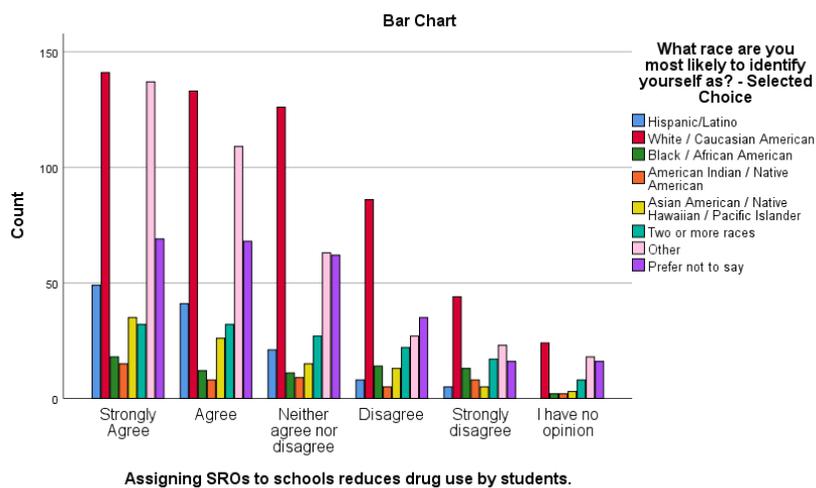
^a 13 cells (27.1%) have expected count less than 5. The minimum expected count is .98.



Chi-Square Tests Assigning SROs to schools reduces drug use by students

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	88.602 ^a	35	.000
Likelihood Ratio	91.385	35	.000
Linear-by-Linear Association	.479	1	.489
N of Valid Cases	1673		

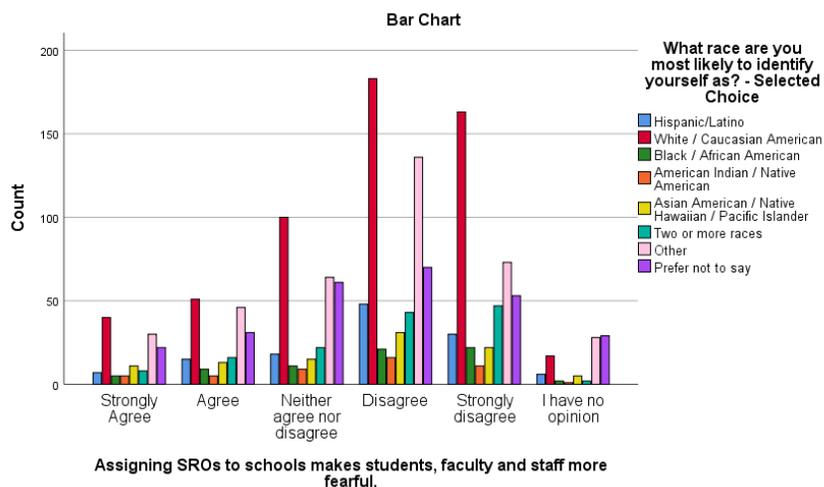
^a 4 cells (8.3%) have expected count less than 5. The minimum expected count is 2.05.



Chi-Square Tests Assigning SROs to schools makes students, faculty and staff more fearful

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	65.859 ^a	35	.001
Likelihood Ratio	64.937	35	.002
Linear-by-Linear Association	.944	1	.331
N of Valid Cases	1673		

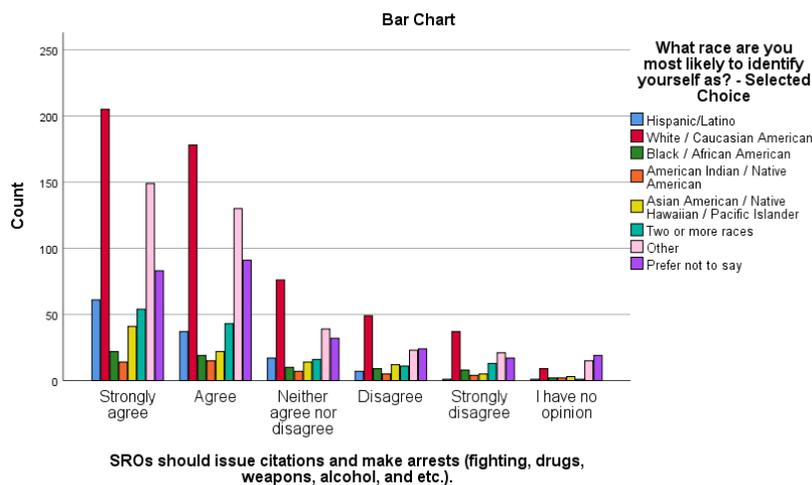
^a 3 cells (6.3%) have expected count less than 5. The minimum expected count is 2.53.



Chi-Square Tests SROs should issue citations and make arrests...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	60.474 ^a	35	.005
Likelihood Ratio	62.343	35	.003
Linear-by-Linear Association	4.112	1	.043
N of Valid Cases	1673		

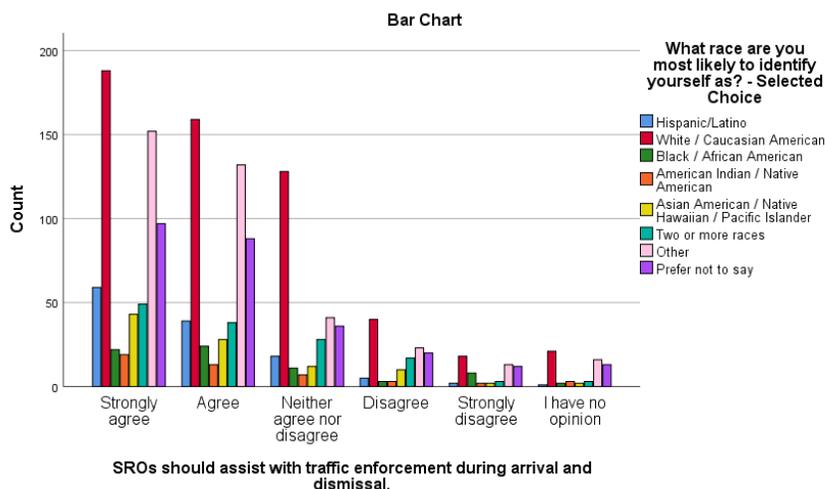
^a 8 cells (16.7%) have expected count less than 5. The minimum expected count is 1.46.



Chi-Square Tests SROs should help with traffic enforcement during arrival and dismissal

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	69.949 ^a	35	.000
Likelihood Ratio	66.504	35	.001
Linear-by-Linear Association	.078	1	.781
N of Valid Cases	1673		

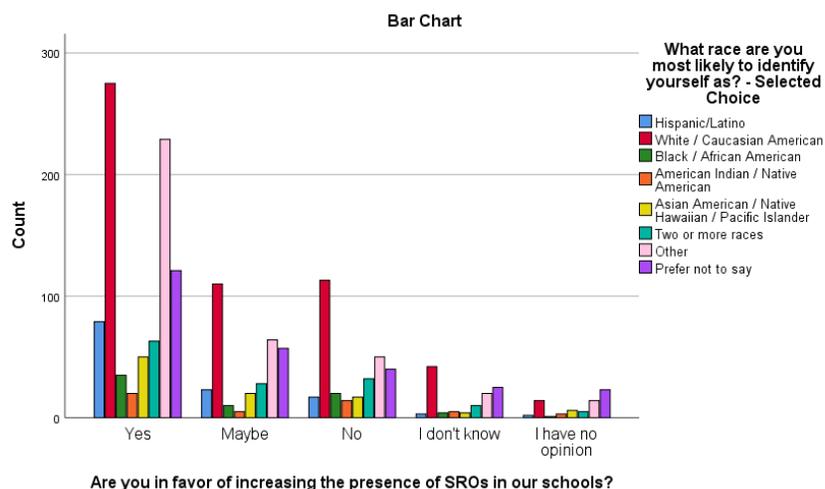
^a 10 cells (20.8%) have expected count less than 5. The minimum expected count is 1.69.



Chi-Square Tests Are you in favor of increasing the presence of SROs in our schools?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	69.115 ^a	28	.000
Likelihood Ratio	67.249	28	.000
Linear-by-Linear Association	1.624	1	.202
N of Valid Cases	1673		

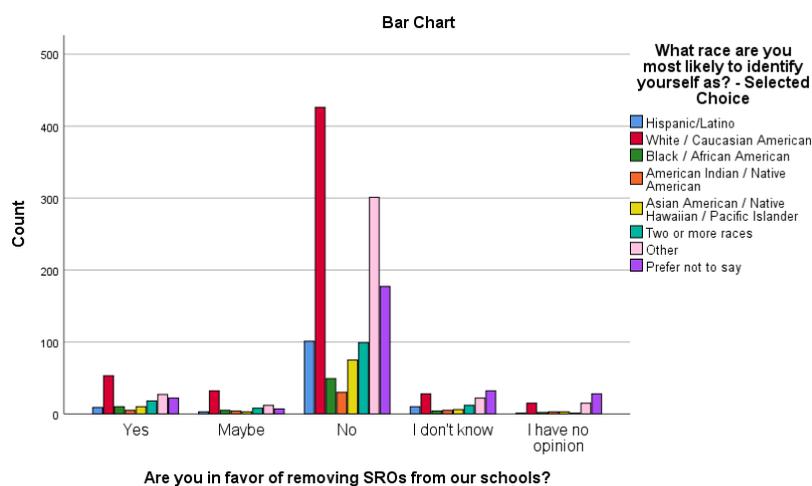
^a 5 cells (12.5%) have expected count less than 5. The minimum expected count is 1.91.



Chi-Square Tests Are you in favor of removing SROs from our schools?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	76.414a	28	.000
Likelihood Ratio	70.297	28	.000
Linear-by-Linear Association	13.352	1	.000
N of Valid Cases	1673		

a 9 cells (22.5%) have expected count less than 5. The minimum expected count is 1.91.

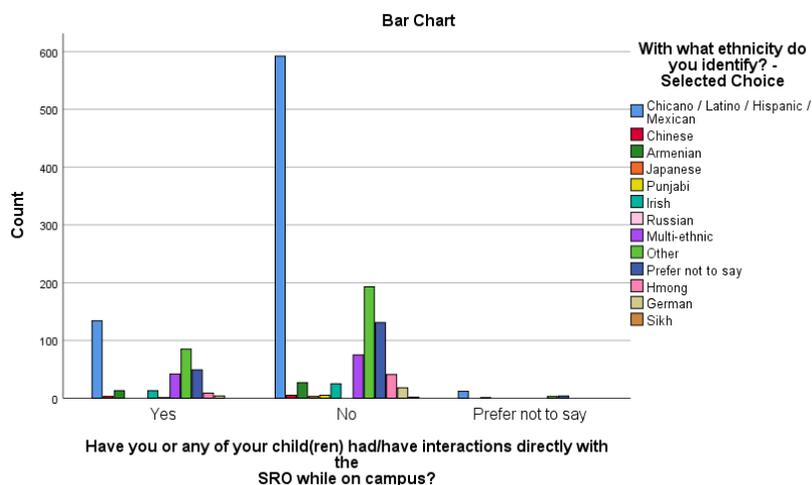


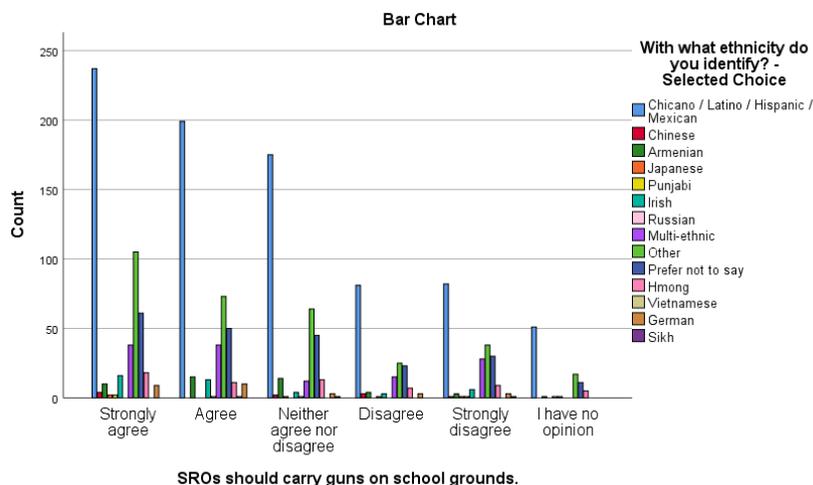
Ethnicity

Chi-Square Tests Have you or any of your child(ren) had/have interactions directly with...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	46.696 ^a	24	.004
Likelihood Ratio	50.867	24	.001
Linear-by-Linear Association	14.774	1	.000
N of Valid Cases	1490		

^a 21 cells (53.8%) have expected count less than 5. The minimum expected count is .01.

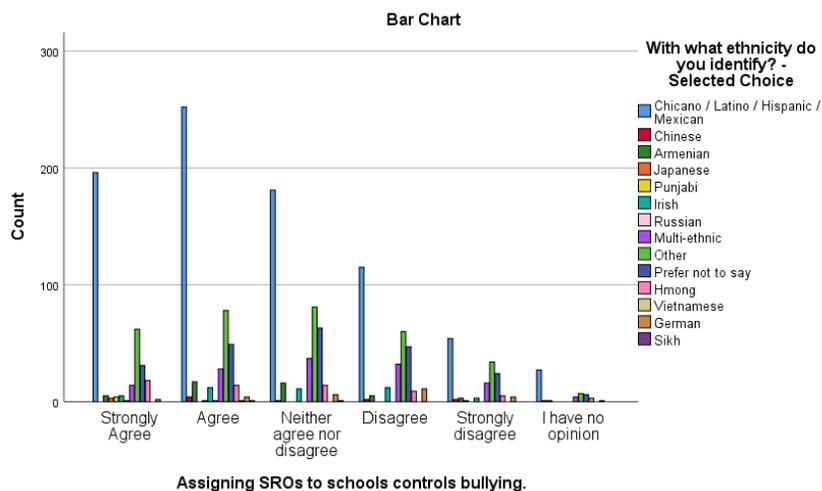




Chi-Square Tests Assigning SROs to schools controls bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	114.993 ^a	65	.000
Likelihood Ratio	117.040	65	.000
Linear-by-Linear Association	26.750	1	.000
N of Valid Cases	1703		

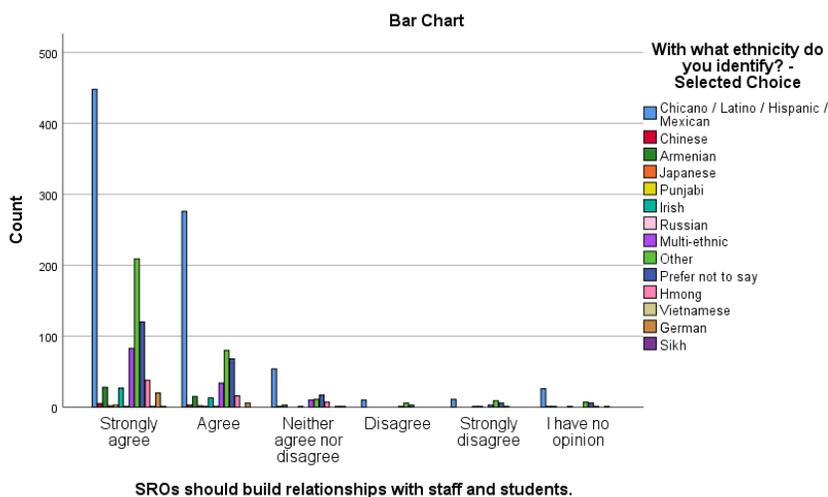
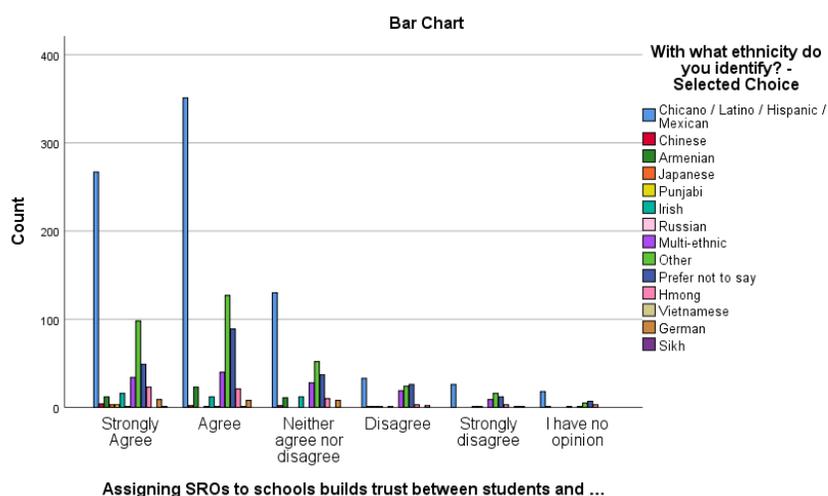
^a 45 cells (53.6%) have expected count less than 5. The minimum expected count is .03.

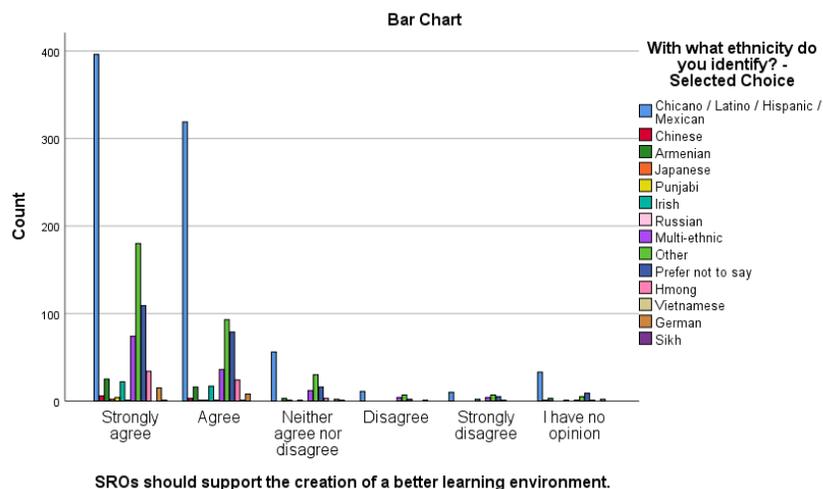


Chi-Square Tests Assigning SROs to schools builds trust between students and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	106.596 ^a	65	.001
Likelihood Ratio	101.028	65	.003
Linear-by-Linear Association	16.088	1	.000
N of Valid Cases	1703		

^a 51 cells (60.7%) have expected count less than 5. The minimum expected count is .02.

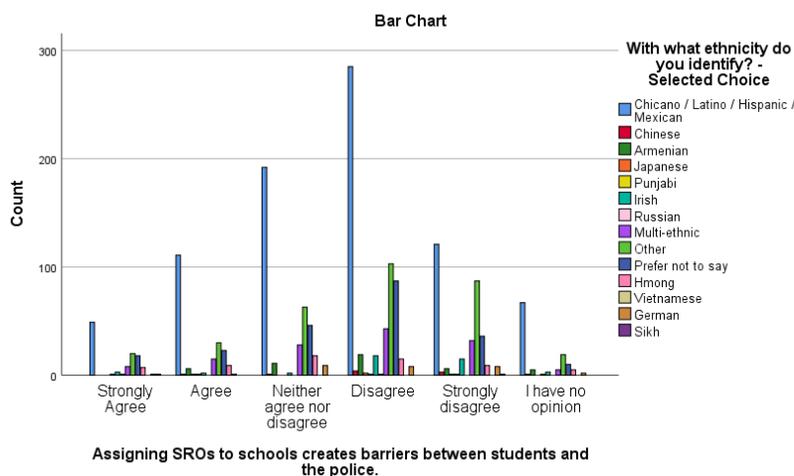




Chi-Square Tests Assigning SROs to schools creates barriers between students and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	102.530 ^a	65	.002
Likelihood Ratio	103.797	65	.002
Linear-by-Linear Association	.579	1	.447
N of Valid Cases	1703		

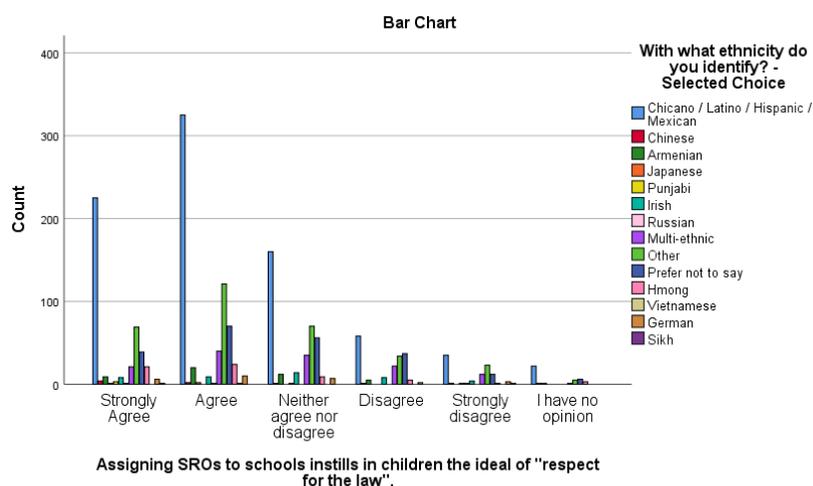
^a 45 cells (53.6%) have expected count less than 5. The minimum expected count is .06.



Chi-Square Tests 'Assigning SROs to schools instills in children the ideal of "respect for...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	108.573 ^a	65	.001
Likelihood Ratio	108.642	65	.001
Linear-by-Linear Association	17.068	1	.000
N of Valid Cases	1703		

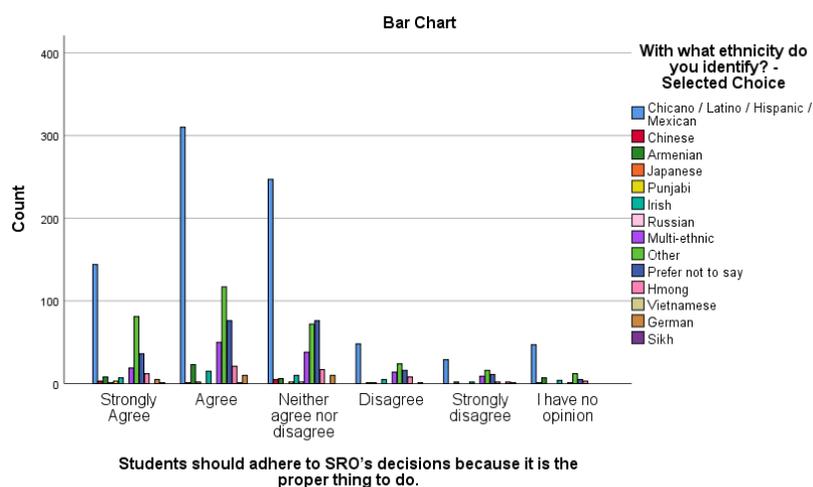
^a 48 cells (57.1%) have expected count less than 5. The minimum expected count is .02.

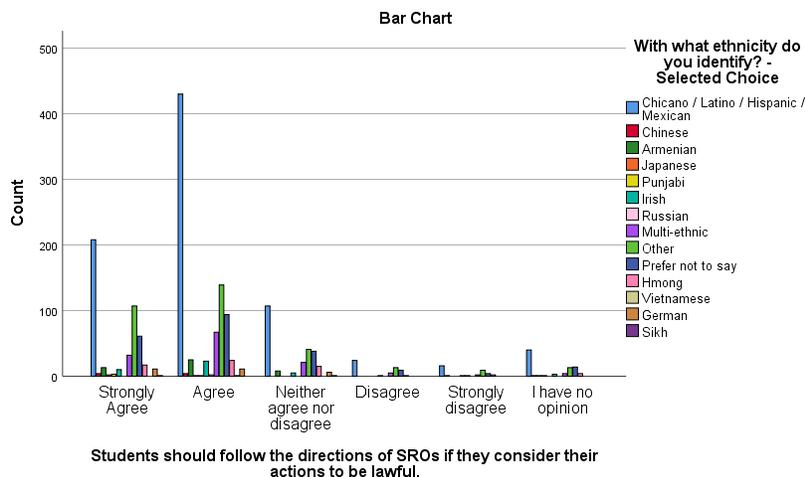


Chi-Square Tests Students should adhere to SRO's decisions because it is the proper thing...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	99.592 ^a	65	.004
Likelihood Ratio	97.365	65	.006
Linear-by-Linear Association	.926	1	.336
N of Valid Cases	1703		

^a 48 cells (57.1%) have expected count less than 5. The minimum expected count is .04.

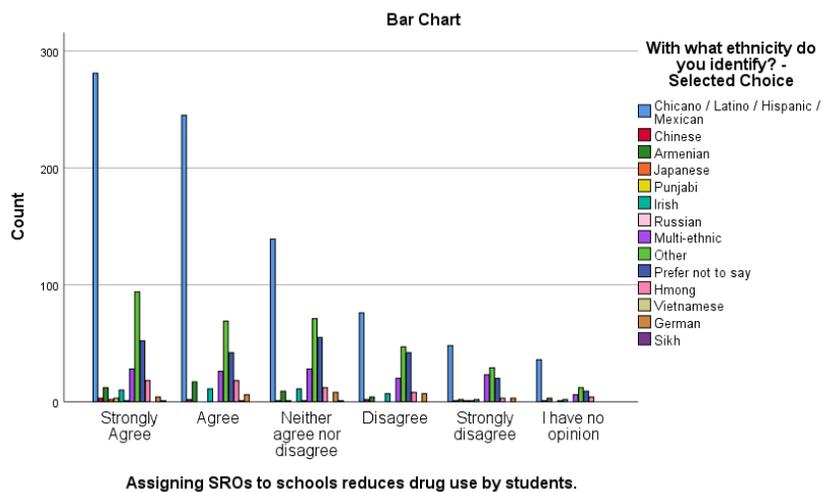




Chi-Square Tests Assigning SROs to schools reduces drug use by students

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	107.540 ^a	65	.001
Likelihood Ratio	107.803	65	.001
Linear-by-Linear Association	27.745	1	.000
N of Valid Cases	1703		

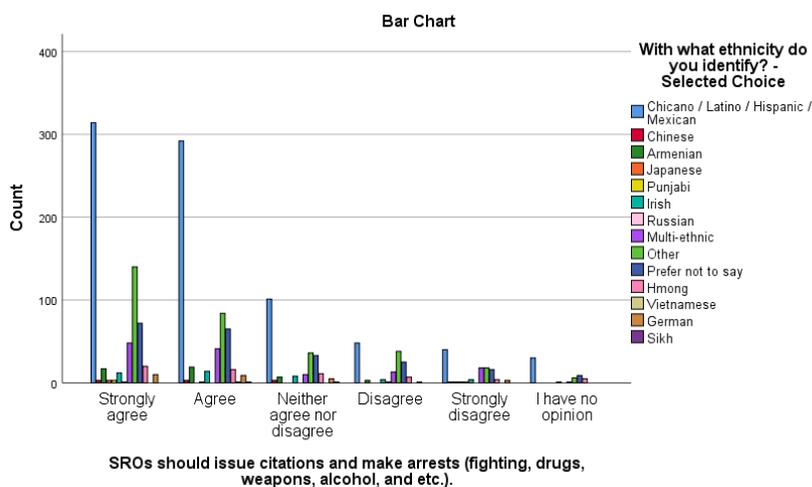
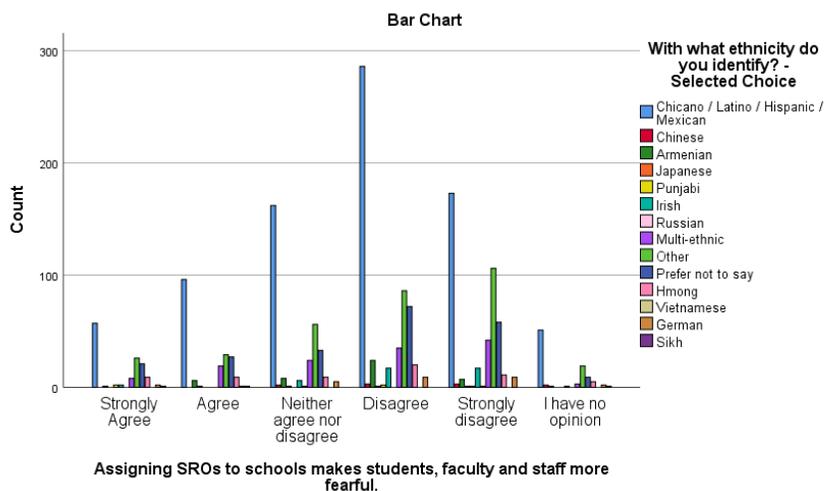
^a 45 cells (53.6%) have expected count less than 5. The minimum expected count is .04.

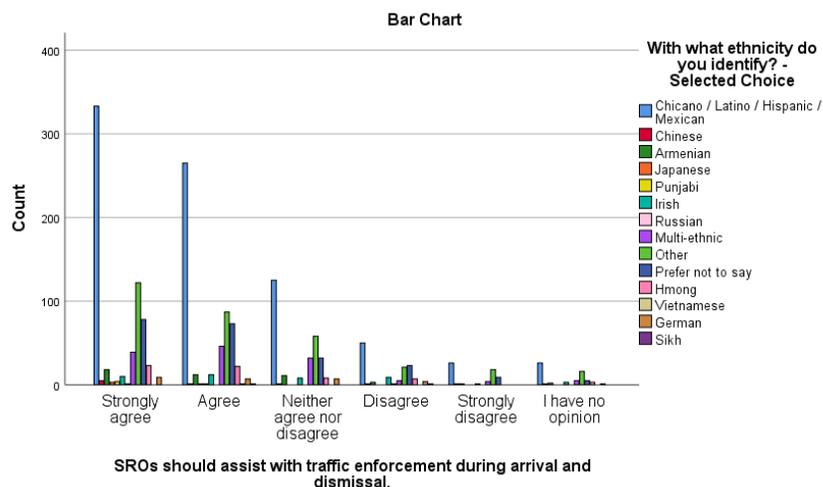


Chi-Square Tests Assigning SROs to schools makes students, faculty and staff more fearful

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	103.565 ^a	65	.002
Likelihood Ratio	99.423	65	.004
Linear-by-Linear Association	.311	1	.577
N of Valid Cases	1703		

^a 46 cells (54.8%) have expected count less than 5. The minimum expected count is .06.

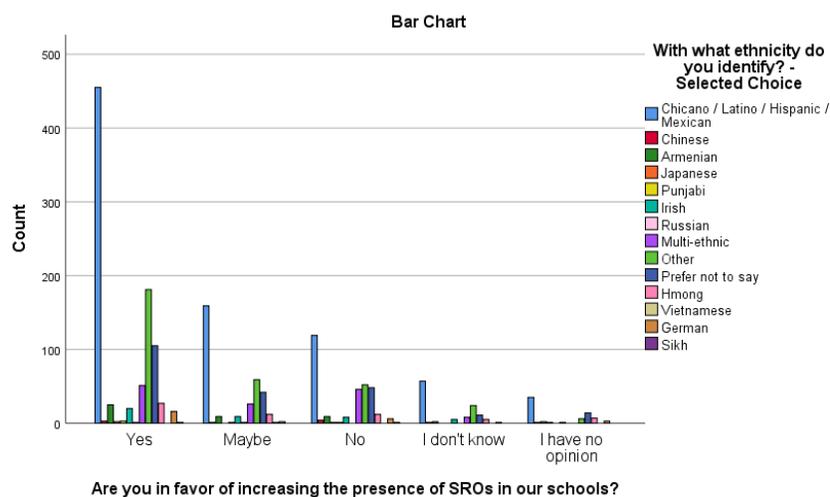




Chi-Square Tests Are you in favor of increasing the presence of SROs in our schools?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	86.656 ^a	52	.002
Likelihood Ratio	84.225	52	.003
Linear-by-Linear Association	3.546	1	.060
N of Valid Cases	1703		

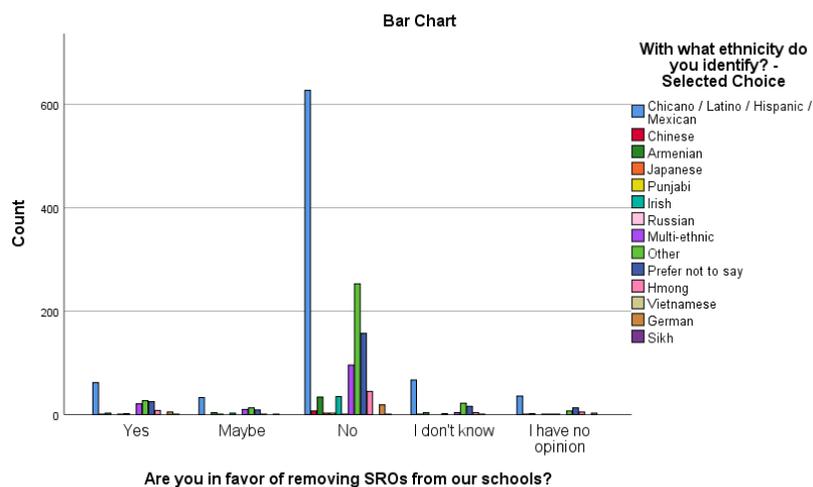
^a 37 cells (52.9%) have expected count less than 5. The minimum expected count is .04.



Chi-Square Tests Are you in favor of removing SROs from our schools?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	85.027 ^a	52	.003
Likelihood Ratio	72.046	52	.034
Linear-by-Linear Association	6.638	1	.010
N of Valid Cases	1703		

^a 44 cells (62.9%) have expected count less than 5. The minimum expected count is .04.



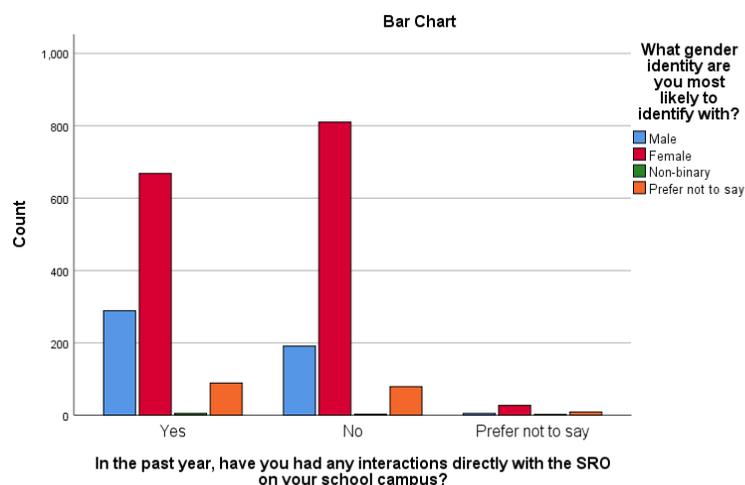
Staff

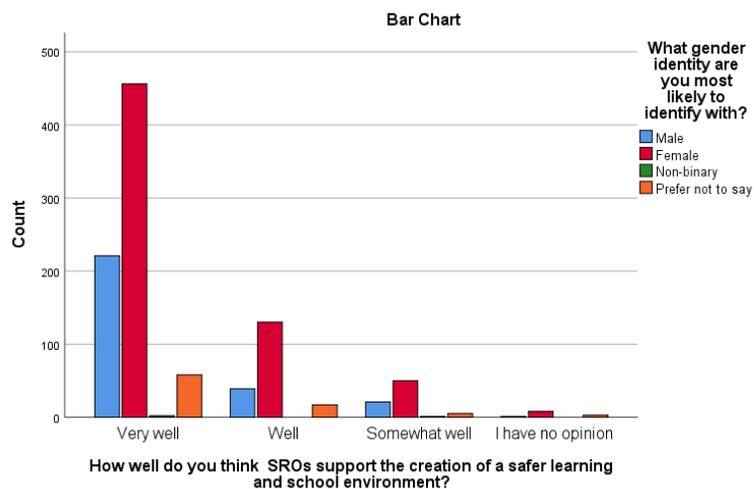
Gender

Chi-Square Tests ...have you had any interactions directly with the SRO on your school....

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	62.490 ^a	6	.000
Likelihood Ratio	49.597	6	.000
Linear-by-Linear Association	15.517	1	.000
N of Valid Cases	2177		

^a 4 cells (33.3%) have expected count less than 5. The minimum expected count is .20.

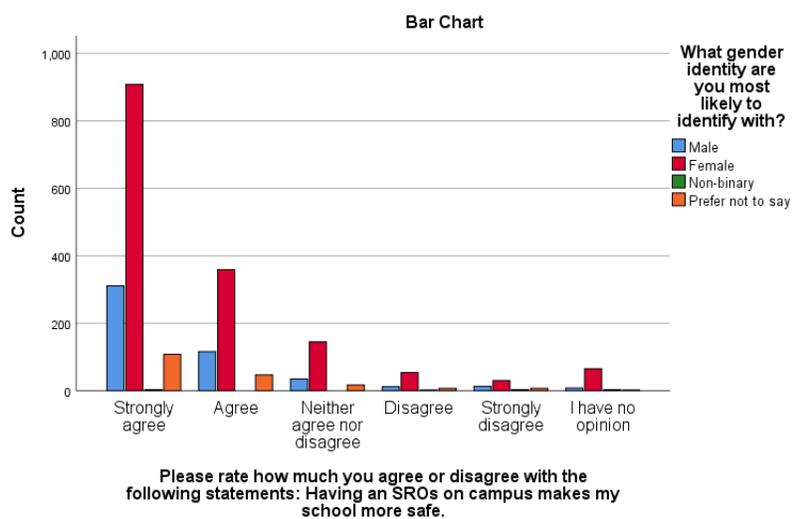




Chi-Square Tests Having an SRO on campus makes my school more safe

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	78.219 ^a	15	.000
Likelihood Ratio	49.976	15	.000
Linear-by-Linear Association	3.562	1	.059
N of Valid Cases	2255		

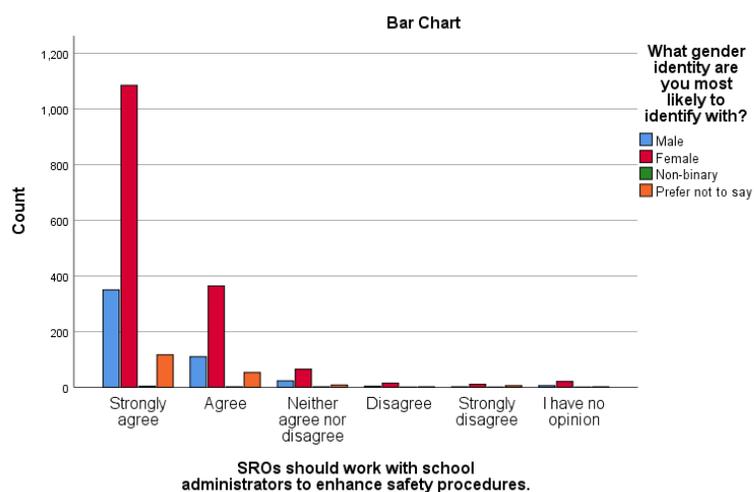
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .26.



Chi-Square Tests SROs should work with school administrators to enhance safety...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.757 ^a	15	.000
Likelihood Ratio	25.649	15	.042
Linear-by-Linear Association	6.486	1	.011
N of Valid Cases	2255		

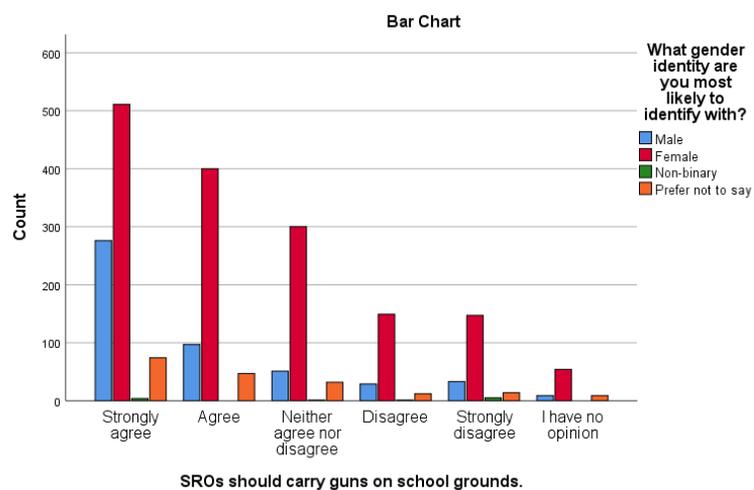
^a 10 cells (41.7%) have expected count less than 5. The minimum expected count is .10.



Chi-Square Tests SROs should carry guns on school grounds

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	110.896 ^a	15	.000
Likelihood Ratio	104.774	15	.000
Linear-by-Linear Association	15.936	1	.000
N of Valid Cases	2255		

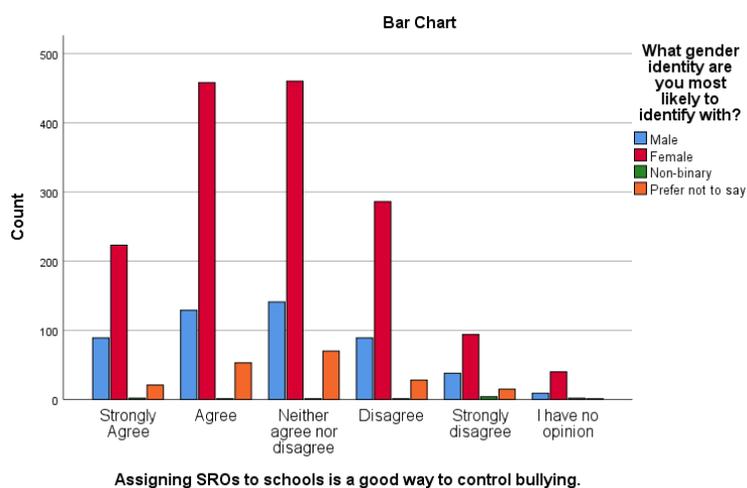
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .35.



Chi-Square Tests Assigning SROs to schools is a good way to control bullying

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.510 ^a	15	.000
Likelihood Ratio	34.993	15	.002
Linear-by-Linear Association	.673	1	.412
N of Valid Cases	2255		

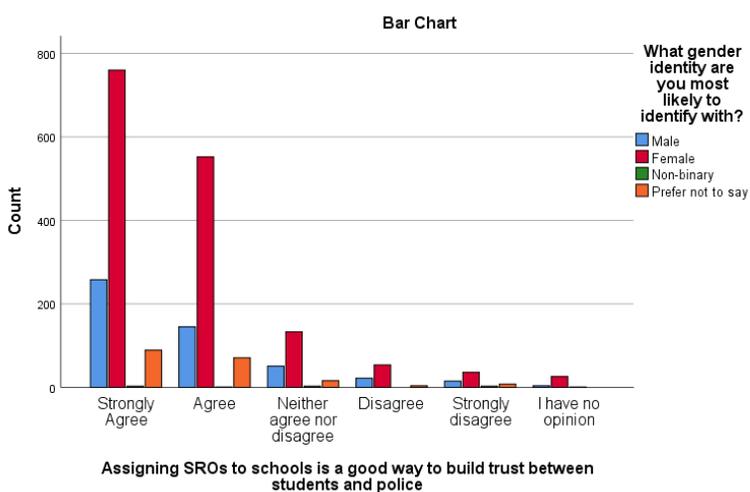
^a 7 cells (29.2%) have expected count less than 5. The minimum expected count is .25.

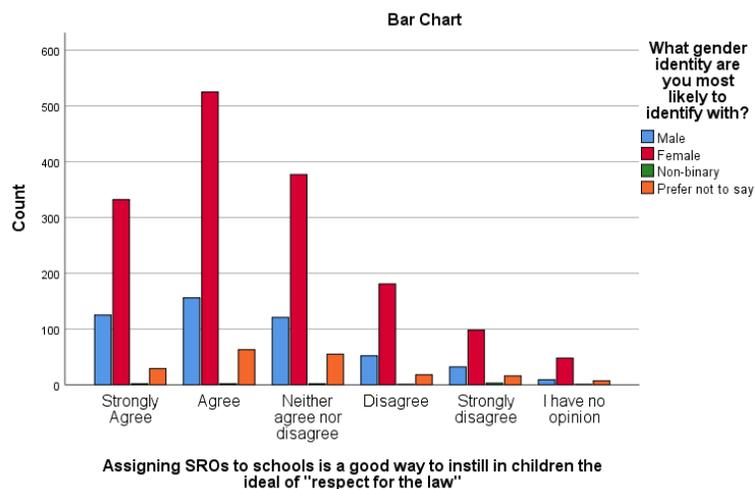


Chi-Square Tests Assigning SROs to schools is a good way to build trust between students...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.401 ^a	15	.000
Likelihood Ratio	37.769	15	.001
Linear-by-Linear Association	.101	1	.751
N of Valid Cases	2255		

^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .15.

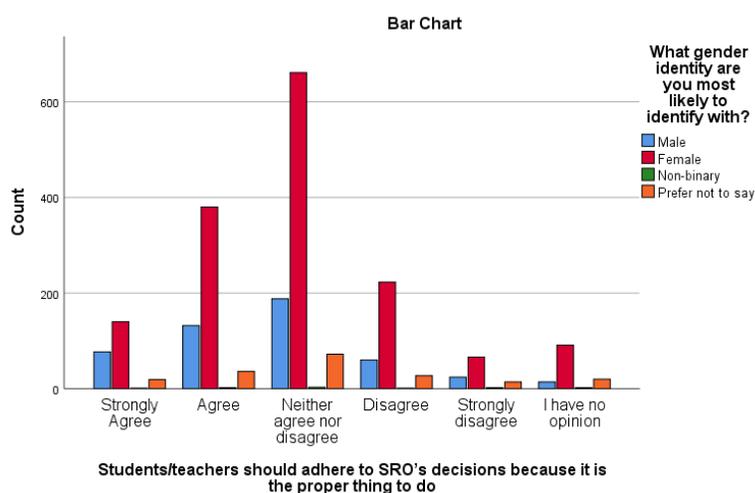




Chi-Square Tests Students/teachers should adhere to SRO's decisions because it is the...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	49.537 ^a	15	.000
Likelihood Ratio	44.900	15	.000
Linear-by-Linear Association	25.667	1	.000
N of Valid Cases	2255		

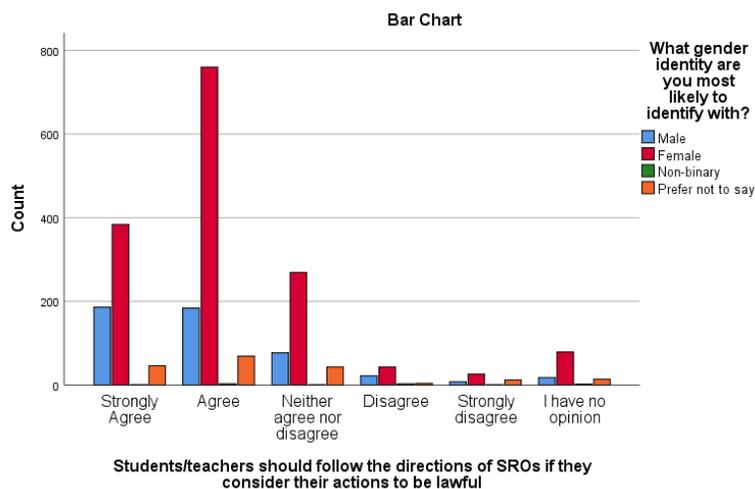
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .52.



Chi-Square Tests Students/teachers should follow the directions of SROs if they consider...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	97.915 ^a	15	.000
Likelihood Ratio	75.835	15	.000
Linear-by-Linear Association	22.044	1	.000
N of Valid Cases	2255		

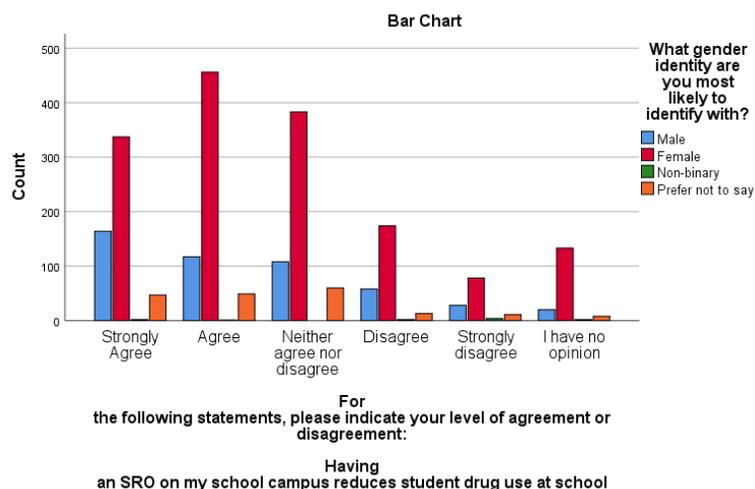
^a 7 cells (29.2%) have expected count less than 5. The minimum expected count is .23.



Chi-Square Tests Having an SRO on my school campus reduces student drug use...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	73.509 ^a	15	.000
Likelihood Ratio	65.244	15	.000
Linear-by-Linear Association	2.311	1	.128
N of Valid Cases	2255		

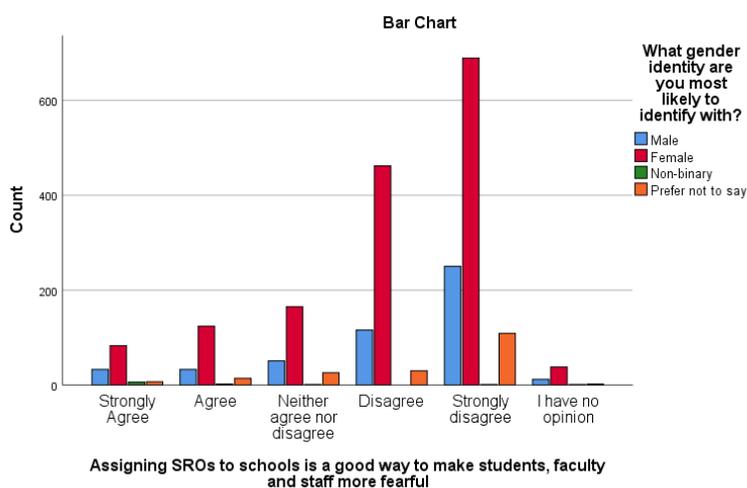
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .59.



Chi-Square Tests Assigning SROs to schools is a good way to make students, faculty, and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	86.020 ^a	15	.000
Likelihood Ratio	61.214	15	.000
Linear-by-Linear Association	.023	1	.879
N of Valid Cases	2255		

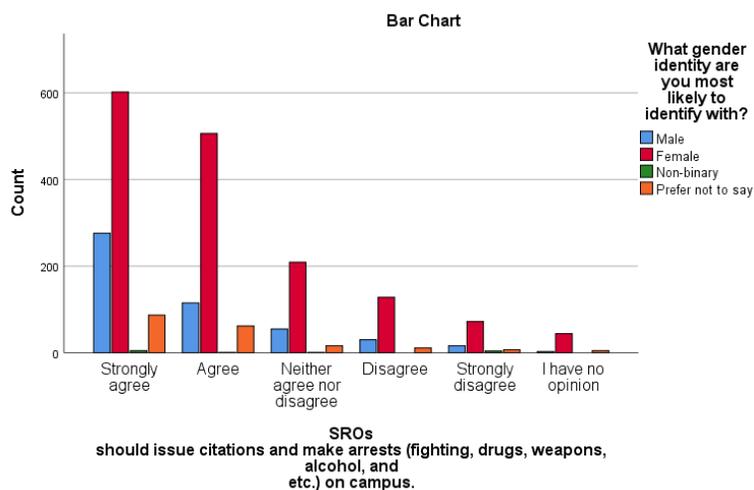
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .26.



Chi-Square Tests SROs should issue citations and make arrests...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	82.864 ^a	15	.000
Likelihood Ratio	71.217	15	.000
Linear-by-Linear Association	4.981	1	.026
N of Valid Cases	2255		

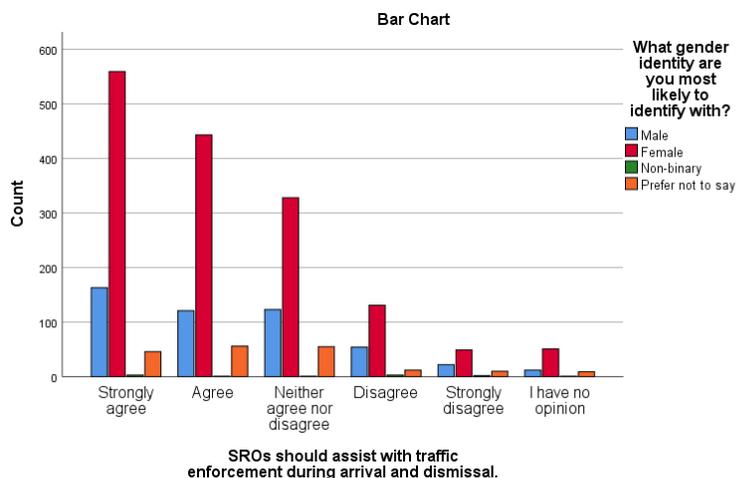
^a 7 cells (29.2%) have expected count less than 5. The minimum expected count is .25.



Chi-Square Tests SROs should assist with traffic enforcement during arrival and dismissal

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.545 ^a	15	.001
Likelihood Ratio	35.345	15	.002
Linear-by-Linear Association	1.850	1	.174
N of Valid Cases	2255		

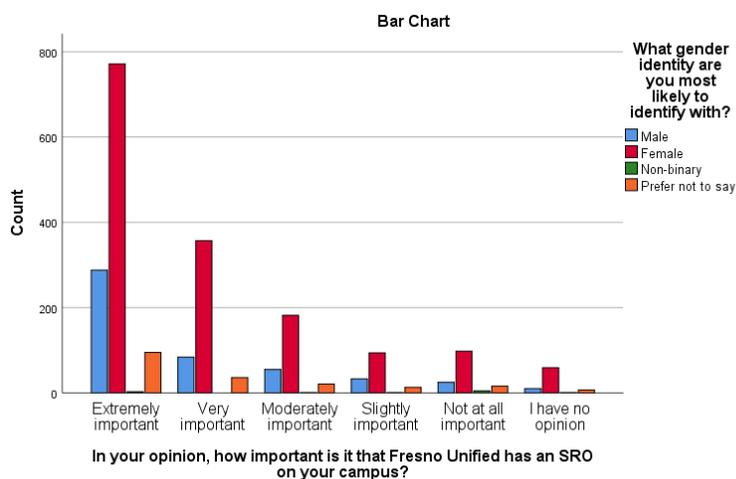
^a 6 cells (25.0%) have expected count less than 5. The minimum expected count is .36.



Chi-Square Tests How important is it that Fresno Unified has an SRO on your campus?

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	50.157 ^a	15	.000
Likelihood Ratio	37.659	15	.001
Linear-by-Linear Association	7.064	1	.008
N of Valid Cases	2255		

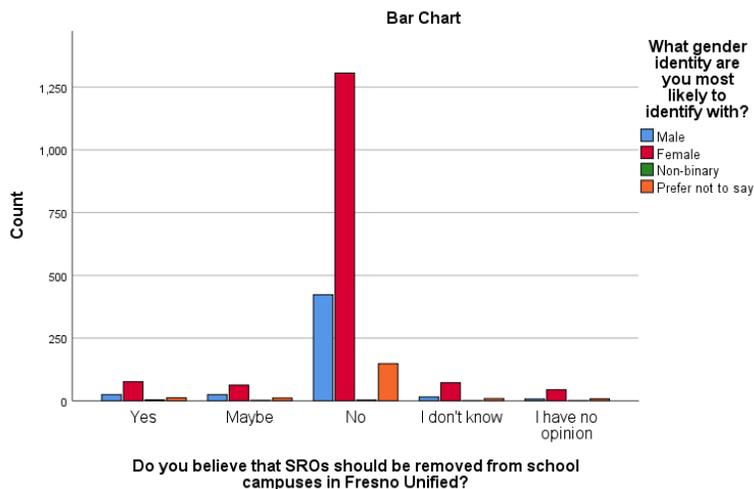
^a 5 cells (20.8%) have expected count less than 5. The minimum expected count is .38.



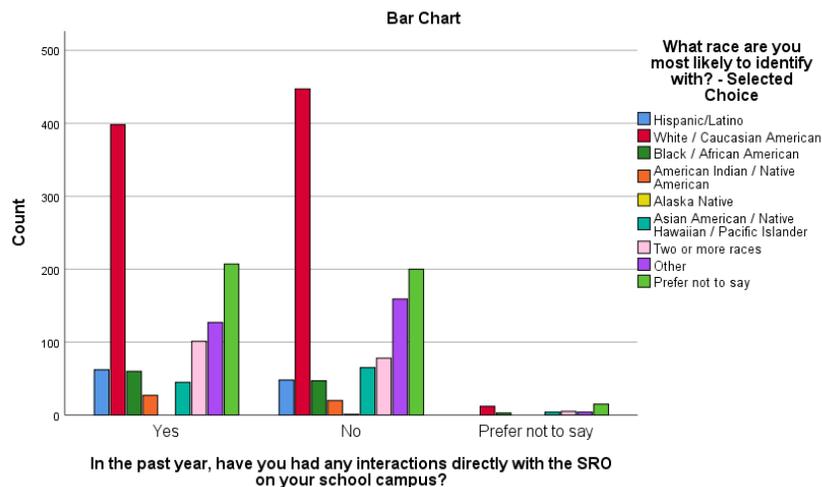
Chi-Square Tests Do you believe that SROs should be removed from school campuses...

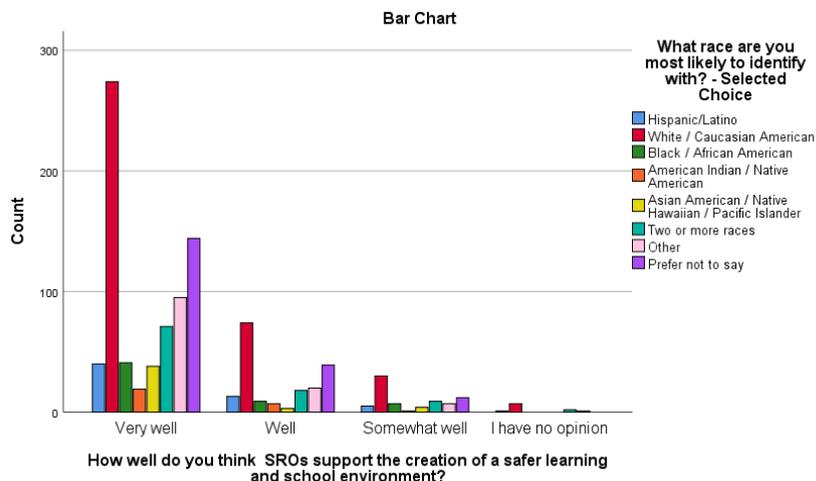
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.251 ^a	12	.000
Likelihood Ratio	29.458	12	.003
Linear-by-Linear Association	.356	1	.551
N of Valid Cases	2255		

^a 4 cells (20.0%) have expected count less than 5. The minimum expected count is .29.



Race

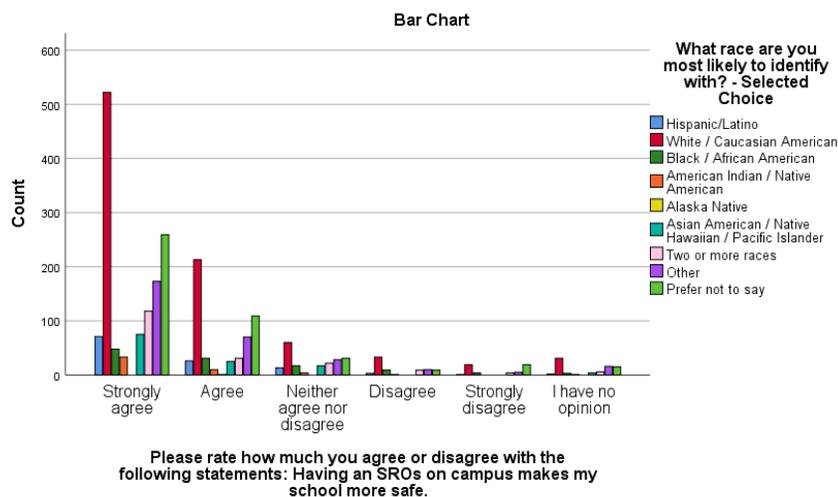


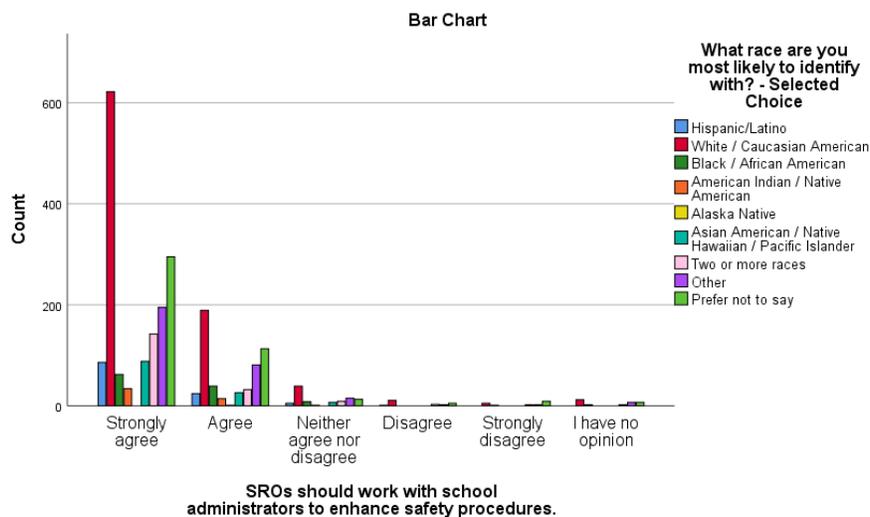


Chi-Square Tests Having an SRO on campus makes my school more safe

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.717 ^a	40	.005
Likelihood Ratio	70.863	40	.002
Linear-by-Linear Association	.530	1	.467
N of Valid Cases	2211		

^a 20 cells (37.0%) have expected count less than 5. The minimum expected count is .02.

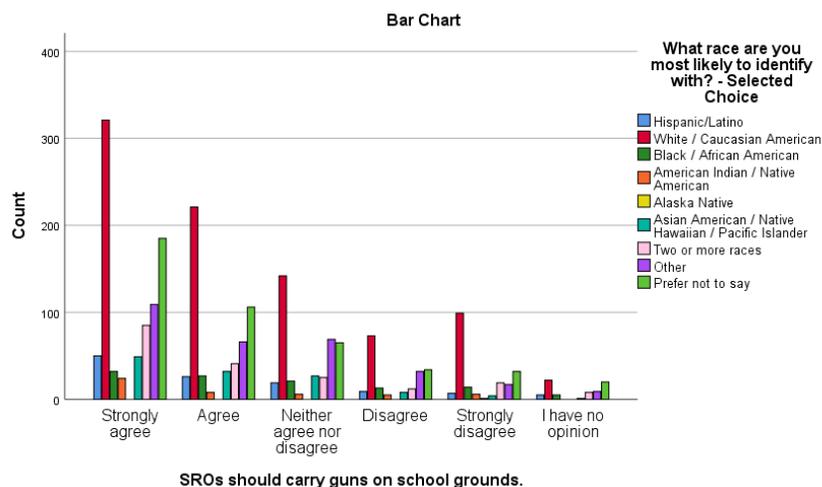


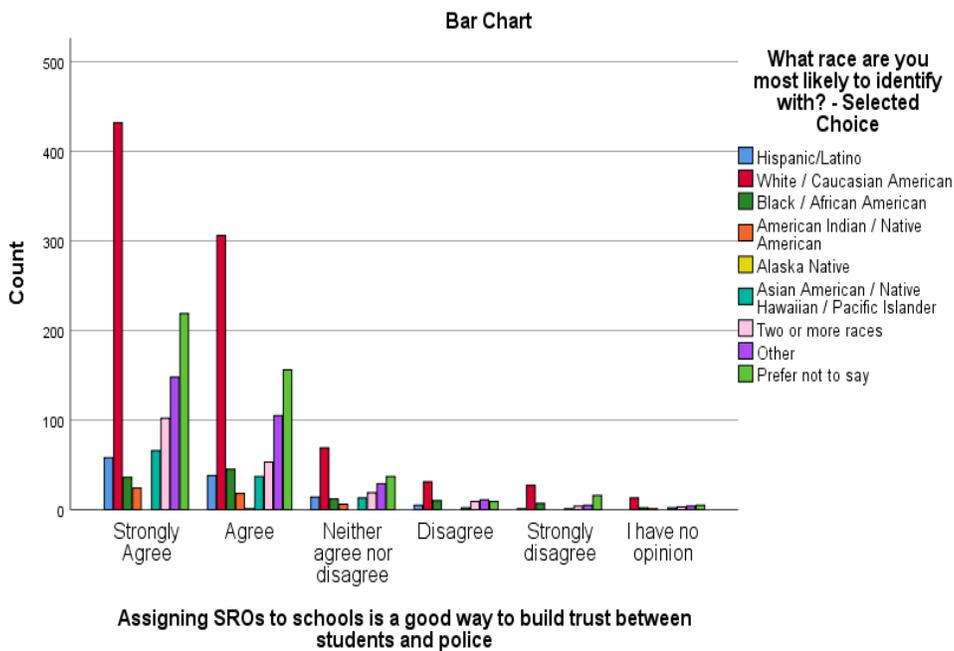
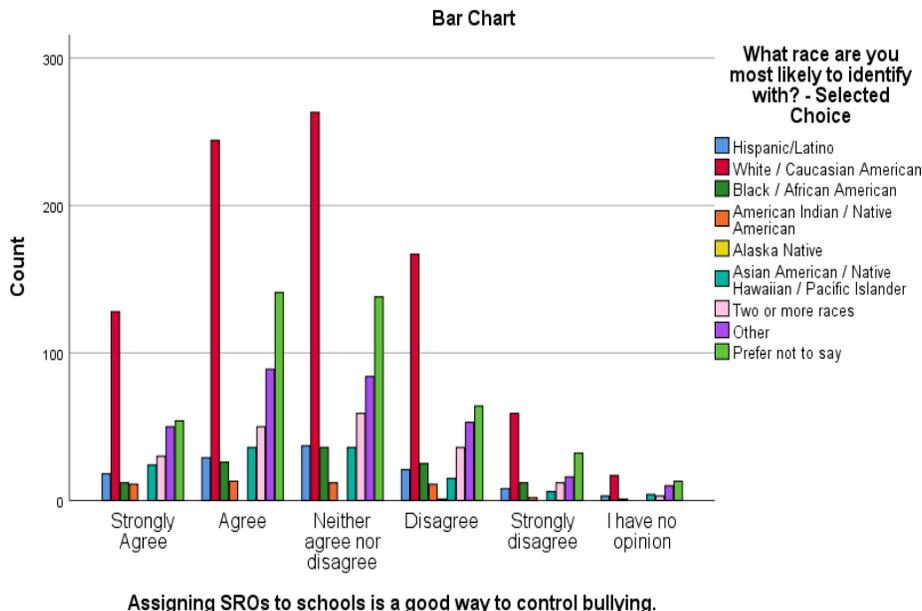


Chi-Square Tests SROs should carry guns on school grounds

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	67.602 ^a	40	.004
Likelihood Ratio	65.525	40	.007
Linear-by-Linear Association	2.328	1	.127
N of Valid Cases	2211		

^a 12 cells (22.2%) have expected count less than 5. The minimum expected count is .03.

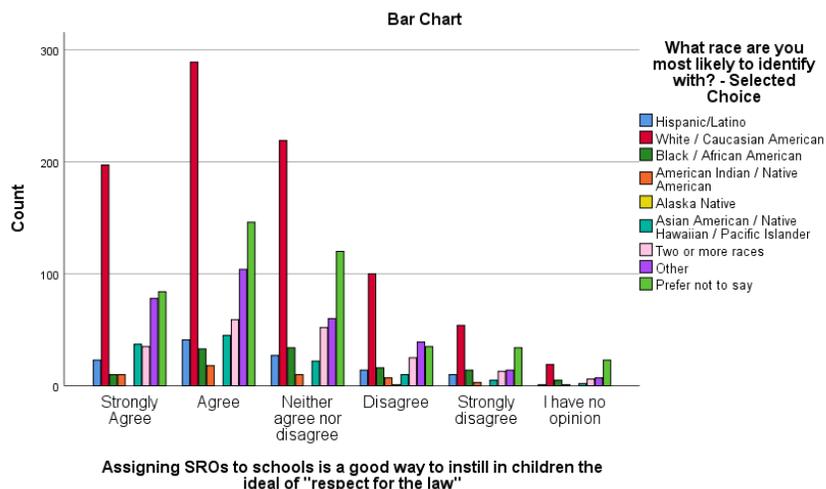




Chi-Square Tests Assigning SROs to schools is a good way to instill in children the ideal of...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	68.660 ^a	40	.003
Likelihood Ratio	65.773	40	.006
Linear-by-Linear Association	.199	1	.655
N of Valid Cases	2211		

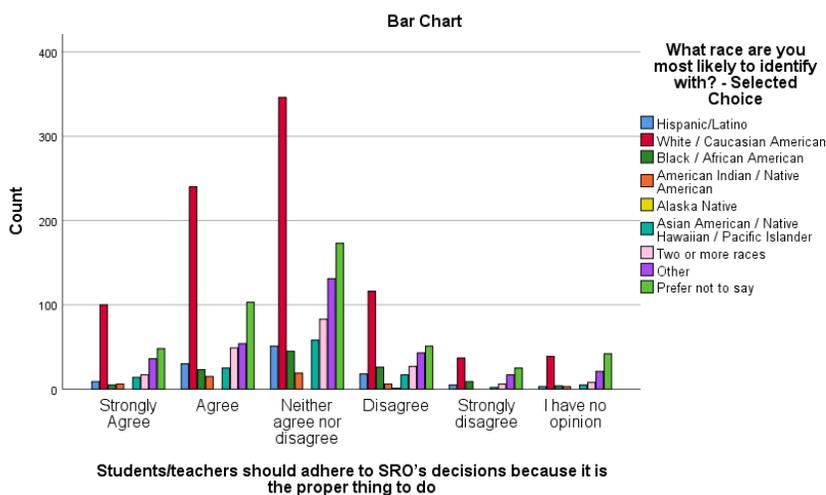
^a 11 cells (20.4%) have expected count less than 5. The minimum expected count is .03.



Chi-Square Tests Students/teachers should adhere to SRO's decisions because it is the...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	65.898a	40	.006
Likelihood Ratio	65.310	40	.007
Linear-by-Linear Association	7.826	1	.005
N of Valid Cases	2211		

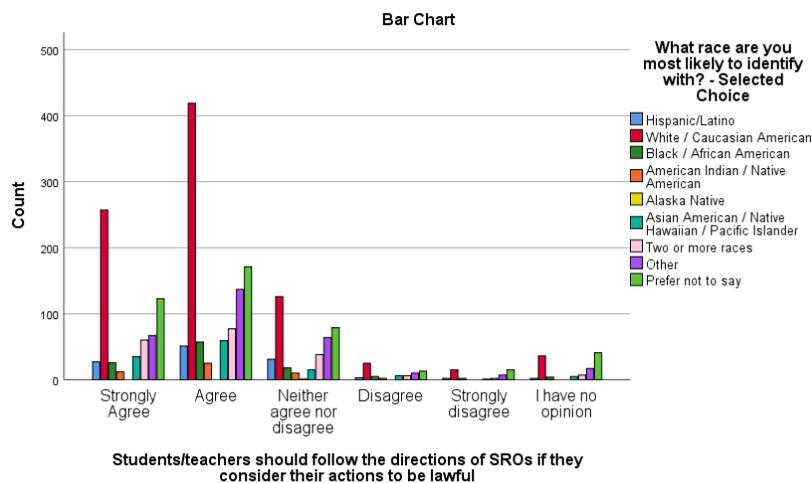
a 8 cells (14.8%) have expected count less than 5. The minimum expected count is .05.



Chi-Square Tests Students/teachers should follow the directions of SROs if they consider...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	69.430 ^a	40	.003
Likelihood Ratio	68.798	40	.003
Linear-by-Linear Association	16.324	1	.000
N of Valid Cases	2211		

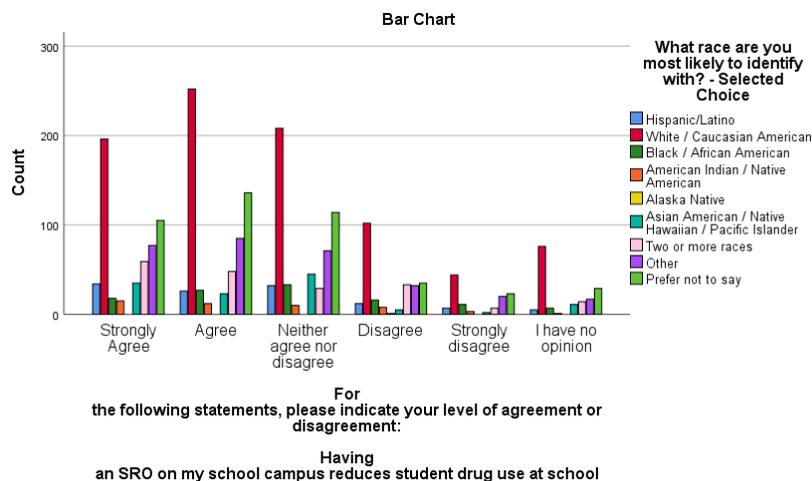
^a 16 cells (29.6%) have expected count less than 5. The minimum expected count is .02.

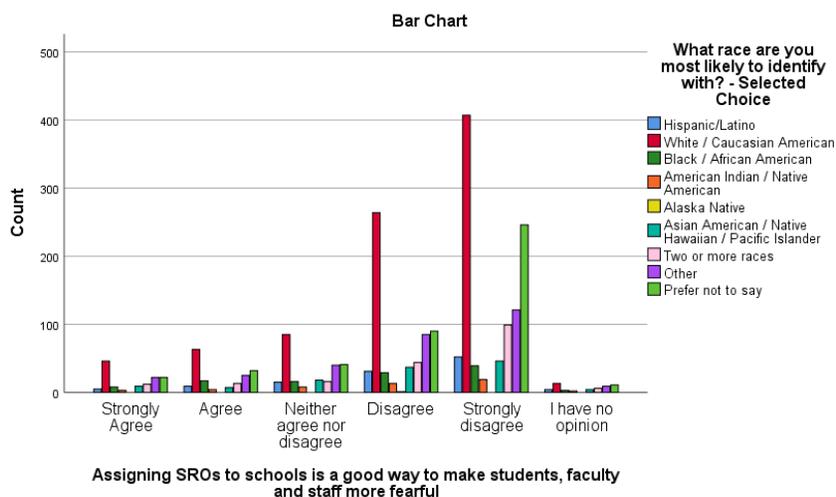


Chi-Square Tests Having an SRO on my school campus reduces student drug use at school

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	80.066 ^a	40	.000
Likelihood Ratio	78.691	40	.000
Linear-by-Linear Association	3.737	1	.053
N of Valid Cases	2211		

^a 8 cells (14.8%) have expected count less than 5. The minimum expected count is .05.

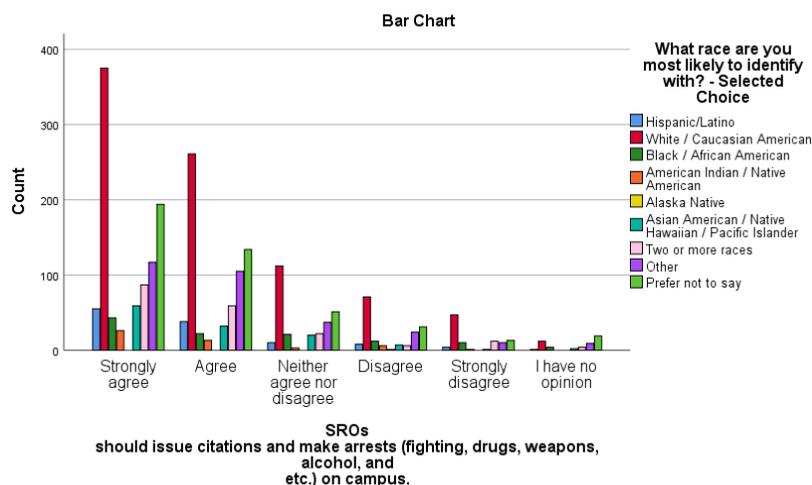


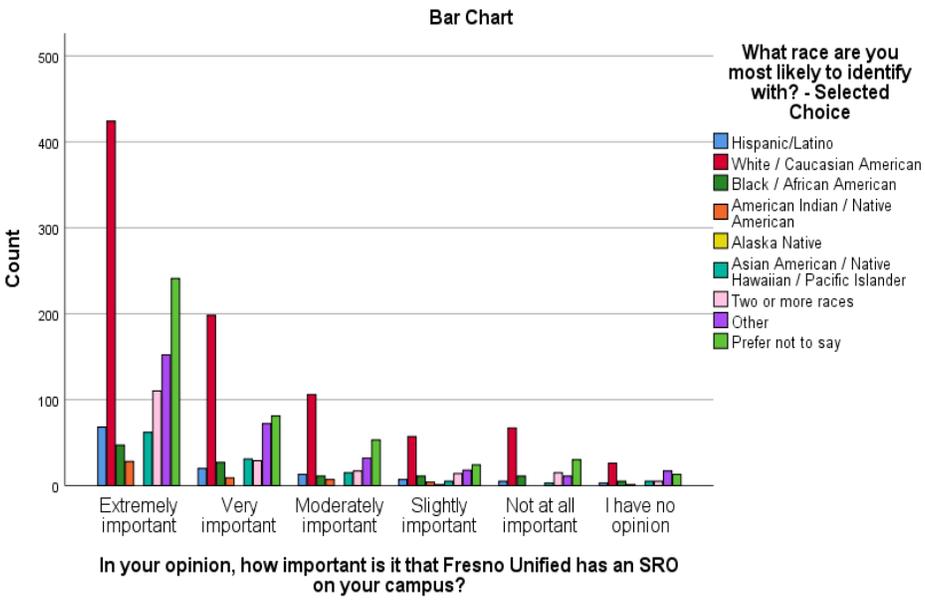
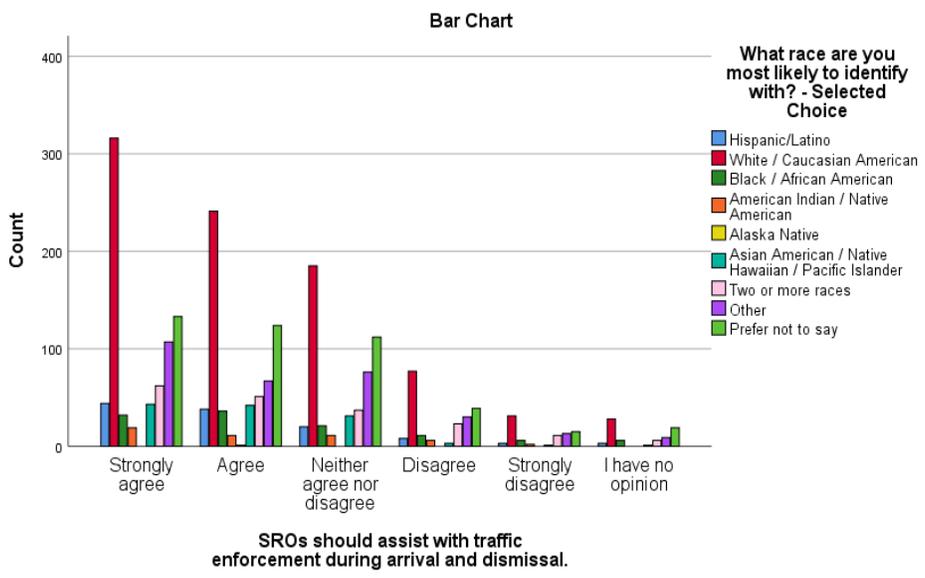


Chi-Square Tests SROs should issue citations and make arrests...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	72.649 ^a	40	.001
Likelihood Ratio	68.104	40	.004
Linear-by-Linear Association	.001	1	.980
N of Valid Cases	2211		

^a 14 cells (25.9%) have expected count less than 5. The minimum expected count is .02.

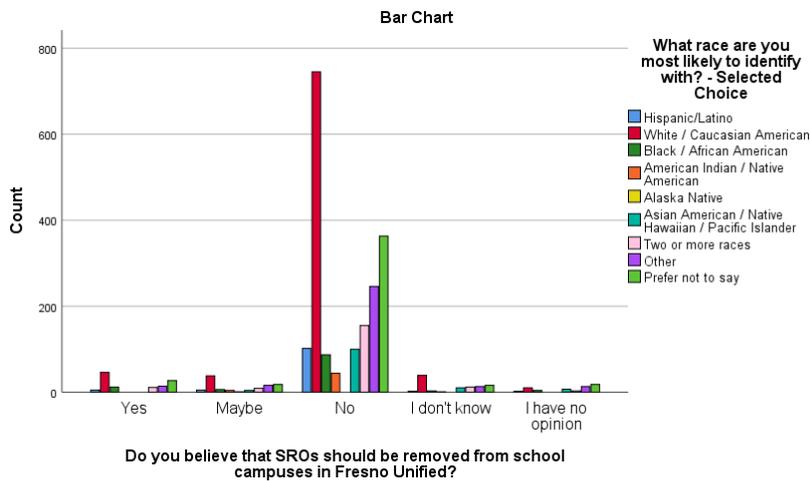




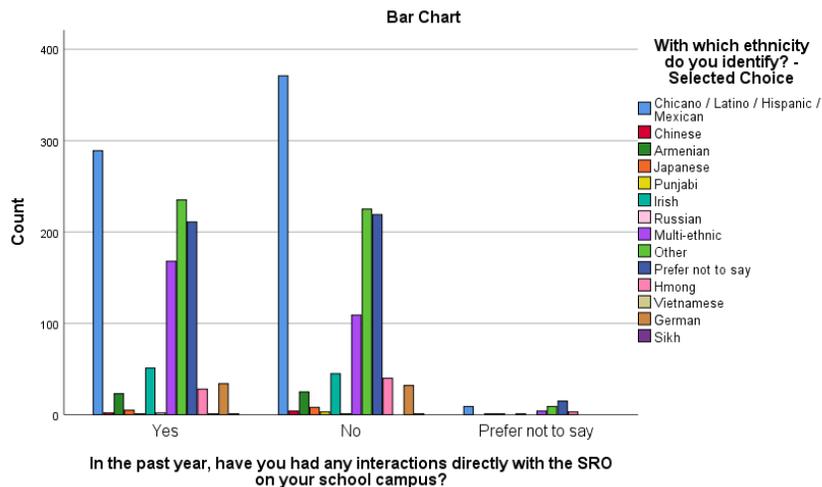
Chi-Square Tests Do you believe SROs should be removed from school campuses...

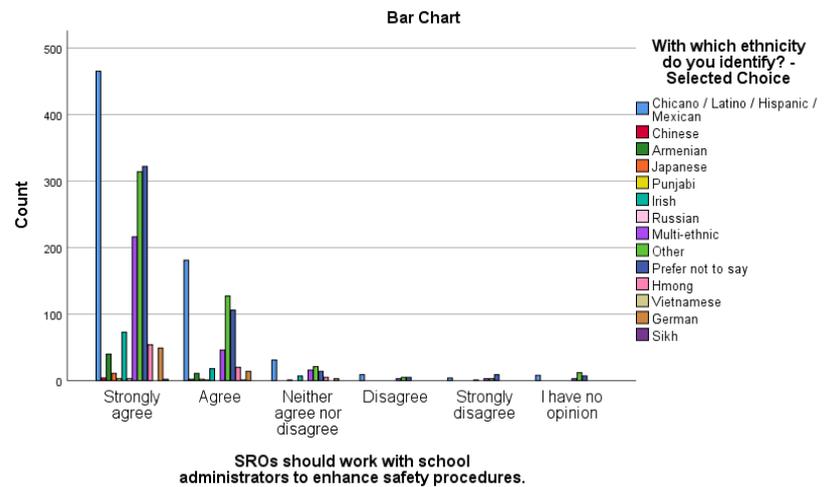
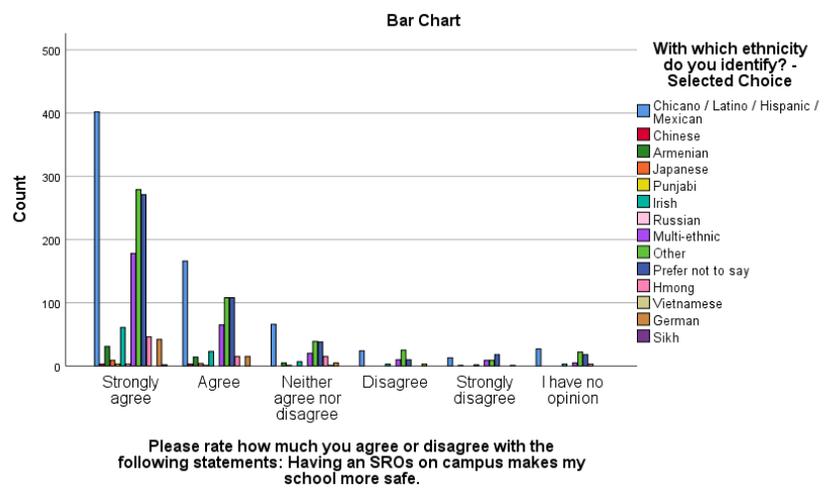
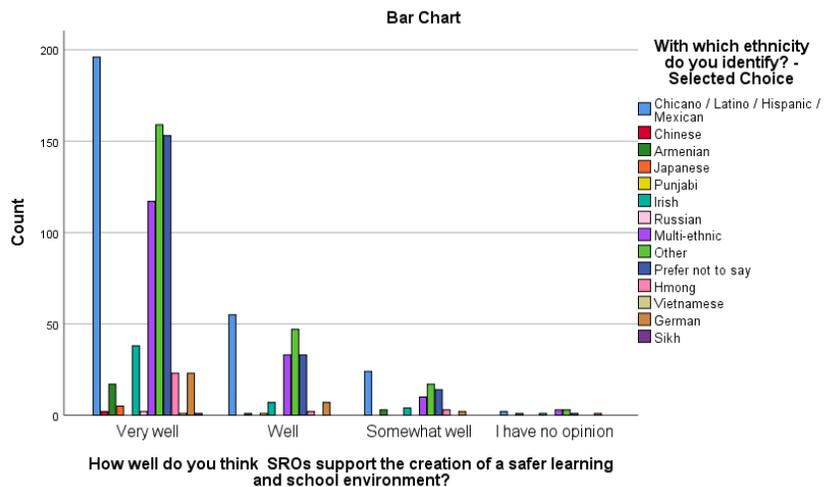
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	73.299 ^a	32	.000
Likelihood Ratio	66.150	32	.000
Linear-by-Linear Association	3.824	1	.051
N of Valid Cases	2211		

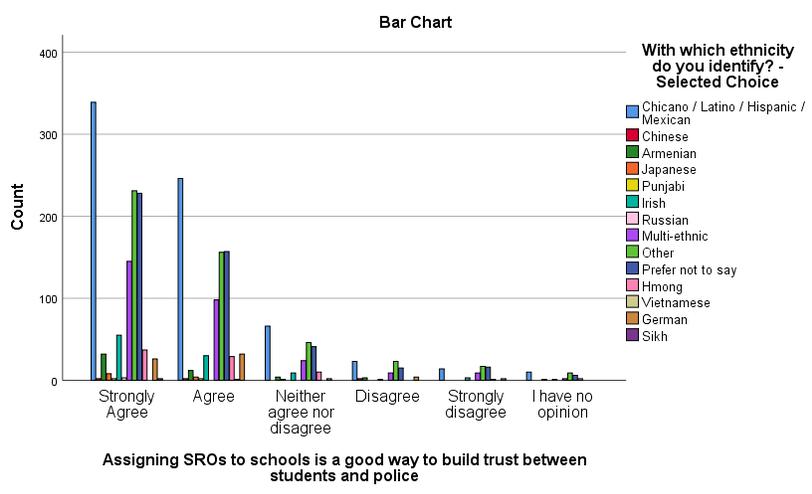
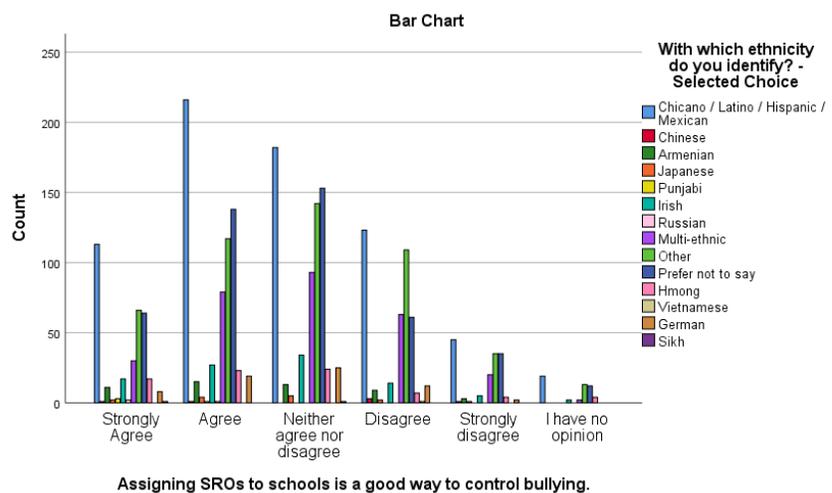
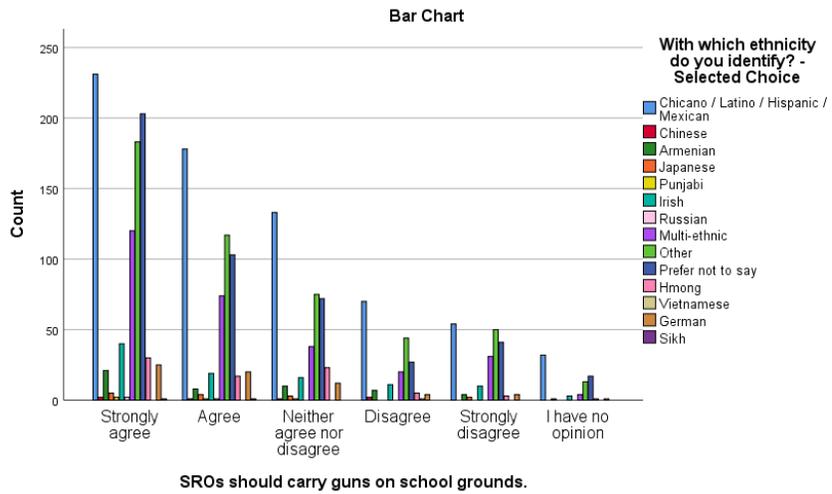
^a 14 cells (31.1%) have expected count less than 5. The minimum expected count is .03.

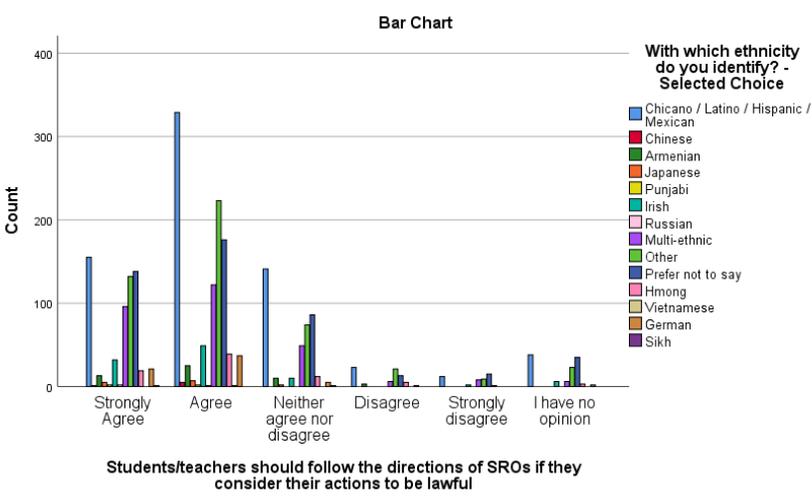
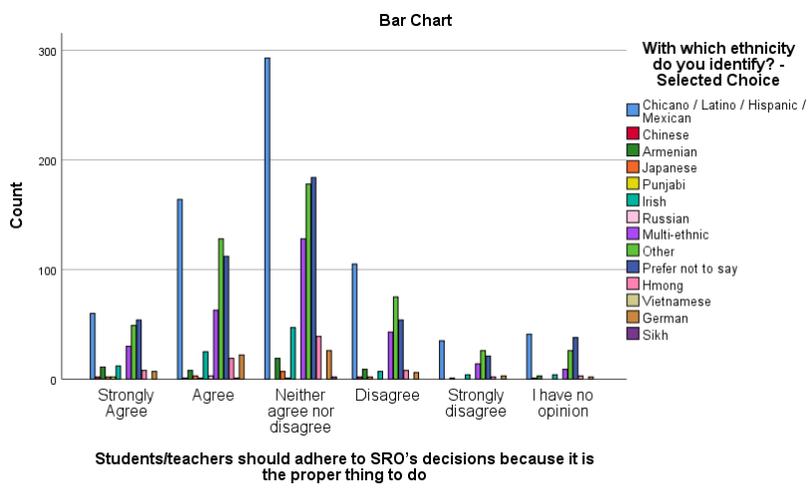
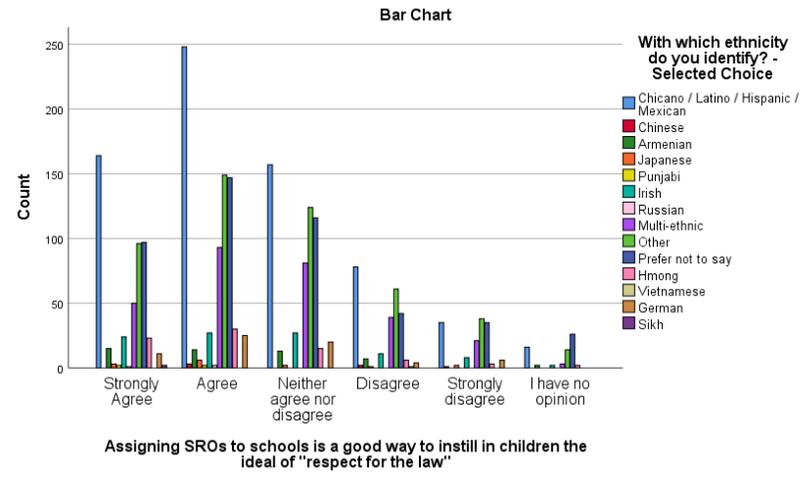


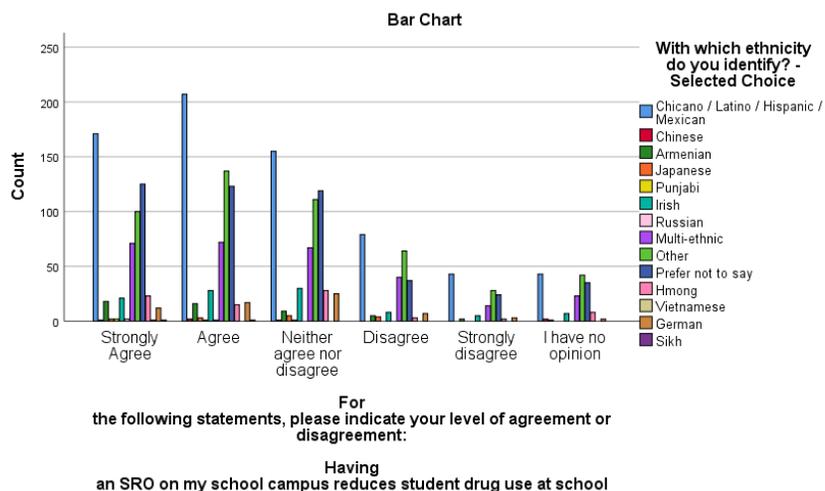
Ethnicity







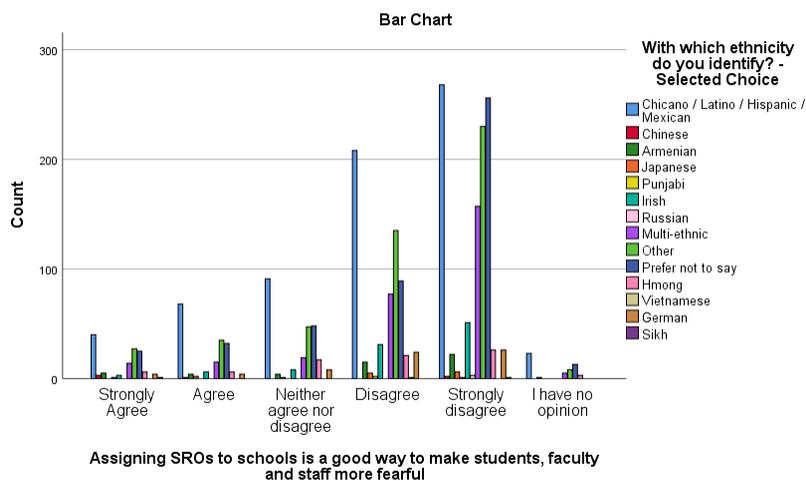


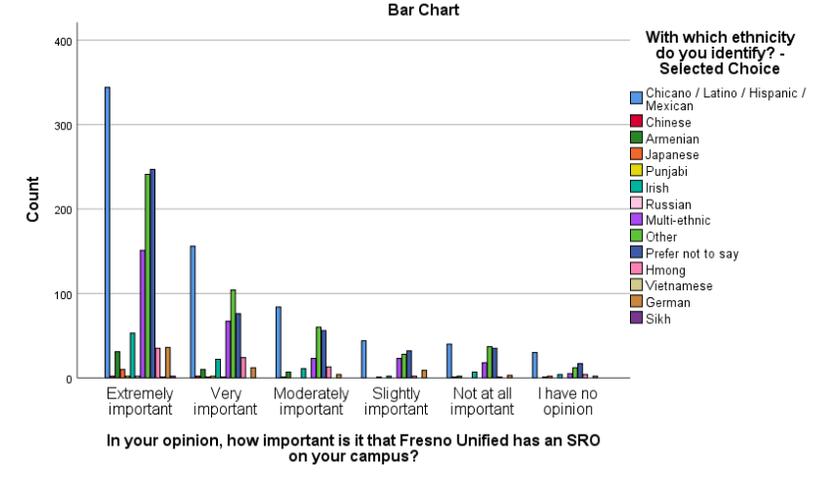
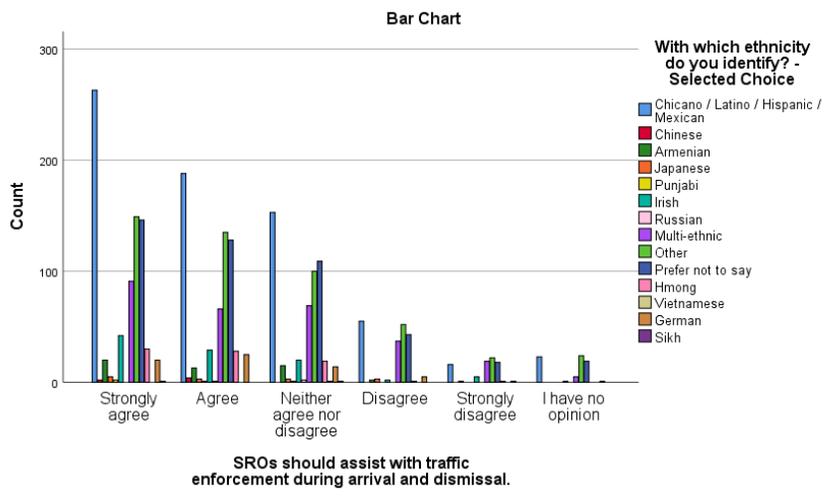
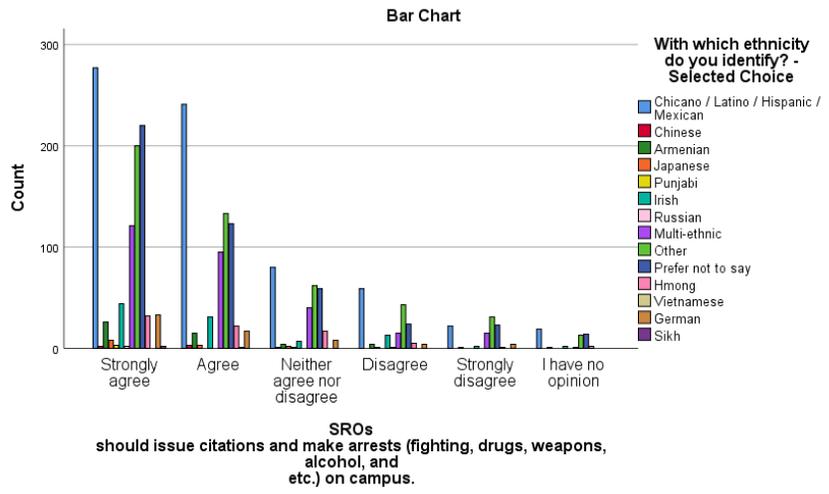


Chi-Square Tests Assigning SROs to schools is a good way to make students, faculty and...

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	124.912 ^a	65	.000
Likelihood Ratio	116.072	65	.000
Linear-by-Linear Association	9.342	1	.002
N of Valid Cases	2255		

^a 43 cells (51.2%) have expected count less than 5. The minimum expected count is .02.





Appendix 4: Percentage of SRO Workday Performing Different Tasks

Chart A. Percentage of workday spent on building relationships with staff and students

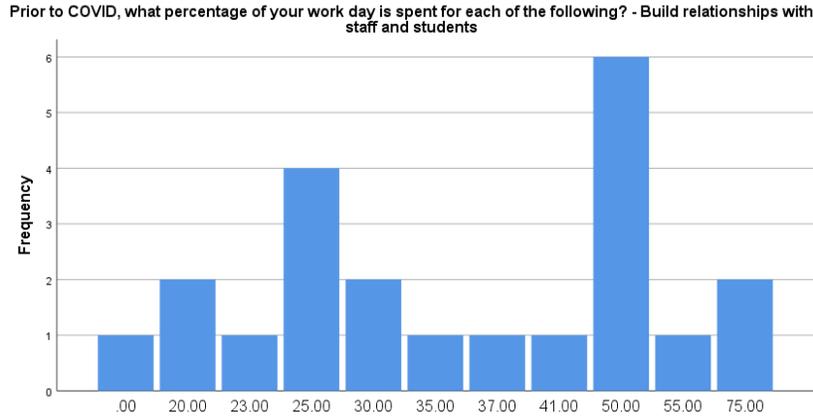


Chart B. Percentage of workday spent on working with school administration to consult on, and to enhance safety procedures within our schools

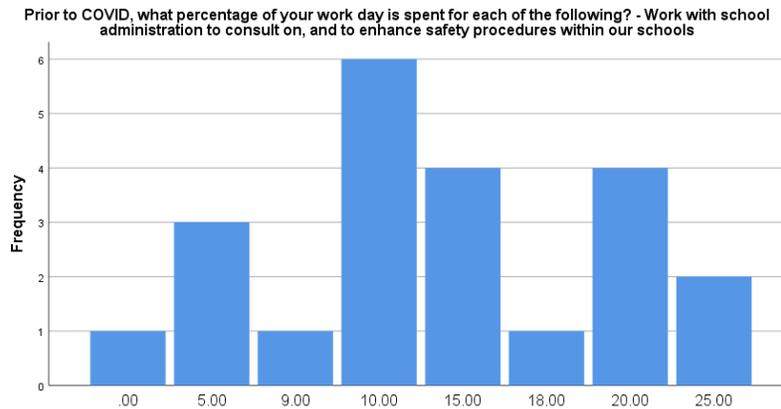


Chart C. Percentage of workday spent on assisting with traffic enforcement during arrival and dismissal

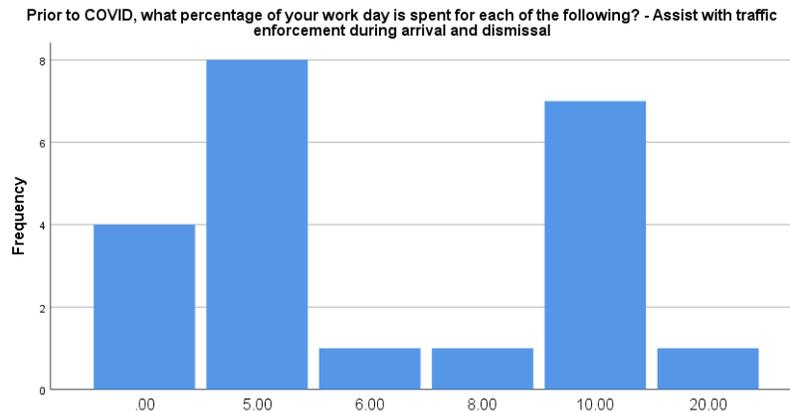


Chart D. Percentage of workday spent on recommending alternate interventions that support discipline policies

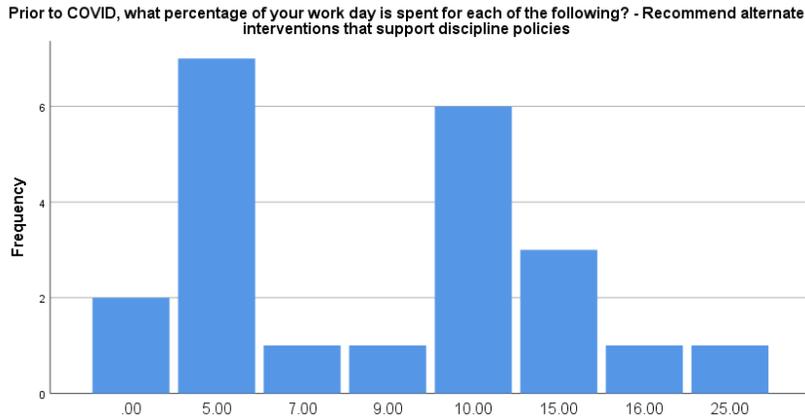


Chart E. Percentage of workday spent on issuing citations and making arrests

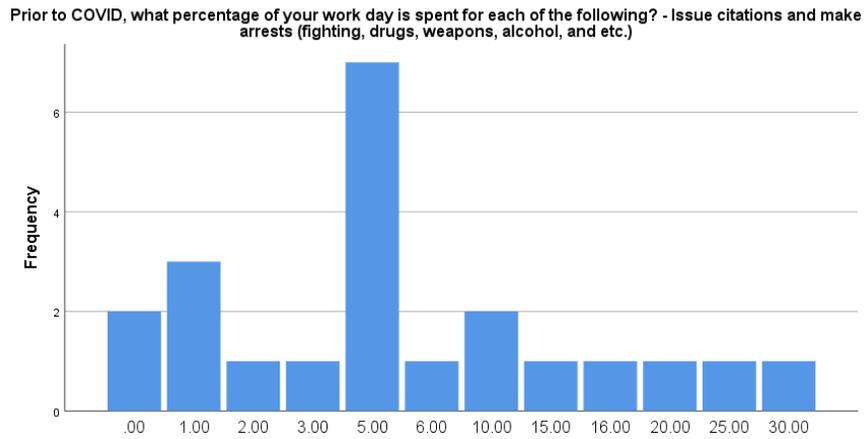


Chart F. Percentage of workday spent on supporting the creation of a better learning environment

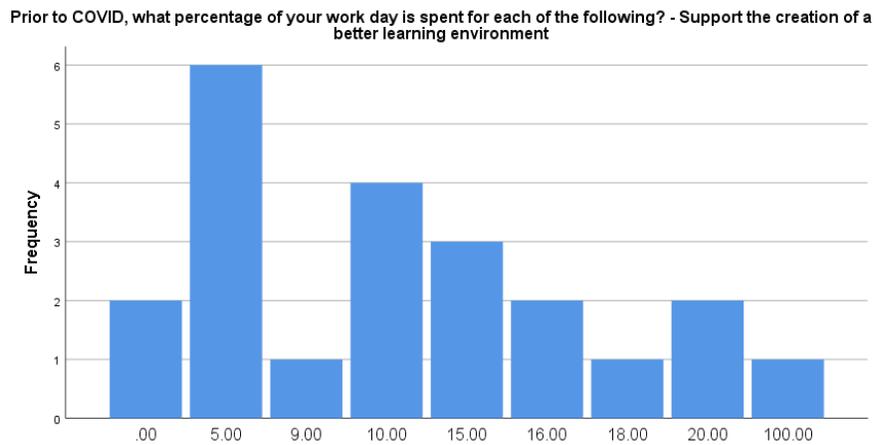
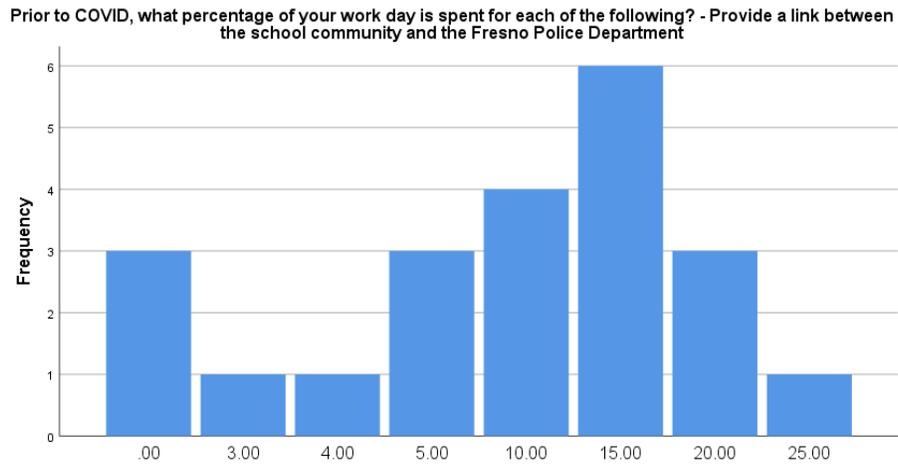


Chart G. Percentage of workday spent on providing a link between the school community and the Fresno Police Department



Appendix 5: Word Clouds for Survey Responses

The last three questions on the parent survey were open ended, optional questions for respondents to provide typed responses. Respondents were directed to provide a positive or negative word based on their response to the statement ‘Overall, your experience, knowledge, and perceptions of SROs is more...’ Those responding positively were requested to ‘write one word that best describes SROs’, while those who responded negatively were requested to do the same. Following those answers, respondents were given the option to respond to the prompt, ‘In less than 300 characters, please let us know if there is anything else you would like to share as it relates to SROs in your role as a parent’. For purposes of illustration, to better convey the opinions of respondents in their choice of positive or negative words, we used a Word Cloud generator. Word Cloud generators provide a visual illustration of the frequency with which particular words are used in a text. The larger the text of the word, the more frequent its occurrence in the set of responses. For this study, we used the TagCrowd (<https://tagcrowd.com/>) word cloud generator. For positive words, 845 provided responses, while for negative words, 127 provided responses. Below are the word cloud images generated from the responses to the positive and negative word prompts.

Figure 1. Word Cloud with Positive Words describing SROs from Parent Survey



The theme of ‘safety’ stands out as the most prominent response (139 mentions), with the terms ‘safe’ (33), ‘security’ (seguridad) (34), and ‘protection’ (14) all falling within the concept of ‘safety’. ‘Helpful’ (34), ‘needed’ (31) and ‘supportive’ (13) are also prominent, along with ‘necessary’ (33), ‘essential’ (17), ‘important’ (importante) (15), and ‘friendly’ (20).

Figure 2. Word Cloud with Negative Words describing SROs from Parent Survey



For the negative words used to describe SROs, ‘unnecessary’ (14) is the most prominent, followed by ‘intimidating’ (8), ‘authoritarian’ (4), ‘biased’ (4), ‘useless’ (4), ‘waste/wasteful’ (4), ‘scary’ (3), and ‘bullies’ (3). The parent focus groups provide some context for both the positive and negative assessments made by survey respondents.

The last questions on the staff survey were open ended, optional questions for respondents to provide typed responses. Respondents were directed to provide a positive or negative word based on their response to the statement ‘Overall, your experience, knowledge, and perceptions of SROs is more...’ Following the response to that prompt, respondents were given the option to respond to the prompt, ‘In your opinion, what can be improved with having SROs on campus’. Lastly, we provided the option of respondent input with the prompt, ‘In less than 300 characters, please let us know if there is anything else you would like to share as it relates to SROs in your role as a parent’. As with the parent survey, to better convey the opinions of respondents in their choice of positive or negative words, we used a Word Cloud generator. For positive words, 1,682 staff members provided responses, while for negative words, 129 provided responses. Below are the word cloud images generated from the responses to the positive and negative word prompts.

Figure 3. Word Cloud with Positive Words describing SROs from Staff Survey



'Safety' is the most prominent positive word for respondents (352), followed by 'helpful' (79) and 'safe' (80). 'Security'(3) is not as prominent as it was for the parent survey (34), while 'essential' was mentioned much more frequently by staff (31) than parents (17).

Figure 4. Word Cloud with Negative Words describing SROs from Staff Survey



The predominant term expressed by respondents for negative words to describe SROs is 'unnecessary' (16), followed by 'intimidating' (11), 'dangerous' (5), 'fear' (4), and 'useless' (4). The most prominent terms, 'unnecessary' and 'intimidating', match those used most frequently in the parent survey responses. The staff and administrator focus groups provide context for both the positive and negative verbiage respondents provided in the surveys.

As with the parent and staff surveys, the last three questions for the SRO survey were optional and open-ended. Respondents were asked to provide one word that best

describes SROs, and similarly to the staff survey, respond to the prompt, 'In your opinion, what could be improved in having SROs on school campuses in Fresno Unified', followed by 'In less than 300 characters, please let us know if there is anything else you would like to share as it relates to SROs (in your role as an SRO).' Below is a Word Cloud illustrating the terms chosen by respondents to describe SROs.

Figure 5. Word Cloud with Terms used by SROs to best describe SROs



The most frequently used term was 'rewarding' (5), followed by 'mentor' (3), 'fulfilling' (2) and 'enjoyable' (2). The SRO focus group analysis provides context for the survey results with respect to duties and responsibilities, and the terms used by SROs to describe SROs.

Appendix 6: Focus Group Thematic Analysis

The information below presents some of the exemplary quotes derived from the FGIs to illustrate the themes contained in Table 1: Overview of Stakeholder Findings.

As no names were recorded during the focus group interviews, to ensure the anonymity of participants, quotes are identified by the focus group in which respondents expressed them. Not every stakeholder group will have an exemplary quote for every theme.

Parent Focus Group Interviews. The four parent focus groups had a total of 15 participants, with all attendees being female. Reflective of the parent survey, many participants had positive attitudes and observations about SROs, tempered by critiques of the demeanor and actions of the officers while on campus. Overall, parents conveyed a conflicted view on SROs: they are seen as necessary for safety, but are seen by some parents and students as intimidating and threatening. Parents would like to see greater involvement of SROs with them to build community relationships and mutual respect, but for parents of color, they want to see SROs stop criminalizing them and their children.

Staff Focus Group Interviews. The staff focus group initially had five participants, however, one individual misunderstood the aims of the focus group interview (FGI) and chose to exit during the first question. The group interviews continued with four participants, with a majority of attendees being male. Overarching themes that arose as a result of the Staff FGI include positive perceptions of safety, being a part of campus culture, building relationships with students, serving as a bridge to law enforcement. A distinct finding unique to this stakeholder group was the theme around implicit and unconscious bias training which was noted as being needed for all campus stakeholders beyond SROs.

Administrator Focus Group Interviews. The two administrator focus groups had a total of nine participants, (two males and seven females) and included both principals and vice principals. Administrators who identified as being employed at a middle or high school FUSD campus with a SRO were eligible to participate. Administrators had concerns around the potential loss of SROs.

SRO Focus Group Interviews. The two SRO focus groups had a total of 14 participants, with two female SROs and 12 male. Initially, we scheduled one focus group, but as all SROs volunteered to participate, we scheduled a second focus group for the same day.

Themes: SROs as Agents of Community Building

Safety (comfort, security, immediate emergency response, crime deterrence)

"...maybe they could take down the uniform sometimes but I also believe that during school hours and on school campus, that is one of the most important tools that they have is that uniform because it shows that the kids that that's the person that's going to make them safe" - English language Parent FGI 3/24/21

"If school is in person, it is best to have SRO. It helps prevent bullies. SRO also can respond faster in any situation if they are present." - Hmong language Parent FGI 2/25/21

"I asked my daughter in high school if she would or would not want an SRO, and she would want them, to feel safe. Yes there is racism, but also kids disrespect them. So kids need to learn to respect SROs, and SROs need to learn to respect the kids." - Spanish language Parent FGI 3/24/21

"Aside from the interactions, I think just the mere fact of having our patrol vehicle out front of the school, I don't think there's any way you can measure the amount of criminal activity that's deterred by just our mere presence." - SRO FGI 2/26/21 1:30pm

"I would say the purpose of our safety resource officer is to provide additional safety to work with the CA's and the admin to provide safety in campus and also around campus." - Staff FGI

"And just a set personal safety as a female administrator there, knowing that I'm not the only one that there is somebody that has my back in a situation where I'm in danger, it makes me do my job better. It helps me do my job better." - Administrator FGI 3/2/21

Positive perception (opportunities to interact with police)

"I prefer them to be on campus. I think it creates a safer environment for my kids. It also shows my children that they can interact with police in a positive way and that everything they hear isn't actual reality that they have real life experiences and they're mostly positive..." - English language Parent FGI 3/24/21

"We do respect their authority and we believe that when they put on their "hat" (badge), their actions are appropriate and correct without trying to harm or cause trouble for us. This goes back to 'when necessary, then greet people: hello my name is... I am here,

patrolling this area. If there is anything let me know....I am comfortable approaching them with 'hi.' As for the officers, it would be nice to introduce themselves and reassure that he/she is patrolling the area. This will help build the relationship." - Hmong language Parent FGI 2/25/21

"I've had the opportunity to work with over the decades, that they've always brought a very positive sense of community, to the campus and to the students." - Staff FGI

"Not only just the call of duty of safety, but they are very much a part of the campus culture, they're always up there at rallies there, they take part of our in our students lives, you know, up to the point that I've seen our own school resource officer, you know go in, by kids things that they need to participate in extracurricular activities." - Administrator FGI 3/10/21

"A lot of the students obviously have different perceptions of us. And I can tell you from experience and talking to a lot of these students, they've never had any interactions with police officers. So to be on campus is huge. Because now you can kind of break those perceptions that they have, maybe from family members what they see on TV. So we're out there to develop these relationships with students, with staff." - SRO FGI 2/26/21 1:30pm

Positive interactions for relationship building and trust (between SROs, staff, students)

"...my son had someone follow him home in a truck on the way home, and when we reported it. That's when the SRO started going through the neighborhood and making sure that the kids who did walk home had somebody visible that they could see that was very positive." - English language Parent FGI 3/24/21

"...the most important thing to build relationships is for the officer to remember that they are still "civilians" without their uniforms." - Hmong language Parent FGI 2/25/21

"The SRO on our campus is an integral part not only again for the student safety, but also for the relationship building that happens with students, with staff." - Administrator FGI 3/10/21

"It's not just about having a uniformed, visible presence on campus, but it's about the development of the relationships with the people. And I think that's, in essence, that's, that's what we're all about." - SRO FGI 2/26/21 11am

"Our SRO will take the extra step to de-escalate the situation and really try to get to the root of the issue...What's really upsetting you today, is it about this person, you know, saying this, or was it that were you already upset when you walked on campus, because you had a, you know, you had a bad morning, you know, just trying to get to the, those types of things that is really important in building relationships." - Staff FGI

Shared responsibility for safety (amongst staff, SROs, community)

"...it depends on the environment and location of the school campus. For example, schools in the southeast areas can be worrisome for parents if their children are walking home from school. This is something that is "out of the school control." Is there a plan to help this problem? This is also a 'shared responsibility' for parents and the school. In my opinion, schools in the northeast and northwest are "better" neighborhoods." - Hmong language Parent FGI 2/25/21

"Just to make sure that the gates are locked and... and are monitored. I mean, in terms of physical safety on campus. I think our campus does a pretty good job of that, but I know they're campuses that could use some more shoring up in that area with regard to certain kinds of fencing because there have been instances...people have been reported just wondering on campus and without having to have people being checked in...physical altercation...So just sometimes some help with the actual physical and moving in and out of traffic...On and off campus" - Staff FGI

Police as role models (for students and community)

"And I will tell you right now, one campus I was on, it was fantastic to be able to see our Hmong students see themselves in a Hmong police officer, and to have that role model...And I've also seen that with women, and our girls need to see that positive force and that positive, that that just that positive ability to be able to identify and a female in leadership in a role that is a authority in our community..." - Administrator FGI 3/2/21

"Our site is nearly close to 80%, Hispanic, and so to see the kids gravitate towards her, and she understood where they were coming from, and could help guide them, there was there was a lot of modeling on her part. And she was able to speak to a lot of them and really validate their language..." - Administrator FGI 3/2/21

"...being in the schools, we have a lot of time to foster those relationships. Whereas when you're working patrol, it's a lot tougher, because you're going from call to call the call to handle them, where in the schools we have that time... It takes a little bit to get... that bond with them. But we have that time to do it which is great." - SRO FGI 2/26/21
1:30pm

Themes: SRO Challenges to Community Building

Need for increased communication (on SROs roles, safety practices, and responsibilities on campus)

"Every time we pick up our kids from school, we notice [the] officers [stay] in their car. Knowing that part of their roles and responsibilities is to patrol the areas near school, but also [to] get to know the community, the family, similar like the staff working in the office. If there are any problems/issues, the family are willing to come forward. I do want to add to the other two participants that if we have someone (SRO) that only sits in their car, does not interact with parents/family members when they pick up their kids, or stay outside of the car to prevent fights/problems, then it is best to select another one. [S]o that people can see and are aware of the SRO to reduce any problems..." - Hmong language Parent FGI 2/25/21

"We need communication all around, we should know SROs are there to help not just intimidate." - Spanish language Parent FGI 3/24/21

Need for additional trainings (cultural sensitivity; unconscious/implicit bias; de-escalation; conflict resolution)

"With their authority, they need to be able to reduce minor offenses and correct these children's behavior by giving them a chance to correct themselves by talking to them. This can help change their life." - Hmong language Parent FGI 2/25/21

"More implicit bias training for all staff. More social emotional tools to be able to help deal with situations in different...more constructive manners." - Staff FGI

"...I've been very pleased with the work of my SRO, but a, just as for me and my staff, we're growing in our cultural proficiency. It would also behoove our SROs to be participating in that as well." - Administrator FGI 3/10/21

Needs to enhance relationship between SROs, students and/or parents (trust, respect, humanizing interactions)

"I feel like until the police department, as a whole and school resource officers also until they do the work to better their relationship with the community, and until they, you know, do a better job with accountability within themselves, especially with what we've seen recently with the ties to, you know, white supremacist groups and police department, and, you know, police brutality and the police department, then I just don't think that a resource officer is going to be able to make us feel safe or, you know, or invoke a feeling of trust." - BIPOC Parent FGI 3/24/21

"You have to take these ideas that we talked about so that these officers will understand that they are not always right. We are not here to argue and see who will win, but we want everyone to compromise and work together." - Hmong language Parent FGI 2/25/21

"And, so, again, is that it's you have to be very selective about who you have for your SRO. You know, because you got to make sure ...that they are being very intentional, and making sure that, um, that there is no exclusivity occurring, and that they're being very intentional, making sure that all kids are feeling, you know, the same ways for safety and establishing trust and building relationships and that there isn't...an imbalance of how that's being distributed throughout the campus." - Staff FGI

Need for increase student support and services (mental health, counseling, life-long skills development, extra-curricular activities)

"...I am a [Caucasian] female and I come on campus with my African American daughter and my African American son. They don't think we're related. We try to make a point to create relationships so the SRO and the principal and the other administrators and teachers know who we are but quite often we're not associated together so...for me it's a different answer than you would get from my children." - English language Parent FGI 3/24/21

"Use part of the budget to have counseling services to help the children with "mental health." Majority of our Asian people do not talk much about this area and cannot help our children with "psychological issues" at school, especially during this pandemic time and distance learning." - Hmong language Parent FGI 2/25/21

"We do need SROs, but we also need counselors. We have a lot of foster youth in our schools, and we need counselors to help them. Yes we have bad kids, but the police scaring them is not helping them. We should help them. Yes, we need security, but we also need counselors. It's a thin line between the SRO being there to help or to hurt." - Spanish language Parent FGI 3/24/21

"...I mean, safety is a huge issue, but especially in my children's school in our community schools are so underfunded and there's just such a big need for qualified teachers. You know, there's a few teachers on at my middle school campus that are not credentialed and so, you know, just think things like that, really has an effect I believe on student outcomes and achievement whereas an SRO, I don't think that is benefiting our students at all." - BIPOC Parent FGI 3/24/21

"...we know that safety goes beyond just the physical term face safety is also mean the mental safety..." - Administrator FGI 3/10/21

Need to address negative perception (intimidation, uniform, school-to-prison pipe-line, criminals in the making)

"Police want to be in the school to intimidate the kids inside the school, particularly in our Latino community." - Spanish language Parent FGI 3/24/21

"Confidence and communication is key to impacting the community. I think the confidence is very important, it's the base for everything to work well. If our kids have confidence in the SRO, they will feel secure and not intimidated." - Spanish language Parent FGI 3/24/21

"...one of my children actually had an experience with an SRO because he was... physically assaulted by another student, and I know that my children do not feel comfortable or safe around resource officers. My son was more concerned about the officer than the incident itself or being hurt, which he was actually pretty severely hurt, and he was actually more concerned with the other student and what would happen to him and having the resource officer brought into the situation." - BIPOC FGI 3/24/21

"...feeling like there has to be an officer, there is that mentality of, our children are criminals in the making, you know, like this is just what's expected, this is just like, their whole, you know, temporary holding, until they escalate into, you know, the prison system or something." - BIPOC Parent FGI 3/24/21

"The uniform could possibly bring that fear or misunderstanding that I think a lot of kids do have, you know, especially right now." - English language Parent FGI 3/24/21

"I'm a little bit torn I think that is great to have that, that uniform on campus, but I think that the scariest thing for a lot of kids, is that there's a uniform on campus..." - English language Parent FGI 3/24/21

Need to address disproportionality (in policing, behavior)

"...unfortunately, I've had to have a conversation with my children about the way to behave in front of a police officer. My children are African American. And so we have had to have the conversation. In the last few years, about, if you're approached or if you're stopped or, you know, how you should behave because you may not be treated in the same manner." - English language Parent FGI 3/24/21

"If they [SROs] were there to protect and not criminalize us we would have more confidence in them." - Spanish language Parent FGI 3/24/21

"I think that in the black and brown community, we're forced to interact with officers, through over patrolling, through all of these things, where people on another side of town, you know, North Fresno, people aren't forced to have those interactions of constantly being pulled over, you know, constant patrolling all of these things." - BIPOC Parent FGI 3/24/21

Need for improved SRO's decision-making (addressing abuse of power, authority figure image, personality conflicts, personal bias)

"Providing counseling training that when they are working, they are in the right state of mind to not mistreat a civilian. Everyone will need to have proper training and laws to help each other. Officers who are out of control must learn how to control themselves..." - Hmong language Parent FGI 2/25/21

"We just need our SROs to get the training to work with kids. Yes we have bad kids, but we also have SRO abuse. We just need our SROs to be trained [not only] physically, but also mentally." - Spanish language Parent FGI 3/24/21

"I think it's all about, you know, just talking to other people and learning from one another, and, and just constantly, you know, reevaluating themselves as so that we can have better relationships...I think what happens is that...some people are carrying...some of those perceptions, you know, and is being filtered through their position, and they may not realize it...if we develop a consciousness of that...you know, that might reduce some of some of the things that I feel has gotten out of control may have could have been avoided if they were aware, or they were conscious." - Staff FGI

"I would choose to eliminate SROs for the mental health and peace of mind of students and parents. I don't think that SROs make campuses safer. I think that research has also shown that SROs don't make campuses safer. Quite the contrary, we have seen many instances where SROs, like I said, actually make campuses less safe." - BIPOC Parent FGI 3/24/21

"I think it's scary especially for students of color, anytime that they have to interact with an officer." - BIPOC Parent FGI 3/24/21

Fresno Unified School District
Board Communication

BC Number EA-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares and Jeremy Ward
Cabinet Approval: Lindsay Sanders
Lindsay Sanders (Apr 22, 2021 11:18 PDT)

Date: April 23, 2021

Phone Number: 457-3896

Regarding: College and Career Indicator Progress Update

The purpose of this communication is to provide the Board information regarding College and Career Indicator metrics for Fresno Unified. This communication only gives information on enrollment and course grades to look at opportunities we are providing for students. We track enrollment and course grades knowing that these are two ways to monitor students toward completing metrics within College and Career Indicators (CCI). Please note, some data points are derived using different internal calculations than the California Department of Education (CDE). The CDE only focuses on graduating seniors when calculating CCI; however, this communication includes additional high school grade levels.

The metrics included in this report are:

- Quarter 3 2019/20 and 2020/21 grades nine through twelve student enrollment and course grades in Advanced Placement (AP) courses.
- Quarter 3 2019/20 and 2020/21 grades eleven through twelve student enrollment and course grades in International Baccalaureate (IB) higher level courses.
- Quarter 3 2019/20 and 2020/21 grades eleven through twelve student enrollment and course grades in Career and Technical Education (CTE) Capstone courses.
- Quarter 3 2019/20 and 2020/21 grades nine through twelve student enrollment and course grades in Leadership/Military courses.
 - Military Science courses are tied to Fresno Unified's Reserve Officer Training Corps (ROTC) program which are only offered at Duncan, Fresno, and McLane High Schools.

Please note that letter grades include duplicate students as students receive multiple grades for multiple AP, IB, and CTE courses. Included with this communication is a Quarter 3 report for these metrics by region and school, as well as student group.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/23/21

College and Career Progress Quarter 3 2020/21

AP Enrollment

Percent and Count of Students Enrolled

25.7%
(4,645)
2019-20

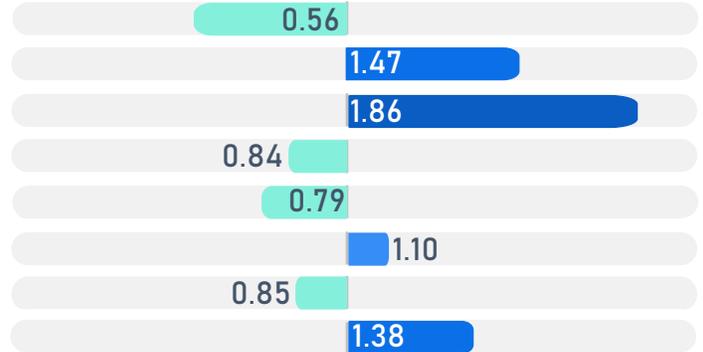
24.6%
(4,633)
2020-21

Disproportionality of Students by Race/Ethnicity

- African American/Black
- Asian
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- Two or More Races
- White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

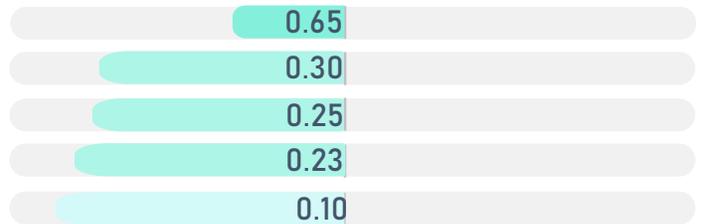


Disproportionality of Students by Student Group

- Economically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- Students With Disabilities

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled



AP Letter Grade Breakdown

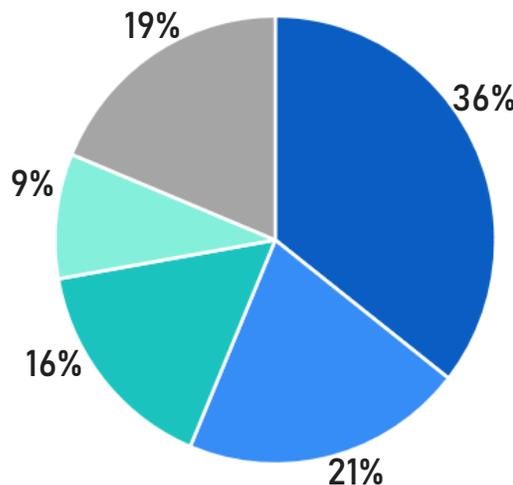
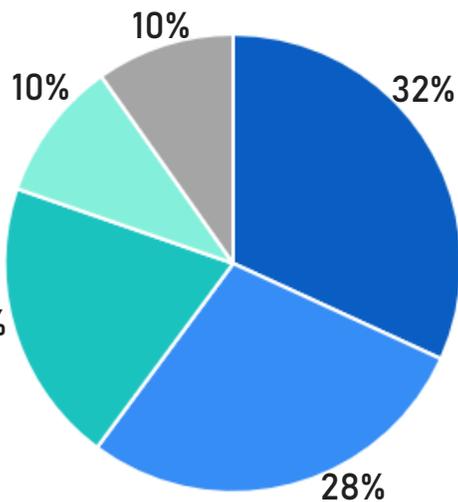
2019-20 Q3

2020-21 Q3

Percent of Students with a C or Better

80%
(4,723)
2019-20

72%
(4,123)
2020-21



■ A ■ B ■ C ■ D ■ F

AP Courses and Grades are looking at data for 9th-12th grade students for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

IB Enrollment

Percent and Count of Students Enrolled

84.9%
(762)
2019-20

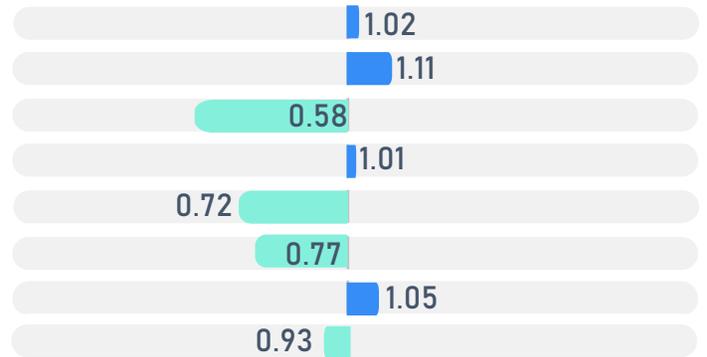
86.7%
(750)
2020-21

Disproportionality of Students by Race/Ethnicity

African American/Black
Asian
Filipino
Hispanic/Latino
Native American/Alaskan
Pacific Islander
Two or More Races
White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

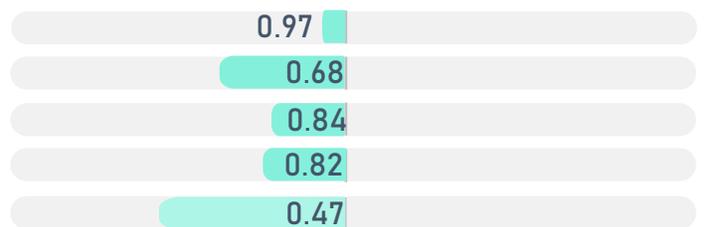


Disproportionality of Students by Student Group

Economically Disadvantaged
English Learners
Foster Youth
Homeless
Students With Disabilities

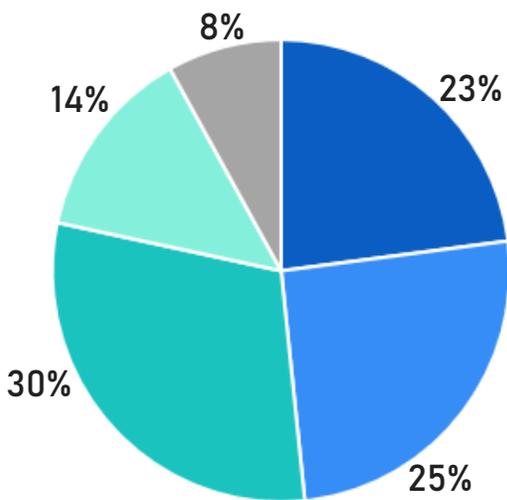
Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

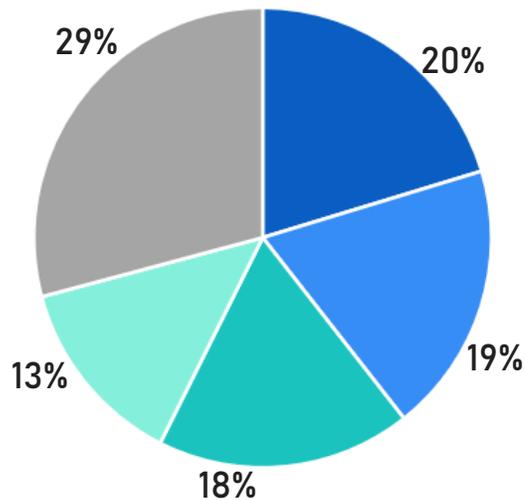


IB Letter Grade Breakdown

2019-20 Q3



2020-21 Q3



Percent of Students with a C or Better

78%
(854)
2019-20

57%
(593)
2020-21

■ A ■ B ■ C ■ D ■ F

IB Courses and Grades are looking at data for 11th-12th grade students at Fresno High for that specific academic year. Enrollment data includes CP and DP courses.

The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

CTE Capstone Course Enrollment

Percent and Count of Students Enrolled

26.8%
(2,283)
2019-20

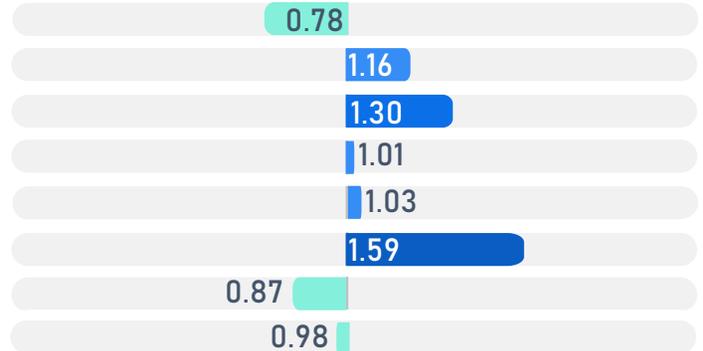
28.5%
(2,471)
2020-21

Disproportionality of Students by Race/Ethnicity

- African American/Black
- Asian
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- Two or More Races
- White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

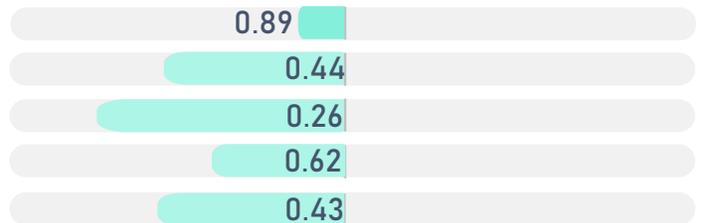


Disproportionality of Students by Student Group

- Economically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- Students With Disabilities

Students LESS likely to be Enrolled

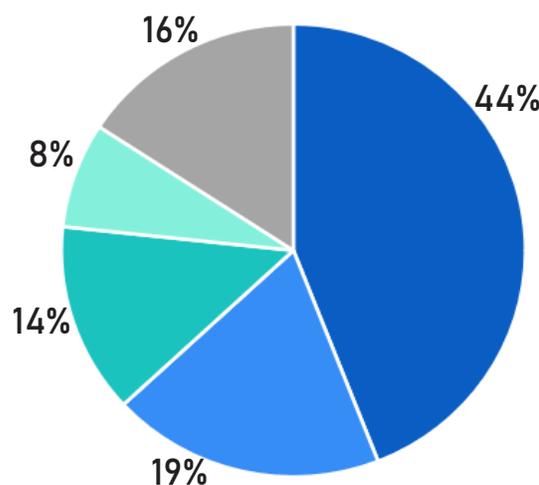
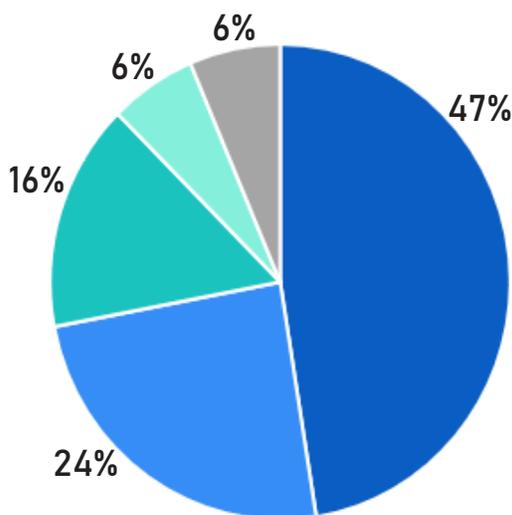
Students MORE likely to be Enrolled



CTE Capstone Course Letter Grade Breakdown

2019-20 Q3

2020-21 Q3



Percent of Students with a C or Better

88%
(2,165)
2019-20

77%
(2,019)
2020-21

■ A ■ B ■ C ■ D ■ F

CTE Capstone Enrolled and Grades are looking at 11th-12th grade students for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

Military Science Enrollment

Percent and Count of Students Enrolled

7.1%
(341)
2019-20

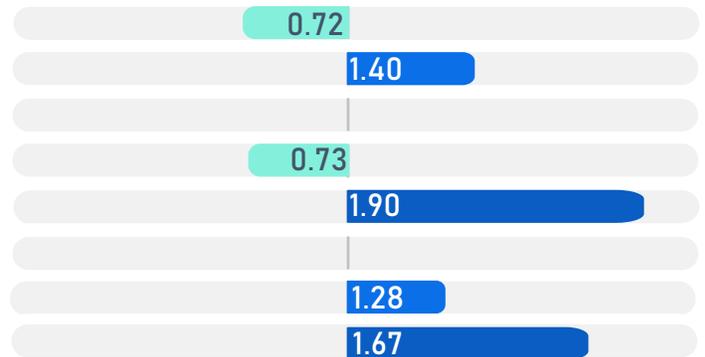
6.9%
(358)
2020-21

Disproportionality of Students by Race/Ethnicity

- African American/Black
- Asian
- Filipino
- Hispanic/Latino
- Native American/Alaskan
- Pacific Islander
- Two or More Races
- White

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

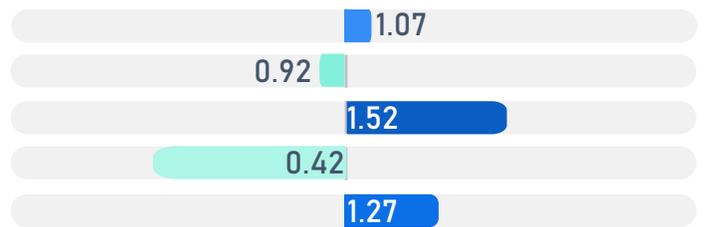


Disproportionality of Students by Student Group

- Economically Disadvantaged
- English Learners
- Foster Youth
- Homeless
- Students With Disabilities

Students LESS likely to be Enrolled

Students MORE likely to be Enrolled

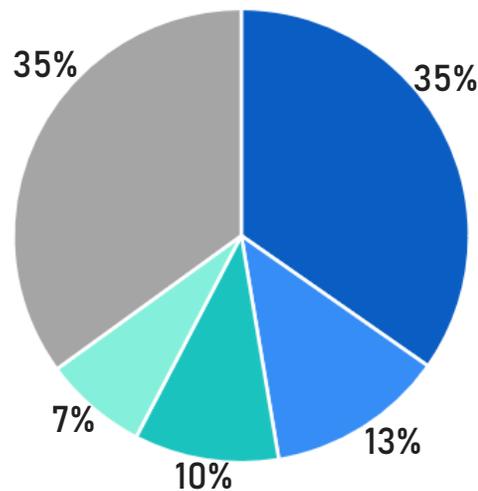
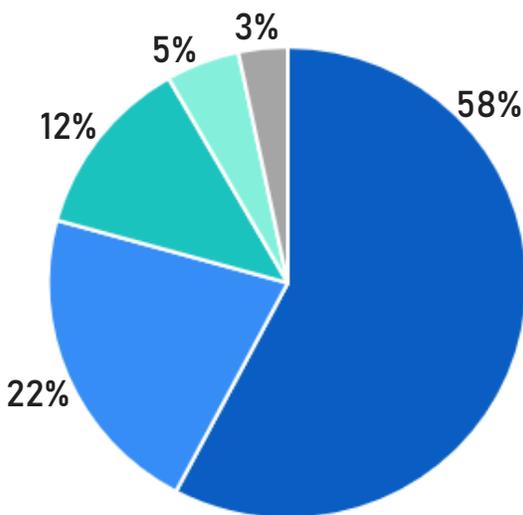


Student groups with no disproportionality calculation had no students currently enrolled for the 2020-21 academic year.

Military Science Letter Grade Breakdown

2019-20 Q3

2020-21 Q3



Percent of Students with a C or Better

92%
(332)
2019-20

58%
(219)
2020-21

■ A ■ B ■ C ■ D ■ F

Military Science Courses and Grades are looking at data for 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year. The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

College and Career Performance: By School Site

School Site	Enrolled in an AP Course		Passing Rates (C- or Better) in AP Courses		Enrolled in an IB Course		Passing Rates (C- or Better) in IB Courses		Enrolled in a CTE Capstone Course		Passing Rates (C- or Better) in CTE Capstone Courses		Enrolled in a Military Science Course		Passing Rates (C- or Better) in Military Science Courses		A-G On-Track
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2020/21
Bullard High	31%	30%	91%	86%	N/A	N/A	N/A	N/A	22%	26%	92%	86%	N/A	N/A	N/A	N/A	52%
Cambridge High	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	2%	3%	82%	100%	N/A	N/A	N/A	N/A	0%
Design Science High	12%	0%	100%	N/A	N/A	N/A	N/A	N/A	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	82%
Dewolf High	0%	0%	N/A	N/A	N/A	N/A	N/A	N/A	11%	8%	93%	94%	N/A	N/A	N/A	N/A	0%
Duncan Polytechnical High	35%	30%	78%	83%	N/A	N/A	N/A	N/A	100%	100%	87%	78%	14%	12%	99%	95%	47%
Edison High	49%	51%	85%	78%	N/A	N/A	N/A	N/A	37%	40%	95%	84%	N/A	N/A	N/A	N/A	59%
Fresno High	3%	3%	76%	47%	86%	87%	77%	62%	18%	23%	94%	83%	5%	6%	78%	61%	32%
Hoover High	27%	24%	84%	70%	N/A	N/A	N/A	N/A	30%	36%	94%	73%	N/A	N/A	N/A	N/A	33%
JE Young Academic High	1%	1%	100%	0%	N/A	N/A	N/A	N/A	4%	5%	100%	85%	N/A	N/A	N/A	N/A	8%
McLane High	28%	22%	83%	73%	N/A	N/A	N/A	N/A	24%	21%	91%	90%	8%	5%	85%	66%	35%
Patino Entrepreneurship High	23%	28%	90%	77%	N/A	N/A	N/A	N/A	71%	71%	91%	78%	N/A	N/A	N/A	N/A	52%
Roosevelt High	23%	24%	86%	76%	N/A	N/A	N/A	N/A	23%	25%	93%	83%	N/A	N/A	N/A	N/A	31%
Sunnyside High	27%	27%	83%	77%	N/A	N/A	N/A	N/A	21%	26%	93%	77%	N/A	N/A	N/A	N/A	41%

AP Enrollment and Grades are looking at data for 9th-12th grade students for that specific academic year.

IB Enrollment and Grades are looking at data for 11th-12th grade students at Fresno High for that specific academic year. Enrollment data includes CP and DP courses.

CTE Capstone Enrollment and Grades are looking at 11th-12th grade students for that specific academic year.

Military Science Enrollment and Grades are looking at data for 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year.

The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

A-G on-track data is only available for the current year.

Created By: Equity & Access

Data Source: ATLAS

Date: January 22, 2021

College and Career Progress Quarter 3, 2020/21: By Student Group

	Enrolled in an AP Course		Passing Rates (C- or Better) in AP Courses		Enrolled in an IB Course		Passing Rates (C- or Better) in IB Courses		Enrolled in a CTE Capstone Course		Passing Rates (C- or Better) in CTE Capstone Courses		Enrolled in a Military Science Course		Passing Rates (C- or Better) in Military Science Courses	
	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Race/Ethnicity																
African American/Black	13%	14%	76%	64%	85%	89%	69%	47%	18%	23%	86%	72%	3%	5%	70%	36%
Asian	34%	34%	86%	77%	82%	95%	90%	63%	33%	32%	92%	80%	8%	9%	96%	72%
Filipino	35%	45%	81%	82%	80%	50%	100%	100%	38%	37%	86%	80%	0%	0%	N/A	N/A
Hispanic	24%	23%	78%	69%	86%	87%	78%	57%	27%	29%	86%	75%	7%	6%	91%	56%
Native American/Alaskan	21%	20%	89%	63%	83%	63%	75%	82%	16%	29%	100%	53%	12%	13%	100%	25%
Pacific Islander	24%	27%	81%	80%	83%	67%	88%	0%	30%	45%	100%	81%	5%	0%	100%	N/A
Two or More Races	29%	21%	81%	75%	89%	91%	85%	75%	25%	25%	91%	78%	6%	9%	100%	73%
White	35%	33%	88%	84%	75%	81%	77%	57%	26%	28%	89%	86%	9%	11%	92%	61%
English Learner Status																
English Learner	8%	8%	72%	57%	59%	62%	67%	52%	13%	14%	89%	65%	7%	6%	88%	47%
Redesignated	36%	36%	79%	71%	94%	95%	83%	63%	34%	36%	87%	79%	7%	6%	96%	65%
Ever English Learner	28%	27%	79%	70%	84%	85%	80%	61%	29%	30%	87%	77%	7%	6%	94%	59%
English Only	24%	22%	82%	74%	86%	88%	77%	55%	25%	27%	88%	76%	7%	7%	90%	56%
Disability Program Type																
Student w/ Disability	2%	3%	72%	58%	38%	44%	48%	31%	12%	13%	82%	66%	8%	9%	87%	38%
DIS	14%	18%	91%	63%	0%	50%	N/A	0%	23%	27%	100%	89%	0%	6%	N/A	100%
RSP	3%	4%	66%	54%	87%	85%	52%	32%	18%	19%	83%	67%	9%	8%	91%	45%
SDC	0%	0%	N/A	N/A	6%	5%	0%	33%	3%	5%	67%	55%	6%	9%	79%	27%
504	23%	17%	81%	72%	100%	92%	73%	50%	31%	29%	81%	69%	10%	12%	91%	67%
Student Group																
Foster Youth	3%	6%	71%	74%	88%	73%	67%	13%	6%	7%	100%	80%	9%	10%	100%	25%
Homeless	8%	6%	80%	33%	75%	71%	100%	0%	15%	18%	100%	100%	12%	3%	100%	100%
Socioeconomically Disadvantaged	23%	23%	78%	69%	86%	86%	78%	56%	26%	28%	87%	75%	7%	7%	91%	55%

AP Enrollment and Grades are looking at data for 9th-12th grade students for that specific academic year.

IB Enrollment and Grades are looking at data for 11th-12th grade students at Fresno High for that specific academic year. Enrollment data includes CP and DP courses.

CTE Capstone Enrollment and Grades are looking at 11th-12th grade students for that specific academic year.

Military Science Enrollment and Grades are looking at data for 9th-12th grade students at Duncan Polytechnical High, Fresno High and McLane High for that specific academic year.

The letter grade data includes duplicate students as students receive multiple grades for multiple courses.

Created By: Equity & Access

Data Source: ATLAS

Date: April 23, 2021

Fresno Unified School District
Board Communication

BC Number EA-3

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kristi Imberi-Olivares, Director
Cabinet Approval: Lindsay Sanders

Date: April 23, 2021

Phone Number: 457-3896

Lindsay Sanders (Apr 22, 2021 11:18 PDT)

Regarding: Differentiated Assistance and Comprehensive Support and Improvement in Fresno Unified School District Update

The purpose of this communication is to provide the Board updated information regarding the district's ongoing work with foster youth, homeless students, and students with disabilities, the student groups identified for differentiated assistance, as well as supports for schools identified as Comprehensive Support and Improvement (CSI) sites. As a reminder, in March 2020, our State declared that schools identified for CSI or Additional Targeted Support and Improvement (ATSI) in 2019/20 will keep that status in 2020/21 and will continue to receive support and adhere to their improvement plans. In addition to not identifying any new/additional school sites that need comprehensive support and intervention in 2020/21, our State agreed to also not identify any new school districts or student groups for differentiated assistance in 2020/21. School districts and schools will continue to receive assistance through 2020/21 if they were already identified based on the 2019 Dashboard.

Foster youth, homeless students, and students with disabilities were identified as the student groups in differentiated assistance with two or more red indicators. Foster youth and students with disabilities have two red indicators for Graduation and the College and Career Indicator (CCI). Homeless students have two red indicators in chronic absenteeism and suspension rates. In addition, fifteen school sites were identified as CSI: Addicott, Ahwahnee Middle School, Cambridge High School, DeWolf High School, Heaton Elementary School, King Elementary School, Lowell Elementary School, Phoenix Elementary School, Phoenix Secondary, Scandinavian Middle School, Tehipite Middle School, Tenaya Middle School, Terronez Middle School, Webster Elementary School, and Yosemite Middle School.

To address differentiated assistance for students with disabilities, the Special Education Department and seven comprehensive high schools have continued to collaborate with Fresno County Superintendent of Schools (FCSS) and West Ed as part of a Network Improvement Community (NIC) to continue digging into special education student's low performance on the indicators for Graduation and the College and Career Indicator (CCI). Special Education and College and Career Readiness continue to work collaboratively to build the capacity of high school counselors by providing professional learning on the counselor's role as part of the IEP Team. This collaboration has also improved a systematic problem of practice of low enrollment of students with disabilities in CTE Programs. The Special Education Department continued the partnership with The New Teacher Project (TNTP) to support district and school leaders will be aligned in their shared commitment to Inclusive Education and RIM's service to sites will facilitate the visible and continuous improvement of practices related to Inclusive Education.

To address differentiated assistance for foster and homeless youth, the Department of Prevention and Intervention, Equity and Access, and College and Career Readiness have formed a cross-departmental

team and partnered with FCSS to apply an improvement science approach centered on continuous inquiry and learning. The team identified the problem of practice as being the need to develop a district wide protocol for identification and enrollment of foster and homeless students. The intended outcome of the protocol is to remove barriers of immediate enrollment and access to social emotional support and additional resources. If students are identified upon enrollment, it will allow sites and Project ACCESS to monitor foster and homeless youth early and identify any barriers to graduation as well as monitor attendance and suspension rates. During this semester, the team is focused on developing and implementing an aligned process and standardized protocol for foster and homeless identification and enrollment. Our next steps involve communicating with school sites and stakeholders regarding the necessary changes to the current enrollment process.

During this time of constant change, CSI schools continue to pivot, lean-in, and grow through the Cycle of Continuous Improvement. Based on the research and data, CSI sites progressed from Root Cause Analysis and Focus on Theory of Action (what are some theories we have about addressing the Root Cause/Problem), to focusing on Aim & Driver (based on the theories, what are some goals that we can set to address the problem) and Change Ideas (based on aims and drivers, what are some ideas for changes that we can test).

The attached infographic includes an update on actions that are being implemented for differentiated assistance for foster students, homeless students, and students with disabilities, as well as an update on actions being taken for CSI. CSI actions include: Bridge, Debrief, Research Plan, Problem of Practice, Root Cause Analysis, Theory of Action, and Leadership Collaborative Meetings and meetings with site administrators to discuss next steps/processes sites can use with their ILT and/or Climate and Culture Teams to delve deeper in their data/problem of practice. Also included with this communication is a school-level report for these metrics.

If you have further questions or require additional information, please contact Lindsay Sanders at (559) 457-3471

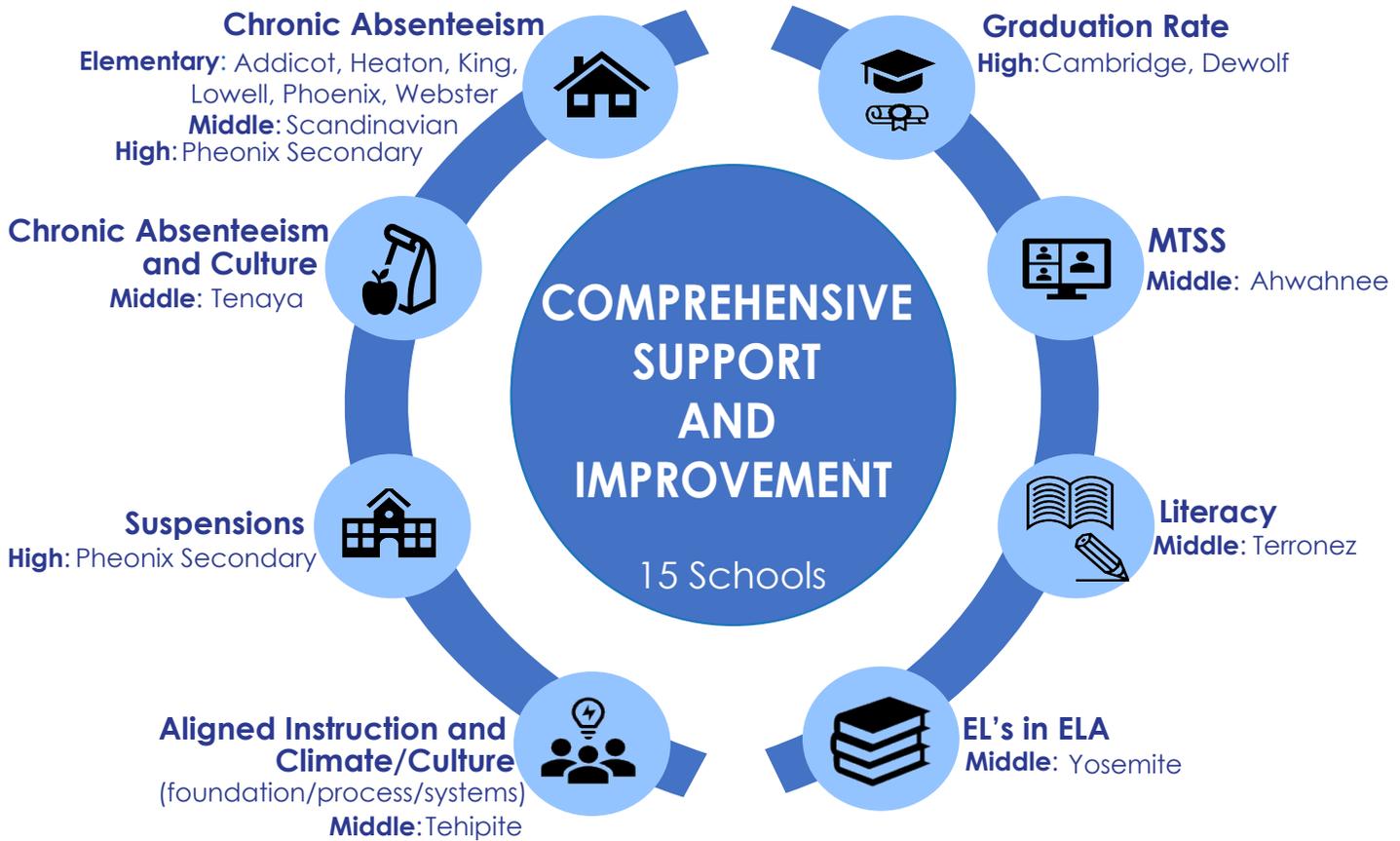
Approved by Superintendent
Robert G. Nelson Ed.D.



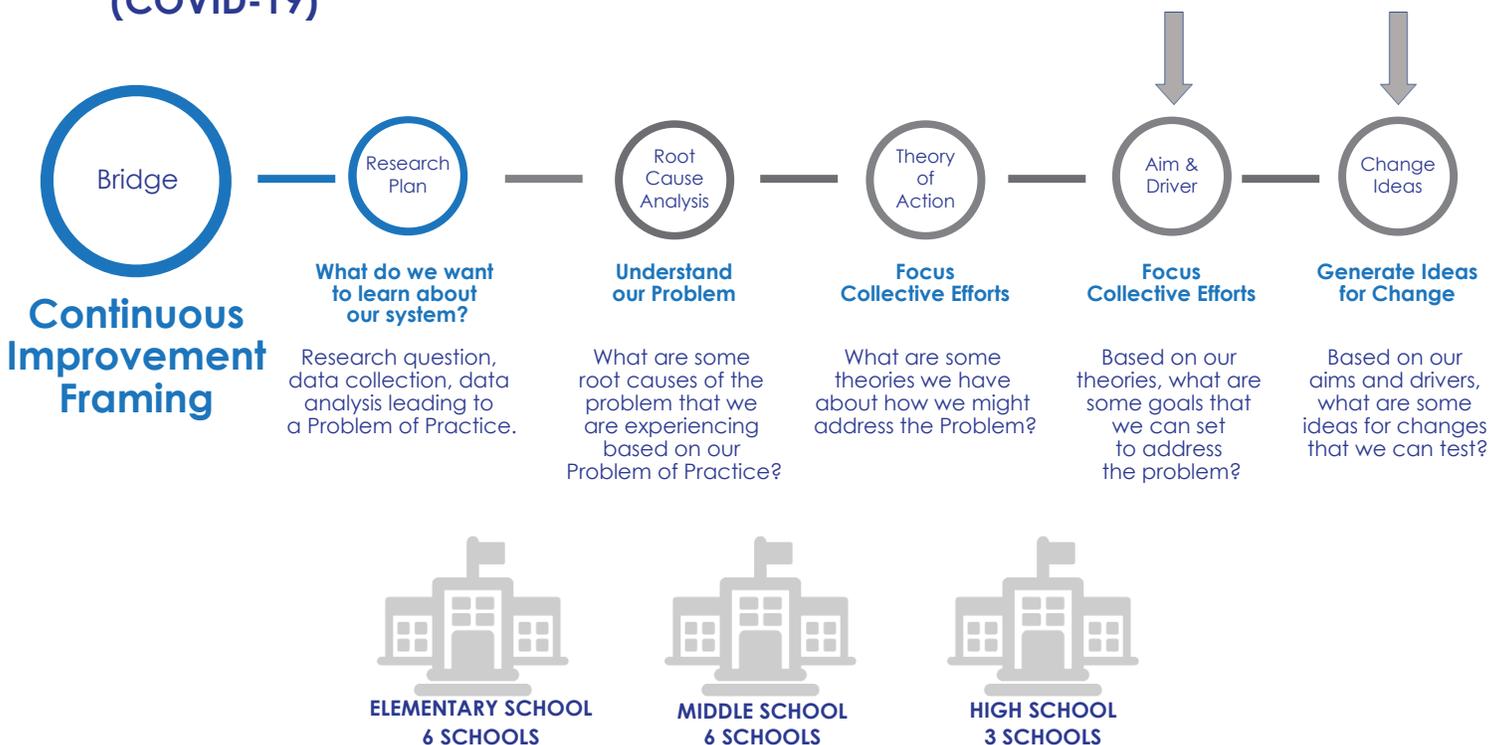
Date: 04/23/21

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

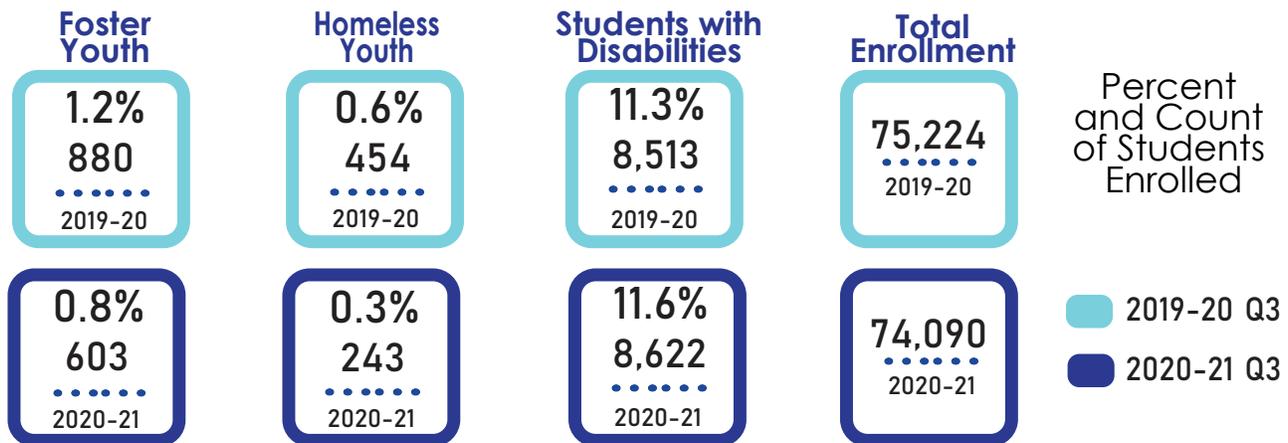
Sites Area of Focus



COMPREHENSIVE SUPPORT AND IMPROVEMENT PROCESS (COVID-19)



DIFFERENTIATED ASSISTANCE -- A District Focus



Foster & Homeless Youth 2020-21

Goal 1:

- By Spring of the 2020/21 school year, a written business process and standardized protocol will be developed for identification and enrollment for Foster and Homeless students within Fresno Unified.

Goal 2:

- By August 2021, a written business process and standardized protocol will be implemented district wide for identification and enrollment of Foster and Homeless students within Fresno Unified.

Planned Actions:

- By Spring of 2021, develop a business process and standardized procedures for enrollment of Foster and Homeless students as measured by written policies and procedures that include clarity around roles and responsibilities to support student success.
- Within the 2020/21 school year, identify a school site to pilot the draft procedures as measured by a process of Plan, Do, Study, Act (PDSA) cycle.
- By Fall 2021/22, implement the adopted written procedures district wide as measured by the identified monitoring system and process.

Homeless students to participate in a small cohort return to school:

- Project ACCESS staff conducted phone calls to all known homeless and foster students to notify them of our district's return to school. The Project ACCESS team also supported with the enrollment process if the student's parent(s)/guardian expressed an interest to return to school.
- The Project ACCESS Shelter Clinical School Social Worker conducted visits to shelters and coordinated support with various shelter case managers to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in Phase 1 of students returning to school. The Project ACCESS manager contacted community partners such as Fresno County DSS to inform them of this opportunity to return to school and requested assistance informing foster parents.
- Prevention and Intervention Child Welfare Attendance Specialists conducted home visits to motels to reach all Project ACCESS families who had unsuccessful phone contact. Each family was provided the opportunity for their student(s) to participate in the first small cohort return to campus.

Foster & Homeless Youth 2020-21

Actions Completed:

- In December 2020, our cross departmental team completed the Differentiated Assistance Action Plan that includes action items, ownership, timelines, and monitoring cycles.
- In January 2020, the Fresno County Superintendent of Schools provided differential assistance (DA) to FUSD and created a task force which includes: College and Career Readiness (CCR), Department of Prevention and Intervention (DPI), Equity and Access, and representatives from the Fresno County Superintendent of Schools Foster Youth Department, and Fresno County Department of Social Services.
- Monthly meetings were held from January 2020 through August 2020 and are continuing to be conducted during the 2020/2021 school year. The task force leadership is made up of Nancy Witrado, Director of CCR, Tumani Heights, Project Access Manager II, and Fresno County Superintendent of Schools DA team.
- From January 2020 through March 2020 there was progress monitoring and analyzing of qualitative and quantitative data which included
- During March and April of 2021, our cross departmental team completed a draft of the enrollment process for foster youth. Internal district stakeholders were asked to provide recommendations to the draft which our team is in the process of reviewing.
- During March and April of 2020, the team conducted a causal analysis of existing barriers within the system and determined three primary barriers including: a lack of a clearly defined standardized identification and enrollment process, lack of staff training, and lack of communication across the system.
- 547 phone calls were made to foster youth students and their families to inquire of their interest in participating in Phase 1 of students returning to school. We have a total of 218 foster students who have returned to on-campus instruction
- Demographic; cohort tracking, ethnicity, student group,
- Perception data: Empathy Interviews across the system and protocols to solicit user voice
- Process data; current district protocols enrollment forms and identification process, education code, Dashboard business rules.
- From January 2020 through March 2020 there was progress monitoring and analyzing of qualitative and quantitative data which included: Student outcome: suspension, absenteeism, academic, career readiness.

Special Education 2020-21

Department Network Improvement Community (NIC)

Differentiated Assistance Goal:

- Improve outcomes for ALL students by using improvement science to develop people to solve problems and improve performance! The seven comprehensive FUSD high schools have committed to becoming a NIC. Nics bring diverse expertise to bear on specific problems of practice, and what is learned in one and tested in other contexts

Differentiated Assistance Vision:

- Further develop our knowledge and skills to lead improvement outcomes for students with disabilities related to graduation rate and college/career readiness.

Differentiated Assistance Actions Completed:

- Collaboratively created a distinct aim focused on improving college/career readiness student outcomes.
- Identify and define drivers focused on access to high quality instruction and inclusiveness practices.
- At each high school, narrow to one change idea. Test ideas using PDSA cycles

Special Education

2020-21

Differentiated Assistance Goals:

Goal #1: By the end of school year 2020-21, all FUSD students will be provided the conditions to be college, career, and community ready, as measured by:

- At least 61% of students with IEPs receiving Special Education services will receive 80% or more of their education in the General Education classroom.
- Less than 17.5% of students with IEPs receiving Special Education service will spend less than 40% of their education in the General Education classroom.
- The overall gap between outcomes for students with and without disabilities will be significantly reduced.

Goal #2: RIMs will understand their strengths and opportunities as they relate to providing service to sites, with a focus on Inclusive Practices.

- By the end of the 2020-21 school year, 100% of RIMs will provide a body of evidence to support their self-assessment of skills related to providing sites with services that improve Inclusive

Goal #3: All schools have successfully put into place the foundations for practicing Inclusive Education.

- By the end of the 2020-21 school year, 100% of schools will identify strengths, needs and a plan of action for improving foundational inclusive practices (Practices A, E, and G) by partnering with their RIM and using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice A (A clear and Consistent Vision and Vocabulary for Inclusive Schools) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice E (Staffing & Scheduling) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education.
- By the start of the 2021-22 school year, 100% of schools will be "On Track" for practice G (Social Inclusion) as measured by RIMs and school leaders, using the Assessment of School Practices Related to Inclusive Education

Differentiated Assistance Planned Actions:

- Begin 2nd phase of PDSA cycles. Consult one-on-one with school site coaches by the end of June. Discuss what worked and areas that may need changes.
- Identify and define drivers focused on access to high quality instruction and inclusiveness practices.
- RIMs will understand their strengths and opportunities as they relate to providing service to sites, with a focus on Inclusive Practices.
- RIMs provide high quality service to sites, with a focus on practices related to Inclusive Education
- Narrow the change ideas down and have each high school test one change idea. review the results to the change idea using ideas using PDSA cycles
- All schools adopt the Inclusion Assessment tool as the method for making inclusive practices visible.
- All schools have a plan for successfully putting into place the Foundations for practicing Inclusive Education.
- Begin 2nd phase of PDSA cycles. Consult one-on-one with school site coaches by the end of June. Discuss what worked and areas that may need changes.



Fresno Unified School District
Board Communication

BC Number HR-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Idsvoog, Chief of Human Resources
Cabinet Approval: *Paul Idsvoog*

Date: April 23, 2021

Phone Number: 457-3548

Regarding: School Social Workers

The purpose of this communication is to provide the Board information regarding School Social Workers. The District currently employs 52 Clinical/Non-Clinical School Social Workers for the 2020/21 school year.

For detailed information, please refer to the table below.

Job Titles	Current Employees
Clinical School Social Worker	42
School Social Worker	10
Total	52

If you have any questions or require additional information, please contact Paul Idsvoog at 457-3548.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 04/23/21

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Karin Temple, Chief Operating Officer
Cabinet Approval: 

Date: April 23, 2021

Phone Number: 457-3134

Regarding: Nutrition Services – Cost of Milk

The purpose of this communication is to provide the Board a response to an inquiry at the April 21, 2021 Board meeting regarding students paying for milk if they do not choose to receive a full school meal. Under USDA Child Nutrition Program requirements for reimbursable meals, all meal components must be included. Breakfast and lunch are comprised of five meal components including milk. For the district to receive state and federal reimbursements, the complete meal must be served. Milk provided by itself is not reimbursable and cannot be supported by the Cafeteria Fund.

To enable the district to provide milk free of charge to students who choose not to receive a full meal, the Nutrition Services Department budget recommendation will include a general fund allocation to support the cost.

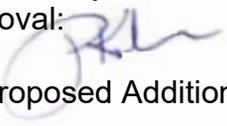
If you have questions or need further information, please contact Amanda Harvey at 457-6278 or Karin Temple at 457-3134.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 04/23/21

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Executive Officer & Heather Allen
Cabinet Approval: 

Date: April 23, 2021

Phone Number: 457-3896

Regarding: Proposed Additional Middle School & Alternative Education Counseling Positions

The purpose of this communication is to provide information to the Board regarding additional school counselor positions for the 2021/22 school year. This Board Communication is being presented at the request of the Board.

As part of the comprehensive counseling and guidance program, school counselors provide support in three domains: academic, career, and social/emotional to students in grades seven through twelve at all secondary schools in Fresno Unified. The College & Career Readiness team has reviewed all counselor caseload ratios and recommends the following for 2021/22 school year:

- Addition of 2.0 Full Time Equivalent (FTE) for middle school counselors at school sites where the projected enrollment is greater than 600 and where Unduplicated Pupil Percentage (UPP) is less than or equal to 90%
- 2.0 FTE for additional school counselors for alternative education school sites dedicated fully to counseling support to students and families at the ratio of less than 300:1
- Addition of a 1.0 FTE head counselor to oversee the team of all alternative education school counselors

The addition of 2.0 FTE counselors at the middle school level will maintain the current staffing ratio of 500:1 or fewer students per counselor across all middle school sites, decrease caseload ratios at four middle schools (Fort Miller, Tioga, Terronez, and Yosemite Middle Schools), and increase targeted services to students. Currently, these four sites have the highest caseload ratios of all middle schools serving students with an UPP greater than 90% and have school counselors who share/split their time between two separate schools. The additional counseling supports at the above-mentioned schools will greatly support the academic, career, and social/emotional development needs of their students.

The recommendations above also include one additional counselor for JE Young and Cambridge High Schools (1.0 FTE for each school). These recommendations were made in response to the types and nature of support that counselors must provide at our alternative education sites and the increased need for credit recovery for students who are at most risk of not graduating from high school.

Additionally, demand on our alternative education counselors has increased as they support students from all comprehensive high schools in accessing virtual credit recovery options offered beyond the traditional school day and school year through alternative education opportunities. Typical student caseloads are based on student enrollment at their own school site and do not reflect the additional student supports required to ensure access to credit recovery options. The proposed head counselor position (1.0 FTE) will focus on our alternative education sites, provide training, support and skilled supervision for alternative education counselors at JE Young, Cambridge, DeWolf, and Phoenix, and help oversee Edgenuity placement and credit transcription processes.

Additional information on current and proposed school counselor caseload ratios for all secondary sites is attached.

If you have further questions or require additional information, please contact Jeremy Ward at (559) 248-7465.

Approved by Superintendent
Robert G. Nelson Ed.D. 

Date: 04/23/21

School Site	2020/21 Unduplicated Pupil Percentage	2021/22 Enrollment Projection 7-8
Ahwahnee Middle School	86.88%	711
Baird Middle School 5-8 (serving 7-8)	43.52%	282
Bullard Talent K-8 (serving 7-8)	54.40%	186
Computech Middle School	69.13%	825
Cooper Middle School 6-8 (serving 7-8)	86.68%	413
Fort Miller Middle	96.22%	691
Gaston Middle School	96.60%	756
Hamilton K-8 (serving 7-8)	87.97%	278
Kings Canyon Middle School	95.88%	844
Scandinavian Middle School	95.37%	776
Sequoia Middle School	96.47%	845
Tehipite Middle School	96.88%	476
Tenaya Middle School	72.52%	755
Terronez Middle School	91.37%	628
Tioga Middle School	91.71%	692
Wawona Middle School	83.10%	318
Yosemite Middle School	97.34%	687
Total		10,163

Current Staffing	
2021/22 School Counselors	2021/22 Counselor Ratio
2.00	356
0.60	470
0.40	465
2.00	413
1.00	413
1.60	432
2.00	378
0.80	348
2.00	422
2.00	388
2.00	423
1.20	397
2.00	378
1.40	449
1.40	494
1.00	318
1.60	429
25.00	

Proposed Staffing		
2021/22 School Counselors	2021/22 Counselor Ratio	Difference
2.00	356	0.00
0.60	470	0.00
0.40	465	0.00
2.00	413	0.00
1.00	413	0.00
2.00	346	0.40
2.00	378	0.00
0.80	348	0.00
2.00	422	0.00
2.00	388	0.00
2.00	423	0.00
1.20	397	0.00
2.00	378	0.00
2.00	314	0.40
2.00	346	0.60
1.00	318	0.00
2.00	344	0.60
27.00		2.00

Other High Schools	2020/21 Unduplicated Pupil Percentage	2021/22 Enrollment Projection
Cambridge High School	95.20%	514
Dewolf High School	90.81%	183
JE Young Independent Study*	90.47%	331
Phoenix Secondary	97.73%	50
Alternative Education Department		
Total		1,078

Current Staffing	
2021/22 School Counselors	2021/22 Counselor Ratio
1.00*	514
1.00	183
1.00	331
1.00	50
1.00	
5.00	

Proposed Staffing		
2021/22 School Counselors	2021/22 Counselor Ratio	Difference
2.00	256	1.00
1.00	183	
2.00	164	1.00
1.00	39	
1.00		
7.00		2.00

Annual Enrollment			
Total Students 2019/20	New Ratio	Total Students 2020/21	New Ratio
767	383.50	506	253.00
802	401.00	639	319.50
1569		1145	

*Currently, the Guidance Learning Advisor at Cambridge supports counseling in addition to other work. This change would provide 2 dedicated, full-time School Counselors to Cambridge.

Comprehensive High School	2020/21 Unduplicated Pupil Percentage	2021/22 Enrollment Projection
Bullard High School	60.13%	2,380
Edison High	78.95%	2,479
Fresno High	90.06%	2,043
Hoover High	84.30%	2,014
McLane High	95.36%	1,834
Roosevelt High	92.20%	2,181
Sunnyside High	88.47%	2,821
Total		15,752

Current Staffing	
2021/22 School Counselors	2021/22 Counselor Ratio
8.00	298
8.00	310
7.00	292
6.00	336
6.00	306
7.00	312
9.00	313
51.00	

Proposed Staffing		
2021/22 School Counselors	2021/22 Counselor Ratio	Difference
8.00	298	0.00
8.00	310	0.00
7.00	292	0.00
6.00	336	0.00
6.00	306	0.00
7.00	312	0.40
9.00	313	0.00
51.00		0.00

*Counselor Ratio does not include Head Counselor

Non-Boundaried High School	2020/21 Unduplicated Pupil Percentage	2021/22 Enrollment Projection
Duncan PolyTech High	89.30%	1,220
Design Science	64.66%	266
Phillip J Patino	81.44%	290
Total		1,776

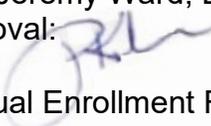
Current Staffing	
2021/22 School Counselors	2021/22 Counselor Ratio
3.00*	407
1.00	266
1.00	290
5.00	

Proposed Staffing		
2021/22 School Counselors	2021/22 Counselor Ratio	Difference
3.00	136	0.00
1.00	266	0.00
1.00	290	0.00
5.00		0.00

*Counselor Ratio includes Head Counselor
Specialty school receive additional supports tailored to their site specialty program

Fresno Unified School District
Board Communication

BC Number SL-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jeremy Ward, Executive Officer
Cabinet Approval: 

Date: April 23, 2021

Phone Number: 457-3896

Regarding: Dual Enrollment Resolution

The purpose of this communication is to update the Board on the progress and status of developing a resolution in support of equitable expansion of dual enrollment within the Fresno Unified School District. On Wednesday March 03, 2021, trustees from Fresno Unified School District and Fresno City College met together in a joint Board Workshop to discuss recent dual enrollment outcomes for students of Fresno Unified School District. This joint Board Workshop provided trustees and members of our community a chance to learn more about current dual enrollment opportunities being offered and to provide feedback towards a vision for equitable dual enrollment expansion.

At the conclusion of the March 03, 2021 joint Board Workshop, Fresno Unified and Fresno City College (FCC) trustees were presented with recommended next steps to support dual enrollment expansion. One of the recommendations was to create a Dual Enrollment Resolution that would be presented to both Fresno Unified and FCC trustees to memorialize the collective commitment towards equitable expansion.

Special effort is being made to include student and parent voices in the creation of the proposed Dual Enrollment Resolution. Input from local community groups and staff members from both Fresno Unified and Fresno City College will also be included in the draft. We anticipate bringing a proposed Dual Enrollment Resolution before the Board for review and approval during the 2021 year.

If you have further questions or require additional information, please contact Jeremy Ward at (559) 248-7465.

Approved by Superintendent 
Robert G. Nelson Ed.D. _____

Date: 04/23/21