



YSO Survey Findings

Beaverton School District
2025 Survey

April 2025

Contents

Data Overview

Elementary Student YSO Survey Analysis

Middle School Student YSO Survey Analysis

High School Student YSO Survey Analysis

Parent/Guardian YSO Survey Analysis

School Staff YSO Survey Analysis

Data Overview

This evaluation integrates data from multiple stakeholder surveys to provide a comprehensive assessment of the Youth Services Officer (YSO) program. The data processing methodology included consistent approaches across all respondent groups while addressing unique considerations for each population.

Data Collection and Integration

- **Elementary Students:** 3,998 surveys (3,823 English, 175 Spanish)
- **Middle School Students:** 4,217 surveys (4,056 English, 161 Spanish)
- **High School Students:** 2,352 surveys (2,290 English, 62 Spanish)
- **Parents/Guardians:** 3,411 surveys across multiple languages, including English, Spanish, Japanese, Chinese, Korean, Vietnamese, Russian, Arabic, and Persian
- **Staff:** 1,749 surveys across administrators (83), licensed staff (890), classified staff (614), and substitutes (162)

Data Processing Techniques

- **Standardization:** Response formats were standardized across languages and respondent groups while preserving unique response patterns.
- **Data Cleaning:** Missing or invalid data points were identified and handled appropriately for each dataset, with survey rows containing missing responses removed.
- **Statistical Analysis:** Quantitative responses were analyzed using consistent metrics across groups.
- **Thematic Analysis:** Qualitative responses underwent systematic coding to identify recurring themes and patterns.
- **Demographic Cross-Tabulation:** Results were systematically analyzed by demographic variables, including race/ethnicity, gender, LGBTQ+ identity, staff role, and years of experience.
- **Privacy Protection:** All analyses maintained respondent anonymity, particularly for small demographic groups.

Data Processing Techniques

- **Standardization:** Response formats were standardized across languages and respondent groups while preserving unique response patterns.
- **Data Cleaning:** Missing or invalid data points were identified and handled appropriately for each dataset, with survey rows containing missing responses removed.
- **Statistical Analysis:** Quantitative responses were analyzed using consistent metrics across groups.
- **Thematic Analysis:** Qualitative responses underwent systematic coding to identify recurring themes and patterns.
- **Demographic Cross-Tabulation:** Results were systematically analyzed by demographic variables, including race/ethnicity, gender, LGBTQ+ identity, staff role, and years of experience.
- **Privacy Protection:** All analyses maintained respondent anonymity, particularly for small demographic groups.

Methodological Considerations by Group

Elementary Students

- Special attention to age-appropriate interpretation of responses
- Consideration of developmental factors in understanding safety concepts
- Accommodation for natural language barriers for elementary-age respondents in open-ended questions

Middle School Students

- Careful attention to translation equivalence between English and Spanish responses
- Response patterns analyzed with consideration of early adolescent developmental stage
- Analysis of LGBTQ+ identity as a specific demographic variable

High School Students

- Consideration of increased capacity for nuanced opinion formation
- Analysis of potential privacy concerns affecting response patterns
- Adjustment for apparent data processing limitations in certain response categories

Parents/Guardians

- Multilingual response integration challenges
- Analysis of potential cultural factors influencing perceptions
- Special consideration for varying response rates across questions
- Integration of rich qualitative feedback with quantitative metrics

Staff

- Role-specific response analysis considering varied responsibilities
- Experience-level comparisons across multiple metrics
- Analysis of potential professional biases based on position responsibilities
- Integration of operational expertise into recommendation development

This methodological framework ensures rigorous, consistent analysis while honoring the unique perspectives and considerations of each stakeholder group, providing a foundation for evidence-based program recommendations.

Elementary Student YSO Survey Analysis

Overview

The elementary student survey (n=3,667) reveals a significant visibility and engagement gap with Youth Services Officers (YSOs), despite generally positive perceptions among those who have formed opinions. With nearly three-quarters of elementary students reporting either no YSO encounters or uncertainty about past interactions, the data points to a critical awareness deficit that affects all other perception metrics.

Demographic Profile of Respondents

The elementary student survey (n=3,667) reveals a significant visibility and engagement gap with Youth Services Officers (YSOs), despite generally positive perceptions among those who have formed opinions. With nearly three-quarters of elementary students reporting either no YSO encounters or uncertainty about past interactions, the data points to a critical awareness deficit that affects all other perception metrics.

Before examining the survey findings, it's important to understand the demographic composition of the elementary survey respondents. Table 1 presents the race/ethnicity distribution of respondents.

Figure 1: Race/Ethnicity Distribution of Elementary Respondents (n=3,667)

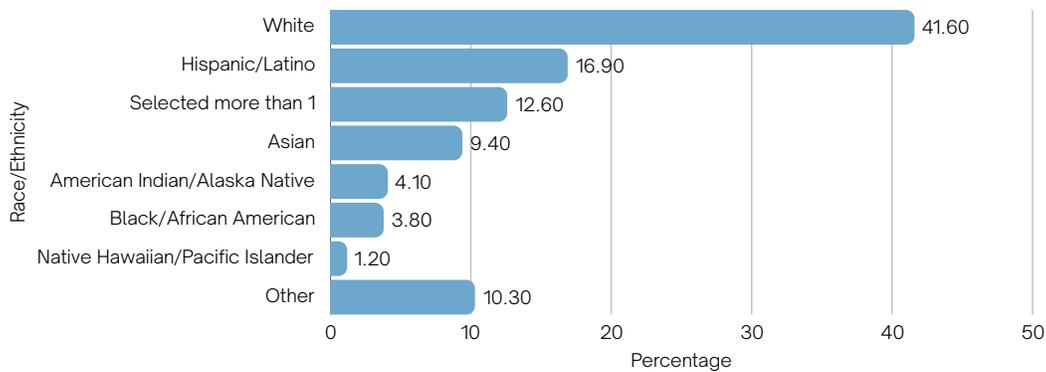
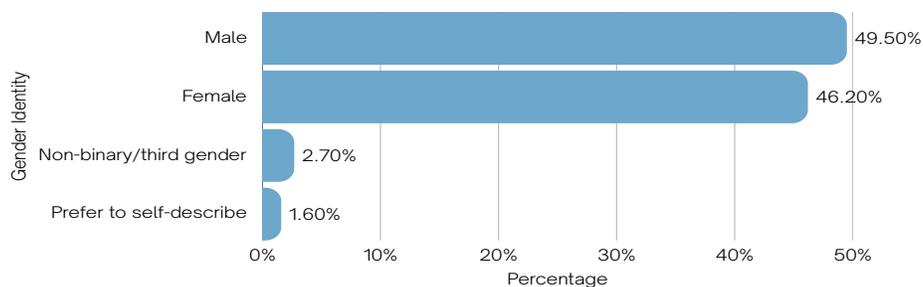
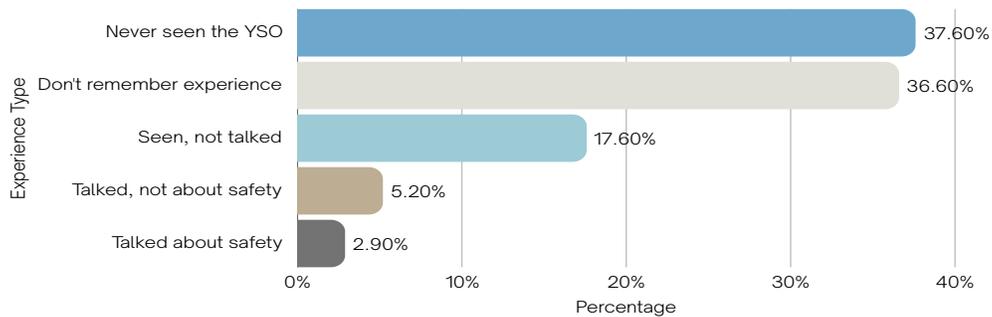


Figure 2: Gender Identity Distribution of Elementary Respondents (n=3,851)



Experience Patterns

Figure 3: Elementary Student YSO Experiences (n=3,925)



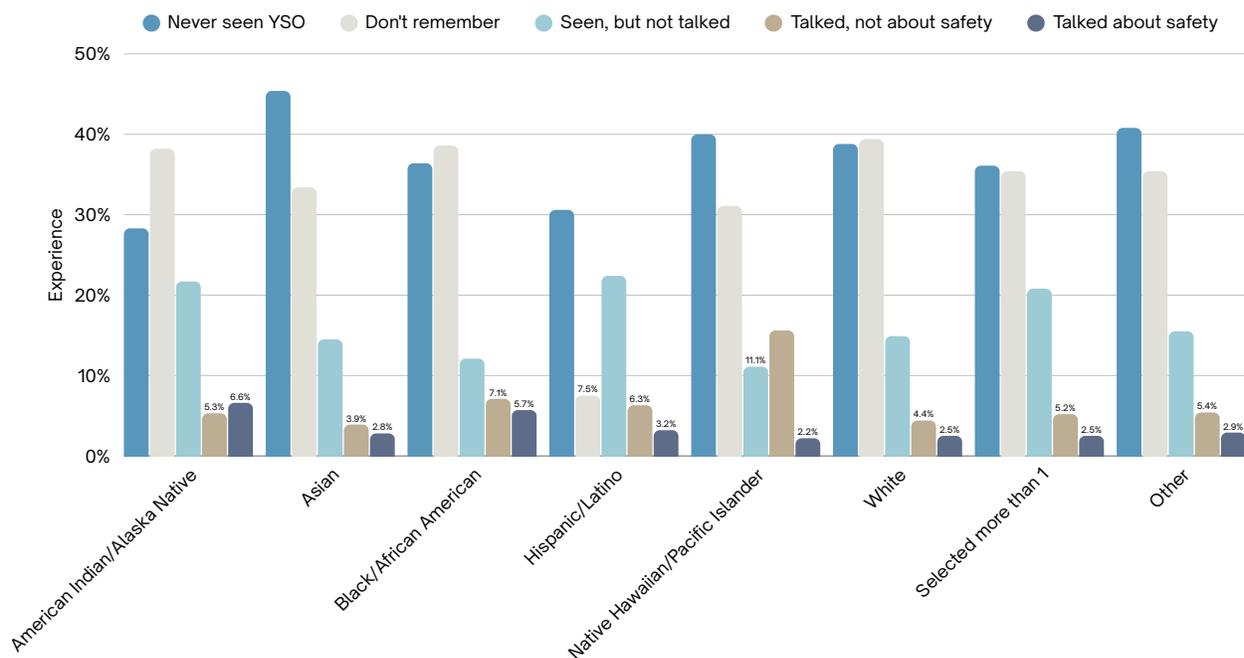
The elementary experience data demonstrates a significant visibility and engagement gap with YSOs. A substantial 74.2% of students report limited awareness, having either never seen a YSO (37.6%, n=1,477) or being unable to remember any interactions (36.6%, n=1,438). Among those with some awareness, 17.6% (n=691) have seen but not spoken with YSOs, while only 8.1% (n=319) report any verbal interaction.

Key Findings

- 74.2% report limited to no YSO awareness (37.6% never seen, 36.6% don't remember).
- 17.6% have seen but not interacted with YSOs.
- 8.1% report verbal interaction.
- Only 2.9% have discussed safety issues with YSOs despite safety being the primary YSO function.
- Meaningful verbal interaction remains limited to a small minority of students.

Experience with YSOs by Race/Ethnicity

Figure 4: Elementary Student YSO Experience by Race/Ethnicity (n=3,667)



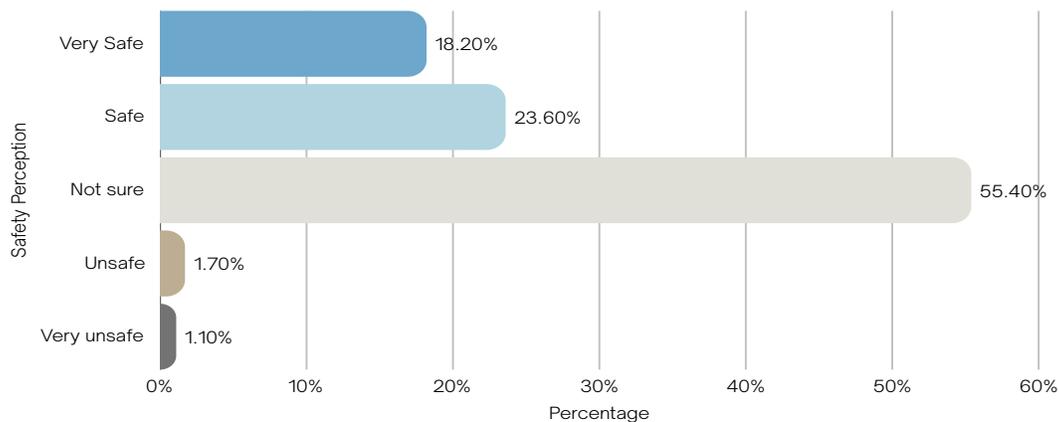
The cross-tabulation of student experiences with YSOs by race and ethnicity reveals several noteworthy patterns:

- American Indian/Alaska Native students report the highest rates of safety discussions with YSOs (6.6%) and relatively high rates of seeing YSOs without verbal interaction (21.7%).
- Asian students show the highest rates of "never seen" responses (45.4%) and relatively low safety-related conversations (2.8%).
- Black/African American students have a higher percentage of verbal interaction (12.8% combined for safety and non-safety conversations) compared to the overall average (8.1%).
- Hispanic/Latino students show slightly higher rates of meaningful YSO interaction (9.5% combined) and high rates of seeing YSOs without verbal interaction (22.4%).
- Native Hawaiian/Pacific Islander students had the highest percentage of non-safety conversations with YSOs (15.6%) but low safety-related interactions (2.2%).
- White students show higher rates of limited awareness (78.2% combined "never seen" and "don't remember") than several other groups.

These patterns suggest that while limited YSO visibility is universal across all demographic groups, there are meaningful disparities in interaction patterns that may warrant further attention in program implementation.

Safety Perceptions

Figure 5: Elementary Student Safety Perceptions (n=3,880)

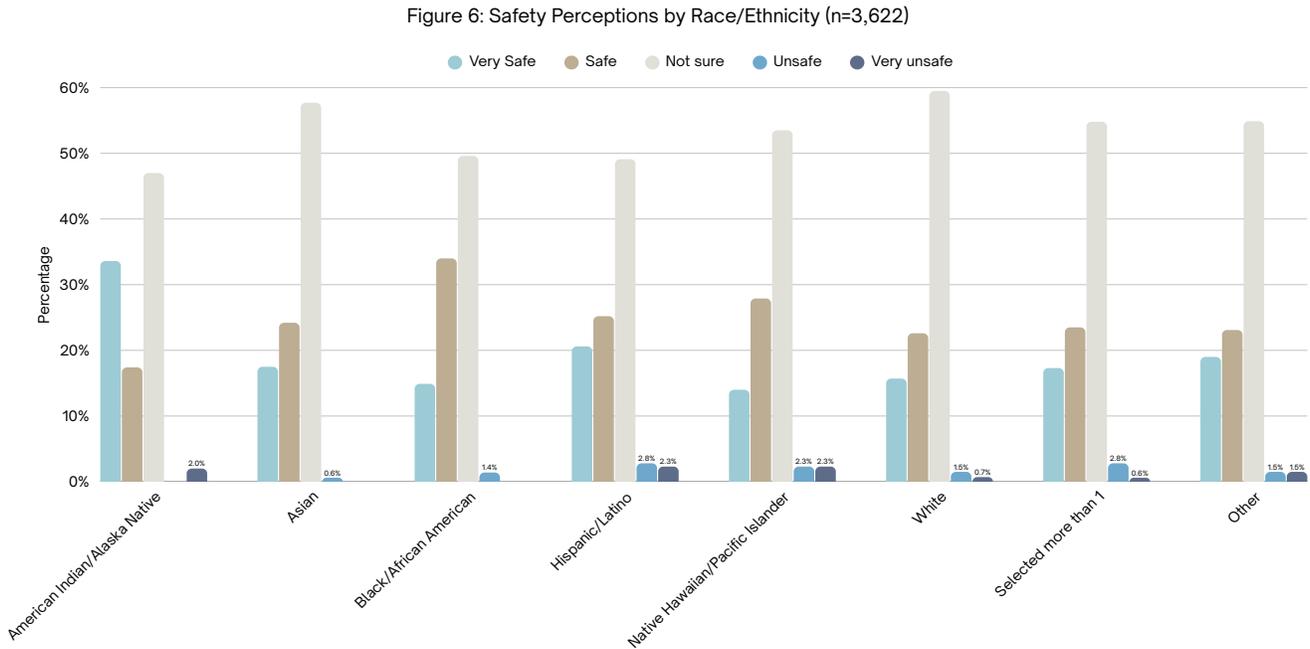


Despite limited interaction, students generally hold positive safety associations with YSOs when they do form opinions. The substantial majority (55.4%, n=2,150) reporting uncertainty about their safety feelings directly correlates with the 74.2% who report limited to no YSO interaction. However, among students who have formed safety perceptions, the sentiment is positive, with 42.0% feeling either "Very Safe" (18.2%, n=706) or "Safe" (23.6%, n=917), compared to just 2.8% reporting feeling unsafe or very unsafe (n=107).

Key Findings - Elementary Student Safety Perceptions

- 55.4% of students are uncertain about their safety feelings with YSOs.
- 42.0% feel either "Very Safe" (18.2%) or "Safe" (23.6%) with YSOs.
- Only 2.8% feel "Unsafe" (1.7%) or "Very Unsafe" (1.1%).
- The positive-to-negative ratio is approximately 15:1.

Safety Perceptions by Race & Ethnicity

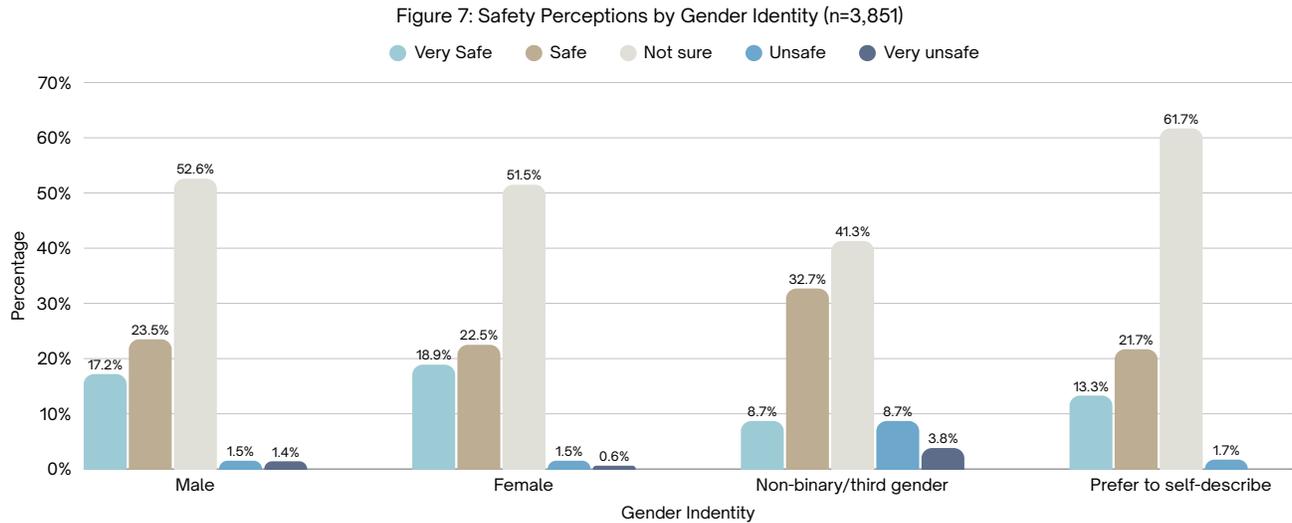


The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- American Indian/Alaska Native students report the highest combined positive perceptions (51.0% "Very Safe"/"Safe") and the highest "Very Safe" ratings (33.6%).
- Black/African American students show positive perceptions (48.9%) and relatively low uncertainty (49.6%).
- Asian students demonstrate high uncertainty rates (57.7% "Not sure") and moderate positive perceptions (41.7%).
- White students show the highest uncertainty (59.5% "Not sure") and lower positive perceptions (38.3%) compared to other groups.
- Hispanic/Latino students report the highest combined negative perceptions (5.1% "Unsafe"/"Very unsafe").
- All racial/ethnic groups maintain a strongly positive to negative ratio, though with meaningful variations (American Indian/Alaska Native students show a unique pattern with no "Unsafe" responses but 2.0% "Very unsafe" responses).

These patterns suggest that while positive perceptions predominate across all groups, there are noteworthy differences in safety perception that may reflect different experiences with and perceptions of authority figures.

Safety Perceptions by Gender Identity



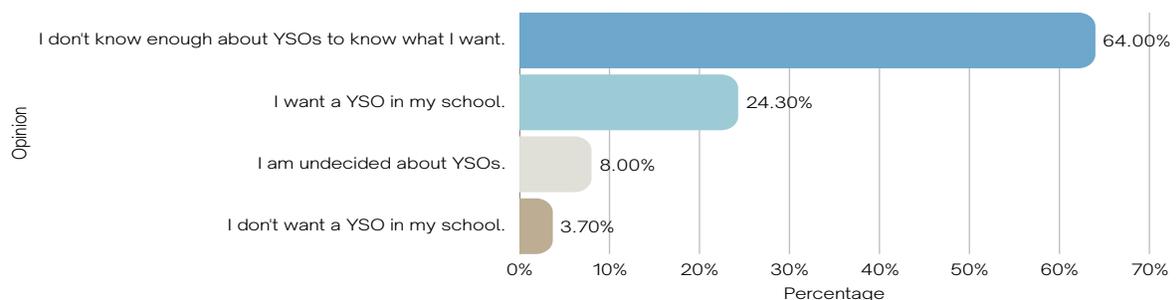
The cross-tabulation of safety perceptions by gender identity reveals significant disparities in how different student groups experience YSOs:

- Male and female students report similar rates of uncertainty (52.6% and 51.5% respectively) and positive safety perceptions (40.7% and 41.4% combined "Very Safe"/"Safe").
- Non-binary/third gender students demonstrate notably different patterns, with lower uncertainty (41.3%), slightly higher positive safety perceptions (41.4% combined), but significantly higher negative safety perceptions (12.5% combined "Unsafe"/"Very unsafe") compared to male (2.9%) and female students (2.1%).
- Students who selected "Prefer to self-describe" for gender show high uncertainty (61.7%), moderate positive perceptions (35.0%), and low negative perceptions (1.7%).
- The positive-to-negative ratio varies dramatically by gender identity: Female students (17.8:1), Male students (14.1:1), Prefer to self-describe (20.6:1), and Non-binary/third gender (3.3:1).

These findings highlight disparities in how gender-diverse students perceive YSOs compared to cisgender peers, suggesting that YSO programs may need targeted approaches to better serve all student populations.

Opinion Distribution Analysis

Figure 8: Elementary Student Opinions About YSOs (n=3,859)



The analysis of elementary student opinions about having YSOs in their schools provides evidence of both a significant knowledge gap and generally positive sentiment toward YSOs when students do form opinions. The finding that 64.0% of students "don't know enough about YSOs to know what they want" directly reinforces the awareness gap identified in the experience data.

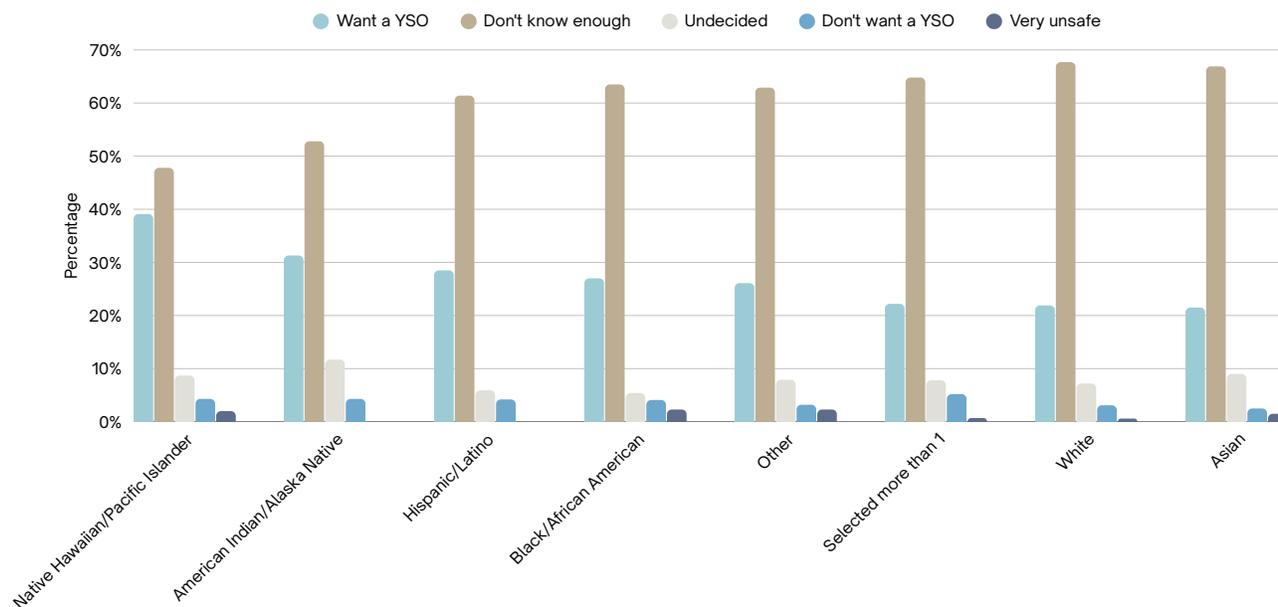
Key Findings - Elementary Student Opinions

- 64.0% don't know enough about YSOs to form an opinion.
- 24.3% explicitly want YSOs in their schools.
- 8.0% remain undecided despite having some awareness.
- 3.7% do not want YSOs in their schools.
- Among students who have formed definitive opinions (excluding both "don't know enough" and "undecided"), the positive-to-negative ratio is approximately 6.7:1.

While the majority of elementary students lack sufficient knowledge to form opinions about YSOs, those who do express clear preferences show strong support. The percentage of students explicitly wanting YSOs (24.3%) compared to those opposing YSOs (3.7%) suggests that when students have sufficient information to form opinions, they tend to view YSOs favorably.

Opinion Distribution by Race & Ethnicity

Figure 9: Elementary Student Opinions About YSOs by Race/Ethnicity (n=3,859)



The cross-tabulation of student opinions about YSOs by race/ethnicity reveals several notable patterns:

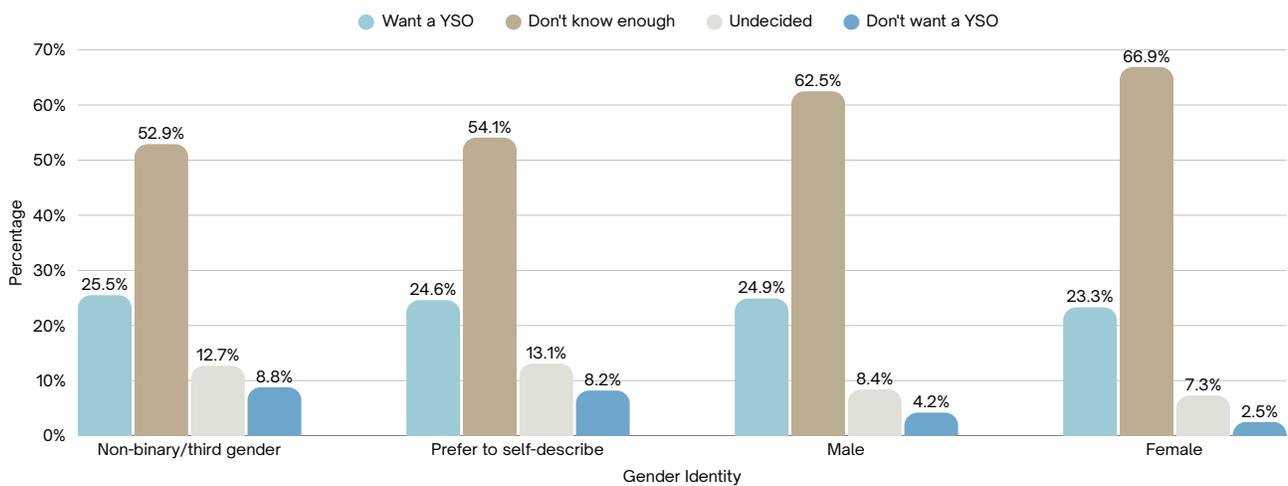
- Native Hawaiian/Pacific Islander students show the highest explicit support for YSOs (39.1%) with moderate opposition (4.3%).
- American Indian/Alaska Native students also demonstrate high support (31.3%) with moderate opposition (4.3%).
- Hispanic/Latino students show strong support (28.5%) with moderate opposition (4.2%).
- Black/African American students express solid support (27.0%) with similar opposition (4.1%).

- Students who selected "Other" as their race/ethnicity show relatively high support (26.1%) with low opposition (3.2%).
- Students who selected more than one race/ethnicity category show moderate support (22.2%) with the highest opposition (5.2%).
- White students show relatively lower support (21.9%) and low opposition (3.1%).
- Asian students demonstrate the lowest explicit support (21.5%) but also the lowest opposition (2.5%).

The knowledge gap remains the dominant feature across all racial/ethnic groups (ranging from 47.8% to 67.7%). These patterns suggest that while knowledge gaps universally limit opinion formation, there are meaningful variations in the support-to-opposition ratio that may reflect different historical relationships between racial/ethnic communities and authority figures.

Opinion Distribution by Gender Identity

Figure 10: Elementary Student Opinions About YSOs by Gender Identity (n=3,920)



- The cross-tabulation of student opinions by gender identity reveals important patterns and disparities when examining all four gender identity categories:
 - Across all gender identities, a majority of students (52.9-66.9%) reported not knowing enough about YSOs to form an opinion, highlighting a critical awareness gap that affects all groups but varies in magnitude.
 - Support levels for YSOs show remarkable consistency across gender identities (23.3-25.5%), suggesting that when students do form positive opinions about YSOs, they do so at similar rates regardless of gender identity.
 - Notable disparities emerge when examining opposition and uncertainty:
 - Non-binary/third-gender students (8.8%) and those who prefer to self-describe (8.2%) express significantly higher rates of explicitly not wanting YSOs compared to male (4.2%) and female students (2.5%).
 - Female students demonstrate both the lowest opposition rates (2.5%) and the highest knowledge gap (66.9%), suggesting they may have the least interaction or familiarity with YSOs.
- The support-to-opposition ratio varies across gender identities:
 - Female students: 9.3:1 (23.3% want vs. 2.5% don't want)
 - Male students: 5.9:1 (24.9% want vs. 4.2% don't want)

- Self-describe students: 3.0:1 (24.6% want vs. 8.2% don't want)
- Non-binary students: 2.9:1 (25.5% want vs. 8.8% don't want)
- Both non-binary/third-gender students (12.7%) and students who prefer to self-describe (13.1%) were substantially more likely to be undecided about YSOs compared to male (8.4%) and female students (7.3%), suggesting that even when they have sufficient awareness to form partial judgments, they experience more ambivalence about YSOs.

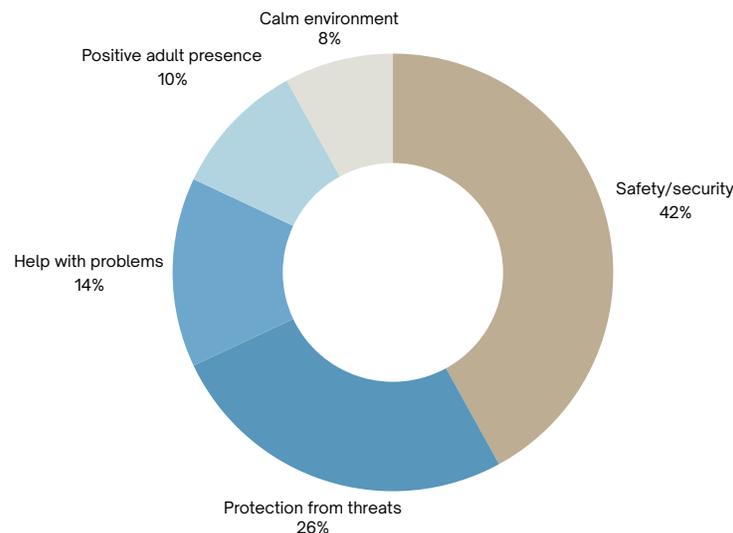
These findings highlight important disparities in how gender-diverse students perceive YSOs compared to their cisgender peers. While support levels remain consistent, the significantly higher opposition and ambivalence rates among non-binary students and those who prefer to self-describe suggest that YSO programs may not be serving these populations as effectively. This points to a need for targeted approaches and additional training to ensure YSOs can better serve and connect with students across the full spectrum of gender identities.

Open-Ended Response Analysis: Elementary Student Insights

The qualitative analysis of open-ended responses provides a deeper context for understanding elementary students' perceptions of YSOs, revealing nuanced perspectives that complement the quantitative findings.

Appreciation for YSOs

Figure 11: What Elementary Students Like About YSOs (n=1,551)



The thematic analysis of what elementary students like about having YSOs at their schools reinforces and adds crucial nuance to the quantitative findings. Safety and security emerge as the dominant positive associations, with 42.0% (n=652) of responses highlighting increased feelings of safety and 26.0% (n=403) specifically mentioning protection from threats like bullying or unauthorized entry.

Key Takeaways

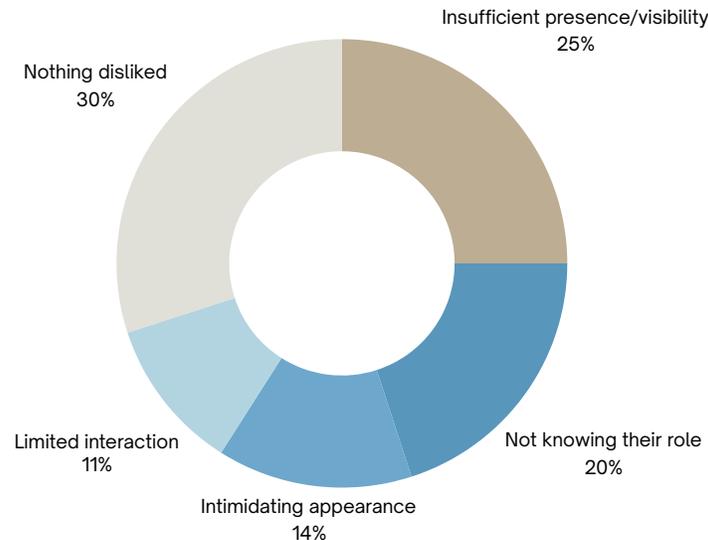
- Elementary students primarily value YSOs for providing safety and security.
- Students appreciate having YSOs available as a resource for help with various problems.
- The positive adult presence and role model aspects of YSOs are meaningful to students.
- YSOs contribute to creating calmer learning environments beyond direct safety intervention.

Representative Quotes

- “I feel very safe.”
- “They can help me.”
- “I like that they are always there for us.”
- “They keep kids safe at school.”

Concerns about YSOs

Figure 12: What Elementary Students Don't Like About YSOs (n=1,275)



The analysis of what elementary students dislike about YSOs provides the critical counter-intuitive finding that the most common "dislike" (25.0%, n=319) is about insufficient YSO presence/visibility rather than any negative attribute of YSOs themselves. This directly reinforces the quantitative visibility gap finding and indicates that students desire more YSO interaction.

Key Takeaways

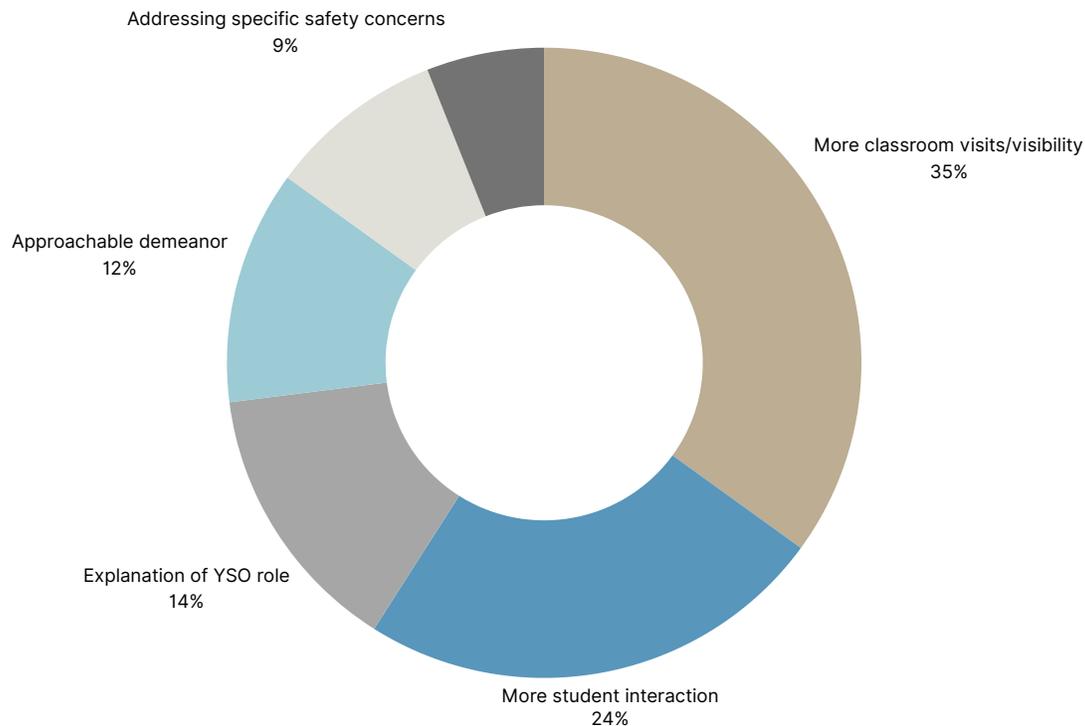
- The primary "dislike" is about insufficient YSO presence rather than negative attributes.
- Many students are unclear about the YSO's role and purpose in their school.
- Some students find YSOs intimidating or scary, creating potential barriers to engagement.
- Students desire more direct interaction with YSOs to build familiarity and trust.
- A substantial portion of students explicitly indicated having nothing they disliked about YSOs.

Representative Quotes

- “I'm not sure, one thing is that I don't see them often and sometimes I need someone like them.”
- “It makes me nervous to know that they are carrying weapons at school and can access our social media.”
- “They have dangerous weapons with them that scare me.”
- “I sometimes do not like the YSO because it makes me nervous about if there is something wrong with the school, or if there is something going on outside of the school.”
- “They are almost never here.”
- “I am undecided about YSO's because I have only seen them once.”

Recommendations for YSOs

Figure 13: How YSOs Could Make Elementary Students Feel Safer (n=1,267)



The thematic analysis of how YSOs could make students feel safer offers student-generated solutions that align remarkably well with addressing the identified program gaps. "More classroom visits/visibility" emerges as the dominant theme (35.0%, n=443), directly addressing the visibility deficit.

Key Takeaways

- Students strongly desire increased YSO presence through more classroom visits and visibility.
- More direct interaction and conversation would help students build rapport with YSOs.
- Better explanations of the YSO role would address students' knowledge gaps.
- A more approachable, friendly demeanor would reduce intimidation barriers.
- Students want YSOs to address specific safety concerns relevant to their experiences.
- Safety education programs would provide proactive approaches beyond reactive intervention.

Representative Quotes

- *"In my school, there have been a few incidents where an officer could have helped, including punching and kicking."*
- *"Help by stopping bullying"*
- *"Stop bad people from breaking into the school."*
- *"YSO could make me feel safer because I can talk to them when I need to"*

Middle School Student YSO Survey Analysis

Overview

The survey of middle school students (total valid responses n=4,205, including 4,102 English and 103 Spanish responses) reveals an awareness gap regarding Youth Service Officers (YSOs), yet demonstrates strong support among students who have formed an opinion. Most notably, while 38.5% of respondents are uncertain about their safety feelings with YSOs, those who do express an opinion report feeling safe (43.6% combined "Very Safe" and "Safe" versus just 3.9% feeling unsafe). In accordance with evaluation best practices, non-respondents have been excluded from each analysis to ensure accurate representation of actual opinions.

Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 14: Race/Ethnicity Distribution of Middle School Respondents (n=4,063)

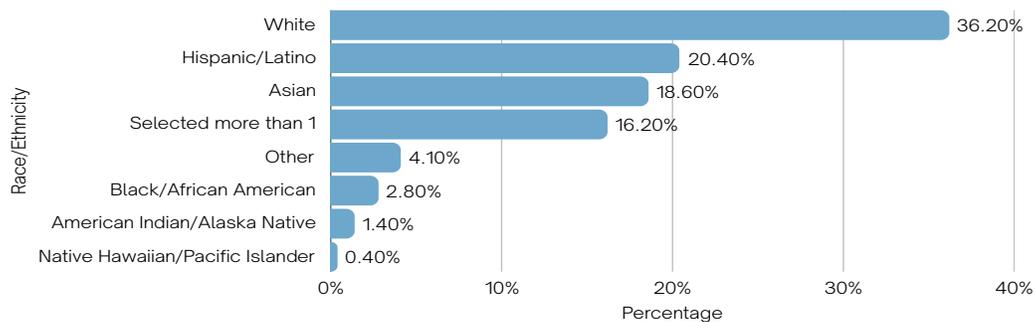
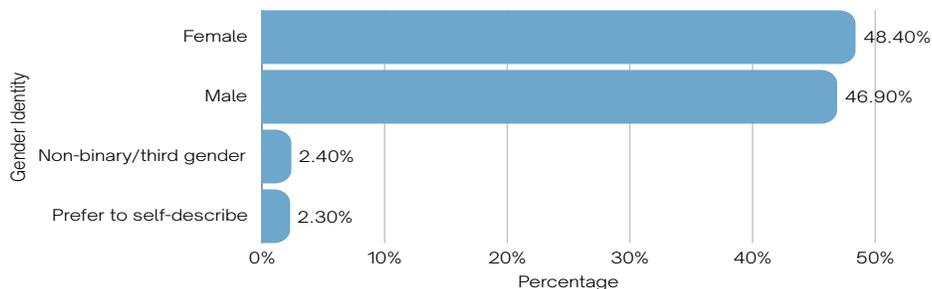
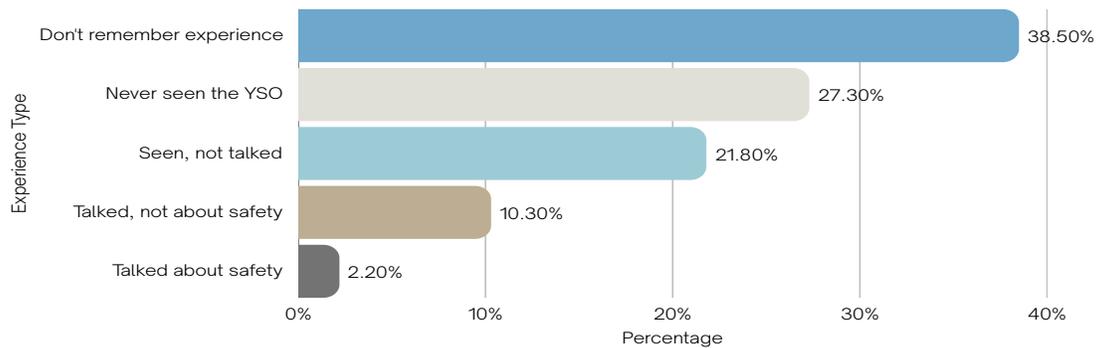


Figure 15: Gender Identity Distribution of Middle School Respondents (n=4,084)



Experience Patterns

Figure 16: Middle School Student YSO Experiences (n=4,205)



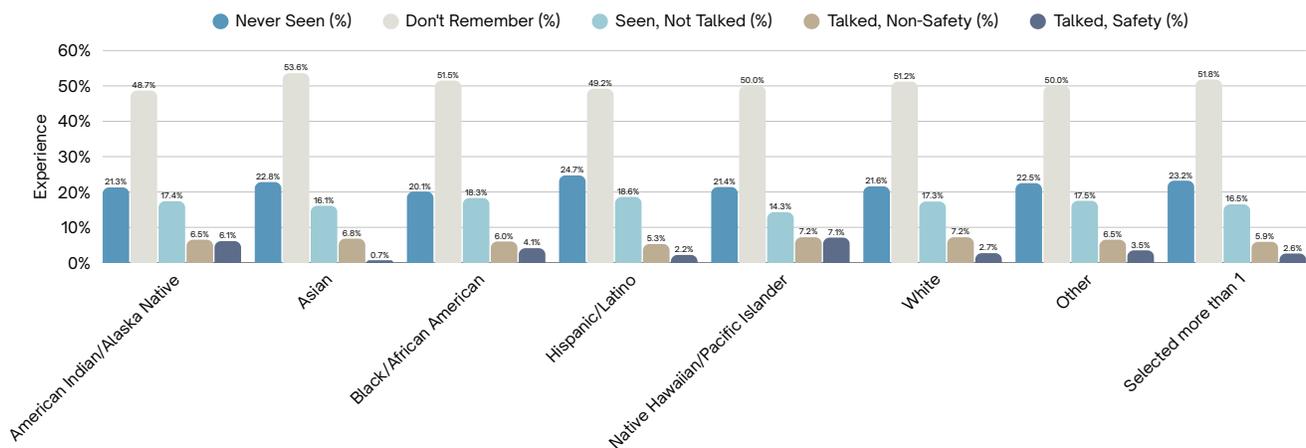
Middle school respondents demonstrate limited YSO awareness, with 65.8% reporting little to no recall of YSO interactions (38.5% don't remember, 27.3% never seen). This consistent pattern across educational levels suggests a systemic visibility challenge that transcends developmental stages. The analysis incorporates both English (4,102) and Spanish (103) responses, ensuring a comprehensive representation of student experiences.

Key Findings – Middle School Student YSO Experiences

- 65.8% of middle school students report limited to no YSO interaction.
- 21.8% have seen but not spoken with YSOs, representing significant missed engagement opportunities.
- Only 12.5% report having verbal interactions with YSOs (10.3% about non-safety topics, 2.2% about safety).
- Safety-specific conversations are notably rare at only 2.2%, highlighting a critical gap in the core YSO function.
- The visibility challenge is consistent across demographic groups, including across language preferences.
- Spanish-speaking students (2.5% of respondents) show similar experience patterns to English-speaking peers.

Experience by Race & Ethnicity

Figure 17: Middle School Experience by Race/Ethnicity (n=4,053)

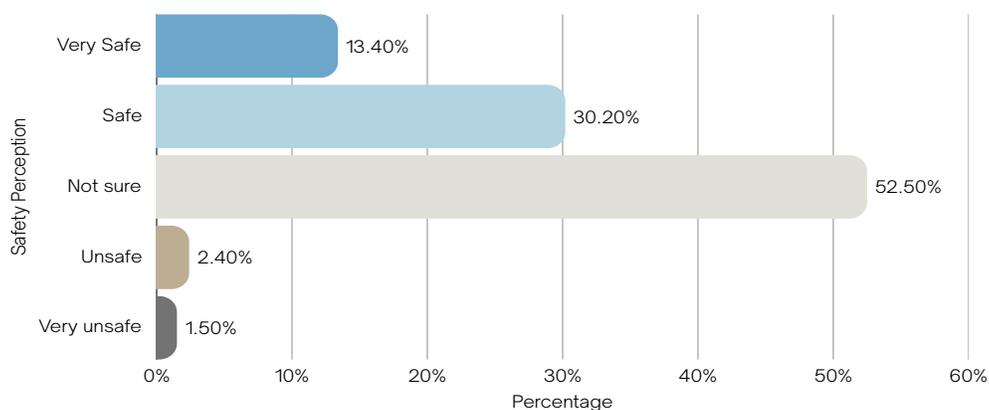


Experience patterns by race/ethnicity reveal important variations across demographic groups, particularly in safety-related discussions. Native Hawaiian/Pacific Islander students report the highest rate of talking with YSOs about safety issues (7.1%), followed closely by American Indian/Alaska Native students (6.1%), and then Black/African American students (4.1%) - all substantially higher than the overall average of 2.2%. Hispanic/Latino (2.2%), White (2.7%), and Multiple Race/Ethnicity (2.6%) students show rates close to the overall average, while Asian students report lower rates (0.7%).

The percentage of students who have never seen a YSO also varies by race/ethnicity, with Hispanic/Latino students reporting the highest rate (24.7%). The "Don't remember" response is most common among Asian students (53.6%) followed by Multiple Race/Ethnicity (51.8%) and Black/African American students (51.5%). These variations suggest the need for targeted visibility and engagement strategies that address the specific experience patterns of different demographic groups, with particular attention to understanding why certain racial/ethnic groups, especially Native Hawaiian/Pacific Islander and American Indian/Alaska Native students, are more likely to engage in safety conversations with YSOs.

Safety Perceptions

Figure 18: Middle School Student Safety Perceptions (n=4,201)



Despite similar awareness limitations, middle school students demonstrate a slightly higher positive-to-negative ratio in safety perceptions compared to elementary students. Among those forming opinions, 43.6% report positive safety feelings versus 3.9% negative – an 11:1 ratio compared to the 15:1 ratio in elementary.

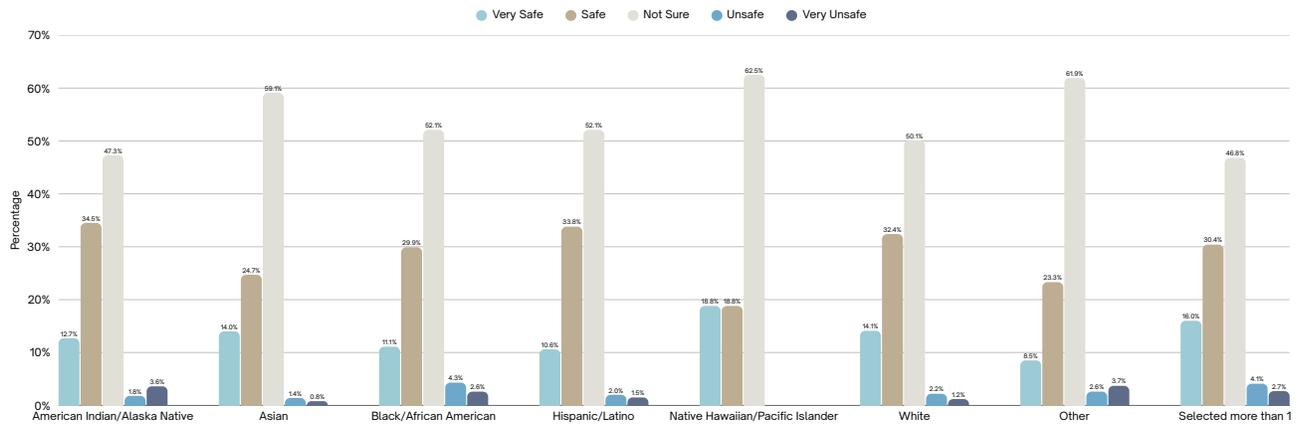
Key Findings - Middle School Safety Perceptions

- 52.5% are uncertain about their safety feelings with YSOs.
- 43.6% feel either "Very Safe" (13.4%) or "Safe" (30.2%) with YSOs.
- Only 3.9% feel "Unsafe" (2.4%) or "Very unsafe" (1.5%).
- LGBTQ+ students report lower positive perceptions (32.2%) compared to non-LGBTQ+ peers (46.9%).
- Non-binary/third gender students show lower safety perception ratings (25.5%) compared to binary-gender peers (~44%).

These demographic variations highlight potential areas for targeted relationship-building efforts to ensure all student populations feel equally secure with YSOs.

Safety Perception by Race & Ethnicity

Figure 19: Middle School Safety Perceptions by Race & Ethnicity (n=4,050)

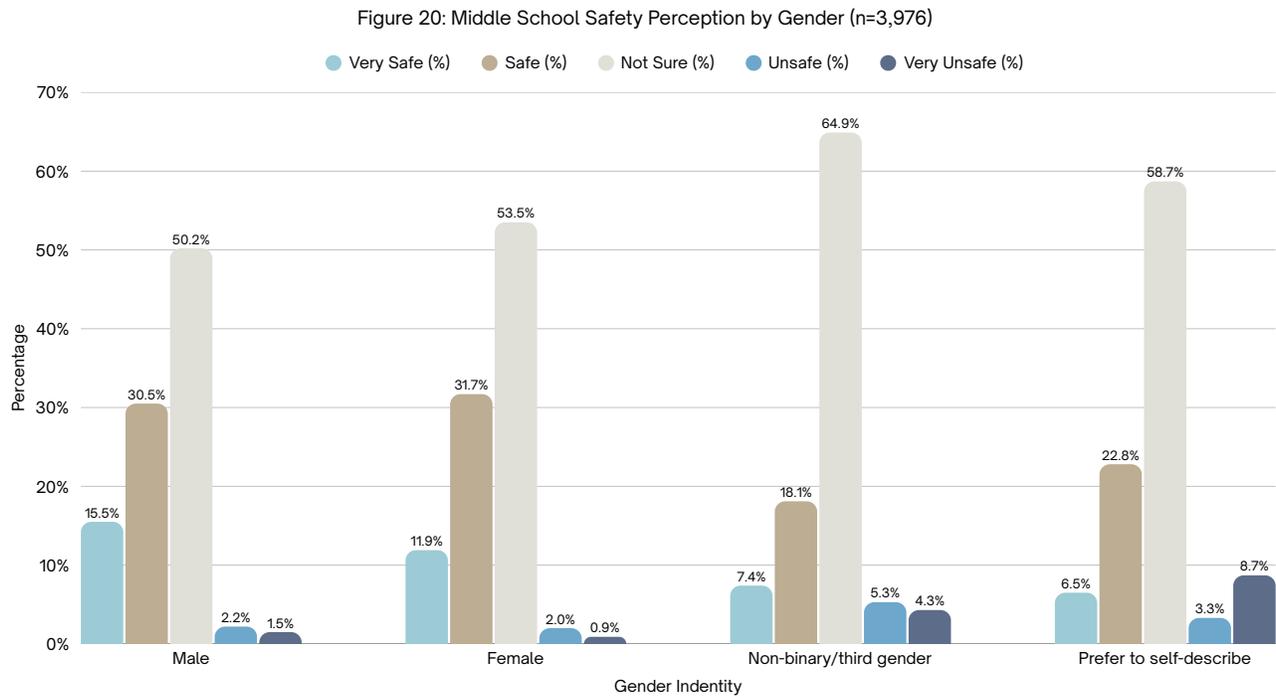


Safety perception analysis by race/ethnicity reveals nuanced patterns across demographic groups. American Indian or Alaska Native students report the highest combined positive perceptions (47.2% "Very Safe"/"Safe"), followed by White students (46.5%), Hispanic/Latino (44.4%), Black/African American (41.0%), and Asian students (38.7%). Students who selected more than one racial/ethnic identity report a 46.4% positive safety perception rate, while students in the "Other" category report the lowest positive safety perception rate (31.8% "Very Safe"/"Safe").

Regarding negative perceptions, Black/African American students report the highest combined rates of feeling "Unsafe" or "Very unsafe" (6.9%), followed by students who selected more than one racial/ethnic identity (6.8%), students in the "Other" category (6.3%), American Indian or Alaska Native (5.4%), Hispanic/Latino (3.5%), and White students (3.4%). Asian students show notably low negative perception rates (2.2%), while Native Hawaiian/Pacific Islander students report no negative perceptions at all (0.0%).

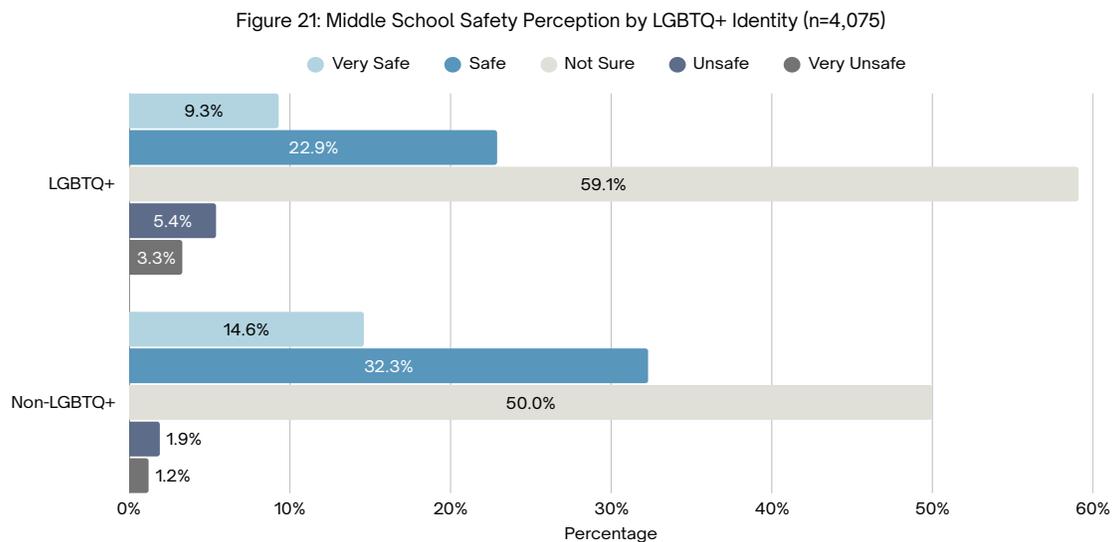
These variations suggest important cultural differences in how YSOs are perceived, particularly among Black/African American students who show both relatively high positive ratings and the highest negative ratings. Students identifying as "Other" demonstrate the highest percentage of uncertainty (61.9% "Not Sure") combined with low positive perceptions, suggesting potential barriers to engagement that merit special attention. These patterns may reflect diverse experiences within racial/ethnic groups that warrant consideration for ensuring equitable program implementation.

Safety Perception by Race/Ethnicity



Gender-based analysis of safety perceptions reveals important differences that parallel elementary findings but with more pronounced disparities. Female and male students report similar positive perception rates (43.6% and 46.0% combined "Very Safe"/"Safe" respectively) and low negative rates (2.9% and 3.7%). However, non-binary/third-gender students show substantially lower positive perceptions (25.5%) and much higher negative perceptions (9.6%) than their binary-gender peers.

Students who selected "Prefer to self-describe" for gender show similar patterns to non-binary students, with 29.3% positive perceptions and 12.0% negative perceptions. These significant disparities suggest that gender-diverse students experience YSO interactions differently than their peers, representing an important equity consideration for program enhancement.

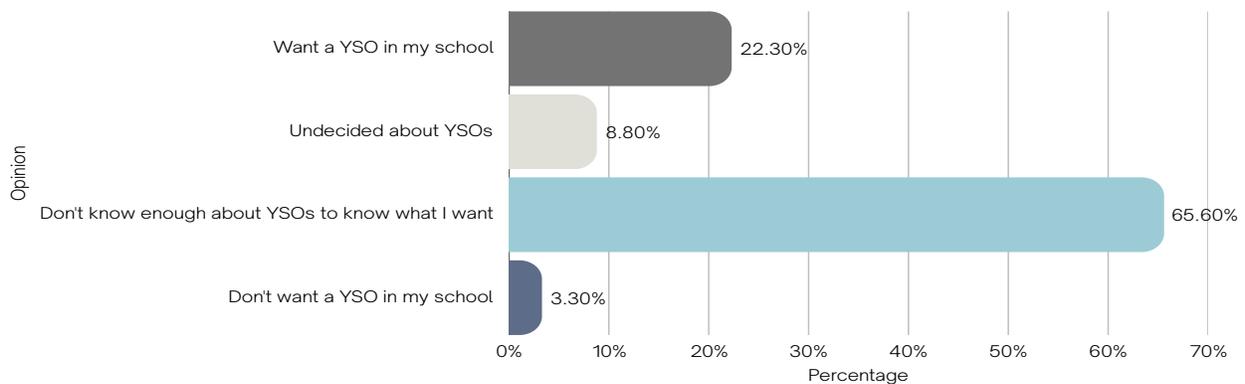


Analysis by LGBTQ+ identity reveals important disparities in safety perceptions. LGBTQ+ students report substantially lower positive safety perceptions (32.2% combined "Very Safe"/"Safe") compared to non-LGBTQ+ students (46.9%), and higher negative perceptions (8.7% versus 3.1%). The higher uncertainty rate among LGBTQ+ students (59.1% versus 50.0%) suggests either less YSO interaction or greater ambivalence about these interactions.

These disparities indicate that LGBTQ+ students may have different experiences with or perceptions of YSOs that merit specific attention in program enhancement efforts. Building trust with this student population may require targeted outreach and specialized training for YSOs to ensure equitable service delivery.

Opinion Distribution Analysis

Figure 22: Middle School Student Opinions About YSOs (n=4,188)



The most striking difference between middle and elementary findings emerges in the opinion analysis. When middle school students form opinions about YSOs, they demonstrate a positive-to-negative ratio of nearly 7:1 (compared to 6:1 in elementary).

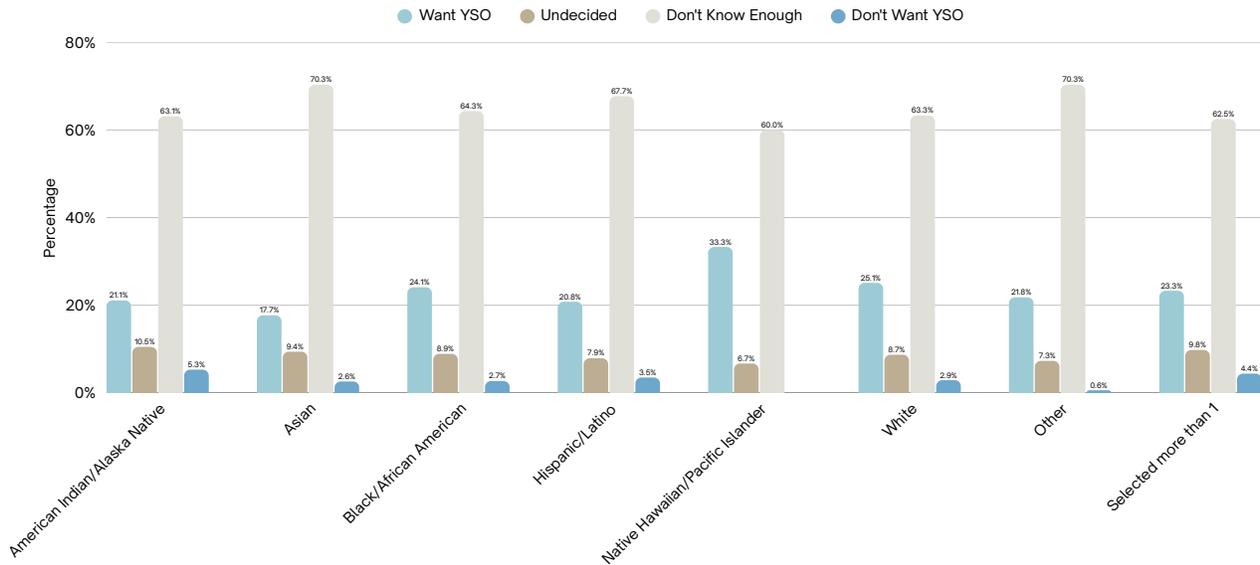
Key Findings - Middle School Student Opinions

- 22.3% of all students want YSOs in their schools.
- Only 3.3% oppose having YSOs.
- 65.6% don't know enough about YSOs to know what they want.
- 8.8% are undecided about YSOs.
- Among just those with formed opinions (excluding "don't know enough"), 64.9% want YSOs and only 9.6% oppose.

This pattern of strong support coupled with high uncertainty rates highlights the need for educational initiatives about the YSO role and increased YSO visibility to help more students form informed opinions about the program.

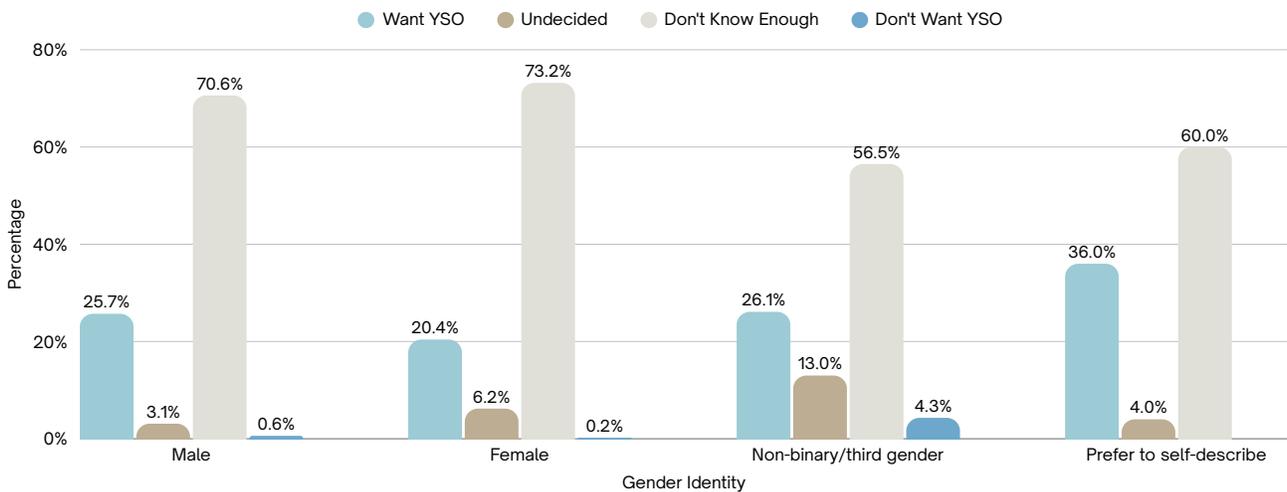
Opinion Distribution by Race & Ethnicity

Figure 23: Middle School Opinions by Race/Ethnicity (n=4,034)



Opinion Distribution by Gender

Figure 24: Middle School Opinions by Gender (n=4,084)

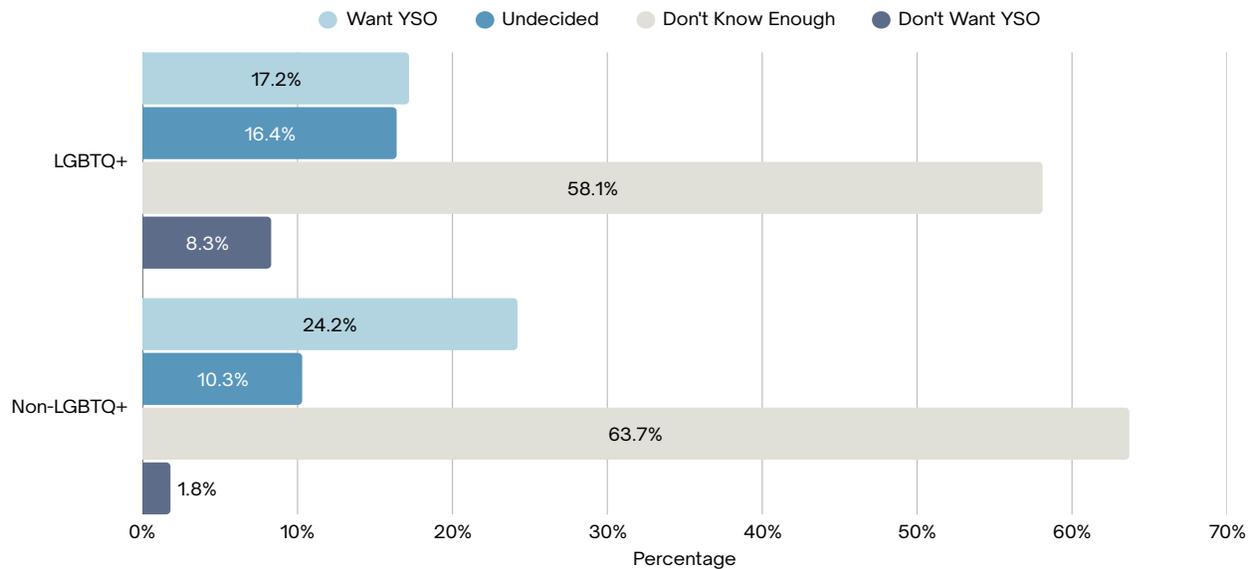


Opinion analysis by gender reveals important variations in support for YSOs. Male students show high explicit support (25.7%), while female students show somewhat lower support (20.4%). Interestingly, non-binary/third gender students (26.1%) and students who selected "Prefer to self-describe" (36.0%) show higher support levels than binary-gender peers. Opposition is notably higher among non-binary/third gender students (4.3%) compared to female (0.2%), male (0.6%), and "Prefer to self-describe" students (0.0%).

These variations suggest that gender identity influences both perception of and support for YSOs, with complex patterns that merit attention in program enhancement efforts. It's also worth noting that non-binary/third gender students had higher rates of being undecided (13.0%), potentially indicating more complex feelings about YSOs that could be addressed through targeted outreach.

Opinion Distribution by Gender

Figure 25: Middle School Opinions by LGBTQ+ Identity (n=4,075)



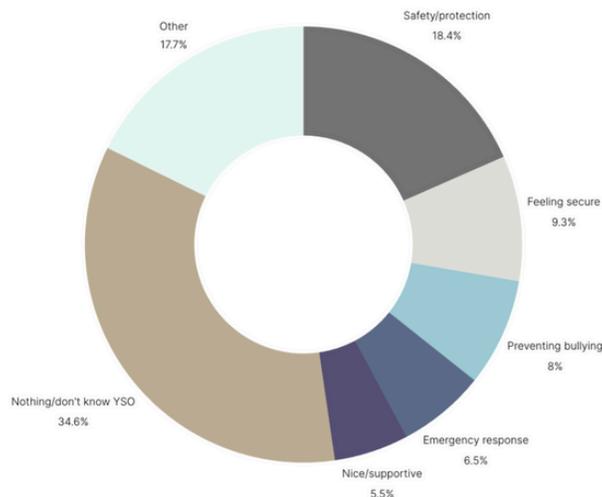
Analysis by LGBTQ+ identity reveals important differences in opinion patterns. LGBTQ+ students show lower rates of wanting YSOs (17.2%) compared to non-LGBTQ+ students (24.2%), and higher rates of both opposition (8.3% vs. 1.8%) and being undecided (16.4% vs. 10.3%). This pattern suggests that LGBTQ+ students may have more complex relationships with safety personnel.

Open-Ended Response Analysis

The responses to open-ended questions provide further insight into the sentiments of middle school students.

Appreciation for YSOs

Figure 26: What Middle School Students Like About YSOs (n=837)



The open-ended responses from middle school students reinforce the awareness gap identified in the quantitative data. Across all qualitative questions, a significant number of students indicated they don't know what a YSO is or have never seen one.

Key Findings from Open-Ended Responses

- 34.6% of responding students don't know what a YSO is or have never seen one.
- Safety and protection emerge as the primary positive associations (18.4%).
- Feeling secure (9.3%) and bullying prevention (8.0%) represent important secondary themes.
- Emergency response capability (6.5%) represents a situational value.
- Personal qualities like being nice/supportive matter to some students (5.5%).

Key Takeaways

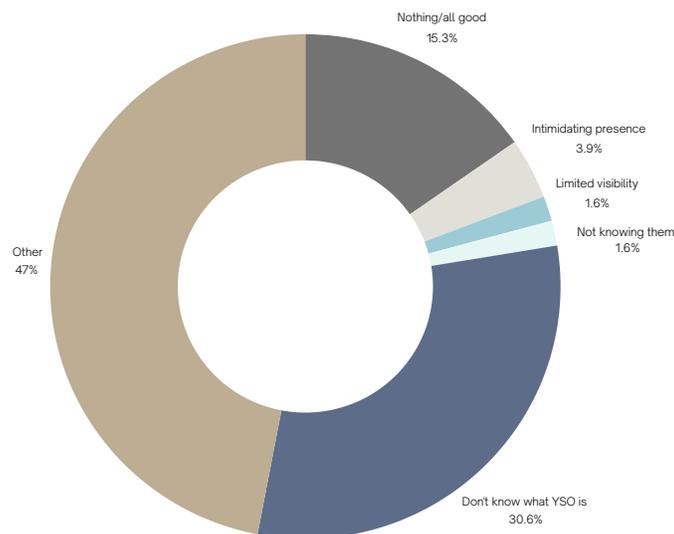
- The awareness gap significantly limits students' ability to provide substantive feedback about YSOs.
- When students form opinions, safety and security are their primary positive associations.
- Bullying prevention emerges as a key area where students see YSO value.
- Students appreciate both the protective function and personal qualities of YSOs.
- Emergency response capability represents an important situational value for students.

Representative Quotes

- "I like how they help keep people safe."
- "They can protect me and others from school shootings and whatnot."
- "I have not interacted with my YSO, but I suppose I like having the option to get help if I need it."
- "They will keep watch to keep the school safe and alert for any dangerous actions."
- "With YSO, they are able to protect us when there are emergencies and are always there to talk about even the small things."
- "I don't really know what they do because most kids who do that stuff don't care and nothing changes."

Concerns about YSOs

Figure 27: What Middle School Students Dislike About YSOs (n=661)



Most students familiar with YSOs report having nothing they dislike about them (15.3%), while a substantial percentage (30.6%) reiterate not knowing what a YSO is. Actual negative perceptions were relatively rare, with intimidating presence (3.9%), limited visibility (1.6%), and not knowing YSOs (1.6%) emerging as the most common concerns.

Key Takeaways

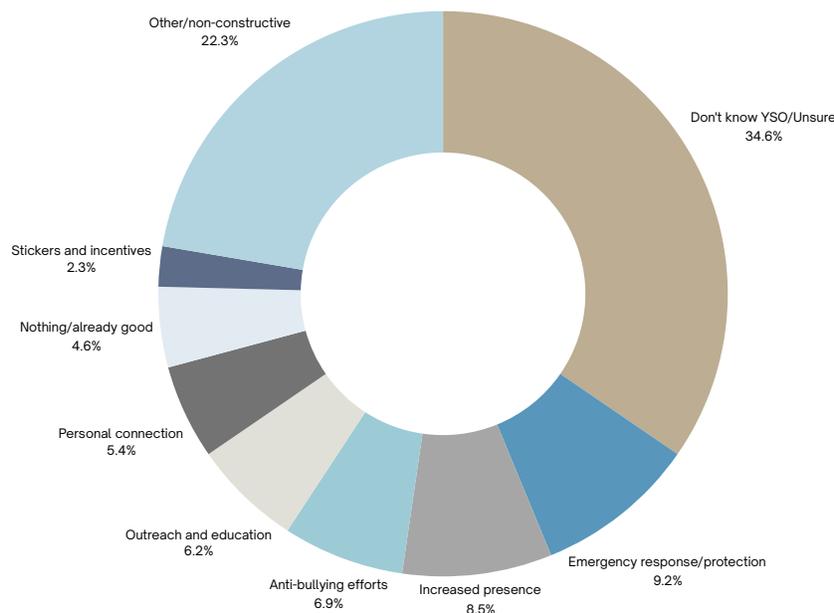
- Limited awareness is the dominant theme in students' negative responses.
- Among students familiar with YSOs, most report having nothing they dislike.
- The primary concerns relate to intimidating presence for a small group.
- Limited visibility is cited as a negative, reinforcing the desire for more interaction.
- Not knowing YSOs well enough is viewed as a negative, suggesting desire for relationship.

Representative Quotes

- *"I don't know who that is."*
- *"I don't have one at my school."*
- *"I don't know."*
- *"Sometimes it can be scary."*

Recommendations for YSOs

Figure 28: How YSOs Could Make Middle School Students Feel Safer (n=650)



When asked how YSOs could make them feel safer, students demonstrated a significant awareness gap with 34.6% indicating they don't know who YSOs are or what they do. Among substantive responses, emergency response/protection (9.2%), increased presence/patrolling (8.5%), and anti-bullying efforts (6.9%) emerged as the top priorities. The desire for outreach and education about the YSO role (6.2%) and more personal connection with students (5.4%) reinforces the need for greater YSO visibility and engagement efforts. A notable finding was that some students (4.6%) indicated YSOs are already doing a good job, while a small but distinct group (2.3%) specifically mentioned wanting more stickers and similar incentives from YSOs, suggesting that small positive interactions can be memorable for middle school students.

Key Takeaways

- Limited awareness significantly affects students' ability to suggest safety improvements.
- Students desire more visible YSO presence and patrols throughout the school.
- Anti-bullying intervention is a key priority for middle school students.
- Students want better understanding of YSO roles through outreach and education.
- Building personal connections would enhance sense of safety with YSOs.
- Small positive interactions like receiving stickers are meaningful to some students.

Representative Quotes

- *"I don't even know what these people do. How could I answer this question?"*
- *"If there is a threat of violence somewhere near the school or in the school I know that instead of having to wait for police officers there is already a YSO in the building."*
- *"Walking around during the day in the hallways and monitoring"*
- *"I think that less bullying would happen at school if YSOs could be there all the time."*
- *"Maybe if we learned more about them I would feel safer talking to them about problems. But I don't really know why they're there or what they do."*

High School Student YSO Survey Analysis

Overview

The high school student survey (n=2,352) reveals a notable improvement in Youth Service Officer (YSO) awareness compared to younger students, while still highlighting significant room for enhanced engagement. According to the data, a substantial portion of high school respondents (59.3%) continue to report either never seeing a YSO (24.9%, n=586) or not remembering any interactions (34.4%, n=809). While these numbers represent a notable improvement over elementary (74.2%) and middle school (75.3%) findings, they still indicate that the majority of high school students lack meaningful awareness of YSOs.

Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 29: Race/Ethnicity Distribution of High School Respondents (n=2,352)

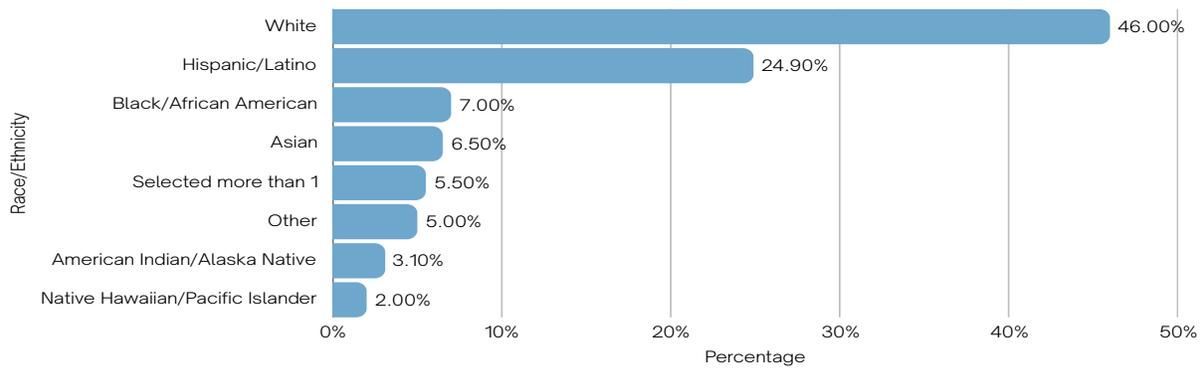
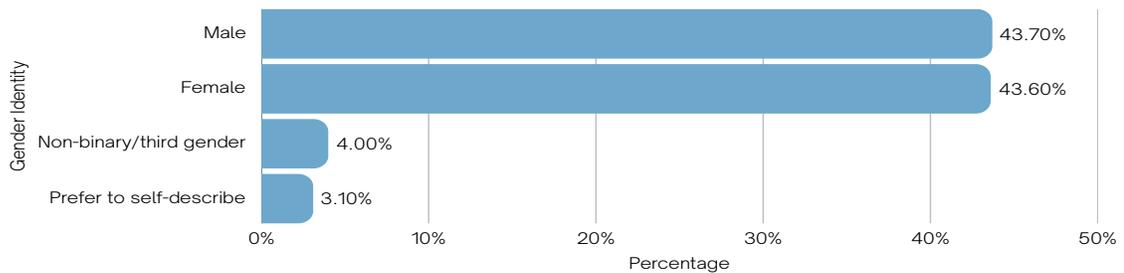
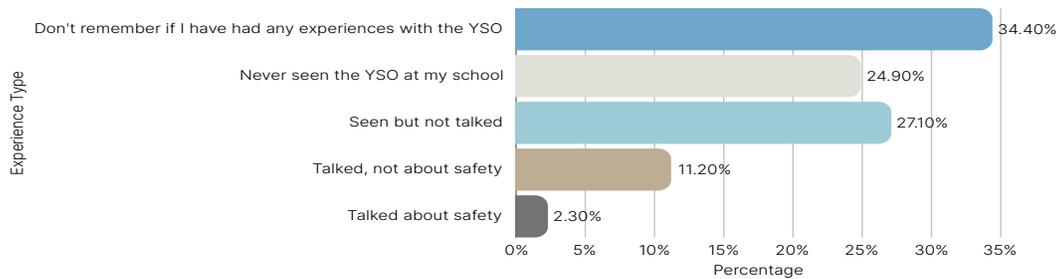


Figure 30: Gender Identity Distribution of High School Respondents (n=2,352)



Experience Patterns

Figure 31: High School Student YSO Experiences (n=2,351)



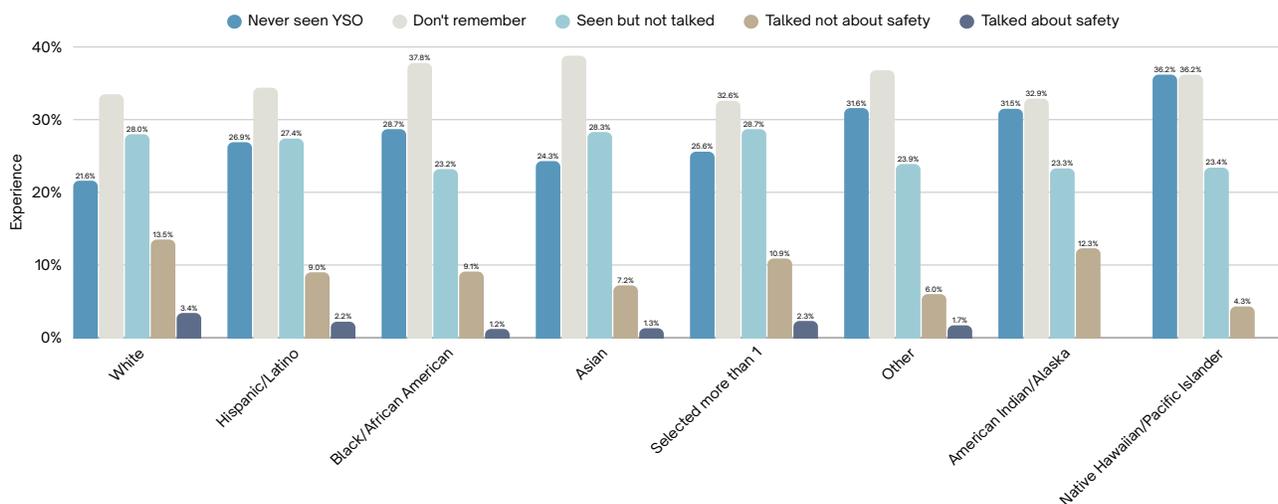
The high school experience data demonstrates a gradual improvement in YSO visibility compared to lower grade levels. While 59.3% still report limited awareness (24.9% never seen, 34.4% don't remember), this represents approximately 16-17 percentage points better awareness than elementary and middle school students.

Key Findings - High School Student YSO Experiences

- 59.3% report limited to no YSO awareness (24.9% never seen; 34.4% don't remember).
- 27.1% have seen but not interacted with YSOs - higher than elementary (17.6%) and middle school (17.5%).
- 13.5% report verbal interaction - higher than elementary (8.1%) and middle school (7.2%).
- Only 2.3% have discussed safety issues with YSOs despite safety being the primary YSO function.
- Meaningful verbal interaction remains limited to a small minority of students.

YSO Experience by Race/Ethnicity

Figure 32: High School Student YSO Experience by Race/Ethnicity (n=2,351)

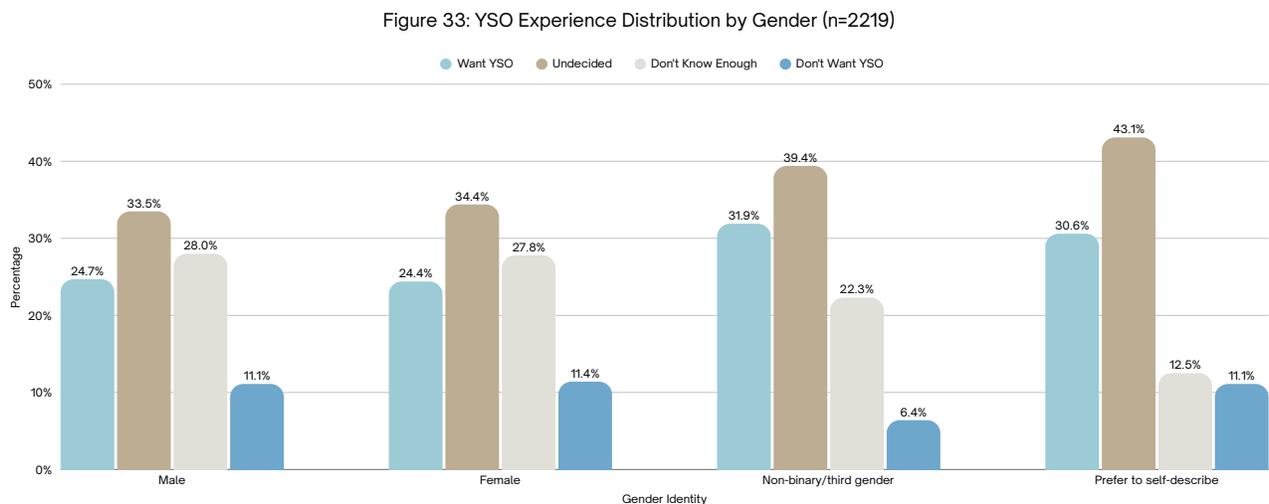


The cross-tabulation of student experiences with YSOs by race/ethnicity reveals several noteworthy patterns:

- White students report the highest rates of meaningful interaction with YSOs (16.9% combined verbal interaction).
- Hispanic/Latino students show slightly lower rates of verbal interaction (11.2%) and higher rates of "never seen" (26.9%).
- Black/African American students have among the highest rates of limited awareness (66.5% combined "never seen" and "don't remember").
- Native Hawaiian/Pacific Islander students report the lowest engagement levels, with 72.4% having limited awareness and none having safety-related conversations.
- American Indian/Alaska Native students similarly show no safety-related conversations with YSOs.
- The disparity in safety-related conversations (ranging from 0% to 3.4%) highlights potential equity concerns in how YSOs engage with different student populations.

These patterns indicate that while limited YSO visibility is universal across all demographic groups, there are meaningful disparities in interaction patterns that may warrant further attention in program implementation.

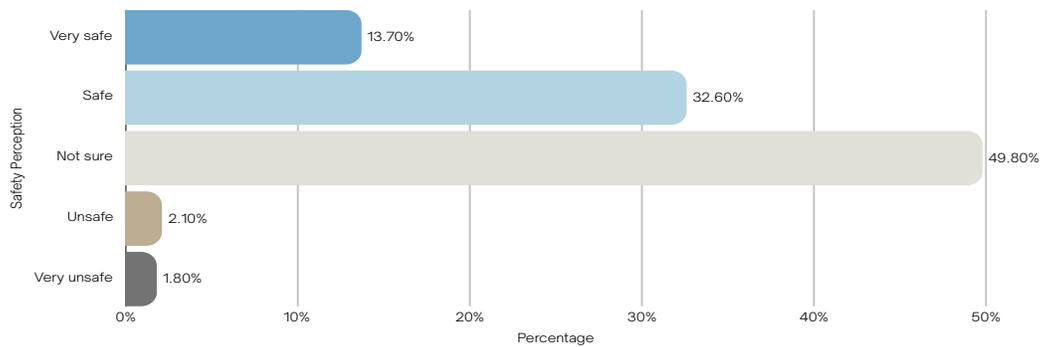
YSO Experience by Gender



The data reveals clear disparities in YSO engagement across gender identities. Gender-diverse students have less direct interaction with YSOs compared to their cisgender peers. Non-binary (31.9%) and self-describing students (30.6%) report higher rates of "never seen" experiences compared to female (24.4%) and male (24.7%) students – a gap of approximately 6-7 percentage points.

Safety Perceptions

Figure 34: High School Student Safety Perceptions (n=2,335)



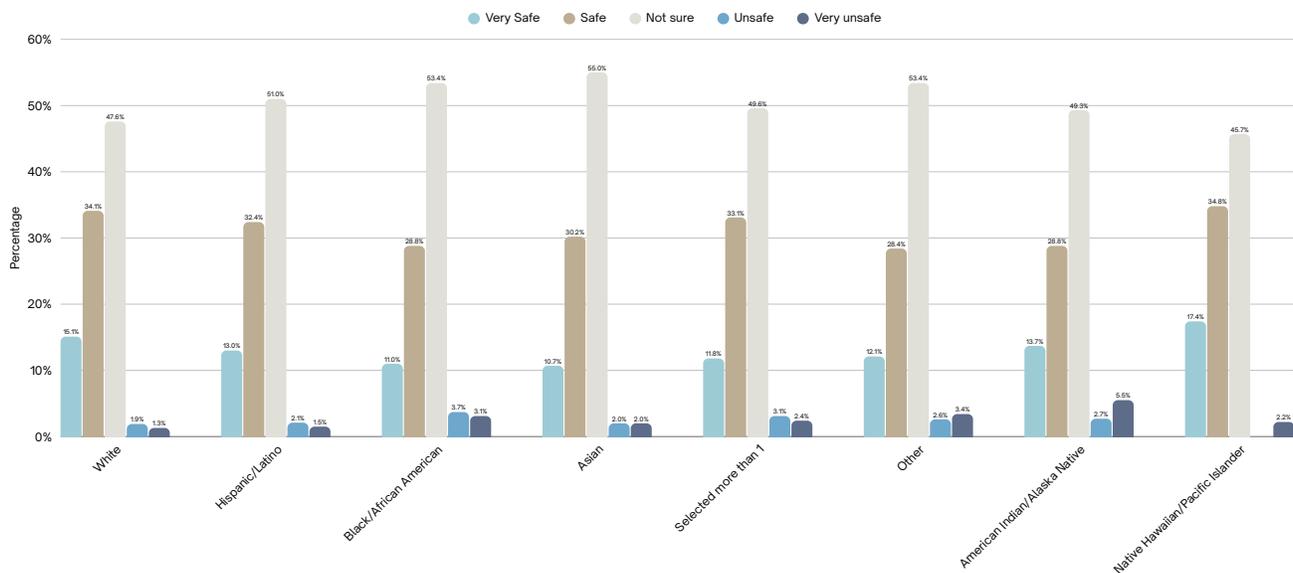
The safety perception data for high school students reveals patterns remarkably consistent with younger students. Despite slightly improved awareness, uncertainty remains high (49.8%), while those forming opinions express predominantly positive perceptions (46.3% positive vs. 3.9% negative).

Key Findings - High School Safety Perceptions

- 49.8% of students are uncertain about their safety feelings with YSOs.
- 46.3% feel either "Very Safe" (13.7%) or "Safe" (32.6%) with YSOs.
- Only 3.9% feel "Unsafe" (2.1%) or "Very Unsafe" (1.8%).
- The positive-to-negative ratio is approximately 12:1.

Safety Perceptions by Race & Ethnicity

Figure 35: Safety Perceptions by Race & Ethnicity (n=2,335)



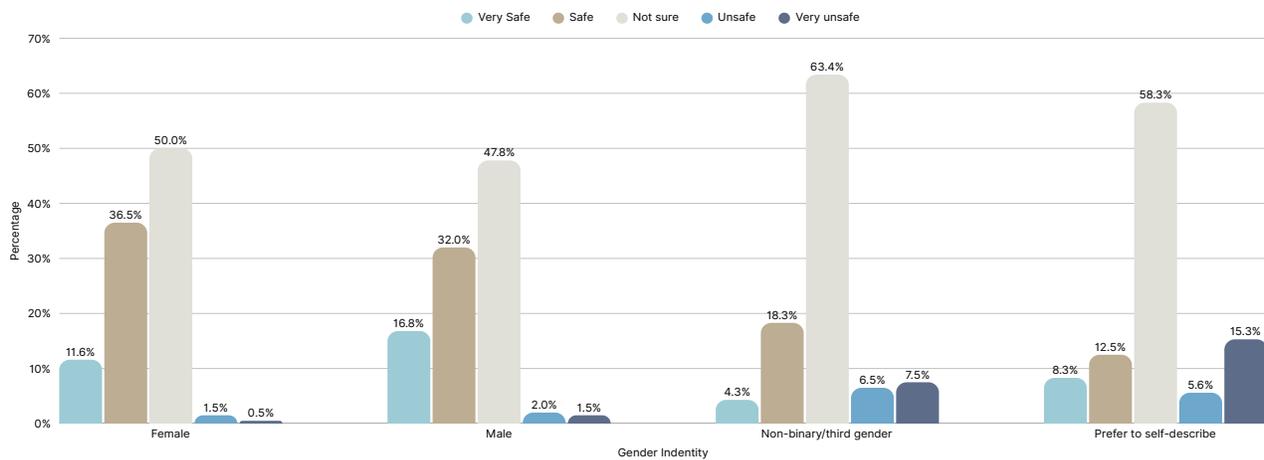
The cross-tabulation of safety perceptions by race/ethnicity reveals several notable patterns:

- White students report the highest combined positive perceptions (49.2%) and lowest negative perceptions (3.2%).
- Asian students show the highest uncertainty (55.0% "Not sure") and moderate positive perceptions (40.9%).
- American Indian/Alaska Native students report the highest combined negative perceptions (8.2%).
- Black/African American students show lower positive perceptions (39.8%) and higher negative perceptions (6.8%) compared to the overall average.
- All racial/ethnic groups maintain a strongly positive to negative ratio, though with meaningful variations (from 6:1 for American Indian/Alaska Native students to 25:1 for Native Hawaiian/Pacific Islander students).

These patterns suggest that while positive perceptions predominate across all groups, there are noteworthy differences in safety perception that align with broader societal patterns regarding relationships between different racial/ethnic communities and law enforcement figures.

Safety Perceptions by Gender

Figure 36: Safety Perceptions by Gender (n=2,207)



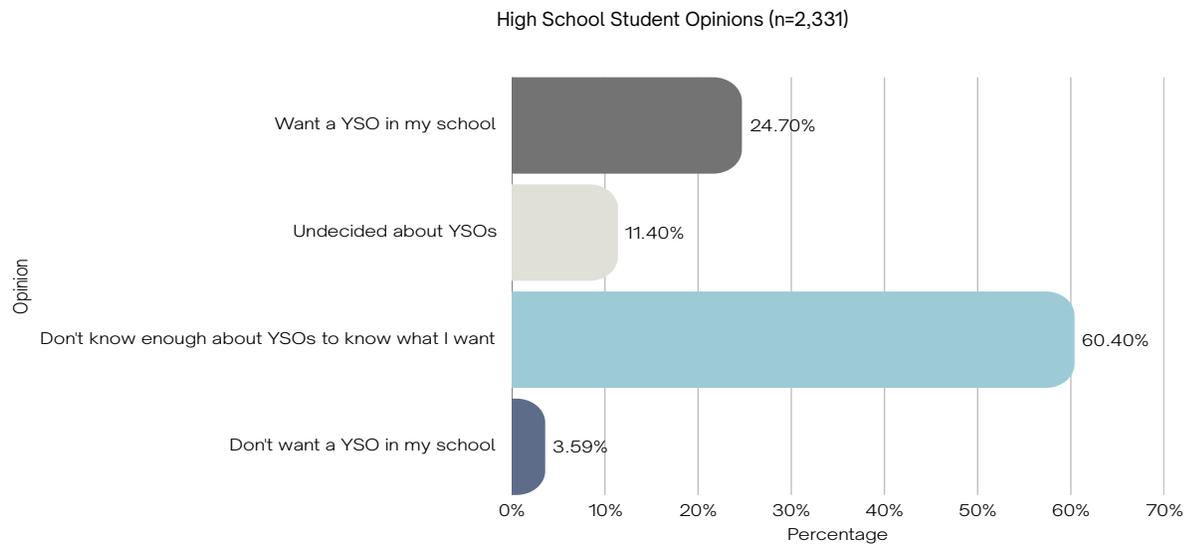
The safety perception data reveals contrasts across gender identities. While cisgender students generally report positive or neutral safety perceptions, gender-diverse students express significantly higher rates of feeling unsafe with YSOs. Among students who have formed safety opinions, cisgender female students report the most positive safety ratio (48.1% positive vs. 2.0% negative), followed by cisgender male students (48.8% positive vs. 3.5% negative).

In contrast, non-binary/third gender students experience substantially lower positive perceptions (22.6% positive) and much higher negative perceptions (14.0% negative), representing a 6:1 disparity in positive-to-negative ratio compared to cisgender peers. Students who prefer to self-describe their gender report the highest negative perceptions (20.9% combined "Unsafe" and "Very unsafe") and lowest positive perceptions (20.8% combined "Very Safe" and "Safe").

The particularly high rate of "Very unsafe" responses among students who self-describe their gender (15.3%) compared to female students (0.5%) represents a 30-fold difference. Additionally, the higher uncertainty rates among gender-diverse students suggest they may have more complex relationships with authority figures that influence their safety judgments about YSOs.

Opinion Distribution Analysis

Figure 37: High School Student Opinions About YSOs (n=2,331)



High school student opinions about having YSOs in their schools reveals that despite slightly improved awareness compared to younger students, a significant knowledge gap persists. A substantial majority (60.4%, n=1,407) report not knowing enough about YSOs to form an opinion, consistent with the pattern seen in both elementary (64.0%) and middle school students (65.6%).

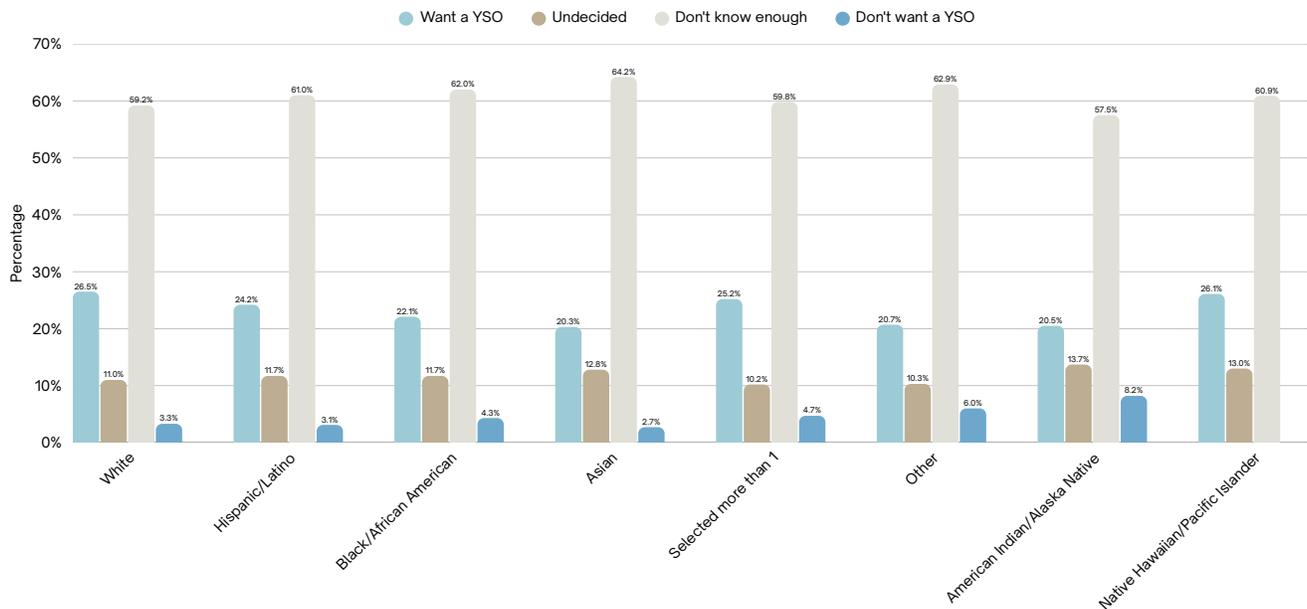
Key Findings - High School Student Opinions

- 60.4% don't know enough about YSOs to form an opinion.
- 24.7% explicitly want YSOs in their schools.
- 11.4% remain undecided despite having some awareness.
- 3.6% do not want YSOs in their schools.
- Among students who have formed definitive opinions (excluding both "don't know enough" and "undecided"), the positive-to-negative ratio is approximately 6.8:1.

While the majority of high school students lack sufficient knowledge to form opinions about YSOs, those who do express clear preferences show strong support. The percentage of students explicitly wanting YSOs (24.7%) is similar to the levels seen in elementary (24.3%) and middle schools (22.3%), suggesting consistent support patterns across educational levels when opinions are formed.

Opinion Distribution by Race & Ethnicity

Figure 38: Opinion Distribution by Race & Ethnicity (n=2,331)



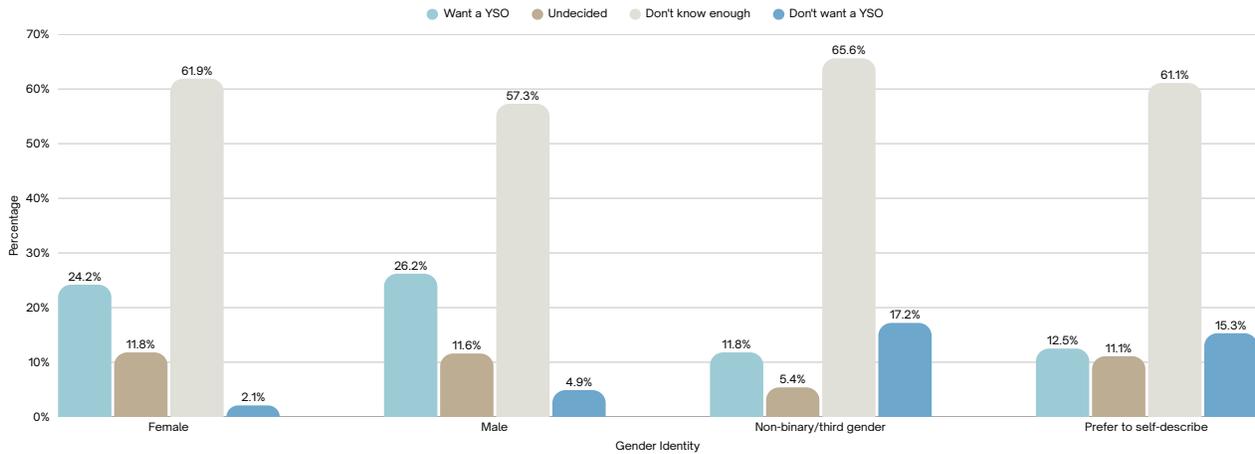
The cross-tabulation of student opinions about YSOs by race/ethnicity reveals several notable patterns:

- White students show the highest explicit support for YSOs (26.5%) with moderate opposition (3.3%).
- Native Hawaiian/Pacific Islander students show strong support (26.1%) with no explicit opposition (0.0%).
- American Indian/Alaska Native students demonstrate the highest opposition (8.2%) and moderate support (20.5%).
- Asian students show the highest uncertainty (64.2% "Don't know enough") and lowest explicit support (20.3%).
- The knowledge gap remains the dominant feature across all racial/ethnic groups (ranging from 57.5% to 64.2%).
- Support-to-opposition ratios vary meaningfully across groups, from 2.5:1 for American Indian/Alaska Native students to infinite (no opposition) for Native Hawaiian/Pacific Islander students.

These patterns suggest that while knowledge gaps universally limit opinion formation, there are variations in the support-to-opposition ratio that may reflect different historical relationships between racial/ethnic communities and law enforcement figures. Of particular note is the higher opposition rate among students who selected "Other" as their race/ethnicity (6.0%) compared to the overall average (3.6%).

Opinion Distribution by Gender

Figure 39: Opinion Distribution by Gender (n=2,207)



The opinion distribution analysis by gender reveals important patterns in how different student groups view the presence of YSOs in their schools. While the knowledge gap remains the dominant feature across all gender groups (ranging from 57.3% to 65.6% reporting they "don't know enough"), the support-to-opposition ratios vary dramatically. Female students show the strongest support-to-opposition ratio (11.5:1), followed by male students (5.4:1). In stark contrast, non-binary/third gender students show a nearly 1:1.5 support-to-opposition ratio (more opposition than support), while students who self-describe their gender demonstrate a nearly 1:1.2 ratio.

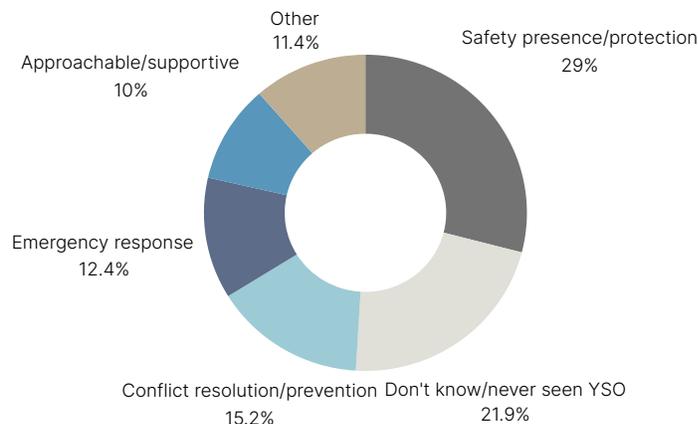
These patterns suggest that YSO programs may be experienced very differently by gender-diverse students compared to cisgender peers. The consistently higher opposition rates among gender-diverse students (17.2% for non-binary and 15.3% for self-described students) compared to cisgender students (2.1% for female and 4.9% for male students) represent an 8-fold and 3-fold disparity, respectively. This indicates a potential systemic issue in how YSO programs engage with or are perceived by gender-diverse populations.

Open-Ended Response Analysis

The qualitative analysis of open-ended responses provides deeper context for understanding high school students' perceptions of YSOs, revealing nuanced perspectives that complement the quantitative findings.

Appreciation for YSOs

Figure 40: What High School Students Like About YSOs (n=210)



The thematic analysis of what high school students like about YSOs reveals more sophisticated perspectives than younger students, while still highlighting similar core values. Safety presence/protection emerges as the dominant theme (29.0%), followed by a significant portion indicating they don't know or have never seen a YSO (21.9%). Conflict resolution/prevention (15.2%) and emergency response capabilities (12.4%) represent important secondary values. The personal attribute of being approachable/supportive represents a notable value (10.0%).

Key Takeaways

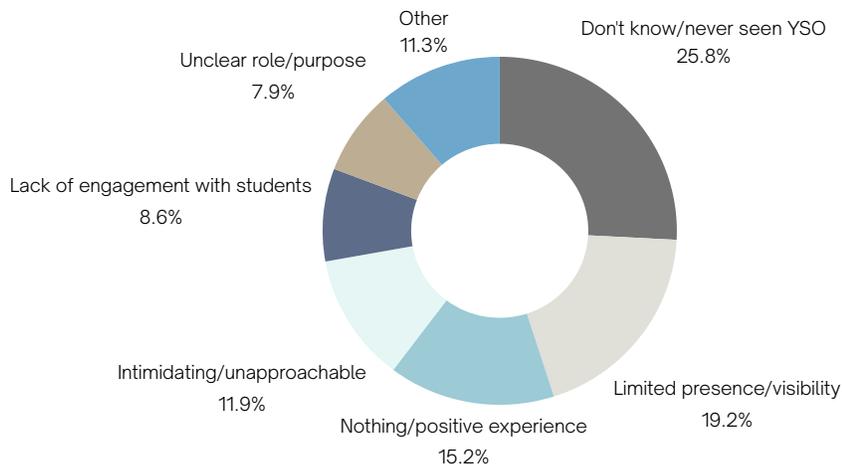
- High school students value YSOs primarily for creating a sense of safety and protection.
- The knowledge gap remains substantial, with over one-fifth of respondents unfamiliar with YSOs.
- Conflict resolution and emergency response represent important secondary values.
- Personal qualities of approachability and supportiveness matter to high school students.
- Responses demonstrate more sophisticated articulation of safety concepts compared to younger students.

Representative Quotes

- *"Makes me feel more safe."*
- *"That there's somebody there in case of an emergency."*
- *"The idea of having someone when or if there were to be a shooter or drugs."*
- *"He's cool, he helped unlock the locker rooms for us. Everyone says hi to him."*

Concerns of YSOs

Figure 41: What High School Students Dislike About YSOs (n=151)



Similar to younger students, high school respondents most frequently cite limited awareness as their primary issue (25.8% don't know/never seen), while limited presence/visibility (19.2%) emerges as a significant concern, reinforcing the finding that students want more YSO engagement rather than less. Intimidating or unapproachable demeanor emerges as a more significant concern among high school students (11.9%) compared to younger groups, suggesting that older students may be more attuned to interpersonal dynamics with authority figures. A notable 15.2% indicate having nothing they dislike about YSOs, reflecting generally positive sentiment when opinions are formed.

Key Takeaways:

- Limited awareness continues to be the primary issue cited by students.
- Students want increased YSO presence rather than decreased presence.
- Concerns about intimidating demeanor are more pronounced at the high school level.

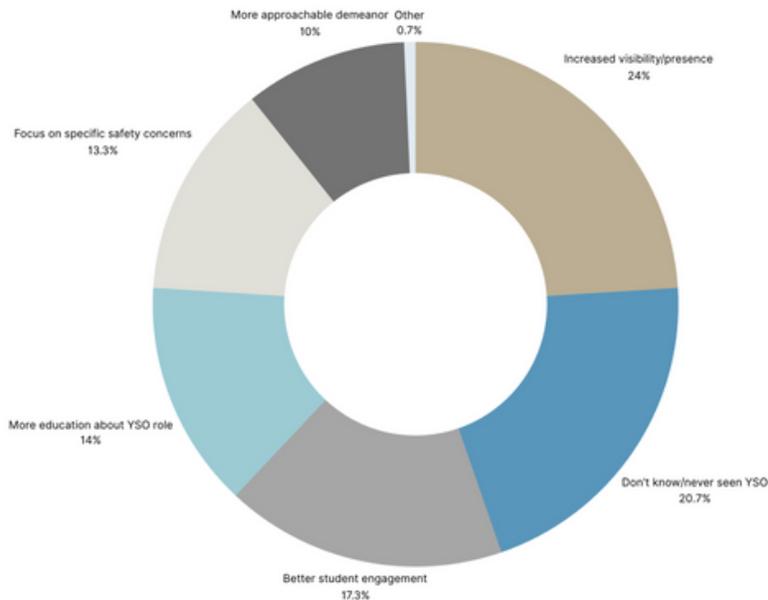
- Lack of student engagement and unclear purpose represent significant barriers.
- A substantial minority report having no dislikes, indicating positive experiences.

Representative Quotes

- *"I don't like officers in a school. Maybe just in the office or lobby but I don't know about wandering the halls."*
- *"I don't know"*
- *"I wish it was unnecessary, but unfortunately, it is not"*
- *"We get stickers, and they tend to be kind."*

Recommendations for YSOs

Figure 41: What High School Students Dislike About YSOs (n=151)



The suggestions for how YSOs could make high school students feel safer parallel findings from younger students but with more sophisticated articulation. Increased visibility/presence emerges as the dominant theme (24.0%), followed by a significant portion who don't know or have never seen a YSO (20.7%). Better student engagement (17.3%) and more education about the YSO role (14.0%) represent key suggestions. Focus on specific safety concerns represents a more substantial theme among high school students (13.3%), suggesting greater awareness of concrete safety issues at this educational level. A more approachable demeanor remains important (10.0%).

Key Takeaways

- Limited awareness continues to hinder students' ability to suggest improvements.
- Better engagement and education about the YSO role are seen as critical improvements.
- High school students demonstrate more specific safety concerns than younger students.
- Less intimidating, more approachable demeanor would enhance perceptions of safety.

Representative Quotes

- *"Having the option to talk if needed"*
- *"I don't even know what these people do. How could I answer this question?"*
- *"Maybe by actually telling us about them"*
- *"To keep an eye out standing in the halls to see if there's any bullying going on, and should be fixed"*

Parent/Guardian YSO Survey Analysis

Overview

The parent/guardian survey analysis reveals strong overall support for Youth Service Officers (YSOs) in schools, with significant nuance across demographic groups. A substantial majority of parents and guardians express some level of support for YSOs, with 49.3% fully in favor and 26.0% supporting with reservations. Despite this strong support, the data reveals important variations in preferences, priorities, and comfort levels across different racial/ethnic groups and genders.

Demographic Profile of Respondents

Before examining the survey findings, it's important to understand the demographic composition of the middle school survey respondents.

Figure 42: Race & Ethnicity Distribution of Parent/Guardian Respondents (n=3,218)

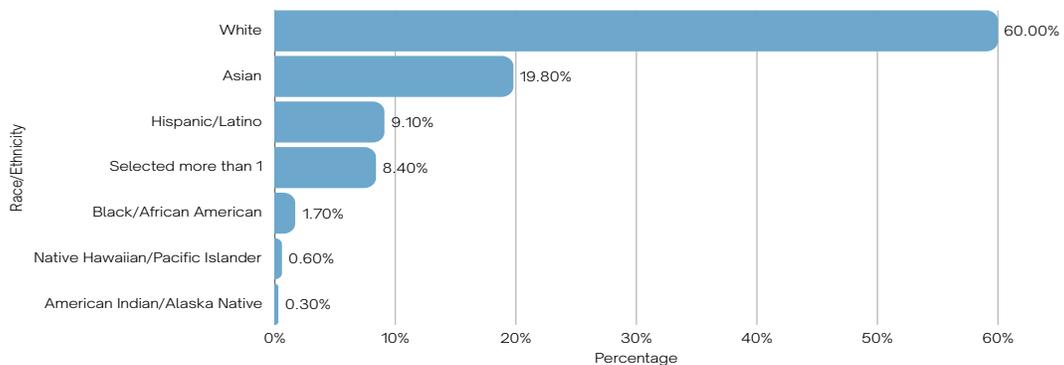
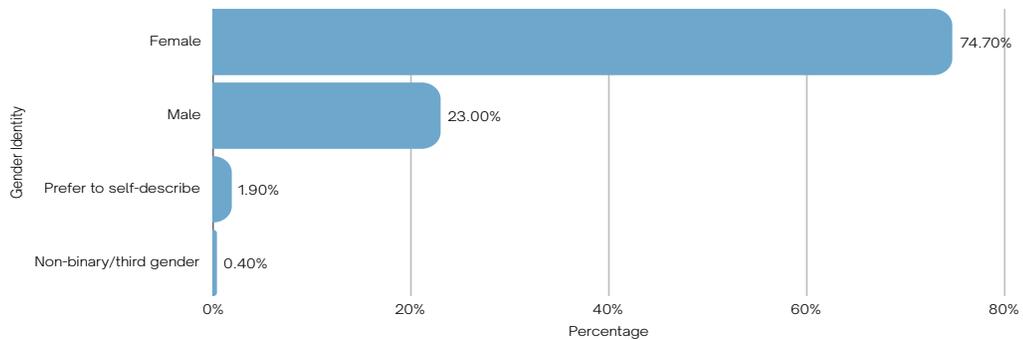
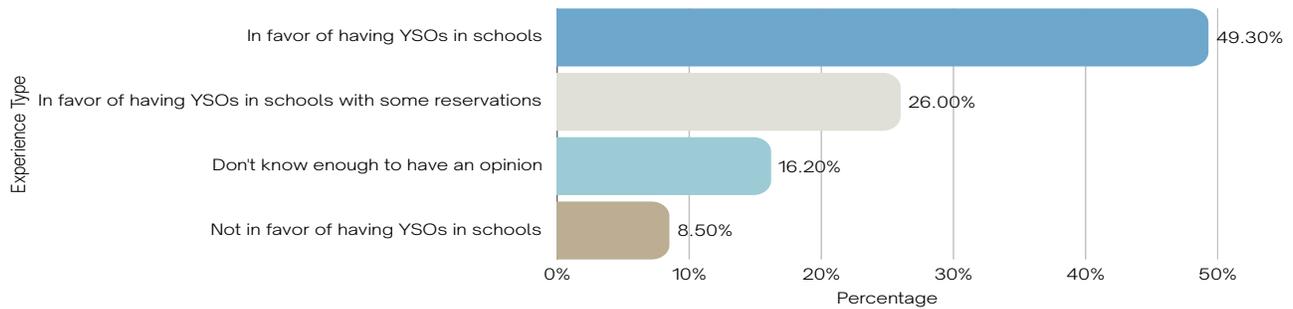


Figure 43: Gender Identity Distribution of Parent/Guardian Respondents (n=3,283)



Demographic Profile of Respondents

Figure 44: Parent/Guardian YSO Preferences (n=3,246)



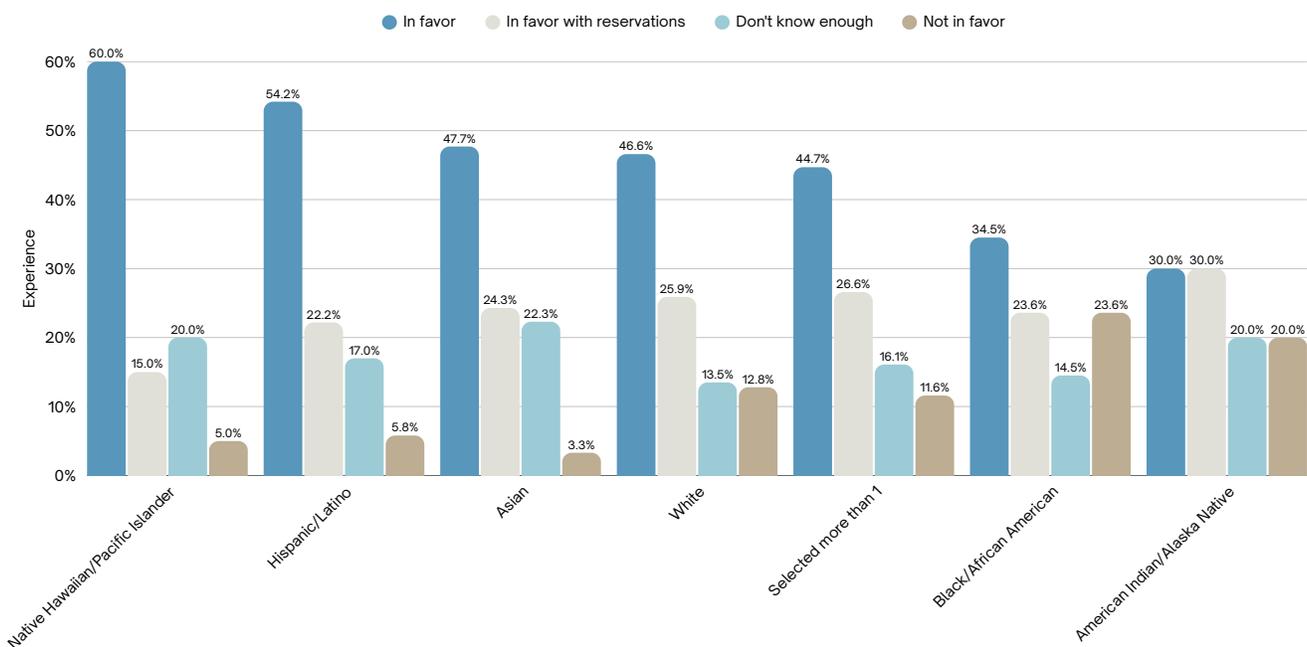
While students across all grade levels demonstrated limited YSO awareness, parents and guardians show better program knowledge but still significant information gaps. The survey reveals that parents and guardians hold varied opinions about YSOs in schools, with important differences emerging across demographic groups.

Key Findings - Parent/Guardian Preferences

- 49.3% are fully in favor of having YSOs in schools.
- 26.0% support YSO presence with some reservations.
- 16.2% lack sufficient information to form an opinion.
- 8.5% are not in favor of having YSOs in schools.
- Combined support (with or without reservations) stands at 75.3%.

YSO Preferences by Race & Ethnicity

Figure 45: Parent/Guardian YSO Preferences by Race & Ethnicity (n=3,217)



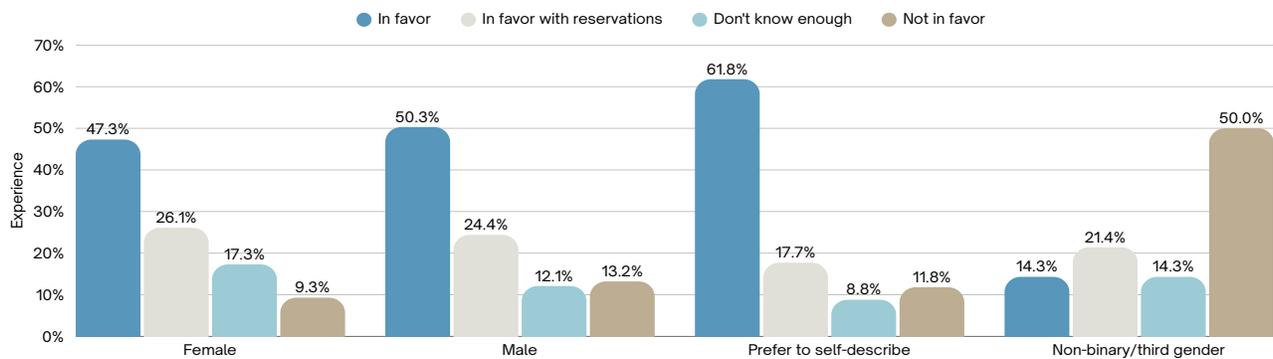
The cross-tabulation of parent preferences with race/ethnicity reveals significant variations that merit attention:

- Native Hawaiian/Pacific Islander parents and guardians show the strongest support (60.0% in favor), though the sample size is small.
- Hispanic/Latino parents and guardians demonstrate high support (54.2% in favor) with relatively low opposition (5.8% not in favor).
- Asian parents and guardians show strong support (47.7% in favor) with the lowest opposition rate (3.3% not in favor).
- White parents and guardians show moderate support (46.6% in favor) with higher opposition (12.8% not in favor).
- Black/African American parents and guardians demonstrate the lowest support (34.5% in favor) and highest opposition (23.6% not in favor).
- American Indian/Alaska Native parents and guardians show the lowest full support (30% in favor) but high "with reservations" support.
- The combined support (in favor + reservations) ranges from 58.2% (Black/African American) to 76.4% (Hispanic/Latino).

These patterns suggest that while support for YSOs is generally strong across all demographic groups, there are meaningful variations that reflect different historical relationships and experiences with law enforcement.

YSO Preferences by Gender

Figure 46: Parent/Guardian YSO Preferences by Gender (n=3,282)



The cross-tabulation of preferences by gender identity reveals several notable patterns:

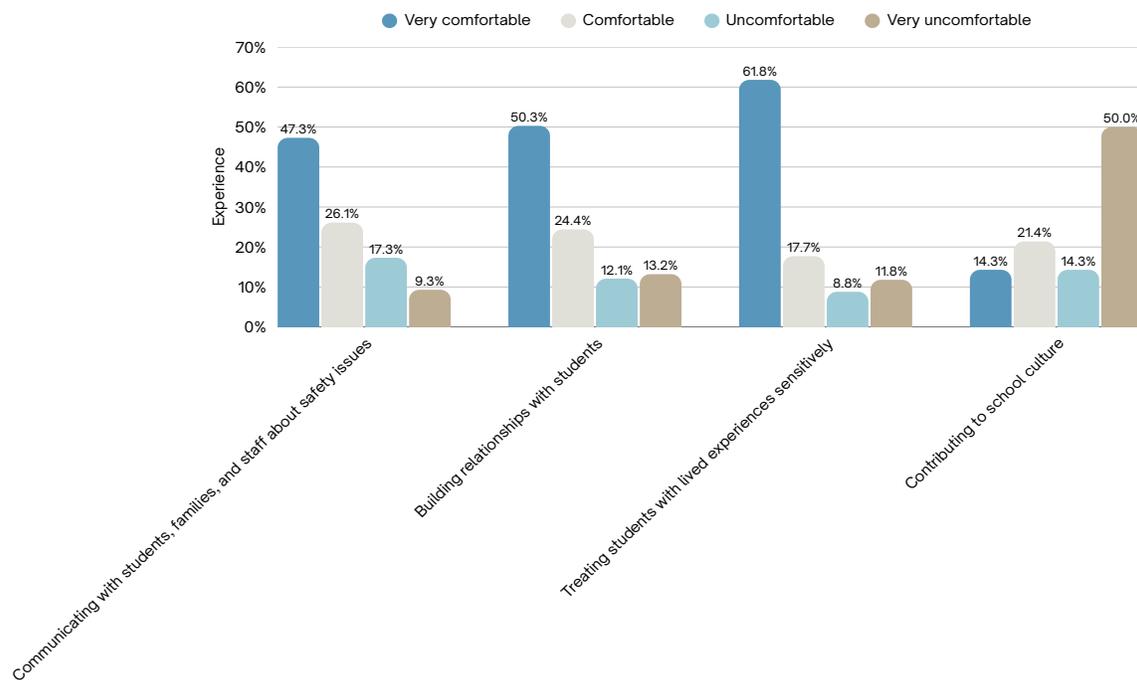
- Overarching majority of parents and guardians are in favor of YSO presence or are in favor with reservations with an average combined response of 71%.
- Female parents and guardians show slightly higher support with reservations than male parents (26.1% vs. 24.4%).
- Male parents and guardians show higher opposition rates (13.2% vs. 9.3% for females).
- Non-binary/third-gender parents and guardians demonstrate dramatically lower support (14.3% in favor) and much higher opposition (50%).
- Parents and guardians who prefer to self-describe show the highest full support (61.8%).

These findings highlight concerning disparities in how gender-diverse parents and guardians perceive YSOs compared to cisgender parents and guardians, suggesting targeted outreach efforts may be needed to address these differences.

Comfort Levels with YSO Activities

The survey measured parent and guardian comfort levels with YSOs engaging in three relationship-oriented activities: building relationships with students, treating students with lived experiences sensitively, and contributing to school culture. These dimensions explore the comfort of parents and guardians with YSOs taking on roles beyond traditional law enforcement functions.

Figure 47: Parent Comfort with YSO Activities (n=3,251)



Parent and guardian comfort levels with various YSO activities reveal strong support for relationship building with appropriate sensitivity to student needs and experiences. Across all measured activities, more than 73% of parents and guardians express comfort with YSOs engaging in these relationship-oriented functions, underscoring the view of YSOs as trusted partners in the school community rather than strictly law enforcement figures.

Key Findings - Parent Comfort Levels

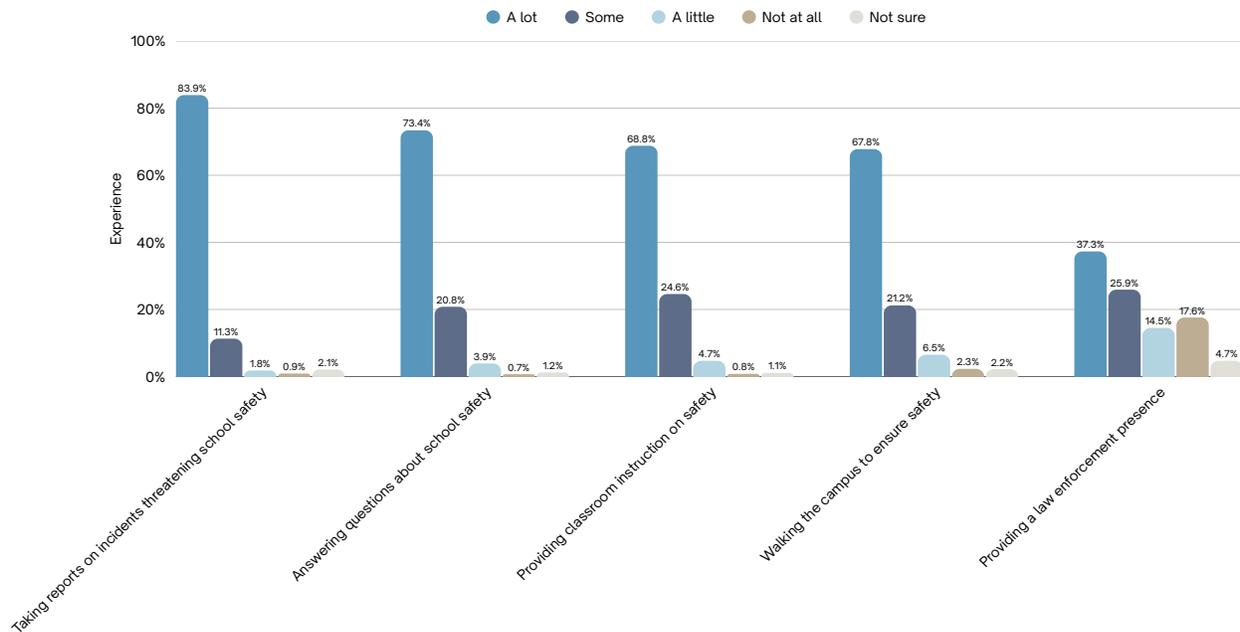
- "Communicating with students, families, and staff about safety issues" received high comfort (81.7% combined comfortable).
- "Treating students with lived experiences sensitively" received high comfort (77.8% combined comfortable).
- "Building relationships with students" closely followed (77.3% combined comfortable).
- "Contributing to school culture" showed similar support (73.3% combined comfortable).
- "Uncomfortable" and "Very uncomfortable" ratings ranged from 5.9% to 12.2%.
- "Not sure" responses (10.8-16.3%) align closely with the percentage lacking sufficient information.

The consistency of comfort ratings across these relationship-oriented functions suggests parents and guardians value YSOs who can establish positive connections with students while demonstrating cultural sensitivity. The relatively high "Not sure" percentages indicate that a substantial minority of parents and guardians may have limited understanding of how YSOs interact with students, suggesting an opportunity for better communication about YSO roles and training.

Prioritized Functions of YSOs

The survey asked parents and guardians to rate the importance of various YSO functions, providing insights into which aspects of the YSO role parents value most. The results reveal a clear pattern of prioritization that favors safety education and response functions over traditional law enforcement presence.

Figure 48: Importance of School Safety Aspects (n=3,135)



Parents assign varying importance to different aspects of school safety, revealing clear priorities that align well with student needs identified in the student survey responses.

Key Findings - Parent Safety Function Priorities:

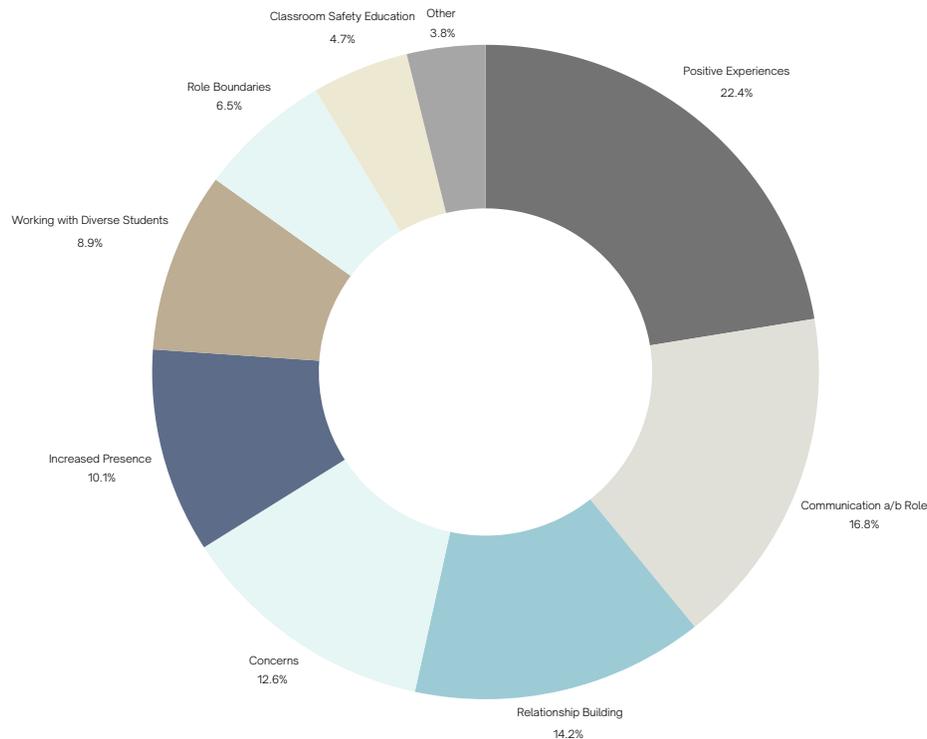
- "Taking reports on incidents threatening school safety" rated highly important by 83.9% of parents
- "Answering questions about school safety" rated highly important by 73.4% of parents
- "Providing classroom instruction on safety" rated highly important by 68.8% of parents
- "Walking the campus to ensure safety" rated highly important by 67.8% of parents
- "Providing a law enforcement presence" rated highly important by only 37.3% of parents
- The law enforcement function also received the highest "Not at all" importance ratings (17.6%)

These findings suggest parents primarily view YSOs through a safety expert/educator lens rather than primarily as law enforcement officers. The lower priority placed on law enforcement presence is particularly notable given that this is often the traditional understanding of SRO (School Resource Officer) roles. Instead, parents prioritize YSOs' ability to respond to safety incidents, educate about safety, and be accessible for safety questions.

Open-Ended Parent/Guardian Insights

The thematic analysis of open-ended responses provides nuanced context about their perceptions of YSOs, revealing a complex mix of support, concerns, and specific recommendations. The open-ended question "Is there anything else you'd like to share about YSOs?" generated 496 responses, which were coded into ten thematic categories.

Figure 49: Parent Recommendations for YSO Program Improvement (n=496)



The thematic analysis reveals that positive experiences and strong support constitute the largest category of responses (22.4%), indicating that many parents and guardians have favorable perceptions of YSOs. However, the second largest category focuses on communication about the YSO role (16.8%), suggesting a significant knowledge gap about what YSOs do and how they interact with students. Community engagement and relationship building emerged as the third most frequent theme (14.2%), highlighting the desire of parents and guardians for YSOs to build positive connections with students. Concerns and reservations represent a substantial portion of responses (12.6%), particularly regarding cultural sensitivity and the impact on marginalized students.

Key Takeaways

- Parents and guardians express generally positive views about YSOs while offering specific improvement ideas.
- Many parents and guardians report being unaware of YSOs at their child's school or unclear about their specific roles.
- Relationship-building and community engagement aspects of the YSO role are highly valued.
- A significant portion of parents and guardians express concerns about YSOs, particularly regarding impacts on students of color.
- Clear role boundaries represent an important consideration for program refinement.
- Parents who express concerns often mention historical tensions between law enforcement and marginalized communities.

Representative Quotes

Positive Experiences/Strong Support:

- *"I am HIGHLY in favor of YSOs."*
- *"Having YSO's would help build positive relationships between students and law enforcement so that they are comfortable asking for help when it's needed. It would also detour 'bad' things from happening."*
- *"YSOs are extremely important to the district community. I do not believe that any school can function safely without the involvement of YSOs."*

Communication about YSO Role:

- *"I was not aware that William Walker had a YSO. Neither of my children have mentioned it and I don't recall hearing about it from the school."*
- *"I would like to know more as a parent what role you play and the measures you take, what protocols you follow to investigate any problem and if you ensure that the students involved are not questioned until a parent is present."*
- *"This is the first time I'm hearing about YSOs, and we've had kids at Bethany for 7 years. That is concerning!"*

Community Engagement/Relationship Building:

- *"I grew up with YSO's, but ours were always out of uniform and really well integrated into the kids lives by providing opportunities to connect before and after school as well as lunch time activities to stay out of trouble. Our YSO also helped us connect and volunteer with our community and other schools."*
- *"I think building a strong relationship with a good YSO would be wonderful."*
- *"I would like you to hold meetings with parents and explain your role to learn more about them and thus provide more confidence in the community."*

Concerns/Reservations:

- *"YSOs are fine for my white kids but I know that they make other students VERY uncomfortable and I would rather not have police in schools."*
- *"Police enforcement in schools often perpetuates and encourages the school to prison pipeline. Finding the appropriate officer with adequate training and unbiased perceptions is difficult. Children of various backgrounds, cultures, ethnicities, and religions are often treated unfairly."*
- *"My student's middle school had a very aggressive community culture in the years following the Covid shut down. Police were called in at different times. This was extremely triggering for my child. Even now when we pull up at her current school if we see a police car, she tenses up. She associates the presence of law enforcement with something threatening needing to be controlled. Their presence is a source of anxiety."*

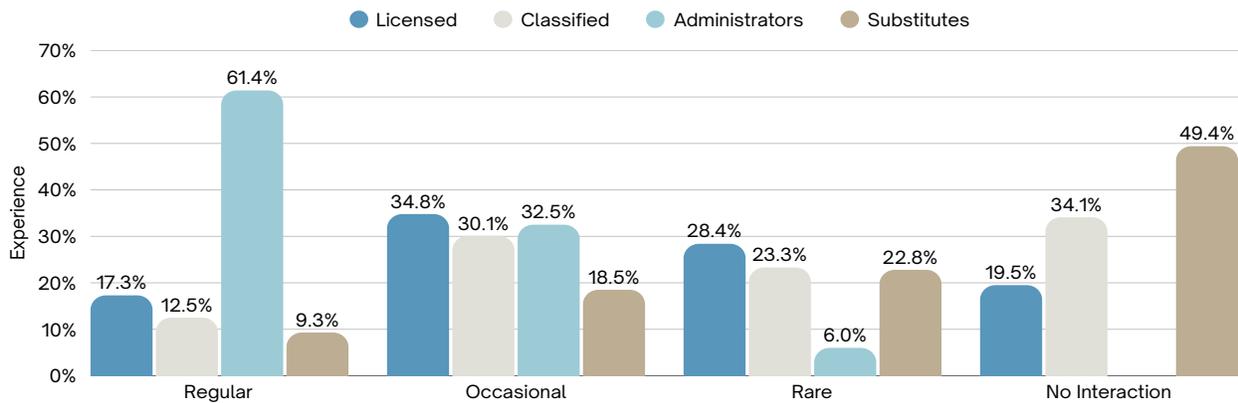
School Staff YSO Survey Analysis

Overview

The staff survey analysis (n=1,749) reveals a complex landscape of opinions about Youth Service Officers (YSOs) in schools, with notable variations across different staff roles and professional experiences. Licensed staff (n=890), classified staff (n=614), administrators (n=83), and substitutes (n=162) bring distinct perspectives that enrich the overall understanding of YSO program effectiveness and opportunities for enhancement.

Staff YSO Experience and Perceptions

Figure 50: Staff Interactions with YSOs (n=1,749)



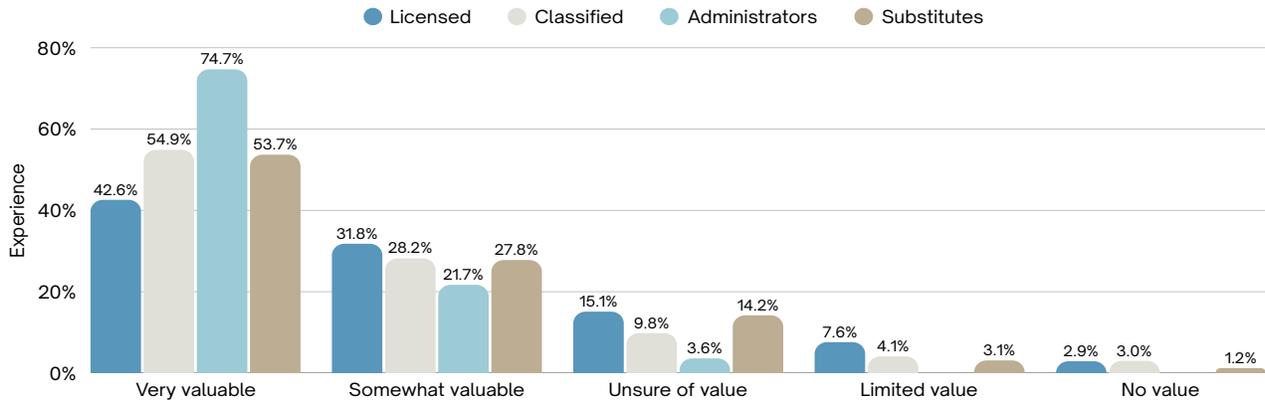
The data shows distinct interaction patterns by role, with administrators reporting the highest rates of regular YSO interaction (61.4%) compared to licensed staff (17.3%), classified staff (12.5%), and substitutes (9.3%). This highlights a significant interaction gap that mirrors the student awareness challenge, where those in administrative roles have substantially more engagement with YSOs than frontline staff who interact with students daily.

Key Findings - Staff YSO Interactions

- Parents and guardians express generally positive views about YSOs while offering specific improvement ideas.
- Many parents and guardians report being unaware of YSOs at their child's school or unclear about their specific roles.
- Relationship-building and community engagement aspects of the YSO role are highly valued.
- A significant portion of parents and guardians express concerns about YSOs, particularly regarding impacts on students of color.
- Clear role boundaries represent an important consideration for program refinement.
- Parents who express concerns often mention historical tensions between law enforcement and marginalized communities.

Value Assessment

Figures 51: Staff Assessment of YSO Value (n=1,749)



Staff across all roles overwhelmingly perceive YSOs as valuable, though with notable variations. Administrators show the strongest positive assessment with 74.7% rating YSOs as "very valuable" compared to 42.6% of licensed staff. The percentage of staff unsure of YSO value (ranging from 3.6% of administrators to 15.1% of licensed staff) parallels the knowledge gap patterns seen in other stakeholder groups.

Key Findings - Staff Value Assessment

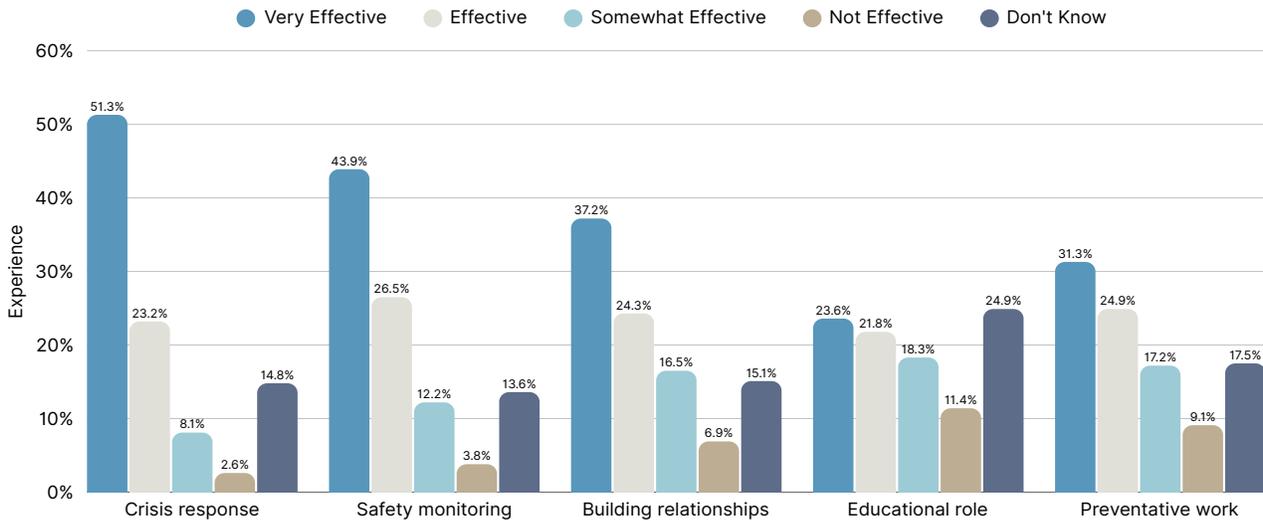
- YSOs are rated as "very valuable" or "somewhat valuable" by 96.4% of administrators, 83.1% of classified staff, 74.4% of licensed staff, and 81.5% of substitutes.
- Licensed staff show the highest rates of uncertainty (15.1%) and negative value assessment (10.5% combined "limited" or "no" value).
- Administrator perspectives show a notably more positive assessment than other staff roles.
- Overall support levels are strong across all staff roles despite varying degrees of enthusiasm.

Role Effectiveness

- YSOs are rated as "very valuable" or "somewhat valuable" by 96.4% of administrators, 83.1% of classified staff, 74.4% of licensed staff, and 81.5% of substitutes.
- Licensed staff show the highest rates of uncertainty (15.1%) and negative value assessment (10.5% combined "limited" or "no" value).
- Administrator perspectives show a notably more positive assessment than other staff roles.
- Overall support levels are strong across all staff roles despite varying degrees of enthusiasm.

Role Effectiveness

Figure 52: Staff Assessment of YSO Effectiveness in Various Roles (n=1,749)



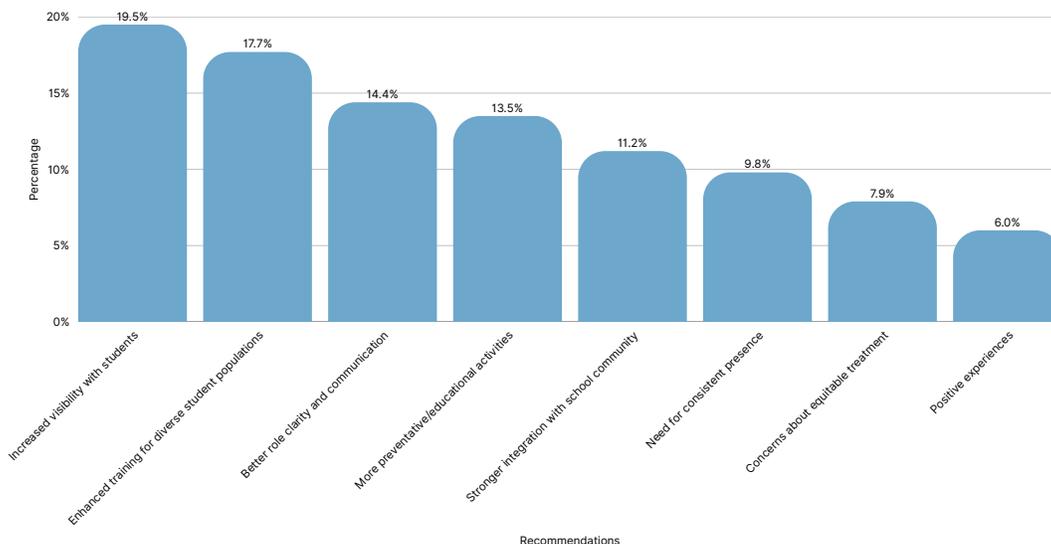
Staff assess YSO effectiveness across various functions differently, with crisis response receiving the highest effectiveness ratings (74.5% combined "very effective" and "effective") and educational role receiving the lowest (45.4%). The variation in effectiveness ratings across functions provides important insights into program strengths and opportunities.

Key Findings - Role Effectiveness Assessment

- Crisis response and safety monitoring represent perceived YSO strengths.
- Educational and preventative functions show lower effectiveness ratings.
- "Don't know" responses are highest for educational role (24.9%), suggesting less visibility of this function.
- The effectiveness gap between reactive (crisis) and proactive (preventative/educational) functions highlights an opportunity for program enhancement.

Open-Ended Staff Insights

Figure 53: Staff Recommendations for YSO Program Enhancement (n=215)



The thematic analysis of staff open-ended responses reveals sophisticated professional insights that balance appreciation for YSO contributions with critical reflection on program enhancement opportunities. Increased visibility with students emerges as the dominant theme (19.5%, n=42), followed by enhanced training for diverse student populations (17.7%, n=38) and better role clarity and communication (14.4%, n=31).

Key Takeaways

- Staff strongly desire increased YSO visibility and interaction with students.
- Training for working with diverse student populations represents a significant priority.
- Role clarity and communication need improvement from staff perspective.
- Staff want more preventative and educational YSO activities rather than just reactive functions.
- Stronger integration with the school community would enhance program effectiveness.
- Consistent YSO presence is critical to program success.
- Some staff express concerns about equitable treatment of students.

Representative Quotes

Increased Visibility with Students:

- *"YSOs should regularly appear in classrooms in a positive way, not only when there are issues. They should work to build a positive presence at school and relationships with students prior to stepping in when there are issues."*
- *"I have not seen our YSO in the building this year."*
- *"I have never actually spoken with our YSO, I shouldn't have an opinion about this."*

Enhanced Training for Diverse Student Populations:

- *"The official job title has changed from SRO to YSO, but the job duties have not. Data surrounding YSO/SRO presence in schools is consistent with punitive practices and escalation by school staff (overwhelmingly White) disproportionately directly affecting BIPOC students. This runs in opposition to the District's pillars of inclusion and the slogan of 'BELONG' as well as the district's work to seek alternatives to expulsion and implement restorative justice practices."*
- *"I've always had positive relationships with law enforcement officers, but then again, I'm a white guy. When I'm not sure what to feel about a YSO, I ask my black students. They're pretty clear on wishing the YSOs were not here so that they could feel more comfortable at school."*

Better Role Clarity and Communication:

- *"Our YSO has been out this year quite a bit. The back up YSO's rarely show up. There has been a big disconnect this year between law enforcement and DHS. When we have an SRO on campus...I really like Officer Quinn, it's been helpful to him here as an advocate/resource."*
- *"I would prefer that the YSO be dressed and lightly equipped (badge, weapon, cuffs, radio) in business casual attire similar to campus supervisors rather than uniformed as if on patrol."*

Concerns about Approach and Equity:

- *"I am not interested in having YSO's in the building. It causes stress for some students and teachers with little to no benefit for the school. I especially don't trust having them here during this time of political uncertainty for our diverse populations."*
- *"I think there are many great people in this role and they are trying to do things well - however - the foundation the role is built on pulls down equity, security, and safety in many incidents. I don't think the role should exist in any building regularly - perhaps 1-2 giving consult across all buildings"*
- *"Our YSO is incredibly nice and I appreciate him on a personal level, but I am opposed to police presence in schools on principle. His job is not adding value to the educational community."*
- *"too many of our students have been traumatized by law enforcement and should not have to deal with that trauma at school"*