

The logo for the American Civil Liberties Union (ACLU) is displayed in the top left corner. It consists of the letters 'ACLU' in a large, bold, white, sans-serif font. Below this, the words 'AMERICAN CIVIL LIBERTIES UNION' and 'FOUNDATIONS' are written in a smaller, white, sans-serif font. The background of the entire image is a close-up of a hand holding a black pen, writing on a piece of white paper with a green grid pattern. The paper is partially covered with green ink scribbles and handwritten text in various colors (green, blue, red). Some of the visible text includes 'OUR CAGES', 'COUNTRY', 'I AM, "ENOUGH"', and 'I smile when I look in the mirror'. The overall tone is one of activism and social justice.

AMERICAN CIVIL LIBERTIES UNION
FOUNDATIONS

California

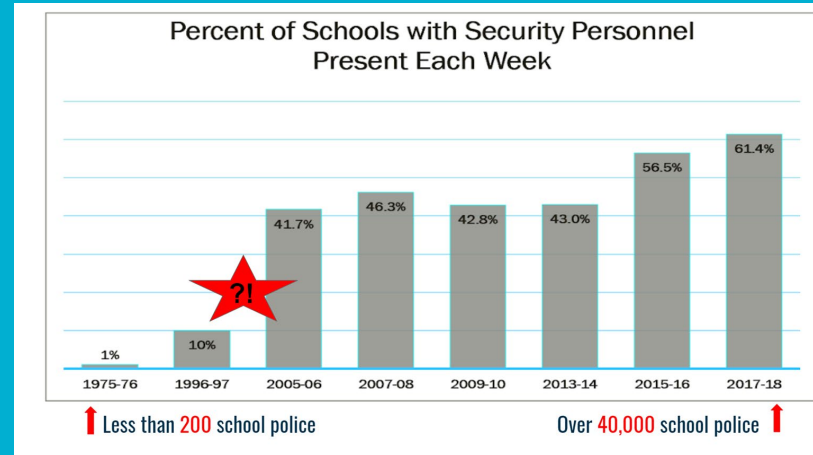
Limiting Police Involvement with Students

Research and Policy Efforts from ACLU Affiliates in California

Linnea Nelson, Senior Education Equity Attorney
Racial & Economic Justice Program
ACLU Foundation of Northern California

The History

- Policing in the United States is rooted in white supremacy -- slave patrols and later the enforcement of segregation
- **1948-** A security unit designed to patrol newly integrated schools was the beginning of LA School Police
- **1970-** The U.S. only had 200 school police nationwide
- **2021-** The U.S. has more than 40,000 school police officers
- School police are concentrated in areas serving more students of color and lower-income communities



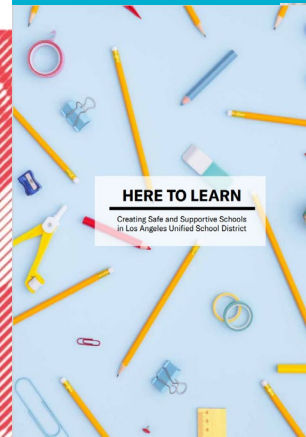
Cops and No Counselors

How the Lack of School Mental Health Staff Is Harming Students



Previous ACLU Reports and Work

- The Right to Remain a Student (2016)
- Bullies in Blue (2017)
- Here to Learn (2018)
- Cops and No Counselors (2019)
- Our Right to Resources (2020)
- **LINKS IN THE FINAL SLIDE**



POLICE IN SCHOOLS

- The Department of Justice provided nearly \$1 billion for local and state governments to increase policing, surveillance, and the militarization of schools.
- The presence of school police leads to harsher discipline and punishment for students, particularly Black students, male students and students with disabilities.
- The presence of SRO's is linked to a 35% to 80% increase in out of school suspension.



Decades of Struggle by Youth and Organizers



- For almost a decade, Black Organizing Project has been fighting to eliminate school police in Oakland
- In Los Angeles, advocates have worked for decades to stop criminalizing students, including eliminating truancy, stopping random searches, implementing PBIS, banning pepper spray, and eliminating school police
- From 2018-2021, campaigns to remove school police in: Fremont, Los Angeles, Long Beach, Stockton, Moreno Valley, Kern County, San Diego, Pomona, San Jose, Ventura, Claremont, and South San Francisco, among others.



YOUTH TASK FORCE ON POLICE-FREE SCHOOLS



SUPPORT THIS PETITION

UPDATE: THE PETITION HAS BEEN DELIVERED.

Please visit our [website](#) to stay up-to-date on our latest actions.

Recent Signers

Jan 7, 2021	Hannah P.
Jan 7, 2021	Cindy G.
Jan 6, 2021	Rosalilia M.
Jan 6, 2021	Caitlin B.
Jan 6, 2021	Lucia A.



**Civil Rights Data
Collection
2017-2018 Data**

U.S. DEPARTMENT OF
EDUCATION
FEDERAL BUILDING 6

Rates of School Referrals to Law Enforcement

- Black and Native American students and students with disabilities are disproportionately referred to police in all schools
- Rates dramatically increase at schools with assigned law enforcement

Table 1.

Average Rates of Referral to Police (per 1000 students) in Schools with and without Assigned Law Enforcement by Racial/Ethnic Group and Disability

	Rate of Referral in Schools without Assigned Law Enforcement	Rate of Referral in Schools with Assigned Law Enforcement	Increased Likelihood of Referral in Schools with Law Enforcement
All Students*	1.7	7.7	4.5x
Latine*	1.7	7.5	4.4x
American Indian/ Alaska Native*	2.6	9.3	3.6x
Asian	0.7	4.1	
Native Hawaiian/ Pacific Islander*	1.7	12.5	7.4x
Black*	3.9	18.3	4.7x
White*	2.0	8.7	4.4x
Students with Disabilities (IDEA)*	3.2	14.8	4.6x

*Indicates stastically significant difference at $p > 0.05$ or better

Rates of Arrests in Schools

Figure 1.
Arrest Rates in Schools With and Without Assigned Law Enforcement

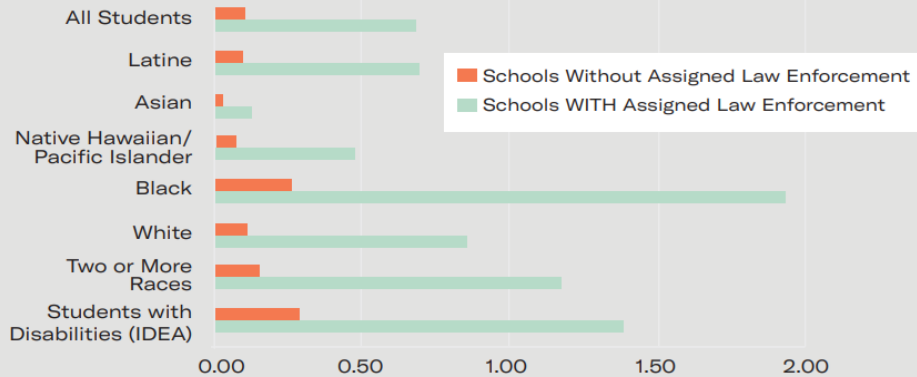


Table 2.
Average Arrest Rates (per 1000 students) in Schools with and without Assigned Law Enforcement by Racial/Ethnic Group and Disability

	Rate of Arrest in Schools without Assigned Law Enforcement	Rate of Arrest in Schools with Assigned Law Enforcement	Increased Likelihood of Arrest in Schools with Law Enforcement
All Students*	0.11	0.68	6.2x
Latine*	0.10	0.69	6.9x
Asian	0.03	0.13	4.3x
Native Hawaiian/ Pacific Islander	0.07	0.48	
Black*	0.26	1.93	7.4x
White*	0.11	0.86	7.8x
Two or More Races	0.16	1.18	7.5x
Students with Disabilities (IDEA)*	0.29	1.39	4.8x

- Students across all categories are more likely to be arrested in schools with assigned law enforcement
- Although the sample size is small, Native Americans are 35x more likely to be arrested when in a school with law enforcement than in a school without



Baldwin Park Unified

- From 2010-2017, district had no police on staff
- In 2016, district reported 114 referrals to police
- District hired 6 officers in 2017
- In 2017-18, district reported 347 referrals to police (3x increase)
- Critically, arrests fell from 70 to 52 in that time, suggesting that staff were calling police for issues that did not warrant police intervention and should have been handled by staff
- On Feb 2021, BPUSD Board disbanded school police department





Racial and Identity Profiling Act 2019 Data

History and Context

- Passed in 2015 led by dozens of groups, including ACLU, Youth Justice Coalition, Asian Americans Advancing Justice, PICO CA, Reform California, Dignity and Power Now, and others.
- Data is collected and reported about each police “stop,” including those in schools.

Between January 1, 2019 and December 31, 2019, the 15 largest law enforcement agencies in California collected data on nearly 4 million vehicle and pedestrian stops. RIPA defines a stop as a detention or search.

California Highway Patrol
Los Angeles County Sheriff's Department
Los Angeles Police Department
Riverside County Sheriff's Department
San Bernardino County Sheriff's Department

San Diego County Sheriff's Department
San Diego Police Department
San Francisco Police Department
Fresno Police Department
Long Beach Police Department

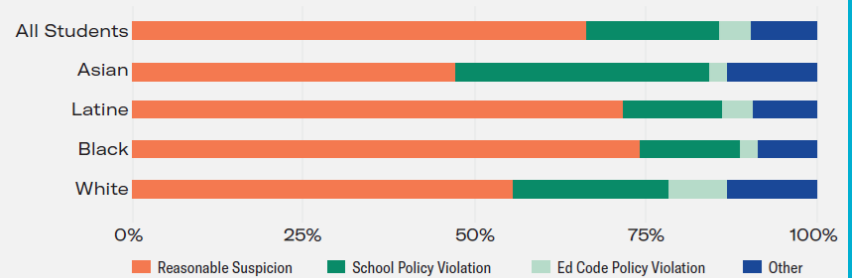
Oakland Police Department
Orange County Sheriff's Department
Sacramento County Sheriff's Office
Sacramento Police Department
San Jose Police Department

Findings

- 15 largest agencies stopped 2,602 students aged 5-19
- 9% or 241 stops were of children 12 or younger, 26 stops were children under 9
- Black students are 7.6% of the population but 26% of students stopped
- Students referred to law enforcement for trivial or absurd reasons.

Figure 2.

Reason for Student Stops by Race



A review of the list of “offenses” cited by police reveals numerous actions that appear patently trivial—or even absurd—as a justification for calling police to campus to confront a child or youth. These offenses include:

- Vandalism
- Send false fire alarm
- Offensive words in a public place or at school
- Annoying phone calls
- Loitering at school
- Display in public, imitation firearm
- Minor attending a prizefight
- Minor buying smoking paraphernalia
- Willful disturbance of a school zone
- Loud/unreasonable noise at school
- Gambling

Findings

- Staff may call police for school policy violation, ed code violation, or “reasonable suspicion for violating a crime.” Black and Latine students are more likely to be stopped for suspicion of violating a crime.
- Black students are more likely to receive harsher actions during and after stops.

Table 5.
Results of Student Stops by Race

	Warning	Citation	Custodial Arrest w/o Warrant	Psychiatric Hold	Referred to Administrator	Referred to School Counselor
All Students	5%	36%	15%	12%	26%	12%
Asian	5%	13%	8%	37%	11%	21%
Black	4%	34%	20%	7%	26%	14%
Latine	4%	44%	13%	12%	25%	12%
White	4%	30%	12%	16%	29%	13%

Table 4.
Police Actions During Student Stop by Race⁶²

	Handcuffed	Patrol Car Detention	No Action	Student Searched	Property Searched	Property Seized
All Students	16%	12%	34%	29%	18%	13%
Asian	11%	13%	47%	26%	18%	11%
Black	27%	14%	34%	33%	20%	8%
Latine	11%	9%	35%	27%	14%	17%
White	12%	15%	30%	24%	21%	15%

Context and History

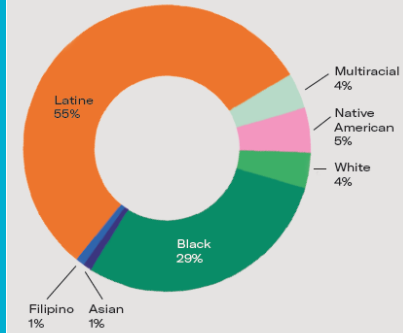
- For almost a decade, the Stockton Education Equity Coalition (SEEC) has been centering equity for students in its advocacy to challenge systems of power that are rooted in oppression.
- Was forced to sue Stockton USD in 2016 to get the data through Public Record Act requests



Findings: School Police Contact

- Native American students were booked or cited by Stockton USD police at five times their rate of enrollment in school, and Black students were booked or cited at nearly three times their rate of enrollment.

Figure 5.
Distribution of Bookings/Citations by Student Race, 2017-2020.



From Student Arrests and Referrals to Police, cleaned PRA data. Includes individuals who were booked/cited more than once. Percentages are rounded to nearest whole number.

Data analysis by the Social Movement Support Lab.

Figure 6.
Bookings/Citations per 1000 Students Enrolled, 2019-2020

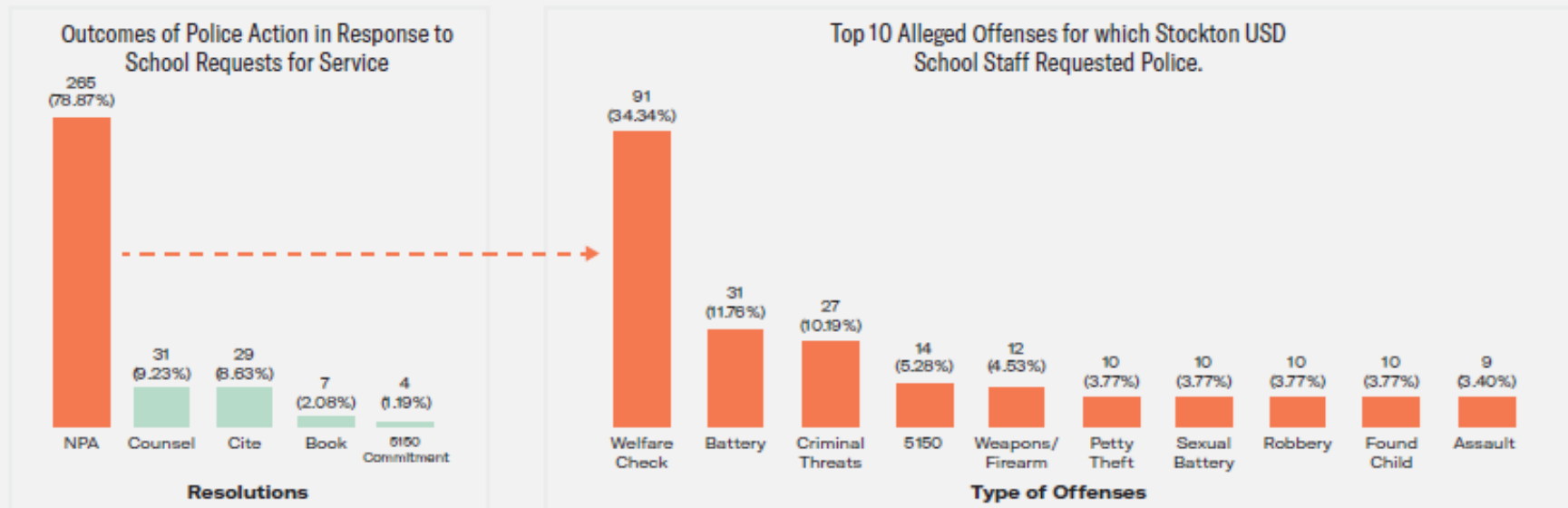
Race or Ethnicity	Rate per 1000
Black	12.4
Native American	6.1
Multiracial	5.2
Latine	2.6
White	1.9
Filipino	0.7
Asian	0.6

Calculated by number of bookings and citations (from PRA data, Student Arrests and Referrals to Police) divided by students enrolled in that racial/ethnic group, times 1000 for academic year 2019-20. Total enrollment numbers pulled from CA Dataquest. This includes individuals who were booked/cited more than once. Rounded to nearest decimal point.

Data analysis by the Social Movement Support Lab.

Figure 8.

Resolutions of School Requests for Police in Stockton USD, by Outcome and Alleged Offense, 2020.



78.87% of school requests in 2020 were resolved with "NPA" (no subsequent police action).

Among 265 school requests resolved with "NPA" (no subsequent police action), the most common reason was Welfare Check (34.34%).

Among all 92 school requests for police assistance for "Welfare Check," 31(98.91%) were resolved with "NPA" (no subsequent police action), and 1 resolved through police counseling the student ("Counsel").

Central Valley Data

Federal and state data reveals most of Central Valley's counties and districts have several times as many police in schools in social workers. And hundreds of thousands of students are in schools with cops and no counselors in the region.

There are several districts where Black and Indigenous students are far more likely to be referred to law enforcement, including:

- **Hanford Joint Union High** (overall rate 43 students referred per 1,000, Black students 112 per 1,000)
- **Lemoore Union High** (overall rate 26 per 1,000 referred, Black students 99 per 1,000 and Native American students 44 per 1,000)
- **Delano Joint Union High** (overall rate 19 per 1,000, Black students 125 per 1,000)
- **Dos Palos Oro Loma Joint Union** (overall rate 11 per 1,000, Black students 59 per 1,000 and Native American students 50 per 1,000)

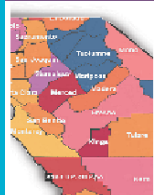
CENTRAL VALLEY REPORT CARD ON SCHOOL POLICE

This report card examines federal and state data at the county and district level in California's Central Valley. It compares the rates of referral to law enforcement per 10,000 students across race and disability. It also compares access to mental health staff like counselors, psychologists, nurses, and social workers to police in schools in the region. The analysis reveals most of Central Valley's counties have more several times as many police in schools in social workers. Also, hundreds of thousands of students are in schools with cops and no counselors in the region.

LAW REFERRALS BY COUNTY PER 10,000 STUDENT

County	All Students	Students w/ Disab.	Black Students	Latinx Students	Native Am. Students	White Students	Pacific Islander	Asian Students	Students Enrolled	Student Referrals
Statewide	33.2	59.2	87.7	40.5	59.3	27.9	30.7	16.3	6,207,885	23,727
Fresno	53.1	114.3	164.0	59.8	37.9	40.1	33.6	18.0	1,963,223	1,042
Kern	8.6	18.5	18.8	9.0	0.0	6.6	0.0	6.1	185,223	160
Kings	94.5	220.8	393.5	89.9	149.1	62.6	87.0	20.4	28,038	245
Madera	25.4	35.3	42.8	20.9	0.0	41.0	0.0	19.9	31,495	50
Merced	9.9	19.8	49.7	7.3	56.7	15.2	104.2	2.8	58,684	58
Sacramento	7.4	13.9	14.5	7.0	0.0	8.1	3.0	1.7	230,308	170
San Joaquin	33.7	74.5	70.8	31.9	19.3	42.4	25.5	11.8	126,735	434
Stanislaus	23.8	54.1	126.1	28.8	40.9	15.5	9.3	11.5	112,227	323
Tulare	61.6	118.5	108.9	65.4	195.8	38.4	140.8	28.1	100,818	621

ACCESS TO COUNSELORS, NURSES, ETC. COMPARED TO POLICE



	COUNSELORS	NURSES	PSYCHOLOGISTS	SOCIAL WORKERS	STUDENTS IN SCHOOLS WITH COPS (%)	STUDENTS IN SCHOOLS WITH COPS AND NO COUNSELOR (%)	POLICE IN SCHOOLS (%)	SOCIAL WORKERS IN SCHOOLS (%)
STATE AVERAGE	0.29	241	1,041	7,308	31%	60,000	2,000+	147
EXPERTE RECONMEND	250	750	750	250	0	0	0	+
FRESNO	776	1,501	652	9,071	18%	34,000	54+	34
KERN	804	2,296	1,221	32,094	17%	30,000	35+	6
KINGS	791	1,790	1,067	14,783	50%	19,000	47+	2
MADERA	583	1,081	1,230	+	33%	10,000	5+	0
MERCED	652	2,029	1,019	+	48%	28,000	21+	0
SACRAMENTO	687	3,186	1,622	6,276	58%	66,000	19+	38
SAN JOAQUIN	623	2,343	1,213	+	39%	36,000	50+	1
STANISLAUS	662	1,248	1,288	+	11%	12,000	10+	0
TULARE	541	2,889	1,850	25,959	31%	32,000	17	4

% of Students in Schools w/ Cops but no Nurse, Counselor, etc.

*Cops and No Counselor

2019 CDE Data



KEY TAKEAWAYS

- Policies which may sound reasonable are implemented in ways that are harmful and don't solve the problems they claim to solve. **This is not an accident.**
- Poor investment of resources: student needs not addressed
- Decisions about safety are often driven by one incident (not everyday reality), popular perceptions about crime, disorder, negative attitudes about young people
- Culture of punishment becomes established
- Failure to address the root causes
- Increasingly these policies make some young people feel unwelcome in schools, not supported, or attacked

LAUSD Survey Results



PUBLIC DEBATES ABOUT SCHOOL SAFETY TODAY

- 2018: After Parkland (Marjory Stoneman Douglas HS), some \$3 billion was allocated to school safety measures. More police were added, schools hardened, surveillance technology, social media monitoring, additional “threat assessment”
- 2020: George Floyd murdered, igniting movement to have police removed from school in everyday roles (vs. rare emergency). Some 65 districts substantially limited their investment in police – cutting school police departments or ending contracts with outside agencies.
- 2022 and beyond: Laws and policies have been adopted attacking students of color (how their history can be taught) and LGBTQ students, faculty, and allies.
- 2022: In Uvalde, the school already went through “school hardening,” as recommended in 2018 (after Parkland). This didn’t stop the shooter.



Assembly Bill 2441

Focused on restoring flexibility to educators to decide when law enforcement should be notified by eliminating requirements that schools notify law enforcement for certain student behavior such as an assault or minor possession of cannabis or alcohol.

- Involving law enforcement in the response to common child and adolescent school related misbehavior contributes to racial inequities in academic achievement and the school-to-prison pipeline.
- A student's interaction with law enforcement decreases their likelihood of completing high school while increasing the likelihood that they will have contact with the criminal legal system.

Links and Resources

- The Right to Remain a Student (2016)
 - aclunc.org/publications/right-remain-student-how-ca-school-policies-fail-protect-and-serve
- Here to Learn (2018)
 - clusocal.org/en/here-to-learn
- Cops and No Counselors (2019)
 - aclu.org/report/cops-and-no-counselors
- Our Right to Resources (2020)
 - Report: clusocal.org/en/publications/right-to-resources
 - Toolkit: clusocal.org/en/campaigns/righttoresources
- No Police in Schools (2021)
 - clusocal.org/no-police-in-schools
- State of Student Wellness (2021)
 - aclucalaction.org/sw
- STUDENT KNOW YOUR RIGHTS: WWW.MYSCHOOLMYRIGHTS.COM

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