



YUBA COUNTY OFFICE OF EDUCATION COMMUNITY SCHOOLS NEEDS ASSESSMENT

December 2024 Report

[Link to Dashboard Visualization for conducting analysis](#)

Introduction

This is a Report for the Yuba County Office of Education that summarizes a Needs Assessment conducted in the Fall-Winter 2024 to inform planning for community schools. The assessment was implemented by Inform 2 Inspire, a research and data firm focused on K12 school systems.

Surveys were made available in English, Spanish, and Hmong, and were tailored to the five groups: Students, Parents, Staff, Community Members and Service Providers. Although survey instruments were offered in three different languages, 97% were completed in English, and 3% in Spanish. Two (2) surveys in Hmong were started, however, the data was incomplete and for that reason these surveys were not included in the report analysis.

This is the second year for this Needs Assessment and most survey questions remained the same. However, a decision was made to change questions to a Strongly Agree to Strongly Disagree scale in 24-25 that were previously forced rank questions because that question type may have confused respondents. More specifically, in the 23-24 survey, questions in sections of 6. Supports for Students, 7. Supports for Parents and Families, and 8. Improving Our School Community questions were previously ranked where respondents identified their priorities from highest (1) to lowest (9). In the 24-25 version, these three sections were revised to reflect the same scaled responses as the prior sections, from Strongly Agree to Strongly Disagree.

A new section of 4 questions was added into the 24-25 survey to collect data for the California School Dashboard Local Indicators. These questions cover topics such as staff using language that people understand; receiving information and resources to support students' home learning; staff helping people to understand and exercise legal rights and advocating for their student(s); and staff working with families around planning, designing, implementing and evaluating activities around family engagement.

This report primarily focuses on 24-25 results, however, when possible, survey data from the 23-24 and 24-25 have been compared. Highlights from these comparisons can be found at the end of each section.

A total of 1,425 surveys were completed by students, staff, families, and community members of YCOE schools.

Respondents were asked questions on 9 topic areas and each topic consisted of different questions/statements to answer. The 9 topic areas are stated below.



Student and Family Engagement



Supports for Students



Collaborative Leadership



Supports for Schools



Classroom Instruction



Supports for Parents/Families



School Climate



Additional Questions



Extended Learning Opportunities

Overview

When looking across all 9 topics a few trends stand out in the results:

- A majority of all respondents feel welcomed at their school and feel respected in terms of their value, culture, language, and identity.
- Parent/family engagement and connection to school need to be addressed
 - School Staff rated parent/family engagement the lowest (17%)
- Collaborative Leadership is another area to be addressed
 - Only 59% of all respondents agreed or strongly agreed that there is a high level of partnership between school staff and the community. Percentages were particularly low among Students (50%).
 - Overall 57% agreed about participating in school advisory groups. The lowest agreement came from Parents (40%)
- When looking at Classroom Instruction, School Staff had lower levels of agreement across two of the items compared to the other respondent groups
 - Teachers meet with families and students to discuss student progress (40%)
 - The academic program is thorough and challenges students (33%)
- Within the School climate items, there are both highlights and opportunities
 - There is a high level of agreement about the school having a positive climate (83%), and staff caring about students (79%)
 - Both Students and School Staff had the lowest agreement about students getting along well with one another at school (50% and 52%, respectively)
- Agreement about extended learning opportunities for students is consistently high for Parents, School Staff and Community members, however, Students ratings are lower for most of these items.
- For Student Support, Job and Independent living skills are high priorities for Parents, Students and School Staff. There are mixed responses across the groups about providing before (42%) and after school (58%) programs.

- There is a high level of agreement about the 8 items in the Supports for Parent/Family, all respondents either agreed or strongly agreed with their responses ranging from 74% to 83%
- Most respondent groups agree that their school community would be improved if the schools provided more support to families (83%). Students agree the least about the need to make classroom instruction more connected to the community (44%) and or the need to provided extended learning opportunities beyond the school day (44%).
- All respondent groups agree or strongly agree about staff using language that they understand. However, when it comes to receiving information and resources to support home-learning (44%), and staff working to engage families (58%), these are areas to be addressed with far fewer respondents agreeing or strongly agreeing with those statements.

Demographic Profile

Respondents were asked to identify with various group memberships. The tables below summarize the percent of people from each group:

Ethnicity	Language(s) Spoken at Home	Group
37% - Hispanic/Latino	70% - English	55% - Students
28% - White	25% - Spanish	32% - Parents
15% - Two or More Races	<5% - Hmong	11% - School Staff
11% - Asian/Pacific Islander	<1% - Punjabi	2% - Community Members
6% - Unknown		(including Service Providers)
3% - African American		

Most of the surveys collected were completed by Students (n=786, 55%), followed by Parents (454, 32%), School Staff (n=155, 11%), Community Members (N=20, 1.4%), and Service Providers (n=4, 0.3%).

Due to a low number of respondents for the categories of Community Members and Service Providers, these two response groups have been combined into one category, Community Members. Additionally, it is important to note that because responding to questions was not mandatory, some people might not have answered all questions.

The table below summarizes the districts within Yuba County that respondents were associated with and the number of surveys from each organization.

Schools	# of Surveys	% of Surveys
Marysville Joint Unified School District	1,261	89%
Yuba County Office of Education	59	4%
Other/Did Not Answer	55	4%
None of the Above	29	2%
Camptonville Elementary School District	20	1%

Survey Instrument

For each of the topics, respondents were asked questions with a series of statements and respondents had to indicate their level of agreement or disagreement with each statement. Respondents had the following answer choices for these questions:

1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree
----------------------------------	----------------------	---	-------------------	-------------------------------

The data presented in this Report highlights the statements in each topic with which participants were most in agreement (responses of Agree and Strongly Agree). This Report also highlights the top three services and resources that respondents identified as most important.



1. Student and Family Engagement

Survey respondents were asked seven (7) questions related to engagement of students and families. The statements in this topic included feeling welcomed, being respected in the areas of language, identity and culture, being valued, being understood, and parent/family engagement with the school. A majority (88%, 79%, and 84%, respectively) of survey respondents agreed or strongly agreed with the following three statements:

- My culture is respected by school staff,
- I am welcomed in my school community, and
- My identity is respected by school staff.

When looking at the different respondent groups, both Parents and Students responded highest to the statements about their culture (91%, 80%, respectively) and language (91%, 80%, respectively) being respected by school staff. All School Staff (100%) respondents agreed about having one's culture respected and being valued by the school community. Community members' responses were unanimous across all seven statements in this section at 100%.

It is interesting to note that only 56% of all respondents agreed or strongly agreed with there being a high level of parent/family engagement at their school. Every respondent group (except Community Members) had the lowest agreement to this statement; with School Staff responding the lowest at 17%.

When comparing findings from the 23-24 survey to 24-25, many of the items are similar by a few percentage points. There are a few notable changes. The first is about staff respecting a person's language; responses decreased by 4 percentage points year over year. The second item refers to staff respecting a person's culture, which increased by 6 percentage points. The third item increased by 3 percentage points around the school having a high level of

parent engagement. The table below lists each of the items in this section, ordered from largest to smallest increases in the percentage of people agreeing or strongly agreeing with each statement.

Student & Family Engagement Items	23-24	24-25	Difference
My culture is respected by school staff	82%	88%	6
There is a high level of parent/family engagement at our school	53%	56%	3
I am valued by my school community	76%	77%	1
I am understood by my school community	72%	72%	0
I am welcomed in my school community	83%	84%	-1
My identity is respected by school staff	81%	79%	-2
My language is respected by school staff	80%	76%	-4



2. Collaborative Leadership

There were nine (9) questions in this section related to collaborative leadership and shared power and voice. Questions were around language used by staff, comfort level in communicating with staff and in providing input about school programs and school policies, partnership between school staff and with parents/families and the community, and whether respondents are encouraged to and participate in school advisory groups. The majority of respondents agreed or strongly agreed that: staff use language that I understand (80%), there is a high level of partnership between school staff and parents/families (76%), and they feel comfortable communicating with school staff (73%).

In contrast, only 57% of all respondents agreed or strongly agreed that they participate in school advisory groups. This statement was the least agreed upon statement for most groups. Similarly, only 59% of all respondents believe there is a high level of partnership between school staff and the community.

The majority of Parents agreed that they feel comfortable communicating with school staff and that there is a high level of partnership between school staff (82% and 80%, respectively). Conversely, only 40% of Parents agreed or strongly agreed that they participate in school advisory groups.

The highest rated statement among Students is for staff using language they understand (79%); whereas the lowest rated statement was about the level of partnership between school staff and the community (50%). Interestingly, this was the lowest rating across all groups in this section.

All (100%) School Staff respondents agreed that they feel comfortable providing input on school programs and they are encouraged to participate in school advisory groups.

Among Community Members, all (100%) agreed on four of nine items: staff use language they understand, feel comfortable communicating with school staff, and there is a high level of partnership between school staff and the community. For the remaining five items, only 67% agreed with the statements: provide input on school programs or, feel comfortable providing input about school policies, level of partnership between school staff and parents/families, and being encouraged to join or participate in school advisory groups.

When comparing survey results, two items stand out from this section. Staff using language people understand decreased by 7 percentage points. The item asking about a high level of partnership between school staff and parents/families increased by 8 percentage points. The table below lists each of the items in this section, ordered from largest to smallest increases in the percentage of people agreeing or strongly agreeing with each statement.

Collaborative Leadership & Shared Power and Voice Items	23-24	24-25	Difference
There is a high level of partnership between school staff and parents/families	57%	65%	8
I am encouraged to participate in school advisory groups	65%	70%	5
There is a high level of partnership between school staff and the community	56%	59%	3
I participate in school advisory groups	55%	57%	2
There is a high level of partnership between school staff	76%	76%	0
I feel comfortable communicating back- and forth with school staff	78%	73%	-4
I feel comfortable providing input about school programs	72%	67%	-5
I feel comfortable providing input about school policies	70%	65%	-5
Staff use language that I understand	87%	80%	-7



3. Classroom Instruction

The seven (7) questions in this section asked survey respondents about staff believing students can be successful, students being supported at school, instruction being connected to student needs and interests, teachers meeting with families and students, the academic program being challenging, and if real-world learning opportunities are available. The majority of respondents agreed or strongly agreed the most with the following three statements:

- School staff believe students can be successful (76%),
- Classroom instruction is connected to student interest and needs (74%), and
- Students are well supported in the school's academic program (72%).

The Parent group responses were consistent at 73% agreement for four of the seven items: school staff believe students can be successful, classroom instruction is connected to student interest and needs, the school offers real-world learning opportunities, and the school offers opportunities for students to solve real-world problems for their community. Parents also had the lowest agreement (60%) about teachers meeting with families and students about student progress.

Although the range of agreement among students' responses was relatively small (60% to 70%), most Students agreed or strongly agreed that classroom instruction is connected to student interests and needs (70%), and that school offers opportunities for students to solve real-world problems in their community (70%). Interestingly, the item with lowest agreement is the school offering real- world learning opportunities.

Of note is that 100% of School Staff agree that School staff believe students can be successful. However, only 33% believe the academic program is thorough and challenges students.

There is unanimous (100%) agreement with Community Members that five of the seven items in this section are being met: school staff believe students can be successful, students are well supported in the school's academic program, classroom instruction is connected to student interest and needs, and that teachers meet with families to discuss student progress.

There are two notable changes when comparing survey results from 23-24 to 24-25. The first is a decrease (6 percentage points) in the number of respondents that believe that academic programs are thorough and challenging for students. In contrast is a 10 percentage point increase in the number of respondents that agree or strongly agree that the school offers opportunities for students to solve real-world problems for their community. The table below lists each of the items in this section, ordered from largest to smallest increases in the percentage of people agreeing or strongly agreeing with each statement.

Classroom Instruction Items	23-24	24-25	Difference
The school offers opportunities for students to solve real-world problems for their community	60%	70%	10
Classroom instruction is connected to student interests and needs	75%	74%	-1
The school offers real-world learning opportunities	70%	68%	-2
School staff believe students can be successful	81%	76%	-5
Students are well supported in the school's academic program	77%	72%	-5
Teachers meet with families and students to discuss student progress	68%	63%	-5
The academic program is thorough and challenges students	69%	63%	-6



4. School Climate

For this topic, respondents were asked seven (7) questions related to safety, connectedness, student relations, and school climate. The following four statements had the highest agreement among all survey respondents:

- our school has a positive school climate (83%),
- staff care about students (79%),
- I feel safe at school (77%), and
- I feel safe on my way to and from school (77%).

When looking at Parent responses, they agree with the top statements (100%, 79%, 77%, and 77%, respectively). Parents had the lowest agreement about having a connection to school (50%).

Students had high agreement to the school having a positive school climate (81%), feeling safe at school (71%), and that staff care about students (70%). It is important to note that just over half (52%) of student respondents agreed or strongly agreed about students getting along well with one another at school.

All (100%) School staff respondents agree that they feel safe at school, staff care about students, and they feel safe going to and from school. However, only half (50%) believe that students get along well with each other at school.

All Community members agreed or strongly agreed with six of the seven items in this section. The one item with two-thirds (67%) agreement was about feeling safe at school.

When comparing survey results between the two years, two items emerged as notable. The item about feeling connected to one's school decreased by 8 percentage points. In contrast,

the item asking about the school having a positive school climate increased by 7 percentage points. The table below lists each of the items in this section, ordered from largest to smallest increases in the percentage of people agreeing or strongly agreeing with each statement.

School Climate Items	23-24	24-25	Difference
Our school has a positive school climate	76%	83%	7
Bullying and harassment are prevented at our school	64%	69%	5
Students get along well with each other at school	62%	60%	-2
Staff care about students	82%	79%	-3
I feel safe on my way to and from school	81%	77%	-4
I feel safe at school	81%	77%	-4
I feel connected to my school	73%	65%	-8



5. Extended Learning Opportunities

Survey respondents were asked six (6) questions related to extended learning opportunities. The six items asked whether programs should include academic supports, arts, job training, sports, and whether before and after school programs and summer programs contribute to student success. The majority of all respondents agreed or strongly agreed that before/after/summer programs should include job training (78%), academic support (76%), arts (76%), and that these programs help students be more successful (76%).

Parents (100%) and Students (71%) agree that before/after/summer programs help to support student success. Where all parent respondents(100%) believe these programs should include academic support, less than two-thirds (59%) of Students agreed with this item. A similar pattern is seen between Parents and Students around including arts in these programs (100%, 57%, respectively). Students rated this item the lowest overall in this section.

All School Staff (100%) agreed that academic support and arts should be included in before/after/summer school programs. Conversely, the item with the lowest agreement (60%) was around including sports in these programs.

All (100%) Community Members agreed or strongly agreed with all six statements in this section.

When comparing survey data year over year, two items stand out from this section. There is an increase of 4 percentage points about before/after/summer programs including arts. There is also an increase of 10 percentage points around before/after/summer programs helping students be successful. The table below lists each of the items in this section,

ordered from largest to smallest increases in the percentage of people agreeing or strongly agreeing with each statement.

Extended Learning Opportunity Items	23-24	24-25	Difference
Before/after/summer programs...			
...help students to be more successful	66%	76%	10
...should include arts	72%	76%	4
...should include job training programs	79%	78%	-1
...should include academic supports	78%	76%	-2
...should include sports	73%	71%	-2
Summer programs help students to be more successful	72%	71%	-1



6. Supports for Students

Within this area, survey respondents were asked to respond to 13 items related to what supports are most important for students. These items include support for academics, anti-bullying, before and after school programs, life skills, mental health, addressing trauma, getting along with students, and before and after school tutoring. Please note that four new questions about life skills (Banking, Driver's license, Job skills, and Independent living) were added to this section for the 24-25 survey.

Across all respondent groups, the following 5 items received the highest responses for as areas of critical need to support student success in the school community:

- Job skills (resume writing, interviewing, job hunting, filling out applications) (80%)
- Mental health supports (78%)
- Support to get along well with other students (78%)
- Banking - cashing checks, bank accounts (76%)
- Support to address trauma (76%)

Parents and School Staff agreed about the need for academic support (100%), while less than half (40%) of Students agreed or strongly agreed with this type of support. Afterschool programs were another item highly rated by Parents (100%); Students rated this item the lowest (30%).

For Students, the 2 most highly rated items were Independent living and Job skills (82% and 80%, respectively); School Staff also agreed that these skills are important (86%). All (100%) School Staff and more than three-quarters (78%) of Students highly rated the item supporting students getting along with one another.

Community members rated 11 of the 13 items equally (67%, highest), except for before-school programs (0%) and drivers license (33%).

Interestingly, before-school programs were rated the lowest across all respondent groups (42%).



7. Supports for Parents/Families

Within this area, respondents were asked eight (8) items related to what supports are most important for parents and families. These items include parent education classes, childcare or preschool, health, job training and placement services, legal resources, housing assistance, financial resources, and transportation.

Across all respondent groups, the three items had the highest percent of people agreeing that these were critical to supporting student success: Job training and placement services (83%), Financial resources and supports (83%), and Transportation (83%), with Housing assistance close behind (82%). Interestingly, respondents for this section agreed or strongly agreed with all of the items, ranging from 74% to 83%, much higher than averages for other sections.

Parent respondents overwhelmingly indicated high ratings across all 8 items. All Parents (100%) indicated complete agreement on 5 of the 8 items: Parent education classes, Childcare or preschool, Health, Job training and placement services, and Transportation. For the remaining items, more than three-quarters (80%) agreed or strongly agreed about these supports: Legal resources and supports, Housing assistance, and Financial resources and supports.

Similarly, over three-quarters (75% to 100%) of Student respondents agreed or strongly agreed on 6 of 8 items. 100% of Students identified items of Housing assistance and Financial resources and support as their top 2 priorities. Just under two-thirds (63%%) identified Parent education classes and Childcare or preschool as priorities.

Most (86%) of School Staff agreed that Parent education classes and Job training and placement are the priorities for supporting families. Two-thirds (67%) of Community members agreed that all the items are priorities.



8. Improving Our School Community

Within this area, respondents were asked about (9) items related to what supports are important for schools. These items include improving parent and family engagement, shared leadership, classroom instruction, connecting classroom instruction to the community, school climate, more extended learning opportunities, student supports, facilities and infrastructure, and providing more support to families.

In this section respondents identified items that would contribute to improving the school community and therefore success for students. Across all respondent groups, the top three supports are:

- Providing more supports to families (83%),
- Improving facilities and infrastructure (79%),
- Improving classroom instruction (79%).

Across all respondent groups agreement for these items ranged from 67% to 83%.

For Parents, there is 100% agreement about improving classroom instruction and school climate, and providing students with extended learning opportunities beyond the regular school day. All (100%) School Staff identified improving parent/family school-engagement, improving classroom instruction, providing more family support, and improving facilities and infrastructure as their top priorities.

Overall Students' responses were the lowest for most of the items in this section. Only 44% of Students agreed or strongly agreed about providing extended learning opportunities for students beyond the school day, and making classroom instruction more connected to the community. The item receiving the highest response (75%) from Students is to provide more

support to families. Once again, two-thirds (67%) of Community members agreed that all the items in this section are priorities.



9. Additional Questions

Integrated into the 24-25 survey are 4 questions that provide YCOE with an opportunity to collect Local Indicator data. Respondents were asked about understanding language that staff use, receiving information and resources in support of students' at home learning, understanding and exercising legal rights and advocating for students, and staff working with families around family engagement activities.

The most consistent responses across all respondent groups are for the highest (86%) and one of the lowest (58%) rated items. All (100%) Parents, School Staff, and Community Members agreed that staff use language that they understand, with Students rating this item the lowest (75%). When asking about staff working with families on family engagement activities, Parents rated this the highest (73%), followed by School Staff and Community Members (67%), and Students came in at the bottom (48%).

When asked about staff helping families understand and exercise legal rights and student advocacy, the responses range from a high of 91% (Parents) to a low of 33% (School Staff). Similarly, when asked about receiving information and resources for at-home student learning, there is also a large range of responses. Within these responses, Community Members rated this the highest (67%), followed by Parents (55%), then Students (39%), and School Staff (33%).

Conclusion

This Report summarizes input from Parents, Students, Staff, and Community Members, in 9 topical areas. For each, brief summaries of the top responses for each respondent group and interesting data to consider. The data included in this report and the [accompanying dashboard](#) are intended to support YCOE and their partners in identifying recommendations for developing new community schools.

Highlights

- Respondents feel welcomed and respected at school
- There is a high level of agreement about the school having a positive climate and staff caring about students
- There is consistent agreement about extended learning opportunities for students
- Job and Independent living skills are priorities
- Staff use language that respondents understand
- Supports for parents and families are priorities for all respondents

Opportunities

- Increase parent and family engagement, and connection to schools
- Focus on partnering with community
- Involve more people in advisory groups
- Increase discussions about student progress between teachers and families
- Identify where improvements could be made to make academic programs more thorough and challenging to students
- Work with Students and School Staff to identify where efforts can be made to improve students' relationships at school
- Engage with Students to identify how to make classroom instruction connected to community and extended learning opportunities
- Provide more information and resources to support home-learning
- Innovate ways that staff can work to engage families