YUBA COUNTY OFFICE OF EDUCATION COMMUNITY SCHOOLS NEEDS ASSESSMENT

Executive Summary - January 2024

Link to Dashboard Visualization for conducting analysis

Introduction

This is an Executive Summary of the Yuba County Office of Education Needs Assessment conducted in the winter of 2023 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, Hmong, and Punjabi and were tailored to the five groups: Students, Parents, Staff, Service Partners, and Community Members. Although survey instruments were offered in four different languages, 84% were completed in English, 14% in Spanish, and 2% in Punjabi.

A total of 91 surveys were completed by students, staff, families, and community members of YCOE schools.

Respondents were asked questions on 8 topic areas and each topic consisted of different questions/statements to answer. The 8 topic areas are stated below.



Overview

When looking across all 8 thematic areas 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 language and identity.
- Parent/family engagement and connection to school need to be addressed
    - Only 51% of all respondents agreed or strongly agreed that there is a high level of parent/family engagement. Percentages were particularly low among School Staff (52%), Students (45%), and Service Providers (0%).
    - Slightly over half (52%) of all respondents agreed or strongly agreed that there is a high level of partnership between school staff and parents/families. Again, School Staff (55%), Students (46%), and Service Providers (17%) had the lowest agreement with this statement.
    - Only 17% of Parents agreed that they participate in school advisory groups.
    - When respondents were asked to rank what is needed to improve their school community, 69% said improving parent/family engagement with school.
- When looking at Classroom Instruction, students had lower levels of agreement across all 7 statements than most other groups. Slightly over half of students agreed that
    - teachers meet with families and students to discuss student progress (52%),
    - the school offers real-world learning opportunities (54%), and
    - the school offers opportunities for students to solve real-world problems for their community (55%).
- Only slightly over half (57%) of Students agreed that they feel connected to their school.
- 62% of survey respondents agreed or strongly agreed that bullying and harassment are prevented at school; similarly, only 63% agreed that students get along well with each other at school.

- While the majority of School Staff (94%) agreed or strongly agreed that before/after/summer school programs should include arts, only 53% of Parents and 55% of Students agreed with this statement.
- There was greater overall agreement (73%) that summer programs help students to be more successful, than agreement (60%) that before/after school programs help students be more successful.
- The majority of respondents (71%) ranked academic supports as one of the top three most important supports to provide for students. In contrast, only 5% of respondents identified before school programs as a top three support for students.
- 67% of respondents ranked parent education classes as one of the top three most important supports to provide for parents/families. Only 14% ranked legal resources and supports in the top three supports.
- 69% of respondents identified improving parent/family engagement with school as one of their top three most important things to do to improve the school community. Only 15% ranked improving facilities and infrastructure in their top three.

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	Group
44% - White	84% - English	35% - School Staff
22% - Hispanic/Latino	14% - Spanish	29% - Students
20% - Two or More Races	2% - Punjabi	19% - Parents
8% - Unknown		11% - Service Providers
4% - African American		6% - Community Members
3% - Asian/Pacific Islander		

Most of the surveys collected were completed by School Staff (N=32, 35%), followed by Students (N=26, 29%), Parents (N=17, 19%), Service Providers (N=10, 11%), and Community Members (N=6, 6%).

It is important to note that because response to questions was not mandatory, some people might not have answered all questions. Both the Service Providers and Community Members had a very low number of respondents to begin with, for example, only 2 out of the 6 community members responded to all items which means that those disaggregated results may not be helpful in making important decisions about community school programs for YCOE.

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

Schools	# of Surveys
Harry P B Carden	29
Yuba County Special Education	16
Thomas E. Mathews Community	14
Other/Did Not Answer	12
Yuba Environmental Science Charter Academy	9
Yuba County Adult Education	3
Yuba County Career Preparatory Charter	2
2 or more Organizations	6

Survey Instrument

For each of the topics, respondents were asked questions with different response options. A large number of questions involved a series of statements and respondents had to indicate their level of agreement or disagreement with each statement. For these types of questions, respondents had the following answer choices:

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

The data presented in this Executive Summary highlights the statements in each topic with which participants were most in agreement (responses of Agree and Strongly Agree). The final three questions asked participants to rank the importance of services and resources that should be available to students, families, and community members. This Executive Summary 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 (82%) of survey respondents agreed or strongly agreed with the following three statements:

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

When looking at the different respondent groups, the above statements also received the highest level of agreement among the Parent (87%, 73%, and 67%, respectively) and Student (79%, 77%, and 79%, respectively) groups. Among School Staff, there was high agreement with the language (87%) and identity (88%) statements; School staff also agreed that their culture is respected by school staff (86%). All Community Members (100%) agreed or strongly agreed with all 7 statements in this area. All Service Providers (100%) also agreed with 6 of the 7 statements.

It is interesting to note that only 51% of all respondents agreed or strongly agreed with there being a high level of parent/family engagement at their school. Almost every respondent group (except Parents and Community Members) had the lowest agreement to this statement, with not one (0%) of the Service Providers agreeing or strongly agreeing with this statement.

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 (92%), I feel comfortable communicating back and forth with school staff (81%), and there is a high level of partnership between school staff (76%). In contrast, only 52% of all respondents agreed or strongly agreed that there is a high level of partnership between school staff and parents/families. This statement was the least agreed upon statement for most groups; except Parents who had the least agreement to the statement: I Participate in school advisory groups (17%).

The majority of Parents, Students, and School Staff agreed that staff use language they understand (92% , 88%, and 92%, respectively), and that they feel comfortable communicating back and forth with school staff (86%, 67%, and 84%, respectively).

It is interesting to note that Students felt more comfortable providing input about school policies (71%), than providing input about school programs (58%). In contrast, a greater number of School Staff felt more comfortable providing input about school programs (81%), than with providing input about school policies (65%).

Among Community Members, all (100%) agreed across six of seven items. Only 67% agreed that there is a high level of partnership between school staff and parents/families. Service Providers also had a high level of agreement across most items, with the exception of two items. Only half (50%) of Service Providers agreed that there is a high level of partnership

between school staff and the community and only 17% agreed that there is a high level of partnership between school staff and parents/families.

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 (85%),
- Students are well supported in the school's academic program (81%), and
- Classroom instruction is connected to student interest and needs (76%).

Only slightly over half (53%) of all respondents agreed or strongly agreed that the school offers opportunities for students to solve real-world problems for their community.

The Parent group's top three statements were the same as the overall respondent top statements (87%, 86%, and 80%, respectively) and Parents also had the lowest agreement (69%) on the school offering opportunities for students to solve real-world problems for their community.

Although a majority of Students (71%) and School Staff (88%) agreed that students are well supported in the school's academic program, only 65% of Students agreed that school staff believe students can be successful, compared to 96% of School Staff. More School Staff (91%) were in agreement that the school offers real-world learning opportunities than

students (54%). A majority of Students (67%) agreed that the academic program is thorough and challenges students. Students had the lowest agreement (52%) with teachers meeting with families and students to discuss student progress, compared to 86% of School Staff and 79% of Parents.

A majority of Service Providers were in agreement that school staff believe students can be successful (100%), students are well supported in the school's academic program (83%), and that classroom instruction is connected to student interest and needs (75%). Yet, only 25% of Service Providers agreed or strongly agreed that the school offers real-world learning opportunities and that the school offers opportunities for students to solve real-world problems for their community.

Among Community Members, agreement was high among all statements with the highest agreement for school staff believe students can be successful (100%), classroom instruction is connected to student interest and needs (100%), teachers meet with families and students to discuss student progress (100%), and the school offers real-world learning opportunities (100%).



4. School Climate

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

- staff care about students (84%),
- I feel safe at school (83%), and
- I feel safe on my way to and from school (82%).

When looking at Parent responses, they agree with the top three statements (77%, 80%, and 79%, respectively). Parents had the lowest agreement on the school having a positive school climate (60%) and students get along well with each other at school (60%).

Students agreed with feeling safe at school (87%), and feeling safe on their way to and from school (86%). They also had a high agreement to the school having a positive school climate (74%). It is important to note that only 57% of students agreed or strongly agreed that they felt connected to their school and 64% of Students agreed that bullying and harassment are prevented at their school.

School Staff agree that staff care about students (96%), and about feeling safe at school (84%). The majority also agree that they feel connected to school (92%). Slightly over half (58%) of staff agreed that students get along well with each other at school.

Community Members had 100% agreement across all seven statements.

The majority of Service Providers agree or strongly agree with most of the statements in this topic. However, only 25% of them agreed that bullying and harassment are prevented at school.



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 academic support (80%), job training programs (80%), and sports (74%). Interestingly only 60% of respondents agreed that before/after school programs help students to be more successful, compared to 73% who agreed summer programs help students be more successful.

For Parents and Students, job training (80% and 68%, respectively) and academic support (80% and 59%, respectively) had the highest agreement for those groups. Out of all the statements related to what before/after/summer programs should include, Parents and Students had the lowest agreement on arts (53% and 55%, respectively). In contrast, most of the School Staff (94%), Community Members (100%), and Service Providers (100%) agreed that arts should be included.

Nearly all School Staff agreed that academic support (95%), arts (94%), and job training programs (86%) should be included. Only slightly over half (53%) of School Staff agreed that before/after school programs help students be more successful.

The majority (80%-100%) of Community Members and Services Providers agreed or strongly agreed with the majority of statements in this section.



6. Supports for Students

Within this area, respondents were asked to rank nine (9) items related to what supports are most important for students. These items include support for academics, anti-bullying, before and after school programs, mental health, addressing trauma, getting along with students, and before and after school tutoring.

It is important to note that while the question asked respondents to rank the items from one (most important) to nine (least important), some respondents only ranked their top choices, and others left items blank. The percentages provided in this section identify the percentage of respondents who ranked the support in their top three most important supports. Across all respondent groups, the top three items identified as the most important student supports were academic (71%), mental health (54%), and support to address trauma (43%).

Across all groups, academic support was rated amongst the highest for Parents, Students, School Staff, and Community Members (85%, 64%, 68%, 100%, respectively). Interestingly, two-thirds (64%) of Students ranked academic supports the highest across all nine items. While Service providers agreed that academic support is important, they ranked it the lowest at 60%.

Mental health supports ranked within the top three for Parents, Students, School Staff, and Service Providers (46%, 36%, 68%, 80%, respectively). Service Providers ranked mental health as the highest at 80%, compared to Students who ranked it the lowest at 36%. In contrast, not a single Community Member selected mental health (0%).

On par with Mental health support, Service Providers also ranked addressing trauma as a top choice (80%). School Staff and Community Members also ranked support to address trauma as a top three choice (55%, 50%, respectively). Conversely, Parents and Students ranked this support the lowest at 23% and 29%, respectively.

For Parents, Students, and Community members, anti-bullying support rose to the top three at 62%, 43%, and 50%, respectively. Nearly half (46%) of Parents identified tutoring (during school hours) as a top choice, as did
Community members (50%)

What is striking within this topic is the lack of support for both before and after school programs. Across all respondent groups, agreement for before school programs ranges from 0% to 14%. After School programs received a slightly better ranking with support ranging up to 36%.



7. Supports for Parents/Families

Within this area, respondents were asked to rank 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.

It is important to note that while the question asked respondents to rank the items from one (most important) to eight (least importance), some respondents only ranked their top choices, and others left items blank. The percentages provided in this section identify the percentage of respondents who ranked the support in their top 3 most important supports. Across all respondent groups, the top three items are parent education classes (67%), childcare or preschool (51%), and health - mental, medical, dental, vision (45%).

Providing parent education classes ranked as a top choice across all respondent groups: Parents 75%; Students 58%; School Staff 67%; Community Members 100%; Service Provider 60%.

Another top choice for Parents (67%), Students (42%), School Staff (48%), and Community Members (100%) was childcare or preschool. However, it is notable that this item was ranked the lowest by Service Providers (40%).

Support for providing health services was highly ranked by School Staff (67%). However, support waned for the other respondent groups. Only one-quarter (25%) of parents supported this item. Slightly more support for health services came from Students (33%) and Service Providers (40%).

More than half (60%) of Service Providers identified housing assistance as a top choice, compared to no support from Community Members (0%) for this item. .

Half (50%) of Parents identified Transportation as a priority, with a small amount of support from Students (17%), School Staff (19%), and Service Providers (20%), and no support from Community Members (100%).

Most Students (50%), and all Community Members (100%) identified job training and placement services as a top priority.

Of note is the lack of support for legal resources across most respondent groups. Community Members (0%) did not select this item, while Parents (8%), and School Staff (5%), showed limited support. Slightly more support for legal resources came from Students (25%), and Service Providers (40%).



8. Supports for Schools

Within this area, respondents were asked to rank nine (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.

It is important to note that while the question asked respondents to rank the items from one (most important) to nine (least important), some respondents only ranked their top choices, and others left items blank. The percentages provided in this section identify the percentage of respondents who ranked the support in their top three most important supports. Across all respondent groups, the top three supports are:

- improving parent and family engagement with school (69%),
- improving shared leadership for our school (41%),
- and improving support for students to be successful (41%).

With regard to supporting the school community, improving parent and family engagement ranked as the highest across all respondent groups. The most support for this item came from Students (80%), and Service Providers (80%). Around two-thirds of School Staff (67%) and Community Members (67%) ranked this as a top priority. Interestingly, while high on the priority items for Parents (50%), it ranked lowest compared to the other groups.

Students (67%) identified improving shared leadership at school as a top item. Support from the other groups ranged from 20% to 33% for this item, ranking it in the top three items for this topic.

Also in the top three items is improving support for students to be successful. School Staff (52%) ranked this time the highest, followed by Parents (40%), Service Providers (40%), and Students (33%). Community Members (0%) did not identify this as a priority item.

Following closely behind the top three items is improving classroom instructions. Half (50%) of parents identified this as a priority item, along with 43% of School Staff, and 67% of Community Members.

Half (50%) of Parents ranked providing more extended learning opportunities as a top priority. Within the top three for Students (33%) is making classroom instruction more connected. Both Community Members (67%) and Service Providers (60%) ranked school

climate as a top priority. Service Providers (60%) also identified providing more support to families as a high priority item.

Conclusion

The Executive Summary highlights input from Students, Parents, Staff, Community Members, and Service Providers in each of the topic areas. Within the eight (8) topical areas are 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 is intended to support YCOE and their partners in identifying recommendations for developing new community schools.

- Parent/family engagement and connection to schools are areas that may need to be addressed in future programming efforts
- Focusing on classroom instruction to increase Students' understanding of real-world applications is an opportunity for improverment
- Academic supports are most important to provide to students
- Parent education classes were identified as important supports to provide to parents/families