Community Schools Steering Committee Report to the School Board

June 10, 2026

Presented by Co-chairs: Wally Scott and Sara Shepich

Overview of the Presentation

- Who we are
- Background
- Work to date
- Feedback and recommendations

Who we are

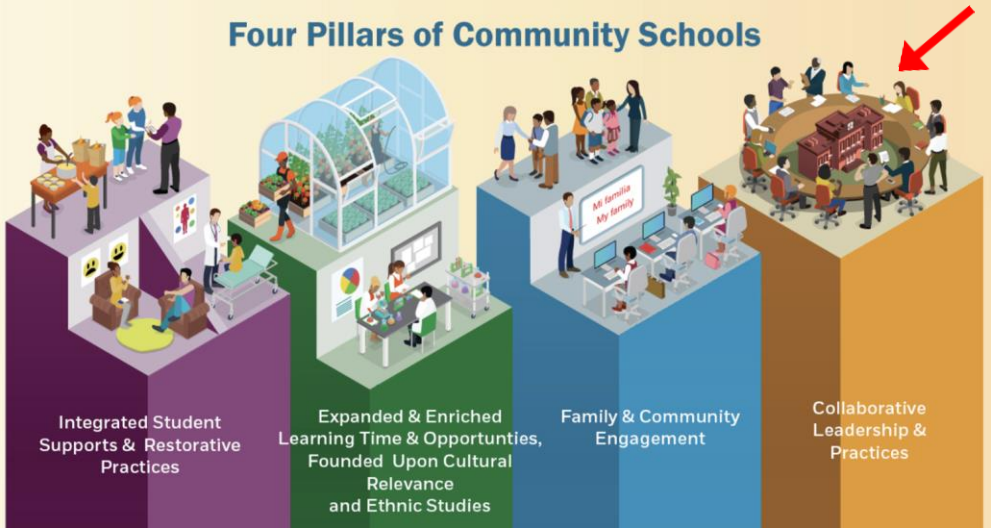
Steering Committee Members 2025-2026

Parents (4)	Students (4)	OEA (4)	Other Labor (4)	District (5)
PSAC: Matt Glaser	Zaveyon Conner	Wallace Scott	AFSCME: Dana Wood	Jen Corn
CAC: Sheila Haynes	Zhiqin Chan	Sara Shepich	BTC: Shawn Harp	Dwayne Bartholomew
DELLS: TBD*	Randy Thach	Hilaria Barajas	SEIU: Trish Belenson	Sara Nuño
Other: TBD	Bei Le Tan	Cory Jong	UAOS: Moyra Contreras	Eia Gardner 1 TBD

Background

- The current committee grew out of the OEA contract that was settled in 2023.
- We were finally able to establish the committee in the fall of the 24/25 school year.
- The purpose of the Committee is to help guide the Community School’s work for the district.

Community Schools Steering Committee Goals



- **Provide recommendations** on how Community Schools can reach the following goals:
  - Strengthen collaborative leadership practices with students, families, teachers, site staff, and community partners,
  - Expand support services to address impacts of poverty, the pandemic, and trauma on students' well-being and learning – with a focus on creating racially just and restorative school climates,
  - Strengthen school-family engagement to support student success, so that families are welcomed, safe, and healthy, and
- **Expand and improve student supports and enrichment opportunities** to close the equity gap, so that all students graduate college, career, and community ready.
- **Support collaborative leadership and shared decision making** by the SSCs at OUSD Community Schools, which shall include (but not be limited to) advising on and providing content for a training for the SSCs at OUSD Community Schools regarding successful community school best practices and shared decision making.

Defining Collaborative Leadership

- Authentically engaging all interest holders.
  - Reaching out to interest holders in a culturally relevant way.
    - Race, ethnic group, age group, language group
    - The majority of all interest holders are represented in the decision making process.
- Seeing interest holder input has an impact on what decisions are made.
  - All ideas and suggestions are considered either literally or the underlying intent.
  - There is someone or some group to where you direct your concerns or suggestions.
- Understanding the process and having access to systems and structures that take input and make decisions.
  - You can articulate how decisions are made.
  - You understand the rationale for why a decision was made.
  - The process for making decisions is clear and involves all interest holders. (Transparency)
- Action Steps
  - Are grounded in the needs and assets of the community.
  - Are made through consensus and knowledge building.
  - Are assessed and amended to maintain the shared objective.

Work to date this year

Year 1 - 2024-2025

- Staff the 21 member Committee
- Write our bylaws
- Build background knowledge
- Build Community

Year 2 - 2025-2026

- Building background knowledge on Community schools
  - Reading articles
  - Reviewing Site Annual Progress Reports (APR) and Community Schools Implementation Plans
  - Hearing from different sites
  - Sharing our own experiences
- Defined Collaborative Leadership
- Culminated in making recommendations

Feedback and Recommendations

We landed on 3 topics for which we wanted to make recommendations.

- Engagement
- Funding
- Collaborative Leadership

Engagement– Every event is a resource fair

Recommendation	Why	Expected Impact
OUSD will improve transparency in alignment with community school sites mission and goals through activities like walk throughs, family tours with translation services available and options for affinity groups/one-on-one in order to gauge learning conditions, use data like needs & asset assessment in order to make decisions and get input to support student outcomes.	● Have parents come through the door and maintain engagement as much as possible even through the challenges of time, family turnover, etc. ● Keep schools mission & vision central. ● Increase education & knowledge of what community schools.	We expect to see higher engagement from all interest holders.

Funding

Recommendation for Spending	Why	Expected Impact
Encourage/ support schools that are receiving CCSPP funds to allocate a percentage of funds to Tier 2 and 3 SEL/Behavior supports.	More Community Schools funding for Tier 2 RJ to mediate conflicts and engage students, based on data such as suspension rates.	More vulnerable students will benefits from resources (reduce suspensions).
Prioritize stability for community and family relations positions.	Maintain critical support structures. These roles are staffed by community and family members.	Increased community engagement and buy-in to increase positive student outcomes.
Recommendation for Extending Revenue		
Advocate for increased CCSPP funding from the state to sustain the work.	To help ensure student safety.	Maintain/ Increase Arts and Violence Prevention programming.

Collaborative Leadership

Recommendation	Why	Expected Impact
Support the development and implementation of clear, inclusive, and transparent decision-making processes and timelines.	Those most impacted by school decisions will have influence on decisions.	Decisions reflect the intentional incorporation of student and parent/caregiver recommendations and a shared understanding of how decisions are made.
We think the district needs to support school sites to strengthen their needs and asset assessments, ensuring that they are conducted in an accessible, multi-modal way, to inform shared decision-making and resource allocation.	Gather feedback with intentionality. Vary participation and feedback-gathering methods.	School sites make decisions based on a robust shared understanding of community assets and needs. Prioritize community partnerships based on identified needs.
We the think the district needs to audit communication systems across the district for general use, participation, and feedback.	We feel that rates of participation impact the efficacy to build capacity in interest holders.	Improve collective communication to increase interest holder participation and streamline communication. Ensure that interest holder concerns are addressed in meaningful and relevant ways.

Thank you