Greenfield School Committee
Long-Term Facilities Use Advisory Committee
Meeting Minutes
October 7, 2026

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1. Call to Order:
   The meeting was called to order at 6:01 p.m. by Chair, Stacey Sexton (SS).

   SS read the Chair Statement relative to meeting recordings.

2. Roll Call of Members:
   Mckenzie Webb (MW)
   Mike Davis (MD)
   Derek Helie (DH)
   Liz Reno (LR)
   Amy Ehmann (AE)
   Doug Selwyn (DS)
   Rose Skriloff (RS)
   Stacey Sexton, Chair (SS)

   Absent: Elizabeth DeNeeve (ED), Isaac Mass (IM), Superintendent, Carol Kruser (CK)

3. Public Comment:
   There were no members of the public present (or via Zoom) for comment.

4. Approval of September 23, 2026 draft committee minutes:
   Due to audio and visual technical difficulties, minutes from the September 23, 2026 meeting are not available at this time. This agenda item will be postponed to a later date.

5. Presentation: Updated Enrollment Data:
   On a motion by DH, 2nd by DS, the sub-committee voted to suspend Robert's Rules of Order as to allow for an informal, decision-making discussion. The vote was unanimous.

6. Presentation: Long-term Enrollment Projections:
   A review of the enrollment data provided by Central Office ensued. CK noted NESDEC will prepare and provide our projected enrollments once our SIMS data is submitted at the end of the month, as scheduled.

7. Presentation: Building Conditions Update:
   The sub-committee reviewed documentation provided by member, DH relative to the status of our school buildings. (This is information he was able to compile after review of a prior meeting related to GPS Capital Projects, as presented by former Facilities Director, Mike Boudreau.)

   Topics provided for review:
   - School Name
   - Year Built
   - Trade/Project
   - Size (sf)
   - Unit Price
   - Age
   - Estimated Life
   - Estimated Cost

   Additional information to be obtained (included but not limited to):
   - Windows – Age, life span, estimated cost
   - Brick restoration
   - Floor replacement
   - Lighting
   - Restroom upgrades
   - GPS 5-Year Capital Plan, if available

   Member, Isaac Mass (IM) joined the meeting at 6:10 p.m.
   Superintendent, Carol Kruser (CK) joined the meeting at 6:12 p.m.
   Member, Elizabeth DeNeeve (ED) joined the meeting at 6:20 p.m.

DRAFT

8. Presentation: Long-term Fiscal outlook:
   Items discussed:
   - Configuration of our buildings
   - Building capacity
   - Options (space/financial) for bringing in programs to the high school to utilize the space, i.e. Pathways (examples):
     - Health Program (CNA and medical assistant licensures)
     - Education Program
     - Arts
     - Personal/Athletic Training
     - Computers/AI
     - Behavioral Health
     - Entrepreneurship
     - Industrial Arts
     - Culinary
     - STEM
     - CAD/3D Modeling
     - Critical Thinking
     - Elder Care
     - Sewing
     - Sustainable/Environmentally Friendly Agriculture, etc.
   - Enrollment/Acceptance rate at Franklin Tech
   - Early college grant awarded to GPS allowing our students to take classes at GCC for college credit
   - Future district reconfiguration/Future of our buildings

9. Discussion: What the Data Tells Us:
   A review of the following documents also ensued:
   - Current bus routes, specifically the number of elementary students riding the bus
   - Data tracking students who have left the district (due to a move out of City/Country, drop-out, etc.)

   Also discussed:
   - MSBA visit to walk us through our options, if any
   - Future discussion on regionalization
   - Future discussion on Community Schools model/cost
   - Future discussion on other model options

10. What is coming up from the prior meeting?:
    - Conversations with legislators relative to school building loan forgiveness, i.e. Green River School has been sitting for years because we are still paying down the debt on the loan and are not able to do anything with the building until paid – We would need someone to buy out the debt from us.)
    - Visit from MSBA to discuss options
    - Visit/Discussion on Community Schools
    - Current classroom structures/utilization of space
    - Day-to-day building maintenance costs
    - Annual building utility costs

11. Next Steps:
    This discussion was combined with the discussion that took place in agenda item #10.

12. Adjournment:
    On a motion by ED, 2nd by DH, the meeting adjourned at 7:51 p.m. The vote was unanimous.

Approved:

DRAFT

New England School Development Council

Greenfield Public Schools
Greenfield, MA

School Year 2026-27 Enrollment Projection Report

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Table of Contents

Section	Page
Enrollment Summary	1
Historical Enrollment Table	2
Historical Enrollment Graph	3
Projected Enrollment Table	4
Projected Enrollment Graph	5
Historical & Projected Enrollment Graph	6
Historical & Projected Enrollment in Grade Combinations Line Graph	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph	8
Birth to Kindergarten Relationship Graph	9
Additional Information	10
Projection Methodology and Reliability	11

Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your district. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your district with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the district, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs kindergarten enrollment. Each year, NESDEC secures birth data from state sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 17 students of the K-12 total, 1,192 students projected vs. 1,175 enrolled. Note: Ungraded students are not included in K-12 total.

Births decreased by 45 from a previous ten-year average of 170 to a projected average of 125. In most districts, Grades 1-8 are very stable in enrollments. However, there have been decreases in 8 of the 8 most recent years, leading to a net decrease averaging 46 students per year.

Over the next three years, Grades K-4 enrollments are projected to decrease by 49 students, Grades 5-7 enrollments are projected to decrease by 44 students, and Grades 8-12 enrollments are projected to decrease by 5 students, as students move through the grades.

Historical Enrollment

School District: **Greenfield, MA** **10/26/2026**

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2011	199	2016-17	122	158	135	126	155	133	131	129	125	90	84	87	86	99	<10**	1540	1662
2012	189	2017-18	117	162	150	135	136	158	126	131	122	130	89	73	85	85	0	1582	1699
2013	187	2018-19	121	148	159	145	142	140	146	125	119	125	123	85	69	84	<10**	1611	1732
2014	199	2019-20	121	161	140	148	144	139	126	137	118	118	104	117	79	66	0	1597	1718
2015	160	2020-21	54	121	141	121	130	138	122	119	119	116	95	88	103	78	0	1491	1545
2016	183	2021-22	83	129	127	142	121	132	123	125	113	123	108	92	76	107	0	1518	1601
2017	163	2022-23	82	125	122	118	133	112	104	101	95	103	91	100	79	72	<10**	1364	1446
2018	130	2023-24	90	89	128	115	118	125	107	104	90	102	85	84	89	80	<10**	1324	1414
2019	160	2024-25	87	112	90	117	117	118	119	113	93	87	69	78	74	86	10	1283	1370
2020	125	2025-26	78	100	99	93	126	116	112	110	95	97	71	72	69	74	11	1245	1323
2021	132	2026-27	68	84	101	94	95	117	105	106	99	96	81	66	62	69	< 10 **	1184	1252

*Birth data provided by Public Health Vital Records Departments in each state.

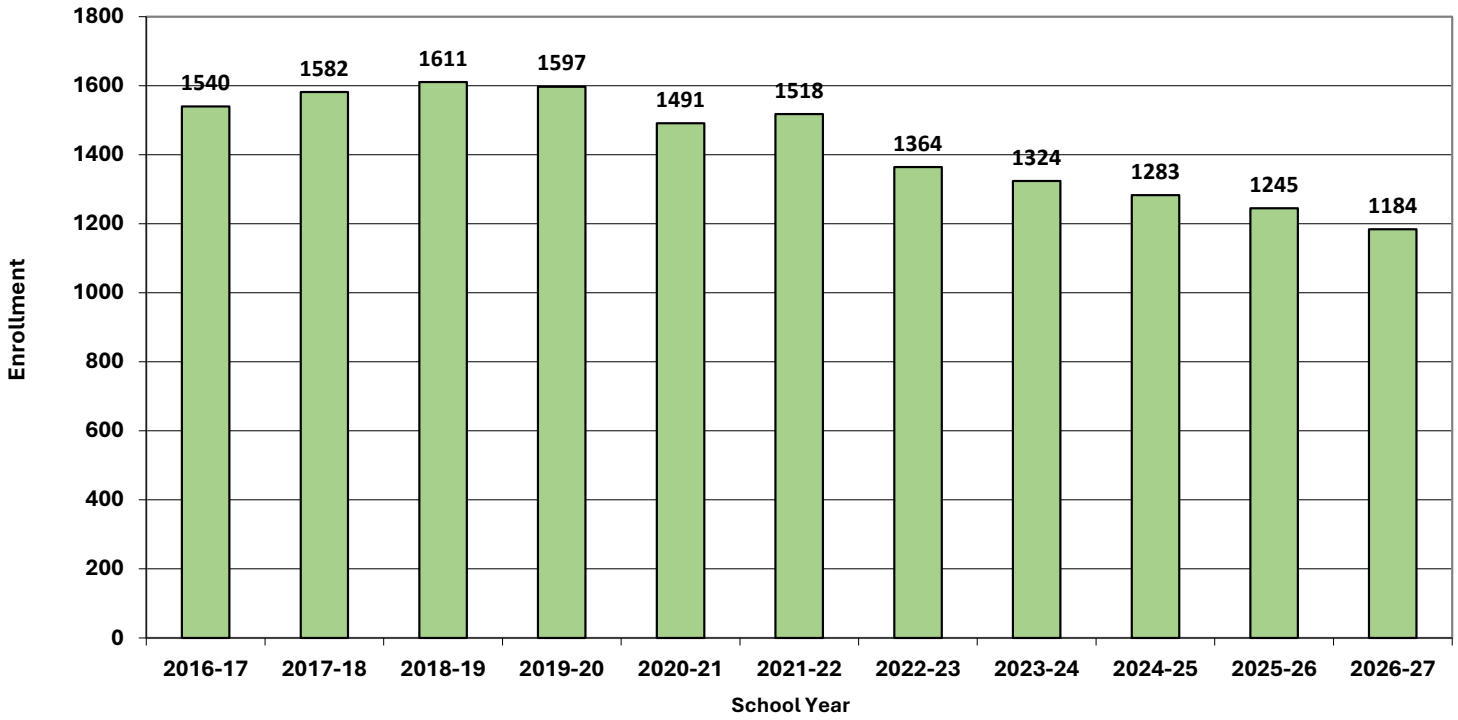
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-4	K-4	K-2	3-4	5-7	K-8	PK-8	7-8	8-12	9-12
2016-17	829	707	419	288	385	1182	1304	215	446	356
2017-18	858	741	447	294	379	1250	1367	252	462	332
2018-19	855	734	452	282	390	1249	1370	244	486	361
2019-20	853	732	449	283	381	1231	1352	236	484	366
2020-21	705	651	383	268	360	1127	1181	235	480	364
2021-22	734	651	398	253	361	1135	1218	236	506	383
2022-23	692	610	365	245	300	1013	1095	198	445	342
2023-24	665	575	332	243	301	978	1068	192	440	338
2024-25	641	554	319	235	325	966	1053	180	394	307
2025-26	612	534	292	242	317	948	1026	192	383	286
2026-27	559	491	279	212	310	897	965	195	374	278

Historical Percentage Changes			
School Year	K-12	Diff.	%
2016-17	1540		
2017-18	1582	42	2.7%
2018-19	1611	29	1.8%
2019-20	1597	-14	-0.9%
2020-21	1491	-106	-6.6%
2021-22	1518	27	1.8%
2022-23	1364	-154	-10.1%
2023-24	1324	-40	-2.9%
2024-25	1283	-41	-3.1%
2025-26	1245	-38	-3.0%
2026-27	1184	-61	-4.9%
Change		-356	-23.1%

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Grades K-12 Historical Enrollment



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Projected Enrollment

School District: **Greenfield, MA** **10/26/2026**

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2021	132		2026-27	68	84	101	94	95	117	105	106	99	96	81	66	62	69	< 10 **	1184	1252
2022	123		2027-28	68	88	82	97	96	92	110	103	92	100	74	78	58	62	< 10 **	1141	1209
2023	135		2028-29	68	96	86	79	99	93	87	108	90	93	78	71	69	58	< 10 **	1116	1184
2024	123		2029-30	68	88	94	83	81	96	87	85	94	91	72	75	62	69	< 10 **	1086	1154
2025	113	(prov.)	2030-31	69	80	86	90	85	79	90	85	74	95	71	69	66	62	< 10 **	1041	1110
2026	125	(est.)	2031-32	69	89	78	83	92	83	74	88	74	74	74	68	61	66	< 10 **	1013	1082
2027	124	(est.)	2032-33	69	88	87	75	85	90	78	73	77	74	57	71	60	61	< 10 **	985	1054
2028	124	(est.)	2033-34	69	88	86	84	77	83	85	77	64	78	57	55	62	60	< 10 **	965	1034
2029	122	(est.)	2034-35	70	87	86	83	86	75	78	83	67	64	61	55	48	62	< 10 **	944	1014
2030	122	(est.)	2035-36	70	87	85	83	85	84	71	77	72	67	50	59	48	48	< 10 **	925	995
2031	123	(est.)	2036-37	70	88	85	82	85	83	79	70	67	72	52	48	52	48	< 10 **	920	990

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births Based on children already born Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

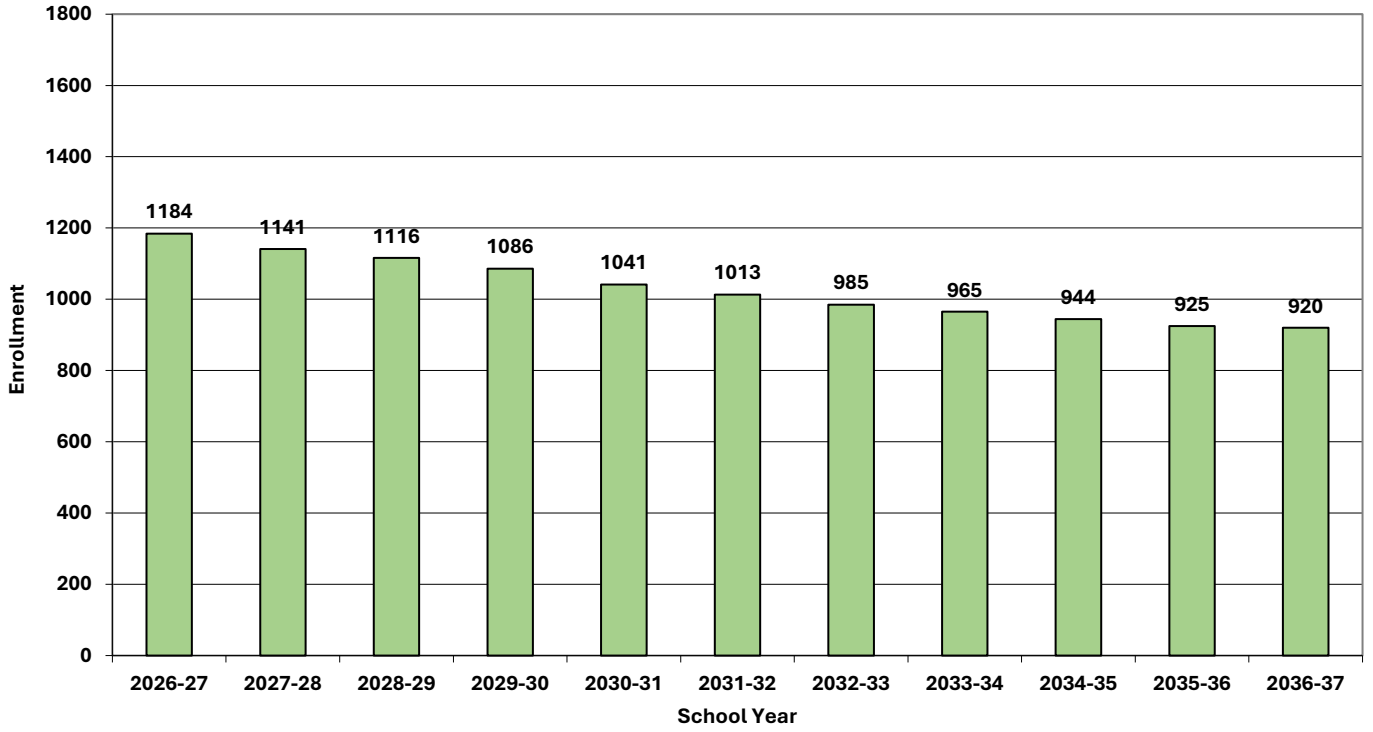
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*										
School Year	PK-4	K-4	K-2	3-4	5-7	K-8	PK-8	7-8	8-12	9-12
2026-27	559	491	279	212	310	897	965	195	374	278
2027-28	523	455	267	188	305	860	928	192	372	272
2028-29	521	453	261	192	285	831	899	183	369	276
2029-30	510	442	265	177	266	799	867	185	369	278
2030-31	489	420	256	164	249	764	833	169	363	268
2031-32	494	425	250	175	236	735	804	148	343	269
2032-33	494	425	250	175	228	727	796	151	323	249
2033-34	487	418	258	160	226	722	791	142	312	234
2034-35	487	417	256	161	228	709	779	131	290	226
2035-36	494	424	255	169	220	711	781	139	272	205
2036-37	493	423	255	168	216	711	781	139	272	200

Projected Percentage Changes			
School Year	K-12	Diff.	%
2026-27	1184		
2027-28	1141	-43	-3.6%
2028-29	1116	-25	-2.2%
2029-30	1086	-30	-2.7%
2030-31	1041	-45	-4.1%
2031-32	1013	-28	-2.7%
2032-33	985	-28	-2.8%
2033-34	965	-20	-2.0%
2034-35	944	-21	-2.2%
2035-36	925	-19	-2.0%
2036-37	920	-5	-0.5%
Change		-264	-22.3%

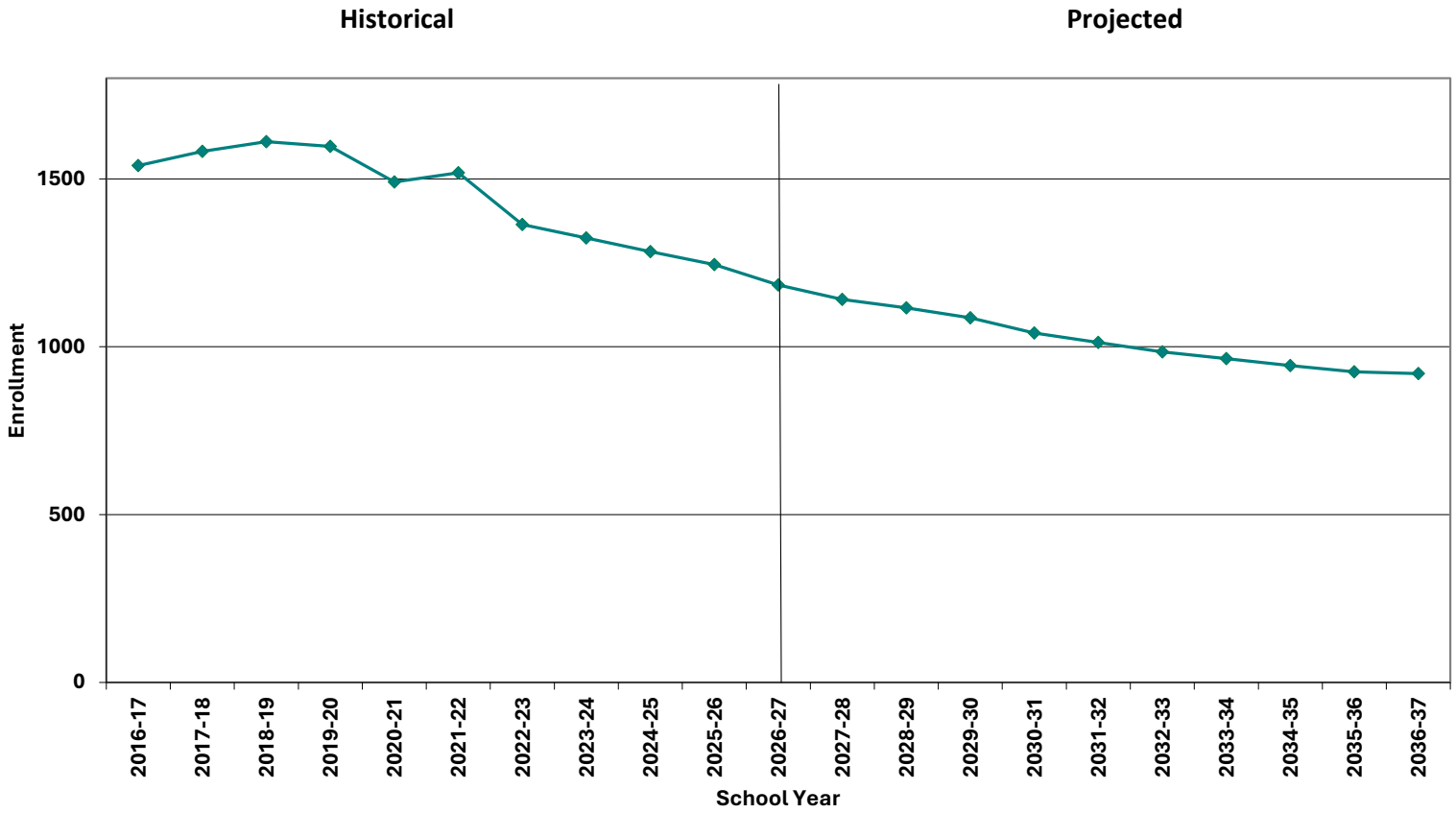
*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

Grades K-12 Projected Enrollment



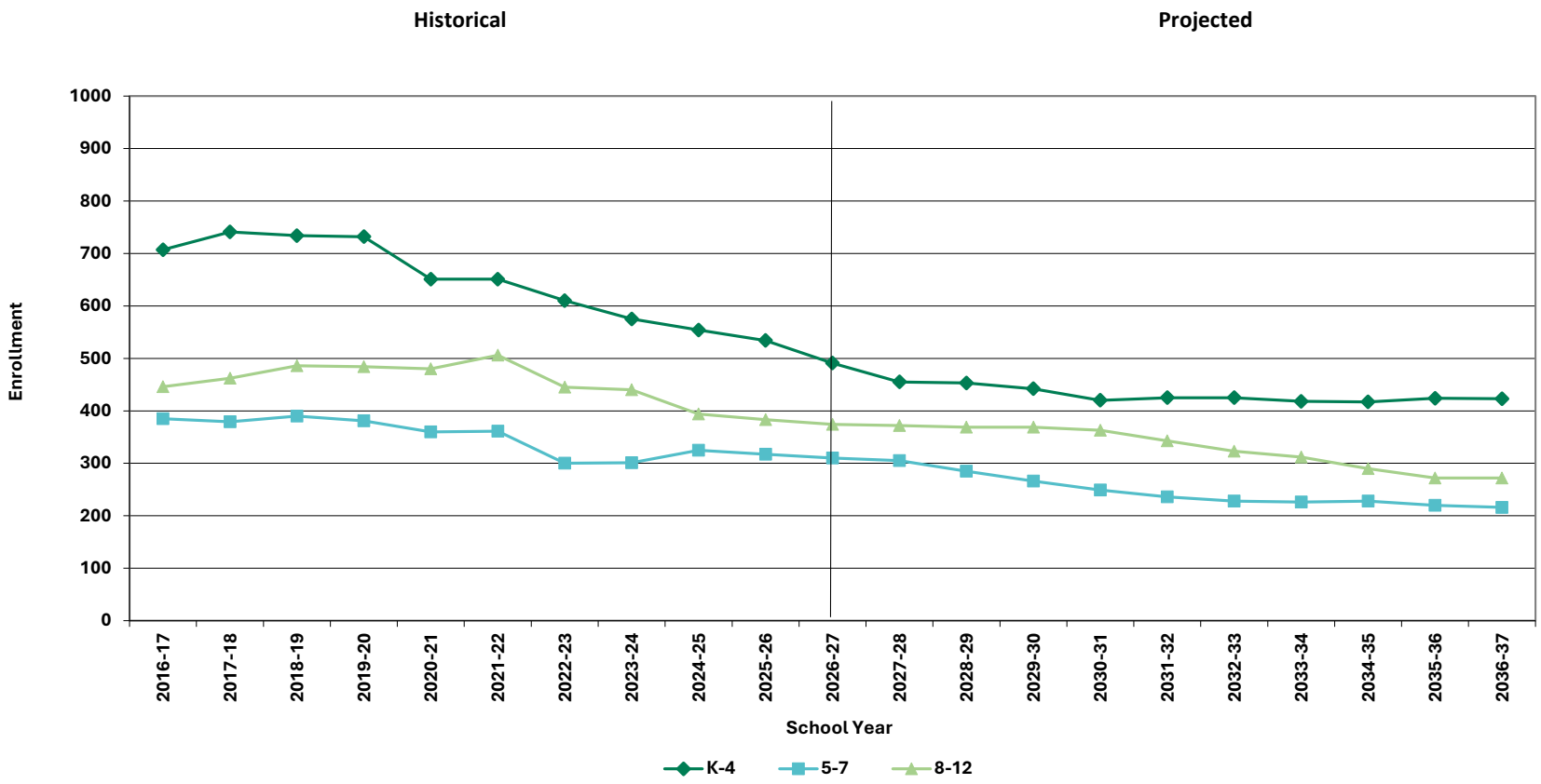
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Grades K-12 Historical & Projected Enrollment



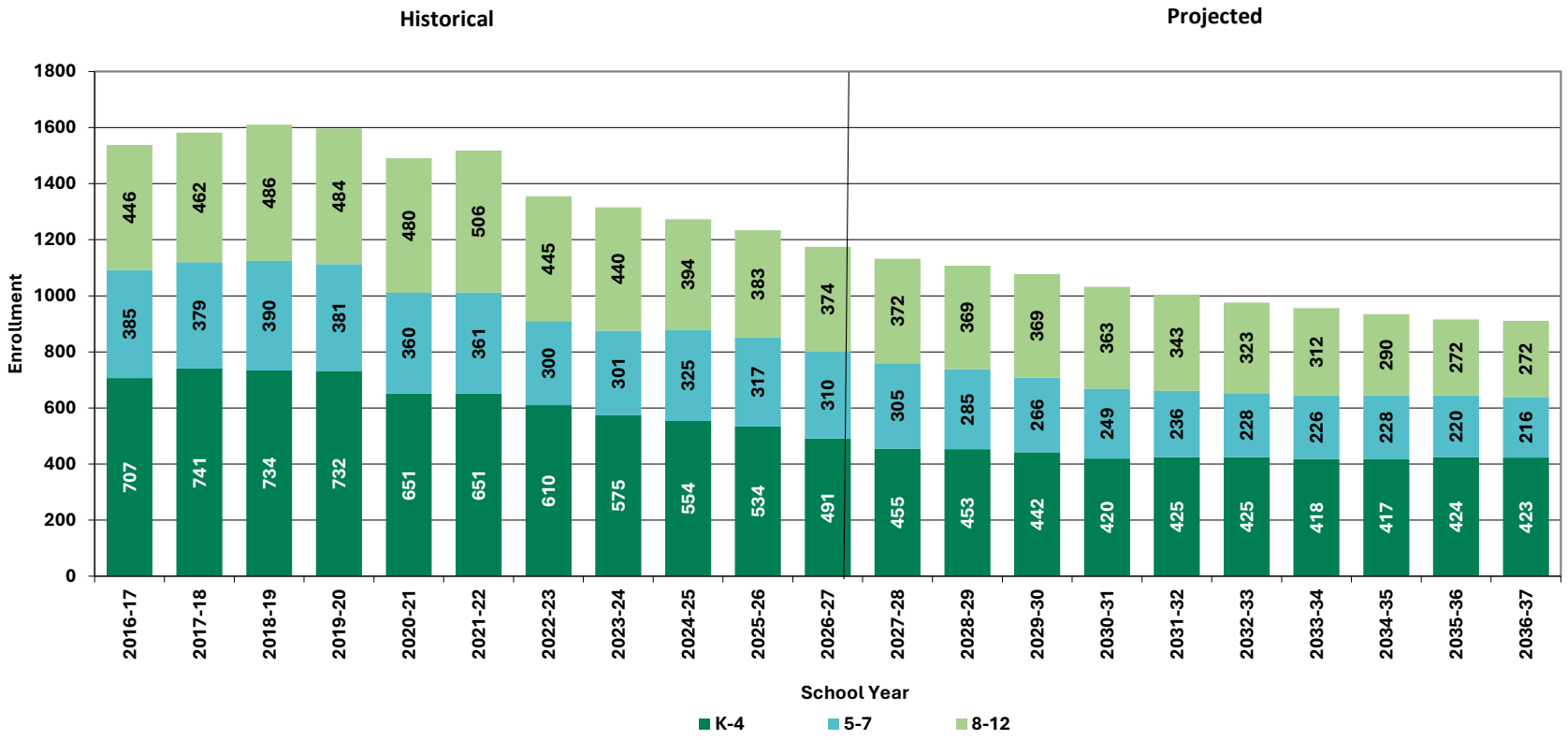
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Historical & Projected Enrollment in Grade Combinations



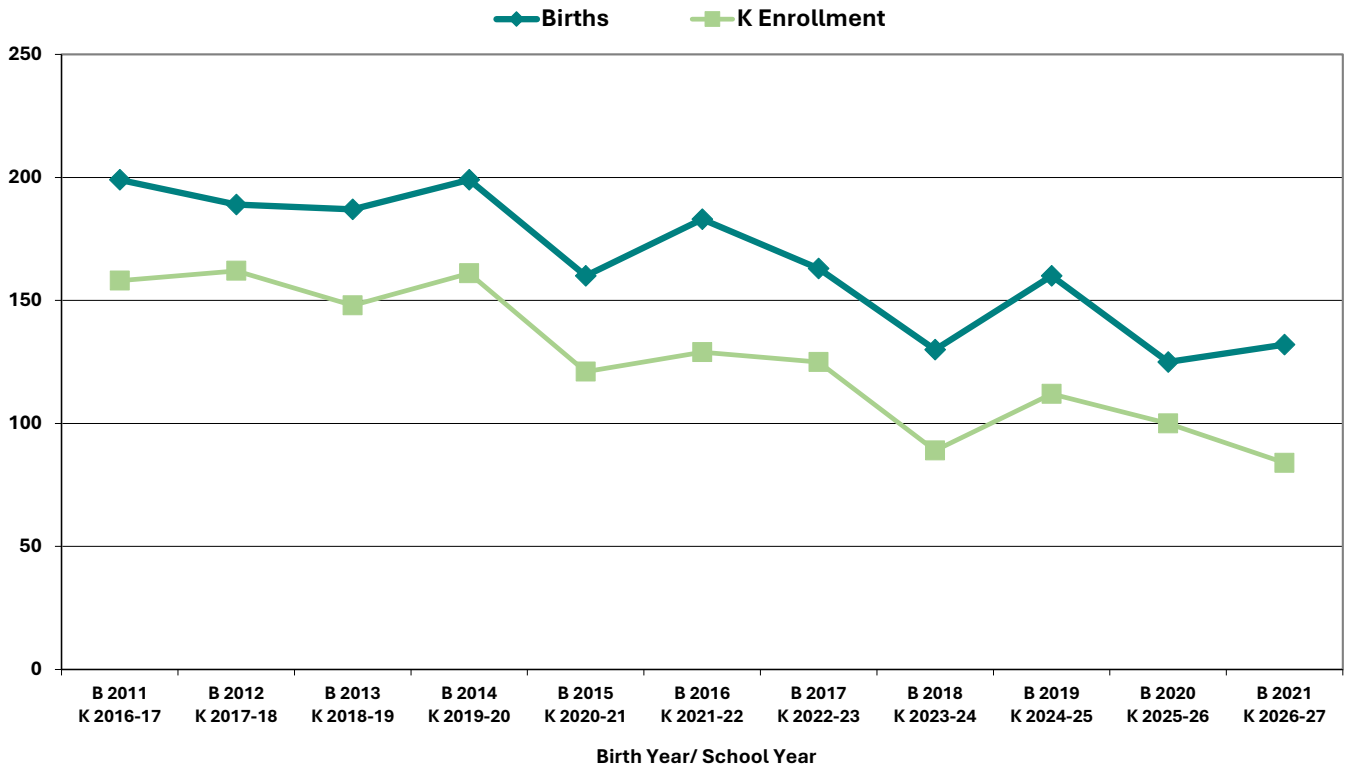
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Historical & Projected Enrollment in Grade Combinations



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Birth to Kindergarten Relationship



	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26	B 2021 K 2026-27
Births	199	189	187	199	160	183	163	130	160	125	132
Kindergarten	158	162	148	161	121	129	125	89	112	100	84

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Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2022-23	n/a	n/a	n/a	n/a	n/a	n/a
2023-24	n/a	n/a	n/a	n/a	n/a	n/a
2024-25	n/a	n/a	n/a	n/a	n/a	n/a
2025-26	129	n/a	56	468	27	92
2026-27	142	n/a	55	349	28	108

* Data provided by district.

"n/a" signifies that information was not provided by district.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the “out-years.” Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the “Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

FACILITIES CAPITAL - 5 YEAR PLAN

Project Name	Estimated Cost	YTD Expended FY 24	Requests FY 25	Funding	Requests FY 26	Funding	Requests FY 27	Funding	FY 28	Funding
DSFC Replace Chain Link Fence and repairs by Mushroom Classrooms	$9,115.00	$9,115.00								
DSFC - OCR issue w/ nurse's office being ADA compliant					$30,000.00					
DSFC - OCR issue w/ egress by 4th gr wing being ADA compliant					$30,000.00					
DSFC Garage Roof Repair	$3,000.00		$3,000.00	$25,000 capital						
FSS Parking Lot Paving (City Approved $75k)	$200,000.00			(40203980-5840)			200,000.00	$75,000 capital		
								(40233980-5843)		
FSS Repair 6x8 Roof	$3,000.00		$3,000.00	$12,205.60 capital						
				(43163980-5804)						
FSS Elevator Repair	$160,000.00		$160,000.00	$113,925 capital bal.						*
				(40203980-5842)						
				$75,000 capital						
				(40253980-5842)						
FSS Lock replacements (Old lockset need updating) 1000 each x 10	$10,000.00		$10,000.00	$12,205.60 capital						
				(43163980-5804)						
F250 Ford Truck with Plow (To replace Ford Focus car)	$90,000.00						90,000.00			
GMS Awning Roof Replacement by Gym Doors	$30,000.00						30,000.00	EOE GRANT		
GMS 4 Energy Recovery Units	$490,000.00		$490,000.00	$334,932 grant						
				$195,068 capital						
				(40243980-5840)						
GMS Fire Panel Upgrade	$100,000.00				100,000.00					
GHS Lighting control system updates	$50,000.00								50,000.00	
GHS Bolier burner replacement	$30,000.00				$30,000.00	Repurpose funds				
						(4312 HS const ?)				
GHS Track maint and painting							45,000.00	EOE GRANT		
AEL Repave Driveway	$100,000.00								100,000.00	
AEL Exterior Painting	$30,000.00						30,000.00			
	$1,145,115.00	$9,115.00	$666,000.00		$190,000.00		$460,000.00		$130,000.00	

		GREENFIELD PUBLIC SCHOOLS FACILITIES				
			April 3, 2026			
Facilites Director	1. AM					
Maintenance	1. AM					
School	**AEL**	**Federal**	**Four Corners**	**Newton**	**GMS/CO**	**GHS**
Year Built	1930	1906 N/ 1930 S	1955	1915	1960	2015
Acres of Land	1.7	1.5	10	6.5	7	21.7
Square Feet	29,590	62,140	37,439	32,732	120,692/17,000	169,650
# of Custodians	1. AM	1 AM / 1 PM	1 AM / 1 PM	1 AM / 1 PM	1 AM / 3 PM	1 AM / 3 PM
Avg. Sq. Ft. Cust.	29,590	31,070	18,719	16,366	34,423	42,412
# of Students	88	201	190	148	317	364
Avg. Sq. Ft. Stu.	336	309	197	221	378	466

How Community Schools are Transforming Public Education

By In the Public Interest, the Network for Public Education, & the Partnership for the Future of Learning

MAY 2024



Table of Contents

Introduction 3

Improving Academic Performance 5

Improving Attendance 9

Advancing Racial Equity 10

Increasing Teacher Retention 12

Responding to the Covid-19 Pandemic 13

Increasing School Safety 15

Increasing Family Engagement 16

Avoiding School Closures 19

Addressing the Housing Crisis 20

Conclusion 21

Appendix A 22

Endnotes 24

Acknowledgments

In the Public Interest, the Network for Public Education, and the Partnership for the Future of Learning would like to thank Anna Maier, senior policy advisor and researcher at Learning Policy Institute, for her helpful review and feedback.

We would also like to thank Terry Lutz for the design of this report.

Any errors or omissions in this report are the sole responsibility of In the Public Interest.

Introduction

Chronic underfunding. Teacher shortages. Gun violence. Mental health crises. Political attacks by elected officials. An overemphasis on standardized testing. America's public schools face countless challenges that seem to be more insurmountable with each passing school year.

Yet there is reason for hope. Public schools from small-town Florida to downtown Los Angeles are using a century-old strategy to overcome these challenges, with striking results. These schools are transforming into "community schools," listening to and collaborating with families, students, and their surrounding communities to not only improve academic performance and student well-being but also solve problems beyond the classroom and campus walls.

Research shows that community schools that adhere to best practices improve student educational outcomes, increase attendance, improve peer/adult relationships and attitudes toward school, and reduce racial and economic achievement gaps.[1] We also know that for every dollar invested in a community school, the community gets $15 back because better schools boost the economy and well-being of its population.[2] This report is not a research review but a collection of stories about community schools that are transforming the way they function and demonstrating progress on a variety of outcome measures.

What are community schools?

Community schools are public schools that use the community school approach to transform into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. They provide services and support to fit each community's needs, guided by the people who know students best—families, teachers, and the students themselves. They often partner with outside organizations and local governments to support the entirety of a student's well-being to ensure they are healthy, well-fed, safe, and in a better position to learn.

An elementary school in Florida installed street lights near its campus after hearing from parents that students felt unsafe walking to school in the dark, helping raise attendance rates and increase student achievement on standardized testing.

A New Jersey K-8 school reduced teacher turnover by providing a support system to students and their families by including a food pantry and full on-site medical clinic. This afforded teachers the ability to focus on educating in the classroom, reducing teacher stress.

A Los Angeles high school collaborated with its socioeconomically disadvantaged students to reform its school safety strategy, resulting in zero student expulsions for over a decade and contributing to a boost in graduation and college-going rates.

All three of these unique schools are part of the growing community school movement designed to better connect schools to the students and families they serve.

This report spotlights 21 public schools and school districts that have demonstrated the transformative power of the community school strategy. It also includes a list of schools that have adopted the strategy and experienced positive results (see Appendix A).

The future is bright for community schools. California has committed $4.1 billion to make one out of every three schools a community school.[3] Maryland spent over $116 million in 2022 on schools with 80 percent or more of their students receiving free or reduced-price meals.[4] The federal government included $150 million for community schools in its fiscal year 2024 budget.[5]

Though this report includes a fraction of the thousands of public schools committed to the community school strategy nationwide, it illustrates the power of listening to and empowering those closest to problems at school to guide the solutions to those problems. By doing so, schools can improve academic outcomes, advance racial justice, increase school safety, avoid closure, and much more.

Learn more about community schools and bring them to your school district

Community schools exemplify how public education should function in a healthy democracy. Rather than making assumptions about what students and families need, they tailor the school environment in and outside the classroom to what students and families say they need. This takes a commitment to collaborating with and providing meaningful leadership opportunities to students, families, and community partners through strategies such as needs assessments, listening sessions, home visits, and more.

These resources can help you learn about community schools:

- In the Public Interest's Community Schools Resources
- National Education Association's (NEA) Community Schools Resources
- American Federation of Teachers' (AFT) Community Schools Resources
- American Federal of Teachers' (AFT) Lesson Plans on Community Schools
- Learning Policy Institute's (LPI) Community School Resources
- Partnership for the Future of Learning's Community School Playbook
- Partnership for the Future of Learning's Community Schools Story Map
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Have questions about community schools or bringing them to your district? Email In the Public Interest at **info@inthepublicinterest.org**

Improving Academic Performance

Gibsonton Elementary School

Gibsonton, Florida

By using the community school strategy to directly respond to challenges faced by students, Gibsonton Elementary School outside of Tampa, Florida, improved student standardized test scores as well as attendance.

Most of Gibsonton's students are Hispanic (58 percent in 2023[6]) and economically disadvantaged, and the area surrounding the school has been left behind in the rapid growth of the Tampa metro area.

Based on outreach to families, the school expanded its on-campus food offerings, gave away backpacks full of school supplies, brought adult education to the community, and installed a campus washer and dryer. Soon after becoming a community school, Gibsonston learned that one of the biggest challenges its students faced was that many felt unsafe walking to and from campus. The school organized an effort to have the county install new streetlights and sidewalks near campus to increase student safety.



Students at Gibsonton Elementary School in Gibsonton, Florida, presenting as part of a student-led series for Black History Month. Source: Gibsonton Elementary School's Facebook page

To support academic gains, Gibsonton also focused on increasing attendance. The school partnered with families and the community to bring awareness to daily attendance, leading to four continuous years of improved records (2019-2023).[7] With improved attendance came increased instructional opportunities for students, with student agency and goal-setting a focal point for all grade levels.

In the 2017-2018 school year, Gibsonton received a grade of "D" on the state's annual report card that assesses elementary schools on the basis of their scores on standardized achievement tests.[8] By 2018-2019, Gibsonton raised its grade to a "C."[9] In 2023, Gibsonton was 14 points away from a state score of "B," the highest points it has earned since the start of the Florida State Assessment.[10]

Lakewood Elementary School
Durham, North Carolina

After increasing engagement with families of the school's predominantly Black and Latinx student population, Durham, North Carolina's Lakewood Elementary School shifted to culturally responsive teaching, boosting the school's academic performance.

In 2017, protests by parents, teachers, and nearby residents forced the state of North Carolina to stop its plan to take control of Lakewood and turn it into a privately managed charter school.[11] The school had reported academic performance scores in the bottom five percent statewide,[12] with only one in four students proficient in reading.[13]

The following year, the Durham Public Schools Board of Education committed to turning four pilot schools into community schools, including Lakewood.[14] Over the course of the 2018–2019 school year, Lakewood implemented family engagement teams to increase interaction between teachers and parents. Parent Teacher Association (PTA) meeting attendance increased 460 percent compared to the previous year, while participation by BIPOC families skyrocketed over 1,000 percent.[15]

> "Parents … are so appreciative. They are thankful to have a voice and be able to provide feedback to our administrators in the building as well as the teachers in the building."
>
> — Mayra Morales,
> *English as a Second Language (ESL) teacher at Lakewood Elementary School*

This increased engagement informed the school about what types of support families needed. The school implemented after-school programs, free eye screenings, financial assistance, and a shift to culturally responsive teaching.

Lakewood's performance on the state's 2018–2019 school year report card assessments leaped from a grade of "F" to "C," and its measures of academic growth improved by 16 percentage points, with grade-level proficiency increasing by 17.6 percentage points.[16]

"Parents that I have constant contact with now are so appreciative," said Mayra Morales, an English as a Second Language (ESL) teacher at Lakewood. "You can hear it in their voices, you can see it on their faces. They are thankful to have a voice and be able to provide feedback to our administrators in the building as well as the teachers in the building. They're able to use their voice to make a change."[17]

Oakland International High School
Oakland, California

Students at Oakland International High School graduate at higher rates than other newcomer students in Oakland, California's public school district, in part because of the school's community school strategy. This is particularly remarkable because Oakland International serves immigrant students who are newly arrived from more than 20 different countries.[18] More than 96 percent of students qualify for free or reduced-price lunch, the highest poverty rate of any high school in Oakland's district.[19]

After opening as a community school in 2007, Oakland International focused on providing connections to social services that students and families were not able to access in their home countries or that are not available to them in their current neighborhoods.[20] The school features an on-site Wellness Center for students to access emergency housing, food, legal assistance, and other forms of support.[21] It also partners with a nearby school—Oakland Technical High School—to provide medical, counseling, and health education services.[22]

From 2018 to 2022, Oakland International's graduation rate was 62.7 percent, compared with a districtwide newcomer graduation rate of 39.4 percent.[23]

"We can make a list all day long of the challenges students bring into the classrooms and what struggles they might have," said the co-director of the school's Learning Lab, "but we want to turn the lens to the assets and strengths that they're bringing."[24]

Hoover Elementary School
Cedar Rapids, Iowa

Hoover Elementary School in Cedar Rapids, Iowa, used the community school strategy to focus on measuring and meeting the needs of its diverse student population—more than 20 languages are spoken at the school.[25] Doing so helped to decrease office referrals for disruptive behavior, boost test scores in math, and keep the school's English language learner students scoring far above the state average in language acquisition.

Located in a predominantly white city, Hoover's student population is more than 85 percent non-white, with around half of its students qualifying as English language learners, many of them from countries in Africa.[26] This was reflected in what students and their families said they needed when Hoover's staff used the community school strategy to offer additional services and improve the curriculum.

> "It was really important to [our students] that this is actually part of their voice in this transformative process of being a community based school."
>
> — Lemi Tilahun,
> *Hoover Elementary School*
> *Former Community School Coordinator*



Students outside of Hoover Elementary School in Cedar Rapids, Iowa. Source: Hoover Elementary School's Facebook page

The school's community school coordinator visited every Hoover family at home, linked families with mental health providers, and amplified parents' voices.[27] The school added more diverse books to the library and incorporated them into classroom teaching. They expanded their selection of culturally diverse meals in the school's food pantry, which opened in 2018 and serves about 178 families in the Hoover community.[28] They also answered students' demands for more afterschool programs by starting new clubs and revamping the student council to increase student voice and advocacy.[29]

These changes helped lead to increased test scores in math and fewer office referrals for disruptive behavior, according to the school's community school coordinator.[30] During the 2022-2023 school year, Hoover's English language learner students scored nearly 30 points above the state average in growth on assessments that determine language acquisition.[31]

"It was really important to [our students] that this is actually part of their voice in this transformative process of being a community-based school," the coordinator told a local television station in 2021.[32]

Improving Attendance

McKinley Elementary School
Erie, Pennsylvania

After learning from families that students had to cross dangerous roads and intersections to get to school, McKinley Elementary School in Erie, Pennsylvania, created a "walking school bus" by organizing trained adult volunteers to escort students safely to and from campus, immediately boosting attendance rates.[33]

McKinley had transformed into a community school in response to Erie's growing financial issues, as manufacturing plants closed and job opportunities dwindled in the city. In 2016, the city's school district, starved for funding, even considered closing its high schools.[34]

Instead, the school district consolidated schools, tapped state emergency funds, and launched a community school program. McKinley was one of five schools that became a community school, addressing student needs through a food pantry, help with families' utility bills, and the walking school bus.

During the 2018–2019 school year, before the program began, 73.5 percent of students regularly attended school, below the statewide average of 85.7 percent.[35] By the end of 2021, attendance at McKinley had jumped to 86 percent.[36]

Lost Hills Union Elementary School District
Kern County, California

Lost Hill Union Elementary School District used the community school strategy to provide each student with an adult mentor and increase communication with families, helping the district address chronic absenteeism and achieve top academic growth for English language arts (ELA) and math compared to other districts in California's Kern County.

The district implemented the community school strategy in 2018 after receiving a federal Full-Service Community Schools grant.[37] Soon each student was matched with an adult staff member as part of a mentoring program offering one-on-one check-ins and other collaborative activities. The district also began providing positive reinforcement for attendance (e.g., field trips, dress-up days, and raffles), offering rides to school if students miss the bus, and communicating with families through conversations, calls home, and sending postcards and letters.[38] The district's schools also began offering after-school programming, shared nursing services, and preschool.

In 2023, the district achieved the top spot out of Kern County's 46 districts for proficiency gains in ELA and math from pre-pandemic levels.[39] It also had one of the lowest chronic absenteeism rates—14.6 percent—compared to the county-wide rate of 26.3 percent.[40]

"Securing double-digit proficiency growth is huge," Verónica Sánchez-Gregory, principal of Lost Hills Elementary School, told Learning Policy Institute. "But doing it during a pandemic year is unprecedented."[41]

Advancing Racial Equity

Cincinnati Public Schools
Cincinnati, Ohio

After city leaders went neighborhood to neighborhood asking communities what they wanted from their local public school, voters in Cincinnati, Ohio, approved a levy to renovate the struggling city's public schools and turn them into community schools. Within a few years, Cincinnati Public Schools experienced academic improvement across its student population, particularly increasing its Black students' success.

The levy passed in 2001, and by 2006, nine schools had hired site coordinators, performed needs assessments with their local communities, and began to collaborate with community partners. From 2006 to 2015, the achievement gap between Black and white students was reduced from 14.5 percent to 4.5 percent.[42] By 2018, graduation rates had increased by seven percent over the previous four years, and third-grade literacy had increased 20 percent over the previous three years.[43]

The key to Cincinnati's success has been its community engagement process, which continually assesses through outreach the needs of the community within and surrounding a school. This approach has led to many of the schools adapting curriculum to student needs, opening health centers, partnering with mental health providers, allowing the community to use the building after hours, and more.[44]

James Madison Academic Campus
Milwaukee, Wisconsin

When the 2020–21 school year began, James Madison Academic Campus, a high school in Milwaukee, Wisconsin, was not only prepared for the ongoing Covid-19 pandemic, but also for its predominantly Black student population to better understand and gain inspiration from the historic protests following the police killing of George Floyd.

Back in 2013, the city of Milwaukee had been searching for answers to explain the poor academic outcomes of its lowest-performing schools.[45] They tried alternative education policies, such as charter schools[46] and vouchers,[47] with little success. With the support of the local teachers union and United Way, the local school board turned some of the low-performing schools into community schools.[48]

By 2020, James Madison Academic Campus was one of the city's 12 community schools. It formed a youth council made up of student leaders practicing local organizing, advocacy, and engagement. The council joined forces with other schools' councils to demand and win funding for ethnic studies courses. In June, even in the middle of the pandemic, the district pledged to provide funding for up to 12 ethnic study positions in the next school year.[49] This occurred just a few hours before protest and unrest erupted across Milwaukee—and across the nation—after the killing of George Floyd by a Minneapolis, Minnesota, police officer.

"[The ethnic studies] class helped me evolve," a James Madison Academic Campus student who took part in the protests told the Milwaukee Journal Sentinel. "I became more of a people person, more of a leader, more mature. And I definitely feel like I'm making a difference."[50]

"We talk about how Black lives matter in our classroom from the first day of school to the last," said a teacher at a nearby elementary school that also uses the community school strategy. "At the very least, I want to show them they matter in a society that makes them feel like they don't."[51]

Deer River High School

Deer River, Minnesota

Combining state and federal funding with support from local organizations, Deer River High School in rural Minnesota became a community school in 2020, right before the Covid-19 pandemic. Among the many ways it was able to support students and families was its Anishinaabe education program (Anishinaabe is a broad term for the region's Indigenous people).

Approximately one-third of the school district's student population is Indigenous[52], a demographic known to be consistently underserved by Minnesota's public schools.[53] "Our struggles are different," the coordinator of Deer River's Anishinaabe education program said. "We want to be teaching students about their cultural identity to show awareness and pride in who they are, and to teach them that struggles are temporary."[54]



Students at a Changemakers presentation held at Deer River High School in Deer River, Minnesota. Source: Deer River Schools website

Deer River's Anishinaabe program teaches cultural and local history through courses and field trips.[55] Students also learn business planning, marketing, public speaking, and other practical skills. The program, combined with grocery deliveries, home visits, and other resources requested by families, supported the school's students as Covid-19 exacerbated their community's already-difficult health care challenges.[56]

Brooklyn Center Community Schools

Brooklyn Center, Minnesota

As Brooklyn Center, Minnesota, was reeling from the police killings of Daunte Wright in 2021 and George Floyd in nearby Minneapolis the summer before, the city's school district employed the community school strategy to meet the needs of its traumatized students and families, most of whom live in poverty.

Wright's killing led to nightly protests at Brooklyn Center Police Department headquarters, across the street from the city's high school campus. The school distributed diapers, Gatorade, food, facemasks, and other items to students and area families for staying safe and healthy.[57]

Brooklyn Center's school district adopted the community school strategy in 2009, launching vision, dental, and mental health clinics and providing free health care not only to students in this school, but also any child who lives in the city.[58] The clinics, along with services like tutoring and before- and after-school programs, had an early impact. Reading scores for English learners and special education students increased. By 2013, the number of absences at the district's high school had dropped to fewer than 6,500 from 9,000 in 2009.[59]



Increasing Teacher Retention

Mahatma K. Gandhi School, PS #23

Jersey City, New Jersey

Three years after becoming a community school in 2018, Mahatma K. Gandhi School, PS #23 in Jersey City, New Jersey, had boosted its student attendance by ten percentage points, to exceed 90 percent. But that hasn't been the only remarkable change the school has experienced.

For the 2022–2023 school year, the school was able to retain 95 percent of its teachers[60]—as the state of New Jersey as a whole experienced a growing teacher shortage and continued a decade-long drop in the number of college students graduating with education degrees.[61] The five teachers who left Mahatma K. Gandhi had filed for retirement.

Teachers said that before the school became a community school and began supporting students and families struggling with housing, energy bills, and even immigration issues, they had to be attendance officers, guidance

> "My whole goal is just to try to make it a great place to work and do everything possible for the kids to have a great school experience. For the teachers, we just try to get out of the way and let them teach. We don't put extra things on their plate to bog them down."
>
> — Peter Mattaliano,
> *principal of Mahatma K. Gandhi School, PS #23*

counselors, therapists, and nurses, and even sometimes act as another guardian for students.[62] In 2023, the school opened a full-service health care center with full-time licensed clinical social workers to facilitate mental services for students and their families.[63] Teachers could concentrate on meeting the academic needs of their students, increasing job satisfaction, and reducing stress.

The school's attendance increased even more, to 93 percent at the start of the 2023–24 school year, and the percentage of chronically absent students decreased from 41 percent to 21 percent over the prior year.[64]

Greco Middle School
Tampa, Florida

After learning that teachers wanted more opportunities for communication with administration and more consistency in school discipline, Greco Middle School in Tampa, Florida, used the community school strategy to help nearly double its rate of teacher retention and increase its score on the state's annual academic report card.

After gathering staff needs, Greco implemented practices to increase the opportunity for grade-level teachers to work together, provided funds for teacher supplies, offered paid professional development, and more.[65]

Teacher retention quickly skyrocketed from 48 percent in 2021–2022 to 84 percent in 2022–2023.[66] Only three teachers transferred to other district schools in 2022–2023, while more than ten did the prior year. This contributed to Greco increasing its score on Florida's annual academic report card from "D" to "C."[67]



Responding to the Covid-19 Pandemic

Sustainable Community Schools (SCS)
Chicago, Illinois

After decades of organizing by parents and community activists, educators in Chicago spurred the adoption of the community school strategy at 20 of the city's high-poverty public schools. By focusing on racial justice and equity, these schools were better prepared than most to meet families' needs during the Covid-19 pandemic, and some of the schools were able to avoid the steep enrollment declines that schools across the city have experienced in recent years.

In 2001, parents and community activists in Chicago's Little Village fought for and won the opening of a new public school in their neighborhood, Little Village Social Justice High School.[68] Fourteen years later, parents and community activists in the nearby neighborhood of Bronzeville used what Little Village had accomplished as inspiration to stop the closure

and privatization of Walter H. Dyett High School.[69] The next year, Dyett became one of the city's 20 community schools through the Chicago Teachers Union's (CTU) collective bargaining agreement with Chicago Public Schools.

The community school strategy helped Chicago's community schools be better prepared than most to support families with mental health care and other services during the pandemic.[70] Becoming a community school "has been one of the most influential initiatives in [my] six years at the helm," Ellen Kennedy, principal of Richards High School, told *Chalkbeat* in 2023.[71] The strategy afforded Kennedy's school the opportunity to offer more student services, including a youth intervention specialist, parent engagement coordinator, a full-time clinician, after-school clubs, and tutoring.[72] Kennedy credited the community school strategy with helping the school boost enrollment by 12 percent.[73]

Social Justice Humanitas Academy

San Fernando, California

After seeing many students struggle with the return to campus in August 2021, San Fernando, California's Social Justice Humanitas Academy leaned on its existing community school strategy to make the transition smoother for the entire school community.

Teachers led group discussions about the Covid-19 pandemic's impact on students, the vast majority of whom are Latinx and economically disadvantaged.[74] They adjusted instruction to address learning gaps and consistently reached out to parents to assess needs.[75] The school shifted class schedules to accommodate the work schedules of students who had picked up jobs to support their families during the pandemic.[76] It also leaned on outside partnerships to provide individual, group, and family therapy and connect families with temporary shelter, food, and legal assistance.[77]

Bucking trends, Social Justice Humanitas Academy's graduation rate at the end of the school year remained high, nearly 100 percent.[78] According to the school's principal, students were staying in class, and illegal drug use fueled by mental health issues had declined.[79]

Increasing School Safety

Felicitas & Gonzalo Mendez High School

Los Angeles, California

Los Angeles's Felicitas & Gonzalo Mendez High School has used the community school strategy to implement restorative justice practices and social justice-informed curricula, contributing to gains in academic achievement and a safer campus.

Mendez was included in the initial cohort of schools given community school funding by the Los Angeles Unified School District (LAUSD) in 2020, a result of the historic teacher's strike the year before. However, it has operated as a community school since opening in 2009.

"We knew very quickly from when the school opened … that schools can't do it all," the school's Community School and Restorative Justice Coordinator told the Learning Policy Institute in 2021. "We made sure to immediately connect with a lot of community organizations."[80]

> "It's not just you go to school and go home. [Teachers and administrators] care about you everywhere and [care about] your general well-being."
>
> — Arianna Romero, *Felicitas & Gonzalo Mendez High School alumna*

The school uses annual needs assessments to tailor services to students and families, including a mobile health clinic, arts enrichment classes, and after-school clubs.[81] Mendez also integrates social justice and culturally sustaining practices into curricula, including Advanced Placement for All and Computer Science for All, and its school safety strategy is informed by restorative justice practices.[82] In 2019, students led a movement to end the district's policy of randomly searching for weapons on campus.[83]



Parents learning how to manage stress at Felicitas & Gonzalo Mendez High School in Los Angeles, California. Source: Mendez High School's Facebook page

In 2019, 85 percent of students reported feeling safe at Mendez.[84] Nationally, surveys suggest that less than 70 percent of students feel safe at school.[85] The school had zero expulsions between 2011 and 2021.[86] In 2020, Mendez's graduation rate had reached almost 90 percent, and the school had a 90 percent college-going rate.[87]

Luther Burbank High School
Sacramento, California

After more than 30 years of following the community school strategy, Sacramento, California's Luther Burbank High School has transformed its school culture into a safe campus without the use of school police.

In 1992, the Sacramento City Unified School District began using state funding to implement the community school strategy—which they called Student Support Centers—at a number of schools, including Luther Burbank.[88] After becoming a community school, Luther Burbank began including students and families in decision-making, using community circles—a restorative justice practice—in the classroom and voluntary home visits to parents.[89]

A teacher at Burbank wrote: "[The restorative justice] process allows students to accept responsibility and equips students with an action plan to move forward productively instead of continuing to repeat the cycle of misbehavior and punitive response from administration."[90]

Through a joint process with students and families, the school has hired community members as school monitors to engage with students if tensions arise.[91] If needed, the school connects with a student's family to better understand what's happening in the student's life. If services are needed, the school leverages a network of community-based organizations to offer support.



Increasing Family Engagement

Wheaton Woods Elementary School
Rockville, Maryland

Wheaton Woods Elementary School, in the affluent Washington, D.C., suburb of Maryland's Montgomery County, has used the community school strategy to increase parent engagement in the education of its students,[92] who are largely made up of first- and second-generation immigrants from Central and South America, along with a significant population from northeast Africa. Eighty-three percent of the school's students qualify for federally subsidized free and reduced-price meals, and 55 percent are English language learners.[93]

Wheaton Woods became a community school in 2021 as part of Maryland's state-mandated education plan, which requires schools with a concentration of poverty of 80 percent or greater to adopt the strategy.[94] Through surveys and listening sessions, the school learned the challenges that many students and families had in common.

> We started off thinking our families needed things like food assistance and English classes—providing what we assumed families in poverty need. When we started listening to our families, we found out that what we didn't have was enough out-of-school time and activities for their kids, not enough athletics"
>
> — Daman Harris,
> *principal of Wheaton Woods Elementary School*

After hearing from parents that they were struggling with child care, Wheaton Woods began offering a wide variety of afterschool programs.[95] After learning that many parents were facing the challenges of being first-year immigrants, the school brought in experts who offer legal services as well as English language classes for adults.[96]

"We weren't listening to our families," Wheaton Woods' principal told journalist Jeff Bryant in 2022.[97] "We started off thinking our families needed things like food assistance and English classes—providing what we assumed families in poverty need. When we started listening to our families, we found out that what we didn't have was enough out-of-school time and activities for their kids, not enough athletics. We found out that rather than English classes for adults, parents wanted their children to learn Spanish to retain their culture. They wanted employment training for adults and more help with child care."



Student participating during a wellness event at Wheaton Woods Elementary School in Rockville, Maryland. Source: The principal of Wheaton Woods Elementary School's Twitter page

Garfield Elementary School
Oakland, California

Oakland, California's Garfield Elementary School conducted a listening campaign with school staff and parent leaders, helping the school craft a new values and vision statement and increase family engagement in supporting student achievement.

During the 2011–2012 school year, Garfield teamed up with a local organization—East Bay Asian Youth Center (EBAYC)—to survey students and families, conduct one-on-one family visits, and facilitate listening sessions with staff and parent leaders on a weekly basis.[98] The school learned that many families had concerns about the academic level of curriculum and homework.[99]

The school then collaborated with families and teachers to develop a new school vision statement and values. Families expressed overwhelming support for the change and signed commitment cards to get involved to improve student achievement.[100]

Batesville School District
Batesville, Arkansas

Batesville School District, serving a rural town located 80 miles north of Little Rock, Arkansas, adopted the community school strategy in 2020 using funding and technical support from the NEA Foundation. The district soon developed a districtwide approach to personalize support for students and families using needs assessments, shifting the school's culture toward embracing rather than avoiding family feedback.[101]

The district brought together families, community members, educators, and administrators to collaborate on strategies to address student and family needs. They linked community partners with families in need of medical care, clothing, home or car repairs, and more. They also began offering trainings for families on supporting student social and emotional development, navigating the college selection and financial aid processes, and instructional resources, continuously incorporating feedback from parents about what information to offer.

"This model is authentic, and it is engaging our community and parents," Michael Hester, superintendent of Batesville School District, told the NEA Foundation. [102]

"I went here, and it was very hard," Jessica Martinez, a former Batesville School District student and current parent, told *19ninety Films*.[103] "There were no teachers or any type of translators. But now in my son's school they have an ESL class and people who speak Spanish. There are more chances for students to communicate well."

Avoiding School Closures

Northeast Early College High School

Austin, Texas

Parents, teachers, and students were able to save Austin, Texas's Northeast Early College High School from being closed by demanding that the local school district transform the school into a community school.

In 2008, Northeast—then called John H. Reagan High School—was struggling. The Austin Independent School District was threatened by closure due to low test scores, a graduation rate below 50 percent, subpar attendance, high teacher turnover, and decreasing enrollment.[104] Supported by a community group, Austin Voices for Education and Youth (AVEY), parents, teachers, and students developed a plan to turn Northeast into a community school, and the district allowed them to try it out.[105]

Crucial to the plan was a community-engaged needs assessment. Close to 80 percent of the student population were Latinx, and about 18 percent were Black. Eighty percent were identified by the state's indicator of poverty and 30 percent were English Language Learners.[106] A quarter of female students were pregnant or parenting, among whom barely any graduated.[107]

The school learned that student needs included a more challenging curriculum, mobile health clinics, parenting classes, expanded after-school activities, and more.[108] A full-time bilingual social worker was hired to diagnose chronic attendance problems and an early college program was launched to connect students with the community college across the street from campus.

By 2016, Northeast was a thriving school community. The school was graduating 85 percent of its students, enrollment had more than doubled, and the graduation rate among pregnant and parenting teens was 100 percent.[109]

Addressing the Housing Crisis

Buena Vista Horace Mann K-8 Community School

San Francisco, California

Despite being located in an affluent neighborhood, San Francisco's Buena Vista Horace Mann K-8 Community School learned from some of its students and families that homelessness was their primary challenge. The school worked with the local school board to open a shelter, available to students and families in need from across the school district.

After the school's wellness team had noticed more and more families struggling with housing, and after not hearing back from the city government or nonprofits about helping those families, the school's community school coordinator spearheaded an effort to set up a shelter in the school gym.

Kids without a regular place to sleep at night weren't showing up ready to learn, the coordinator told *The Hechinger Report*.[110] "And how could they? Your brain is not relaxed. You're not in learning mode, you're in survival mode, you're in flight or fight mode."

The program began in 2018, and by January 2020 more than 30 district schools had referred students to the gym, and the program was deemed cost-effective.[111] Over the course of 2020, the program served 146 students.[112] "We will not fix homelessness until the federal government believes that housing is a human right," San Francisco City Supervisor told *The Hechinger Report*. "Hopefully we will not need [a program like] this in the future, but right now we do."[113]

Conclusion

Unlike the failed reforms of the beginning of this century, which used punitive measures like high-stakes testing and market-based approaches to privatize public schools, the community schools strategy understands that student learning occurs in a context that extends beyond classroom and school walls. The strategy accepts the reality that a teacher cannot solve student economic insecurity or hunger with a high-stakes test, nor can they teach an empty desk. It seeks to amplify teacher involvement, transforming the way a school functions by cultivating trusting relationships between students, families, educators, and community members.

Even as community schools integrate services to fill community gaps, the community that serves the school is not viewed as an impediment to student learning but rather an asset. By encouraging collaboration and problem identification within the community, these schools can better provide students with the support they need to grow as healthy learners and citizens.

The community school strategy improves public schools, welcoming all students while embracing the community in which each school exists. The examples in this report illustrate the many successful models that exist and the bright future that lies ahead for community schools.

These resources can help you learn about community schools and how to bring them to your school district:

In the Public Interest's Community Schools Resources

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Questions about community schools or bringing them to your district? Email In the Public Interest at **info@inthepublicinterest.org**

Appendix A

School	City	State	Story	Source
Arrey Elementary School	Arrey	NM	Arrey Elementary School used home visits with parents to keep students safe, engaged, and learning through the Covid-19 pandemic, providing food, computers, internet services, and more.	https://pv4ps.org/when-a-school-is-the-very-heart-of-a-community https://www.lcsun-news.com/story/news/education/2021/09/22/new-mexico-community-schools-aim-cover-every-basic-need/5773991001/
Lynn Community Middle School	Las Cruces	NM	After Lynn Community Middle School transitioned to a community school, absentee rates dropped substantially, discipline incidents were cut in half, and the school district's grade on the state report card rose from an "F" to a "D."	https://ourfuture.org/20200522/new-mexico-shows-how-public-ed-can-thrive-after-covid-19
Riverside Central Elementary School	Rochester	MN	Riverside Central Elementary School used the community school approach to offer a sleeping room and a food and clothing pantry to students, helping lead to an increase in attendance.	https://www.postbulletin.com/news/local/weaving-the-safety-net-how-rochester-public-schools-helps-students-succeed
Cuba Independent School District	Cuba	NM	After hearing from families that they needed electricity at home, Cuba Independent School District used funding from the New Mexico Senate and Indigenous Education Department to help facilitate the installation of solar panels on seven homes.	https://www.the-journal.com/articles/new-mexico-community-schools-aim-to-cover-every-basic-need/
Hamilton Disston Elementary	Philadelphia	PA	During the hardest days of the Covid-19 pandemic, Hamilton Disston Elementary provided weekly produce distributions and online ESL classes to students, and teamed up with a local organization to offer afterschool programs and case management.	https://www.phila.gov/2022-04-21-community-school-coordinator-builds-a-new-future-for-northeast-neighborhood/
University High School	Roswell	NM	University High School used the community school approach to connect students with a local community college, leading to increased graduation rates. The school also implemented prevention and intervention substance abuse curriculum, experiencing a significant decline in substance abuse infractions.	https://webnew.ped.state.nm.us/wp-content/uploads/2024/01/Community-Schools-Legislative-Brief-1-pager.pdf
Brandon High School	Tampa	FL	After becoming a community school, Brandon High School learned from its students that having more job opportunities was one of their top needs. As a result of the school teaming up with community partners, students began gaining employment with local businesses.	

King Elementary School	Deer River	MN	King Elementary School used the community school approach to connect more deeply with parents and address chronic absenteeism in their Indigenous student population, around a third of the school's students.	
Enos Garcia Elementary School	Taos	NM	Enos Garcia Elementary School used surveys to parents during the pandemic to learn and adapt to families' needs. The school expanded services, including supplemental food, kept their clothing bank open, and fostered connections with local organizations to help pay water, internet, and other bills.	https://inthepublicinterest.org/food-delivery-free-clothes-it-support-community-schools-are-stepping-up-in-the-pandemic/
Olympia School District	Olympia	WA	During the Covid-19 pandemic, Olympia School District partnered with a social service nonprofit network to help prevent homelessness and rapidly rehouse students and families experiencing homelessness.	https://www.thurstontalk.com/2022/06/08/togethers-olympia-community-schools-program-meets-critical-unmet-needs/
Lincoln Avenue Elementary School	Milwaukee	WI	After learning from parents that they felt the neighborhood wasn't safe enough to allow their children to walk to school, Lincoln Avenue Elementary School launched a "walking school bus" program to have teachers and parents escort students to campus.	https://unitedwaygmwc.org/Stories/WalkingSchoolBus
Oakland Unified School District	Oakland	CA	In the first year of the Covid-19 pandemic, Oakland, California's community schools assessed student and family needs, informing the Oakland Unified School District's overall response. Schools provided feminine hygiene products, food, and other basic-needs products. One of the school's health centers also created a phone line to triage services for any youth in the city who did not have a medical home.	https://learningpolicyinstitute.org/blog/covid-oakland-school-based-health-centers
Martin Luther King Jr. Academic Middle School	San Francisco	CA	Martin Luther King Jr. Academic Middle School used the community school approach to deepen relationships with students and families, leading the school to partner with an outside organization to offer health-focused workshops, implement project-based pedagogy, and shift to de-escalation and "push-in" strategies rather than pulling students out of class if they were disruptive.	https://www.sfexaminer.com/archives/a-reason-for-hope-within-s-f-s-lowest-income-schools/article_116ff800-9829-58bf-954f-ff35adf2142f.html
Clopper Mill Elementary School	Germantown	MD	Clopper Miller Elementary School utilized regularly scheduled monthly meetings with parents to garner interest and concerns, leading to the school opening a free-food pantry, investing in more sports gear for students, and more.	https://www.marylandmatters.org/2022/11/21/marylands-3-8-billion-education-reform-plan-embraces-community-schools/

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