This longstanding approach provides an environment where all students, especially those who are underserved, can learn and thrive academically, physically, and emotionally.
Expanded learning time and opportunities
Family and community engagement, and
Collaborative leadership and practice.

"The conditions that these pillars enable are those that decades of research have identified as school characteristics that foster students’ intellectual, social, emotional, and physical development," said Jeannie Oakes, a report co-author and LPI Senior Fellow, and Presidential Professor Emeritus in Educational Equity at the University of California, Los Angeles. "Because of that, state and district policymakers can consider community schools as a highly effective, evidence-based intervention for schools identified as low performing under the Every Student Succeeds Act." Oakes co-authored the report along with Anna Maier, LPI Research and Policy Associate; and Julia Daniel, a doctoral candidate at the University of Colorado Boulder.

"This is exactly the kind of study that the community schools field has been waiting for—one that pulls together all of the existing evaluation research and frames the very positive findings in the context of national education policy. The strong implications for greater equity make the study's conclusions all the more compelling," said Jane Quinn, Director of the Children's Aid National Center for Community Schools.

The report and accompanying brief include examples of effective community schools across the country, from Oakland to Tulsa to Boston, providing pragmatic research-based lessons for policy development and implementation. The report also recommends further rigorous research into community schools to establish a better understanding of the conditions under which the various elements of the community schools strategy are most effective.

About the Learning Policy Institute
The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, the Institute connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

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