



SFUSD

San Francisco Unified School

Department of City &
Regional Planning

SCHOOLS AND THE CITY: MAKING THE CONNECTION

FINAL REPORTS CP 290G, Fall 2003

Lincoln High School



**Galileo Academy of
Science & Technology**



Burton High School



Mission High School



EXECUTIVE SUMMARY

Schools are a core part of our cities and neighborhoods, inextricably linked to and affected by the surrounding urban environment. Urban issues of disinvestment, poverty, demographic and neighborhood change have had a profound impact on city schools. It is critical to explore this connection since schools have a potentially important role within community development and urban revitalization, and communities can have a significant role within schools to promote and support reform efforts. Developing and maintaining mutually beneficial relationships are central to this school-community connection.

Project Overview

The Communities & Schools Research Project is a collaboration between the San Francisco Unified School District's (SFUSD), Urban System Program (USP), the School to Career (STC) Office, UC Berkeley's Department of City Regional Planning and Interactive University Project. Providing students with meaningful work-based learning experiences is central to establishing successful Career Academies. SFUSD seeks to accomplish this in part by encouraging the formation of partnerships between schools and resources in their communities. As one step in this process, the district partnered with a graduate seminar at UC Berkeley taught by Dr. Deborah McKoy and four public high schools to look in detail at their particular communities. The goal was to begin a broad-based dialogue around school and community partnerships, while also thinking about specific ways community resources can support school-to-career programs in these various high schools.

Working primarily with the STC Office and the partner high schools, graduate student teams conducted community-based research to explore how the community can better support local school reform efforts. Several sub-questions addressed included:

- *What are the community supports available around school sites to support STC activities?*
- *What are the communication pathways that exist? What are the barriers?*
- *What is the community perception of the school and what do they want to see?*
- *Who is the community?*

First, the school teams conducted a detailed community profile focusing on community resources and potential partnerships. Second, they developed strategic recommendations and specific strategies for community partnerships. These recommendations were presented to a diverse panel to solicit feedback. The final reports reflect this process of collaborative research, feedback and dialogue.

Common Themes

While the schools we partnered with represent diverse student populations, distinct school cultures and histories, and very different geographies, some common themes emerged:

1. Defining community

- Range of definitions and types of community from the school community, the immediate neighborhood, to the city at large.

2. Building sustainable relationships

- Local and district-wide mechanisms for communicating at multiple levels
- Mutually beneficial activities and incentives for both schools and businesses/ organizations to reach out.

3. Identifying social and physical barriers to participate in STC activities

- Common language and consistent definitions to talk about core aspects of School-to- Career, e.g. career academies, community partnerships, internships, work-based learning.
- Transportation and physical distances between school, home, jobs.

Strategic Recommendations

Each school team developed strategic recommendations, based on the collaborative research they conducted and the community profiles developed in the first phase of the research. They generally offer a starting point to begin discussion and action on strengthening and developing partnerships between high schools, particularly career academies, and the broader community. Implementation of these recommendations will require additional resources and support from the SFUSD, teachers, parents, and explicit commitment and understanding of expectations between schools and community partners. These strategic recommendations are summarized in the Introduction and discussed in detail in each school profile.

The four high schools we worked with are: Philip and Sala Burton High School, Galileo Academy of Science and Technology, Abraham Lincoln High School, Mission High School.

INTRODUCTION

“Successful educational reform ultimately requires a broad and sustainable coalition of support, and the route to this goes directly through, and not around, politics...Successful education reform implies the implementation and institutionalization of policies, not just a public endorsement of the desirability of change...”

“Civic capacity is about various sectors of the community coming together in an effort to solve a major problem.”

– Stone, et al, *Building Civic Capacity*

“[N]o community can develop successfully and hold its population, especially its upwardly mobile families, over the long run if it does not provide a form of education that is good enough to prepare children for college.”

– Gary Orfield, Harvard’s Graduate School of Education

Cities and Schools: Making the Connection

Schools are a core part of our cities and neighborhoods, inextricably linked to and affected by the surrounding urban environment. Education plays an important role in cities by preparing youth to shape the future of their communities. Simultaneously, urban issues of disinvestment, poverty, demographic and neighborhood change have had a profound impact on city schools. It is critical to explore this connection since schools have a potentially important role within community development and urban revitalization, and communities can have a significant role within schools to promote and support student growth and school reform efforts. Development and maintenance of mutually beneficial relationships is central to this school-community connection. A powerful school community connection provides students with knowledge of the world, its jobs, social relationships, and structures and rules of society. Many education reformers (Pedro Noguera, BayCES, and others) advocate an approach that integrates school reform efforts with broader strategies aimed at revitalizing urban areas.

Project Overview

The Communities & Schools Research Project represents a deepening partnership with San Francisco Unified School District (SFUSD) and University of California-Berkeley. More specifically, it is a collaboration between SFUSD’s Urban System Program (USP) and the School to Career Office, and UC Berkeley’s Department of City and Regional Planning and Interactive University Project. The USP was launched in 1999 to improve math, science and technology education for district schools. One central aspect to USP was the creation of an information technology (IT) Pathway in several San Francisco high schools to help students connect academic subjects with their real world applications. Career Pathways were identified by the USP as a model that would provide meaningful and rigorous academic and work-based learning experiences to students interested in different careers, such as technology; pathways would also prepare students for higher education. As the USP enters its final year in Spring 2004, a key goal is to institutionalize and integrate the lessons learned over the past five years throughout the SFUSD. It aims to accomplish this for the Pathway initiative by collaborating

closely with the School to Career Office as it develops and expands the Academy of Information Technology, a member program of the National Academy Foundation (NAF).

Work-based learning experiences – job shadowing, mentorships, internships and informational interviewing – are essential components of successful Career Academies. SFUSD seeks to build a strong network of work-based learning experiences for students by encouraging the formation of partnerships between schools and resources in their communities, however they choose to define them. As one step in this process, the district partnered with a graduate seminar at UC Berkeley and four public high schools to look in detail at their particular communities. The goal was to begin a broad-based dialogue around school and community partnerships, while also thinking about specific ways community resources can support school-to-career programs in these various high schools.

School to Career (STC) strives to prepare students not only for particular careers, but to make informed decisions about their future and to be prepared to function in whatever setting they choose after high school, whether that is college, a few years of work before college, or vocational work. STC aims to eliminate the false divide between “academic” and “vocational” activities and the tracking that accompanies this type of thinking. It relies fundamentally on work-based learning activities that make the connection for students between work (the “real world”) and school, and provides a context to make learning meaningful. SFUSD is looking at new ways of teaching youth that responds to the dynamic changes in urban areas such as San Francisco. SFUSD is exploring how communities and schools can more effectively work together to support school-to-career programs such as career academies to assure youth have real opportunities in San Francisco.

Community-based Research

Dr. Deborah McKoy of UC Berkeley, is a member of the Interactive University Project that is contracted to support the SFUSD’s Urban Systemic Program. Dr. McKoy has long focused on the connection between cities and schools. She taught a seminar in Fall 2003 through the Department of City & Regional Planning titled *Community Development and Urban Education: Public Schools, Urban Planning and Community (Re)Development*. This course attracted a multidisciplinary group of graduate students representing the fields of urban planning, education, public policy, journalism and business. The seminar presented a theoretical foundation on work around cities and schools, with a particular focus on the urban environment and challenges facing urban schools and neighborhoods today. The class grappled with the question of the role of local communities within education and how schools can build upon the community and use the community as a context for meaningful learning.

The cornerstone of this seminar was a community-based research project in partnership with SFUSD and four public high schools. Working primarily with the School-to-Career Office, graduate student teams conducted community-based research in four school neighborhoods to explore how the community can better support local school reform efforts. As part of this larger question, the School-to-Career Office and the “client” for this project, posed several sub-questions to guide the research.

- What are the community supports available around school sites to support STC activities?

- What are the communication pathways that exist and what is possible? What are the barriers?
- What is the community perception of the school and what do they want to see?
- Who is the community?

This project was done in partnership with four San Francisco public high schools: **Galileo Academy of Science and Technology, Abraham Lincoln High School, Mission High School, Phillip and Sala Burton High School**. These represent four distinct high schools, located in very different neighborhoods in San Francisco from the commercially vibrant Marina District near Galileo Academy to the more residential area of Visitacion Valley near Burton High School. Lincoln High School, located in the Sunset neighborhood, was the largest school we worked with (approximately 2,600 students) while Mission High School is rich with history as the oldest comprehensive high school west of the Rocky Mountains and a tradition of community activism in the surrounding Mission District. Each group spent about eight weeks working with the school, including the teachers, students, principal and other administrative staff, and the surrounding neighborhood. The final reports represent the culmination of two stages of research. First, the school teams conducted a detailed community profile focusing on community resources and potential partnerships. Second, they developed strategic recommendations and specific strategies to achieve these recommendations around community partnerships. Each report provides a detailed overview of the methodology and theoretical approach used in each context.

The teams also participated in a public presentation to receive feedback and commentary on their recommendations. This was at the San Francisco Board Room on November 20, 2003 to a high-profile panel of diverse stakeholders that included teachers, principals and high school students, a Board of Education representative, a businessperson, community and non-profit representatives, the SF Foundation, a San Francisco City Supervisor, among others. Clarence Stone, in the book *Building Civic Capacity* discusses the concept of a “Blue Ribbon Panel” to advocate for school reform; a broad coalition including the necessary stakeholders to make community connections meaningful and sustainable. Each group approached their projects with this concept in mind and the panel reflected this desire to promote meaningful dialogue. The final reports reflect this process of collaborative research, feedback and dialogue.

Common Themes

While the schools we partnered with represent diverse student populations, distinct school cultures and histories, and very different geographies, some common themes emerged from these projects that are worth reflecting upon.

1. Defining community

- Range of definitions and types of community from the school community, the immediate neighborhood, to the city at large.

As anyone knows who has worked with groups of people, “community” is a highly complex term and can simultaneously mean very different things to different people. It is also a term that embodies particular struggles over meaning and definition. This multiplicity of meaning was a starting point for the four groups as each team had to think about how to define the community

they would look at for this project, and this in turn determined who they spoke with and the recommendations they developed. This was more complicated than we first anticipated and involved a dialogue among the various participants. Each group approached this differently, resulting in a range of definitions and types of communities addressed in the community profiles and strategic recommendations for the partner schools.

For example, the Galileo team adopted a spatially local definition of community and viewed their community as the area surrounding the school: the Russian Hill and Marina District. To facilitate the success of this project in the short-term, the group felt it was essential to use a definition of community that included as many resources and assets as possible. The area surrounding Galileo has a wealth of businesses, organizations and community institutions they felt would provide a myriad of opportunities for school-community connections. Additionally, the residents in the area, generally well-educated professionals, could provide additional untapped resources.

The Lincoln team recognized the reality that different communities exist and that the definition of “community” may actually change with different stakeholders. Is the community defined by (1) an area that can be defined by lines on a map with the school in the center, (2) the neighborhoods where the students live or spend most of their free time, (3) the engagement of businesses or other organizations through the career academies, or (4) some combination of the above? An alignment between these definitions becomes substantially more challenging in an urban context, particularly since transportation provides greater mobility and students often attend schools beyond their home neighborhood. Identifying ways for Lincoln’s career academies to develop community relationships that benefit all stakeholders in this changing and complicated environment requires an understanding that the definition of community may vary with each stakeholder.

2. Building sustainable relationships

- Local and district-wide mechanisms for communicating at multiple levels
- Mutually beneficial activities and incentives for both schools and businesses/ organizations to reach out.

Communication was acknowledged as both a key challenge and an opportunity for building learning relationships. A common barrier numerous community groups identified was not knowing who to contact in the local school about the programs they have or opportunities to offer students, and some organizations and businesses mentioned the reality that they may have contacted the school in the past but no one ever followed up with them. Teachers and school administrative staff in San Francisco are overburdened so often the school does not have the capacity to respond or pursue potential partnerships. They can also be bombarded by requests and must evaluate what partnerships will lead to valuable opportunities for the students. All schools identified the need for some clearly identified process to communicate between the school and community as a minimum first step. Mission High School, for example, identified a staff person in their main office to function part-time as the community liaison in response to identifying this major challenge. Galileo Academy has a counselor whose responsibilities also include STC activities and so partially fills this role. Both Lincoln and Burton, as larger high schools, do not have such a resource and is something the teams felt the schools would benefit greatly from.

These local mechanisms at the school level are important to maintaining relationships and are in conjunction with district-wide mechanisms for communication. This includes communication up from the schools to the district, and a clearly identified contact within the district to direct general community inquiries and potential opportunities.

The second core aspect of building sustainable partnerships is identifying mutually beneficial activities and incentives for both schools and community organizations and/or businesses. These mutual benefits cannot be assumed and often we must “sell” the benefits to both sides.

3. Identifying social and physical barriers to participate in STC activities

- Common language and consistent definitions to talk about core aspects of School-to- Career, e.g. career academies, community partnerships, internships, work-based learning.
- Transportation and physical distances between school, home, jobs.

Interestingly, we discovered that stakeholders, schools and the district often have different working definitions of basic concepts such as internships and community partnerships, among others. An internship could simply be a paying job, or it could have identified learning objectives. Similarly, “career academies” looked very different in the various schools. A first step to enhancing communications and thus building relationships would be to develop a common language to discuss these important concepts. The San Francisco School-to-Career Partnership (SFSTCP) strongly supported this recommendation as it is a challenge they have identified in the work that they doing trying to link students up with internships and potential employers.

Several teachers also mentioned the issue of “comfort zones” and the fact that students are not always comfortable working in jobs or internships that are in settings they have no experience in, such as an office in the downtown financial district or the more gentrified neighborhoods to the west of Mission High. This can present a social barrier to succeeding in an internship. The Burton team in particular addressed this issue, although it arose for several of the schools. Several principals, notably Lincoln and Mission, noted the desire to expand STC activities for all high school students.

Also important is to recognize the physical barriers that exist in San Francisco, particularly in regards to transportation. This was especially pertinent for Burton High School, who feels somewhat isolated from the rest of San Francisco. It is also a relevant issue for all of the partner schools since we can no longer assume students live in the surrounding neighborhoods and have the same access to transportation to internships and other work-based learning activities that may occur off campus.

Strategic Recommendations: a brief overview

Each school team developed strategic recommendations, based on the collaborative research they conducted and the community profiles developed in the first phase of the research. These recommendations were presented to a diverse panel of stakeholders at the SFUSD board room and later to a group of UC Berkeley professors from urban planning and education. The final

recommendations summarized below reflect this process of feedback and dialogue. They generally offer a starting point to begin discussion and action on strengthening and developing partnerships between high schools, particularly career academies, and the broader community.

Galileo Academy of Science and Technology

The Galileo paper introduces a framework for improved interactions between the school and its community. Ultimately, this framework will allow Galileo to establish long-term two-way relationships in which stakeholders both learn from and teach the other, supporting both local school reform efforts and community development along the way. Galileo developed three general areas of recommendations that build upon each other and thus are most effectively implemented in order: enhance communication, build relationships and create institutions.

1. Enhance communication

The goal is to create a foundation to develop understanding between the school and the community. It is recommended that the school take the lead in communication to the community. Some strategies to achieve this include:

- Distribute information about programs and resources (e.g. school website, parent newsletter, local Chinese and Spanish language newspapers)
- Open channels for interaction (e.g. weblogging, community and school tours)

2. Build relationships

Once a communication model is developed, it is recommended that schools and community partners work to develop relationships that enable mutual learning. Some strategies are:

- Student community mapping project
- Community oral history project (in partnership with Russian Hill Neighbors and the Galileo Alumni Association)
- Mentoring program
- Computer services to local businesses and residents

3. Create institutions

The third tier of these recommendations involves establishing formal, accepted structures that can maintain these learning relationships as partners change over time. The group suggests these institutions can be developed as social enterprise for learning (SEFL) projects. Specific strategies/ SEFL project ideas include:

- Community website, as an institutional structure for the IT Academy
- School-Community Fair (suggestion by Galileo teachers) to bring the community into the school.

Abraham Lincoln High School

The Lincoln report proposes three broad recommendations for the career academies at Lincoln as well as the School-to-Career office within the SFUSD. Several factors affect the scope and choice of these recommendations, including the different stages of development for the career academies, and the 2002 implementation of a new student assignment plan (the “Diversity Index”) that promotes integration within the SFUSD’s schools. The recommendations, briefly

summarized below, provide short-term strategies that will ideally serve as the building blocks for more meaningful long-term partnerships. Implementation of these strategic recommendations will require additional time and effort from the career academy teachers as well as extra support from the SFUSD, increased parental involvement, and explicit commitment and understanding of expectations between school and partner designates.

1. Partnerships for all

The goal is to develop partnerships that create opportunities for all academy students.

- Short term strategies:
 - Contact Supervisor Fiona Ma’s office as a potential portal into city government opportunities, contact Lincoln’s PTSA president and utilize their email list.
- Long-term strategies:
 - Create an ongoing dialogue and partnership with local merchants associations.
 - Consider a collaborative effort with the local Sunset Neighborhood Beacon Center
 - Pursue partnerships which are uniquely suited to a particular career academy

2. Social Enterprise for Learning (SEFL) projects

The goal is to conduct projects on community-specific topics through the career academies.

- Short term strategies:
 - Conduct mapping activities within the school for the benefit of the academies and the school community.
- Long-term strategies:
 - Conduct mapping activities in conjunction with a neighborhood resource database.
 - Conduct a SEFL project on a larger neighborhood issue or concern (e.g. oral histories of seniors in partnership with the Beacon Center).

3. Students, Students, Students

The goal here is to increase student engagement and involvement in the partnership projects.

- Short term strategies:
 - Conduct personal asset mapping with the students (helps identify the qualities and skills they bring).
- Long-term strategies:
 - Perform community asset mapping, culminating in a public exhibition
 - Empower students in the overall development of the career academy

Mission High School

To develop strategic recommendations for Mission High School, the team examined the strengths and constraints of both the school and the neighborhood community. Some of the strengths they focused on include the dedicated faculty and staff and Mission, Tuesday afternoon advisory period, a strong communications infrastructure in the Mission neighborhood and interested community members (outlined in greater detail in the Mission High School report).

1. Victory is in the classroom!

The goal of this recommendation is to incorporate the community into classroom instruction. Various strategies include:

- Community projects in the classroom
- Bilingual volunteers
- Mission High mentorship program

Example: Career Academy teachers suggested that students can help develop a marketing strategy for Maxfield's, a local café, equipped with promotion, pricing scenarios, coupons, and flyers. In addition, through neighborhood surveys, financial analysis, and marketing research, students can provide Maxfield's with a plan to grow their business by adding new products.

2. Learning Outside the Box

The main goal of this recommendation is to facilitate student involvement in the community. There is no shortage of learning opportunities for students but in order to take advantage of them, students need to know where the opportunities are. Strategies include:

- Community involvement map
- Job shadowing
- Community service and work-based learning

3. Share Success Stories

As Paulo Freire suggests, in his book *Pedagogy of the Oppressed*, after students have performed their experiential learning, they can share their knowledge by instructing teachers and other students on their findings. The following strategies build upon this principle by allowing students to share their success stories in developing relationships in the community:

- Publicize Mission High's community involvement
- Use existing publications to publish student writing
- Students recruiting students

Phillip and Sala Burton High School

The Burton team was additionally guided in their research by specific questions from the career academy teachers at Burton High School. Specifically, they wanted to know where the students were coming from, their comfort zones, and transportation issues since they feel Burton is somewhat isolated geographically from the rest of San Francisco in the Southeast of the city. Additionally, the group focused on key school and community assets as they worked with the teachers to develop their strategic recommendations, summarized below.

1. Transit-oriented placement

The goal is to target work-based learning opportunities based on student transportation routes. Several strategies include:

- Map student transportation corridors (e.g. Muni #29)
- Identify businesses and organizations along these corridors

2. Engage in community-based projects

The goal is to provide real world, community-based learning experiences that benefit both the community and students. Several strategies include:

- Coordinate with community organizations regarding opportunities for student participation in ongoing community based projects.
- Coordinate with community organizations to implement student-teacher initiated community-based projects.

Examples include Vis Valley Planning Alliance and Vis Valley Greenway Project which can provide student opportunities for grant writing and budget analysis, small business development research, land use planning research and environmental projects.

3. Create new comfort zones for students

The goal is to encourage student acceptance of and retention of internships. Several strategies include:

- Preparation: Teacher-to-student (e.g. role playing), Student-to-Student (e.g. peer guidance), Community-to-Student (e.g. mentoring, guest speakers).
- Reflection: Internship journals/ web log for critical reflection, debriefing session/ mini lesson to address common concerns.
- Evaluation: Student evaluation binder, employer evaluations.

Community and Career Academy Partnerships at Abraham Lincoln High School

CP 290G – Community Development and Urban Education

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Karen Baker-Minkel

Laura Nicodemus

John Wickland



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Cover Page Photos:

Left: A portion of the Taraval Street commercial strip

Source: Alfredo Jacobo Perez Gomez (<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)

Middle: A typical nearby residential street

Source: Alfredo Jacobo Perez Gomez (<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)

Right: The entrance to Abraham Lincoln High School

Source: Abraham Lincoln High School PTSA (<http://lincolnhigh.net/paralum/ptsa/>)

Glossary of Defined Terms:

“Beacon Center”	Sunset Neighborhood Beacon Center
“Diversity Index”	2002 student assignment plan that promotes integration within SFUSD schools
“GIS”	Geographic Information Systems
“Finance Academy”	Business and Finance Academy at Lincoln
“IT Academy”	Academy of Information Technology at Lincoln
“Lincoln”	Abraham Lincoln High School
“PTSA”	Parent Teacher Student Association at Lincoln
“SEFL”	Social Enterprise for Learning
“SFSTCP”	San Francisco School-to-Career Partnership
“SFUSD”	San Francisco Unified School District
“Stakeholder Presentation”	Presentation of preliminary strategic recommendations to various stakeholders on November 20, 2003
“Sunset”	Sunset District
“Taraval”	Taraval Business District
“Youth Academy”	Academy of Youth and Community Services at Lincoln

Executive Summary

The San Francisco Unified School District (“SFUSD”) encourages the formation of partnerships between schools and communities, highlighting the belief that a student’s education extends beyond the school grounds. To this end, SFUSD has targeted career academies as one several channels for developing and sustaining relationships with community businesses and organizations. This report examines potential partnership opportunities for Abraham Lincoln High School (“Lincoln”) and its three career academies: the Business and Finance Academy (the “Finance Academy”), the Academy of Information Technology (the “IT Academy”) and Academy of Youth and Community Services (the “Youth Academy”).

This project began with a community profile of Lincoln and the surrounding Sunset District (the “Sunset”). The Sunset is located in the west-central portion of San Francisco and is primarily residential in nature with about 70,000 inhabitants. Originally an immigrant community for Irish Catholics, the Sunset has become home to many Asians, especially Chinese-Americans. Today the Sunset is a quiet community with low crime, good schools, above-average incomes and low unemployment. Lincoln first opened in 1940 and is now regarded as one of the strongest academic schools in San Francisco. Approximately 2,600 students attend Lincoln today, with more than 95 percent of the graduating class attending two or four year colleges. In addition to offering numerous extracurricular clubs and sports activities, the school engages students with its diverse career academy program that provides classes on career-specific topics as well as opportunities to explore these careers through firsthand experience, usually in the form of summer internships.

Based on several months of research and collaboration, this paper proposes three broad recommendations for the career academies at Lincoln as well as the School-to-Career office within the SFUSD. Several factors affect the scope and choice of these recommendations, including the different stages of development for the career academies, and the 2002 implementation of a new student assignment plan (the “Diversity Index”) that promotes integration within the SFUSD’s schools. Each academy has its own needs and capacities, especially since the Finance Academy has existed for more than 15 years, the Youth Academy is in its third year, and the IT Academy is being developed to open in the Fall of 2004. The development of partnerships is also affected by how the academies and students define “community”, a definition that has become more complex with the implementation of the Diversity Index. The Diversity Index assigns students to schools using a variety of indicators; this has resulted in more students needing to commute longer distances to attend school, a reality that must be reflected in any strategic recommendation.

The following recommendations provide short-term strategies that will ideally serve as the building blocks for more meaningful long-term partnerships. The goals of the recommendations are to:

- Develop partnerships that create opportunities for all the academies
- Conduct projects on community-specific topics through the career academies
- Increase student engagement and involvement in the partnership projects

Implementation of these strategic recommendations will require additional time and effort from the career academy teachers as well as extra support from the SFUSD, increased parental involvement, and explicit commitment and understanding of expectations between school and partner designates. Overall, they offer a starting point to begin discussion and action on strengthening and developing partnerships between Lincoln’s career academies and the community.

Introduction

This report seeks to identify potential partnership opportunities that can be developed between the career academies at Lincoln and organizations within the community. A broad range of stakeholders participated in and contributed to the report, including 1) graduate student researchers from the University of California, Berkeley, 2) teachers from the career academies at Lincoln, 3) students from the career academies at Lincoln, 4) administrators from Lincoln, 5) a representative of the parents of Lincoln students, 6) representatives from local community organizations, 7) local business leaders, and 8) local government representatives..

The researchers for this project come from diverse backgrounds and interests. Karen Baker-Minkel is a Masters student in the Goldman School of Public Policy, focusing on education and child health policy. Previously, she taught fourth grade in West Harlem, New York for three years. Laura Nicodemus has a background in community outreach and grant writing. Through her work, she has developed expertise in identifying community networks and candidates for community partnership. John Wickland is a Masters student in the Department of City and Regional Planning, with a focus on transportation policy and planning. Previously, he was an investment banker in New York City for seven years. Taken together, these credentials provide a unique perspective for viewing and interpreting the research and findings of this report.

During the early stages of this project, several key questions were posed that provided the groundwork for preliminary research and initial interviews:

- 1) What resources are available in the community?
- 2) How might these resources benefit specific career academies at Lincoln?
- 3) What communication channels exist between the school and the community?
- 4) What is the community's perception of Lincoln?

After several conversations with school and community stakeholders, it became apparent the questions needed to be reframed to take into account the accrued knowledge of career academy teachers, the policy context within San Francisco, and historical relationships between the school and community.

The reframed questions were:

- 1) How do different stakeholders define the community?
- 2) How motivated and interested are teachers and community leaders in developing partnerships?
- 3) How will differences in each career academy's development affect potential partnerships?
- 4) What are the potential obstacles to forming sustainable partnerships?

Perhaps more importantly, the researchers began to examine the term *community* in greater detail. Is the community defined by (1) an area that can be defined by lines on a map with the school in the center, (2) the neighborhoods where the students live or spend most of their free time, (3) the engagement of businesses or other organizations through the career academies, or (4) some combination of the above? An alignment between these definitions becomes substantially more challenging in an urban context. Public transportation provides greater mobility for students in career academies, enabling them to pursue internship opportunities outside the immediate neighborhood of the school. Moreover, the recent implementation of the Diversity Index by the SFUSD assigns students to schools that are often outside the neighborhood where they and their families currently reside in an attempt to increase the diversity among the students in each high school. Identifying ways for Lincoln's career academies to develop community relationships that benefit all stakeholders in this changing and complicated environment requires an understanding that the definition of community may vary with each stakeholder.

The remainder of this report examines a variety of community and school assets in the context of potential partnership opportunities. It begins with a brief literature review of key studies that influenced many of the findings and recommendations. Following this is a discussion of the methodology used to perform the research activities. The next three sections encompass a detailed profile of the "community" commonly known as the Sunset. These sections include a history of the neighborhood around Lincoln, a demographic and socioeconomic description of the Sunset, and a discussion of stakeholders at Lincoln and community resources. Finally, three strategic plan recommendations are presented along with critical feedback and dialogue.

Literature Review

The researchers utilized a body of literature that explored community and school partnerships through case studies as well as theoretical frameworks. This research provided the basis for initial research questions and highlighted the benefits of schools and community partnerships, particularly in an urban setting. The central themes behind much of this literature include community involvement, career academies, community schools, good school characteristics, student empowerment, and asset mapping. Many of these ideas were drawn upon extensively when devising the strategic recommendations for Lincoln and its career academies.

Community Involvement

Stone et al¹ stress the importance of community involvement in urban education and argue that it is essential to engage all stakeholders in the process for a meaningful and productive connection to be made in urban schools. Under the right conditions, parents can mobilize neighborhoods to act in the best interests of their children. Schools can play a vital role in community improvement and civic engagement if the traditional school-community barriers can be overcome. The challenge is how to create and sustain this change for wider cooperation. Certainly, the attitude that schooling is the sole responsibility of professional educators must be replaced with a broader set of ambitions. At a minimum, the community must see itself as an integral set of stakeholders.

Noguera² argues that urban schools are uniquely situated to play a lead role in the revival of urban areas and to promote educational reform by bridging the gap between school and community. Policymakers are often unwilling to embrace this notion as they tend to believe that nothing can be done to improve the condition of urban areas. However, urban schools are sometimes one of the only stable social institutions in a blighted neighborhood. Furthermore, there is an enduring connection between school and community in that students with unmet external needs will bring them to school. As such, it is important to devise strategies for teachers to learn more about the school's neighborhood and the outside lives of their students. Ultimately, collaboration is crucial and obstacles such as fear and ignorance must be overcome. To be successful key stakeholders must be involved, including teachers, administrators, parents and community members.

¹ Stone, et. al (1999). *Schools and Disadvantaged Neighborhoods: The Community Development Challenge*. Urban Problems and Community Development (Chapter 8)

² Noguera, Pedro (1996). "Confronting the Urban in Urban School Reform." *The Urban Review*, Vol. 28 (1).

Career Academies

Stern et al³ trace the history of career academies and discuss their track record at improving the performance of high school students. While diverse in example, career academies typically embody three key characteristics: they are small learning environments (i.e. schools-within-a-school), they combine a college-prep curriculum with a career theme, and they encourage partnerships with employers. The rationale behind these traits is that by linking academic coursework to career themes and workplace experience, students will be motivated to stay in school and perform better. Studies have shown that career academy students tend to have better attendance, higher grades and lower dropout rates than their non-academy counterparts. This is especially true for high-risk students.

Community Schools⁴

Traditional public schools can be transformed into community schools that bring together many partners offering a wide range of supports and opportunities for children, teachers, families and community members. Community schools are open before and after school all year long and encourage student learning through community service and involvement. Partners are involved in identifying the results they seek and how to measure them. Several key principles of community schools are to foster strong partnerships, to share accountability for results, to build on a community's strengths, to embrace diversity and to avoid cookie cutter solutions. The goal is to make schools the social, educational and recreational anchor of communities and to involve adults as well as young people in lifelong learning. Results have shown improvements in student learning and achievement and in youth development.

Good Schools Characteristics

Hemphill⁵ stresses the importance of understanding the dynamics of successful neighborhood schools in order to improve the inadequate ones. Common characteristics of good schools include strong leaders (i.e. principals), staff development, high expectations of students, emphasis on community skills, and semiautonomous decision-making. Good effective principals can create a sense of community within a school and foster a feeling that everyone is working together for the common good of its children. Good schools also encourage children to see how what they learn in school relates to their outside world and community. Autonomy and independence for principals can make a difference too. Likewise, smaller

³ Stern, et al. (2000). *Career Academies: Building Blocks for Reconstructing American High Schools* (see <http://casn.berkeley.edu/resources/bldgblocks.html>)

⁴ Community Schools: *Partnerships for Excellence* (see www.communityschools.org/partnerships.html)

⁵ Hemphill, Clara. "Public Schools that Work" in *City Schools* edited by Diane Ravitch and Joseph Viteritti, Baltimore, MD: Johns Hopkins University Press.

“mini-schools” within a large building can bring out the best in teachers and create a sense of community within the school.

Student Empowerment

Freire⁶ argues for increased social action and community organization by participants in overcoming overwhelming education obstacles. Freire is highly critical of the traditional “banking” system of education where teachers simply “deposit” knowledge into their students (the oppressed). Freire argues for a more practical and meaningful experience for students – one that makes the information relevant to them. He encourages a “revolution” by students in which they must empower themselves to overcome the challenges that they face by promoting critical thinking skills, dialogue and reflection.

Asset Mapping

Kretzman and McKnight⁷ stress the importance of recognizing the capacities of a community instead of emphasizing its needs, arguing that identifying capacities or assets leads to a foundation for building a future. Mapping of these assets includes cataloging the gifts and skills of individuals, households and citizens’ associations within a community. Outside resources will be more effectively used if “the local community is itself fully mobilized and invested and can define the agendas for which additional resources must be obtained.”

⁶ Freire, Pablo. Pedagogy of the Oppressed. (Chapters 2, 3 and 4)

⁷ Kretzman, John and McKnight, John (1993). Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets. Chicago, IL: ACTA Publications

Methodology

During a three-month period in the Fall of 2003, the researchers performed a range of research activities that included site visits to Lincoln and the surrounding neighborhood as well as personal interviews with interested parties from the school and community. The first site visit occurred on September 24, 2003 and included introductory conversations with two teachers from the IT Academy. Over the next ten weeks, each researcher participated in selected interviews and follow-ups, surveys, site visits, and library and internet-based research. Overall, the research was guided by specific objectives laid out by the SFUSD, by the feedback and suggestions of various stakeholders encountered during the process, and by community research ideology articulated and studied at the University of California, Berkeley. This research tended to focus on two distinct groups, the school and the community.

School-Based Research

The crux of the school-based research centered on individual and group interviews with teachers, students and administrators. A survey tool was developed and modified to fit the knowledge base of each category of interviewee. A sample of the school-base questionnaire can be found in Appendix B. Most of the interviews were done face-to-face at Lincoln, although several were conducted via phone. Summaries of these conversations can be found in Appendix C. In total, four teachers from Lincoln's career academies were interviewed: Tera Freedman (IT Academy), Rhonda Hall (IT Academy), Dina Wright (Youth Academy) and Kevin Grayson (Finance Academy). Topics included their teaching backgrounds, the goals of each career academy, the students and their motivations, the community and its perceived impression of Lincoln, and the extent of student/community interaction. Separately, similar interviews were conducted with Lincoln's principal (Ronald Pang), the school's on-site police officer (Tom Lovrin), and the president of Lincoln's Parent Teacher Student Association (Roberta Gee).

In addition to the interviews at Lincoln, an asset mapping exercise was performed on October 24 with thirty of the students in the Youth Academy. During this time, student feedback was encouraged and a brief survey was conducted. The exercise had two parts. The first part consisted of students providing basic written information about where in the city they come from, how they get to school, and whether they currently have jobs. In order to encourage comfort of expression, the students were asked not to put their names on their papers. The second part of the exercise asked the students to develop an asset map of the qualities or assets they brought to different areas of their life, and what they received from each of those areas. The last arena they were asked to consider was a preferred job or internship

opportunity. After completing this exercise, the students were led through a brief discussion of the results. The asset mapping exercise was subsequently incorporated into the third strategic plan recommendation.

Community Resource and Asset Identification

The community-based research involved additional interviews with key community members as well as local and internet-based searches for important nearby resources. A detailed (but not exhaustive) list of community resources and contact information is provided in Appendix A. Summaries of the interviews are in Appendix C. Topics discussed varied greatly, but generally included a brief introduction and background check followed by dialogue on the community, Lincoln High and any school/community interactions. A sample of the community-based survey tools can be found in Appendix B. The following groupings represent the scope and range of organizations identified:

- **Public Sector and Recreational Entities:** City government, libraries, city-funded recreation centers and parks.
- **Private Sector:** Local businesses and merchants' associations.
- **Community-Based Organizations and Neighborhood Organizations:** Neighborhood improvement groups, neighborhood-focused Community-Based Organizations with diverse funding, a nonprofit youth services group, and a neighborhood history nonprofit group.
- **Communication channels and online resources:** Neighborhood newspapers and neighborhood-focused websites.

GIS and Census Research

In addition to the school and community-based research activities, several analytical approaches were utilized to better assess and understand the Sunset neighborhood. First, demographic and socioeconomic data was obtained from the U.S. Census Bureau and synthesized. This data included characteristics of the Sunset by age, race, household composition, income, education, labor type, commuting mode and housing stock. A detailed discussion is provided in the “Demographic and Socioeconomic Data” section of this report. Second, geographic information systems (“GIS”) were used to visualize, manipulate, analyze and display spatial location data for the Sunset. GIS combines layers of information about a place to give a better understanding of that place, and can include spatial information about streets, buildings, community resources and transportation networks. Several examples from the Sunset are provided in Appendix D.

Stakeholder Presentation

On November 20, 2003, the researchers presented their preliminary strategic recommendations to a group of community stakeholders at the SFUSD headquarters (the “Stakeholder Presentation”). Participants included teachers, students, administrators, researchers, business leaders and community-based organizers. Their feedback was elicited and ultimately incorporated into this report.

Local History

Neighborhood Description

Given that many students and other stakeholders are not located near the school, it is important to differentiate between the Lincoln community and the Sunset *neighborhood*. For this report, “neighborhood” refers to a geographic area and its inhabitants, while “community” refers to the broader collection of resources and individuals that may or may not be located in the neighborhood. In determining the appropriate size of the neighborhood, a variety of stakeholder perspectives were considered. They ranged from small (an area within walking distance of the school) to medium (political, physical or school district boundaries) to large (the entire city of San Francisco). Logistic issues, such as time constraints and the availability of data, were also a factor. Ultimately, the area defined by its political boundaries was selected: San Francisco’s District Four, or the Sunset.

The Sunset is located in the west-central portion of San Francisco (see Figure 1). Primarily residential in nature, it is bounded by Golden Gate Park to the north, 19th Avenue (also known as CA Route 1) to the east, Sloat Boulevard to the south and the Pacific Ocean to the west. The major arterial street, 19th Avenue, carries a high volume of fast-moving, thru-traffic and is not pedestrian friendly. Meanwhile, there are two connector streets within walking distance of Lincoln (Taraval Street and Noriega Street) where many neighborhood businesses tend to be located. With a population of 70,672 and an area of 3.8 square miles, the Sunset encompasses roughly 9% of San Francisco’s citizenry⁸.



Figure 1: Location of the Sunset District within San Francisco

Source: City and County of San Francisco (<http://gispub.sfgov.org/website/sfviewer/INDEX.htm>)

⁸ American FactFinder, U.S. Census Bureau, 2000 Data (<http://factfinder.census.gov>)

Neighborhood History

Not long ago, the Sunset and surrounding area were composed primarily of sand dunes and scrubby oceanfront vegetation. In the late 1800's and the first two decades of the 1900's, the few scattered houses near the beachfront area were periodically "snowed in" by sandstorms, much like houses in the northeastern parts of the United States are blanketed during heavy winter storms⁹. The sparsely populated area was very quiet. Immediately after the disastrous San Francisco earthquake of 1906, a number of refugee shacks in the Sunset area were constructed as temporary housing. Shortly thereafter, two events fueled a housing boom in the area. First, in 1917 a streetcar tunnel was built connecting the western part of the city with downtown San Francisco. Then in 1924, 19th Avenue was constructed. Coupled with the active recruitment of high volume housing developers, these two events brought a flood of people to the neighborhood in the 1920's and 30's. The name "Sunset" is derived from one of the two original development companies in the area. As a result of this development, the Sunset area changed from being a quiet, outlying "suburb" to an active section of the city¹⁰.

After the housing boom began in the Sunset, the neighborhood grew rapidly. The first major wave of people to settle in the area were immigrant Irish Catholics, due to the relative affordability of the houses. Many older Irish Catholics remain there today, and the Sunset is still a destination point for the much smaller number of new Irish immigrants. The most significant demographic shift over the past several decades has been the large wave of Chinese–American immigrants who have moved into the neighborhood. Today, the Sunset is primarily a quiet residential neighborhood with a clean, peaceful demeanor, low crime, good schools, few environmental issues and accessible public transit (including two light rail lines). Figures 16 to 21 in Appendix D provide a glimpse of the police, fire, library, public health, wastewater and public school facilities in the Sunset and San Francisco. A typical Sunset block consists of an orderly mixture of two-story houses that maintain their individuality thru variations in color and style (see Figure 2).

The Sunset also has three distinct business districts. The district closest to Lincoln is Taraval Street (see Figure 3), two short blocks south of Lincoln High School. The second is on Noriega Street, about four blocks north of Lincoln. The third district lies on Irving Street, one block south of Golden Gate Park. Figures 23, 24 and 25 in Appendix D provide a better depiction of the overall layout of these business

⁹ Western Neighborhoods Project (<http://www.outsidelands.org>)

¹⁰ *San Francisco Independent*, "Taraval Street...Yesterday and Today" (December 12, 1989)

districts, including zoning codes, height restrictions and the location of “neighborhood commercial” districts.



Figure 2: A typical residential street in the Sunset
Source: Alfredo Jacobo Perez Gomez (<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)



Figure 3: A portion of the Taraval Business District
Source: Alfredo Jacobo Perez Gomez (<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)

Abraham Lincoln High School History

Lincoln High (see Figure 4) was founded in 1940 and opened its doors to 950 students during World War II. The high school was primarily intended to serve the rapidly developing neighborhood that extended from St. Francis Wood to the Pacific Ocean, and developers anticipated that the school might eventually accommodate up to 2,500 students¹¹.



Figure 4: The entrance to Lincoln High

Today, Lincoln is a showcase for the SFUSD, serving approximately 2,600 students from culturally diverse backgrounds. It provides a comprehensive program that includes advanced placement and college preparatory classes as well as special education and limited English proficiency programs. In addition to its academic programs, Lincoln offers over 60 different extracurricular clubs and 28 interscholastic sports teams. Scholastically, Lincoln employed 111 teachers in 2002 with all but two being credentialed and none teaching out of subject. Furthermore, Lincoln’s dropout rates are below average in the district and the state, and more than 95 percent of the graduating class attended two or four year colleges¹². The breakdowns by grade level and ethnic background are as follows:

<u>Grade Level</u>	<u>Number of Students</u>	<u>Percent of Total</u>	<u>Ethnic Representation</u>	<u>Number of Students</u>	<u>Percent of Total</u>
9th	720	28.0 %	Chinese	1,397	54.4 %
10th	671	26.1	White	314	12.2
11th	572	22.3	Latino	183	7.1
12th	605	23.6	African-American	146	5.7
	2,568	100.0	Filipino	125	4.9
			Korean	42	1.6
			Japanese	35	1.4
			Other Non-White	326	12.7
				2,568	100.0

Tables 1 and 2: Fall 2002 Student Representation by Grade Level at Lincoln, by Ethnic Background at Lincoln
Source: San Francisco Unified School District

¹¹ Abraham Lincoln High School Alumni Association (<http://www.lincolnalumni.com>)
¹² 2001-2 School Accountability Report Card (<http://orb.sfusd.edu/sarcs2/sarc-405.pdf>)

Lincoln High School is one of the few San Francisco high schools that has an "open campus," which means that students may leave the campus during lunchtime. This often creates contentious relationships between students and nearby residents and shop owners. Some resent the litter left by students and others feel intimidated by the groups of students that linger on Taraval and other local business districts. The community, however, also recognizes that Lincoln High maintains a fairly strong academic reputation. Figures 10 and 11 in Appendix D provide a detailed overhead view of Lincoln and the immediate vicinity, along with selected nearby community resources.

One of the perceived strengths of Lincoln by the SFUSD are its three career academies. In general, Career academies seek to broaden students' academic curriculum by focusing supplemental studies on a career path that will eventually lead to enrollment at a two or four year college or a job. Students in a career academy attend block classes and may receive opportunities to hear guest speakers in their particular field, take class field trips to observe professionals and facilities in their chosen career area, and participate in summer internships that offer hands-on experience in their area. Currently, Lincoln has the Youth Academy and the Finance Academy. The school is also developing the IT Academy that it intends to open in September 2004.

These academies receive funds through the district office and provide opportunities for schools to develop relationships with local communities. These opportunities, however, are affected by the new Diversity Index which attempts to diversify city schools by assigning students to high schools according to a student assignment plan. Six collateral factors that affect students' assignment are (1) socioeconomic status, (2) academic achievement status, (3) mother's education background, (4) language status (5) API ranking of sending school, and (6) home language. Previously, academies had hoped to find internships in the community surrounding the school, but the Diversity Index increases the probability that some students in the academies will need to secure internships in communities located outside of Lincoln's immediate neighborhood.

Demographic and Socioeconomic Data

In order to better understand the assets and needs of the community, it is worth discussing the composition of the Sunset neighborhood. Much of the following data comes from the U.S. Census Bureau and includes characteristics of the neighborhood by age, race, household composition, income, education, labor type, commuting mode and housing stock. However, it should be noted that since not all students, teachers, parents and other stakeholders come from the Sunset, this demographic and socioeconomic discussion is somewhat limited in its scope.

Population (age, race, household composition)

The Sunset consists of 70,672 people and 25,812 housing units (mostly owner-occupied homes). Since 1990, the population has grown by 7.8% (from 65,543) while housing has increased by 2.8 percent. Meanwhile, San Francisco (the “City”) consists of 776,733 people and 346,527 housing units (mostly renter-occupied apartments). Its population has grown by 7.3 percent (from 723,959) over the past ten years, while the number of housing units has increased by 5.5 percent. The net effect of these changes has been an increase of household size in the Sunset (up 4.4%, from 2.69 to 2.81 residents) with no meaningful change in the City (up 0.3%, from 2.29 to 2.30). *Interestingly, the number of Sunset children (under the age of 18) has not changed much, increasing by just 0.7 percent from 1990 to 2000.*

The typical Sunset resident is older than his/her San Francisco counterpart: the median age in the Sunset is 39.2 years vs. 36.5 years in San Francisco. This differential is more profound by gender, where males are 1.6 years older (37.6 in the Sunset vs. 36.0 in the City) and females are 3.8 years older (41.0 vs. 37.2). Accounting for this differential, the City has a larger portion of its population in the younger 25-to-44 year old demographic (48% vs. 42% for the Sunset), while the Sunset has a higher share of the older 45-and-up demographic (33% vs. 29% for the City). It is worth noting that the Sunset (as well as the City) have become “younger” over the past decade: the portion of 25-to-44 year olds has increased (from 35% to 42% in the Sunset) while the number of inhabitants older than 45 has decreased (from 38% to 33%). *The Sunset’s 11,615 children now account for a slightly smaller proportion of the total community population (16.4% in 2000 vs. 17.6% in 1990).*

The racial composition in the Sunset is quite different from San Francisco as a whole. A majority of the population is Asian (53%) with Whites (37%), Hispanics (5%) and Blacks (1%) comprising much of the remainder (see Figure 5). Figures 12 and 13 in Appendix D provide a detailed breakdown of the Asian

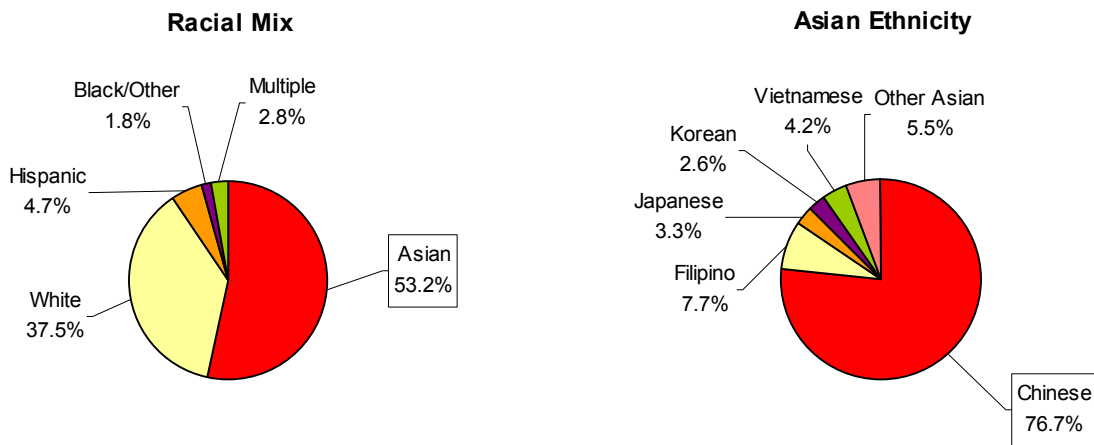
and White populations within the Sunset and nearby vicinity. In San Francisco, the Asian proportion is much lower (31%) while Whites (44%), Hispanics (14%) and Blacks (8%) represent much greater stakes. The composition of the Sunset has changed considerably since 1990; ten years ago Whites (47%) still outnumbered Asians (45%) in the community. *Children in the Sunset today are mostly Asian (62%) and White (28%). Meanwhile, the mix at Lincoln is more pronounced among Asians (74%), Whites (12%), Hispanics (7%) and Blacks (6%)*¹³.

Today's Asian population in the Sunset is predominantly Chinese-American (77%) with Filipinos (8%), Vietnamese (4%) and Japanese (3%) accounting for much of the rest (see Figure 6). A large portion of the Asian community classify themselves as not speaking English very well, although this varies greatly by age. Younger Asian adults (aged 18-64) are more likely than their older Asian adult counterparts (65 and up) to speak English "very well" (38% vs. 16%) or "well" (33% vs. 19%). Meanwhile, older Asians are much more likely to classify themselves as not speaking English at all (25% vs. 5%). *Asian children in the Sunset speak English much better than their adult counterparts. Most speak English "very well" (66%) or "well" (26%), while only 0.2% do not speak English at all.*

Almost half (48%) of the residents in the Sunset are foreign born, with a large majority (73%) being naturalized U.S. citizens. The corresponding totals in the City are much lower (37% foreign born, 57% naturalized). For the foreign-born population in the Sunset, the median year of entry into the U.S. was around 1982.

The typical household composite is quite different in the Sunset vs. the City. In the Sunset, 80 percent of the population lives in family households (with or without children) vs. 63 percent in San Francisco. This difference is largely accounted for by the much higher proportion of households with married adults in the Sunset (50%) compared to the City (31%).

¹³ San Francisco Unified School District (Fall 2002)



Figures 5 and 6: Racial Mix and Asian Ethnicity for the Sunset
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

Income

By several financial measures, the residents in the Sunset are noticeably better off than the average San Francisco resident (see Figure 7). For instance, median household income is 11% higher (\$61,400 vs. \$55,200), median family income is 9 percent higher (\$69,400 vs. \$63,500) and the poverty rate is lower (7.6% vs. 11.3%). However, per capita income is 24 percent *lower* (\$26,300 vs. \$34,600). Accounting for much of this difference is the fact that households are 22 percent denser; in other words, more people live in each household in the Sunset. Also, per capita income is an *average* statistic, and the *average* household income is 9 percent lower in the Sunset (\$73,500 vs. \$80,300). Furthermore, the proportion of households at the highest income level (\$200,000 and above) is much lower in the Sunset (2.8% vs. 6.1%). Taken together, this implies greater wealth *disparity* in San Francisco than in the Sunset. Figure 14 in Appendix D provides a detailed breakdown of household income within the Sunset and nearby vicinity.

On an *absolute basis*, the residents of the Sunset have experienced substantial increases in their financial incomes over the past 10 years. Median household income, median family income and per capita income have all risen by 49 percent to 61 percent. However, the residents of San Francisco have also experienced substantial increases in these same income measures (from 57% to 75%); therefore, on a *relative basis* the residents of the Sunset are slightly worse off than before¹⁴. One segment of the population that is slightly *better* off than before is those living below the poverty level. Over the past

¹⁴ These income measures rose by 40% to 50% in the United States from 1990 to 2000.

decade, the poverty rate has fallen in both the Sunset (from 7.9% to 7.6%) and San Francisco (from 12.7% to 11.3%).

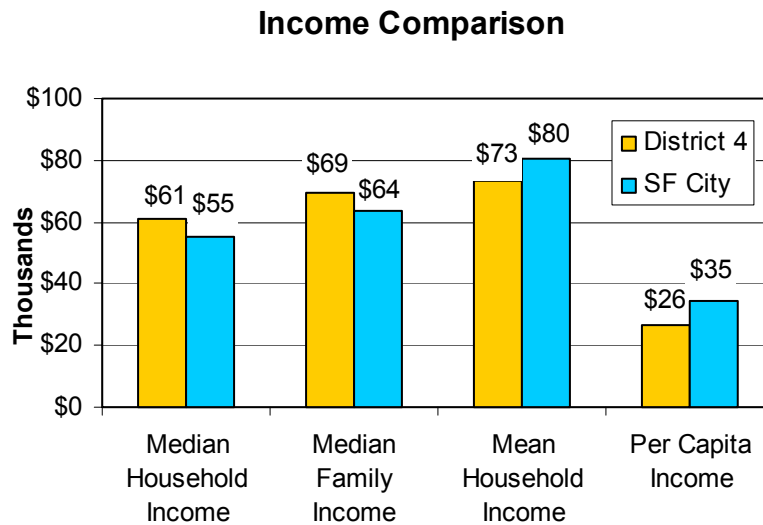


Figure 7: 1999 Income Comparison for the Sunset (District 4) and San Francisco (SF City)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

Education

Thirty-nine percent of the Sunset population above the age of 24 has received a 4-year college degree (or better) compared with 45 percent for the San Francisco population. This differential is also true when broken down into Bachelor’s degrees (27% vs. 29%), Master’s degrees (7% vs. 10%) and Professional/Doctorate degrees (5% vs. 6%). By race, the differentials are even more notable. Whites are much more likely to have graduated from college than Asians, both within the Sunset (48% vs. 32%) and the City (59% vs. 32%). In contrast, 36 percent of the Sunset population has no formal education beyond high school (vs. 33% in the City). Again, the difference by race is noteworthy. Asians are much more likely than Whites to have never attended college, both within the Sunset (45% vs. 26%) and in the City (48% vs. 19%).

In comparing educational achievement from 1990 to 2000, there is one noteworthy result: adults are much more likely to have graduated from college today than ten years ago. This is true in the Sunset and the City, for both Asians and Whites. For example, compared with 1990, adults in the Sunset are much likely today to have bachelor-only degrees (27% in 2000 vs. 20% in 1990) and graduate-level degrees (12% vs. 9%). This is true for Whites (31% vs. 19% for bachelor-only degrees, 17% vs. 11%

for graduate-level degrees) and Asians (23% vs. 21% for bachelor-only degrees, 9% vs. 7% for graduate-level degrees).

Labor Force

The unemployment rate in the Sunset (4.1%) is slightly lower than in San Francisco (4.6%). In 1990, the unemployment rate was also lower in the Sunset (5.6%) than the City (6.3%). Meanwhile, the number of workers in the labor force grew by 11 percent from 1990 to 2000 in both the Sunset and the City.

Of those employed, the concentration of workers by industry is very diverse in the Sunset. Seven different industry groups employ from 8 percent to 11 percent of the workers. These include professional, scientific and technical services (11%), retail trade (11%), health care and social assistance (10%), manufacturing (9%), finance and insurances (9%), accommodation and food services (8%) and educational services (8%). Most of these concentrations have not changed much since 1990. The one notable exception is professional, scientific and technical services, where the share of workers has almost doubled (from 6% to 11%). Compared with San Francisco on the whole, the industry concentrations are fairly similar. The only real exceptions are professional, scientific and technical services (16% of the City vs. 11% of the Sunset) and information (7% vs. 4%).

By occupation, 86 percent of the Sunset's workers fall into one of four categories: sales and office occupations (29%), professional and related occupations (26%), management, business and financial occupations (16%), service occupations (14%). Over the past decade, the proportion of Sunset residents employed in management and professional-related jobs has increased (from 32% to 43%). Meanwhile, there has been a corresponding decline in the absolute number and proportion of residents employed in lower-skill service jobs (from 16% to 14%) and sales/office occupations (from 34% to 29%). These changes mirror what has been happening in the rest of the City as well.

Commuting

Seventy-three percent of workers in the Sunset (and 77% of San Francisco's work force) work in the City. This ratio has declined from 1990 when 79 percent of Sunset (and 80% of San Francisco) workers commuted within the City. The implicit result of this change is longer commutes and greater congestion. Indeed, the average travel time to work is 14 percent longer than it was a decade ago. For

Sunset workers the average commute time has increased from 31.8 minutes to 36.2 minutes; for San Francisco workers the commute has increased from 26.9 minutes to 30.7 minutes.

In terms of travel mode, 50 percent of Sunset workers drive alone to work (vs. 40% for the City), an increase from a decade ago when 47 percent drove alone (vs. 38% for the City). Most other Sunset workers either take public transportation (29%) or carpool (14%); these numbers have decreased (from 32% and 15%, respectively) since 1990. The rest of the Sunset's workers either work from home (3%), walk to work (2%) or ride a bicycle or motorcycle (1%). Figure 9 in Appendix D provides a detailed public transportation map of bus and light rail routes within the Sunset and nearby vicinity.

Housing Stock

The majority of housing units (60%) in the Sunset are owner-occupied units. They have a distinct composition compared to their renter-occupied counterparts. In a typical owner-occupied housing unit, the building itself is a single-unit house (93% of the time, with 63% attached and 37% detached) that was built before 1950 (81% of the time); the householder is slightly more likely to be Asian (51% of the time) than White (46% of the time), about 57 years old (on average), and has lived in the house for 17 years (on average); the average household size is 3.0 people¹⁵ (up 8% from 1990); the median number of rooms is 5.2; there are 1.58 vehicles associated with the unit (up 7% from 1990); and the median value of the unit is \$383,100 (up 26% from 1990). Figure 15 in Appendix D provides a detailed breakdown of the average household size for all housing units within the Sunset and nearby vicinity.

By comparison, a typical renter-occupied housing unit in the Sunset is a multi-unit apartment (56% of the time) that was built in 1949 (on average); the householder is more likely to be White (62% of the time) than Asian (27% of the time), about 41 years old (on average), and has lived in the unit for just 4 years (on average); the average household size is 2.5 people (down 2% from 1990); the median number of rooms is 4.0; there are 1.40 vehicles associated with the unit (up 5% from); and the median gross monthly rent is \$1,125 (up 40% from 1990).

A similar comparison could be made between the owner-occupied and renter-occupied housing units in San Francisco. However, it is more useful to understand the key differences between these units and

¹⁵ It is estimated that about 50% of the homes in the Sunset have converted their garage to an "in-law" apartment, which may or may not be legal and up to code, and which may or may not account for the higher housing densities in the Sunset. Source: Alfredo Jacobo Perez Gomez (<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)

their counterparts in the Sunset. To begin with, owner-occupied housing is much less prevalent in San Francisco units (35% of the time). For these units, the notable differences compared to their peers in the Sunset include the building being less likely to be a single-unit house (72% of the time, with 43% attached and 57% detached) and less likely to have been built before 1950 (69% of the time); the householder is much less likely to be Asian (24% of the time), is younger (about 53 years old), and has lived in the unit for fewer years (12 on average); the average household size is smaller (2.76).

Finally, the renter-occupied housing units in San Francisco exhibit the following major differences compared with their Sunset counterparts: they are much more likely to be multi-unit apartments (88% of the time) and are slightly older (built in 1941 on average); the average household size (2.1) and median number of rooms (3.0) are much smaller; there are far fewer vehicles per unit (0.87); and the median gross monthly rent (\$928) is substantially lower.

Environmental Factors

Overall, the Sunset is a clean place to live with few environmental problems. There are no Superfund sites, toxic release points or industrial activities with air emissions violations¹⁶. However, there are several dozen “hazardous waste” sites within the Sunset. Figure 22 in Appendix D provides a detailed overview of the location of these sites. Near Lincoln these sites include a Walgreens pharmacy, a dry cleaner business and an automobile repair shop. Since any facility that generates even small amounts of certain byproducts is considered a “hazardous waste” site, there should be no immediate cause for concern, although caution should be exercised if any students work with these businesses.

Summary

It is important to relate the Sunset’s demographic and socioeconomic data to its assets and needs, especially with respect to Lincoln’s career academies and the community. For instance, there is an apparent gap in English proficiency between older and younger Asians. Opportunities may exist to reduce this gap. There is also a very diverse mix of occupations within the Sunset. Representatives from these professions may be willing to work with the career academies in some shape or form. Regardless, it is important to recognize the diverse nature of the Sunset and its inhabitants.

¹⁶ United States Environmental Protection Agency (<http://www.epa.gov/enviro/html/em/>)

Lincoln Stakeholders and Community Resources

Stakeholders are people or organizations that have a vested interest in the potential partnerships between Lincoln's career academies and the community. This section identifies many of the existing stakeholders, especially within the school. It then addresses additional community resources that could be involved in the formation of future partnerships with Lincoln.

School Stakeholders

Career Academy Teachers: Four teachers at Lincoln High School are intricately involved with the career academies. Tera Freedman and Rhonda Hall are developing the IT Academy, Dina Wright leads the Youth Academy and Kevin Grayson leads the Finance Academy. Each teacher recognized the importance of learning more about relevant community organizations in order to identify potential internships and resources for their academies. For example, Wright invited local daycare centers and pre-schools to a Halloween fair at Lincoln.

Taken individually, the teachers' views reflect different conceptions about how the career academies may need to partner with communities. These differing opinions appear to stem from differences in beliefs about the purposes of career academies as well as the different stages of planning and experience for each career academy. For example, Wright felt that the Youth Academy needed to engage with local organizations, but also emphasized that she and her students needed to identify internships and resources in the students' home communities. These ideas resulted from the implementation of the Diversity Index, which creates a reality where many students will commute to Lincoln, making an internship in their home community more practical¹⁷. Meanwhile, Freedman and Hall seemed to have less concrete ideas about how the academy would work with local community organizations. In fact, Freedman placed an emphasis on exposing students to a larger community; IT Academy students could pursue internships at the San Francisco Zoo or in other parts of the city¹⁸. However, Hall reiterated the need for paid work-based internship opportunities, in accordance with National Academy Foundation guidelines. Separately, Grayson felt it was good for the Finance Academy students to "get out of their neighborhood" and interact with a different set of individuals in greater San Francisco.¹⁹ Overall, the

¹⁷ Interview with Dina Wright (October 6, 2003)

¹⁸ Interview with Tera Freedman (October 6, 2003)

¹⁹ Interview with Kevin Grayson (October 29, 2003)

teachers are currently in different stages of planning and appear to have different visions in terms of how the career academies will develop partnerships with community organizations.

Career Academy Students: There are currently about 120 students in the Finance Academy with another 30 in the Youth Academy. Students in the Finance Academy have had a long history of engaging in meaningful paid internships for business and finance firms in downtown San Francisco. Students have liked the idea of working downtown and getting dressed up for work, while employers have been happy with the youthful energy of the students and have returned to the program to work with new students. However, these business jobs have tended to dry over the past several years, and Finance Academy students have started to work in other “fields” (for nonprofits, in law firms, at human resources firms, or with more “traditional” local summer jobs).

A survey of Youth Academy students revealed some additional information²⁰. First, a majority of students live within 20 minutes driving distance of Lincoln. This ratio will decline over the next several years as the Diversity Index begins to impact the Junior and Senior classes at Lincoln. Second, although few students were holding jobs during the school year, they indicated a wide range of interests in terms of youth internship possibilities. For example, one student mentioned a specific hospital pediatrics unit as a potential internship possibility while another student wanted to coach a youth baseball team. The results of this survey suggest that if students are permitted to engage in identifying and researching individual interests, new internship opportunities may be created.

It is also worth noting that a survey of Sunset youth conducted by the nearby Sunset Neighborhood Beacon Center indicated that a large percent of high school students were interested in doing internships accompanied by job training. As such, it is likely that many career academy students would share this desire.

Parents: Roberta Gee has served as president of the Lincoln’s Parent Teacher Student Association (“PTSA”) for the past two years and as a member of school PTSAs for 15 years²¹. Approximately 60 percent or more of the 400 parents on the PTSA are from the Sunset District. While most of the parents are Asian, there is also a small percentage of Russian parents. Ms. Gee felt that most parents would like

²⁰ Student surveys (October 24, 2003)

²¹ Interview with Roberta Gee, PTSA President (November 12, 2003)

their kids to secure a paid job, especially during the summer. While she was supportive of the career academy concept, she noted that there was no vehicle for parents to become more involved with the academies. She did feel that parents would be interested in sharing their careers and serving as a resource, and offered her network of 250 email addresses as a potential starting point. Many parents have valuable connections that could be capitalized on to identify potential internships or have experiences to share with career academy students.

Principal: The career academy teachers identified Principal Ronald Pang as the school's main liaison with the community and a visible presence in the community. For instance, he periodically spends lunchtime in the nearby Taraval business district with the school's police officer, Officer Lovrin. In an interview with the researchers, Principal Pang stated that one of his main goals was to recognize each student and help them reach their potential. Part of the reason he is a visible presence in the community is to let students know that people are out there to help them. In addition to being supportive of building relations with the outside community, Principal Pang is also enthusiastic about building community *within* the school. He believes instilling community respect begins in the school, and tries to foster a smaller, family-like atmosphere at school by offering a lot of extracurricular activities to act as a counter weight to the large, potentially impersonal size of the school.

Police (on-site): Officer Tom Lovrin is a San Francisco police officer on permanent assignment to Lincoln. Officer Lovrin engages in a wide range of activities at Lincoln, from keeping the peace and handling disturbances to working with the Wellness Center, coaching the baseball team, and periodically taking students on outings. Officer Lovrin thinks the Diversity Index may result in decreased community engagement due to a larger number of students coming from greater distances. Officer Lovrin believes Lincoln generally has a good relationship with its community, although there are complaints from surrounding neighbors about garbage and littering due to Lincoln's open campus policy. He attributes the overall good relations in large part due to the active efforts of Principal Pang.²²

Community-Based Organizations and Potential Partnerships

The Lincoln neighborhood has a number of active and dynamic community resources that have the potential to be successful community partners. Developing partnerships with community-based organizations could serve the dual functions of benefiting the career academy students and strengthening

²² Interview with school Police Officer Lovrin (October 6, 2003)

the community at the same time. If organizations currently have relationships with the school, these relationships could be sustained or strengthened as Lincoln reaches out via the career academies. Another key issue involves the preferences of the students and teachers regarding geography, timing and other logistics of engagement with the wider community. There are a number of wonderful potential partners in the surrounding community, but successfully working with these groups will need to be considered within the time and travel constraints of teachers and students as well as those of the community groups themselves.

Several promising neighborhood organizations and resources are now discussed in greater depth:

The **Sunset Neighborhood Beacon Center** (the “Beacon Center”) is a vital part of the larger Sunset community. Its mission is to provide support and opportunities to ensure the healthy development of children, youth and adults in the Sunset community. The Beacon Center offers school-based programs for children and youth at four schools in the Sunset: Francis Scott Key Elementary, Sunset Elementary, Ulloa Elementary and A.P.Giannini Middle School. These after-school programs provide participants with homework support and a wide range of enrichment activities from computer skills to sports and art activities. The Beacon Center also offers community technology programs for youth, adults and families that include web design and digital storytelling. Another contribution that the Beacon Center makes in the community technology area is the facilitation of an interactive community networking site for western San Francisco. Finally, the Beacon Center hosts a youth leadership program for high school youth called "Voices of the Youth." It appears that a number of Beacon Center's activities map fairly closely onto the interests of both the Youth Academy and the IT Academy at Lincoln. These common interests could form the basis of a fruitful discussion.

As a neighborhood center, the Beacon Center also tracks prevailing issues and concerns in the Sunset. In an interview at the Beacon Center, Community Organizer Megan Agee identified intergenerational and cross-cultural differences as sources of friction in the relatively quiet Sunset District. If these issues were carefully addressed in a manner that motivated Lincoln students, they could form the basis of a collaborative Social Enterprise for Leadership project. Ms. Agee also said that she was aware of community-oriented activities currently being implemented by Lincoln students through the California Scholarship Federation, the Links organization, and ROTC.

The **Western Neighborhoods Project** (<http://www.outsidelands.org/>) offers rich resources for studying the history of the Sunset area. It is a nonprofit organization aimed at preserving and documenting the history and culture of the neighborhoods in western San Francisco. Its mission is to record the memories of west side residents, copy and preserve photographs, and help unearth stories of local businesses, schools, clubs, or places of worship. Dina Wright expressed an interest in helping her Youth Academy students to learn more about neighborhood history.

There are a number of other community-oriented groups that could be great partners for the career academies, especially from the standpoint of Social Enterprise for Learning Projects. These include:

- The **Sunset District Neighborhood Coalition**, a group that focuses on community events, public safety, youth, and neighborhood improvements. It also helps organize the annual Sunset Community Festival.
- The **Sunset-Parkside Education and Action Committee**, a local group educating residents about matters of mutual concern in government and the community. It helps Sunset residents to be active in city politics and aims to improve the quality of life in the area and citywide. It is part of the Coalition for San Francisco Neighborhood.
- **Sunset Youth Services** offers a wide range of activities for youth in the Sunset. Areas of activity range from gang prevention to artistic instruction to the provision of a drop-in center.
- The **Parkside District Improvement Club** implements projects to improve the local Parkside neighborhood.
- The **San Francisco Zoo** is only a short ride from Lincoln on MUNI and has the potential to be a great neighborhood partner if the zoo, students and teachers are interested. It is a tremendous resource with its own secured funding, which could benefit a collaborative effort.

There are also a variety of neighborhood communication channels worth mentioning. These include:

- The **Sunset Beacon**, a community newspaper serving the Sunset with articles on a variety of community issues. In addition, the *Beacon's* website includes a merchant directory, consumer resources, and archived articles
- **Neighbornet.org**, a community website for the Sunset that provides a wealth of community and business resources as well as local government information and a "chat" area for people to discuss community issues. Since this well-organized website is hosted by the Sunset Beacon

there may be an opportunity here for some kind of involvement by students in the IT Academy who are interested in web design and implementation.

Finally, the **San Francisco School-to-Career Partnership (“SFSTCP”)** is a non-profit agency trying to act as an intermediary between schools (teachers and students) and organizations (primarily finance-related businesses & nonprofits) in an attempt to provide young (high school) students with real-world knowledge and work based learning opportunities. Responsibilities for SFSTCP have included working with School-to-Career site coordinators at San Francisco high schools developing work based learning programs, instigating internships, job shadowing and mentorship opportunities for students, providing funding for students working for nonprofit companies, assisting students with the job searches (interviews, resumes, etc.), and creating workbooks and training sessions for teachers. In the past, SFSTCP has been able to find paid internships for hundreds of San Francisco students, including those in Lincoln’s Finance Academy. These experiences have been positive for students and employers alike. Often students have gone in intimidated and come out with new skills and confidence. Meanwhile, employers have found their own jobs to be more rewarding when providing mentorship and other services to young adults. Unfortunately today, with the impact of budget cutbacks, there has been a significant decline in SFSTCP staff levels, employer participation, the number of available internships, and teacher involvement.

Local Businesses and Potential Partnerships

The **Taraval Business District (“Taraval”)** is just two blocks from Lincoln with a mix of establishments and a large number of neighborhood restaurants. It was originally formed to service the new residents of the nearby Parkside community after the West Portal streetcar tunnel was built. Today, the business composition of Taraval is primarily small, service-oriented stores and eating establishments. Due to its close proximity to the school, it appears to be the area that is most directly impacted by the students. At lunchtime, many Lincoln students walk down to Taraval to eat. In considering potential community partnerships with Taraval, the general subject of community relations with the school needs to be taken into account. Local businesses appear to have mixed opinions about the presence of Lincoln students. One business owner who recently opened up a pizza parlor said he was very happy with his relationship with the students. He said the principal and the school’s police officer periodically come down to Taraval during lunch and into his store to ask how the students are behaving. However, another business owner said that a number of businesses are very uncomfortable

with some of the Lincoln students during lunchtime and either lock their doors or only allow the students into their stores in very small numbers. This owner indicated that some students leave a lot of trash, bang on windows occasionally and act disrespectfully. Depending on the predominant viewpoint within Taraval, existing community relations may either be an asset or a detriment to the efforts by the career academies to successfully reach out into the local community.

The Taraval Business District has its own merchants association, the **Taraval-Parkside Merchants Association** which was created in the early 1960's. Over the years the makeup of the organization has changed. Today there are about fifty members, a number which has been slowly declining over the years. The association's main goals are to encourage local economic development and to address shared problems such as garbage, graffiti and shoplifting. Since the group is an information conduit to many local Taraval businesses, it would be logical for at least one career academy to develop an ongoing relationship with this association. Scott Hauge, a long-time member of the group, has indicated a willingness to work with Lincoln's career academies if the conditions are right.

There are larger, higher-volume business districts on Noriega Street and Irving Street. However, it is not clear if Lincoln students frequent these areas as much after school or if they walk to Noriega Street during lunch. Regardless, Lincoln students live near both areas. Businesses on Noriega Street have their own association, the **Noriega-Lawton Street Merchants Association**, a group that involves itself with local commerce, community events, and neighborhood safety. Similar to the merchants group on Taraval, this association could be an ideal conduit for Lincoln to communicate with local businesses.

There are a few additional local business opportunities that may be of interest to particular academies. For instance, there are a number of child daycare centers in the Sunset that may be willing to develop lasting relationships with the Youth Academy. One center of particular interest is the **Rainbow Montessori Center**, located about one block from Lincoln. Further research is warranted.

Separately, there are a number of **banks and financial institutions** in the area, including branches of Bank of America, Fidelity National Title and First Financial Services. The manager at First Financial Services is a long-time resident of the Sunset District and has a finance curriculum that she shares with teachers. A teller at Bank of America is a member of a financial consulting group, which may offer a

valuable resource to the Finance Academy. If the Finance Academy is interesting in exploring parallel internships focused on banking, these financial institutions could be good partners.

Public Sector Stakeholders and Potential Partnerships

There are several important public sector entities rounding out Lincoln's community profile:

Fiona Ma is the San Francisco district supervisor for the Sunset (District Four). Her staff maintains an office in the Sunset and her website provides valuable neighborhood information. Her office is also actively engaged with Lincoln students: several students currently serve as interns in the office, while other students approach Ma with problems they face. For example, Lincoln usually holds graduation ceremonies at the city Civic Center but chose a cheaper location this year due to a lack of funds. Students approached Ma's office to ask for help; Ma has now joined them to pursue fundraising efforts. Ma is also the only Supervisor who speaks Chinese, meaning she often speaks with parents of Lincoln students about education policy issues as they may face language barriers with other supervisors.

The **Parkside Branch Public Library** is just two blocks from Lincoln on Taraval Street. A large number of young people come to the library after school with different sections of the library oriented towards different age groups. The senior librarian stressed the library's openness and friendliness to local youth, and said this attitude is not held by all neighborhood libraries. The library also serves as a community communication point, as evidenced by the large number of fliers dotting the library foyer. Finally, the library offers classes and hosts art shows. Due to its positive attitude towards youth and the range of services it offers, the library could be an excellent community partner.

The **Sunset Recreation Center** offers a wide range of programs for all ages. Activities include basketball, boxing, Tai Chi, cooking, art and quilting.

MUNI could also be viewed as a potential partner since a number of students at Lincoln take MUNI to school and public transit is an integral part of their lives.

Finally, there are several parks in Lincoln's neighborhood that could be interesting partners. **McCoppin Park** is just down the hill, less than one block from the school. And **Sigmund Stern Recreation Grove** is three long blocks from Lincoln, offering a popular series of summer music concerts.

Strategic Recommendations

The following recommendations include short-term and long-term strategies for achieving the desired goal. While the short-term strategies do not necessarily develop sustainable partnerships, they provide a means for relationship-building, which may eventually lead to meaningful school community partnerships.

Recommendation #1: Partnerships For All

Goal: Develop partnerships that can create opportunities for all the academies

Despite the fact that all of the career academies at Lincoln are in very different stages of development, they all share a single basic need: *to develop meaningful community partnerships*. This can be accomplished by several means, including networking with local business associations and utilizing nearby community centers. Either way, the goal is to create new strategic real-life opportunities for all Career Academy students.

Short-term strategies:

- **Contact Supervisor Fiona Ma's office.** An assistant at Fiona Ma's office not only offered the possibility of internships at Ma's office, but also suggested that Ma's office could serve as a portal to city government opportunities. This offer could provide internships in policy-related areas for each career academy
- **Contact Lincoln's PTSA President, Roberta Gee.** Gee offered to utilize her 250 email list of PTSA parents who might be willing to participate in career activities and eventually provide internship opportunities.

Long-term strategies:

- **Create an ongoing dialogue and partnership with local merchants associations.** Neighborhood merchants associations are valuable resources within the community. They are familiar with a large contingent of local businesses and capable of assessing their needs as well as acting as an intermediary with the school. However, making meaningful, lasting connections will not be easy. According to Scott Hauge, a long-time member of the nearby Taraval-Parkside Merchants

Association, local business people have tried in the past to develop relationships with several schools (including Lincoln) and have ultimately been rebuffed either by teachers or principals. Mr. Hauge believes the potential for creating new ties still exists, but would need to be done so under certain conditions. First and foremost, the dialogue should begin with a small face-to-face meeting of a few teachers and business owners. The purpose of this meeting would be to discuss goals, expectations, timing and commitment. Second, local business concerns would need to be addressed over time, including littering, loitering and shoplifting by Lincoln students. Finally, both sides need to benefit from the relationship – the partnership cannot *just* be for career academy students.

Feedback from the Stakeholder Presentation reiterated many of these points. First, it is difficult to cement strong business/school relationships. Commitment is key. And so is students' understanding that the relationship is not just a one-way street – *students bring something* to the table, too. Second, lack of knowledge can be a potential barrier. Each side needs to communicate effectively and know what the other side wants from them. Third, continuity is important in the long run. Teachers and administrators need to interact with their counterparts in the community on a regular basis. Of course, they may need additional support, financial or otherwise, to be able to do so. Eventually, this may be in the form a full-time point person, someone to coordinate the myriad student opportunities.

- ***Consider a collaborative effort with the local Sunset Neighborhood Beacon Center (the “Beacon Center”).*** A number of activities at the Beacon Center are aligned with at least two of Lincoln’s career academies. The researchers received some useful feedback from the Beacon Center at the Stakeholder Presentation. The Beacon Center emphasized the importance of clear, consistent motivation on the part of both teachers and the principal to support these kinds of community partnerships. Clear, consistent messages from the school to potential community partners are important, so that the community can understand the best way to partner. Based on this recommendation, it's clear that a successful partnership with the Beacon Center would be preceded by a series of clarifying talks between career academy teachers and Beacon Center leadership and staff. This guideline applies to forming a partnership with any neighborhood entity. With these considerations in mind, several potential opportunities for collaboration present themselves. One possibility could be between the Beacon Center and the Youth

Academy. The Beacon Center offers on-site after school programs for elementary students at several schools in the Sunset District. The after school programs cover a range of activities from homework support to computer skills and physical recreation. Students in the Youth Academy could potentially serve as assistants, tutors or mentors for these programs. The Beacon Center also has a community technology specialization, offering computer courses and hosting a neighborhood-focused community website, NeighborNet.org (<http://www.neighbor.net.org>). Michael Funk, the Director of the Beacon Center, would be interested in discussing in more detail potential technology overlaps between the Beacon Center and the IT Academy. In summary, the Beacon Center could be a great community partner since they are involved in such a comprehensive set of neighborhood issues that range from basic neighborhood safety to neighborhood technology development. In the Stakeholder Presentation, the Beacon Center also identified parent support as key for the success of community-based learning partnerships and we are including that in our report.

- ***Pursue partnerships which are uniquely suited to a particular career academy.*** While it may seem strategically optimal to find community partnerships which afford the possibilities to collaborate with several career academies, it is not realistic to expect that every community partnership opportunity will be suited to work with all the career academies at Lincoln. With that in mind, we have attached a list of the organizations that we contacted, so that career academy teachers can peruse them and follow up with the organizations that suit their particular needs and interests. For example, several local banks expressed an interest in partnering with the Finance Academy. This contact list can be found in Appendix A.

Recommendation #2: Social Enterprise Projects

Goal: Conduct projects on community-specific topics through the career academies

Social Enterprise for Learning (“SEFL”) projects create an opportunity for students to engage with the community around a specific local need while reinforcing subject matter in a project-based learning setting. This research project focused on identifying several possible topics for SEFL projects. Our research does not address the direct connection between these action projects and specific high school course content, since that is the expertise of the academy teachers. Some SEFL projects are much easier than others to implement based on feasibility of project tasks and the social complexity of the community issue that the project addresses. We present three possibilities for SEFL projects, ranging from easier to implement to more complex.

Short-Term strategy

- ***Conduct mapping activities within the school for the benefit of the academies and the school community.*** From the interviews conducted, it appears that there are a number of community resources that can be identified that would benefit both the career academies and Lincoln as a whole. Based on references to the wide number of after school clubs and activities, it appears that there are a number of community connections which already exist within the school. Career academy students and teachers could do a community mapping exercise within the school itself, identifying clubs and others teachers that have made community connections and collecting information on those existing partnerships. This information could be assembled as a database and presented with visual aids within the academies or to a larger body of students, teachers, and administrators.

Long-Term strategy

- ***Conduct mapping activities in conjunction with a neighborhood resource database.*** Another possibility is to partner with a Community-Based Organization that has an interest in neighborhood mapping. One possibility, if they were interested in collaborating on this particular activity, would be to work with the Sunset Neighborhood Beacon Center to update and supply new information for their community web site, <http://www.neighbornet.org> .Then the students would see that the information that they had researched and gathered about community assets

and resources was available and useful to the entire Sunset community. (put in part about all academies benefiting, looking at their specialty areas.

- ***Conduct a SEFL project on a larger neighborhood issue or concern.*** A second, longer-term possibility for action would revolve around addressing a neighborhood issue or concern through a SEFL project. Such a project could involve multiple academies, or whichever academy is most interested and aligned with the project. The Beacon Center identified a lack of communication and an intergenerational gap between some of the older, longer-residing inhabitants of the Sunset and the newer families and youth moving in. Efforts to bridge this gap could be made by potentially partnering with the Western Neighborhoods Project to work on oral histories of seniors in the neighborhood. Since the IT Academy has the capability to do broadcasts out of their studio, students could interview seniors within the school or the surrounding community. Another approach would be to work on intergenerational digital storytelling The Beacon Center has piloted one such project, available to view on www.youthspace.net and www.snbc.org . This type of activity requires, however, clear buy-in and strong support from all participating parties including the students. If the students were not interested in doing a project such as this, it would probably not succeed. This demonstrates the importance of picking projects that the students can really rally around.

Recommendation #3: Students, Students, Students

Goal: To increase student investment and engagement in the partnership progress

While career academies provide students with a background in a specific career, they also provide students with lifelong job skills like completing job applications, preparing for an interview and conducting research on a particular organization. This recommendation provides suggestions for engaging students in forming community partnerships while developing skills for the job market and stems from literature about the importance of student investment in projects as well as feedback from the personal asset mapping with the Youth Academy. During the Stakeholder Presentation, several panelists also highlighted the importance of incorporating this strategy into the career academies.

Short-term strategy:

- ***Conduct personal asset mapping with the students.*** Use a class period for students to discuss the assets they bring to community businesses and organizations. Focusing on the assets in a community enables students to discuss the community and themselves through a positive framework and to identify the unique qualities and skills they bring to an organization. This exercise can uncover the types of opportunities that students are already naturally interested in pursuing and can teach them the value of identifying and pursuing their own opportunities. An example of a student's personal asset map is provided in Figure 8 below.

Each student should have a blank sheet of white paper and a pen or pencil for the activity. The important steps are:

1. Discuss the definition of "asset."
2. Students write their name in the middle of the paper.
3. Students think of three groups that they belong to (e.g. family, club, church group) and write each group in three of the corners.
4. Students write a specific or type of organization that they would like to work for during the summer of after school in the fourth corner.
5. Students draw arrows from their name to each group and from each group to their name.
6. On the lines, students write the asset(s) they give to the groups and the asset(s) the group gives to them.
7. Students share one group and identified assets with a partner.
8. Large group discussion:
 - Which lines were the most difficult to fill? Why?
 - How can this activity help you when you begin looking for a job?

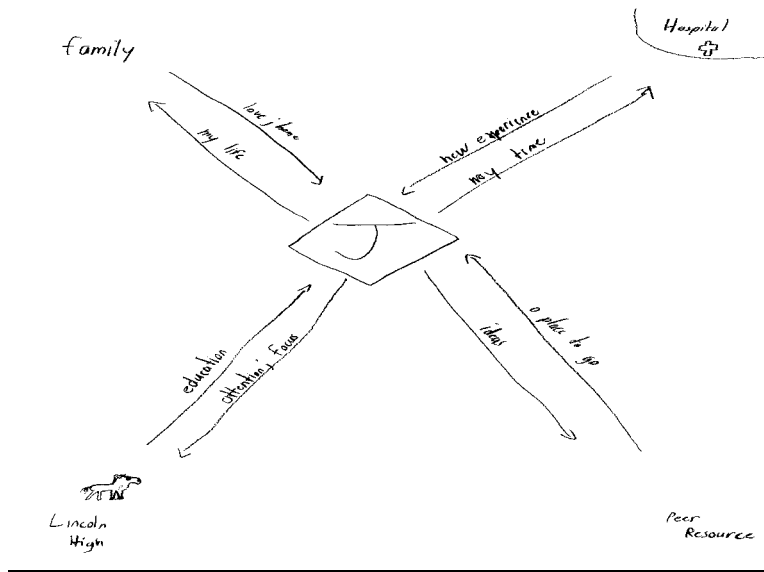


Figure 8: Example of the Asset Mapping activity conducted with Youth Academy students on October 24, 2003

Long-term strategy:

- **Perform community asset mapping.** Begin a community asset mapping project that culminates in a public exhibition for the school and community. A similar strategy was previously suggested for Recommendation #2 because it serves the dual purpose of being a SEFL project as well as increasing student investment and enthusiasm in the broader process of identifying potential community partners and relationships. Materials to be used would be maps of the local community, colored pencils or markers and Microsoft PowerPoint (or equivalent). Key steps would include:
 1. Students walk the community, covering a specified radius.
 2. Students in groups of 4-5 identify organizations, individuals, etc. that are assets in the community and indicate them on their maps. Students may focus on all community assets or assets relevant to their particular academy.
 3. These assets can then be researched further through interviews and web searches and prepared for public exhibition in the school or Parkside library.

- **Empower students in the overall development of the career academy.** Include a role for students in a decision-making capacity that helps determine the mission and goals of the academies. Offering students an increased role in decision-making will increase student investment and provide a valuable form of feedback for planning and project. Feedback from the Stakeholders presentation highlighted the importance of including students in the process of forming partnerships.

Conclusion

This report only begins to address the possible partnership opportunities between the career academies at Lincoln and the community. It does, however, outline potential avenues for the career academies to pursue in order to begin building longstanding relationships. Several key issues arose during the course of this project that will eventually need to be addressed and resolved:

1. While the SFUSD initiated this project and helped to define the parameters for the research, the majority of the recommendations require teacher implementation. The current education climate places immense pressure on teachers to ensure academic achievement as measured by test scores, leaving little time for other projects. Career academy teachers volunteer for the position because they believe in the goals of the program, but building community relationships takes additional time and effort. Teachers will need additional support to help implement the recommendations in this report. Feedback from the Stakeholders Presentation suggested that another party should take all or part of the responsibility for coordinating school and community relationships. In other words, partnerships would benefit from having an appointed intermediary or "broker" to maintain community relationships. In the same vein, district-wide support will be needed for communication and coordination of school-to-career partnership efforts.
2. When exploring potential community partnerships, it is important to keep the notion of "community" geographically flexible since students who live in other neighborhoods may wish to take advantage of internships in their own neighborhoods. Regardless, these internships can still represent community partnerships. Examples of more "remote" partners might include the Yerba Buena Arts Center or the San Francisco Zoo.
3. One element of the feedback from community organizations and businesses is the importance of maintaining clear communication, an understanding of mutual expectations, and ongoing support from teachers and administrators in order to build long-lasting relationships. The community needs to receive clear signals in order to be an effective partner.
4. Integrating parents into developing community partnerships is essential. This topic was not explored in great depth in this report, but feedback received during the Stakeholder Presentation indicated that parental support and buy-in for community-based learning is important. For

example, Lincoln's PTSA President thought that a number of parents might be interested in supporting the career academies by coming in to speak about their professions or in some other manner.

5. Since Lincoln's career academies include just a small proportion of its total student base, it would be advisable to include efforts of the career academies into the school's larger community outreach efforts. To a certain extent, the receptivity of businesses and community organizations to partner with the career academies is affected by Lincoln's overall community relationships.
6. Finally, it is critical to engage the students in the career academies at all stages of the process of developing and building community ties. Their enthusiasm and motivation is critical to the success of this type of endeavor. Without the input of students, it is not possible to predict the specific kinds of community relationships they may be interested in pursuing.

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- San Francisco Independent*, “Taraval Street...Yesterday and Today” (December 12, 1989)
- San Francisco Government (<http://www.sfgov.org/>)
- San Francisco Planning Department (<http://www.ci.sf.ca.us/planning/>)
- San Francisco School-to-Career Partnership (<http://www.sfstcp.org/>)
- San Francisco Unified School District (<http://portal.sfusd.edu/template/default.cfm>)
- San Francisco Zoo (<http://www.sfzoo.org/>)
- Sunset Beacon* (<http://www.sunsetbeacon.com/>)
- Sunset Beacon*, “Two 1906 Earthquake Cottages Earmarked for Demolition” (January 23, 2003)
- Sunset Neighborhood Beacon Center (<http://www.snbc.org/>)
- Sunset Parkside Education and Action Committee (<http://www.csfn.net/SPEAK.html>)
- Sunset Youth Services (<http://www.sunsetyouthservices.org/>)
- Western Neighborhoods Project (<http://www.outsidelands.org>)

Appendix A: Contact List

School Stakeholders

Abraham Lincoln Parent Teacher Student Association

Phone: 415-566-9466
Contact: Roberta Gee (President)

Community-Based Organizations

Parkside District Improvement Club

Address: P.O. Box 16301, San Francisco, CA 94116

San Francisco School-to-Career Partnership

Phone: 415-623-2425
Address: 22 Battery Street, Suite 426, San Francisco, CA 94111
Website: www.sfstcp.org
Contact: Candace Acevedo (Implementation Lead) Email: acevedo@sfstcp.org

San Francisco Zoo

Phone: 415-753-7080
Address: 1 Zoo Road, San Francisco, CA 94132
Website: www.sfzoo.org
Email: Depends on area of interest (refer to www.sfzoo.org/contact/)

Sunset Beacon Newspaper

Phone: 415-831-0463
Address: P.O. Box 590596, San Francisco, CA 94159
Website: www.sunsetbeacon.com

Sunset District Neighborhood Coalition

Phone: 415-731-7322
Address: 1647 Taraval Street, San Francisco, CA 94116
Email: suntest2001@aol.com
Contact: Susan Suval (President)

Sunset Neighborhood Beacon Center

Phone: 415-759-3690
Address: 3925 Noriega Street San Francisco, CA 94122
Websites: www.snb.org (organizational) and www.neighbor.net (directory and resources)
Contact: Megan Agee (Community Organizer) Email: magee@snbc.org
Contact: Michael Funk (Director) Email: mfunk@snbc.org

Sunset Parkside Education and Action Committee

Phone: 415-979-4816
Address: 1329 7th Avenue, San Francisco CA 94122-2507
Website: www.csfn.net/SPEAK.html

Sunset Youth Services

Phone: 415-665-0255
Address: 3916 Judah Street, San Francisco, CA 94122
Website: www.sunsetyouthservices.org/

Western Neighborhoods Project

Address: P.O. Box 460936 San Francisco, CA 94146-0936
Website: www.outsidelands.org/
Email: admin@outsidelands.org

Local Businesses**First Bank & Trust**

Phone: 415-661-7070
Address: 1000 Taraval Street, San Francisco, CA 94116
Contact: Roseanna Hughes (Vice President) Email: roseanna.hughes@fbol.com

Noriega-Lawton Street Merchants Association

Phone: 415-665-6291
Address: 1811 21st Avenue, San Francisco, CA 94122
Contact: Donald Schmidt (President)

Rainbow Montessori Center

Phone: 415-661-9100
Address: 2358 24th Avenue, San Francisco, CA 94116

Taraval-Parkside Merchants Association

Phone: 415-661-6500
Address: 2311 Taraval Street, San Francisco, CA 94116
Contact: Scott Hauge (Delegate) Email: shauge@cal-insurance.com

Public Sector Stakeholders**Office of Fiona Ma (San Francisco District 4 Supervisor)**

Phone: 415-682-0808
Address: 1990 Noriega Street, San Francisco, CA 94122
Web site: www.fionama.com
Contact: Frances Hsieh (Assistant) Email: frances.hsieh@sfgov.org

Parkside Branch Public Library

Phone: 415-753-7125
Address: 1200 Taraval Street, San Francisco, CA 94116

Appendix B: Sample Interview Questions

Questions for Teachers

1. Intro

- a. What is your background?
 - i. What subjects do you teach?
 - ii. How long have you been teaching?
 - iii. How long have you been at Lincoln?
- b. What are your expectations of us?
 - i. Our role?
 - ii. The final product?

2. Career Academy

- a. What are the goals of your career academy?
 - i. Is there a Mission Statement?
 - ii. What students have you attracted (or do you hope to attract)?
 1. Do you find them or do they find you?
 2. What are they looking for?
- b. How far along are you in meeting your goals?
 - i. What sorts of activities have been implemented so far?
 - ii. Where are you heading?
 - iii. What still needs to be done?

3. Students

- a. Geographically, where do your students come from?
 - i. What percent live in the neighborhood?
 1. How do they get to school? (walk, car, bike, etc)
 - ii. What percent come from outside the community?
 1. Do they take public transportation?
 2. Do they have issues with the long commute?
 - iii. How are you defining the “neighborhood” and “community”?
- b. What background factors impact the performance of your students at school?
- c. How well do your students know the surrounding community?
 - i. Do they interact with the community (or just pass through)?
 - ii. Does it make a difference if they live in the neighborhood or not?
 - iii. Are they interested in integrating more with the community?

4. Community

- a. What is your impression of Lincoln's relationship with the community?
 - i. How does the community perceive Lincoln and its students?
 - ii. Does this perception apply to all students at Lincoln?
- b. What would you like to find out about Lincoln's surrounding community?
- c. Are there particular community opportunities you'd like us to pursue?

5. Student/Community Interaction

- a. Are your students currently involved in any community activities directly related to the career academy?
- b. What kinds of internships and other work-related opportunities would you like for your students?
- c. Are there certain kinds of social enterprise projects you would like to learn more about?
- d. If we meet a potential partner in the community who might be a good fit to work with you, can we send them your way to continue the dialogue?
- e. Are there any issues or controversies that might present obstacles for the career academies and their potential partnerships with the community?

Questions for Business Leaders

1. Intro (for local businesses)

- a. What is your business?
 - i. How long have you been in operation?
 - ii. Who are your typical customers?
- b. Do you live in the community?
 - i. If so, for how long?
 - ii. If not, why not?

2. Intro (for business association leaders)

- a. How old is your association?
- b. Who is in it?
- c. How frequently does it meet?
- d. What function does it serve?
- e. What are its goals & objectives?

3. Community

- a. Has the neighborhood changed appreciably over the last five to ten years?
- b. What channels do people, businesses and organizations in the community use to communicate with each other, beyond person to person?
- c. Are you involved with the local merchants association? (local businesses only)
- d. Geographically, what are the boundaries to the local community/neighborhood?

4. Lincoln High School

- a. What is your impression of the relationship between Lincoln and its surrounding community?
 - i. Has this changed over time?
- b. Do Lincoln high school students work for businesses in the association?
 - i. What have these experiences been like?
 - ii. Has it been a positive or negative relationship?
 - iii. Would you like to develop a stronger link between Lincoln students and association businesses?
- c. Have you worked with or attempted to contact a teacher or other school representative in the past?

5. Student/Community Interaction

- a. Are you familiar with the career academies at Lincoln? [if not, we'll explain]
 - i. Lincoln is looking for ways to give its students work-based learning experiences
 1. Job shadowing
 2. Interviews about what you do
 3. Creating an internship possibility.
 - ii. Career academies also do service projects
 1. A local business or community-based organization is the "client"
 2. The career academy students help fill a specific need for the client
- b. Do you think your association could facilitate communication between your members and Lincoln? (business associations only)
 - i. Would it help if a career academy teacher from Lincoln attended periodic association meetings?
 - ii. Are there any businesses in particular that might be well-suited to work with the career academies?
- c. Would you be interested in being contacted to discuss partnering with the high school in one of these regards?
- d. Do you have any other suggestions for students to interact with the local business community?

Questions for Community-Based Organizations

1. What does your organization do? How long have you been in operation?
2. Do you consider yourself part of the Lincoln High School community? In your opinion, what are the boundaries of that community?
3. What current relationships do you have with Lincoln?
4. In your view, has this neighborhood and community changed appreciably or stayed the same over the last ten years?
5. What is your impression of the relationship between Lincoln and its surrounding community? Has this changed over time?
6. Lincoln has several new career academies that are looking for ways that their students can have work-based learning experiences. Work-based learning examples might include job shadowing, interviews about what you do, or creating an internship possibility. Career academies also do service projects where a local business or community-based organization is the "client," and the academy students help fill a specific need that the business has. Would you be interested in being contacted to discuss partnering with the high school in one of these regards?
7. As Lincoln works to engage more with its surrounding community, what kinds of recommendations do you have?
8. Have you worked with or attempted to contact a teacher or other school representative in the past?
9. What are the channels that people, businesses and organizations in the community use to communicate with each other, beyond person to person?
10. What are other organizational players in the community that we should speak with? Other Community-Based Organizations? Neighborhood groups?

Appendix C: Interview Summaries

School Stakeholders

Ms. Dina Wright	Teacher, Academy of Youth and Community Services
Ms. Tera Freedman	Teacher & Technology Coordinator, Academy of Information Technology
Ms. Rhonda Hall	Teacher, Abraham Lincoln High School
Mr. Kevin Grayson	Teacher, Business and Finance Academy
Mr. Ronald Pang	Principal, Abraham Lincoln High School
Ms. Roberta Gee	President, Abraham Lincoln Parent Teacher Student Association
Mr. Tom Lovrin	Officer, San Francisco Police Department

Community-Based Organizations

Ms. Megan Agee	Community Organizer, Sunset Neighborhood Beacon Center
Ms. Candace Acevedo	Implementation Lead, San Francisco School-to-Career Partnership

Local Businesses

Mr. Scott Hauge	Delegate, Taraval-Parkside Merchants Association
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Public Sector Stakeholders

Ms. Frances Hsieh	Assistant, Office of San Francisco District 4 Supervisor Fiona Ma
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Ms. Dina Wright (interviewed on October 6, 2003)

Teacher, Academy of Youth and Community Services, Abraham Lincoln High School

Background

Dina Wright has been teaching for the past nine years: five years in Connecticut followed by four years in California. She has been at Lincoln High School for the past two years where she teaches a two-period block of U.S. History and Human Development (as part of the Youth Academy) and an Advanced Placement U.S. History class.

The Academy of Youth and Community Services

Three years ago, 10 to 18 school districts nationwide received \$25,000 grants to begin teacher career academies aimed at recruiting urban youth into the teaching field. Three high schools in San Francisco were originally chosen, although only Lincoln High School still has one. The Youth Academy currently has one teacher (Ms. Wright) and 32 students (all juniors), most of whom were recruited by Ms. Wright when they were underclassmen in her classes. They were only denied enrollment into the Youth Academy if Ms. Wright felt she could not trust them to be responsible with little children. Their enrollment requires them to take the Human Development class, go on special field trips, and hear presentations from visitors in class. Current project ideas have included:

- a Halloween fair during school hours when local daycare centers and pre-schools can bring their classes to Lincoln High School for trick-or-treating
- the forming of a Future Teachers Club
- earning San Francisco City College credit, and
- identifying programs locally and in the students' neighborhoods that might support a summer intern from the Youth Academy.

Students

Most of the current Youth Academy students come from the surrounding neighborhood, although next year's incoming students (from this year's freshman and sophomore classes) will come from a number of different neighborhoods around the city as a result of the implementation of the diversity index policy in San Francisco. This may change the future strategy of the Youth Academy for securing summer internships for students.

Neighborhood

Ms. Wright's conception of the community has changed during her tenure at Lincoln High to encompass not just the business areas within short walking distance from the school like Taravel, but to also include areas like West Portal, the inner Sunset, Glenview and City College.

School/Community Relationship

The community in the immediate area is often upset about trash left by the Lincoln students, but the overall reputation of the school is strong. The principal (Ronald Pang) and the PTSA are the main communicators with the community. The community is not a walking community; most of the students and teachers drive to and from the school site. Teachers are not connected to the community; this makes it difficult to facilitate relationships with community groups and organizations. The main barriers to building stronger relationships between the Youth Academy and the community are money, time and the willingness of the participants.

Ms. Tera Freedman (interviewed on October 6, 2003)

Teacher and Technology Coordinator, Abraham Lincoln High School

Coordinator, Academy of Information Technology, Abraham Lincoln High School

Background

Tera Freedman has been a teacher and technology coordinator for 16 years, including the past four years at Lincoln. She currently teaches a Computer Art course and is the school's Technology Coordinator/Instructor. She is also the coordinator for developing Lincoln's Academy of Information Technology (LAOIT) which is scheduled to begin in the Fall of 2004.

The Academy of Information Technology

In addition to teaching classes for the IT Academy next year, Ms. Freedman will be the Academy's technology coordinator. She believes the IT Academy will be a good "hands-on" way to teach academic material to students and to help students progress to college or an immediate job opportunity. The recruiting focus will be females and underrepresented minorities at Lincoln.

Eventually, the Academy will include classes for Juniors and Seniors that will integrate Social Studies and English material with technology programs and issues. Students may even be able to take classes at City College in special areas of interest. The Academy will also emphasize computer arts, bring in guest speakers and take computer-related field trips. In addition, the Academy will offer a video broadcast unit for the Senior year. Ideally, Ms. Freedman would like for each student to receive a paid internship opportunity. Examples could include working on a website for the San Francisco Zoo or creating advertisements for a local business.

Ms. Rhonda Hall (interviewed on October 6, 2003)

Teacher, Abraham Lincoln High School

Background

Rhonda Hall has been teaching for 17 years, including two years at Lincoln preceded by three years at J.Eugene McAteer High School in San Francisco. She has a social sciences background and currently teaches American Democracy and Economics. She is also assisting Tera Freedman in the development of the Academy of Information Technology which is scheduled to begin in the Fall of 2004. Ms. Hall's role next year will be to integrate the social sciences curriculum with technology.

The Academy of Information Technology

Although the IT Academy is still being developed, it does have a mission statement: The IT Academy is a small learning environment within a large academic high school. Technology is integrated with core courses as well as taught as a separate subject. Students will gain career experience through technology internships and learn how technology is utilized globally. The IT Academy is a two year program that fosters teamwork, community partnerships, successful completion of high school, and preparedness for post secondary education or the work force with entry level knowledge of informational technology.

The Academy will start next year with about 35 Juniors and become a two-year program thereafter. Ms. Hall expects to attract students with high math backgrounds. She would also like to attract students that are typically under-represented in the computer field, including females and minorities (particularly Latinos and African-Americans). Overall, she would like to have at least 50% female minorities.

Ultimately, the IT Academy will have at least three teachers: a technology coordinator (Tera Freedman), a social science teacher (Ms. Hall), and an English teacher. An important concern will be to find paid work-based internship opportunities for the students (in accordance with National Academy Foundation guidelines).

Community Involvement

Ms. Hall would like to know which businesses or enterprises would be willing to work with the career academies after school. These businesses could be within walking distance (perhaps one mile or less from Lincoln) or driving distance (about five miles or less from campus). Possible internship opportunities should not be limited to computer-based companies. For example, a student might be able work in the IT Department of a law firm. Ms. Hall thinks that local businesses would be willing to work with Academy students, although the internships would need to be paid.

Teachers

Outside of the school site, many teachers do not feel connected with the community, since a majority live in other communities. However, Ms. Hall does not see this as an issue in integrating the career academies with the community.

Students

Most of the students come from the Sunset District neighborhood (roughly 80% or so). Most get to school by walking or using their own transportation (car or shared ride). Those who commute from farther away tend to use public transportation, and have more difficulties and higher tardy rates than nearby students. They also do not feel as much a part of the Lincoln “community”.

School/Community Relationship

Lincoln’s open campus means that many students go out for lunch nearby. As a result, the biggest complaint from the neighborhood is too much trash left by students. In response, Principal Pang has threatened to close Lincoln’s campus.

Mr. Kevin Grayson (interviewed on October 29, 2003)

Teacher, Business and Finance Academy, Abraham Lincoln High School

Background

Kevin Grayson has been teaching at Lincoln for the past 11 years, including nine in the school’s Finance Academy. He has a business education credential and currently teaches courses in Financial Accounting, Financial Planning, Banking and Credit, and Career Education. In the past, he has also taught typing and computer education classes.

Business and Finance Academy

Lincoln’s Finance Academy has been in existence for at least 15 years. Mr. Grayson has been involved for the past nine and currently teaches all four of the Academy’s classes to approximately 60 juniors and 60 seniors. This includes two semesters of Financial Accounting (for the juniors), one semester of Banking and Credit (for the seniors), and one semester of Financial Planning (for the seniors). Each student takes one Finance Academy class per semester. In addition, the Finance Academy requires students to take a job readiness class, to have a summer internship between their junior and senior years,

and to write about this experience. In the future, Mr. Grayson wouldn't mind adding more classes to the Finance Academy curriculum, such as Business English or Business Law.

In the past, the Academy has been very successful in providing students with meaningful paid internship programs throughout the city (primarily for business and finance firms like Bank of America, Charles Schwab, American Express, etc.). More recently, these internship opportunities have tended to dry up and students have had to work in other "fields" (for nonprofits, in law firms, at human resources firms, or with more "traditional" summer jobs). Over the years, many of these internship opportunities have been coordinated through the San Francisco School-to-Career Partnership program. Overall, Mr. Grayson spoke highly of these internship experiences. Students have liked the idea of working downtown and getting dressed up for work. Employers have been happy with the youthful energy of the students and have returned to the program to work with more students. Meanwhile, Mr. Grayson thinks it has been good for the kids to "get out of their neighborhood" and interact with a different set of individuals. And he has tended to be satisfied with the involvement of an intermediary/broker (i.e. the San Francisco School-to-Career Partnership) in the process.

Students

Most of the Finance Academy students come from the Sunset District, although a few come from elsewhere. They are typically recruited by Mr. Grayson during their sophomore years when he visits each 10th Grade class to discuss the Finance Academy. Mr. Grayson does not target individual students for the Finance Academy; rather, they tend to choose it on their own.

School/Community Relationship

The primary complaint about Lincoln's students from neighbors is too much trash. Because of this, there is talk of closing the campus.

Mr. Ronald Pang (interviewed on October 24, 2003)

Principal, Abraham Lincoln High School

Overview

Principal Pang has been Principal at Lincoln for six years. Prior to that, he was Principal at Herbert Hoover Middle School in San Francisco for six years. His goal is to recognize each student in the school and to help them reach their potential. He wants them to be engaged and happy, recognizing that a large school such as Lincoln can create a feeling of alienation on the part of some students. He tries to foster a smaller, family-like atmosphere at school by offering a lot of extracurricular activities. Mr. Pang sees high school students as bigger versions of middle school students, with high school being the last time one can communicate with them before they leave the public school system. He thinks the Diversity Index has impacted some students' abilities to participate in after-school activities, since they need to travel longer distances to get home.

Community Relationship

Principal Pang's approach to the community is to try and be visible. He is in the community a lot for his students to see and wants them to realize that people are out there to help them. He believes instilling community respect begins in the school, and that Lincoln's students are focused and respectful. Lincoln has an open campus and Principal Pang wants students to understand they represent Lincoln when they

are off-campus. Overall, the neighborhood sees Principal Pang's presence as trying to create positive relations between the school and the community.

Lincoln has not always had as good a reputation as it does now. Ten years ago there was a shooting in front of the school. There was also a period of time after J.Eugene McAteer High School closed in 2002 when many McAteer students came over to Lincoln. Their code of conduct was different, but they eventually blended.

Community Partnerships and the Career Academies

Lincoln had a corporate partnership with Nestle in the past. It has also had support from Wells Fargo, Levi's and Target. Often this type of support went towards student government. Regarding the career academies, Principal Pang sensed that paid internships would be in demand. He said a number of students currently work at the Stonestown Mall, while students in Lincoln's Biotech pathway are part of a partnership with UCSF and perform lab work for them. Lincoln also has a community clean-up once per semester.

Students at Lincoln participate in a nine-week course about careers and college during their Freshmen year. This course covers college applications and includes speakers from different professions. Principal Pang encourages students to experience a lot and dream a lot.

Ms. Roberta Gee (interviewed on November 12, 2003)

President, Abraham Lincoln Parent Teacher Student Association

Background

Roberta Gee is a District Board Health Nurse who has served on parent-teacher associations for 15 years, first at her son's middle school and now at Lincoln. This is her second year as President and her son is a senior. While her children have not participated in Lincoln's career academies, she has heard of them.

School/Community Relationship

The immediate neighborhood has a "love/hate" relationship with the school. Local residents complain about the trash problem created by students ("the students don't treat the neighborhood as their home"), but believe the school has a strong academic reputation. Ms. Gee does not know of any formal partnerships that exist between the school and community, although the school did participate in the Sunset Community Festival which was hosted by Sunset community organizers and merchants at the end of September.

Parents and the Career Academies

Approximately 60 percent or more of the 400 parents on the PTSA are from the Sunset District. While most of the parents are Asian, there is also a small percentage of Russian parents. Ms. Gee felt that most parents would like their kids to secure a paid job, especially during the summer. While she was supportive of the career academy concept, she noted that there was no vehicle for parents to become more involved with the academies. She did feel that parents would be interested in sharing their careers and serving as a resource, and offered her network of 250 email addresses as a potential starting point.

Mr. Tom Lovrin (interviewed on October 3, 2003)

Officer, San Francisco Police Department

Overview

Officer Lovrin has been at Lincoln High for three years. He has been a member of the San Francisco Police Department for 17 years. His contact with schools began as a "roving" officer for the Sunset District. Today, he spends most of his time working with Lincoln High. He has known Principal Pang for some time. His responsibilities at Lincoln range from helping with the Wellness Center, dealing with truancy, conducting home visits and classroom presentations, assisting with extracurricular events, and coaching the baseball team. He also periodically takes groups of students hiking, to the circus, the ice follies, fishing, or to the movies.

Lincoln's Community Boundaries

Officer Lovrin considers Lincoln's community boundaries to parallel those of the Taraval Police Station: Golden Gate Park to Daly City, and Ocean Street to 7th Avenue and San Jose Avenue. In addition to the Sunset, Lincoln also draws students from other neighborhoods including Oceanview. When asked if or how the neighborhood has changed demographically, Officer Lovrin said the number of Asian families has increased significantly.

Lincoln's Community Relations

Lincoln generally has a good relationship with its community, although there are complaints from surrounding neighbors about littering due to Lincoln's open campus policy. Officer Lovrin believes that Principal Pang and the great administration make the kids more responsible. Officer Lovrin and Principal Pang often drive around the neighborhood at lunchtime, in addition to contacting local businesses and speaking with them.

Relationships with Local Businesses and Community Organizations

Officer Lovrin goes to businesses for support for different after-school activities, and they are very generous. Other community organizations and individuals he mentioned were Project Safe, Erin Minkler, MUNI, and the Chinese Youth Center.

Community-Oriented Programs within Lincoln

When asked about existing community-oriented programs at Lincoln, Officer Lovrin mentioned the Cadet program which does weekend projects and learns about the police department. The fire department has a similar program. Other people to speak to about community-oriented programs are Ms. Banks about job-related matters, and Roberta Gee, the PTSA president.

Ms. Megan Agee (interviewed on November 3, 2003)

Community Organizer, Sunset Neighborhood Beacon Center

Overview

Up to this point, the Beacon Center's primary focus has been on middle and elementary school students, not those in high school. The Beacon Initiative's intent has been to connect communities with schools by bringing communities *into* schools: having schools play the role of "beacons" within their community. Most of the Beacon Center's programs are offered on the sites of elementary and middle schools in the

Sunset. One major issue the Beacon Center works on with youth is safety. The Beacon Center also has a program called "Voices of the Youth" that serves high school age youth from several surrounding high schools.

Community Perceptions of Lincoln and Neighborhood Issues

Lincoln is seen as a highly respected school with many parents desiring to send their children there. One important issue in the Sunset deals with intergenerational differences: there are a number of older, long-time residents in the Sunset who tend to go to neighborhood improvement meetings (community meetings at the police station, etc) and sometimes complain about the behavior of youth in the neighborhood. These youth and their families are rarely at the meetings. Better efforts should be made to communicate with them, regardless of whether or not it happens through the career academies.

Lincoln's Existing Community Connections

Lincoln has a chapter of the California Scholarship Federation that does community service projects. "Links" is another service organization. There are also a lot of students involved in ROTC. The Beacon Center has relationships with several Lincoln students, but not on an institutional level.

Ways to Connect with Lincoln

Since the Beacon Center runs elementary programs during the school year and summer, there could be a potential for participation from high school career academy students. That being said, Ms. Agee emphasized the importance of reaching out to high school students who are not already inclined to participate in after-school activities, and expressed an interest in creating new arenas of opportunity for students who do not always succeed in standard classroom settings. She also said that a partnership would also clearly involve additional work and effort to ensure that cooperative efforts had positive outcomes.

Neighborhood Communication Channels

Community information is regularly exchanged at monthly Police community relations forums. The Sunset District Neighborhood Coalition is another disseminator of community information. Community newspapers and websites include the Sunset Beacon, the West Portal Monthly, SFIndependent.com and the Beacon Center's neighbornet.org. The Beacon Center also communicates via email with a number of community organizations and constituents.

Other Organizations

Ms. Agee also suggesting speaking with Sunset Youth Services, the Wellness Center at Lincoln, the Sunset District Neighborhood Coalition, and the neighborhood's Police Captain.

Ms. Candace Acevedo (interviewed on November 4, 2003)

Implementation Lead, San Francisco School-to-Career Partnership

Background

The San Francisco School-to-Career Partnership is a non-profit agency trying to act as an intermediary between schools (teachers and students) and organizations (primarily finance-related businesses & nonprofits) in an attempt to provide young (high school) students with real-world knowledge and work based learning opportunities. Responsibilities for SFSTCP have included working with School-to-

Career site coordinators at City high schools developing work based learning programs, instigating internships, job shadowing and mentorship opportunities for students, providing funding for students working for nonprofit companies, assisting students with the job searches (interviews, resumes, etc.), and creating workbooks and training sessions for teachers.

Relationship with the Career Academies

Ms. Acevedo has extremely positive recollections of the benefits of the program over the years. Students have gone in intimidated and have come out with new skills and confidence. Meanwhile, employers have found their own jobs to be more rewarding when providing mentorship and other services to young adults. At its peak (several years ago), SFSTCP had 11 employees and was providing paid internships to over 250 students at City schools (primarily those within the four Finance Academies in the City). The Partnership used to receive state funding (as well as matching federal funding) to finance its initiatives. Today, with the impact of budget cutbacks, SFSTCP is down to two employees and about 86 internships for students. In addition, dedicated school site coordinators are no longer present; rather, they tend to be existing teachers "assigned" to the role. Furthermore, there has been a decline in teacher involvement over the past several years.

Mr. Scott Hauge (interviewed on November 4, 2003)

Delegate, Taraval-Parkside Merchants Association

Member, Board of Directors, San Francisco Council of District Merchants Associations

Background

The Taraval-Parkside Merchants Association was created in the early 1960's. Over the years the makeup of the organization has changed. Today there are about fifty members, a number which has been slowly declining over the years. The association's main goals are to encourage local economic development and to address shared problems such as garbage, graffiti and shoplifting.

School/Community Relationship

Local merchants have complained about garbage and loitering by students in the past.

Partnership Opportunities

Mr. Hauge has a large list of potential contacts from both within and outside the Sunset, since he is also a member of the citywide San Francisco Council of District Merchants Associations. He felt that a meaningful relationship between local businesses and Lincoln's career academies *could* be developed, but would need to be done so with caution. This is based on the fact that he has tried twice in the past to connect local merchants with City schools (including Lincoln). One effort was to solicit about 40 business leaders to come into classes and speak with students; the other was to use 50 to 60 businesses that were willing to communicate with local elementary schools via email. Unfortunately both efforts were unsuccessful, a result Mr. Hauge attributes to the loss of interest and lack of commitment by teachers and administrators. Going forward, Mr. Hauge suggested initiating contact thru a low-key meeting between a few local business leaders and several teachers to discuss goals, expectations and commitment levels. If successful, additional business leaders could then be encouraged to participate.

Ms. Frances Hsieh (interviewed on November 4, 2003)

Assistant, Office of San Francisco District 4 Supervisor Fiona Ma

Relationship with Lincoln High School

Fiona Ma's office is currently helping to fundraise for Lincoln's 2004 graduation ceremony at San Francisco's City Civic Center. The District could not afford this type of graduation this year, so students sought help from Fiona Ma. Students also reached out to Fiona Ma's office when the District could not continue summer school. While Ma has no effect on the Diversity Index, Chinese-speaking parents often contact her when they want to get their student into Lincoln as she is the only Chinese supervisor. Ms. Ma is also a big supporter of Lincoln's unique athletic programs: she held a press conference in early October to celebrate the success of the school's "Dragon Boat" team and committed to help support the team to raise funds for supplies and upcoming trips.

Partnerships with the Community

Fiona Ma's office currently provides internships for Lincoln students. The office was not aware of any existing partnerships between the school and businesses or community organizations. Ms. Hsieh volunteered the office to serve as a portal to city-wide government opportunities.

Appendix D: Maps

Transportation Map:

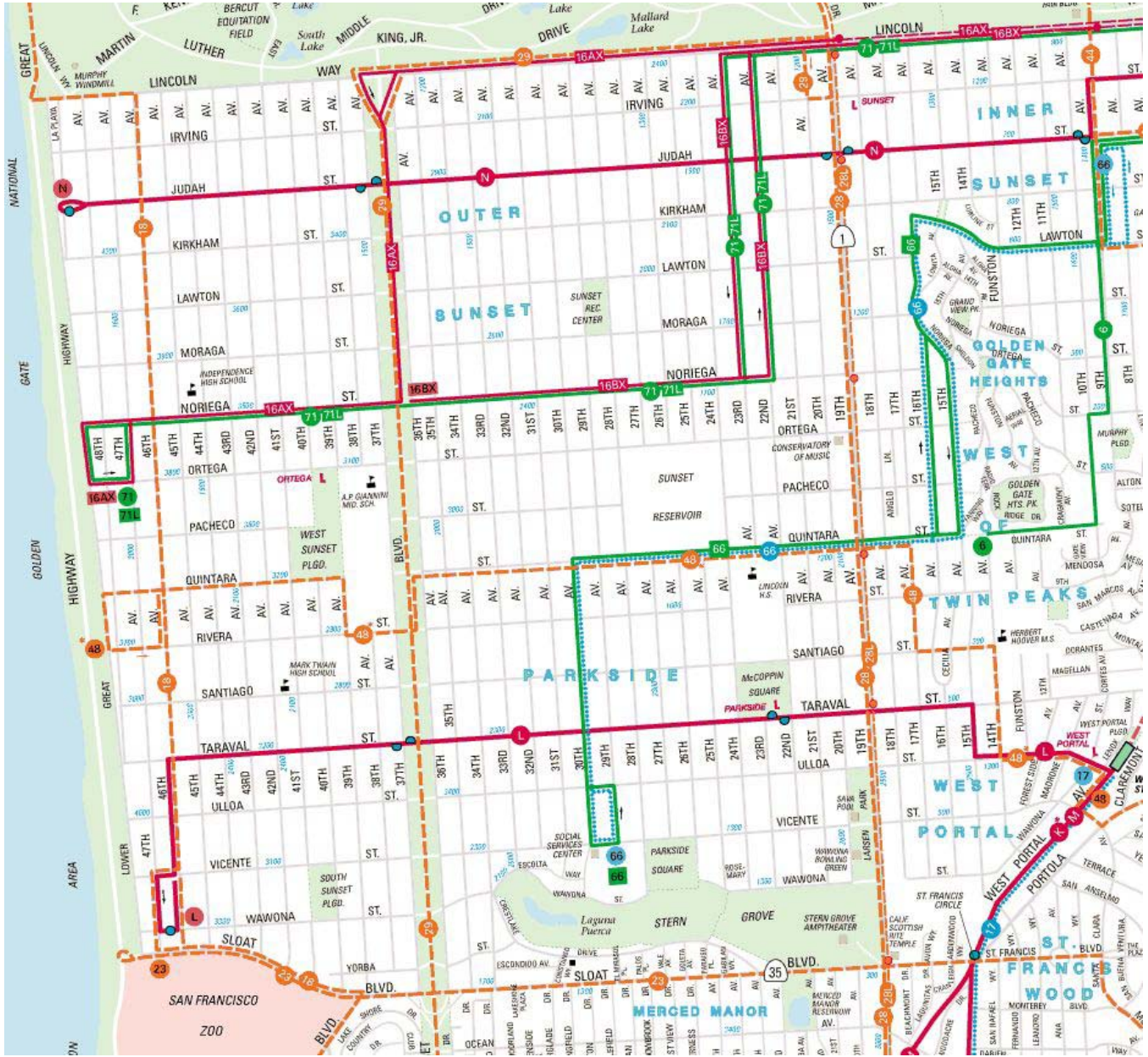


Figure 9: Transportation Map for the Sunset (Bus and Light Rail routes)
 Source: City and County of San Francisco (http://transit.511.org/providers/maps/SF_923200345324.pdf)

Local Resources Maps:

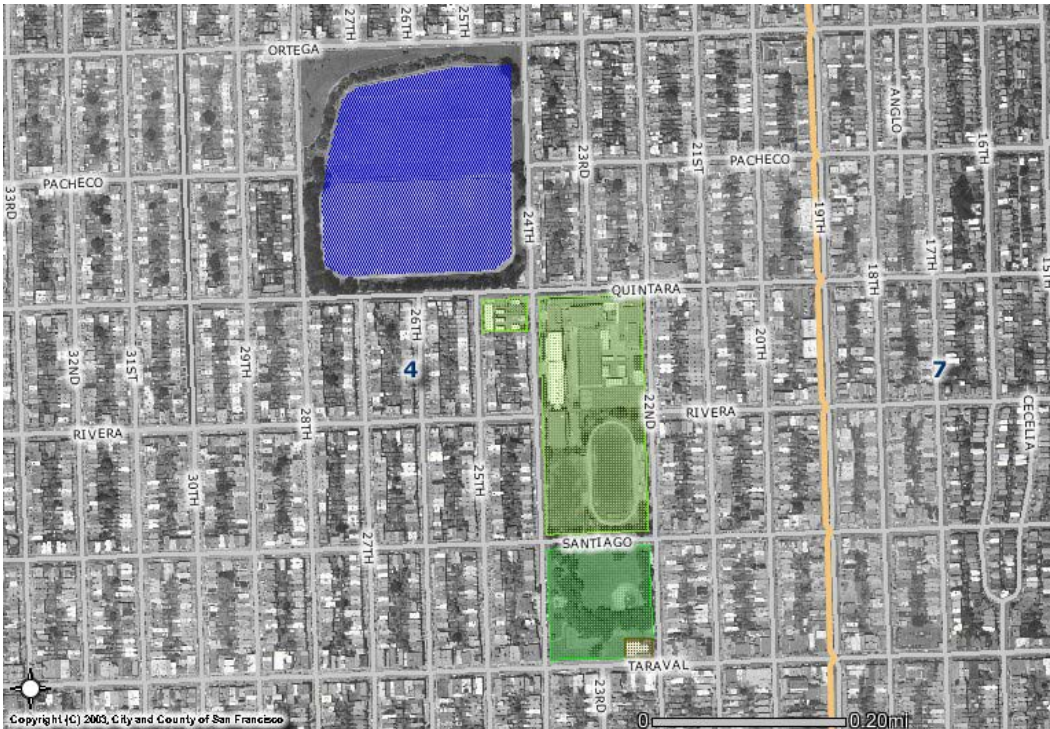


Figure 10: Detailed Overhead View of Lincoln High School and Immediate Vicinity
 Source: City and County of San Francisco

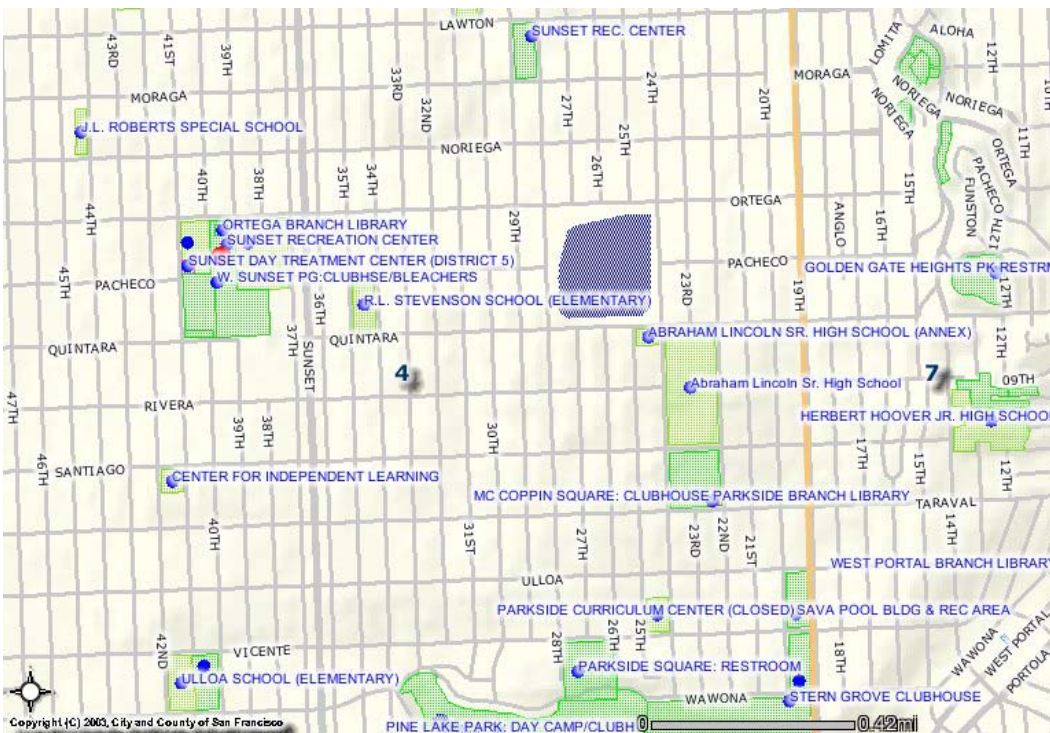


Figure 11: Lincoln High School and Selected Nearby Resources
 Source: City and County of San Francisco

Census Maps:

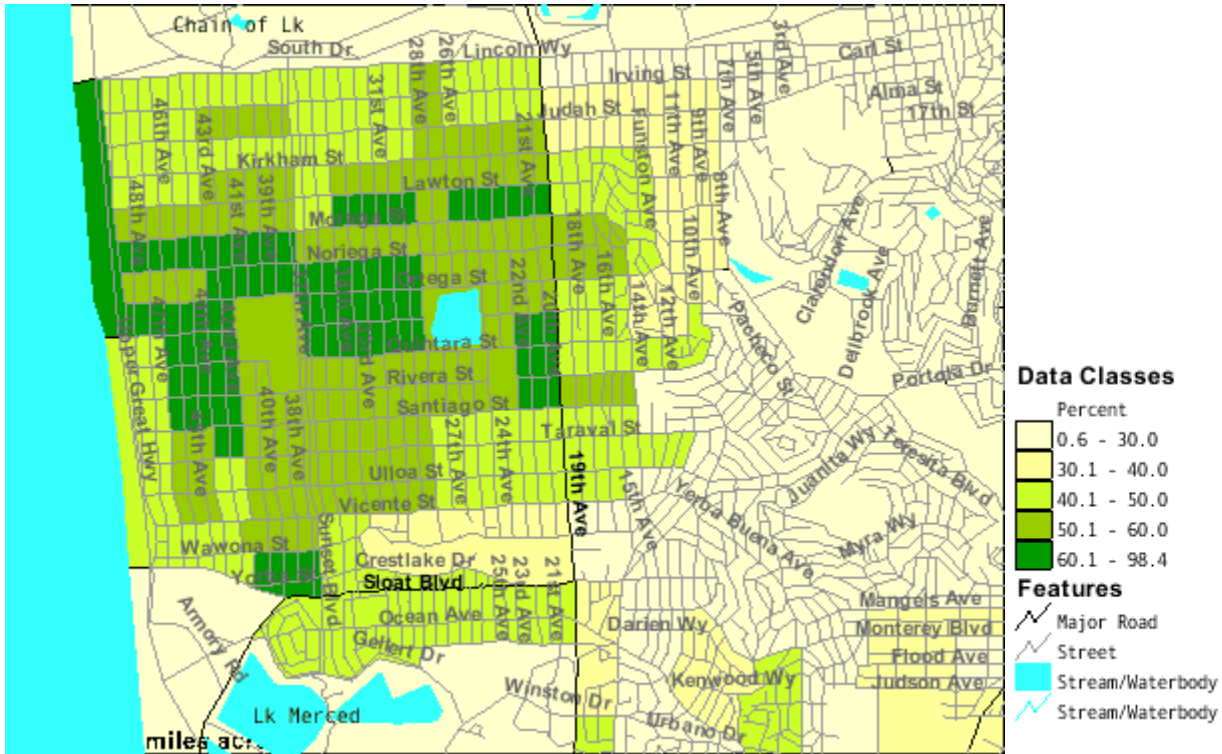


Figure 12: Percent Asian in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

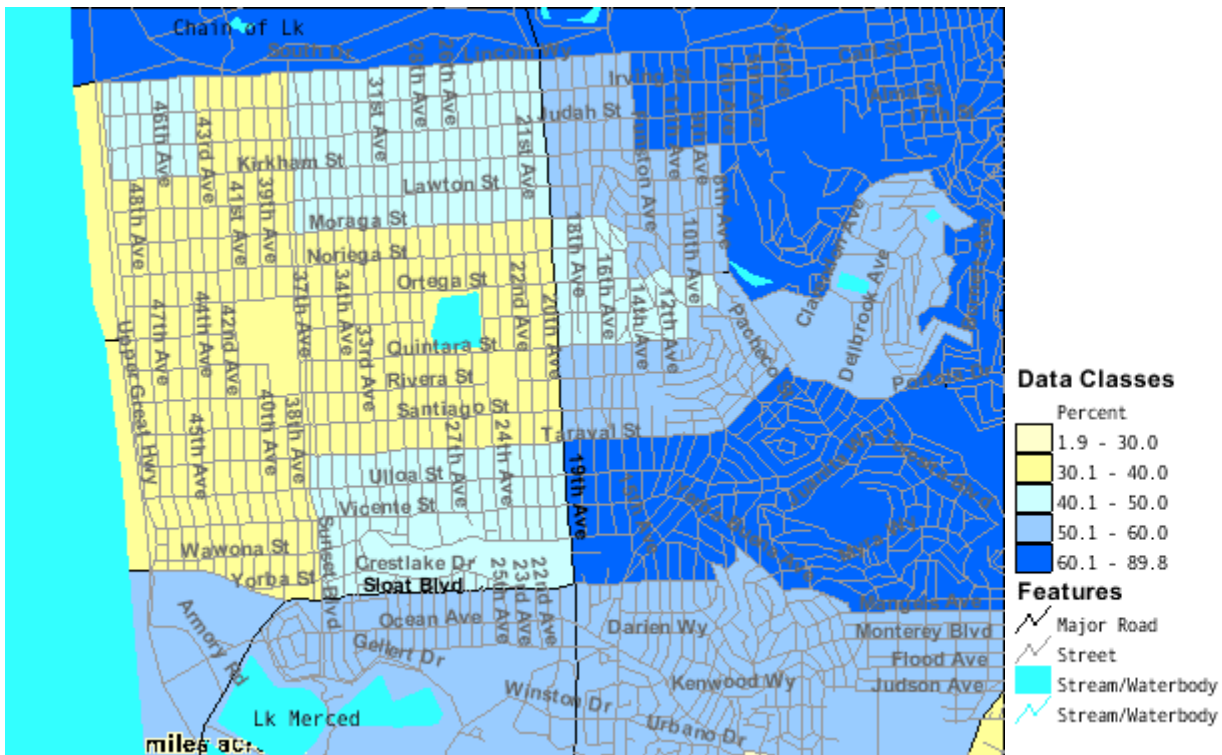


Figure 13: Percent White in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

Census Maps (cont'd.):

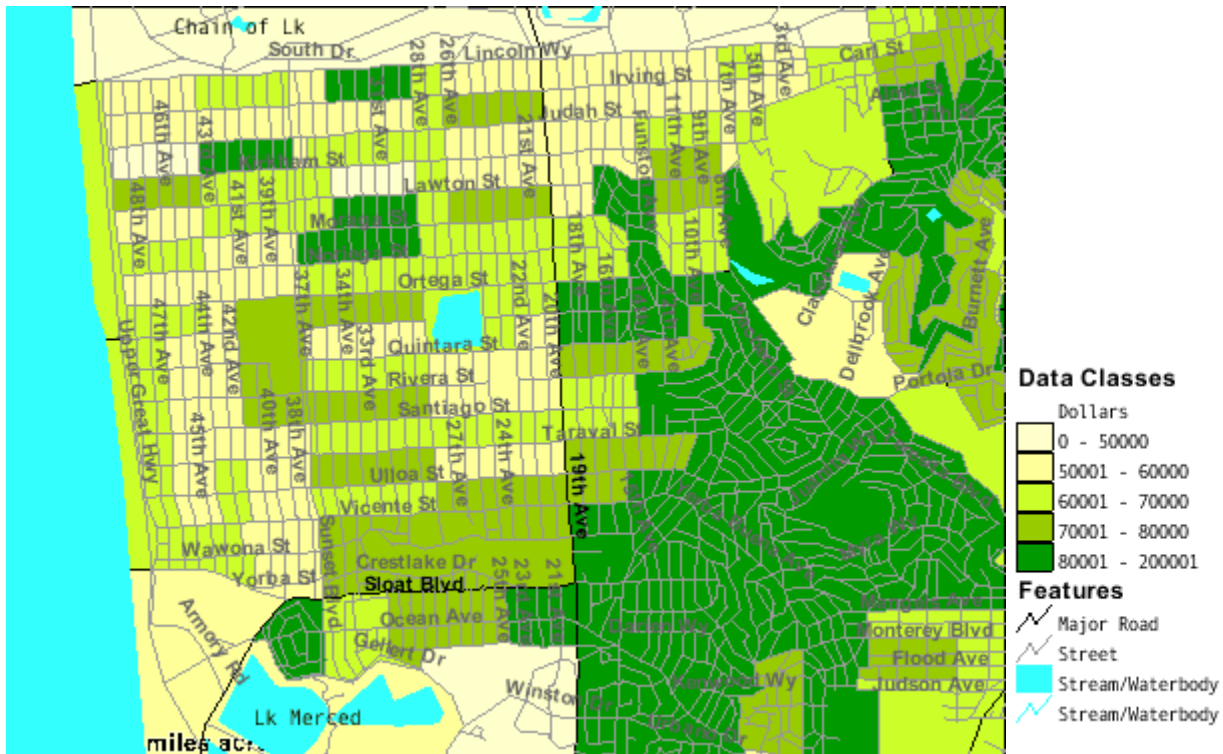


Figure 14: Median Household Income in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

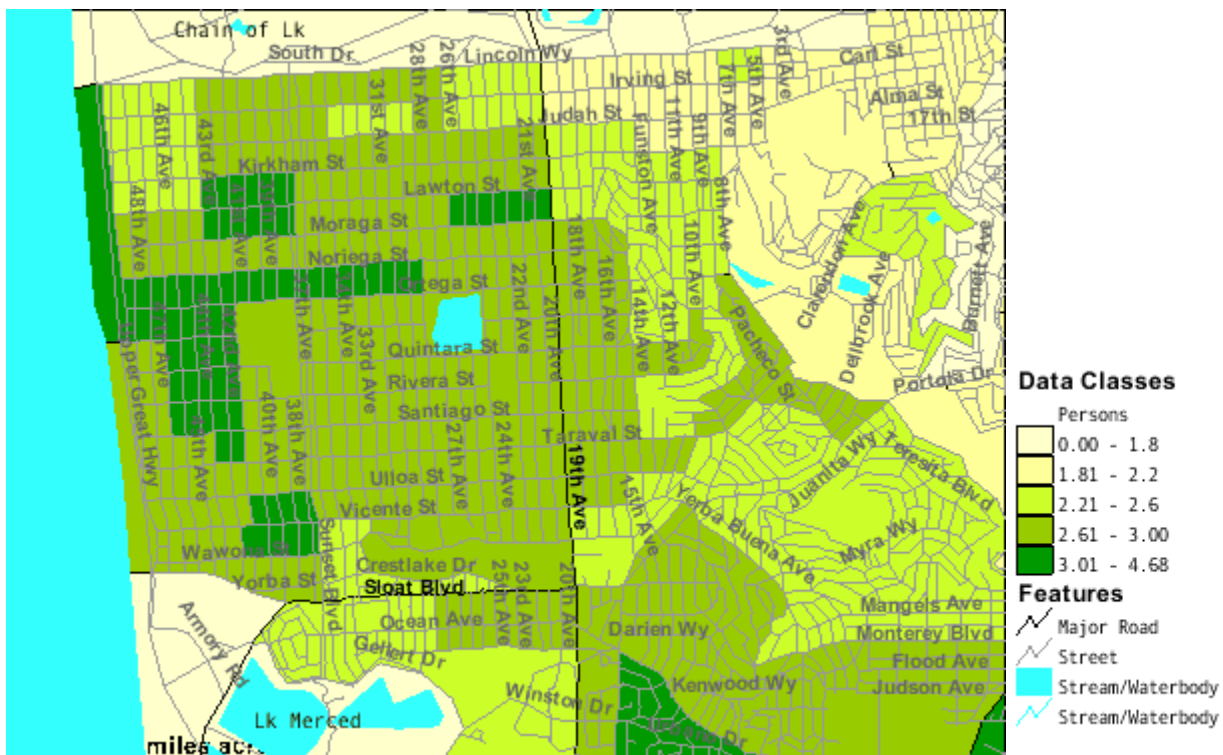


Figure 15: Average Household Size in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

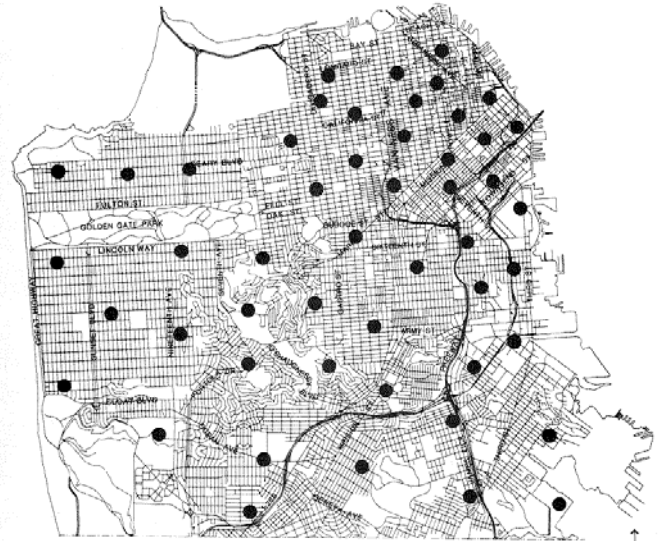
Facilities Maps:



POLICE FACILITIES PLAN

Map 1

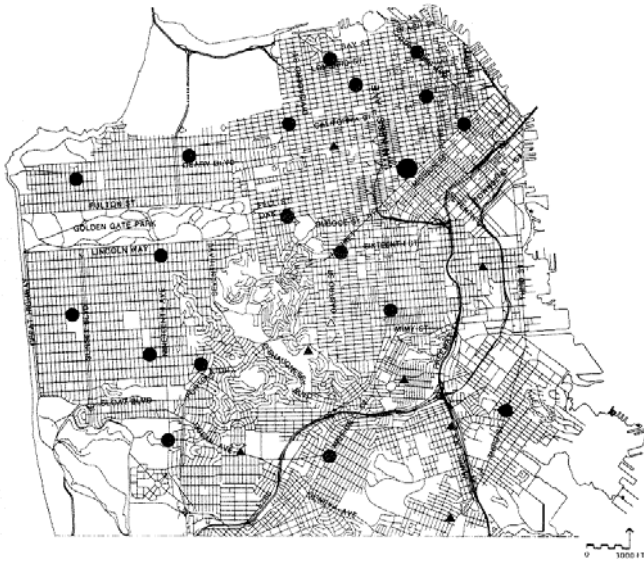
- General Grouping Of Related Neighborhoods
- ▨ Neighborhood Edges And Barriers To Movement
- Major Arterials That Define Neighborhoods
- ▩ Recommended 9 District Grouping Of Related Neighborhoods



FIRE FACILITIES PLAN

Map 2

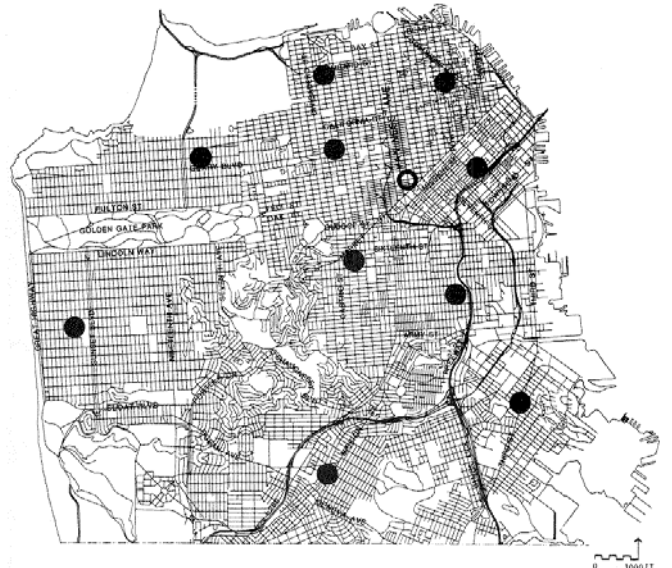
- Fire Facilities



LIBRARY LOCATION PLAN

Map 3

- Main Library
- Large Branch
- ▲ Small Branch
- △ Interim Branch



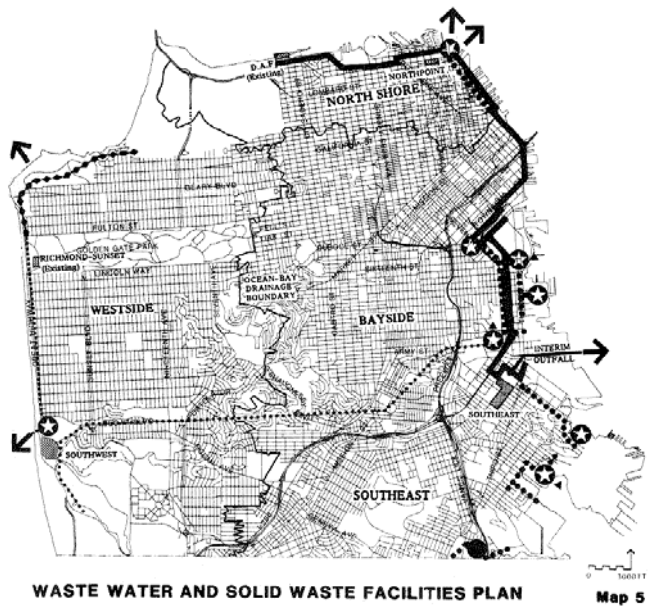
PUBLIC HEALTH CENTERS PLAN

Map 4

- District Public Health Center Location
- Interim District Public Health Center

Figures 16, 17, 18 and 19: Police, Fire, Library and Public Health Facilities Maps for San Francisco

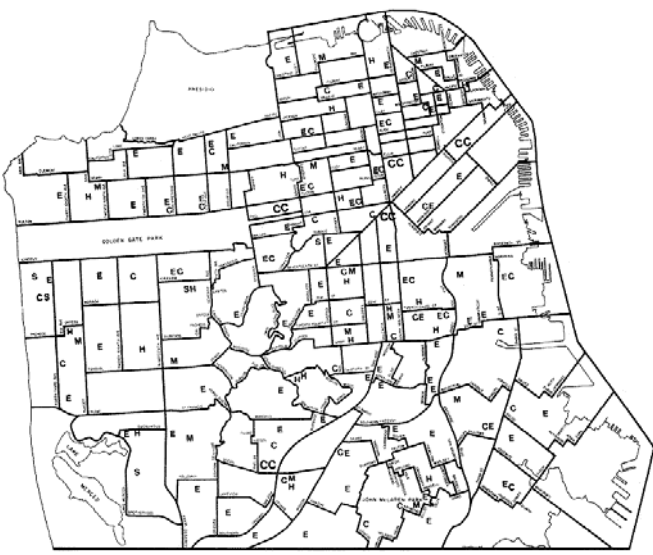
Facilities Maps (cont'd.)



WASTE WATER AND SOLID WASTE FACILITIES PLAN **Map 5**

—	Bayside Core System	—	Richmond and Lake Merced Transports
.....	Westside Core System*	⊙	Pump Station
.....	Remaining Bayside System	→	Outfall
.....	Crosstown Transport*	■	Water Pollution Control Plant
		●	Solid Waste Facility
		▲	Retention Basin

*Long Range Funding Projections For Beyond 1985
Sources:
San Francisco Clean Water Program, February 1982
San Francisco County Solid Waste Management, July 1983
The Community Facilities Plan.



PUBLIC SCHOOL FACILITIES PLAN **Map 6**

c	Children's Center	m	Middle Schools
s	Special Schools	h	High Schools
e	Elementary Schools	cc	City College

Note:
Boundary lines are census tracts

Figures 20 and 21: Waste Water and Public School Facilities Maps for San Francisco

Environmental Map:

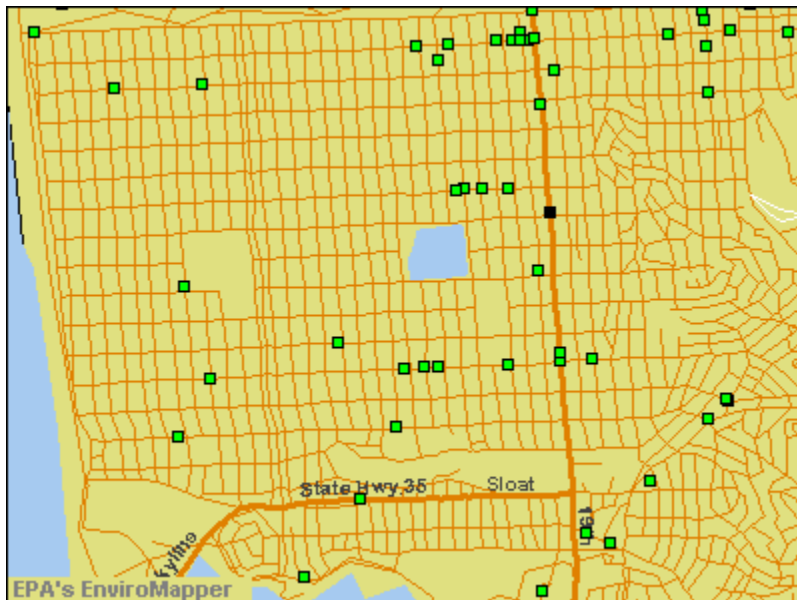


Figure 22: Location of Hazardous Waste Sites in the Sunset District and Vicinity
Source: United States Environmental Protection Agency (<http://www.epa.gov/enviro/html/em/>)

Zoning Maps (see attachments):

Figure 23: Use Map (Sheet 5)

Figure 24: Height & Bulk Map (Sheet 5H)

Figure 25: Restricted Use Map (Sheet 5SU)

Figures 23, 24 and 25: Zoning Maps for the Sunset District

Source: San Francisco Planning Department (<http://www.ci.sf.ca.us/planning/>)

Final Report and Recommendations for:



By

Greta Kirschenbaum

Linn Posey

Jeff Vincent



CP 290G

Urban Education and Community Development

Fall 2003

Executive Summary

This report begins with an introduction (section I) which lays out the intent of our research, as well as a review of literature on communities and schools (section II) that served as a theoretical foundation for our investigation. Following the literature review is a methodology section which describes the five main elements of our research methodology (see section III):

- Interaction with Burton High School Academy of Finance Teachers and Students
- Community Profile
- Student Survey
- Identification of Student Travel Commercial Corridors
- Student Conversation Groups

Driving the research and preparation of this report were several key questions that fall under two main themes:

Theme 1: Community

Question 1: How do we define community?

Question 2: How can the community surrounding Burton High School support the Academy of Finance?

Theme 2: Academy of Finance

Question 1: What parts of the city (or region) do the students come from?

Question 2: What are the students' 'comfort zones' within the city?

Question 3: How is transportation a factor in School-to-Career opportunities for students?

In order to answer these key questions posed by the Academy of Finance teachers, we conducted a community profile (see sections IV through VI) to better understand the issues, assets, and obstacles within the local community, a written student survey given to Academy of Finance students, and follow-up student conversation groups. The profile provides a description of the neighborhoods surrounding Burton High School (Visitation Valley and Portola), a brief outline of the school's history, and a selected description and mapping of existing community resources. This section of the report also contains demographic information specific to Burton as well as a breakdown of demographics for the neighborhoods surrounding the school.

Section VII of our report discusses the findings of the three main school-based research methods employed: Academy of Finance teacher dialogues, written student surveys, and small student conversation groups. The community profile, the surveys, the student conversation groups, and teacher interviews were used to construct three main recommendations for the Burton High School Finance Academy and San Francisco Unified School District in order to improve its School-to-Career and work-based learning program (section VIII). **The recommendations are: 1) Utilize a transportation oriented strategy, 2) Engage in community-based projects, and 3) Create new comfort zones for students.** Within the context of these recommendations, we describe each recommendation's goal and outline specific strategies for achieving them. We then provide concrete examples that the Burton Academy of Finance could employ to carry out the recommendations. These include information on local businesses and organizations interested in forming partnerships as well as in-class strategies to enhance the learning experience of these opportunities. The report concludes with a discussion of key challenges that exist in implementing these recommendations as well as themes and topics that need further attention and understanding (section IX).

I. Introduction

This report was created for the San Francisco Unified School District (SFUSD), including its administrators, students, and teachers, to support and enhance the District's School-to-Career program. The information and analysis contained herein was compiled by a project team consisting of three doctoral students – one in UC Berkeley's Department of City and Regional Planning and two in the Graduate School of Education. As a team, we worked with the teachers from Burton High School's Academy of Finance in order to both identify and develop possible connections between the Academy and the surrounding community. Research partners included the three Academy of Finance teachers, Becky Gerek, Pam Brockmeier, and Karl von Brockdorff. The overall intent of this report is to provide background information and recommendations that will be useful for teachers, administrators, and school officials in developing and maintaining school/community partnerships that can enhance educational opportunities for Burton High School's Academy of Finance students.

Several key questions, under two main themes, drove the research and the preparation of this report.

Theme 1: Community

Question 1: How do we define community?

Question 2: How can the community surrounding Burton High School support the Academy of Finance?

Theme 2: Academy of Finance

Question 1: What parts of the city (or region) do the students come from?

Question 2: What are the students' 'comfort zones' within the city?

Question 3: How is transportation a factor in School-to-Career opportunities for students?

Out of our research emerged a set of three recommendations, as well as associated strategies for and challenges to implementation. Our intent is that the recommendations contained herein represent a product uniquely suited to the needs of Burton Academy students, based on the realities and possibilities that exist within their daily lives. It became evident within the research

that Burton High School's relative geographic distance from many parts of San Francisco poses a number of significant obstacles for work-based learning opportunities. This report considers the reality of those constraints by better understanding them and looks at ways to maximize student opportunities near Burton High School. Ultimately, this report was written with consideration for the community and local issues that could be of potential interest to Burton High School and, specifically, its Academy of Finance.

II. Literature Review

This report is situated within an exploration of the concept of school and community connections. Within this context we will attempt to set forth strategies explicitly intended to improve Burton High School Academy of Finance students' educational opportunities by strengthening the relationship between the school and other institutions and actors with the local community. Plainly stated, this report is concerned with finding ways to get community members into the school and to get students out into the community, all for explicit learning opportunities. Public schools exist as one of the largest elements of both the social and physical infrastructure of local neighborhoods, cities and regions. Schools have also long been regarded as communities that develop a strong organizational and educative culture; yet, the historical professionalization and bureaucratization of public education has led to a disassociation between public schools and their local, spatial communities- physically, socially and institutionally (Tyack 1974; Andrews 1987; Katz 1987; Furman and Merz 1996).

Currently underway are a number of efforts attempting to bridge this divide and better understand the ways that public schools can become more central elements within their communities and cities.

Research supports the fact that students do well in environments in which the school is central to the life and learning in the community (see U.S. Department of Education 2000). However, the challenge lies in (re)orienting the school towards the community and explicitly tying the curriculum to local work-based learning opportunities. This strategy of a community-oriented pedagogy, or community-based education, is centered on the student's ability to recognize and

support the needs of the surrounding community (Villani and Atkins 2000). Community-based education can provide real-world, contextual learning experiences for students, offering a powerful alternative to the more traditional didactic methods by teaching-what Freire (1970) labels a “critical pedagogy of active problem-posing,” as contrasted to the more traditional and passive banking model. Whereas Gardner (1991) notes the benefits of the community coming into the school, Villani and Atkins (2000) argue that the students must also enter the community and conduct community-based problem solving to promote learning and community improvement. It is these two frameworks that most influenced the approach set forth within this report.

As researchers, we constantly struggled with defining the “community” and the “Burton school-community.” These concepts can mean different things and can have varied criteria of social networks, geographic space and District policy-making. The definition is further complicated in this instance by the nature of SFUSD’s consent decree on school attendance. As a result, Burton High School students come from all over San Francisco, and some from outside the city. For purposes of this report we use a conception of the Burton school-community that looks at the immediate geographic locale with its varied people, assets, and obstacles surrounding the school—that is, Visitation Valley and Portola. At the same time, we also consider students’ personal links to other parts of the city and region. We further utilized the student conversation groups to understand students’ definitions of their multiple communities and their perceptions of the Burton school-community. This is evident in the literature as sociological research on school communities has recently gained a renewed focus on “community” as a unit of analysis (Arum 2000), but the definition of school community has changed. Researchers now acknowledge that looking just at the neighborhood ecological unit misses the entire spectrum of institutional forces that weigh heavy upon schools. Today, a school’s community is equally its neighborhood cultural and demographic environment (and/or families served) and its institutional environment. As Stone et al (2001) notes, a wide numerous actors and institutions within urban areas are needed to ‘build civic capacity’ around school reform.

Many of the current educational reforms place community as a central concept and much of this focus is predicated on the notion that communities, neighborhoods and families are in decline

(Coleman 1985; Putnam 1995; Putnam 2000) through a loss of “social capital.” Goodlad (1981) stated that the withering of the community and erosion of the common school have gone hand in hand. But what exactly do we mean when we speak of community and especially in relation to schools and education? Furman and Merz (1996) note that much of the discussion of community is vague and romantic. Likewise, Wagstaff and Gallagher (1990) note that this lack of clear definition of community (notably the relationship between families, communities and schools) underscores the current dilemma facing broader players concerned with changing and improving schools. Mitchell (1990) argues that we seem to have a nostalgic notion of what community means, and we can experience its loss as a lack of belongingness. We utilized the student conversation groups to get an understanding of student perceptions of their belongingness in the Burton High School locale. The understanding of community provides a conceptual tool for improved thinking on current issues of schools, community and reforms.

Researchers have identified three distinctive, yet related, approaches that enable schools and communities to cross traditional boundaries of separation in order to build stronger relationships between one another (Miller 1993): 1) the school as a community center sees the school as a hub for community activity including lifelong education, social service coordination (Coalition for Community Schools 2003), and, as Riley (1999) noted, widespread decision-making participation in creating “centers of community” and learning and cultural parks;” 2) using the community as curriculum, emphasizing the study of the contextualized social and physical space of the locale (Strategies include student-generated data collection such as conducting needs assessments, studying environmental and land use patterns, and conducting local oral histories through interviews. Nachtigal et al. (1989) show that students who study their community and get directly involved with local residents tend to value their community more highly); 3) School-based enterprise (SBE), including Social Enterprises for Learning (SEfL), approach emphasizes the school as developer of entrepreneurial skill (Stern et al. 1994; Stern et al. 2000; McKoy 2002) where the students identify a local unmet need and establish a business to address it. These three elements come together to form the basis of a community-based learning model that promotes possibilities for local engagement with area leaders and residents.

There are two additional concepts within the nexus of community development and educational reform that both hinge on community participation (Timpane and Reich 1997). The first is that there is no cookie cutter model that can be applied; strategies will need to be structured based on the unique situations of the local context. Each community will need to cater strategies that build on local strengths and specific needs. The second is that participation among diverse groups, including the school, cannot be taken as a base assumption. A model that assumes harmonious buy-in across groups ignores the various stakeholders' political and social ideologies as well as their perceptions of what the problems are.

It is our assumption that community change is fundamentally about relationships. Relationships form the essence of creating partnerships among the school and other groups. However, these partnerships must be predicated on a mutual benefit for all parties, not just the school, in order for them to be sustainable. Thus, problem-posing strategies that enable students to identify community needs and devise solutions can be both an educational experience for students and provide a community service.

III. Methodology

The following section describes the five main elements of the research methodology.

a. Interaction with Burton High School Academy of Finance

Dialogue with Academy Teachers: Our team met with the coordinator of the Academy of Finance in order to gain a basic understanding of the Academy as well as to identify key issues and questions for further investigation. In addition, we had email discussions with the other two teachers early on in the research. Contact with teachers continued with the various site visits to observe classes, administer the written surveys, and conduct the student focus groups.

Class Observations: Members of our team observed both Academy classes (eleventh and twelfth grade) in order to gain a better understanding of the Academy format and course operation. We also learned more from the Academy teachers about the specific areas of focus and goals of the Academy curriculum.

b. Community Profile: A significant amount of the research involved creating a community profile of the Burton High School area, by utilizing a community asset mapping strategy¹. The assumption in community asset mapping is that community improvement begins by a “process of locating the assets, skills, and capacities of residents, citizens associations and local institutions (Kretzman and McKnight 1993).” The goal of these efforts is to recognize the relationships and interconnections that exist and/or are possible between resources and actors. In addition, we paid particular attention to not only community assets, but also community needs, problems, and deficiencies. Using census data, community planning documents, and school statistics, we compiled a profile of the community surrounding Burton High School. Included in this profile is background information that helps to “set the stage” for the discussion of community/school partnerships, such as demographic data, school and community history, geographic and environmental considerations, and a

¹ Our strategy was largely based on the methodology described in Kretzman and McKnight 1993.

description and mapping of existing community resources. Two key methodologies employed were:

Community Tour: In order to better familiarize ourselves with both the neighborhood surrounding Burton and our study area, our team participated in a community tour led by a representative from the Visitation Valley Planning Alliance. During this tour we gained valuable background information on the history of Visitation Valley, as well as current politics and community projects. We also attended several community meetings.

Meetings with Community Organizations: Members of the research team met with several leaders of community organizations in both Visitation Valley and Bayview/Hunter's Point. We sought to obtain a better understanding of the programs and activities that these organizations offered, as well as discuss potential connections between their work and Burton's Academy of Finance.

- c. **Student Survey:** A written survey was administered to the Academy of Finance students in order to explore the research questions that were constructed through collaboration between the research team and the Academy teachers.² To explore these questions, students were asked to complete a survey that addressed their transportation routes, internship preferences, and any foreseeable challenges that might arise in doing an internship. This report provides an analysis of the survey results.
- d. **Identification of Student-Traveled Commercial Corridors:** Based on the survey data, student transportation routes were analyzed to identify the most highly-student-traveled commercial transportation corridors that could be targeted for School-to-Career opportunities. Four main commercial corridors were identified as those frequently-traveled by students, and a database of businesses and their contact information along these routes was created that could serve as potential internship placement sites for students.

² See Appendix for survey instrument

e. Student Conversation Groups: In order to more deeply explore the survey findings and our research questions, six small, student conversation groups were conducted with Academy of Finance students.³ Questions to lead the discussion were posed by the participating research team members that addressed the broad themes of “community” and the “Academy of Finance.” One student volunteer recorded student responses on chart paper while the graduate student researchers took individual notes. The conversation groups lasted approximately 40 minutes. Results were organized according to general themes and used to create our recommendations.

IV. Community History and Description

a. Defining the Community

Burton High School sits on the border between the San Francisco neighborhoods of Portola and Visitation Valley. For purposes of this profile we have defined the community spatially as these two neighborhoods, which share the same boundary with the 94134 zip code area (see Figure 1). These two neighborhoods serve as a context for a more in-depth study of the Burton High School community. We also take into consideration the broader southeastern section of San Francisco, which serves as an expanded local context from which we selectively point to assets, problems and issues in relation to Burton and its School-to-Career work in the Academy of Finance (See Figure 2). This region includes, but is not limited to, the neighborhoods of Crocker Amazon, Excelsior, Outer Mission, and the Bayshore neighborhoods of Bayview/Hunters Point.

³ See Appendix for conversation group protocol

Figure 1: Primary Study Area (94134 Zipcode)

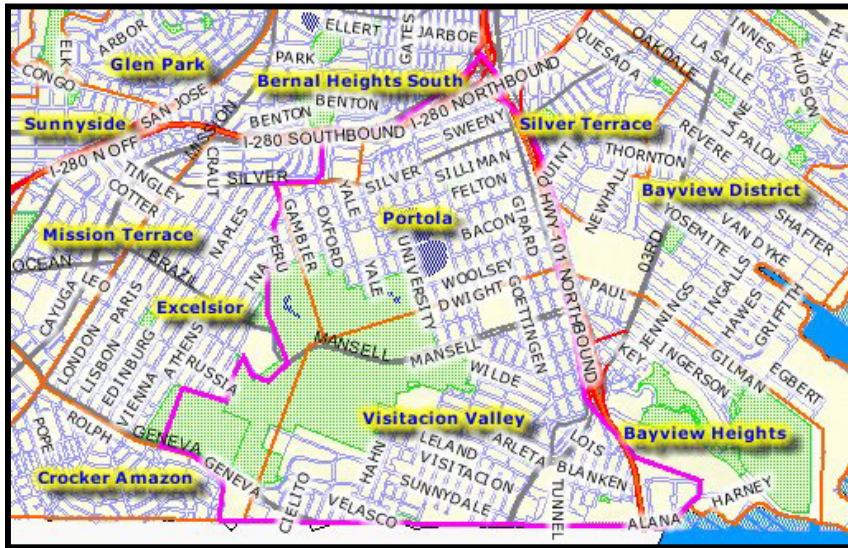


Figure 2: Southeastern San Francisco: Neighborhoods in and near the Study Area



b. Geography and Neighborhood Overview

The Visitation Valley and Portola neighborhoods are bounded by the city limits to the south, Interstate 280 to the north, Highway 101 to the east and McLaren Park to the west. Both neighborhoods are highly residential, consisting primarily of single-family one-story above-garage housing. The businesses within this area are mostly neighborhood commercial,

consisting predominantly of small, locally owned retail and services. However, Visitation Valley does contain a fair amount of industrial land uses, mostly in its southeast section. Across Highway 101, in the nearby Bayshore neighborhoods there is considerably more industrial land uses. In general, land uses within the Visitation Valley neighborhood are a bit more diverse in type than its northern neighbor, Portola. The relative geographic isolation of Burton High School from many other areas of San Francisco presents a unique challenge to finding ways that the nearby community can support various School-to-Career efforts.

c. Environment

McLaren Park is a major environmental feature and amenity in the study area. The park's 317 acres form much of the western border of the study area. Just a few blocks from Burton High School, McLaren Park boasts 7.5 miles of maintained trails, views of the Pacific Ocean and the East Bay, a nine-hole golf course, seven tennis courts, three baseball diamonds, four playgrounds, and a swimming pool. The park offers a sampling of the Bay Area regional natural biodiversity and is largely maintained for its natural habitat. The park is a popular site for dog walkers, naturalists and others who seek a quiet and peaceful outdoor atmosphere.

Historically, the area's extremely hilly topography deterred any development and the city eventually acquired and dedicated the site a park in 1934. It was named after then-director of Golden Gate Park, John McLaren, whose original intent was for people to have an "unspoiled alpine joy in the city." The City of San Francisco, Friends of McLaren Park and the San Francisco Neighborhood Parks Council continue to work together to keep McLaren's vision a reality while working to improve the park by replacing invasive plant species with native plants and developing habitats for the reintroduction of quail (the California state bird) and swallowtail and mission blue butterflies.

Figure 3: McLaren Park



As a result of the many industrial activities within the southeastern section of the city, Burton High School is in close proximity to many environmental health hazards. Figure 4 shows the

distribution of various hazardous waste and contaminated sites in the Bayshore area. There has been significant community organizing around environmental justice issues in this area of San Francisco. This problem poses opportunities for student research and analysis of area conditions and strategies for improvement. In the recommendation section of this report, we provide an example of how Burton Academy of Finance students can become involved in this issue and utilize it as a project-based learning opportunity.

Figure 4: Environmental Hazards in the South Bayshore Area



Visitation Valley neighborhood organizations have been working in conjunction with the Trust for Public Land to create a series of parks from six contiguous lots owned by the San Francisco Water Department—formerly the route of an underground water pipe. Named the Visitation Valley Greenway Project, the parks will eventually be administered via a public/private partnership between the Greenway Project and the San Francisco Recreation and Park Department, in collaboration with various other partners including the California Academy of Sciences, San Francisco Conservation Corps and the San Francisco League of Urban Gardeners. The lots serve as a pollinator’s corridor (habitat for bees and butterflies), neighborhood open space, and an outdoor classroom. Specifically, the lots are planned to include a community garden, picnic areas, a children’s play garden, an agricultural lot, and a native plant garden. The Project has coordinated with the California Academy of Sciences to teach general science classes on the lots—classes that are available for young people in the greater Visitation Valley Watershed

and are a resource to school teachers for their classes. The organizers hope the project will continue to serve as a catalyst for building a sense of community and pride in the neighborhood-- a place that members of this diverse community can share⁴. Community work parties on the greenway are normally held on the 4th Saturday morning of each month. As will be noted in the recommendation section, this local project offers numerous opportunities for Burton student involvement. Figures 5 and 6 depict the concept plan and three of the six lots designated for the Visitation Valley Greenway Project, respectively.

Figure 5: Concept Plan Diagram for Visitation Valley Greenway Project



⁴ Interview with Fran Martin, Visitation Valley Greenway Project Co-coordinator.

Figure 6: Three of the Six Lots of the Visitation Valley Greenway Project



d. Demography and Land Use

Labeled as two of San Francisco’s ‘forgotten neighborhoods,’ Portola and Visitation Valley had a combined 2003 population of 40,668, with 8607 total family households.⁵ These neighborhoods have a younger population than the rest of the city. Population under 18 is slightly higher (23.2%) than that of the entire city (19.8%).⁶ From 1990 to 2000, population under 18 fell slightly for the city as a whole, while Portola and Visitation Valley’s numbers rose slightly.

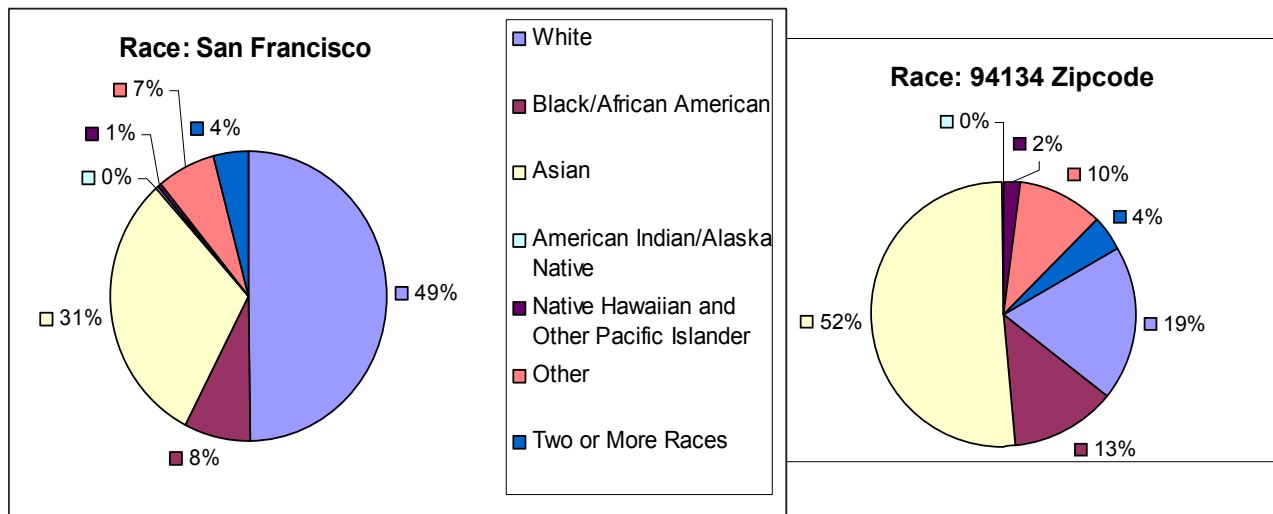
⁵ Unless otherwise noted, 2003 zipcode data source is Mayor’s Office of Business and Economic Development, City and County of San Francisco. SF Prospector website. http://www.ci.sf.ca.us/site/sfprospector_index.asp. Unless otherwise noted, 2000 zip code data source is U.S. Census. <http://www.census.gov>. Census 2000 Summary File 1 (SF1) 100-Percent Data.

⁶ California Institute of County Governments 2003 Data. http://www.cicg.org/publications/profiles/san_francisco_county.pdf

Diversity

These neighborhoods are more racially diverse than the city as a whole. Figure 7 shows the difference in racial diversity between this area⁷ and the City of San Francisco⁸. While approximately 50% of city residents are white, the Burton community is only about 19% white. Asians make up a significantly larger percentage of the population in this area (52%) than the city as a whole (31%). Cantonese-speaking Chinese make up the largest single ethnic group in the area. Blacks/African Americans are also higher at 13% in this area, compared to 8% in the entire city. The area is characterized by a large immigrant population, which is manifested in high levels of limited English language proficiency (LEP) in local elementary schools. For the 2002-2003 school year, both Visitation Valley Elementary School and Portola's E.R. Taylor Elementary School reported 57% LEP levels.⁹ About 20% of the population is Hispanic or Latino, which is higher than the citywide percentage of 14%.

Figure 7: Race in San Francisco and the Burton area (94134 Zipcode)



⁷ U.S. Census 2000

⁸ San Francisco Center for Economic Development 2002

⁹ San Francisco Unified School District. <http://www.sfusd.k12.ca.gov>. School Profiles 2002-2003

Income

Median income in 2000 for the area is comparable with that of the city as a whole, \$54,342 and \$55,221 respectively.¹⁰ However, study area and city mean incomes differ substantially; \$63,335 and \$80,325. Thus, the average household income in this area is nearly \$20,000 less than that for the city as a whole. In 2003, 15% of households make less than \$20,000 per year and 22% of households have a net worth of less than \$15,000.¹¹ The Visitation Valley and Portola neighborhoods are relatively less well-off than the rest of the city.

Nearby South Bayshore has a similar story, but income levels generally are less than those of the study area. In 2000, median household income was \$37,146, while mean household income was \$49,537. In 2003, 27% of households make less than \$20,000 per year and 25% of households have a net worth of less than \$15,000. Seen as a relatively depressed area, the South Bayshore does not offer the type of work-based learning opportunities that might be found in other parts of the city. For example, finance-related internships may be hard to come by. However, this context offers other opportunities that will be addressed in later sections of the report.

Housing

Visitation Valley and Portola are characterized largely by single-family bungalows built around the post-WWII time. These neighborhoods are known for lower home prices and rents in comparison to other parts of San Francisco, which is most likely due to their geographic isolation from many parts of the city as well as their close proximity of large amounts of industrial space. While home prices have risen in the past decade, they have done so at a slower rate than the city as a whole and this is still considered one of the few remaining affordable areas for middle- and lower-middle class families. The total number of housing units in the study area is 11,115 with 65.6% being owner occupied in 2003¹². This is significantly higher than the citywide average of 34.5% and points to a local strength of homeownership. Most homeowners tend to be Chinese and White. Figure 8 shows typical neighborhood housing in the primary study area.

¹⁰ U.S. Census 2000

¹¹ SF Prospector 2003

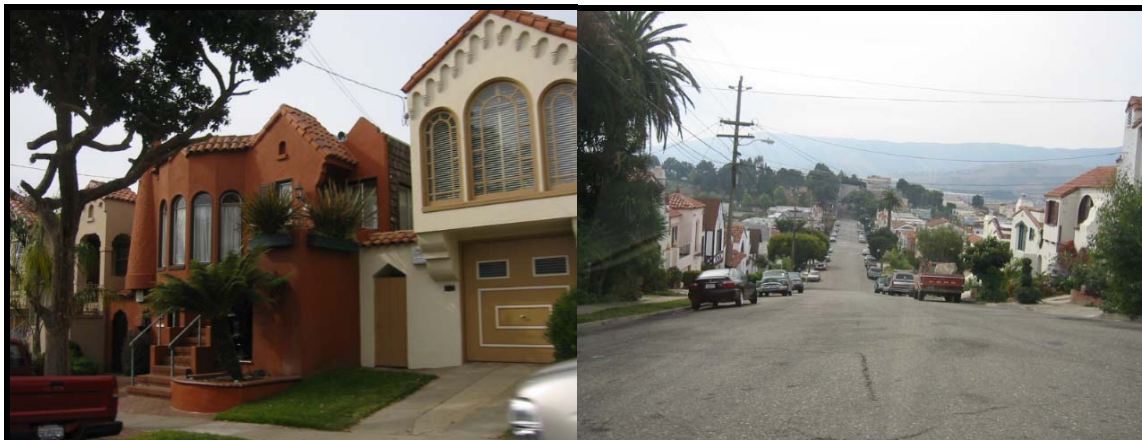
¹² SF Prospector 2003

Figure 8: Typical Neighborhood Housing



In the valley's southeastern corner, where Bayshore Blvd. and Highway 101 split to form a triangle, sits the residential neighborhood of Little Hollywood (see Figure 9). This neighborhood is characterized by pastel Southern California-style bungalows. In relative isolation, it is surrounded by freeway and Visitation Valley's industrial corridor.

Figure 9: Little Hollywood



Another reason for the relative affordability of the neighborhood is the presence of a number of public housing developments within Visitation Valley, some of which have been recently completed. The oldest, Sunnydale, is a public housing development built in the early 1940s originally for war-time shipbuilders working in the nearby Hunters Point naval shipyard. The Sunnyvale neighborhood is shown in Figure 10. Sunnydale has a reputation of crime, poverty

and unemployment, with the population being predominantly African American but also including some Chinese as well as a significant and visible Samoan population. In a recent study of the area, Urban Ecology found that persons having a Sunnydale Drive address could not get a pizza delivered to their door.¹³ More recently constructed public housing includes the townhouse-style developments of Heritage Homes and Britton Court, which were completed in 1995 to replace the older high-rise Geneva Towers.

Figure 10: Sunnydale Public Housing Neighborhood



Visitation Valley and Portola's characteristics are quite different from the nearby South Bayshore area to the east. In the South Bayshore there were 7,181 households and just under 10,000 housing units in 2003, with 50% owner occupied and 47% renter occupied. While homeownership is very high, poverty levels are also high. Home prices and rental costs in this area also remain relatively low, mostly due to the poverty concentrations and the close proximity to heavy industrial land uses. Housing development and industrial activity have resulted in conflicts over health concerns that have pointed to local environmental injustices.

The historic concentration of industrial activity in the southeastern sections of San Francisco poses special issues and challenges for current and future development in this area. As many industries have shut down or relocated in recent decades, there exists a considerable amount of 'land in transition' in the form of formerly industrial land that is being considered for

¹³ Urban Ecology. 2001. Visitation Valley Neighborhood Planning Packet

redevelopment. However, the soil contamination from these previous uses poses restrictions and/or costly measures in order to redevelop for certain uses, such as residential. However, the restrictions placed on land use redevelopment differ by city; and cities often have different rules. For example, in this region, the cities of San Francisco and Brisbane have different regulations regarding the capping of contaminated soil and what types of land uses can be built upon these spaces.¹⁴ The next section describes three major land use developments occurring near Burton High School, largely on formerly industrial land.

Major Land Use Developments near Burton High School

There are three major land use-related planning developments occurring near Burton High School: the Third Street Light Rail, the Schlage Lock site redevelopment, and the Brisbane Baylands development. These projects will have significant effects on the surrounding neighborhoods and the entire southeastern portion of the city, including those neighborhoods immediately surrounding Burton High School.

The Third Street Light Rail project is a major public transit project underway to enhance area residents' ability to get to other eastern neighborhoods and into downtown that could have a positive impact on Burton High School. San Francisco Municipal Railway (MUNI) is currently working on the Third Street Light Rail Project to reestablish a transit link along the Bayshore/Third Street Corridor, which will further link Chinatown and the

¹⁴ James Stickley, Director, WRT, Inc. Planning and Design. Presentation to the Visitation Valley Planning Alliance Meeting, November 8.

Figure 11: Third Street Light Rail Project



Financial District with Visitation Valley and South Bayshore. The project's goals are to improve travel times, help spawn economic development and alleviate downtown traffic congestion. The estimated completion year for Phase 1, which includes connection to the Visitation Valley CalTrain station, is 2005. The new travel time from the Visitation Valley Station to Market Street downtown is proposed to be 31 minutes. This project may offer Burton High School students, especially those in the Academy of Finance, improved access to School-to-Career opportunities in the city's financial district.

The redevelopment of the 14 acre former Schlage Lock factory site has been an issue of local contention. The factory closed in 1999 and remains underutilized. The factory had been in operation for over 70 years, and was once an integral facet of the local and regional economy. Home Depot, the national hardware chain, had proposed to build a 180,000 foot regional outlet on the site. However, community members organized and formed the Visitation Valley Planning Alliance, successfully halting the site approval for this use. Working with the City of

San Francisco and various planning and design firms, the Alliance conducted a neighborhood survey and held a community design charrette, which proposed a transit- oriented development on the site oriented toward the Caltrain and Third Street Light Rail stops proposed for the

location. Figure 12 shows community design concepts for the site. Currently, official plans for the site are undecided.

Figure 12: Visitation Valley Planning Alliance community design concepts for the Schlage Lock site



Related to the Schlage Lock site is the Brisbane Baylands redevelopment site, a 540 acre redevelopment located almost entirely in the City of Brisbane to the south. The very northern section of this land lies within the San Francisco city limits and abuts the Schlage Lock site. A large portion of the site is located within the Visitation Valley Watershed. The site is former industrial land and the old San Francisco landfill. Redevelopment issues are complex, involving major contaminants on the site, potential traffic impacts, and the desire to link the site to Caltrains and the Third Street Light Rail Project. The site owner, Universal Paragon Corporation (UPC), has plans to develop a variety of uses on the site, which include public open space, a transit oriented village concept with residences and small retail near the transit stops, as well as a more suburban office park campus design in the southeast part of the site targeting research and

development firms.¹⁵ The Visitation Valley Planning Alliance has been very involved in advocating for this redevelopment to be transit oriented and to fit in with the neighborhood scale of Visitation Valley.

Both the Schlage Lock and Brisbane Baylands redevelopment projects have the potential to impact Burton High School and the Academy of Finance students. Ideally, the school should be involved in the public discussions around how these sites will be designed and what they will include, given the close proximity to the school. However, this does not seem to be the case. The school, either at the district level or the school level should consider what urban resources are currently lacking in the area that can support school improvement and student success, and place their support behind including those things in the redevelopment. For, example, these could include adequate bus and train stops, pedestrian-friendly corridors, and business types that could generate student work-based learning opportunities. Because the Brisbane Site is proposed to include a significant amount of office space for research and development firms, this poses an important opportunity for Burton High School and the Academy to explore potential School-to-Career partnerships.

V. Burton High School

a. History

Philip and Sala Burton Academic High School first opened its doors in 1984 as a result of a consent decree between the National Association for the Advancement of Colored People (NAACP) and the San Francisco Unified School District. Figure 13 shows the location of Burton High School within the surrounding neighborhood. From its inception, the school worked hard to earn a reputation as an academic high school, marked by a rigorous curriculum and strong administrative leadership. The school boasted an internationally renowned choir,

¹⁵ Presentation by James Stickley of WRT Planning and Design, Inc. to the Visitation Valley Planning Alliance Meeting, November 8, 2003.

strict codes of discipline, and a strong track record in sending the majority of its students on to four-year colleges.¹⁶

In 1994, after neighboring Woodrow Wilson High School struggled for many years to improve the academic performance of its students, school district officials decided to merge Burton with Woodrow Wilson. The goal of the merger was to improve the academic achievement of Wilson students, as well as to maximize the use of Wilson’s facilities. Burton students, staff, and administration moved to the Wilson campus, while roughly 600 of the former Wilson students stayed. The merger was met with resistance from some of the city’s teachers, the NAACP, and parents, resulting in a lawsuit filed by the United Educators of San Francisco. Although the plan was allowed to proceed, critics continued to voice their concerns about the transitional period and the creation of virtually two systems within the same school. Wilson’s former students were allowed to graduate under the school’s old requirements, and the Wilson curriculum did not place as strong of an emphasis on college prep as that taught by the Burton teachers.¹⁷

Figure 13: Aerial Photo of Burton High School and Immediate Neighborhood

The new Burton was optimistically referred to as the “Son of Lowell,” as school officials sought to provide appealing alternatives to parents that were unable to enroll their son or daughter in the city’s top public high schools. The new Burton had an emphasis on math and science, and the school made great efforts to prepare students for college and maintain high standards of academic achievement. Fredna



¹⁶ Ginsburg, Marsha. “Diverse Campuses Asked to Join Forces.” *The San Francisco Examiner*. May 24, 1994.

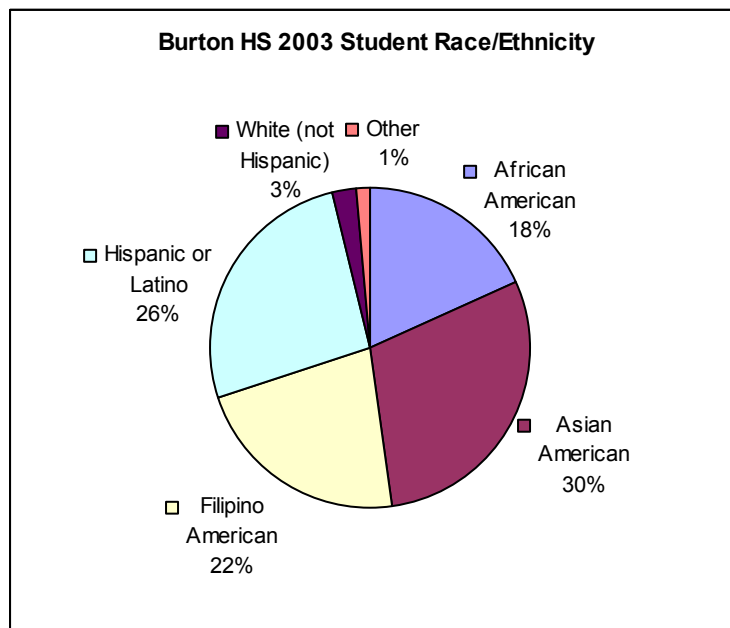
¹⁷ Asimov, Nanette. “Stand and Deliver at New Burton High.” *The San Francisco Examiner*. September 9, 1994.

Howell has served as Burton’s principal since the school first opened, and is often described as a “no-nonsense” administrator with a fierce devotion to both her students and school. Bill Rojas, a former superintendent of SFUSD, once commented that many of the district’s problems would be solved if there were leaders like Howell in every school.¹⁸

b. Demographics of Burton High School

Today, Burton’s multiethnic, multiracial student body (see Figure 14) consists of approximately 1800 students and 110 faculty. The school continues to place great emphasis on academic excellence, striving to provide students with the classes they need in order to qualify for University of California schools. Burton students showed improvements in their standardized test scores in 2002, and the school received a rank of 6 out of 10 according to the 2002 Academic Performance Index (API).¹⁹

Figure 14: Burton High School Race/Ethnicity



¹⁸ Ginsburg, Marsha. “Diverse Campuses Asked to Join Forces.” *The San Francisco Examiner*. May 24, 1994.

¹⁹ 2002 Academic Performance Index (API) Base Report. api.cde.ca.gov/api2002base (Revised August 7, 2003).

c. Finance Academy

In addition to a school-wide focus on computer science, math, and science, Burton has an Academy of Finance. In its fourth year of existence, the Academy offers select eleventh and twelfth graders the opportunity to learn about concepts such as marketing, personal finance, credit and savings, and merchandising. Students are able to apply their knowledge of these subjects through “real-life” experiences such as job shadowing, internships, and mentoring. Students take one Academy class per day, taught by math department faculty.

VI. Community Resource Mapping

The following section contains information on community resources in the Burton High School area. The emphasis is placed on business, community organization, and transportation resources. We briefly describe the local business context and then, based on student survey data, specifically target businesses within four highly traveled corridors. These corridors are further discussed in the survey and analysis in the next section.

a. Businesses

Visitation Valley and Portola overwhelmingly consist of neighborhood commercial business types, which tend to be small and locally owned. Leland Avenue in Visitation Valley represents an example of a popular neighborhood commercial strip. It is commonly labeled the “4th Chinatown” due to the high number of Chinese-American operated establishments. The strip also has a Bank of America branch and a local public library. In 2003, 89% of the businesses in the study area had fewer than 10 employees, while less than 3% had more than 50 employees. This poses a problem for Burton High School in finding creative School-To-Career opportunities, since the vast majority of area businesses are very small operations.

The two largest categories of business type in the study area are services (44%) and retail trade (22%) (see Figure 15). Looking at the local businesses with the Academy of Finance in mind, there are 98 businesses in the ‘Finance, Insurance and Real Estate’ category according to the city’s data, which comprise only 7% of the area’s businesses by type²⁰. The vast majority of these (86) are real estate agents or title abstract offices. However, the area also has nine accounting offices, one investment office, and three tax return preparation businesses. Figure 16 depicts typical neighborhood businesses.

²⁰ SF Prospector 2003

Figure 15: Business Types in the 94134 Zipcode

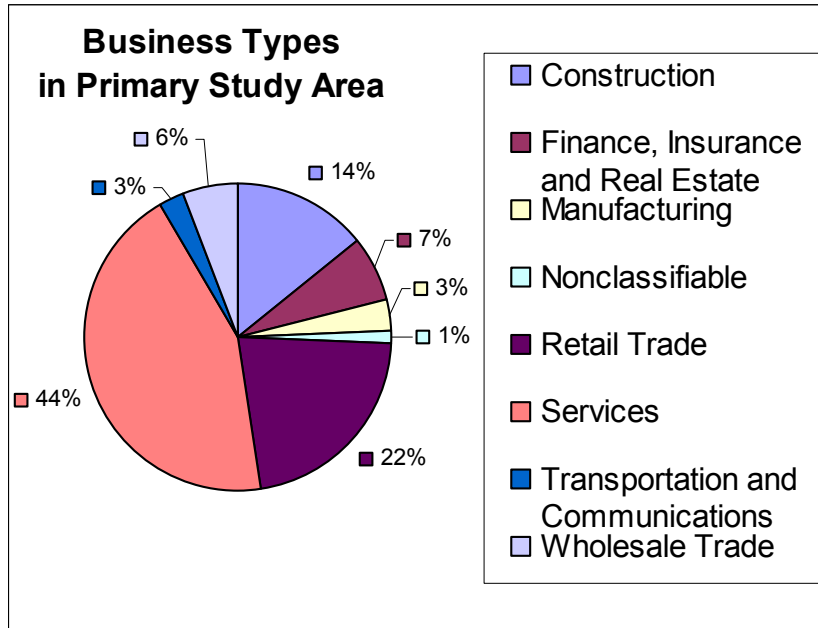


Figure 16: Typical Neighborhood Businesses



Due to the low number of types of businesses in this area, the possibility of finding various opportunities for all Academy students proves difficult. A better strategy might be for the Academy of Finance to target the 321 business services listings since financial aspects are a necessary component of any business. However, this is most likely a bit overwhelming and may turn up little opportunities since these businesses tend to be small. On the other hand, these small businesses may provide new avenues for student opportunities in the immediate locale, which can address logistical transportation constraints of both time and convenience . Therefore, the strategy of targeting businesses along student-traveled transportation corridors was utilized.

Below are business listings for the four key commercial transportation corridors identified.

Transportation Corridor Businesses

- **San Bruno Avenue**
- **Ocean Avenue**
- **Mission Street**
- **Bayshore Boulevard/Third Street**

San Bruno Avenue

Business	Location	Contact
Bank of America	2485 San Bruno Ave.	650-615-4700
Bank of the West	2675 San Bruno Ave	415-468-1492
First Federal Savings of San Raphael	2521 San Bruno	415-468-0700
H & R Block ²¹	2750 San Bruno Ave.	415-397-1040 (contact Joe Levine)
Philip Guan Accounting Service	San Bruno and Dwight	415-508-1989

²¹ Joel Levine from H&R block is interested in speaking to Academy classes about his job and accounting in general.

Other Potential Sites Near the #29 Bus Route:

Business	Location	Contact
All Year Round Tax Service	1601 Ocean Avenue	415-586-1565
Balboa Park	401 Geneva Avenue	415-753-7268
City College of San Francisco	50 Phelan Avenue	415-239-3203 (Business Department)
Habitat for Humanity	78 Ocean Avenue	415-406-1555 x108 Bre Martinez, Director of Finance

Mission Street

Business	Location	Contact
Alpha Pregnancy Center	5070 Mission	415-584-6800
Bank of America	5150 Mission	650-615-4700
Carlos Ausejo (Taxes/Bookkeeping)	4951 Mission	415-239-6984
Century 21	4977 Mission	415-587-4212
Citibank Financial Center	4638 Mission	800-872-2657
Clement Lo (Dentistry)	4851 Mission	415-841-9200
Excelsior Realty	4830 Mission	415-334-5454
Ezio Paolino Law Shea & Co. Office/Accounting	4655 Mission	415-441-2666 (Van Ness office)
Fidelity National Title	4696 Mission	415-337-1000
Greater Mission Consortium (Youth Employment, Case Management, Youth Law, Referrals)	4667 Mission	415-334-9919
Katz Accident & Injury Center	4879 Mission	415-584-3042
Mission Childcare Consortium	4750 Mission	415-586-6139

Optimum Realty	4873 Mission	415-594-0041
Realty Executive	4949 Mission	415-841-2050
Walgreens	4649 Mission	415-585-6500
Wells Fargo	4648 Mission	415-396-5665

Bayshore Boulevard/Third Street Corridor

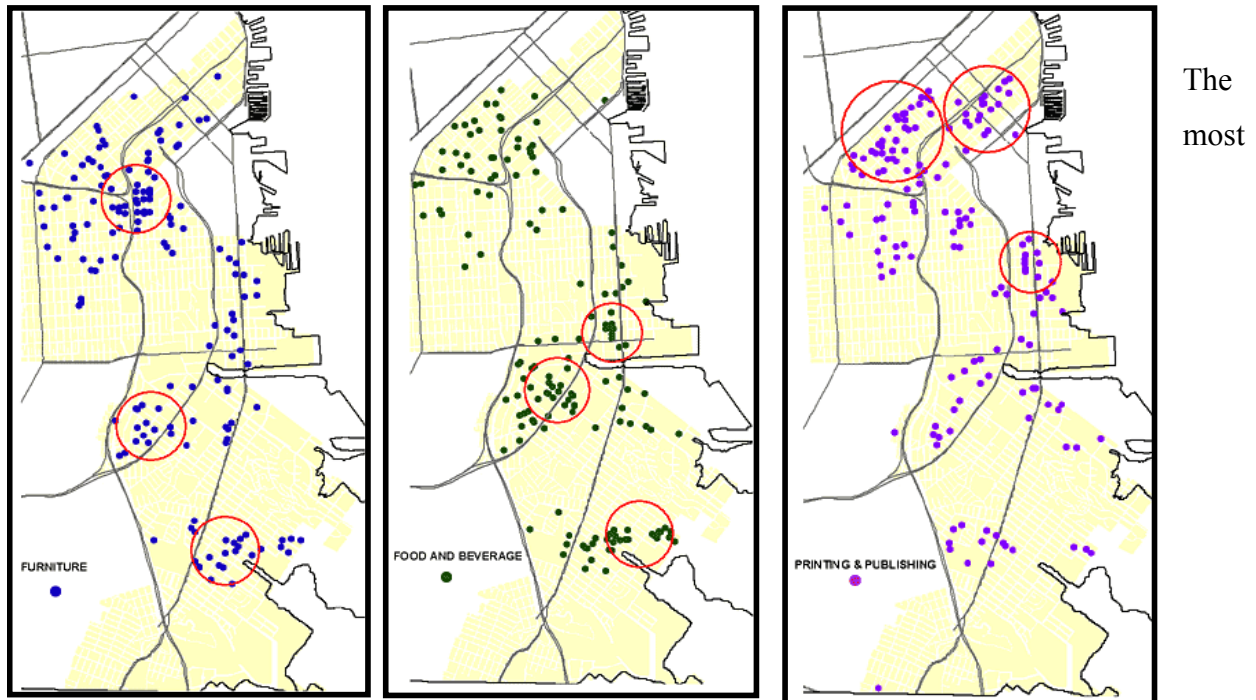
Business	Location	Contact
Bank of America	6 Leland Ave.	650-615-4700
Bayview Business Resource Center	3801 3 rd Street	415-647-3728
Bayview/Hunters Point Foundation, Youth Services Center	1625 Carroll St.	415-822-8200
H&R Block	Bayview Plaza	415-647-8188
Karen A. Chung, CPA	4026 3 rd Street.	415-285-6225
Pacific Bell	3 rd and Donner	800-310-2355
Royal Pacific Mortgage	49 Leland Ave, off Bayshore	415-333-4900
San Francisco Bureau of Environmental Regulation and Management	3801 3 rd Street	415-695-7310
San Francisco Dept of Public Health	1309 Evans Street	415-206-7600
Southeast Health Center	2401 Keith Street	415-715-4000
Union Bank of California	3801 3 rd Street	415-550-9311
US Bank	4947 3 rd Street	415-330-1824

Eastern San Francisco Business Clusters

In addition to targeting the above mentioned transportation corridors, it may be advantageous for the Academy to look at a larger geographic region of San Francisco as a source of potential student employment opportunities due to the low number of businesses located near Burton High

School and the predominance of small enterprises. Since finance and economics are key aspects of many businesses, there are many possible partnership candidates. One strategy for the Academy to consider is to obtain contacts within large business sectors that are located somewhat near the school.

Figure 17: Business Clusters in Eastern San Francisco



significant area of economic activity in San Francisco’s eastern neighborhoods south of Market Street is production, distribution and repair (PDR). Within this category there are a number of business clusters--that is, businesses in the same sector that co-locate in order to support each other by sharing information, modes of transportation, services, infrastructure and goods. Key clusters in eastern San Francisco include: the printing and media clusters in South of Market and Central Waterfront; the furniture and design cluster at Showplace Square; and the food and beverage clusters at South Bayshore (see Figure 17). Since clusters typically operate with tight networks between and among firms, the Academy could seek to strategically target the administrative offices of predominant firms within these clusters for School-to-Career opportunities to gain cluster access. PDR firms tend to be less vulnerable to the boom and bust cycles of the local economy than many other sectors since they typically act as essential suppliers to so many different businesses. Given the present economic downturn, PDR clusters

may offer Burton Academy of Finance students career opportunities that are relatively close to the school itself. In addition, the Third Street Light Rail project will provide better access to the PDR clusters located in or near the Bayshore Boulevard/Third Street Corridor.

b. Community Organizations

The following table lists potential community partners in the form of community organizations. Some of the organizations listed below are already in the business of providing work opportunities for youth, while others represent organizations that are possible new sources of internship, job shadowing, and other work-based learning opportunities for Burton students.

Organization	Contact	Description
Visitation Valley Planning Alliance	Fran Martin Phone: 415-468-0639	The VVPA works primarily on planning and land use-related issues in the greater Visitation Valley area. They were formed amidst local community opposition to a proposed big box development adjacent to the neighborhood in the mid-1990s.
SF Neighborhood Parks Council	Isabel Wade Betty Traynor Phone: 415-621-3260	The Council works on various projects and advocacy for neighborhood parks in the city. They do work with other high schools and expressed interest in talking about ways to partner with Burton High School on McLaren Park in conjunction with Friends of McLaren Park.
Friends of McLaren Park	Franco Mancini Phone: 415-239-5378	Friends of McLaren Park works with the San Francisco Neighborhood Parks Council in order to increase use of and lead restoration projects within McLaren Park.
Visitation Valley Greenway Project	Fran Martin Phone: 415-468-0639	The Visitation Valley Greenway Project evolved out of the Visitation Valley Planning Alliance to create a network of contiguous small park spaces with different themes. The Project works in partnership with the San Francisco Recreation and Parks Department and the California Academy of Sciences.
Visitation Valley	Allan Saunders	The VVDC works on many community development-

Community Development Corporation	Phone: 415-587-7896	related issues and projects in the Visitation Valley area, including small business development, affordable housing development, and home ownership, all of which involve detailed fiscal analysis. The VVCDC works with many other local organizations and service providers, and is very interested in potential partnerships with Burton students.
Literacy for Environmental Justice	6220 Third Street San Francisco 94124 Phone: 415-508-0575	Literacy for Environmental Justice (LEJ) is an urban environmental education and youth empowerment organization created specifically to address the unique ecological and social concerns of Bayview Hunters Point, San Francisco, and the surrounding communities of Mission, Potrero Hill, Visitation Valley, and Excelsior.
Habitat for Humanity	Bre Martinez 78 Ocean Avenue 415-406-1555 x108	Bre Martinez, Director of Finance, is interested in having several academy students work as interns to assist her with the organization’s budget (from January to May). She would also be willing to come speak to an academy class about her job and work in the area of finance.
Operation Hope	Emily Ausbrooke 415-282-8348	Operation Hope recruits local bankers as volunteers to do financial and literacy training in high schools. They voiced an interest in working with Academy of Finance teachers or students in the future.

c. Transportation

Transportation options within the study areas are severely limited to primarily automobile use and give good reason for the perceived isolation of these neighborhoods from the rest of the city. While there are a limited number of MUNI bus routes through the area (see Figure 18), travel times tend to be long to other parts of the city, thus making public transit use less practical for many residents. In 2000, only 26% of workers over age 16 in the study area took public transit to work, compared to 31% for the city as a whole. MUNI bus route #29 runs along Mansell Street and makes a stop at Burton High School. Many students use this to get to school, but it is unclear how many. Also, the school does not provide a parking lot for students who choose to

drive their own cars to school. Transportation logistics need to be considered in the formulation of any work-based learning opportunities or community/business partnerships that involve students engaging in activities off of school grounds. However, the completion of the Third Street Light Rail in 2005 should increase student access between the eastern neighborhoods and the financial district.

Figure 18: Transit Near Burton High School



VII. School-Based Research

The following section discusses the findings of the three main school-based research methods employed: Academy of Finance teacher dialogues, written student surveys, and small student conversation groups. After initial collaboration with the Academy of Finance coordinating teacher, the subsequent research was grounded primarily in the student surveys and conversation groups. The teachers framed much of the survey and conversation groups by stating three broad areas of desired information that would be helpful to them in further supporting School-to-Career opportunities for the Academy of Finance students.

a. Strategic Planning with Finance Academy Teachers

The following describes our collaborative efforts with the Burton Finance Academy Teachers.²² The primary purpose of the collaboration was to discover how this profile could benefit the Academy teachers and students by asking questions that were relevant to their experiences and finding information that could enhance the Academy's desire to increase the availability of work-based learning opportunities such as internships, SEfLs, identifying business and community potential partnerships, and other community project work. More specifically, the collaboration sought to:

- Define the school community
- Define the goals and interests of the Finance Academy teachers
- Dialogue about ways this profile could support the work of the teachers

During the course of our initial meeting and as a result of some follow-up conversations, we were able to learn a great deal about the school as a whole, and the Academy of Finance in particular. We also were able to agree upon some goals for the project, the most important of which being to find internship and other employment-related opportunities for Academy students

²² Burton High School Finance Academy Teachers: Becky Gerek, Coordinator; Pam Brockmeier; Karl Von Brockdorff.

that are both desirable to the students and feasible, based on transportation constraints. In order to find opportunities that meet these criteria, three key questions were necessary to answer:

1. What parts of the city (or region) do students come from?
2. What are the students' "comfort zones" within the city?
3. How is transportation a factor in School-to-Career opportunities for students?

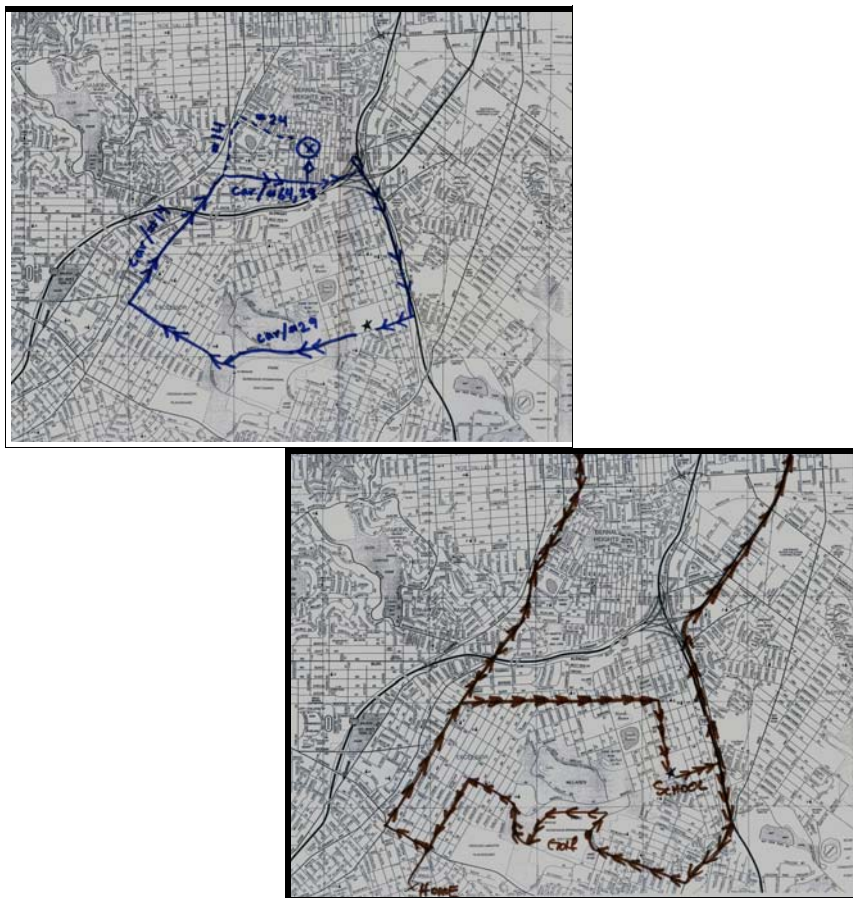
The relative geographic isolation of Burton High School from other parts of San Francisco emerged as a constant theme in the course of the research. Transportation access to work-based learning opportunities was perceived by both the teachers and students as a major obstacle. The issue of "comfort zones" emerged because the teachers were interested in gaining a greater understanding of how student perceptions of their own comfort in different parts of the city coincided with the availability of work-based learning opportunities. Similarly, the research sought to discover where students would be willing to travel given the logistics of time and accessibility. The teacher partners felt that the answers to these questions were key to understanding the realistic possibilities of various opportunities for the students; therefore, we used these questions to frame our analysis and recommendations in this report.

b. Description and Analysis of Student Surveys

To get at these and other, related issues, we decided to create and distribute a written survey to both Academy classes, and then to conduct follow-up conversation groups with the students. The purpose of the survey was to gain basic background information from the students regarding how they travel to and from school, where and how they would be willing to travel to a job, and specifically what types of internship opportunities they would be most interested in pursuing. The conversation groups were utilized to further explore the questions the students responded to in the surveys, so that we could better understand student interests and needs. In addition, the conversations were used to dialogue about how the students define and conceptualize the local school community.

The following is a description and analysis of the student survey data and the follow-up conversation groups.²³ The written survey consisted of open and close-ended questions as well as a map of southeastern San Francisco, on which students were asked to trace their daily travel routes, both to and from school (see Figure 19). The survey also included a map of San Francisco neighborhoods, and students were asked to shade in the neighborhoods they would be willing to work in given the logistical constraints of time and transportation. The number of surveys received from the two classes was 57.

Figure 19: Student Map Samples

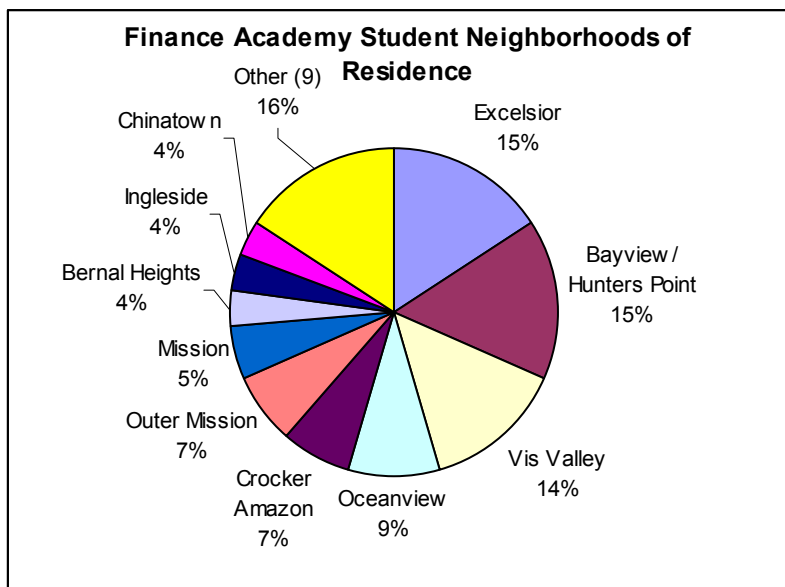


²³ See Appendix for survey instrument.

Neighborhood of Residence

The pie graph shows the distribution of students across nineteen different neighborhoods.²⁴ Included in the ‘Other’ category are three students who responded that they live in a city other than San Francisco. Nine different neighborhoods (or cities) are represented in the ‘Other’ category, with one respondent for each. As shown, the Academy students come from many parts of the city, and no single neighborhood is overwhelmingly dominant. However, about 45% of the total students reside in three of the Burton’s closest neighborhoods (Excelsior, Visitation Valley, and Bayview/Hunters Point). Only 18% of the students reside with the 94134 zipcode. Figure 20 depicts student neighborhoods of residence

Figure 20: Finance Academy Student Neighborhoods of Residence



Employment Information

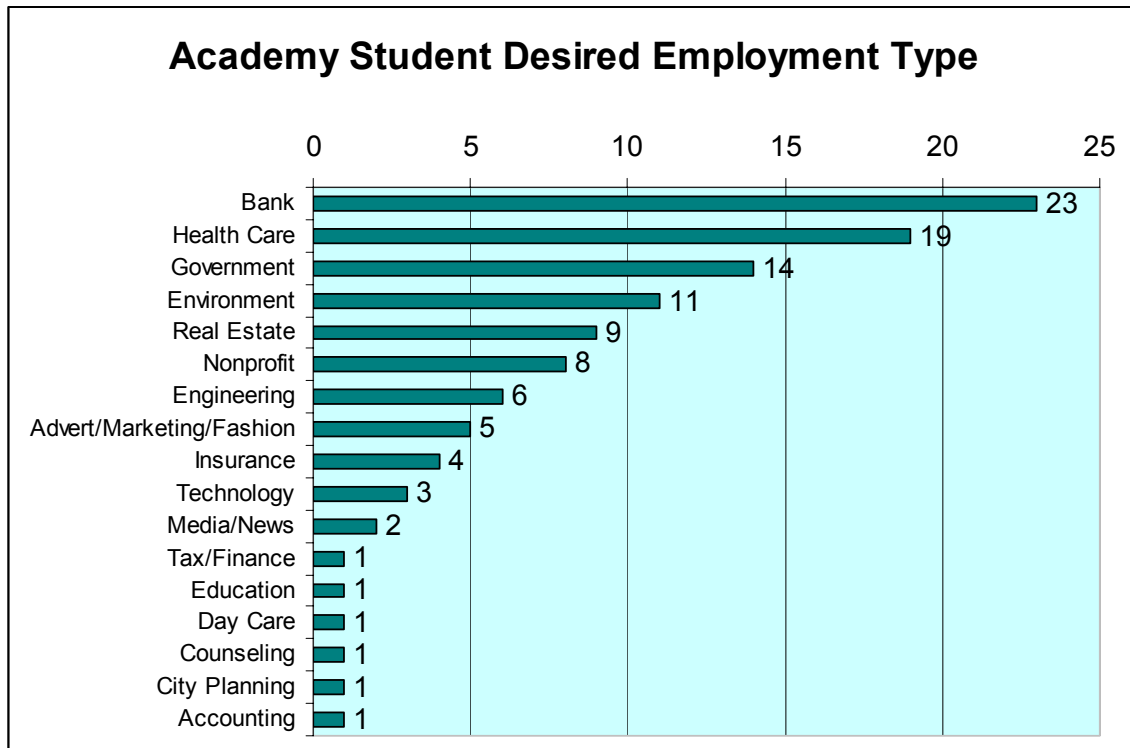
Only nine of the 57 students (16%) reported being currently employed. Of those nine, six claimed to work for a community organization or nonprofit, while the other three worked as a

²⁴ These neighborhood names were self-written by the students, not chosen from a list.

clerk or cashier. When asked about summer, eight of the students planned to continue working at their current job during that time.

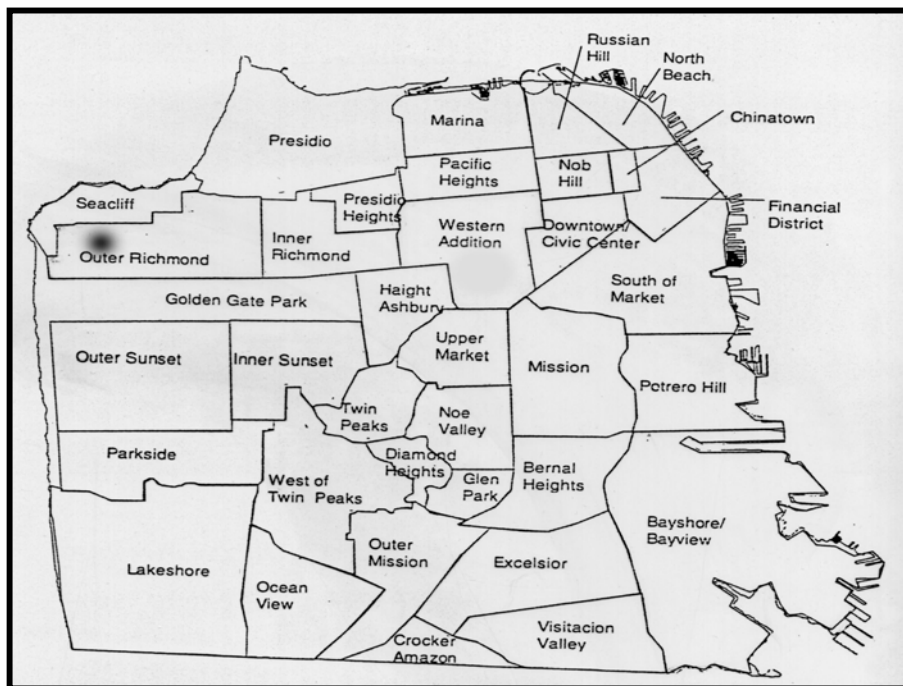
The students were also asked what type of business or organization they would be interested in working/interning for. They were asked to list at least two types. The top three responses were bank, health care and government. Figure 21 shows the breakdown of all responses. These findings can be used by the Academy of Finance to target specific local and regional organizations that work in these sectors. Students were also asked if they would be willing to work even if they did not get paid. The responses were evenly split between ‘yes’ and ‘no,’ with five students responding with their own fill-in category of “depends” or “maybe.” This finding is important for the Academy in seeking out various work-based learning opportunities for their students. While financial compensation is most likely highly preferred, it is clear that many students highly value the experience, even without pay. Thus, the Academy should not rule out opportunities simply because they do not financially compensate the student.

Figure 21: Academy Student Desired Employment Type



A major perceived barrier to internships and other work-based learning opportunities for the students lies in the logistical transportation issues of student accessibility. In order to better understand this barrier, using the map in Figure 22, students were asked to shade in the parts of San Francisco that they would be willing to go to for work-based learning opportunities, keeping in mind transportation and time constraints. There was a wide variety of responses to this question among the students. However, 63% of students claimed they would go to the Downtown/Civic Center, while only 33% claimed they would go to the Financial District. These findings are important since these are two areas of the city that are known to have high concentrations of finance-related firms. One issue that the survey failed to address in relation to this question is whether students chose areas of town based on their perception of available opportunities or if they assumed there were opportunities in all areas. One indicator of this fact is that only 30% responded that they would travel to Visitation Valley, which is where Burton High School is located. Although, a greater percentage did select some of the other nearby neighborhoods, e.g.: Excelsior, Crocker Amazon, and the Outer Mission. The overall trend is toward areas that are south and central in the city, whereas the northwest areas of San Francisco received very small consideration.

Figure 22: Map used in survey to identify areas of SF students would be willing to work



c. Description and Analysis of Student Conversation Groups

Subsequent to the administration of the surveys, we conducted follow-up conversation groups in each of the Academy classes to allow us to further explore the questions the students responded to in the surveys and to pose some additional questions.²⁵ We felt the conversation groups would be necessary to gain a richer understanding of student needs and interests. While the surveys targeted basic background information from the students regarding how they travel to and from school, where and how they would be willing to travel to a job, and specifically what types of internship opportunities they were most interested in, the purpose of the conversation groups was to probe more deeply into these questions through the voices of the students. The conversation groups were focused on two main themes: 1) Community; and 2) Burton High School Academy of Finance. Community discussions were framed around exploring opinions and perceptions of the Burton school community both internally and externally. The Academy discussion centered on types of School-to-Career opportunities desired, “comfort zones,” and difficulties and obstacles in pursuing these opportunities.

Six conversation groups were conducted during periods two and three on Friday, November 14th, 2003. Each class was divided up into groups of five to seven students, and each group was given the task of reflecting on and responding to a series of questions relating to issues of community and work interests. Questions included:

- 1) How would you define your community?
- 2) How is that definition the same or different from how you would define the school community?
- 3) What does the idea of schools and communities working together mean to you?
- 4) What do you think the benefits of schools and communities working in partnership are?
- 5) How did you determine which areas of the city you are willing to travel to for work?
- 6) What are the biggest obstacles that might come up for you personally in terms of honoring a work or volunteer commitment?
- 7) How could your teachers or employers help you to honor your commitments?

²⁵ See Appendix for conversation group protocol

- 8) What do you most want to get out of a job or internship?
- 9) Do you consider jobs and/or volunteer opportunities that you have now as helpful in determining what career you might want to pursue in the future? Why or why not?
- 10) If you were a teacher, how would you go about helping your students to make connections between what they learn in the classroom and the jobs they do in the “real world”?

A number of themes emerged from the small group discussions that focused on the above questions. As the survey data revealed, many Academy students do not live in the neighborhood immediately surrounding the school. Because of this, we were especially interested in how students define their own communities, and how those conceptions of community either differ or are similar to how they define “school community.” Additionally, we were interested in how their conceptions of community and their zones of comfort affected where and in what types of positions they were interested in working.

Generally what we found was that most students’ conceptions of community were formulated around residence. Few of the students who participated mentioned that they were part of multiple communities. In general, only after the idea that people are often members of different communities was introduced, did the students mention schools as potential community-defining entities.

Typical student perceptions of “school community” centered around the neighborhoods surrounding the school. Students generally held that services within the neighborhoods surrounding Burton are geared toward older people; for instance, they noted there are few shops and restaurants that cater to, or even welcome high school students. For many of the students, the Visitation Valley and Portola neighborhoods that surround Burton are relatively unknown, and are perceived as fairly isolated from the rest of San Francisco. “I come here for school and leave--that’s it,” remarked one student. “I don’t know anything about this neighborhood.” Most said they do not hang out in the neighborhood before or after school. Instead, they tend to catch the bus and go to other to other areas of the city, such as Mission Street.

With respect to how they thought the neighborhood residents perceived them, students made remarks like, “They don’t like us!” and “They would probably describe us as hoodlums!” In general, students did not feel that they have much of a stake in the neighborhood; both because most of them do not live in the immediate area and because of the way they believe they are perceived by residents and the local business community.

When asked about the potential benefits of school-community partnerships, students generally responded with some optimism. They felt that schools and communities working together could foster positive results, such as creating awareness within communities of the challenges that schools face. Generally, students stated that community members should help to make communities better and safer, in part by raising money for schools. Many also held that community members and organizations should give support to schools not just by donating money, but by promoting projects and other activities, such as neighborhood fairs. When asked whose responsibility it should be to build school-community partnerships, a number of students stated that community organizations should take the initiative to look for students to participate in activities, rather than expecting students to come to them.

When the conversations turned to internships, transportation, mentorship, and comfort zones were all key themes. We first asked students how they chose the parts of the city they would like to work in (as indicated on their surveys). Convenience, proximity to home, safety, and accessibility to transportation were all major factors for students in terms of why they chose the areas they did.

During the conversation groups, words like “convenient” and “near home” were used often. Among females in particular, safety was a big concern. Familiarity was also noted as a reason why students would or would not take advantage of work opportunities. For example, one student noted that she had indicated the financial district because she frequents the area and feels relatively comfortable there. Whereas, she did not indicate an interest in working in other areas with which she was not as familiar.

Other obstacles to students successfully honoring their internship commitments included schoolwork, family/home responsibilities, after-school activities, mood, and prior commitments. Some students felt that if they were being paid, they were more likely to find ways to overcome such obstacles. Some students also stated that transportation assistance from their employers, as well as advice from peers who had experience working in certain settings and locations, would be helpful.

Students had a wide range of interests in terms of the types of industries they said they would like to work in – everything from health care to banking. But there were some common themes related to what they would hope to get out of their internships. In general, students want their internships to be fun, worthwhile, educational, and hands-on. They also generally seemed to consider it very important to have the opportunity to work for people who enjoy their work, and who are interested in mentoring students. Most of the students saw great value in doing internships as a way of gaining work experience, learning about careers which they are potentially interested in pursuing, finding mentors, and making connections in the “real world.”

Many students were very interested in working on community-based projects that would allow them to both make connections to community events and projects, and to gain practical skills. Many commented that they would be interested in working on community-based projects such as the Visitation Valley Greenway Project either in groups or as part of a class. More than one student suggested that having a designated person at the school to help identify potential community-based opportunities for students would be beneficial. In addition, numerous students noted the importance of this person being present in the school so that they could have frequent face-to-face contact to develop a personal relationship with the community coordinator and draw on him/her as a resource.

Students also mentioned several ways that they could help themselves, with some assistance from their teachers, to locate and secure internships. One idea was to have field trips to different businesses that offer internships. Some students noted that they did have a scavenger hunt that took them to many downtown business for the purposes of experiencing the office atmosphere and making personal contacts. However, a number of the students in one of the conversation

groups noted that while this was an interesting experience, they made very few contacts and did not get many business cards upon request. The students noted that many of the employees stated they were too busy to speak with them. This points to the necessity of making sure that these kinds of exposure activities are set up in a manner that truly defines the responsibilities of both the school and the business partners. In addition, critical evaluation and reflection on the experience is necessary to understand its overall benefit and quality for the students.

Lastly, there were several steps the students thought the administration could take in order to increase the chances of students finding internships and creating successful school-community partnerships. Among their ideas was the notion that communication between the administration and the teachers and students should be improved, so that students can be made aware, through their teachers, of opportunities available to them. The administrators, they said, had the responsibility to sort out and present opportunities, while it should be up to the students to take advantage of such opportunities. Generally, the students felt strongly that it was the charge of teachers and administrators to provide a hopeful environment for students, which to many of them meant improving school-community relations, with the ultimate goal of benefiting individual students and the school-community as a whole.

VIII. Recommendations

1. Transportation-Oriented Placement

Goal: Target work-based learning opportunities based on student transportation routes.

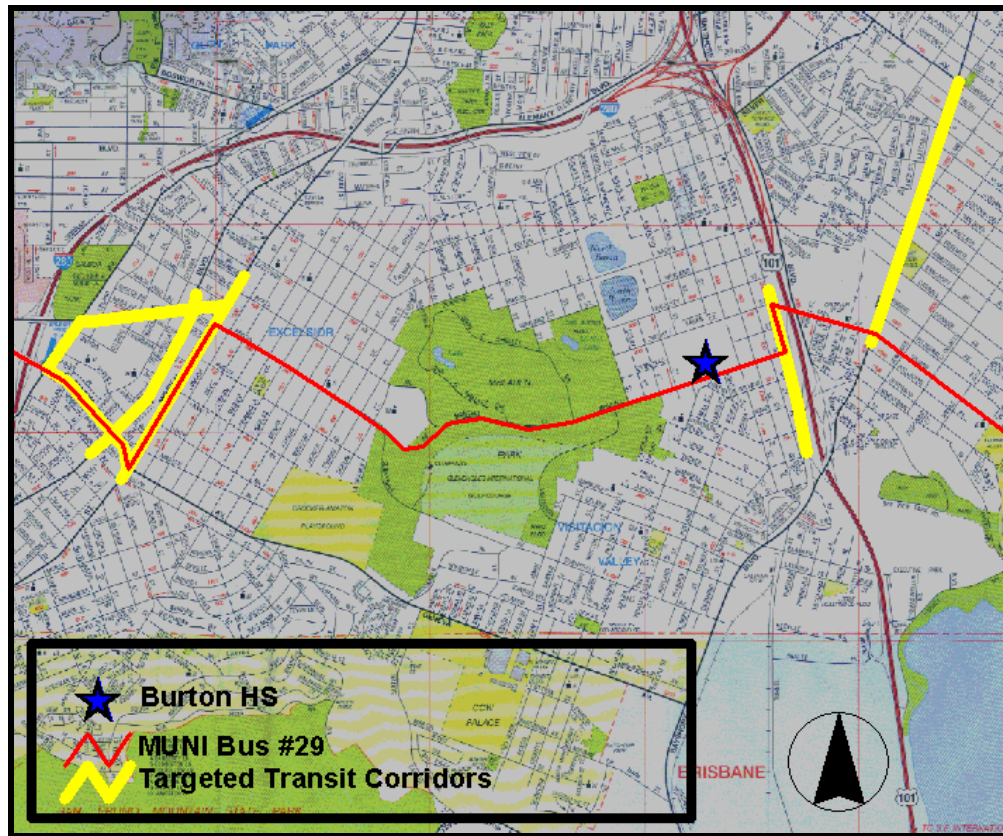
This recommendation involves a transit-oriented strategy that the School-To-Career Partnership could adopt in order to pinpoint areas of the city that would be feasible for students to hold employment opportunities. As noted, Burton High School's relative geographic isolation and distance from other parts of San Francisco emerged as a key issue. Therefore, issues of transportation were recurring points made by both students and teachers. These included convenience, time, transit availability, parking, and safety.

Strategies:

1. Map student transportation corridors
2. Identify businesses and organizations along corridors

These strategies describe the methodology we used in this report that could be utilized by the Academy of Finance in finding feasible work-based learning opportunities for students. By targeting highly-traveled student transportation corridors, many issues of logistics and transportation can be addressed to better enable students to access these opportunities. MUNI bus route #29 will most likely remain a highly utilized method of student transportation to and from school and should be further considered when implementing this recommendation. Figure 23 highlights the targeted corridors in relation to Burton High School and MUNI bus route #29.

Figure 23: Targeted Student Traveled Corridors



Challenges:

- a. Student transportation data relating to before and after school travel needs to be stay current. The corridors we have identified can continue to be used, but keeping up-to-date information on student transportation routes would be necessary to fully realize the benefits of this recommendation. Most likely these corridors will continue to be highly-traveled student routes, but with school placement and assignment being debated within the District, this data could change.

- b. Consideration must be given to the quality of educational experience students will be getting by taking part in these more locally-based opportunities. More specifically, the Academy should be critical about thinking of the long- term outcomes and/or benefits to students as opposed to what might be realized by choosing more distant opportunities. For example, is a student better off by having an experience in the Financial District with a larger and more nationally established firm as compared to a similar experience with a

small, local business? Is the possible tradeoff for convenience a good idea? Thus, evaluation and comparison of students who choose these different opportunities would be necessary.

- c. Similar to the last point, a main challenge is to think regionally for student opportunities. For example, the Brisbane Baylands redevelopment site, slated to contain a significant number of research and development firms, is located relatively close to Burton High School, but is located outside the City of San Francisco. How will this municipal barrier impact any attempts to obtain student opportunities at this site when it is completed?

2. Engage in Community-Based Projects

Goal: Provide real-world, community-based experiences that are beneficial for both the students and the local community.

Recommendation number two urges Burton students and staff to actively engage in community-based projects. It is our belief, based on conversations with both students and representatives from local community-based organizations, that such engagement is mutually desirable, and has the potential to be mutually beneficial if constructed within the criteria of project-based learning.

Strategies:

1. Coordinate with community organizations for student participation in ongoing community-based projects.
2. Coordinate with community organizations to implement student-teacher initiated community-based projects.

These strategies suggest that possibilities exist for students to participate in community-based projects, whether they are initiated by local organizations or by the students themselves. For instance, many organizations have on-going projects on which they could use student assistance

in various capacities. Additionally, various community-based organizations are open and eager to receive student/teacher-generated proposals for community projects, for which they could offer guidance and assistance in a number of ways, such as providing overviews of local issues or guiding students and teachers through the process of project development and implementation.

Examples:

i. Literacy for Environmental Justice

Literacy for Environmental Justice (LEJ) is a non-profit youth empowerment and environmental justice education organization based in the Bayview Community of San Francisco. The organization's mission is to create and implement programs which foster an understanding of the principles of urban sustainability and environmental justice in youth in order to promote long-term health within the communities with which it is engaged. LEJ promotes two basic types of programs: educational programs and youth leadership programs.

Current educational programs at LEJ include the Educational Justice Education program, the Herons Head Wetland Park program, and The Living Classroom program. Projects are varied by student/teacher interest, but as a rule, the youth are the ones who are supposed to initiate the project plan. To support a proposed project, LEJ staff provides background lessons via classroom curriculum, and work with the teachers to implement projects out in the field.

Youth Leadership programs currently underway through LEJ include Youth Envision, Slough Youth, and Youth Promoting Green Energy (YPGE). LEJ also currently has plans to implement an enrichment program which would bring the youth working for all of these different programs together once a month to provide them with the opportunity to develop social networks and build on the skills they are being introduced to in their jobs.

Potential Opportunities for Burton Youth at LEJ:

- **Paid Positions:** Students can pursue paid opportunities at LEJ by submitting applications for any open position within the Youth Envision, Slough Youth, or YPGE programs.

- **Youth Opportunities Binder:** The Youth Opportunities Binder is available for use by anyone who visits the office. It contains listings for positions available at a host of different organizations in the area.
- **Youth-led Workshops/School-wide Events:** In the past, LEJ adults have partnered with youth to put on day-long conferences, held at a non-school site and attended by students from different schools. The conferences have covered a range of topics related to the environment and community activism. Youth that put on the conference are given the opportunity to learn about grant writing, event coordination, and workshop facilitation.
- **Volunteer Internships:** LEJ is open to accommodating the interests of youth within the context of the organization's work by offering volunteer internships. One potential project on which interested youth could volunteer to work is the proposed youth-run corner store. Another is in assisting in the development and presentation of curriculum around youth economy.

ii. Visitation Valley Planning Alliance and Visitation Valley Greenway Project

The Visitation Valley Planning Alliance and the Visitation Valley Greenway Project, both local community-based volunteer organizations, have expressed interest in working with Burton students. Possible collaborations could involve neighborhood improvement projects, grant writing, economic development research and land use planning research that could be done in the form of class or group projects, SEfLs, or individual student papers. Working with these two community-based groups could provide an avenue for expanding school and community relationships through the use of project-based learning centered partnerships.

The Planning Alliance is working on regional watershed planning issues and devising economic development plans for Leland Avenue, the local small retail commercial neighborhood street. Currently they are also heavily involved in land use planning around the Third Street Light Rail project, the redevelopment planning of the former Schlage Lock site, and the Brisbane Baylands redevelopment.

The Alliance's spin-off group, the Visitation Valley Greenway Project, is interested in getting Burton High School involved with its outdoor classroom partnership with the California Academy of Sciences on their greenway plots. Student work can involve many of the diverse stages of the Greenway Project's work from grant writing, to site design, to the actual hands-on construction and implementation efforts.

Potential opportunities for student work-based learning:

- a. Assistance with grant writing, budget formulation
- b. Research on attracting businesses to the Leland Avenue neighborhood commercial corridor
- c. Research on ways to better serve the needs of youth in the community (e.g.: work with local organizations to design after-school programs)
- d. Environmental design research and activity on the Greenway Project lots

iii. Visitation Valley Community Development Corporation

The Visitation Valley Community Development Corporation (VVCDC) has expressed interest in dialoguing about ways to work with Burton students. Community Development Corporations (CDCs) are nonprofit organizations that work at the local level to encourage various types of economic and social development projects, typically working in lower-income neighborhoods. Student project-based learning opportunities can be situated in the various administrative and analytic aspects of the VVCDC's project work.

Potential opportunities for student work-based learning:

- Research on local small business development
- Research and design of local affordable housing development
- Assistance with the home ownership program

iv. McLaren Park groups

Friends of McLaren Parks and the SF Neighborhood Parks Council are interested in discussing ways that Burton students can become involved in the groups' work on McLaren Park, which is only a few blocks from the school. The SF Neighborhood Parks Council presently coordinates projects in other parks and high schools within the city. They are also in the process of putting together a Neighborhood Parks Youth Council. As a city-wide nonprofit, they assist local park groups in local stewardship and planning efforts. Friends of McLaren Park is the local group working specifically with McLaren Park. Their mission is to increase use of the park and to conduct restoration work. The group's coordinator is very interested in finding ways that Burton students can become involved in their work.

Potential opportunities for student work-based learning:

- Grant writing
- Park master plan creation and update
- Analysis on whether the golf course should be changed to another use
- Research on how to leverage the amphitheater for use as a revenue source
- Planning for Gravity Games event
- Ecological restoration research and planning

Challenges:

For real benefits to come out of building partnerships with community organizations, several challenges must be addressed:

- a. Students must take the commitments they make to community partners seriously. This means showing up and showing up on time when they have made a work commitment with an organization. Of course, many things can get in the way of a student's ability to keep his/her commitments--family obligations, school work, transportation challenges. However, student accountability must be built into the partnership. Obstacles will best be overcome if teachers, students, parents and community partners can all work together to

arrange the partnership guidelines and also communicate openly to facilitate solutions in the event of problems.

- b. Teachers may find that their time for establishing and maintaining such partnerships is limited. Support from school administration and flexibility on the part of community partners are two keys to address this challenge.
- c. Teachers, administrators, or students themselves may become dissatisfied with the role that students are taking on in working with community partners. Teachers or administrators may be unclear as to what students are getting out of the experience, while students may feel disinterested or unchallenged by their work. A key challenge here is to tie the partnership work to explicit learning in the classroom and/or Academy. Clear and frequent communication between all parties is necessary. In addition, frequent structured spaces for reflection are necessary. This can be in the form of devoted class time or other allotted school time to allow students to reflect on their experiences with their teachers and with other students.

3. Reflection and Evaluation: Creating New Comfort Zones for Students

Goal: Encourage student acceptance of and retention in internships

This recommendation is a direct outgrowth of interests and concerns expressed by both teachers and students we had contact with at Burton High School. The Academy teachers expressed a desire for students to gain exposure to the business world in their internship placements. This exposure relates to the larger goal of the School-to-Career program, which is to make learning more meaningful and relevant through the integration of academic curriculum and career exploration. In thinking about internship placement, however, the teachers mentioned student comfort levels as posing possible challenges to both interest in and retention of internships. One teacher stated that several students had been provided internship opportunities, but had not taken advantage of these positions. She was unsure as to whether this was due to transportation issues, or to feelings of intimidation regarding the placement site. In our student surveys and conversation groups, we discovered that the internship serves as the first work opportunity for many students. Many felt that they were unprepared to enter the “culture” of the working world, and raised concerns about traveling far away from their communities and areas of familiarity. This lack of previous exposure to the business world, as well as the fact that a large number of the placements are outside of students’ “comfort zones,” could possibly deter students from taking full advantage of internship opportunities.

Based upon the concerns voiced by both the academy teachers and the students, we propose a strategy that would address the issue of student comfort zones. Providing students with opportunities for preparation, reflection, and evaluation as part of the normal academy curriculum would help to promote both participation in and retention of internship placements.

Strategies:

1. Preparation

a. Teacher-to-Student: Teachers can use several class periods to prepare students for their internship experiences in the world of work. Simple lessons on work etiquette, coupled with role playing, could help to allay student fears and anxiety around work experiences.

b. Student-to-Student: In addition to the academy teachers, students who have completed an internship could serve as valuable resources and mentors to those who are about to embark on their first internship and/or work experience. Although teachers are great sources of support, students often look to their peers for guidance and validation. Twelfth grade students who have done internships in the past could communicate with eleventh grade students as a way to generate interest in particular field placements, as well as share information about particular sites.

c. Community-to-Student: The Academy teachers expressed an interest in bringing in representatives from the business and nonprofit world to speak to students. Individuals from area community organizations and businesses could help to provide students with background knowledge about particular fields, as well as generate student interest in various fields of work. “In-the-field” experiences, such as job shadowing at local businesses and organizations, would also serve to increase students’ comfort levels with possible internship placements.

2. Reflection

a. Internship Journals or Weblog: Another way in which to address concerns that students might have throughout the course of their internships is to have students regularly reflect on their experiences through the use of a journal or weblog. Students can record their questions, thoughts, concerns, and/or accomplishments on a weekly basis, and they can use their reflections as a basis for discussion within a larger class debriefing session. This not only helps students to critically reflect on their experiences,

but it also serves as a way to further integrate career exploration with the academic curriculum through the integration of writing.

b. Weekly Debriefing Sessions or Mini-lessons: Teachers could devote one class period each week (or bi-monthly) to a discussion of internship experiences and/or career exploration. This time could be used to discuss issues that arise out of individual internship sites, or to bring in speakers or teach mini-lessons on career/work choices. The more background knowledge and exposure students have to various careers and fields of work, the more likely they are to feel comfortable with the idea of internship placements and work sites.

3. Evaluation

a. Student Evaluations: After completing their internships, students could fill out an evaluation form that would be used to provide more information to incoming academy students on specific placements.²⁶ Students could get a better sense of a particular internship, and learn from the experiences of their peers. The evaluation form would also assist teachers and the School-to-Career district office in identifying those sites in which students feel the most comfortable and had the most productive experience.

b. Employer Evaluations: Employers could also complete an evaluation form where they provide feedback on their particular intern(s) as well as more general descriptions of the internship experience. The data generated from these evaluations could be used to strengthen future employer/academy relations and maintain consistency of placement sites from year-to-year.

Challenges:

Successful implementation of the strategies outlined above means that several potential challenges must be addressed:

²⁶ See Appendix for sample evaluation form

a. Initial Teacher Preparation: Several of the strategies listed above require some preliminary preparation. Teachers must set up and teach students how to use the weblog for discussion; however, if this particular use of technology is not feasible, student reflection journals would also work. Weekly or bimonthly debriefing sessions/mini-lessons might require some additional planning and preparation time in the beginning, but as they become more routine the time needed for preparation should decrease significantly. Similarly, the scheduling of community speakers or student panels will take some time, but their presentations will also take the place of the regular lesson planning that teachers would otherwise do for that specified day. It is our hope that the list of community contacts will assist teachers in scheduling speakers and events.

b. Coordination: Ensuring that students complete and utilize evaluation forms would require some coordination between the career academy teachers. Creating a binder where completed internship evaluation forms are organized based upon field (i.e. one section for banking internships, one for nonprofit, one for accounting, etc.) would provide students with an easy reference in their search for possible internships based upon their interest.

IX. Conclusion

Our task as researchers began with the over-arching question of how local communities can help to support SFUSD's career academies. However, in order to produce a report that would have particular relevance and meaning to our research site, we tailored our work to address the specific challenges voiced by both Burton teachers and students. Using the results of the teacher interviews, student survey, and student conversation groups as a directive, we developed recommendations that could be feasibly implemented within the classroom and district given the present context. Several key questions must be addressed, however, in future efforts to strengthen the relationship between SFUSD schools and the communities that surround them.

- How can Academy teachers and the district office work together to maintain quality internship opportunities and enriching community-based project experiences for students?
- What are the mechanisms needed to create and sustain successful school/community partnerships?
- What set of criteria should we use to evaluate school/community partnerships?
- How can community-based opportunities be made available to *all* students?

In producing this final report, it is our hope that our research and recommendations can be used to facilitate a stronger connection between Burton High School's Academy of Finance students and the surrounding community. Building strong and sustainable community/school partnerships is no easy task; however, we have provided this report in order to assist the district, teachers, and administrators in moving one step closer to that goal.

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Appendix

Student Survey
Burton High School Career Academy

Fall 2003

We are conducting this survey to improve the Career Academy's ability to find career-related opportunities for its students (such as internships, job shadowing and employer site visits). The research is being conducted by a partnership between the Career Academy teachers and graduate students at UC Berkeley in Education and City Planning.

This survey is entirely confidential. Do not put your name on it.

Tell us about yourself:

1. What neighborhood do you live in? _____
2. What grade are you in? _____
3. Do you work now? Yes No
4. If so, what type of job? _____
5. Hours and time of week? _____
6. Do you anticipate working at this position in the summer? Yes No
7. What type of business or organization would you be interested in working/interning for?
Please list at least two (for example: real estate, bank, insurance, health care, non-profit, environmental, government, etc).
I. _____
II. _____
8. How many hours a week could you devote to one of these jobs or internships:
During the school year _____
During the summer _____
9. Would you be willing to work even if you did not get paid? Yes No
10. Considering transportation and time constraints, which parts of the city would you realistically be willing to go to for one of these positions? (Shade in the areas on the map at left)
How would you get there? (ie: bus, car, etc) _____

Conversation Groups Protocol

Burton High School Academy of Finance

Nov 13, 2003

Community

1. Do you live in the neighborhood immediately surrounding Burton?
2. How do you perceive the school neighborhood/neighbors?
3. How do you think they perceive you, as a Burton student?
4. How do you define community? What do you see as your community/communities?
5. How is that definition the same or different from how you would define the school community?
6. As a student, do you feel that your community is linked to your school? Vice versa? How could Burton strengthen this connection? What would the connection look like?
7. What does the idea of schools and communities working together mean to you?
8. What can Burton and its students do to improve the local community?
9. What do you think the benefits and challenges of schools and communities working in partnership are?

Academy

1. How did you determine which areas of the City you are willing to travel to for work?
2. What are the benefits of doing internships?
3. What do you want to get out of your internship experience?
4. What are the biggest obstacles that might come up for you personally in terms of honoring a work or volunteer commitment? (time, transportation, etc)
5. How would you go about overcoming these obstacles?
6. How could your teachers or employers help you to honor your commitments?
7. Do you consider jobs and/or volunteer opportunities that you have now as helpful in determining what career you might want to pursue in the future? Why or why not?
8. If you were a teacher, how would you go about helping your students to make connections between what they learn in the classroom and the jobs they do in the “real world”?

9. Do you feel like you get enough exposure in school to potential careers?
10. What are the most exciting things you've learned about so far this year in your Finance Academy class?

Student Internship Evaluation

Internship Site: _____

Internship Location: _____

Your job responsibilities: _____

On a scale of one to five (with five being the best), how would you rate your internship?

Score _____

Why? _____

What specific skills do you feel you learned at your internship? _____

What was the most valuable thing you learned? _____

Did you encounter any challenges at your internship site? If so, what were they? _____

Are there any ways in which your teachers or your employers could have made your experience more enjoyable? If so, please provide specific examples:

Would you suggest working at this internship to other career academy students? Why or why not? _____

What advice would you give to students who are about to start an internship for the first time? _____

**Galileo Academy of Science and
Technology**

**CP 290G - Community Development and
Urban Education**

December 15, 2003

Mandy Eppley
Aimée Hendrigan
Apple Lo

Executive Summary

Overview

In this paper, Mandy Eppley, Aimée Hendrigan and Apple Lo establish a framework for improved interactions between Galileo Academy of Science & Technology and the community. With the strong support of the passionate faculty, staff, administration, and students, the team defined a process by which the school can discover potential opportunities within the community and create lasting relationships that extend beyond the walls of their physical building. As they benefit from the wealth of assets in the surrounding community, members of the school should increase their awareness and pride in the exceptional skills and resources they bring to any project. Ultimately, this framework will allow Galileo to establish long-term two-way relationships in which stakeholders both learn from and teach the other, supporting both local school reform efforts and community development along the way.

This document includes original research about Galileo Academy of Science & Technology and its community including:

- ✓ Our working definition of the Galileo Community and how we arrived at it
- ✓ Review of relevant multi-disciplinary literature from Jane Jacobs to Clarence Stone, from Pablo Friere to Lawrence Suskind
- ✓ Description of our methodology including lists of interviews, accounts of presentations and analysis of data
- ✓ Information about historic and current conditions in the school and its community
- ✓ Demographic analysis using Geographic Information Systems (GIS)

This document introduces our framework for improved interactions between the school and its community:

- Recommendations – description and examples of the three-tiered process
 - Communication
 - Relationships
 - Institutions

- Strategies – suggestions for implementing each recommendation, including
 - Mentoring
 - Oral History
 - Internships
 - Weblogs
 - Tours
 - Print Media

- Social Enterprise for Learning Ideas – SeFL projects that accomplish all three recommendations
 - Website
 - Fair

Introduction

Education plays an important role in cities by preparing children to shape the future of their communities. However, despite their significance as civic institutions, many people generally perceive schools as isolated entities, separate from the community. Many students in San Francisco do not live near the school they attend. Many teachers do not work in the communities in which they live, and may only enter the neighborhood in time for the morning bells, and leave as soon as the school day ends. Neighborhood residents may have never entered the school building around the corner from their home. This disconnection can be overcome. Even without entering a school building, residents may interact with students and teachers on a city bus or in a corner store. Students and teachers may find school-to-career programs more effective if they have access to community resources. Ultimately, schools that interact with their communities may better prepare students to create the environment they envision.

The San Francisco Unified School District (SFUSD) School-to-Career Partnership is interested in learning how the community can support local education reform efforts. In order to address this issue, the director of the School-to-Career Partnership, Marigrace Cohen, developed a research project in conjunction with Professor Deborah McKoy at the University of California, Berkeley. Galileo Academy of Science and Technology is one of the four schools selected to participate. The purpose of our research is to determine how the community can support school reform efforts at Galileo.

The first part of this project profiles the historic and current conditions of the school and its surrounding community. The second part of the project unveils our strategic plan for school engagement with the community.

It was important for us to define “community” as we began our work. For our purposes we viewed community as the area surrounding the school: the Russian Hill and Marina District. To facilitate the success of this project in the short-term, it was essential to use a definition of community that included as many resources and assets as possible. The area surrounding Galileo has a wealth of businesses, organizations and community institutions we feel would provide a

myriad of opportunities for school-community connections. Additionally, the residents in the area, generally well-educated professionals, could provide additional untapped resources. Working with this local definition of community, we began our research.

Several guiding questions framed our research. What are the current dynamics and relationships between the school and the surrounding community? What are local school community assets and liabilities? How can build upon current assets? How can urban schools engage with their community to create greater connections and mutually beneficial relationships?

Each of us approached this project informed by our varied professional and educational backgrounds. Aimée Hendrigan is a second year masters student in the City and Regional Planning at the University of California, Berkeley. Her area of focus is community development. Aimee has over five years of experience working in the information technology industry. Before returning to graduate school she worked for the Santa Barbara County Administrator's office as project manager. Mandy Eppley is also a second year masters student in City and Regional Planning. Previously, she worked for an education nonprofit, which specialized in partnership development, primarily concerning school-to-work and welfare-to-work. Before returning to graduate school, she spent three years working as a software developer. Apple Lo is a second year undergraduate student majoring in the political economy of industrial societies and minoring in education. Apple graduated from George Washington High School in San Francisco. With the diverse background and experience of each member, we were able to bring different skills and perspectives to this project.

Literature Review

“The greatest truth must be recognition that in every man, in every child is the potential for greatness” - Robert Kennedy.

A wealth of literature exists surrounding the analysis of cities, and entire libraries store works detailing education. Methods of negotiation, collaboration and building sustainable partnerships fill volumes. Unfortunately, a surprising void exists in literature about ways to build relationships between schools and their communities. Our quest for information about the relationship between communities and schools integrates literature about cities with literature about schools, and our recommendations rely upon partnership development theory.

Cities

In researching the possible connections between Galileo and its community, many seminal works in city planning influenced our ideas. The literature about cities includes utopian visionaries, academic theorists, and a journalist from Greenwich, Connecticut who wrote about her personal observations. In 1898, Ebenezer Howard first published his seminal work Garden Cities of Tomorrow, which has been credited with laying the foundation for the tradition of modern planning. His visionary description of the “town-country magnet” entices readers with dreams of enjoying both the jobs and amenities of the city and the natural rural districts in one single location. Half a century later, in a society in which towns had further separated from country, Jane Jacobs’ very readable book, The Death and Life of Great American Cities, details the city as she saw it. For Jacobs, the success of cities relies on their ability to unite residents into a true community: one in which people see each other regularly, care about their neighborhood, live in one place long-term, and achieve social mobility. The mobility of the residents leads to the improvement of the community. Thirty-five years later, W.J. Wilson countered many of Jacobs’ observations as he described the process by which upwardly mobile residents leave neighborhoods when they attain middle-class status. Wilson’s “Ghetto Related Behavior and the Structure of Opportunity” explains the importance of structural and cultural resources in neighborhoods that serve to sustain neighborhood services, pass along information about jobs, and act as positive role models for children. While Jacobs’s vision of neighborhoods which

improve as their residents enjoy social mobility is appealing, Wilson's work asserts that, unfortunately, cities do not seem to work that way.

Within the field of city planning, issues of transportation and community development were important to consider in our project. In 1985, Columbia University History Professor Kenneth Jackson added to the rapidly growing body of scholarly literature about cities. His book, Crabgrass Frontier, chronicles the American trend of suburbanization in the century following Howard's utopia. This work provides an explanation of the role of transportation in creating American suburbs, and the impacts of suburbanization on the American city, many of which Jacobs observed. Ten years after Jackson's work, Robert Halpern explored the stories, myths and problems surrounding the history of neighborhood initiatives from Settlement Houses to Enterprise Zones. He describes how the neighborhood has often been selected as the centerpoint of the struggle against poverty and the basis of community development.

Schools

In addition to our research about cities, literature about education policy and theory and several guest speakers influenced our work. Economist Samuel Bowles and Herbert Gintis expressed the underlying struggle surrounding the dichotomous role of education in America in their 1976 book Schooling in Capitalist America, and the point was re-iterated by Martin Carnoy and Henry Levin in their 1985 book Schooling and Work in the Democratic State:

“If the State in capitalist democracies is viewed as responsible for providing justice and equity to compensate for inequalities arising out of the social and economic system, education's role then is seen as improving the social position of have-not groups by making relevant knowledge and certification for participation available to them. At the same time, the capitalist State and its educational system must, by their very nature, reproduce capitalist relations of production, including the division of labor and the class relations that are part of that division” (Carnoy and Levin, 27).

Literature about difficulties, successes and opportunities in urban education assisted our work. Everyone who has read a newspaper or walked through a bookstore has heard accounts of the problems of urban schools. Many of these works overlook the potential of the schools and the people within its walls. Often the solutions offered are uninformed. We were fortunate enough to read a number of works that delve further, exploring the possibilities for success in schools.

Clarence Stone, Katheryn Doherty, Cheryl Jones and Timothy Ross marvel at the potential of urban schools to serve as links to the community through school based services, school to career initiatives and school-community projects in their 1999 article “Schools and the Disadvantaged Neighborhoods: The Community Development Challenge.” Pedro Noguera asserts in “Confronting the Urban” that in many communities, “the urban public school is one of few social institutions that provide a degree of stability and social support to the individuals and families that are served” (Noguera 1). In “Public Schools that Work” Clara Hemphill identifies “the single most important characteristic of a good school is a strong principal” (Hemphill 47).

During the course of the semester, we spoke with experts throughout the field of education. Representatives of The Bay Area Coalition for Equitable Schools (BayCES), a nonprofit that works with schools, districts and community groups to improve student achievement, visited our class to discuss the potential of small schools in Oakland. A legal scholar explained to us his findings about the implications of school choice and vouchers. Marty Blank, founder of Community Schools, described the ways this movement, which is at once a set of partnerships and a common location for community services, supports and opportunities, can improve schools and communities. Finally, Jim Dyck, an architect and design specialist, came to our class to discuss the crucial elements of successful, physical, learning environments.

Partnership Development

While our immediate project objective was to find potential linkages between the school and community, we understood from the beginning that creating sustainable relationships between the parties involved was essential to the success of this project. In The Consensus Building Handbook Lawrence Suskind explains that “people who serve as members of permanent organizations, even for a short time, typically pay special attention to the long-term well-being of that entity” (Suskind xix). Roger Fisher and William Ury’s book, Getting to Yes, explains how mutually beneficial results can best be achieved by considering interests instead of positions. For example, by considering only positions, a project could face obstacles about whose responsibility it is to take initiative. The schools may believe the businesses need to offer support. The businesses may feel it is the jurisdiction of the schools to reach out to them. In one instance considering the interests instead of the positions quickly allowed us to identify that one interest,

teaching students how to learn history, is perfectly aligned with another, creating a history of the community. Such a connection may never have been reached by considering only the separate positions.

In many ways, our role in this project was that of a facilitator as described by Roger Schwarz in “The Skilled Facilitator:” “to help a group improve its process for solving problems and making decisions so that it can achieve its goals and increase its overall effectiveness” (Schwarz 13). Additionally, Schwarz’s work describes the need for a three-step process for problem solving. The first step is to increase the flow of information or communication. The second step is to build relationships. Once the first two steps are accomplished, the third is to create a structure to sustain them. Schwarz is not the only person to outline this process; it is fairly accepted in the field of consensus building and facilitation. We used this theory in developing our three-step model for a sustainable school-community relationship at Galileo.

Finally, in Pedagogy of the Oppressed, Pablo Friere describes the importance of true dialogue and two-way, mutually beneficial learning relationships. Friere describes that education should not, and cannot, be a one-way process by which teachers fill students with information. Instead, both parties are at once both a student and a teacher. Consistent with Frierian theory, our final recommendations encourage two-way learning relationships in which school and community learn from each other, and benefit from the services each has to offer.

Process

In addition to the literature that informed the content of our work, literature describing the role of consultants shaped our approach to the project. In 1998, Randy Stoecker’s book Are Academics Irrelevant? Roles for Scholars in Participatory Research outlined the quandary of the consultant in a project such as ours. If we believe that students should play an active role in their education, how can we dictate what their Social Enterprise for Learning project entails? If the success of this project hinges on the relationships formed between the school and the neighborhood, how can we position ourselves between them? If our ultimate goal is to empower communities, how can we consult on this project without disempowering them further and becoming part of the problem? Stoecker explains difficulties such as these and offers recommendations for the ways

the consultant can offer skills and guidance in participatory research in a way which will assist the project instead of hindering it.

Methodology

For our research, we employed primary sources such as interviews, site visits, and community mapping, as well as secondary sources including relevant literature and internet resources.

Primary Source Research

Information Technology Academy Team Meetings

We visited the school site twice to meet with the principal and the IT Academy's planning team. At the first meeting, teachers, community outreach staff, the vice principal and the principal attended. This visit was an important way to get background information and set the context for our research. We learned how the team was planning for the new academy. In addition, we sought advice from teachers who were involved in the community-mapping project during the past summer. Their project served as a starting point for our research.

Throughout the course of our research, we kept in touch with the teachers in the IT Academy team so they could give us feedback on our work. We emailed them the draft of our Community Profile and received comments. Before our final presentation at the SFUSD, we visited the IT team again to deliver our presentation and receive feedback about ways we could improve our research.

Community Mapping

On foot and by car, we explored the school neighborhood to survey the land uses of the area and identify major businesses and organizations. This process of asset mapping and interviews with local businesses and organization was important to our project as we needed to know the resources and limitations of the community around Galileo in order to create a feasible strategic plan. The major area which we surveyed was bounded by the North Point Street, Van Ness Ave, Lombard Street, and Battery Street.

We interviewed about ten employees working in restaurants and shops while we were walking around the area. The interview subjects included employees working in the Ghirardelli shop, Crazy Shirts, Ana Mandara, La Saballa Torrea, and several others. Our interview questions

began with the businesses' impressions of Galileo. We also asked about the nature of their work and the type of clients they served. In addition, we tried to find out if there were potential partnerships between the school and the business. Their responses often gave insight into the current relationship between the school and community.

Not only did we conduct interviews while walking around Fisherman's Wharf, we also conducted phone interviews with other businesses, professional schools, and community organizations. We used the Yahoo! Search feature to identify our phone interview subjects located within one-mile of the school. We made about fifteen calls with a response rate of approximately sixty percent. The local organizations and professional schools we interviewed included: the San Francisco Massage School, San Francisco Art Institutions, North Beach Citizens, San Francisco Volunteer Center, and numerous others. All of the interviews lasted about ten to twenty minutes. The questions for the businesses and organizations that we interviewed were as follows:

- What is the nature of your business/organization and who are your major customers/clients?
- Have you heard about the Galileo Academy of Science and Technology? What is your relationship with the school, if any?
- Do you have any concerns about the school?
- We are researching ways to improve the school's relationship with its community. Do you have any suggestions about projects which the school and community could work on together?
- How does the idea of a community fair sound to you?

School Interviews

We interviewed members of the school community such as the school staff, students, and the school alumni. The goals of the interviews were to gather information about the local history and the dynamics between Galileo and the surrounding community and to determine the strengths of the school community.

We interviewed the school secretary, Bettie Grinnell, about the history of the school and local community. She has been working at Galileo for over thirty years and had written an account of the early history of Galileo. In order to learn about special programs related to student leadership and community outreach we interviewed Candice Wicks and Katie Pringle. We also talked to the school librarian Patrick Delaney about the role of the library in the advancement of technology throughout the school. Overall, we were trying to discover ways the school could use its existing resources to work with the community.

After researching school history and assets, we also interviewed the parent liaison Karen Lau and Galileo students to learn how parents are involved with the school and how they are informed about school programs and activities.

We interviewed twenty students in the course of our research. Three of them graduated from Galileo two years ago and the others were still at Galileo. We started the interviews with students whom we had personal relationships with and asked them for additional referrals. We also asked students for feedback about our community profile and strategic plan.

Questions for student/staff interviews:

- What is your impression of the school?
- How do you define “school community”?
- How do you describe the relationship between the school and community?
- Are you interested in working with the businesses, organizations, and/or government agencies to make Galileo and the neighborhood better?
- Give one suggestion on how to improve the relationship between the school and community.

The last stockholders whom we interviewed were Galileo alumni. We attended a meeting of the Galileo Alumni Association to introduce our research and see what part the group might play in building community links.

Instead of handing out surveys to our subjects, we chose to have a conversation with them on some open-ended questions. Although it was more time-consuming to conduct interviews than surveys, we were able to have developed a fairly in-depth understanding on the current relationship between stakeholders.

Presentations

In addition to seeking feedback from the teachers and students for our community profile and strategic plan, we made four presentations at different stages of our research. First, we presented our community profile to our classmates after about four weeks of research. One of the goals for the presentation was to share our initial research and receive feedback from our classmates who were working on similar projects at different schools. Another important goal of the presentation was also to set the direction for further research and possible recommendations for the strategic plan.

Secondly, as previously discussed, we presented our research before the IT Academy Development team. They gave us important feedback about what worked and what did not, what parts of our findings resonated with them, what they feel we may have missed, and the feasibility of our recommendations.

Next, we presented our work for the third time for different stakeholders in the San Francisco Unified School District boardroom on November 20th, 2003. Our purpose was to share our research-in-progress, receive feedback on the feasibility of our recommendations, and identify areas for further research.

Finally, we presented to three UC-Berkeley Professors and Marigrace Cohen. Two of the professors were critical theorists from the Graduate School of Education, and the third was the chair of the Department of City and Regional Planning. The goal of the last presentation was much the same as the previous ones: to receive feedback for our research. They challenged us with additional questions to consider:

- *What quantifiable results will you have to evaluate the success of this project?*

- *What are the long-term benefits of the interaction between schools and communities?*
- *Could we consider what assets should be in the community instead of limiting ourselves to what currently exists?*
- *Are we locking students into sub-par internships by limiting them to those within the school community? If we extend beyond the local community what are the repercussions?*

Secondary Source Research

Literature

We reviewed literature across disciplines. The course reader compiled by Professor McKoy integrated community development and urban education research. Additionally, we complemented that with outside literature in city planning, education policy and negotiation and partnership development theories.

Newspaper Articles

In order to uncover the historic and current community involvement of Galileo, we conducted newspaper research using the San Francisco Chronicle and Lexus/Nexus online. We also requested copies of the Galileo parent-teacher newsletter from the parent liaison in order to learn about the linkage between parents and schools. Additionally, we read the *Russian Hill Neighbors*, a monthly publication by a local community organization, which gave us a context of the current projects that the community were involved in.

Internet

We used a variety of internet search engines to find articles and publications about the school. We visited the websites of local businesses and organizations to learn more about their services.

The San Francisco Unified School District and Galileo Academy websites provide current student information such as academic data, demographic distribution, current curriculum, a mission statement and a history of the school. In addition, the school website includes descriptions of current projects and activities as well as news about the school. The U.S. Census

Bureau website provides demographic data and the San Francisco city website lists zoning information.

GIS

According to the United States Geographical Survey, a geographic information system (GIS) is a “computer system capable of capturing, storing, analyzing, and displaying geographically referenced information; that is, data identified according to location.” The power of GIS is the ability to relate different information in a spatial context. We used GIS to explore the spatial relationships between the school and community, organizing data and information that we received from the census, school district, and various websites.

Community Profile

The relationship between a school and its community defines the role the local community can play in school reform efforts. Galileo Academy of Science and Technology (Galileo Academy) is a political entity, which has complex relationships with the surrounding community. In order to begin to understand these dynamics we posed several guiding questions: Who is in the community? What does the community think about Galileo? Are there existing partnerships between the school and the community? What is the history of these relationships?

In answering these questions and identifying potential community partnerships we examined the history of the school, explored the demographics of the school and its neighborhood, and interviewed community stakeholders including school staff, local businesses, social service providers, and students (all interviews are listed in Appendix A).

History

“The main idea of the school is to present the phases of industry, trade, business, and professions in such a way that students will be assisted in making the final selection of their life work” (School Bulletin 1921, from Grinnell, 2-3).

When the “ambitious, congenial, and cooperative” inaugural body of Galileo High School students entered their new school in the fall of 1921, teachers who “regarded teaching as a calling” welcomed them to a building they shared with the Red Cross. These original students came to Galileo for the same reason many still do: the other high schools were over-crowded. However, by the close of the first year, students were loyal supporters of their school, and very few requested transfers. They set a tone for Galileo that has persisted ever since (Grinnell).

Academically, Galileo has emphasized excellence in science since the day the school was named for the Italian scientist Galileo Galilei. Money raised at the original Footlights Club performances funded a scholarship awarded to college-bound Galileo students wishing to specialize in science. In 1992 Galileo’s high academic standards were recognized as it was named a Distinguished School. In 1996, when the city required schools to choose a focus, Galileo High School officially renamed itself Galileo Academy of Science and Technology to

reflect its emphasis on those areas. Galileo now has two science pathways: Environmental Sciences and Health Sciences. In 2002 the school decided to add an Information Technologies Academy and was rewired as a “Digital High School.” The school has a comprehensive and sophisticated computer lab and a wealth of technological resources for students and teachers. The 2003-2004 school year is the planning year for the IT Academy, and implementation will begin in the fall of 2004. Additionally, the school is exploring the possibility of adding a Biotechnology focus through either a Pathway or an Academy, and is hoping to collaborate with the University of California at Berkeley on the project.

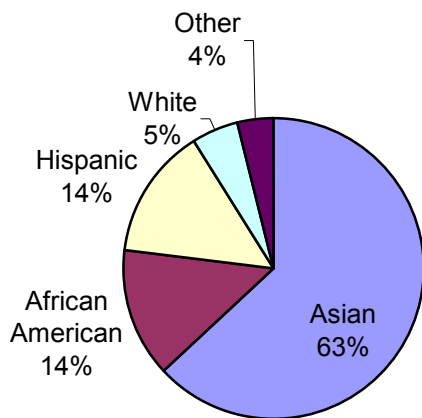
From the beginning, Galileo High School students have taken an interest in their community. During its first semester as a school in 1921, Galileo response was first and their contribution was largest to the Associated Charities’ request for contributions for a fund for babies’ clothing. In the late 1920s Galileo reached out to other city high schools, junior colleges and even the United States Army by opening their doors to those groups in need of space. During World War II Galileo students worked with the Red Cross. In the early years Galileo also provided entertainment to the community. The Footlights Club demonstrated the musical and dramatic talents of the students by offering performances ranging from a minstrel chorus to a Chinese tragedy. Galileo students still perform for their community. On October 18, 2003 they held a Vaudeville show on campus (Grinnell).

However, relations between the community and the school have been strained at times. In 1998 Galileo responded to neighborhood complaints of students’ littering and loitering by closing the campus. Currently only eligible seniors and second semester juniors are permitted to leave campus during the day. Many school personnel we interviewed explained that Ghiradelli Square re-oriented its entrance to limit student accessibility. In this way, the community prevented students from entering as the school prohibited them from leaving. Galileo’s campus faces inward toward a student quad. The fact that students cannot venture into the community, and community members cannot see the students inside adds a physical obstacle for school-community relations.

Demographics

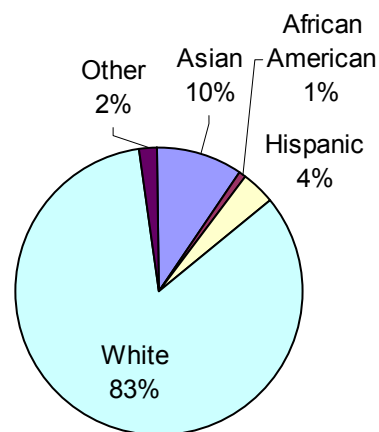
Bettie Grinnell, the school secretary, explained that the demographics of the school have diverged from that of the neighborhood during the thirty-one years she has worked at Galileo. The school population now includes more Latino and Vietnamese children and fewer white children than it once did. According to Grinnell, the school used to reflect the ethnic composition of the neighborhood better than it does today, but the white children from the surrounding areas now go to private schools. The IT Academy group supported this observation by hypothesizing that the children from the neighborhood around the school attend private schools. In fact, 44% of the children in Galileo's neighborhood attend private schools while only 26% citywide do so. It is also noteworthy that there are few children living immediately around the school. Fewer than five percent (5%) of households in the census tract containing Galileo Academy have children under the age of 18 while almost 20% of San Francisco households citywide have children. In Galileo's census tract of 4,288 people, only 18 children are enrolled in high school and are split equally between public and private schools. See Appendix B for the distribution of school-aged children in San Francisco (United States Census, 2000).

Galileo Academy of Science and Technology



Source: San Francisco Unified School District 2002

Galileo's Neighborhood



Source: Census Data 2000, San Francisco County, Tract 102

The families surrounding Galileo are whiter and less diverse than the rest of San Francisco. Galileo's neighborhood is 87% white, compared with 50% citywide and 5% of the high school students. About two-thirds of the children living near Galileo are white, compared with about one-third citywide. Meanwhile, 63% of Galileo students are Asian compared with less than 10% of the neighborhood population. See Appendix C for distribution of the Asian population citywide (United States Census, 2000). The charts below demonstrate the different ethnic distribution between the school and its neighborhood.

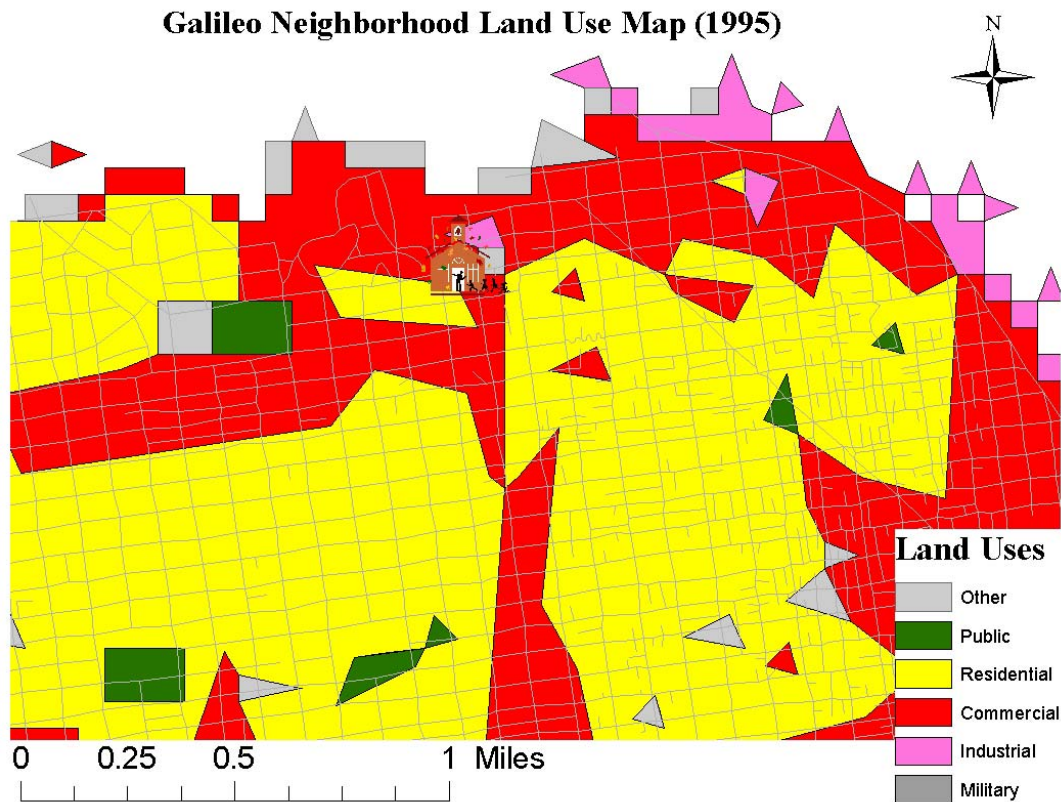
The mixed-use residential and commercial neighborhood surrounding Galileo Academy could offer significant human capital and a range of professional opportunities to the students. Almost every adult (97%) living near Galileo has graduated from high school, and 29% have post-graduate degrees. These numbers are significantly larger than those city-wide (81% high school graduate, 16% post-graduate degrees). Sixty percent (60%) of the employed population in the Galileo neighborhood work in the Information, Finance or Professional sectors, compared with 36% citywide. The median family income of the surrounding area in 1999 was \$130,098, more than twice as much as the San Francisco average of \$63,545.

The area is a blend of primarily residential and commercial uses (see Map 1). In addition to the 4,288 residents, the neighborhood contains 1,529 businesses, about 40% of which are services, 30% are finance, insurance or real estate related, and 20% retail (U.S. Census 2000, [SF Prospector](#)).

School Assets

We were able to speak with the school principal, the school outreach coordinator, several teachers, the school librarian, the school secretary, and an instructor from a local nonprofit who teaches classes at Galileo in addition to students, the parent liaison and the Alumni Association. Everyone expressed enthusiasm and willingness to help us with our project. After each meeting we left with a list of recommended contacts. Galileo's strong, supportive environment promises to be a powerful resource as we develop our plan.

MAP 1. GALILEO LAND USE



Principal

As was noted in our literature review, Hemphill describes strong leadership as the single most important factor in the success of a school, and in our experience we found Galileo's Principal, Margaret Chiu, to be a strong leader. Principal Chiu is proud of Galileo's increasingly strong reputation. This year the school was a popular choice and was overenrolled. As she took us on a tour of the school she interacted with many students we passed. From science lab stations to computer terminals to photography darkrooms, she showed us many of the wonderful facilities of the school and explained how the teachers and students were utilizing them. Principal Chiu also outlined Galileo's connections with universities for us, and expressed interest in building new relationships. Finally, Principal Chiu attended our presentation and provided insightful comments and recommendations for progressing toward our final product.

Community Outreach

Our school is fortunate to have Katie Pringle, the outreach coordinator who is a direct contact for us. Ms. Pringle is involved with the IT Academy that is currently in the midst of planning for the

Academy's opening in 2004. She is very interested in our project, particularly in finding ways the community can be involved with the Academy, possibly providing resources such as internships and summer jobs.

Teachers

The teachers with whom we spoke were also interested in connecting the school with the community. In our meetings, teachers observed that many residents in the community have never been inside the school. One told a story of how a woman who runs by the school stopped her once and exclaimed, "I run by this building everyday and didn't realize that it was a school!" There is a general concern that this disconnection between school and community creates a "dehumanization of youth." Mr. Machtay, the math and computer sciences teacher, suggested that the students could do a community-based social enterprise project that would culminate in a community fair at the school. This would be an active way to bring the community into the school, demonstrating the school's capacity and sparking ideas about how local residents could become more involved in the school. Mr. Machtay strongly suggested we contact the Russian Hill Neighbors, the local neighborhood association as we progress in our research.

Librarian

The school librarian, Mr. Delaney, is an expert in web blogging and has established a school club School Library Advisory Committee (SLACers) as well as the blogRATs. These groups run the school's blog site (www.galileoweb.org) and have strong skills in web programming. Recently, Mr. Delaney attended Harvard University's first Bloggers Conference. During a panel that featured the webmasters for five of the Democratic presidential candidates, Mr. Delaney connected students at Galileo by Instant Messenger and encouraged them to watch the live webcast of the panel event. The schools website notes:

"When time came for audience questions, Mr. Delaney had a chance to say, 'This question comes from Jean Lee, editor of the Pendulum newspaper at Galileo High School in San Francisco, who is currently watching the webcast of this panel.'

The audience burst into applause even before the question was asked. The conferees were at Harvard to talk about the use of technology and the power of communication. The line of communication from the Galileo students to the Harvard auditorium showed the conference what it was all about!"

Starting in the 2003-2004 academic year, staff at Galileo Academy are gradually implementing blog use. They run their sites under the auspices of their partners, the University of California's Bay Area Writing Project and the Office of the Kern County Superintendent of Schools. Teacher and student use of blogs for academic work is increasing. Poised to be in a leader in weblogging technology among high schools in San Francisco, if not the state and country, Galileo recently hosted a conference for weblog using educators from around the country. The technological skills of the student and teachers will be a strong resource for reaching out into the community. There are opportunities for linkages between the IT Academy and the SLACers and blogRATS to develop websites and blogs for local businesses and community organizations.

Secretary

The school secretary, Mrs. Grinnell, has worked at Galileo for 31 years. She was extremely helpful in giving us a perspective on the history of community, in fact, she compiled a compelling account of educational and social aspects of the early years at Galileo Academy. She seems to be the "unofficial" school link to the community. In addition to attending Rotary Club meetings and serving as the main contact for the Galileo Alumni Association, it is Mrs. Grinnell who responds to concerns of Galileo's neighbors about excess noise, students littering, or which lights have burned out after being left on overnight. She mentioned that the Alumni Association has traditionally not been very directly involved in school activities. Many alumni no longer live in the neighboring community. However, the Association is active, and is a promising resource for funding and support.

REAL

Instructors from a local community organization - Revitalizing Education and Learning (REAL) – work with nine Galileo teachers once a week throughout the year, teaching youth empowerment through service learning projects. The goal is to build community among the diverse student body, while teaching students how to take collective action on a project of their choice. We spoke with Candice Wicks, one of the instructors from REAL who described the three stages of the course as: building community, building power, and taking action. The students work together through most of the year, developing cultural awareness and learning about means of power in society. In the spring they choose a project they want to take action on,

based on their own research and surveys of other students. Building stronger links to the community would be beneficial for the REAL student projects.

Ms. Wicks also mentioned a mandatory leadership class made up of the elected members of the Associated Student Body (ASB). They meet once a week and have recently selected topics for projects that they will be working on this semester. The topics for this semester are: violence, peer pressure, cultural participation, and sanitation. These projects could be instrumental in forging stronger links to the community while providing educational benefits to the students.

Students

Galileo students came from different parts of the city or outside of the city. According to one of the teachers, the traveling time for students to the school ranges from half an hour to two hours. This poses additional challenges for community involvement, both in engaging residents and having students stay around campus after school rather than returning to their home neighborhoods. Both the recent Galileo Academy graduates and current students we interviewed said that they did not know much about the surrounding community. They typically identified the community as “Fisherman’s Wharf” and “neighbors who didn’t pay too much attention to the school.” While the school staff told us that the school has strong partnerships with many organizations and education institutions, the students we spoke with did not seem to know about these learning opportunities. One of the popular resources they used was the Marina Library, which is about a ten minute walk from the school. Juniors and seniors used the AACE Talent Search Service, an organization which provides students with college information, tours and fee-waivers for standardized testing. In general, no students we spoke with knew about the IT Academy curriculum or how they could learn more about it. This may be changing as outreach to students is increasing. Currently the homepage of the school website features a section on the IT Academy.

Parents

We spoke to most staff about parent involvement at Galileo. The consensus is that parental involvement is increasing. This year there were 300 people at the incoming freshman back-to-school parent night, compared to 100 the year before, and 25 the year before that. Many staff

noted that often parents work at night or must travel quite far to come to Galileo, limiting their ability to be very active in school activities. However, the demographics of the students are changing. More students are coming from the Sunset and those parents are traditionally more involved in the school. Staff mentioned that there was a parent-teacher night on October 28.th This event traditionally has high attendance as report cards are distributed. Unfortunately, there is currently no active PTA (Parent-Teacher Association) at Galileo. Each time we inquired about this fact, the response was that this is probably due to the distance between students' homes and school. Galileo attempts to reach parents through a Parent Liaison, Karen Lau. Lau organizes periodic newsletters in Chinese, Spanish and English to keep parents informed of events at the school. While this newsletter is a way for parents to hear about school information, Galileo still does not have a real mechanism for two-way parent involvement in their children's education.

Alumni

Galileo has an active alumni association. Primarily comprised of graduates from the 1950s, the alumni hold regular meetings, organize social events and maintain a website. Despite the fact that the current incarnation of Galileo barely resembles the school they attended, they are interested in being more closely connected with the school. Bettie Grinnell mentioned having spoken with them on numerous occasions, and regretted the lack of structure for a connection with the group. The Alumni Association enthusiastically invited us to a meeting, and was very interested in our project and findings. They could be a wonderful resource for students compiling an oral history project about the school and community.

University Partnerships

As mentioned earlier, Principal Chiu listed some of the numerous university partnerships Galileo currently enjoys, and expressed interest in starting new ones. Principal Chiu is very interested in increasing Galileo's community partnerships, particularly with local higher educational institutions. As noted previously, Principal Chiu would like to explore additional collaborative projects at UC-Berkeley, particularly through the biotechnology pathway. Currently, partnerships exist with UC-Berkeley, City College, Cal Pacific Medical Center, the University of San Francisco, Dominican College and San Francisco State. These partnerships range from teaching a medical terminology course to student teaching programs.

Environmental Issues

One of the most developed university partnerships at Galileo led to the creation of the Environmental Sciences Pathway. The school's Environmental Sciences Pathway was started as a project with UC-Berkeley's Interactive University, which supported the Urban Watershed Project. In conjunction with UC-Berkeley's Environmental Sciences and Ethnic Studies Departments, Galileo students meet once a week in the Presidio. This work, which has both field and web components, teach students to identify plants, create maps, understand habitat, assess water quality and assist in ecosystem restoration projects.

Local Businesses

Businesses are important stakeholders in the school because they are potential donors and can provide student employment and internship opportunities. As Galileo Academy is located near Fisherman's Wharf, we interviewed some restaurants and shop owners/workers as we were on our walking tour. Predictably, most of the tourist businesses perceived students as their potential customers and employees. They were friendly to us during the interview and seemed surprised that the school was willing to consider involving them in some ways. The businesses' impressions of the school vary. Most of them know about the location of the school but they see it as an entity isolated from the tourist areas. Some business employees dislike the students' presence because they take the same crowded buses to work or compete for parking spaces with the students. Fundraising was the one potential project most shops considered in connection with the school. Some shopkeepers suggested that students could purchase products from them wholesale and sell it to other students in fund-raising events. This type of cooperation creates mutual benefits to both parties because the products are advertised in the school and the students can raise money.

Besides local restaurants and shops, we also conducted phone interviews with some private professional schools, law firms and other retail companies. We tried to contact about 10 companies but we were only successful in talking to five of them. Many who we reached would hang up or quickly show disinterest when we explained our project. The common response to our calls was confusion or surprise. Even businesses, which were interested in partnering with the

school, were skeptical about the idea of joint projects. For instance, Safe Sense, a nearby condom retailer, noted that the company would be interested in offering safe sex education and providing internship positions to students. However, staff did not know how to approach the school and wondered whether the students would be interested in working for a condom company. Accessibility and communication were common themes in our interviews as businesses and community organizations do not know how to make connections with the school. As a result, the schools lose opportunities for support and partnerships.

Community Organizations and Social Service Providers

Social service providers are important stakeholders for the school as they support the schools by providing free services such as tutoring and after-school programs. Community organizations were friendlier during our interviews and showed interested in providing educational resources and internships to students. However, since they are nonprofit organizations with limited funding, they stated very clearly that internship positions would be unpaid even before we asked about if the student interns would receive a stipend. Most of the interviewees saw benefits in partnerships with the school. Many noted that student involvement could draw community attention to their mission and work.

The Volunteer Center of San Francisco was the first organization we interviewed. Within a mile of the school, it is a private organization established in 1946 to provide the city with a centralized source of volunteer information. The mission of the organization is to “act as a catalyst for ensuring that every person has the opportunity to be a powerful, contributing community member.” The program coordinator told us that Galileo students volunteered in the Center before during its open house. She also told us that the Center had internship positions for data entry and program assistants. Moreover, she encouraged the students to come to the Volunteer Center to learn about nonprofits that needed help.

Despite most of the social service providers’ positive reactions to student involvement, they expressed concerns about possible obstacles. For instance, a representative from North Beach Citizen said that it might be “too real” for students to serve in a homeless organization. Since the organization has never had student volunteers, she was concerned about the student volunteers’

ages and skill levels. She noted that serving the homeless population in the city has some risk as clients could be violent and drunk or using drugs. The Lindamood Bell Learning Processes, which serves students with learning disabilities, was concerned about the issue of privacy for their clients if students volunteered in the clinic. Many of the organizations we interviewed rarely did outreach into the community. As a result, the school and students were not able to benefit from the local organizations because they did not know how to contact them.

Russian Hill Neighbors

A nonprofit organization established in 1981, Russian Hill Neighbors' (RHN) mission is to "encourage friendly association among Russian Hill neighbors and merchants and to respond to neighborhood concerns" (RHN website). They organize events, maintain a website and distribute information. Interestingly, the RHN has a history committee, charged with creating an oral history of the community. They are currently seeking assistance on the project. This is a potential opportunity for collaboration between the school and the neighbors.

Strategic Plan Recommendations and Strategies

Through our research we targeted three areas of recommendations with corresponding strategies for the Galileo community. Our general recommendations for creating strong and lasting school and community partnerships are:

- 1) Enhance Communications**
- 2) Build Relationships**
- 3) Establish Institutions**

First we will describe the recommendations, as they build on each other and are most easily and effectively implemented in order. Next we will outline specific strategies that the Galileo IT Academy can use to begin to build stronger partnerships with communities outside of the school.

While we will outline specific strategies for realizing these recommendations for the Galileo IT Academy, we feel that many of these ideas would be useful and applicable for all of the academies. In fact, the basic principles could be implemented by an entire school, or even by one classroom or a school club.

Enhance Communication

Any partnership process needs to begin by building a foundation for understanding and communication between the school and community. While there is a wealth of resources in the neighborhood surrounding Galileo, many businesses and nonprofits did not know how to get access to the school to offer resources such as jobs, internships and expertise to students and teachers. Teachers and students do not have the information necessary to reach out for those local resources. Meanwhile, the school could provide many skills and resources to the community, but the lack of communication has created an obstacle to a potentially mutually beneficial arrangement. This recommendation simply acknowledges that all actors in the process have a lot to offer, and need to know what is available. We recommend that the school take the lead in communicating to the surrounding community.

Build Relationships

Once a communication model is developed, we recommend that schools and community partners work to develop relationships that enable mutual learning. The IT Academy students will have

technology skills they can offer to members of the community, and the community members have expertise that they can share with the students. Developing strong relationships between the school and community will enable a process in which both groups understand what each has to offer, and each person and group involved is at once both student and teacher. While enhancing communications as described above is primarily a one-way system of conveying information, this recommendation emphasizes the development of interactive, two-way relationships between the school community and the larger surrounding community.

Create Institutions

The third tier of our recommendations involves establishing formal, accepted structures that can maintain these learning relationships as partners change over time. Institutionalizing these relationships will allow the work accomplished through this project to endure beyond the involvement of specific individuals. As the processes and relationships become established and accepted, networks can grow, providing opportunities and ideas for new projects further linking the school and community.

Recommendations in Action: An Oral History Project

How could these recommendations work in practice? Through our research we identified an oral history project that might offer opportunities for students and teachers to work directly with two different groups of community members. The Russian Hill Neighbors (RHN) neighborhood association wants to develop an oral history project about Russian Hill. This could be an interesting project for a Galileo class to take on in partnership with the RHN. Additionally, the Galileo Alumni Association expressed interest in being interviewed for a project about the neighborhood.

The first tier of our recommendations, improving communications, requires each group knows about the other's skills, resources and goals. The class or teacher could begin this process, enhancing communications by doing initial internet research and outreach. In this example, the school provides time and computers and technology resources, with the goal of teaching the students new ways to learn history. The RHN adds interested, educated, professional members' expertise and mentorship and the goal of producing an oral history of the neighborhood. The

Alumni Association could offer first-hand knowledge of the history, while meeting the goal of being more involved in the school. By understanding the resources and goals of RHN and the Alumni Association, and informing them about what the school can provide, the school will facilitate the communication process.

Using the principles of the second recommendation - “building relationships”- the groups develop connections by working together on the project using the different skills and resources of each group to improve the overall results. The students, teachers, residents and alumni involved in this project will become more familiar with each other during the course of their work together. As they work together toward their final product, they will begin to build relationships that can extend beyond the scope of this project. These relationships can add personal connections to the previously isolated groups. If a resident sees a student eating breakfast on their doorstep before school, they may realize that the students they know are interested, intelligent and respectful, and thus be more accepting of this new student. If a student sees an older individual on a bus, perhaps their familiarity with the older alumni will increase the respect they have for their elders. Through these new relationships, alumni can move beyond the one point of contact that they currently have to Galileo, increasing their opportunities for connections with both the school and the community. Building personal relationships in this way could begin to break down the walls between the different stakeholders in the process; to replace the fear each has of the unknown with genuine respect.

Finally, a project website could serve to facilitate the process of creating an institution. This website could include basic contact information, photos of the “Oral History Team” working together, student journals of the process, and the final product. By providing a window into the process of the project, others will have access to information about each group’s contacts, skills, resources and goals. This will allow people not personally involved in the project to gain insight about the relationships formed during the process. The website could help to ensure that when students graduate, teachers move on, and members of the Russian Hill Neighbors and the Alumni Association change, the next group of partners can build upon links and resources that have been established.

Strategies to Enhance Communication

This most basic way to enhance communications between the school and the surrounding community is to distribute information about local programs and resources. At Galileo, the students in the IT academy could build a website focusing on community resources and potential opportunities for school linkages. This website would be an extension of the school's current website, but with a broader focus as a resource for the entire community. Weblogging provides an ideal mechanism for feedback from all users.

More traditional means of print outreach should also be utilized. Galileo's monthly parent newsletter (which is printed in Spanish and Chinese) is an easy vehicle for informing parents about activities and projects in the community. The school can reach out to parents through the newsletter and at Back-to-School parent nights. The schools might create a quick parent survey to determine what types of resources parents can offer the schools, whether through jobs, internships or possibly special workshops parents could give. Once parents get a sense of how community connections are being formed, they may more easily be able to envision different ways that they can become involved in their child's education.

Local Chinese and Spanish language newspapers are also mediums that can be utilized to publicize information for community members who do not use the internet or who speak different languages.

As students' knowledge about the community grows, students can take the lead in making community connections. One fun way to do this would be to have students give neighborhood tours to classmates, local residents and tourists.

Strategies to Build Relationships

Building relationships between the school and community will be an ongoing process that will take work and persistence. In order to have the students learn more about the surrounding community, a class might complete a community-mapping project. Through community mapping students and teachers walk around the neighborhood, identifying local assets. These assets could include businesses, social services, museums, government agencies and community

organizations. A community-mapping project could help students and teachers develop an understanding of the current perspectives of the neighborhood. In addition to encouraging connections with their surrounding community, the students would also identify potential partners for other projects.

Students could build upon their new knowledge of current neighborhood conditions with the local history project mentioned earlier. In this project, students would create relationships with the Russian Hill Neighbors and the Alumni Association while learning about the history of their school community.

A mentorship program could match students with alumni or other school volunteers to learn more about potential careers. Students could be matched by interest, and mentors would provide real-life perspectives about their careers. Mentors might provide externships, or “job shadowing” opportunities. The mentor program is also a potential opportunity to keep alumni who no longer live in the neighborhood connected to the school.

As their expertise builds, students can provide computer services to local business and residents. They might build websites for local businesses. In return, these businesses might provide job shadowing or internship opportunities. Students might also provide instruction to local residents who would like to learn how to use their computer or build a website. These mini-courses could be offered on school grounds or possible through the local library branch.

Strategies for Building Institutions

The third level of our recommendation is to create institutions in school to maintain the established school-community relationships. We feel that it is critical that students lead this effort and recommend that the institutions we suggest be developed as Social Enterprise for Learning (SEfL) projects. The students should play key roles, designing, creating and maintaining the institutional structures.

Galileo Community Website

A Galileo community website would be an easy to implement, effective and meaningful institutional structure for the IT Academy. This community-focused website would extend Galileo's already strong web presence to provide information about school and community programs, projects and resources. Galileo's established weblogging practice would be a particularly useful mechanism for receiving community feedback and facilitating dialogue.

The website would give the students experience in website design, development and maintenance. The students would begin by designing the website. The design process should be an exercise teaching the students about collaboration as well as software design. They would select a design team, which would begin by drafting a functional design document to explain the contents of the website in plain English. The document would circulate to partners for suggestions. Next they would construct a technical design document detailing the web design process, again circulating the document for comments. When the design process is complete, the could proceed to the development stage.

The development and implementation of the site will give students experience with computer programming and the process of "making a page live." Additionally, the development process should include a testing phase in which the students ensure that their website works as designed.

Finally, the students will develop a plan for website maintenance. If something on the site breaks, how is it fixed? If a new component is desired, who adds it? Since different students will be involved each year, part of good maintenance may be detailed documentation. .

School-Community Fair

Another powerful institution to foster communication and maintain relationships would be an annual school-community fair. Teachers at Galileo suggested this idea at our first meeting. The creation of the new IT Academy at Galileo could be an exciting opportunity to introduce the community to the school. A community fair surrounding the opening of the academy could be a kickoff event to a continuing relationship and dialogue with the surrounding community. The event could be an opportunity for students and school staff to demonstrate what students have

learned and contributed to the community. At the same time it is a chance to ask the community for job, mentoring and internship opportunities.

The fair would also be a SEfL project led by students. Students can take major roles organizing, coordinating and marketing the fair. Students could do research on grant opportunities to help fund the fair. There could also be several opportunities for business sponsorships. Some programs that could be featured at the fair include:

- Mentorship program introduction and sign-up
- Oral history demonstration
- IT Academy information booth – introduce this unique program to the public or perspective students
- UC-Berkeley Interactive University program information
- Community services information
- Internship opportunities
- Campus and community tour

Conclusion

"We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet." —Dr. Margaret Mead

This quote appears on the Galileo school website and succinctly captures the challenges facing educators in a rapidly changing world. Galileo is poised to meet many of the challenges of educating students for the future with their strong focus on technology and scientific achievement. How can the community support these school efforts? Our research attempts to illustrate ways that the community can become involved in the process of helping students to become, not simply the next generation of employees, but rather active participants in their communities, engaged and empowered to make the changes they envision.

Several guiding questions formed the basis of our research:

What are the current dynamics and relationships between the school and the surrounding community?

For this project we defined the school's "community" fairly narrowly, as the surrounding community. However, it became clear through our conversations with stakeholders that community is a fluid concept. School staff typically spoke of the community of Galileo Academy or the community of residents around the school, businesses defined "community" as their customers; nonprofit organizations defined "community" as their clients and volunteers, students most often spoke of the community where they lived. These different ideas about community demonstrate the separations that exist between the different groups. This general separation of spheres is primarily a result of the natural "business-as-usual" behavior of these groups. The school has not traditionally worked directly with the community and vice versa. Collaboration and partnering are not spontaneous activities. Working together effectively involves dialoguing, planning and a broad vision of what can be accomplished. While the current community dynamics do not create an environment that makes working together a simple proposition, we believe that our recommendations and strategies give the partners some tools to begin to develop mutually beneficial relationships.

What are local school community assets and liabilities?

Galileo is an exceptional high school, with a dedicated staff, ambitious students and powerful technological resources. The surrounding community offers a vast array of opportunities for educational connections to develop, through jobs, internships, mentorships and unique project-based learning initiatives. However, Galileo, like many schools, remains an island unto itself. Adding to this isolation, the school's closed campus policy not only keeps students in the school, it also serves to keep others out. It became clear that in order to benefit from the resources in the community, the school will have to reach out, both outlining what it wants from the community and describing what it can offer in return.

How can urban schools engage with their community to create greater connections and mutually beneficial relationships?

Our recommendations create a basic framework for cooperation and mutual learning that are not specific to Galileo's IT Academy, but could be used by any school looking to create opportunities for community collaboration.

Through our research and review of relevant multi-disciplinary literature we developed a three step process that can guide partnership process.

- 1) **Enhance Communications** – Build a foundation for understanding by sharing information and learning about each partner's skills, resources and goals.
- 2) **Build Relationships** – Develop connections by working together, combining skills and resources and establishing interactive, two-way relationships.
- 3) **Establish Institutions** – Establish formal, accepted structures that can sustain these learning relationships as partners change over time.

As the school takes the lead in these efforts, we recommend that students be involved at all levels, developing SEfL projects.

This emphasis on student choice and agency stems from the many discussions our group had about our roles as researchers in this project. Throughout the project we repeatedly returned to these questions:

If we believe that students should play an active role in their education, how can we dictate what their Social Enterprise for Learning project entails?

We wanted the students to be active participants, engaged in developing the processes and goals of working with the community. Our recommendations are ideas to be built on, not blueprints for action.

If the success of this project hinges on the relationships formed between the school and the neighborhood, how can we position ourselves between them?

It was a constant challenge for us to determine the nature of our role in this project: should we be active participants in the process or act as neutral observers? How much should we do for the school? How much should we leave for them to choose to act on? Our solution was to create a framework for action for the schools, rather than a detailed plan. If we had planned and organized an entire project, we would have placed ourselves squarely in the midst of it, the success of the project dependent on our choices. Instead we offered choices to the schools.

If our ultimate goal is to empower communities, how can we consult on this project without disempowering them further and becoming part of the problem?

If we hold all of the information, we hold the power. We avoided this by having open lines of communication at all times between school staff and SFUSD staff and ourselves. We had in-depth interviews with a multitude of stakeholders and asked each one to recommend others to whom we should speak. We sent drafts of our project to all parties and made multiple presentations, asking for and integrating feedback at all points. While no research project is free of bias, we tried to listen to community needs, consider multiple viewpoints and provide suggestions and ideas that could be practically implemented.

Looking to the Future

We look forward to the success of the IT Academy at Galileo. We feel that engaging with the community more directly can only enhance the academic experience for the students in the Academy and throughout the school. We believe that working with school partners, the community *can* support local education reform efforts while making a meaningful impact on educational outcomes for students.

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APPENDIX A: INTERVIEWS

School Staff Interviewed October 1 –15, 2003

Chiu, Margaret. Principal, Galileo Academy of Science and Technology.

Delaney, Patrick. Librarian, Galileo Academy of Science and Technology Librarian

Galileo Academy of Science and Technology's Information Technology Academy Group Meeting.

Grinnell, Bettie. Galileo Academy of Science and Technology Secretary to the Principal.

Candice Wicks. Revitalizing Education and Learning (REAL).

Pringle, Katie. Outreach Coordinator, Galileo Academy of Science and Technology.

Lau, Karen. Parent Liaison, Galileo Academy of Science and Technology.

Community Organizations and Businesses Interviewed October 4-14, 2003

Blind San Franciscans Inc
(415) 563-4896 1591 Jackson St # 8 San Francisco

North Beach Citizens
(415) 772-0918 720 Columbus Ave San Francisco

Chinatown Youth Center
(415) 775-2636 1693 Polk St San Francisco

Volunteer Center of San Francisco
(415) 982-8999 1675 California Street, San Francisco, CA 94109

Lindamood Bell Learning Processes
(415) 346-6056 1600 Union Street, First Floor. San Francisco, CA 94123

Crazy Shirts
(415)921-8970 Fountain Plaza Embroidered Activewear.

Sabella LaTorre Restaurant
(415) 673-2824 Taylor Street @ Jefferson San Francisco, CA 94133

Safe Sense
(415) 351-1903 2015 Polk St San Francisco

Dance The Night Away
(415) 673-8800 1781 Union St, San Francisco

San Francisco Art Institute
(800)-345-SFAI 800 Chestnut Street San Francisco, California 94133

Telegraph Hill Neighborhood
(415) 421-6443 660 Lombard St. San Francisco, CA

Washington Mutual
(415) 474-5052 2750 Van Ness Ave. San Francisco, CA

Ana Mandara
(415)771-6800 The Power House Modern Vietnamese cuisine.

Ghirardelli Chocolate
(415) 775-5500 900 North Point Street, Suite 100 San Francisco, CA 94109

Crab Station
(415) 474-8796 2803 Taylor St # 2 San Francisco, CA

Denny's
495 Beach St, San Francisco, CA 94133
(415) 776-3700

Scan Trends (gifts shop)
(415) 775-2217 900 North Point St. San Francisco, CA

Kissmet (gifts shop)
(415) 931-9979 2354 Polk St. San Francisco, CA

Golden Gift Shop
(415) 563-9081 1250 Columbus Ave. San Francisco, CA

Route 66 (gifts shop)
(415) 749-0781 2633 Taylor St. San Francisco, CA

San Francisco Art Institute
(800)-345-SFAI 800 Chestnut St. San Francisco, California 94133

Telegraph Hill Neighborhood
(415) 421-6443 660 Lombard St San Francisco, CA

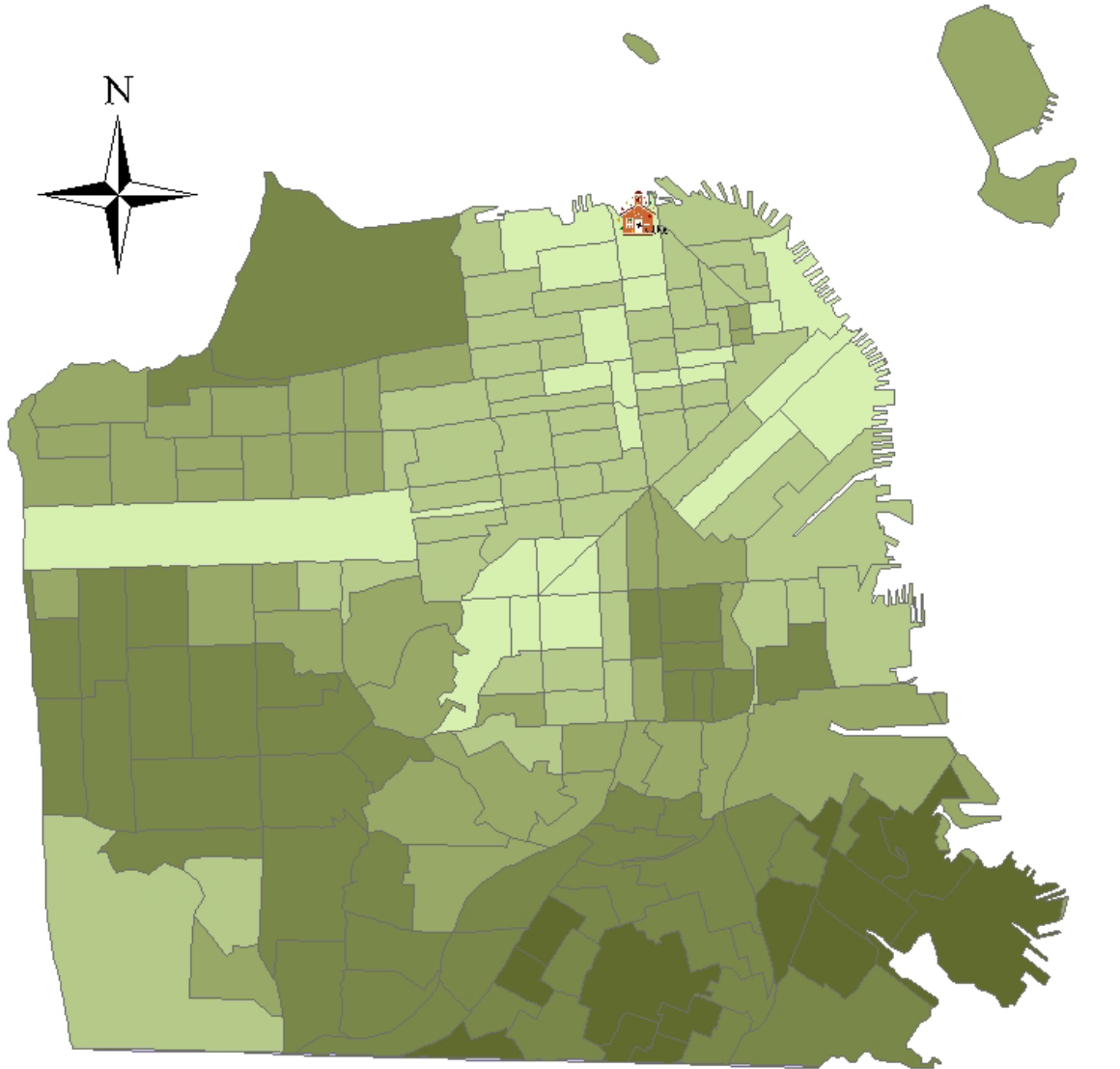
Washington Mutual
(415) 474-5052 2750 Van Ness Ave. San Francisco, CA

Students October 4 – November 20 , 2003

6 Galileo Academy graduates (Class of 2002)
3 Galileo Academy Seniors
5 Galileo Academy Juniors
2 Galileo Academy Freshmen.






APPENDIX B: DISTRIBUTION OF HOUSEHOLDS WITH CHILDREN

Percent of San Francisco Households with Children by Census Tract



Legend

Percent of Households With Children

-  Less than 6%
-  6% to 14%
-  14% to 22%
-  22% to 35%
-  35% or more



SFUSD School-to-Career
Cities and Schools Research Project:

**The Mission District Community Profile and
Recommendations for School/Community Collaboration**

Mission High School
San Francisco, CA

Mission High School Project Team

Molly Blank
Connie Galambos
Michelle Thomas

University of California, Berkeley
Community Development and Urban Education

December 15, 2003

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Mission High School
Part I: Project Introduction and Research Goals

PROJECT INTRODUCTION

This study was undertaken to provide answers to one of the questions posed by the client Marigrace Cohen of the San Francisco Unified School District's School-to-Career Office: *How can the communities surrounding four San Francisco high schools: Burton, Galileo, Lincoln, and Mission, support local school reform efforts?* The three guiding research goals were to:

- 1) Understand local history and context of each institution and its community
- 2) Identify local school neighborhood assets and liabilities
- 3) Develop strategic plans outlining how to engage urban schools more centrally in the development of their surrounding neighborhoods, to have greater connection and mutually beneficial relationships.

To present their findings, the Mission High School research team compiled their results into two main components, both of which are provided in the following report. First, University of California at Berkeley graduate students conducted research on local school neighborhoods, developing Community Profiles to familiarize themselves with the context in which they were working. Completed within one-semester, and therefore not entirely comprehensive in scope, the profiles provide a basic working knowledge around which to structure recommendations. Students then developed a strategic plan to connect Mission High school to local community development efforts, based on feedback from school, community, and district representatives, along with UC Berkeley faculty.

The Principal, faculty, and staff of Mission High School partnered with the researchers to help design these recommendations. Particular appreciation should be given to the following individuals, who collaborated throughout all phases of the project and dedicated extensive amounts of time to its formation:

- Kevin Truitt, Principal
- Jennifer Fong, Vice Principal
- Alan French, Instructional Reform Facilitator
- Kathleen Cecil, Teacher
- Karen Yu, Finance Academy Teacher
- Jenny Johnson, Finance Academy Teacher
- Virginia Reyes, Finance Academy Teacher
- Wellness Center Staff

In addition to the resources provided on-site at Mission High, numerous community members and leaders from the private, nonprofit, and public sectors contributed to these recommendations. Particularly helpful were Jovida Guevara-Ross of the Women’s Building, Kyle Fiore of the Youth Affinity Group of the Mission Community Council (MCC), and Jose Corona, Development Officer at the Mission Economic Development Association (MEDA). Through telephone and in-person interviews, their feedback was obtained and incorporated into the strategic plan. These partners will be cited throughout the text, with respective contact information compiled in the appendix.

Project Researchers

The principal researchers on this project were University of California at Berkeley graduate students Molly Blank, Connie Galambos, and Michelle Thomas.

Molly Blank is completing a Masters degree in Journalism with a focus on documentary film. Her background is varied and includes two years teaching fifth grade in the Washington, DC Public School System, as well as two years working on documentary films about nonviolent social movements.

Connie Galambos recently began her Masters degree in City & Regional Planning, concentrating on Community and Urban Economic Development. Her background lies primarily in the nonprofit sector, first as a Resource Distribution and Planning Associate and translator with United Way of the Inland Valleys, and most recently as a Community Development Volunteer with the Peace Corps in Roboré, Bolivia.

Michelle Thomas is a second year MBA student at the Haas School of Business, concentrating on Nonprofit and Public Management. She has an extensive background in leading youth outreach programs and has most recently co-founded ‘Infusion,’ a nonprofit organization designed to revitalize minority communities through providing equal access to education, economic development, and community empowerment.

LITERATURE REVIEW

Over several months of project preparation, the research team members engaged in a review of literature designed by University of California at Berkeley professor Deb McKoy. The readings provided the backdrop of which the projects recommendations and strategies are based. Some readings dealt with the particular social, political, and economic challenges facing urban communities and schools; others explored possibilities for interactions between communities and schools, including elements of social theory.

Empirical research also shed light on analysis of pedagogical and evaluation methods. Alternative options in education such as small schools, charter schools, vouchers, and private schools were also examined, as was the field of architectural design in educational institutions.

The work of William Julius Wilson and others helped us understand the challenges that urban communities like the Mission face. Wilson writes about the social constraints confronted by residents of urban areas with high unemployment. He addresses their limited opportunities within larger society and also the “ghetto” behavior and attitudes we tend to see displayed in these areas. While Wilson’s work focuses on African-American communities in Chicago, much of what he writes translates to sections of the Mission District. Wilson also writes about the fading two-parent family. Parents are a significant player in children’s education, and reflecting on the state of the family was a helpful tool to engage the group in thinking about how the home life of students at Mission High might impact their life at school.

Several key authors influenced the shape of recommendations for Mission High School. Paulo Freire is often cited for his revolutionary work with education; his book *Pedagogy of the Oppressed* was one of the fundamental texts used in laying the theoretical foundation for this project. Freire advocates action linked to learning, stating that the educational goal of deposit-making must be abandoned and replaced with the posing of problems of human beings in relations with their world. Freire writes, “Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other.”ⁱ Programs like school-to-career aim to do this, by linking classroom learning and work-based learning. Two of the three strategies provided in this report therefore focus directly on the interaction between students and the community both in and out of the classroom.

One way in which to facilitate this type of interactive learning is to empower students with a sense of ownership over their education. Deborah Meier, in *The Power of Their Ideas*, notes:

*A good school for anyone is a little like kindergarten and little like a good post-graduate program – the two ends of the educational spectrum, at which we understand that we cannot treat any two human beings identically, but must take into account their special interests and styles even as we hold all to high and rigorous standard.*ⁱⁱ

One effective way to customize educational experiences is through having the students themselves help to shape their experience in the Freirean sense. Students, through experiential learning, can subsequently share

new knowledge by instructing teachers and other students on their findings; community mapping is one tool through which to accomplish this. Investigation and experience, when appropriately incorporated into the classroom experience, create powerful intellectual links that complement all levels of learning. As the researcher's recommendations reflect, one tangible example could be for students to walk the neighborhood interviewing businesspeople and community members, later mapping community service and internship possibilities within walking distance from the school. Students would then inventory their individual strengths and skills, to help in identifying the opportunities that will be most appropriate for them. Community members as mentors could work with students to help in career and college planning. These are the types of liberating educational scenarios inspired by Freire's writings, the details of which are expanded upon later in this document in light of supportive feedback and suggestions from community members.

The third strategy addresses one of Freire's other key points, which is that of dialog. In order for liberating education to be effective, the goals and potential benefits of partnerships must be identified and expressed from the outset. All parties play a role in this, from the students, parents, teachers, and community members to the district. If that dialogue is not consistent and clear, the effectiveness of any such programs can be considerably undermined. Furthermore, all parties must take some degree of ownership over the endeavor; the dialog must be transparent and ongoing. This may prove yet more challenging in a location such as the San Francisco Unified School District, in which the boundaries of community are more amorphous and transportation logistics may pose barriers to engagement of all parties.

METHODOLOGY

The researchers utilized a variety of methods in preparing this strategic plan, both on-site at Mission High School and in the surrounding community. These methods included interviews, casual conversations, classroom activities, and Internet research.

At Mission High School, the researchers met with faculty and staff on numerous occasions, including one-on-one and group interviews and brainstorming sessions. The researchers spent time exploring the campus museum, library, Wellness Center, and facilities, and talked informally with students about their thoughts on the relationship between the school and the community. University of California at Berkeley professor Deb McKoy and researcher Connie Galambos facilitated a community mapping exercise with the Finance Academy students during an afternoon advisory period as well. Community mapping is a tool to understand, evaluate, and tell the story of a neighborhood. The purpose is to inventory all types of existing community resources and challenges; the focus is on the process of collecting data and the final product created. Students took notes, drew maps, photographed, and presented their findings to the entire group.

Spheres of Investigation

Broadly, three spheres of investigation were pursued in the community: the private sector, the nonprofit sector, and public sector or planning themes. Techniques similar to those utilized in the school were used to explore off-campus territory.

Private Sector: In the private sector, interviews were conducted with local business owners and economic groups. Current infrastructure was identified, and the researchers obtained information regarding business needs, school reputation, available resources, and student opportunities. In addition, connections were made with local newspapers and the Mission Economic Development Association (MEDA) to identify existing communication methods. Of the information gathered, one of the strongest support mechanisms the private sector had to offer was their active interest and dedication to the local schools.

Nonprofit Sector: Nonprofit sector analysis was obtained through the culling of extensive lists of community-based organizations and other community resources found both via the internet, community agencies, and from teachers and staff at Mission. Extensive conversations were had with individuals who work in these organizations, which provided researchers with a solid background to the resources available in the community. The researchers gleaned that there is a wide array of opportunities for students ranging from tutoring small children to being tutored themselves, and attending community events to planning both community and art events. As is the business community, the nonprofit community in the Mission is extremely eager to develop and strengthen their relationship with Mission High.

Public Sector and Planning Themes: Public sector and planning themes were drawn out through analysis of the City of San Francisco's document archives. The researchers used resources such as the *Community Planning in the Eastern Neighborhoods: Rezoning Options Workbook*. MEDA provided housing and economic information through studies including *Gentrification in San Francisco's Mission District*. In addition, walking tours of the Mission District complemented formal and informal interviews with city staff analysts, community leaders, and residents. The Mission District boasts a host of popular local media outlets, as well as an established online presence; as a result, an abundance of information was available to the research team.

Mission High School
Part II: Mission High Community Profile

EXECUTIVE SUMMARY

The Mission District is one of 13 districts in San Francisco, California, and home to 841 acres of land with more than 60,000 residents (as of 1998). Though small, the Mission District is often seen as being comprised of four distinct business locales: the ‘Heart of the Mission’ near 24th, the young and upscale strip running from Dolores to Valencia, the nightlife Mecca of 16th and Valencia, and the trendy industrial area near Bryant Street. While the area is known for these various havens, these four locales come together to provide the rich culture, history, and celebrations that can only be found in San Francisco’s Mission District.

Though the rich culture is still evident, the population and demographics of the area has shifted dramatically in the last 100 years. According to the Mission Economic Development Association’s Corridor Research Project, “Hispanics are the majority ethnic/racial group in the Mission and accounted for 51.9% of the population in 1990, with whites following at 29.7% and Asians at 13.1.” Over the past two decades, the district’s population composition has shifted.ⁱⁱⁱ Most notably, white residents decreased in volume and Asian residents, predominately Chinese, increased.

Transportation

The Mission District is well connected to the rest of the city by public transportation. The Bay Area Rapid Transit (BART) stops twice in the district, at Mission and 16th, and again at Mission and 24th. San Francisco Municipal Railway (MUNI) operates over ten lines. The streets and sidewalks bustle at all hours of the day and night, with both public transport and bicyclists and pedestrians.

Gentrification

Leading up to the Internet boom, the Mission received another wave of immigrants. As new residents moved in, upscale boutiques and restaurants began to replace smaller cafes and service businesses. The result has been gentrification of the housing and commercial stock.^{iv} Key local indicators of gentrification include a rapid increase in property values and rents relative to the city, disproportionate eviction rates, growth in the number and value of commercial sales, and greater business growth trends relative to the city.

Economic and Environmental Concerns

Some environmental contaminants can be directly traced to the presence of the Northeast Mission Industrial Zone, known more commonly as NEMIZ. This area has provided the majority of the Mission District’s

employment, as well as support to industries located throughout the city. A group called the Mission Anti-Displacement Coalition (MAC) has identified recent NEMIZ transformations that not only displace businesses providing jobs to the District's working-class residents, but also many affordable housing units.

Debates over jobs and affordable housing in the Mission stem from the District's low median resident income of \$35,000 annually. The income distribution is further divided upon racial lines, with whites earning the most and Latinos the least. Density is high, at 85 residents per acre, and is believed to be even higher than statistics show due to the high number of undocumented immigrants in the area.

MISSION HIGH SCHOOL

Mission High School has the unique distinction of being the first comprehensive high school in San Francisco and the first such school west of the Rocky Mountains, dedicated in 1897. Through the school's many years of operation, it has collected a wealth of information, which is on display in a small on-site museum dedicated to archiving the history and development of the institution. While the school has the lowest Academic Performance Index (API) in the school district (436), in 2002 it boasts the highest improvement due to school reforms, and dedicated teachers, staff and faculty.

Demographics

The school's student body, numbering 922 during the 2002-2003 school year, reflects much of the characteristics of the Mission District at large. This phenomenon stands despite the fact that the majority of students are bussed in from other parts of the city under Consent Decree provisions. Mission High is almost half Hispanic or Latino, just under a quarter African-American, and sixteen percent Asian American. Eight percent are Filipino-American, and Caucasians make up less than four percent of the student body.

Student Perspectives

The researchers spent a large amount of time talking with students regarding their perspectives on Mission High and potential community collaborations. During the interviews, students revealed that many do not live near Mission High, but prefer not to work in their own neighborhoods. In addition, a number of students serve as breadwinners in their households, and must account for this fact when considering extracurricular activities. Others do not have appropriate documentation in order to be officially employed; particular care must be taken so as to protect them from exploitation.

BUSINESS COMMUNITY

The constant shift in residents has significantly affected the economics of the Mission. The most notable economic indications of the switch in demographics can be seen in the incomes and occupations of its residents, as well as in the types of businesses that exist within the District. Of the Mission residents who are employed, 27% have low-paying service occupations versus 15.7% for the city of San Francisco.

Demographics

Of the over 450 businesses that are a part of the Mission District, 48% of them are services oriented, while only 4% are related to Finance Insurance or Real Estate (FIRE). Slightly over 67% of the businesses in the area are small entrepreneurial shops with one to four employees, versus 50% for the greater San Francisco area. Of these businesses, 20% are Hispanic owned and 11% are Asian, Asian American or Middle Eastern owned—almost all of which are operated by Mission residents.

Culture and Communication

With the change in demographics and the tough business climate, the business culture of the Mission has changed. Many owners have found themselves taking on additional roles rather than hiring workers, this increase in work has caused many owners to feel they don't have time to network with each other and the community. To address these concerns, informal networks are now being replaced by formal structures such as the Mission Merchant Association and Mission District Businesses Online. To change the area's close network and word-of-mouth advertising, various neighborhood associations have begun to increase their marketing and web presence on city and county websites.

COMMUNITY INVOLVEMENT

The Mission has a great asset in the numerous non-profit and community development organizations that have made the neighborhood their home. These organizations address a multitude of concerns and issues from the environment to health to education, both locally and nationally. The Mission also has a rich community of artists. In addition, the Mission Cultural Center serves as a strong resource linking the arts to community development. The Center offers performances, a youth arts program, and courses in everything from silkscreen to *capoeira* to Afro Brazilian dance.

When one looks at the number of media outlets in the area, it seems that the Mission is its very own city. Over six bilingual newspapers, mostly weeklies, serve to provide information about the community, as well as strengthen connections within the Mission.

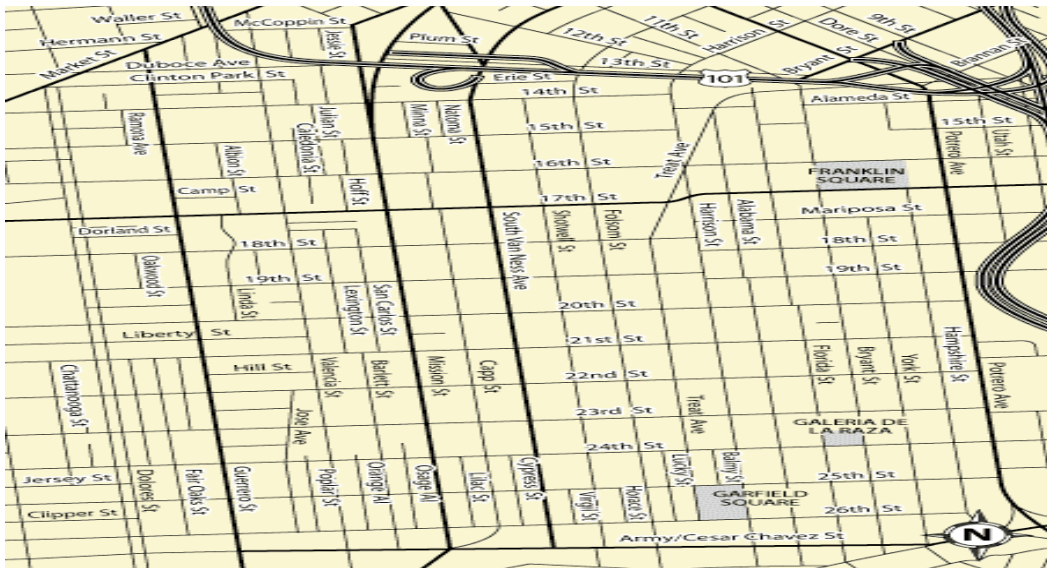
MISSION HIGH COMMUNITY PROFILE

HISTORICAL CONTEXT AND BACKGROUND

The Mission District is one of 13 districts in San Francisco, California, and home to 841 acres of land with more than 60,000 residents (as of 1998). The official boundaries of the area include Division to the north, Potrero to the east, César Chavez to the south, and Guerrero to the west. According to the city of San Francisco’s Planning Department, the Mission is actually a group of smaller neighborhoods tied together by Mission Street, which is itself a prominent retail and transit spine. Valencia and 24th Streets serve as secondary retail spines, while Folsom, Bryant, and Potrero function as alternative transit corridors (Folsom street was in fact the first planked street in the San Francisco Bay Area).^v

Though small, the Mission District is often seen as being comprised of four distinct business locales. While the culture subtly changes between blocks, these areas are closely connected giving a comprehensive feel to the district. Generally speaking, “the 24th Street area is the culturally rich heart of the Mission, the stretch from Dolores Street through to Valencia Street is young and upscale, the area around 16th and Valencia streets hops with nightlife, and the industrial area near Bryant Street is full of hip, trendy new restaurants.”

Map One: San Francisco Mission District



Landmarks

One of the district’s historical attractions is Mission Dolores, at the corner of 16th and Dolores Streets.

Mission Dolores is one of two original missions and the oldest standing building in San Francisco proper.

Close by sits Dolores Park, a site with a breathtaking view and facilities such as a clubhouse, soccer field, playground, basketball, and tennis courts. However, the park has deteriorated in recent years due to lack of maintenance and criminal activities; as a result, students rarely use it as a site of recreation.^{vi} Also along the border with the Castro District, at the corner of 18th and Dolores, sits Mission High School, see Photo Two.

Transportation

The Mission District is well connected to the rest of the city by public transportation. The Bay Area Rapid Transit (BART) stops twice in the district, at Mission and 16th and again at Mission and 24th. San Francisco Municipal Railway (MUNI) operates over ten lines. The streets and sidewalks bustle at all hours of the day and night, with both public transport and but also with bicyclists and pedestrians. Mission residents own fewer cars than do residents in other parts of the city, and tend to walk more.

Population

The Mission District is one of the oldest neighborhoods in San Francisco. The original Native American tribe that inhabited the area, the Ohlone Indians, hunted and gathered until the arrival of the Spanish friars in 1776. The friars established a mission in the area; within three short decades the Native Americans fell victim to foreign ailments and the harsh transition into slave labor. The century brought waves of Mexicans, Germans, and Scandinavians, up until the 1906 earthquake. Following the quake, significant numbers of Italians and Irish relocated to the Mission as well. Throughout the 1900s a steady stream of Latin American immigrants arrived, and since the 1950s the Latino population in the Mission district has doubled every ten years due to both continued inward migration and elevated birth rates.

Over the past two decades, the composition of the district's population has shifted, increased, and changed significantly.^{vii} Most notably, white residents decreased in volume and Asian residents, predominately Chinese, increased. Due to a high proportion of first generation immigrants, Mission residents tend to be more linguistically isolated than residents in other San Francisco districts; in a 1990 survey 58% of residents reported that they did not speak or read English "very well."^{viii} Although many Mission High School students do not live in the immediate area, the school is similarly divided. Almost 40 percent of students have limited or no English proficiency.

The Hispanic and Latino population, now accounting for over half of the area's residents, have proved key in the development of the Mission's personality. Approximately forty percent of Mission District Latinos are of Mexican descent; over half are from Central or South America. Puerto Ricans and Cubans make up three

percent and one percent, respectively. The Mission District is well known for its celebrations such as *Día de los Muertos* (Day of the Dead) and *Carnaval* (Carnival), and its over 80 murals in the Mission District.^{ix} Balmy Alley alone contains almost thirty murals, the highest concentration in the Mission, according to the staff at La Precita Eyes Mural Arts Center. Some of the murals are lighthearted and reflect obvious pride in Latino culture, ranging from low-riders to famous personalities such as Frida Kahlo and Cantinflas (comedian and film star). Others portray more painful subject matters, such as AIDS or family members “disappeared” by Latin American death squads. Some cover entire buildings, such as *500 Años de Resistencia* (500 Years of Resistance), pictured in Photo One.

Photo One: 500 Años de Resistencia (500 Years of Resistance)



Gentrification

Leading up to the time of the Internet boom, the Mission received another wave of immigrants. This time they came in the form of college and graduate students, artists, and activists, drawn to the area for its eclectic blend of culture and relatively affordable cost of living.^x Then rents skyrocketed all over the San Francisco Bay Area, effectively displacing some of the immigrant and bohemian segments of the Mission District with the city’s highly paid young professionals. As the boom shifted the population of the Mission, it also affected businesses. As new residents moved in, upscale boutiques and restaurants began to replace smaller cafes and service businesses. The result has been gentrification of the housing and commercial stock.^{xi}

Key local indicators of gentrification include a rapid increase in property values and rents relative to the city, disproportionate eviction rates, growth in the number and value of commercial sales, and greater business

growth trends relative to the city. Furthermore, while the city has a 34.5% owner occupancy rate, only 16.1% of the residents in the Mission own their homes. Controversial Hope VI housing projects such as Valencia Gardens, which aim to address the acute need for affordable local housing, have been the focus of much publicity and debate over the past decade.^{xii} While attempting to relieve some housing concerns, public housing projects have contributed to the short- and long-term displacement of local residents.

Community Members

The Mission District is a community in which many residents are not registered to vote; according to some residents, the city has not been sufficiently attentive to residential needs for housing, education, job training, and other problems. A research study published in 1996 found the overall health status of residents in the Mission District to be quite poor. High rates of tuberculosis, HIV, and diabetes are but a few of the most common epidemics. Lead poisoning afflicts many children, and is found in the mostly older housing stock (built prior to 1950), local playgrounds, and widely used imported tableware. Most residents do not have access to health insurance and are daily exposed to environmental contaminants on the job and at their place of residence. These contaminants include, but are not limited to: heavy metals, industrial chemicals, solvents, and other pollutants.^{xiii}

Economic and Environmental Concerns

Some environmental contaminants can be directly traced to the presence of the Northeast Mission Industrial Zone, known more commonly as NEMIZ. This area, clustered into the northeast geographic quadrant of the district, has historically been occupied by enterprises that produce, distribute, or repair virtually all types of goods. NEMIZ has provided the overwhelming majority of the Mission District's employment, as well as support to industries located throughout the city. A group known as the Mission Anti-Displacement Coalition (MAC) has identified recent transformations in NEMIZ that not only displace businesses providing jobs to the Mission District's working-class residents, but also displace many affordable housing units.

Debates over jobs and affordable housing units are chronic in the Mission District, stemming from the median resident income that hovers at only \$35,000 annually. According to 1998 estimates, 36% of Mission residents actually make less than \$25,000 per year.^{xiv} The income distribution is clearly divided upon racial lines; whites earn the most and Latinos earn the least. Density is high; the Mission houses over 85 residents per acre as opposed to the 30 people per acre average citywide. This elevated level is due in part to high rates of poverty, both unemployment and underemployment, and compounded by low levels of school achievement. One problem with the collection of statistical data in the Mission District relates to the high

numbers of undocumented immigrants; some researchers believe the lack of information regarding this segment of the population leads to underestimates when calculating poverty and density rates.

Photo Two: Mission High School on the corner of 18th and Dolores



MISSION HIGH SCHOOL

Mission High School has the unique distinction of being the first comprehensive high school in San Francisco and the first such school west of the Rocky Mountains, dedicated in 1897. It might also be the most aesthetically impressive structure within the San Francisco Unified School district, with facilities totaling 225,000 square feet. Mission’s many years of operation have contributed to a wealth of information contained in a small on-site museum dedicated to archiving the history and development of the institution. The museum contains relics of Mission High culture, such as yearbooks, class sweaters, and bears, which are the school’s mascot (see Photo Three).

Photo Three: Mission High School mascot -- Go Bears!!

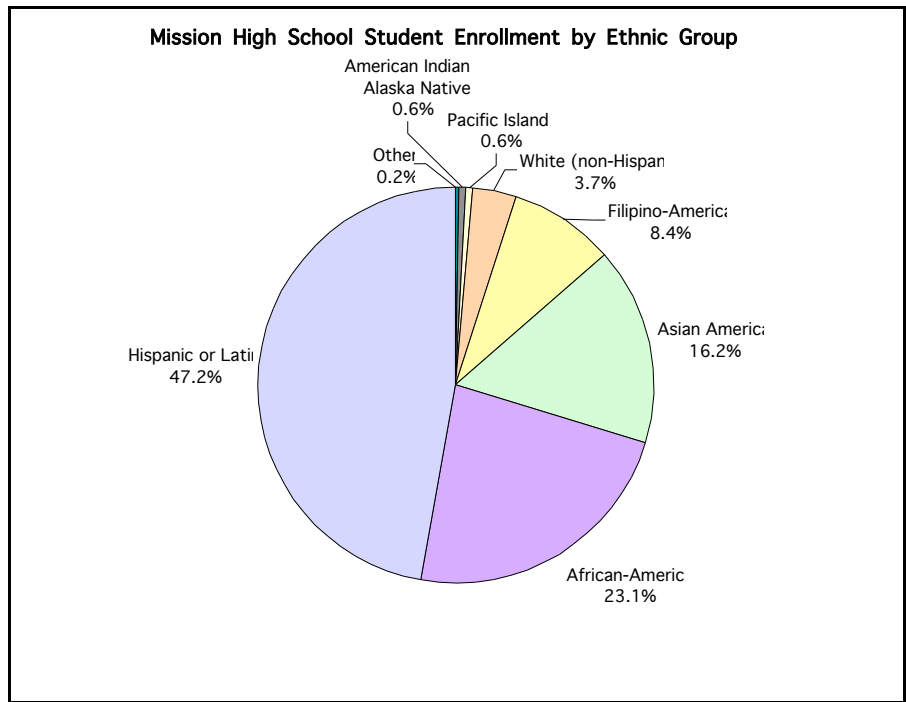


Mission boasts a “Wall of Fame” in the front administrative office, with placards representing the many distinguished alumni educated there, including international musician Carlos Santana and Dr. Robert Gordon Sproul, former University of California Chancellor. Currently, Mission High has numerous active student organizations, including the OLE Club, an organization of Latino students, the Black Student Union, the Polynesian Club, and the Gay/Straight Alliance. These clubs already provide strong social networks, student leadership, and some planning capacity from which to generate student ownership in the design and implementation of community partnership initiatives.

Demographics

The school’s student body, numbering 922 during the 2002-2003 school year, reflects much of the characteristics of the Mission District at large. This phenomenon stands despite the fact that the majority of students are bussed in from other parts of the city under Consent Decree provisions. Mission High is almost half Hispanic or Latino, just under a quarter African-American, and sixteen percent Asian American. Eight percent are Filipino-American, and Caucasians make up less than four percent of the student body.

Chart One: Accessed by Connie Galambos, October 10, 2003 (<http://orb.sfusd.edu/profile/prfl-725.htm>)



The rich ethnic diversity at Mission is accompanied by unique needs. According to the 2002-2003 school year statistics, almost half of Mission High’s students participate in the free lunch program, an indicator that is commonly used to identify students living in high poverty conditions. Thirty-seven percent of the students

have limited or no English proficiency, causing teachers to struggle to meet the special language capabilities required by that large population. Additionally, eighteen percent of the students are enrolled in the Special Education program. All of these factors contribute to an Academic Performance Index (API) score of 436, the lowest in the school district and just under the state target of 440.^{xv}

School/Community Relationship

At present, the Mission High School and the community do not have a strong relationship. Several years ago, Mission's administrative staff decided to withdraw from community partnerships in an attempt to regain control over programs that had not proved beneficial to the students. Due to past experiences, there is a significant level of concern on the part of the school that the students' educational objectives remain top priority, and that mechanisms be created to ensure that all extracurricular involvements complement and support said learning process. Principal Truitt is committed to appropriately screening agencies prior to any official connections being established or access to students being granted; additionally, a certain level of supervision and follow-up would need to continue as partnerships were further developed. Establishing a few pilot projects and evaluating them carefully would be one manner to troubleshoot potential challenges in this process of re-establishing school/community linkages. Later in this document, at the request of Principal Truitt, we provide some suggestions on key issues to consider when identifying and establishing community partnerships.

The local Mission community has taken note of the change in dynamics attempting to work with Mission High School in recent years. It is likely that students who live in the Mission are already familiar with many community organizations and businesses; however, it is clear that they are also a vastly underused resource for the high school, as is the high school for the community. While there are organizations that are working within the school, they seem to be few and the programs are limited and not institutionalized. Community members express interest and enthusiasm when approached regarding potential high school partnerships, yet remain tentative in their optimism that such partnerships might be immediately forthcoming. As a result of previous changes in school policy, it may take some time for community members to recognize and maximize partnership opportunities. During the interim, the clarity of communication amongst administration, teachers, and students, and between the high school and community will be crucial. Not only does the broader goal of pursuing community partnerships need to be explicitly stated, but the exact process by which those partnerships can be formed needs to be simple and accessible to all parties involved.

Both the Finance Academy and the developing Communications/Information Technology Academy can benefit greatly from stronger community school relationships. While many students may already have jobs, there are opportunities to more greatly connect their jobs to school. In addition, strengthening relationships would create an opening for community business coalitions and entrepreneurs to share their knowledge in the classroom. Despite the fact that most community organizations cannot offer students money, they provide opportunities for students on many different levels. These community relationships can offer students a variety of real world experience. They have the potential to allow students to refine and strengthen current skills and interests, while presenting them with new pathways, opportunities, and challenges. As stated, some organizations could support the teachers as they work with limited English proficiency students, by providing volunteer tutoring, training, and resources.

Student Perspectives

The school's reconstitution, occurring in 1997^{xvi}, further complicated Mission's situation. Reconstitution, a highly controversial practice of replacing a school's entire staff as a response to low performance, is meant to enable the institution to have a fresh start. Research into the effects of reconstitution, however, has not clearly supported or refuted the practice, and such drastic change presents many struggles for students and staff to overcome.^{xvii} On the "Top Ten Reasons to Send Your Child to Mission," a promotional piece posted to the school's website, number ten proclaims: "We're a better school than you've heard."^{xviii} However, despite such a complex recent history, Mission High School's academic performance had shown marked improvement in recent years; that trend could be more strategically showcased to its constituents and the community at large. Community partnerships would allow students to utilize what they are learning at Mission High School, and at the same time demonstrate that knowledge to the world outside of the institution and provide much-needed public relations.

There are countless variables to take into account when making strategic recommendations regarding schools, community, and reform. Through the community mapping process and informal interviews, students revealed that many do not live near Mission High School, but prefer not to work in their respective neighborhoods. As a result, public transportation routes and schedules should come into consideration when determining which off-campus partnerships would be most feasible. A number of students serve as breadwinners in their households, which must be taken into consideration as well. Still others do not have appropriate documentation or social security cards in order to be legally employed; particular care must be taken so as to protect them from exploitation. As mentioned above, a significant portion of the students possess limited English skills, yet are fluent in other languages such as Spanish, Mandarin, Cantonese,

Tagalog, and Vietnamese. Careful matching of students to appropriate community partnerships could facilitate the students' language learning process and also assist organizations struggling to meet the linguistic demands of a diverse community.

Parental Involvement

One group of stakeholders with whom our team had minimal participation with were the parents of Mission High Students. Due to the fact that these projects touch upon the issues outlined above, in addition to extracurricular time commitments, parental feedback on community partnerships would greatly strengthen any future initiatives, and lack thereof could undermine their viability. To that end, a volunteer parent representative consulting with the school's community liaison would enhance the effectiveness of all stages in the implementation of these recommendations.

Community Involvement Requirement

Currently, career academy students are encouraged to participate in a summer internship program over the course of their education, lasting approximately eight weeks with the hope of compensation at the rate of minimum wage. As of the 2003-04 academic year, a community service requirement has also been added to Mission's curriculum; every student will complete ten hours of community service per year as a graduation requirement. Projects may be developed through the Advisory period at the high school and worked on in groups, or students may engage in individual projects and submit verification to their respective advisors. Since this is a new opportunity for students, Principal Truitt is currently gathering data on organizations that Mission High staff and students are actively involved in. Principal Truitt plans to make that information accessible through prominent displays and maps with database information at the entrance to the school. The appendix to this paper includes the research team's survey draft for Mission High staff, along with a "Youth Opportunities to Get Involved" (a.k.a. YOGI) flyer produced and distributed by Principal Truitt. Community Service options will be geared toward on-campus projects for underclassmen, and off-campus projects for upperclassmen.

BUSINESS COMMUNITY

The business sector in the Mission District was greatly impacted by the constant flow of immigrants over the years. Irish and Italian immigrants, who flocked to the area after their blue-collar neighborhoods were destroyed by the 1906 earthquake, brought to the Mission a sense of culture, identity and cohesiveness. But they also brought small business. Due to the District's distance from Downtown San Francisco and the city's many resources, the influx of these new residents caused the rapid growth of small businesses that catered to

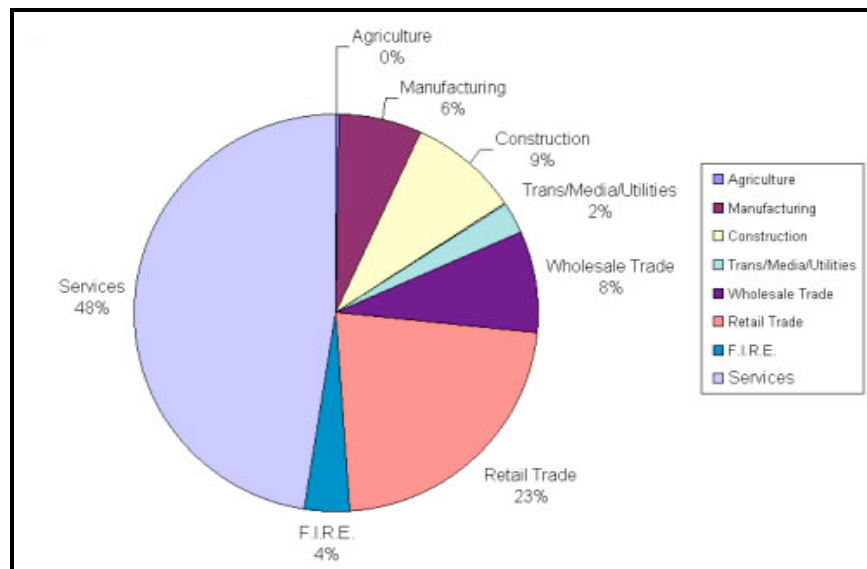
the residents --including restaurants, stores and bars. Though the Mission District has experienced many changes since its 20th century birth, many of the characteristics that gave this business district its notoriety, can still be found in the community of today.

Business Demographics

The constant shift in residents has significantly affected the economics of the Mission. The most notable economic indications of the switch in demographics can be seen in the incomes and occupations of its residents, as well as in the types of businesses that exist within the District. Of the Mission residents who are employed, 27% have low-paying service occupations versus 15.7% for the city of San Francisco. Similarly, many of the businesses that line the District are unique to the area. Where business districts in more affluent areas are lined with banks, real estate agencies, restaurants, and retail stores; the Mission District is home to taquerias, produce markets, *salon de bellezas* (beauty salons), and check-cashing centers—in poorer areas check cashing facilities often serve as a type of bank for the community’s residents; in the Mission these centers also serve as a way for people to wire money to their family in other countries.

Of the over 450 businesses that are a part of the Mission District, 48% of them are services oriented, while only 4% are related to Finance Insurance or Real Estate (FIRE)—see Chart Two. In addition, very few franchises are located in the area, with the exceptions being corner markets such as 7-11 and fast food restaurants such as KFC or Popeye’s.

Chart Two: Businesses in the Mission District by Type, 1999



Slightly over 67% of the businesses in the area are small entrepreneurial shops with one to four employees, versus 50% for the greater San Francisco area. Of these businesses, 20% are Hispanic owned and 11% are Asian, Asian American or Middle Eastern owned—almost all of which are operated by Mission residents. While most of the past business growth came from these ethnic residents, whose businesses are generally services oriented, recent business growth statistics suggest a greater number of shops being opened by other groups, 69.1% (See Table One).

Table One: Ethnic Business Growth – Since 1996

Category	Asian Businesses			Hispanic Businesses		
	New Asian Businesses	Total New Businesses	% Asian	New Hispanic Businesses	Total New Businesses	% Hispanic
Agriculture	0	1	0%	0	1	0%
Construction	0	10	0%	3	10	30%
Manufacturing	0	12	0%	2	12	17%
Transportation/Utilities/Media	3	8	38%	3	8	38%
Wholesale Trade	2	11	18%	2	11	18%
Retail Trade	16	65	25%	16	65	25%
F.I.R.E.	0	4	0%	1	4	25%
Services	6	109	6%	14	109	13%
Total	27	220	12.30%	41	220	18.60%

Culture and Communication

One of the characteristics that has always defined the Mission District was a cohesiveness between the merchants and the residents of the neighborhood. With the change in composition of businesses and residents in the early nineties, the business culture of the Mission also changed. In the current economic climate and with the underlying hostility between the “new” and “old” businesses, this tightly knit bond has started to erode. Many business owners have complained about the increased number of hours they have had to work just to ‘get-by.’ Where they were once able to hire low-wage workers to assist in their store’s operations, many owners have found themselves taking on additional roles rather than hiring workers, which will allow them to save money. This increase in work has caused many owners to feel that they have not had the same amount of time as they previously did to network with each other and the neighborhood.

To address these concerns and provide a mechanism to link the business owners with their neighborhoods and the greater San Francisco County, informal networks are now being replaced by formal structures such

as the Mission Merchant Association and Mission District Businesses Online. With the help of the Hispanic Chamber of Commerce, these organizations collaborate to address merchant and resident concerns. (Due to the large number of business owners who live in the neighborhood, both owners and residents often share the same concerns. Some of the issues that are currently being addressed with the city are public safety and street maintenance concerns, as well as the low number of neighborhood entrepreneurs who own their land.)

Though the Mission District is a wonderful cultural center, much of its reputation, fame and offerings are known by neighborhood residents and are passed through word-of-mouth. To change this closed network and to make the Mission a destination spot for more than just neighborhood residents, various neighborhood associations have begun to increase its marketing and web presence on city and county websites. In other areas throughout the city, such as the Castro, Noe Valley, the Tenderloin and North Beach, the businesses of the area are prominently displayed on such sites as the San Francisco Visitors Bureau or the Chamber of Commerce. While the Mission District is mentioned on these same sites, they do not provide contact information for the businesses that are located in the area.

COMMUNITY INVOLVEMENT

The Mission holds a long history of strength in the community. In the late 1960s, the Mission Coalition Organization formed in response to urban renewal. The MCO was one of the largest and most well-known organizations in the city. It represented over 100 smaller organizations including merchants, churches, recreation centers and cultural organizations. MCO was activist at its heart, working in the political realm while it strengthened the community. One of its most significant successes was convincing then Mayor Joseph Alioto to let it control a multi-million dollar grant from the Model Cities Program to improve the Mission. This was one of the first examples of a community group utilizing money that once went to City Hall in an effort to reclaim control of their neighborhood.^{xix} The MCO disbanded in 1973, but their legacy of grassroots organizing and community action continues today.

The Mission has a great asset in the numerous non-profit and community development organizations that have made the neighborhood their home. These organizations address a multitude of concerns and issues from the environment to health to education, both locally and nationally. There are also a number of organizations that provide social services directly to the community. These range from The Women's Building which is planning a tax assistance program and offers drop in child care, to 826 Valencia and St. John's which provide tutoring, to the Dolores Street Community Services which, in addition to other services, provides a neighborhood shelter for those with AIDS. Because of the high level of poverty and

unemployment, as well as the overcrowding, there are a disproportionate number of nonprofit human services organizations in the area as compared to most other parts of the city. The Mission has approximately 71 service sites, second only to the Tenderloin, which has 90.^{xx}

The Mission also has a rich community of artists. They work in every available medium including dance, video, drawing, music, and painting. Precita Eyes Mural Arts Center even works to maintain and teach about the tradition of murals in the Mission. Galeria de la Raza focuses on Latino art and offers educational programs, while Bay Area Video Coalition, which provides courses in video technology. In addition, the Mission Cultural Center serves as a strong center of the community linking the arts to community development. The Center offers performances, a youth arts program, and courses in everything from silkscreen to *capoeira* to Afro Brazilian dance.

When one looks at the number of media outlets in the area, it seems that the Mission is its very own city. Over six bilingual newspapers, mostly weeklies, serve to provide information about the community, as well as strengthen connections within the Mission.

FROM PROFILE TO RECOMMENDATIONS

The Mission District is an area full of a rich culture and history. The components which make the District a Mecca for individuals from diverse backgrounds and experiences, are the same resources which help to form the foundation from which school / community partnerships can be developed. In Part II of the Cities and Schools Research Project, the researchers will present their recommendations and strategies for Mission High and the surrounding community to develop meaningful and sustainable partnerships.

Mission High School

Part III: Recommendations for School/Community Collaboration

EXECUTIVE SUMMARY

To develop our strategic plan, we first examined the strengths and constraints of both the school and the community. It is from these strengths and constraints that the researchers have built upon to develop their recommendations and strategies.

Mission High Strengths

Mission High School is a school that is undergoing change. In the midst of this change, the school has drawn upon some of its strengths to become the most improved school in the District according to API test scores. In 2002, Mission High had the lowest Academic Performance Index (API) in the school district (436). Some of the strengths, which have helped to bring about this change, are key resources in the school's development of community partnerships. They include:

- Creative Academic Programs
- The Wellness Center
- Established Communication Methods
- Tuesday Afternoon Advisory
- Community Liaison
- Dedicated Faculty and Staff

Mission High Constraints

As in many public schools, there are various factors that restrict the types of collaborations that Mission High is able to make. Some of these factors include:

- Level of Student Performance
- Time and Commitment
- Budget Constraints
- Transportation

Community Strengths

The Mission District is known for its rich culture, history, and community activism. In addition to these traits, the researchers have identified several other strengths which aid in school / community collaborations.

These include:

- Diverse Resource Base
- Communication Network
- Communication Infrastructure
- Interested Community Members

Community Constraints

Similar to Mission High, there are several limiting factors that determine the types of partnerships that the community can and are willing to make. They include:

- Tough Economic Climate
- Time scarcity
- Lack of Educational Experience

The three recommendations we developed will integrate classroom and work-based learning, provide extra support for students and improve the reputation of Mission High School in the community.

RECOMMENDATION ONE: VICTORY IS IN THE CLASSROOM!

The goal of this recommendation is to incorporate the community into classroom instruction. The researchers have identified three ways in which Mission High can achieve this goal:

1. **Community Projects in the Classroom:** Teachers and students take on projects in the classroom. For example, Finance Academy students could work with Maxfield's Cafe to develop a marketing plan.
2. **Bilingual Volunteers:** Mission High should recruit bilingual volunteers to work inside the classroom to support teachers and English as a second language learners. This support could be within the ESL classes for ninth and tenth graders, or in the mainstream classes for older students. The researchers have identified several bilingual residents and workers in the neighborhood who are willing to donate their time to the schools.
3. **Mission High Mentorship Program:** This program could take place during advisory. Mentors can provide a range of services from tutoring students to helping them develop resumes and interview skills for job searches. Mentors could also participate in a career day, inspiring other students as they think about life after high school.

Community Profile: Maxfield's Cafe

Maxfield's Café, located on the corner of Delores and 17th, is a frequented hangout to Mission High's students and teachers. Currently, Maxfield's does not participate in any classroom-based activities at Mission High, but is eager for the opportunity to make a more meaningful impact on the school. At the suggestion of Career Academy teachers, students can help develop a marketing strategy for the local café equipped with promotion, pricing scenarios, coupons, and flyers. In addition, through neighborhood surveys, financial analysis, and marketing research, students can provide Maxfield's with a plan to grow their business by adding new products. Projects, such as these, will build upon the strengths and capabilities of the academy students, while providing interested businesses with meaningful relationships with the school.

RECOMMENDATION TWO: LEARNING OUTSIDE THE BOX

The main goal of this recommendation is to facilitate student involvement in the community. As noted in the community profile, there is no shortage of learning opportunities for students in the community. However in order to take advantage of them, students need to know where the opportunities are.

1. **Community Involvement Map:** One strategy is for students to map the opportunities and resources for community engagement. This activity could be done in advisory and the information could be shared throughout the school.
2. **Job Shadowing:** As students begin thinking about life after high school, this program will help students to see the careers that exist right in their own community. (This activity can allow students to work on their writing skills by requiring students to write a reflection piece about their experiences. The Precita Eyes Mural Arts and Visitors Center is willing to host a job shadow program.)
3. **Community Service and Work-based Learning:** Mission High could develop community partnerships to facilitate student involvement in community internships, volunteering, or jobs. The Women's Building is one organization that has a number of different opportunities for students.

Community Profile: The Women's Building

The Women's Building (TWB) is an ideal partner for Mission High School. Located on 18th Street just a block from the school, the building houses a number of community organizations and presents multiple opportunities for students. TWB is interested in developing a close partnership with Mission High and can provide opportunities for all students to help in event planning, program management, providing tax assistance, and mentoring.

RECOMMENDATION THREE: SHARE SUCCESS STORIES

As Paulo Freire suggests, in his book *Pedagogy of the Oppressed*, after students have performed their experiential learning, they can share their knowledge by instructing teachers and other students on their findings. The following strategies build upon this principle by allowing students to share their success stories in developing relationships in the community:

1. **Publicize Mission High's Community Involvement:** This could happen in a number of different ways. It could be as simple as posting a sign in the organizations that Mission students work at, the sign can simply say, "Mission High is Here!" To publicize their work, students could also create flyers listing their skills and assets to share with the community.
2. **Use Existing Publications to Publish Student Writing:** Writing about their experiences in the community not only fits into academic standards, but is a great opportunity for students to reflect on what they have learned. Getting work published builds confidence and also lets the community know of the relationships that Mission High is building with the community. The Mission Economic Development Association has already agreed to put student writing in their quarterly newsletter.
3. **Students Recruiting Students:** Students who have completed community involvement projects can come back and share their experiences with their classmates. This could be in small groups at lunch or during advisory or through essays outlining student evaluations of their experiences. Other students can review these essays as they make choices about participating in the community.

RECOMMENDATIONS FOR SCHOOL / COMMUNITY COLLABORATION

SETTING THE CONTEXT

In order to understand the ways in which Mission High School can partner with the surrounding community, it is important to first assess the strengths and constraints of both the school and the community. From this foundation, the researchers have identified specific ways Mission High and the Community can partner to improve the outcomes of the students and help strengthen the entire Mission District.

Mission High Strengths

Mission High is a school in transition. Located on the corner of 18th and Delores, the school serves over 900 students from many of San Francisco's low-income, urban areas. In order to educate and empower this diverse group, Mission High continually draws upon its resources to provide the best education possible. Recently, the school has implemented several reform initiatives that have provided for small schools and teacher focus groups. Some of Mission High's strengths are:

- **Creative Academic Programs:** Mission High participates in numerous creative academic programs in order to provide career based learning opportunities for students. First, the school has four career academies in varying stages of development—Finance, Law, Communication, and Health Sciences. The Finance Academy is the most established at Mission and teaches students math by relating it to the finance profession. Similarly, the school participates in other creative educational methods such as guest speakers, field trips, and Junior Achievement.
- **Wellness Center:** Mission has an established Wellness Center that is ideal for community/ school collaboration. The Center provides nursing and mental health services, first aid, and support groups. Some years ago the Wellness Center was closed to outside collaboration due to the lack of adequate communication with administration regarding community partnerships. However, it has reestablished itself as an important and well-structured pathway for local partnerships.
- **Communication Methods:** In addition to academic and social measures, the school offers various communication methods to keep students and the community engaged. The Mission High website and the Mission Youth Television program could be ideal mechanisms to foster this communication.
- **Advisory:** A Tuesday afternoon advisory period is incorporated into all students' schedule, lasting for two full class periods immediately preceding the end of the school day. Students meet in small

groups with their advisory teacher, providing an ideal time for community members to come into the class or students to go off campus for job shadowing or community service activities.

- **Community Liaison:** Mission High’s Principal has appointed one staff member to be the community liaison. Mr. Allen French, Instructional Reform Facilitator, is the liaison and in this role will screen and coordinate with potential community partners, ensuring accountability, consistency and mutual benefits for the school and the community.
- **Dedicated Staff:** Finally, one of the strongest supports Mission High has lies in dedicated teachers, faculty, and staff that are committed to developing sustainable partnerships with the community. All of the recommendations contained in this paper evolved as a result of consultation with Mission High, as did some of the specific strategies.

Mission High Constraints

As in many public schools, there are various factors that restrict the types of collaborations that Mission High is able to make. Some of these factors include:

- **Level of Student Performance:** Programs should be designed to build on students’ current level of educational preparedness and should be based upon students’ strengths in career academy subjects.
- **Time and Commitment:** Both teachers and students have a limited amount of time in which to both develop and work in these community relationships; partnerships must address this constraint.
- **Budget Constraints:** Ideally, school / community collaborations will help to provide struggling schools with resources—even in tight economic times. Effective partnerships must limit the fiscal impact upon the schools while providing access to needed resources.
- **Transportation:** Due to the large number of students living outside the Mission District, outside partnerships must be formed that are accessible to Mission High or the students’ homes.

Community Strengths

The Mission District is known for it’s rich culture, history, and community activism. In addition to these traits, the researchers have identified several other strengths which aid in school / community collaborations. These include:

- **Diverse Resource Base:** The Mission District has a large resource base to draw upon with over 800 businesses, non-profit, and arts organizations.
- **Communication Network:** Community organizations and businesses are linked through existing communication infrastructure. This network includes organizations like the Mission Economic Development Association, Mission Merchants Association, Mission Businesses Online, and the Mission Community Council Youth Affinity Group.
- **Communication Infrastructure:** The Mission District is home to a variety of local newspapers. The district has six bilingual papers, which can not only provide opportunities for students in their organizations, but also inform the community about what is happening at the school.
- **Interested Community Members:** Similar to the resources inside of Mission High, community members are interested and committed to working with the school and the students.

Community Constraints

Similar to Mission High, there are several limiting factors that determine the types of partnerships that the community can and are willing to make. Some reasons are cyclical and others are fundamental to the business and community structure.

- **Tough Economic Climate:** Realities of the state of the economy has caused businesses to limit the number of community activities they engage in. Business owners have often opted to spend more time developing professional relationships, which help to increase their businesses profitability.
- **Time scarcity:** Again, due to the tough economic climate, many organizations have had to cut employees and as a result are spending more time in their organizations. This increased time commitment has proved to be a barrier to developing and sustaining new partnerships.
- **Lack of Educational Experience:** Many community members have expressed their hesitation to create student internships and job shadowing programs due to their limited understanding of how to structure educational opportunities for students.

METHODOLOGY AND GOALS

Drawing upon the various assets the community and schools have to offer, the researchers have developed three recommendations and accompanying strategies to create a closer partnership with the community. The recommendations incorporate six weeks of research and reflect the project group's understanding of the community, and needs of the school. Formed on the belief that there is a need for the community to partner with schools to provide necessary resources and better outcomes for students and the community, the researchers have incorporated the theories of several leaders in the realm of school and community collaborations into their recommendations. In addition, each recommendation has been thoughtfully developed with the input of stakeholders such as students, teachers, staff, parents, and the community. Two of the three recommendations provided in this report therefore focus directly on the interaction between students and the community both in and out of the classroom.

The researchers' goal in developing the recommendations was to build upon current initiatives and processes that are in place at Mission High and the surrounding Mission District to integrate classroom and work-based learning, thus providing extra support for students and improving the reputation of Mission High School in the community. William Julius Wilson, an author and professor of Social Policy at Harvard, writes about the limited opportunities that exist in urban communities, like the Mission District, due to social and economic constraints. Success for this project can be found if the recommendations serve in helping to increase these opportunities for students through formal education and work-based learning.

As you will note in the following recommendations and strategies, the researchers have been cognizant of SCANS Competencies and Foundation Skills as they developed their recommendations. While none of the researchers are degreed educational professionals, they have attempted to develop recommendations that can be built upon to provide students with the educational foundation they need to be successful.

RECOMMENDATION ONE: VICTORY IS IN THE CLASSROOM!

The goal of this recommendation is to incorporate the community into classroom instruction. Paulo Freire, a revolutionary author whose work has helped to shape the thinking of educators throughout the world, identifies the need to combine investigation and experience, with classroom education as one way to complement all levels of learning. He states that when these tools are appropriately incorporated into the classroom experience, it serves to create powerful intellectual links that form a foundation for future learning. To build upon these principles, the researchers have developed strategies to detail ways to involve the community into classroom instruction, they include:

- 1) Performing Community Projects in the Classroom**
- 2) Utilizing Bilingual School Volunteers**
- 3) Creating a Mission High Mentorship Program**

STRATEGY ONE: COMMUNITY PROJECTS IN THE CLASSROOM

Goal	Students will help to solve meaningful, relevant community projects in the classroom.
Partners	<ul style="list-style-type: none"> • Teachers • Students • Interested Community Members • Mission High Community Liaison
Process	<ol style="list-style-type: none"> 1. Business / Community Organizations will identify meaningful projects that can be solved/ developed by students in the classroom. 2. Interested community members will contact Allan French, Mission High’s Community Liaison, to discuss the project idea and become a designated “Mission High Partner Organization.” 3. After project and partner diligence by Mr. French, the project will be handed off to Teacher Teams for adoption and implementation into the classroom.
Success Factors	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Letting the community know the types of projects Mission High students can perform for their organizations (See Recommendation Three) • Successfully screening organizations and projects • Choosing short-term meaningful projects that keep students engaged • Working with organizations that are willing to come into the classrooms to help further the project • Requiring specific deliverables and educational components to each project
Traits of Successful Community Partners	<ul style="list-style-type: none"> • Reliable • Willing to volunteer their time • Have meaningful projects that could be performed by students • Interested in developing partnerships, not just one-time projects, with the school
SCANS Foundation Skills*	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Writing, Arithmetic, Mathematics, Listening, and Speaking • Thinking Skills: Decision Making, Problem Solving, and Reasoning • Personal Qualities: Responsibility

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY TWO: BILINGUAL SCHOOL VOLUNTEERS

Goal	Utilize community members to provide support for teachers and ESL learners.
Partners	<ul style="list-style-type: none"> • Teachers • Interested Community Members • Youth Affinity Group of Mission Community Council • Mission High Community Liaison
Process	<ol style="list-style-type: none"> 1. Teachers express their desire to have bilingual volunteers in their classrooms to the school’s Community Liaison. 2. The Community Liaison contacts the Youth Affinity Group at the Mission Community Council, the Women’s Building or the Volunteer Center of San Francisco to coordinate volunteers in the school. 3. Teachers and the volunteers coordinate consistent times to volunteer in the classes.
Success Factors	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Internal communication between the teachers and the Community Liaison • Successfully screening volunteers • Developing definitive ways volunteers can assist in classroom activities • Setting reliable, consistent time for volunteers to come into the classes
Traits of Successful Community Partners	<ul style="list-style-type: none"> • Reliable • Bilingual • Willing to volunteer their time • Interest and experience working with bilingual, urban youth
SCANS Foundation Skills*	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Reading, Writing, Listening, and Speaking • Thinking Skills: Reasoning and Knowing How to Learn • Personal Qualities: Responsibility, Self-Esteem, and Sociability

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY THREE: MISSION HIGH MENTORSHIP PROGRAM

<p>Goal</p>	<p>Develop a mentorship program that will provide students with college and career planning support.</p>
<p>Partners</p>	<ul style="list-style-type: none"> • Teachers • Mission High Students • Interested Persons: Business and Community Leaders, College Students • Mission High Community Liaison
<p>Process</p>	<ol style="list-style-type: none"> 1. Students contact their teachers to express interest in obtaining a mentor 2. In advisory or career academies, students create a Mentee Profile which lists the activities they like to do, the skills they would like to develop, and the type of person they would like to have mentor them—students should describe traits, skills, or careers they would like their mentor to have. 3. The Community Liaison will contact the Mission Community Council, Mission Economic Development Association, San Francisco City College, and San Francisco State University to find mentor matches. 4. Mentors and teachers then coordinate consistent class time to allow mentors and mentees to work together.
<p>Success Factors</p>	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Students understanding the mentor process and relationship • Reliable and consistent time for Mentors and Mentees to meet • Mentors from diverse backgrounds, who the students feel they can relate to • Teachers providing specific projects for mentor/mentee teams to work on
<p>Traits of Successful Community Partners</p>	<ul style="list-style-type: none"> • Reliable and Consistent • Mentors who are comfortable working with urban youth • Diverse racially and professionally • People who are committed to the youths they work with
<p>SCANS Foundation Skills*</p>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Writing, Listening, and Speaking • Thinking Skills: Creative Thinking, Decision Making, and Problem Solving • Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty

COMMUNITY PARTNER PROFILE: MAXFIELD'S CAFÉ

Maxfield's Café, located on the corner of Delores and 17th, is a frequented hangout to Mission High's students and teachers. Known for its 'delightful beverages' and relaxing atmosphere, it is believed to have a successful community partnership with the school. Currently, Maxfield's does not participate in any classroom-based activities at Mission High, but does support the teachers by catering various staff functions. When approached with the idea of working with students in the classroom, the café was eager for the opportunity to make a more meaningful impact on the school.

One way the career academies and Maxfield's can partner to provide in-class learning is by having students conduct meaningful projects for the small coffee house. At the suggestion of Career Academy teachers, students can help develop a marketing strategy for the local café equipped with promotion, pricing scenarios, coupons, and flyers. In addition, students can help the café decide what the next product the coffee house should offer. Through neighborhood surveys, financial analysis, and marketing research, students can provide Maxfield's with a plan to grow their business by adding new products. Projects, such as these, will build upon the strengths and capabilities of the academy students, while providing interested businesses with meaningful relationships with the school.

RECOMMENDATION TWO: LEARNING OUTSIDE THE BOX

The main goal of this recommendation is to facilitate student involvement in the community. As noted in the community profile, there is no shortage of learning opportunities available in the Mission; however, in order for students to take advantage of them, they need to know where the opportunities exist. The researchers, in developing their strategies, aimed to empower students with authority over their education by providing a mechanism for students to choose organizations they would like to work with and then developing relationships that provide a link back to the classroom.

Paulo Freire suggests that one way to tailor students' educational experiences is through having the students themselves help to shape their experience. The strategies to provide Learning Outside the Box are drawn from this belief and are based on the concerns and inputs of students. The following strategies were developed to facilitate students' involvement in the community:

- 1) Developing a Community Involvement Map**
- 2) Providing opportunities for students to shadow professionals on the job**
- 3) Creating work-based learning/ community service opportunities.**

STRATEGY ONE: COMMUNITY INVOLVEMENT MAP

<p>Goal</p>	<p>Have students create a Community Map, which diagrams and lists the available job based and community service opportunities available in the Mission.</p>
<p>Partners</p>	<ul style="list-style-type: none"> • Teachers • Mission High Students • Business and Community Professionals
<p>Process</p>	<ol style="list-style-type: none"> 1. Students and teachers go out into the neighbor to conduct a community mapping exercise. Students would walk the neighborhood interviewing businesspeople and community members to gather information on community service and internship possibilities. (Community mapping is a tool to understand, and evaluate a neighborhood. One purpose is to inventory existing resources and challenges) 2. Students would then map these opportunities on a large map of San Francisco, identifying for all of the school’s students the opportunities that exist in the area. 3. Later, students should inventory their own strengths and skills, to help themselves identify opportunities that will be most appropriate for them.
<p>Success Factors</p>	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Students taking serious the community mapping exercise and identifying internship and community service opportunities • Developing positive relationships with local businesses and organizations to provide continuous work-based learning opportunities • Students being able to move beyond their comfort zone and work in environments and/or places that are new to them • Class time provided for students to map opportunities and reflect on their skills
<p>Traits of Successful Community Partners</p>	<ul style="list-style-type: none"> • Patient, Dedicated, Reliable and Consistent • Community Partners who have time to mentor and direct students on the job • Organizations which have meaningful work-based opportunities for students
<p>SCANS Foundation Skills*</p>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Writing, Listening, and Speaking • Thinking Skills: Creative Thinking, Seeing Things in Mind’s Eyes, and Reasoning • Personal Qualities: Responsibility, Sociability, and Self-Management

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY TWO: JOB SHADOWING PROGRAM

<p>Goal</p>	<p>To provide students with an opportunity to learn the inner-workings of local businesses and organizations by participating in a job shadowing program.</p>
<p>Partners</p>	<ul style="list-style-type: none"> • Mission High Students • Interested Persons: Business and Community Leaders, College Students • Parents • Mission High Community Liaison
<p>Process</p>	<ol style="list-style-type: none"> 1. The Community Liaison contacts the list of community partners interested in providing work-based learning to students. Liaison must identify partners who are willing to allow students to shadow them on the job. 2. A list is created containing organizations interested in job shadowing and the number of students who can participate with each organization. 3. Teachers circulate the list and identify and interview interested students. 4. Students job shadow professionals in local businesses and organizations during their advisory period.
<p>Success Factors</p>	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Students understanding and preparing for job shadowing opportunities. (Students should learn about appropriate business etiquette, dress, and conduct) • Educationally related projects • Parental approval for job-shadowing opportunities • Job-shadowing opportunities near Mission High and student homes
<p>Traits of Successful Community Partners*</p>	<ul style="list-style-type: none"> • Reliable and Consistent • Community partners who are comfortable working with urban youth • Diverse racially and professionally • People who are committed to educating and providing students with meaningful work experience and exposing them to the everyday workings of the organization.
<p>SCANS Foundation Skills**</p>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Reading, Writing, Mathematics, Listening, and Speaking • Thinking Skills: Decision Making, Knowing How to Learn, and Problem Solving • Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty

* The Precita Eyes Mural Arts and Visitors Center is one willing partner in the job shadow program.

** The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY THREE: COMMUNITY SERVICE & WORK-BASED LEARNING OPPORTUNITIES

<p>Goal</p>	<p>To facilitate student involvement in the neighboring community by providing work-based learning and community service opportunities. (This strategy is purposefully broad in order to encompass internships, volunteer opportunities, or paid jobs.)</p>
<p>Partners</p>	<ul style="list-style-type: none"> • Teachers • Mission High Students • Business and Community Leaders • Mission High Community Liaison
<p>Process</p>	<ol style="list-style-type: none"> 1. Community Liaison publicizes students interest in performing community service projects in the neighborhood (See Recommendation Three) 2. Interested community members contact the school. The Liaison compiles a list of these organizations coupled with the directory the researchers have compiled, to provide students with a catalog of potential service opportunities. (Liaison performs due diligence on the list to certify these organizations as “Mission High Partner Organizations”) 3. Students Map these community service and work-based learning opportunities on the school’s map. (See Recommendation One, Strategy One) 4. Teachers circulate the list and identify and interview interested students. 5. Students working at these organizations during their advisory period.
<p>Success Factors</p>	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Students understanding their roles and responsibilities inside of these organizations • Educationally related projects that can be tied back into classroom instruction • Parental approval
<p>Traits of Successful Community Partners*</p>	<ul style="list-style-type: none"> • Community partners who are comfortable working with urban youth • Diverse racially and professionally • People who are committed to educating and providing students with meaningful work experience and exposing them to the everyday workings of the organization.
<p>SCANS Foundation Skills**</p>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Writing, Listening, and Speaking • Thinking Skills: Creative Thinking, Decision Making, and Problem Solving • Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty

* The Women’s Building is one organization that has a number of different opportunities for students.

**The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

COMMUNITY PARTNER PROFILE: THE WOMEN'S BUILDING

The Women's Building (TWB) is an ideal partner for Mission High School. Located on 18th Street just a block from the school, the building houses a number of community organizations and presents multiple opportunities for students. About seven years ago, TWB hosted a monthly bilingual support group for Latina girls from the high school. The group was held during school hours at the Women's Building to ensure privacy for group members, in order to attend, students had to get permission from their parents and the principal. A program staff member from TWB as well as a social worker from Mission High facilitated the support group. As a result of budget cuts, the social worker staff position was eliminated and the group ended. Jovida Guevara-Ross, the resource coordinator for the Women's Building, is extremely eager to restart this group.

There are many other ways to rekindle the relationship between The Women's Building and Mission High School. This year is the 25th anniversary of the Women's Building, and as such there are numerous events scheduled throughout the year, some geared specifically towards young women. The staff is very interested in having students from Mission High involved in planning and staffing these events.

TWB is also in the process of developing a three-year college preparatory program for teens. The classes will not start until 2004, but TWB would like to involve Mission High students in the process of developing the program. Students would have an opportunity to provide input on what they would like to see in a college prep program, for example tutoring, SAT prep, college application assistance, etc. This experience can provide students an opportunity to learn how to develop a program and take ownership over something that will benefit themselves and their classmates. The Women's Building is also open to having students volunteer or do community service. They are looking for responsible students who have basic organizational skills and display a commitment to follow through on a project once they get started.

Finally, The Women's Building has a VITA program – Volunteer Initiative for Tax Assistance. Once a week in the evenings, TWB offers free tax assistance for low-income families. This program is ideal for finance academy students. Students can both watch how volunteers provide services and learn how to provide tax assistance to needy individuals. These trainings begin in January and February, and tax assistance starts in the spring of 2004.

RECOMMENDATION THREE: SHARE SUCCESS STORIES

The third strategy addresses one of Freire’s other key points, which is central to each of the recommendations—the importance of dialog. The goal of this recommendation is to increase and encourage communication within the school and in the Community. The Cities and Schools research project is the first step in expanding the communication between stakeholders and has opened doors, which have previously been shut, to outside members. All parties have a role in implementing this recommendation, from the students, parents, teachers, and community to the school district. The researchers have outlined methods to provide consistency and reliability of all parties in the process. If that dialogue is not consistent and clear, the effectiveness of any such programs can be considerably undermined. Furthermore, all parties must take some degree of ownership over the endeavor; the dialog must be transparent and ongoing—recognizing other barriers such as transportation and logistics.

As Freire suggests, after students have performed their experiential leaning, they can share their knowledge by instructing teachers and other students on their findings. The following strategies build upon this principle by allowing students to share their success stories in developing relationships in the community:

- 1) Publicize Mission High’s Community Involvement**
- 2) Use Existing Publications to Showcase Student Writing**
- 3) Students Recruiting Students**

STRATEGY ONE: PUBLICIZE MISSION HIGH’S COMMUNITY INVOLVEMENT

Goal	Publicize Mission High’s involvement in the community.
Partners	<ul style="list-style-type: none"> • Teachers • Mission High Students • Business and Community Professionals • Community and Business Organizations • Local Community Members
Methods	<ol style="list-style-type: none"> 1. Students can create a flyer to be passed out to neighboring organizations and businesses listing the types of projects students can assist organizations in performing. The flyer would list student skills and organization qualifications. 2. Organizations can show their support for Mission High and commitment to providing students work-based learning opportunities by posting a sign in their windows that simply says, “Mission High is here!” (This can be the slogan for Mission High’s Community Involvement)
Success Factors	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Tapping into existing communication infrastructure to distribute flyers advertising student services • Screening potential partnerships to identify meaningful community relationships • Consistency and dedication to marketing students involvement
Traits of Successful Community Partners	<ul style="list-style-type: none"> • Patient, Dedicated, Reliable and Consistent • Community Partners who have time to mentor and direct students on the job • Committed organizations which are interested in partnering with the school on an ongoing basis • Organizations which are part of larger associations which can help spread Mission High’s involvement
SCANS Foundation Skills*	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Reading, Writing, and Speaking • Thinking Skills: Creative Thinking, and Seeing Things in Mind’s Eyes • Personal Qualities: Responsibility, Self-Esteem, Sociability, and Self-Management

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY TWO: USE EXISTING PUBLICATIONS TO PUBLISH STUDENT WRITING

<p>Goal</p>	<p>Allow students to demonstrate their writing skills by publishing articles regarding their community experience in existing community and school publications.</p>
<p>Partners</p>	<ul style="list-style-type: none"> • Mission High Students • Local Newspapers and Newsletters • Teachers
<p>Methods</p>	<ol style="list-style-type: none"> 1. Students write short articles regarding their community experiences to be published in local bilingual newspapers or business publications—the Mission Economic Development Association has already agreed to include student articles in their quarterly newsletter. 2. Students can write a paragraph about their community work assignment and place it on the school’s community map. Interested students can reference the community map to see what type of opportunities are available and what they would be expected to do. 3. Teachers can have students create a short essay detailing their experiences and lessons learned during their community involvement. These essays will be compiled into a binder for other students to reference before they pursue community opportunities. This activity will also help students to move outside of their comfort zone by allowing them to hear about other student’s experiences.
<p>Success Factors</p>	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Educationally and professionally rewarding community involvement for students • Providing business and local publications with student’s writings on time • Students articulately writing of their experiences and teachers editing student work
<p>Traits of Successful Community Partners</p>	<ul style="list-style-type: none"> • Reliable and consistent publications • Diverse publications with large circulation base • Organizations and publications that are committed to partnering with the school on an ongoing basis.
<p>SCANS Foundation Skills*</p>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Reading, Writing, and Listening • Thinking Skills: Creative Thinking, and Seeing Things in Mind’s Eye • Personal Qualities: Responsibility, Sociability, and Integrity/Honesty

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

STRATEGY THREE: STUDENTS RECRUITING STUDENTS

Goal	Utilize students to convince other students to participate in work-based learning and community service activities
Partners	<ul style="list-style-type: none"> • Mission High Students • Advisors
Methods	<ol style="list-style-type: none"> 1. Recruit students who have been involved in job-shadowing, internships, or community service activities to share their experience with other students 2. Create lunch info sessions where students can address other students concerns about community involvement and can share their own experience
Success Factors	<p>The keys to this project’s success are:</p> <ul style="list-style-type: none"> • Students interested in sharing their experiences and recruiting others • Consistent time for students to hold lunch sessions • Active students from various clubs, races, academic levels, and backgrounds • Staff or teacher advisors who help to supplement student knowledge with
Traits of Successful Community Partners	<ul style="list-style-type: none"> • Students active and engaged in the community • School leaders, valued and respected in the school • Outgoing person, willing to take risks and move out of their comfort zone • Individuals who enjoy teaching and helping to guide others
SCANS Foundation Skills*	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> • Basic Skills: Listening, and Speaking • Thinking Skills: Reasoning, and Knowing How to Learn • Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty

* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

COMMUNITY PARTNER PROFILE: MISSION ECONOMIC DEVELOPMENT ASSOCIATION

The Mission Economic Development Association (MEDA) is a nonprofit, community-based economic development organization seeking to provide technical assistance to minority and women-owned businesses in the Mission. Known throughout the District as an advocate for small businesses, MEDA helps local entrepreneurs by providing financial workshops, loan packaging, and computer and business management skills training. Located on the corner of 20th and Mission Street, MEDA has provided its services to Mission District merchants for over twenty years.

The Mission Economic Development Association is an ideal partner to collaborate with Mission High to provide work-based learning for students and intellectual capital to small businesses. Jose Corona, Development Officer, has assisted the researchers in identifying local businesses that can provide job shadowing and in-class projects for academy students. In addition to being a resource with connections into the local businesses, MEDA has expressed interest in working with students to develop and deliver their technical assistance programs to merchants. As a community partner, the MEDA could help ‘spread the word’ about the work Mission High Students will be doing in the community. Rather than simply announcing Mission High’s services to merchants, MEDA has agreed to publish student articles about their work-based learning experience in their quarterly business publication.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT PROJECT FEEDBACK

When sharing these recommendations and strategies during presentations to the school district and to faculty at UC Berkeley we posed four questions to begin the dialogue regarding school to career partnerships.

- How could the district and school partner to support these recommendations?
- What are some of the challenges in implementing these strategies?
- How can we include students in this process?
- Do you have any additional strategies or resources to suggest?

In regards to the district/school partnership, panelists did not provide much feedback; the researchers did not have much access to district representatives during this process and as a result did not provide specifics on that aspect of partnerships in this project. Overall, concerns were raised by panelists relating to the fact that Mission faces unique needs that may require more resources than are currently available; that is an issue important to consider at the district level but which lies beyond the scope of this paper.

The most significant implementation obstacle suggested is the unwillingness, fear, and lack of trust on the part of community members to engage in community partnerships, and the need for a proactive plan on the part of the district and the school to address this concern. Past partnerships between Mission and the community need to be taken into consideration, and special efforts must be made to overcome years of maintaining a closed campus. Several well-structured pilot projects would be preferable to a broader approach in the initial stages of implementation, and the lessons learned from those trials will lead to greater effectiveness in later expanding successful aspects of the program.

One Mission High student was present to review the details of these recommendations, and she was puzzled by the lack of initiative on the parts of businesses in approaching the school, especially in light of school and staff resource constraints. However, Mission's environment has not been conducive to partnerships in recent years; hopefully the successful implementation and showcasing of some strategies contained herein will result in potential community partners feeling empowered to solicit partnerships. Other reviewers commented on the need to adequately prepare students for engagement with the larger community as a part of their curriculum. Possibilities for that training include professional communication skills and appearance, as those are themes that could avoid potential discomfort on the part of all community partners.

CONCLUSION

This research project was designed to address how the community surrounding Mission High School can support local school reform efforts. While Mission High School faces some unique transitional challenges, it also presents exciting opportunities for potential community partnerships. Based upon the limited yet substantial amount of qualitative and quantitative data the researchers were able to synthesize during the semester-long project, three broad recommendations were proposed for the school district and Mission High School to consider implementing. Two of those recommendations address the specific mechanisms through which Mission High School's doors may be reopened to on-campus and off-campus community partnerships. The third deals with improving the amount and effectiveness of communication regarding those initiatives amongst staff, parents, students, and the district, along with communication between those stakeholders and the community at large. The researchers strongly recommend the implementation of pilot strategies, with careful and consistent evaluation to impact the future direction of the projects. Above all, these strategies must address the individualized capabilities and needs of the students and positively impact their learning processes, taking into account the historical context and resources available to Mission High School.

Appendix One: Community Organizations and Non-Profits

NOTE: The organizations listed below are all community organizations interested in working with Mission High School. The ones with stars by them are organizations that have already been contacted and shared specific strategies or initiatives for community/school relationships.

Community Services:

***Arriba Juntos** literally means ‘Upward Together’ in Spanish, the agency serves clients in various job training programs. Glenda Gutierrez, Associate Vice President of Youth Collaboratives (415) 487-3240

***The Women’s Building** contains a number of small non-profits and is only a block from Mission High School. They are eager to work with students at the school. Jovida Guevara-Ross, Community Resource Coordinator, 415-431-1180 x11 resourceroom@womensbuilding.org.

***Neighborhood Parks Council** Community organization helping to revitalize neighborhood parks by fostering student involvement. www.sfneighborhoodparks.org Betty Traynor, Stewardship Program Associate. (415) 621-3260 ext 101.

Mission Cultural Center for Latino Arts offers dance, drawing, and graphics classes, programs for children, and exhibitions. 415-821-1155 www.latinoartsctr.citysearch.com

Mission Neighborhood Health Center provides quality health care services to residents of the Mission District 415-552-3870

***The Cell Space** is a volunteer-based collaborative art center which offers classes and use of communal workspace in a variety of artistic mediums: puppetry, sewing, arts and crafts, drawing and painting, metal, wood, music, dance, theater, social activism. 415-648-7562

826 Valencia is a tutoring program that helps young people develop their writing skills. It works in schools, as well as offers drop in tutoring sessions every weekday afternoon. 415-642-5905

Mission Economic Cultural Association is a network of community organizations, educators, artists and merchants focused on strengthening the communities cultural and economic well-being.

* **St. John’s Educational Thresholds Center** works with young people and families to build healthy lives, schools and communities. They run tutoring, community development and art programs. Contact: Kathy Phillips 415-864-5205

***Youth Affinity Group, Mission Community Council** is a collection of different groups in the Mission that all work with youth or on youth issues. Contact: Kyle Fiore kylefiore@aol.com

The Arts:

Bay Area Video Coalition offers access to video technology to producers, professionals and students and also provides classes in video technology. 415-861-3282 bavc@bavc.org

Galería de la Raza is a non-profit organization that presents Latino exhibits and cultural programs and offers educational resources. 415-826-8009

Intersection for the Arts offers artists and audiences a chance to experiment with diverse media and materials including theater, performance art, literature and the visual arts.

Appendix One; Community Organizations and Nonprofits cont.

Blue Room Gallery is a nonprofit art gallery with an exhibition space for artists and a performance space for theater, music, dance, poetry, spoken word, new genre performance, artist discussions and community education programs. 415-282-8411

Mission Dolores is the oldest intact building in San Francisco. It provides daily guided tours.

***Precita Eyes Mural Arts Center** is a studio for designing murals. It also offers classes in mural painting and other arts. Contact: Emily Lackman, Program Coordinator 415-285-2287 or Cynthia Roman, Volunteer Coordinator 415-285-2287.

Non-Profits:

People Organizing to Demand Environmental & Economic Rights - PODER's members work to remedy environmental and economic injustices in the Mission.

Antonio Diaz, Project Director 415-431-4210

Children's Empowerment, Inc. helps disadvantaged students succeed with academic assistance, leadership training, and college/career guidance. Contact: Roslyn Layton roslynlayton@ceisf.org
415-469-4800 www.childrempowerment.org

Global Exchange is an international human rights organization promoting environmental, economic and social justice. Contact: Jason Mark, Communications Director 415-255-7296 www.globalexchange.org

Latino Issues Forum is a “think tank” that addresses Latino concerns relating to banking, communications, health and welfare. Contact: Hilda Estrada 415-284-7220

Dolores Street Community Services (DSCS) provides neighborhood-based shelter, housing, advocacy, and support for people for poor immigrants and people living with AIDS. 415-282-6209 info@dscs.org

La Raza Centro Legal provides services to low income, indigenous, immigrant & Latino residents related to employment, housing, immigration, naturalization, senior and youth law. 415-575-3500

Newspapers/Journals:

El Tecolote is a bi-monthly, bilingual, 16 page newspaper. The paper has had previous relationships with Mission High School. 415-648-1045

El Bohemio News is the oldest Spanish language newspaper in San Francisco. It is distributed weekly on Wednesdays. 415-469-9579

El Latino Newspaper is a Spanish language newspaper distributed weekly on Wednesdays.
Editor: Ricardo Ron, editor@sflatino.com 415-648-1670

El Mensajero is the Bay Area's largest bilingual weekly. 415-206-7230

New Mission News is a monthly newspaper that was founded in 1980. 415-695-8702 vmiller@sirius.com

Appendix One: Community Organizations and Nonprofits cont.

La Guia de Los Ahorros – 415-642-6171

The Urban Latino Newspaper 415-821-4452

Other:

San Francisco Public Library: Mission Branch offers a large Spanish language collection as well as a section on Latino history and culture. 415-695-5090 <http://www.sfpl.lib.ca.us>

Community Services:

***Arriba Juntos** literally means ‘Upward Together’ in Spanish, the agency serves clients in various job training programs. Glenda Gutierrez, Associate Vice President of Youth Collaboratives
(415) 487-3240 info@arribajuntos.org

***The Women’s Building** contains a number of small non-profits and is only a block from Mission High School. They are eager to work with students at the school. Jovida Guevara-Ross, Community Resource Coordinator, 415-431-1180 x11 resourceroom@womensbuilding.org.

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Appendix Two: Local Businesses and Development Associations

NOTE: The list below has been compiled with the help of local Merchant and Business organizations. The businesses listed below have been identified as potential community partners to Mission High based upon economic, community, and social criteria. All of the organizations have been briefly informed that Mission High would like to partner with them, and have expressed willingness to identify ways in which to help.

A.L. Kreuzberger & Sons (Real Estate) 3171 21st Street, San Francisco, CA 94110-2520 415-282-6903

Arguello Financial Services: Full service financial services firm which provides insurance, tax, and accounting services including tax returns, homeowner and life insurance quotes. www.arguellofinancial.com. 2456 Mission Street, San Francisco, CA 94110 (415) 282-8500

Art Beat Gallery & Gifts 3266 21st St (415) 643-8721

Bank of America Provides banking, mortgage, and security services to local businesses. Sponsors youth job program 2850 24th St, San Francisco, CA 94110 (650) 615-4700

Bay Bridge Emporium Professional Men's clothing store 2422 Mission Street, San Francisco, CA 94110 (415) 648-0545

Bay View Bank Active Community member in the financial services industry, member of the Mission Merchants Association 2601 Mission Street San Francisco, CA 94110 (415) 826-8410

Bethany Senior Center A nonprofit, nonsectarian residence that provides housing and services to low-income people with a priority to seniors. www.bethanycenter.org 415 821-4515

Bilafer Dental Corporation Dental services 2484 Mission Street, San Francisco, CA (415) 824-8713

Delores Café Neighborhood cafe that prepares fresh sandwiches, salads, soups, fruit smoothies, juices, coffee, and a limited breakfast menu. 501 Dolores Street, (Dolores & 18th) San Francisco, CA 94110 415.621.2936

Dr. Bruce Stamper (Optometrist) 2508 Mission Street, San Francisco, CA 94110, (P) 415-824-2374 (F) 415-282-4781

Duggan Welch Funeral Service 3434 17th Street, San Francisco, CA 94110 (415) 431-4900

Giant Value Discount store selling a large range of products for the home, and clothing for the entire family. 2558 Mission Street (Mission @ 21st), San Francisco, CA 94110 (P) 415.643.8922

Global Merchandising Corporation Promotes trade between the US and Asia by selling American products in Asia and other markets as well as promoting the sale of Asian products throughout the world. www.globalexporter.com 5 Dorman Ave, San Francisco, CA 94124-1806, (P) (415) 285-8336, (F) (415) 641-0952

Golden Bear Sports Wear Creates outerwear for the finest retail establishments around the world, high profile private label manufacturers and corporate incentive programs. www.goldenbearsportsware.com 200 Potrero Street, San Francisco, CA USA 94103, (P) 415.863.6171, (F) 415.863.8704

Appendix Two: Local Business and Development Associations, cont.

Goodwill Industries Sells donated clothing and household goods to help people overcome barriers to employment and become independent, tax-paying members of their communities. www.goodwill.org 1500 Mission Street, San Francisco, CA 94103

J.J. O'Connor Florists .Floral arrangements and FTD delivery. 2901 Mission St San Francisco, CA, 94110 415-647-7445

KIQI La Grande 1010 Radio Local Spanish radio station, 2601 Mission, San Francisco, CA (415) 695-1010

Martha & Brothers Coffee Company Though voted as one of the best cups of coffee in San Francisco, this small coffee company is also known for their great service and delicious pastries. 3868 24th St, San Francisco, CA 94114-3839 (P) (415) 641-4433 (F)(415) 641-0193

Maxfield's House of Caffeine (Café) Neighborhood café. 398 Dolores Street (Dolores @ 17th), San Francisco, CA 94110 (P) 415.255.6859

Mission Economic Development Association Community-based, local economic development corporation located in the Mission District of San Francisco. www.medasf.org 3505 20th Street San Francisco, CA 94110, (P) 415-282-3334 (F) 415-282-3320

Mission National Bank Community bank offers a full compliment of deposit and loan accounts and specializes in business loans and services to many minority owned businesses. www.mnbsf.com 3060 16th Street, San Francisco, CA 94103, (P) 415.826.3627 (F) Fax: 415.431.5409

Roxie Theatre Local www.roxie.com 3117 16th Street (at Valencia Street) • San Francisco, CA 94103 (P) (415) 863-1087

Siegel's Men & Boys Wear The City's largest selection of suits for men and boys, including custom made retro 40s zoot suits. www.zootsuitstore.com 2366 Mission St (between 19th and 20th streets) San Francisco, CA US, 94110 (P) (415) 824-7729 (F) (415) 824-7256

St. Luke's Hospital San Francisco's only independent, private, non-profit hospital that provides a full range of services. 3555 Cesar Chavez Street San Francisco, CA 94110 (415) 647-8600

Sunnyside Retirement Hacienda Retirement Homes for seniors over 60 years old. 1218 S Vaness Ave 94110 (P) 415-647-6365

Sunrise Sidewalk Cleaners A youth-run business and job-training program sponsored by Boys & Girls Clubs of San Francisco. <http://www.bgcsf.org/sunrise.html> 88 Kearny Street, 12th Floor, San Francisco, CA 94108 (P) 415.445.5481

Vasquez Optical & Hearing Provides hearing aids, assistive devices and supplies. 2480 Mission St # 101, San Francisco, CA 94110 (P) (415) 824-6865

Appendix Three: Screening Community Partners

Questions to ask Potential Community Partners

In what way do you envision helping to provide Mission High students work-based learning opportunities? *Job shadowing? Internships? Community service projects?*

Realistically, how much time do you have to volunteer? *On a weekly, monthly, yearly, or occasional basis?*

Please describe your organization and your role in the company.

Describe the specific type of opportunity that you are available to perform. (E.g. Provide five students the opportunity to shadow Financial Managers once a week for three months)

Has your organization ever hosted student interns or job-shadowing programs? What were the results?

Do you have any current relationships with Mission High teachers, students, staff?

Are you currently working with any other San Francisco High School?

Are there any particular projects or activities you want to help support? Career Academies? Wellness Center? Mission Accomplish? Y.O.G.I.?

What special skills or talents can you bring to the school? (E.g. Does someone in your office speak Tagalog, Mandarin, Spanish fluently?)

What is your motivation for volunteering and collaborating with Mission High School?

What do you hope the rewards of this involvement will be?

Can you give me the name of three references that can speak to your character?

Appendix Four: Volunteer Expectations

What is expected of Volunteers at Mission High School?

Punctuality - Be on time!

Preparation – Find out what is expected of you.

Participation – Give your all, be wholehearted in your efforts.

Communication – Communication is key. If you have any problems, tell someone!

Confidentiality - What you hear and see at the school stays there.

Consistency – The students and teachers are depending on you, be there!

Commitment - Support the community and schools; tell others how they can help.

Caring - Show that you care, listen, smile, ask questions, do the tasks!

** These lists of characteristics were taken from the United Way Volunteer Development Office

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- ⁱ *Pedagogy of the Oppressed*. Paulo Freire. Bergin and Garvey, Westport Connecticut.
- ⁱⁱ *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Deborah Meier. Beacon Press: Boston.
- ⁱⁱⁱ Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District, Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
- ^{iv} Gentrification in San Francisco's Mission District: Indicators and Policy Recommendations, Simon Velasquez Alejandrino, Accessed 10/12/03, Mission Economic Development Association, http://www.medasf.org/mission_gentrification.htm
- ^v Profiles of Community Planning Areas: San Francisco's Eastern Neighborhoods, City of San Francisco Planning Department, http://www.ci.sf.ca.us/planning/communityplanning/chapter_6-2_1.htm, 2001
- ^{vi} Dolores Park Strategic Plan, http://www.medasf.org/reports/dolores_park2.pdf
- ^{vii} Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District, Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
- ^{viii} Poverty and Social Inequality in San Francisco, Focus on Latino Families and Children, The Latstat Report, San Francisco State University – Urban Studies Program 1996, <http://thecity.sfsu.edu/~ccipp/missiondirectory/history/pinderhughes.htm>
- ^{ix} *Walking San Francisco: A Falcon Guide*, Liz Gans and Rick Newby, 1999 Falcon Publishing, Helena Montana.
- ^x Traveler's Guide to the Mission <http://www.sfgate.com/traveler/guide/sf/neighborhoods/mission.shtml>, Accessed October 1, 2003
- ^{xi} Gentrification in San Francisco's Mission District: Indicators and Policy Recommendations, Simon Velasquez Alejandrino, Accessed 10/12/03, Mission Economic Development Association, http://www.medasf.org/mission_gentrification.htm
- ^{xii} Hope VI Redevelopment, <http://www.ci.sf.ca.us/sfha/hope/valen.html>, San Francisco Housing Authority, Accessed October 1, 2003
- ^{xiii} Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District. Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
- ^{xiv} The Demographics of the Mission District, <http://www.medasf.org/reports/demographics.pdf>
- ^{xv} Mission to Accomplish, Nick Driver, San Francisco Examiner, 9/12/2002, <http://www.examiner.com/sfx/templates/printer.jsp?story=n.mission.0912w>
- ^{xvi} <http://www.sfusd.k12.ca.us/news/CSIP1997.html>, Statement from Superintendent of Schools, Dr. Waldemar Rojas, June 17, 1997 –
- ^{xvii} WestEd's Policy Program: Does "Reconstitution" Work? <http://www.wested.org/pub/docs/266>, Accessed October 14, 2003
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