



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



Community and Career Academy Partnerships at Abraham Lincoln High School

CP 290G – Community Development and Urban Education

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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

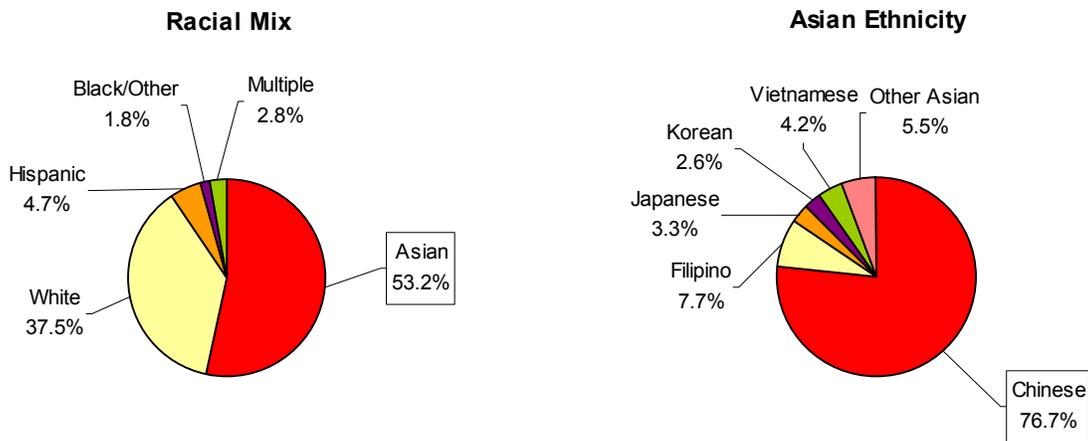
and White populations within the Sunset and nearby vicinity. In San Francisco, the Asian proportion is much lower (31%) while Whites (44%), Hispanics (14%) and Blacks (8%) represent much greater stakes. The composition of the Sunset has changed considerably since 1990; ten years ago Whites (47%) still 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%).

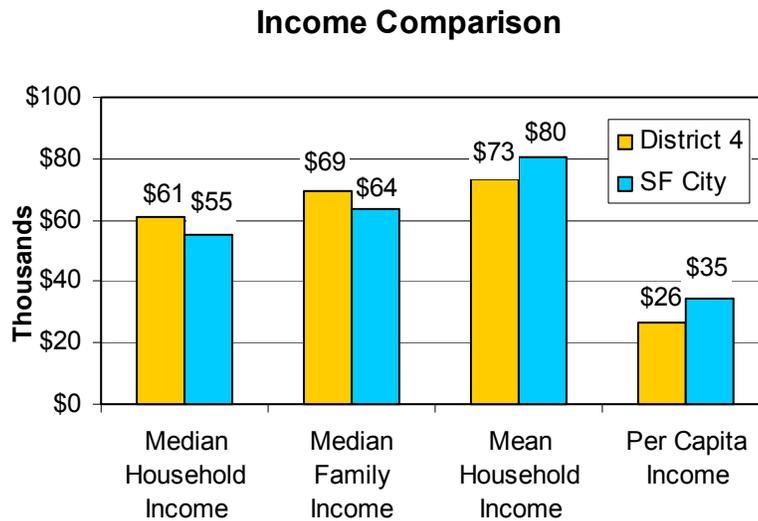


Figure 7: 1999 Income Comparison for the Sunset (District 4) and San Francisco (SF City)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

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?

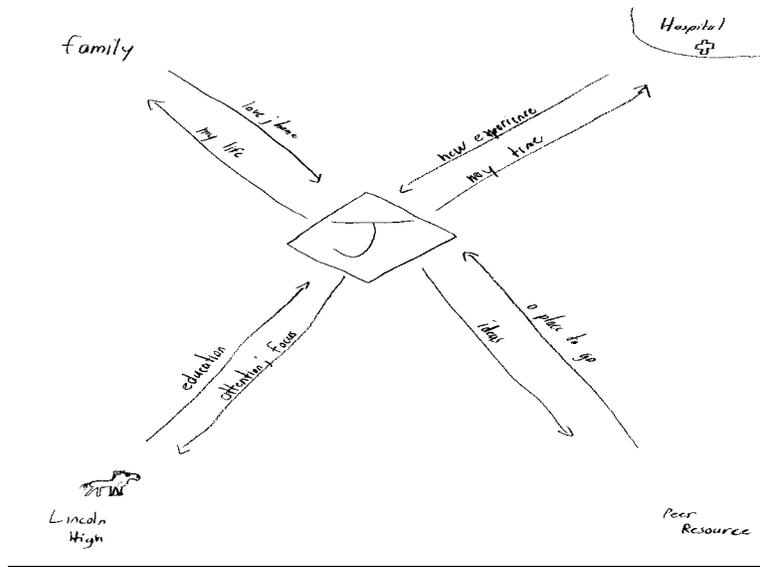


Figure 8: Example of the Asset Mapping activity conducted with Youth Academy students on October 24, 2003

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.

References

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- Abraham Lincoln High School Alumni Association (<http://www.lincolnalumni.com>)
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- Alfredo Jacobo Perez Gomez
(<http://www.dreamworld.org/users/sfguide/Neighborhoods/SunsetCenterAndOuter/>)
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- Sunset Neighborhood Beacon Center (<http://www.snbc.org/>)
- Sunset Parkside Education and Action Committee (<http://www.csfm.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.csfnet.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:

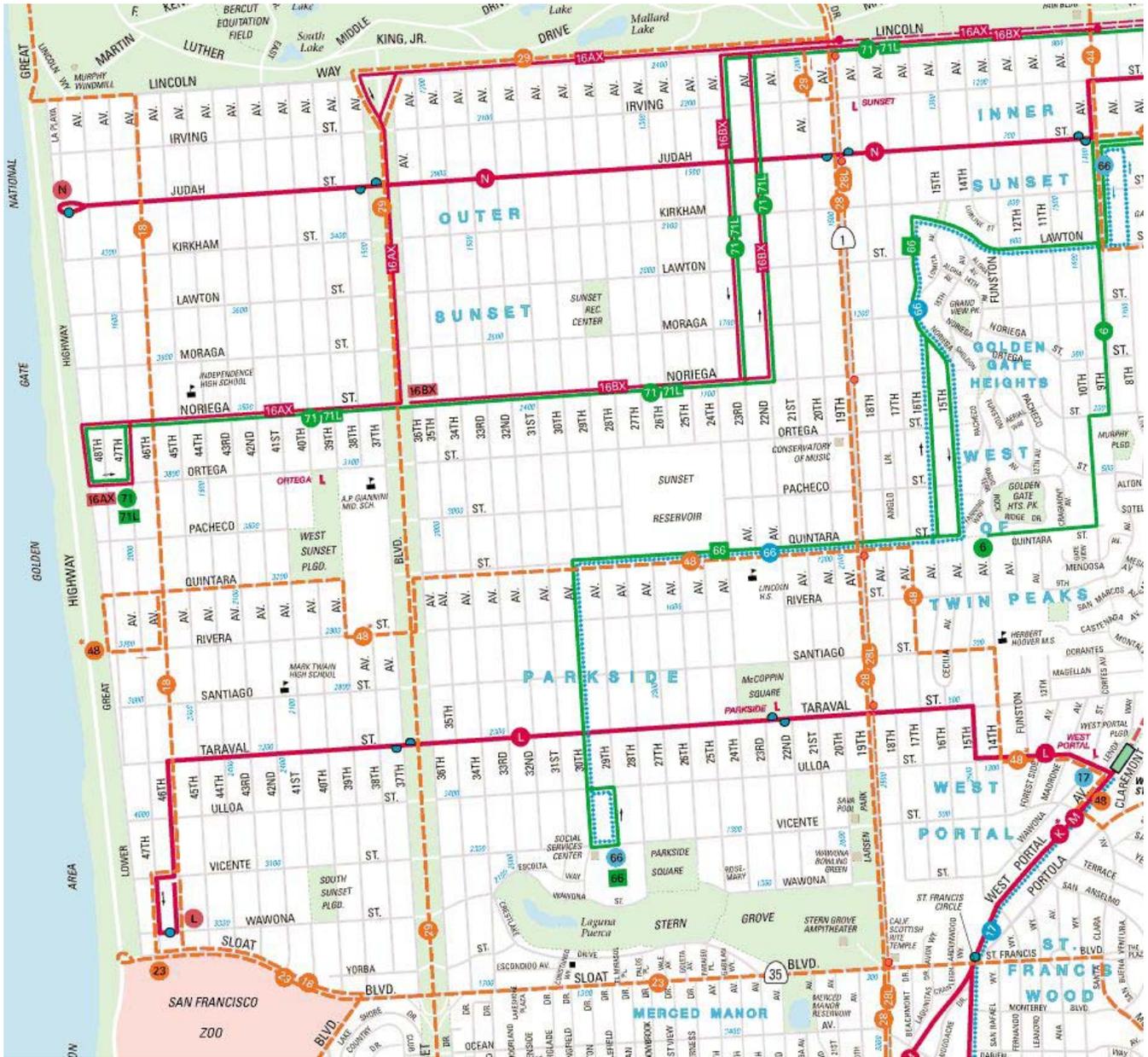


Figure 9: Transportation Map for the Sunset (Bus and Light Rail routes)
Source: City and County of San Francisco (http://transit.511.org/providers/maps/SF_923200345324.pdf)

Local Resources Maps:



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

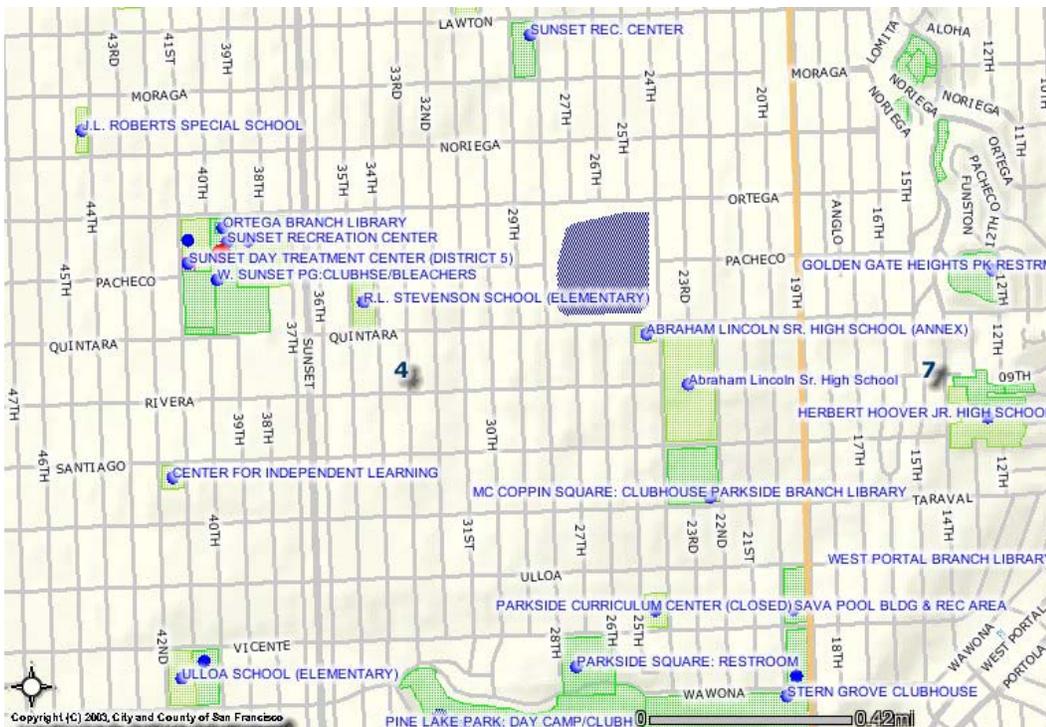


Figure 11: Lincoln High School and Selected Nearby Resources
 Source: City and County of San Francisco

Census Maps:

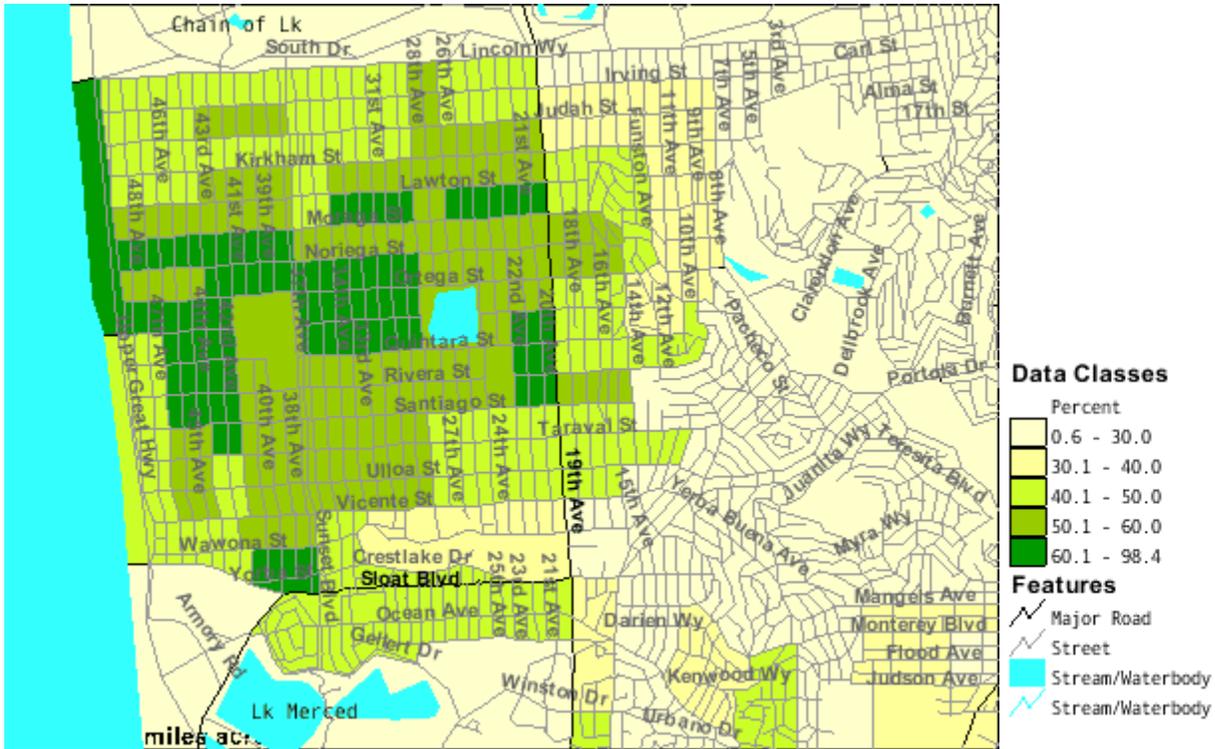


Figure 12: Percent Asian in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

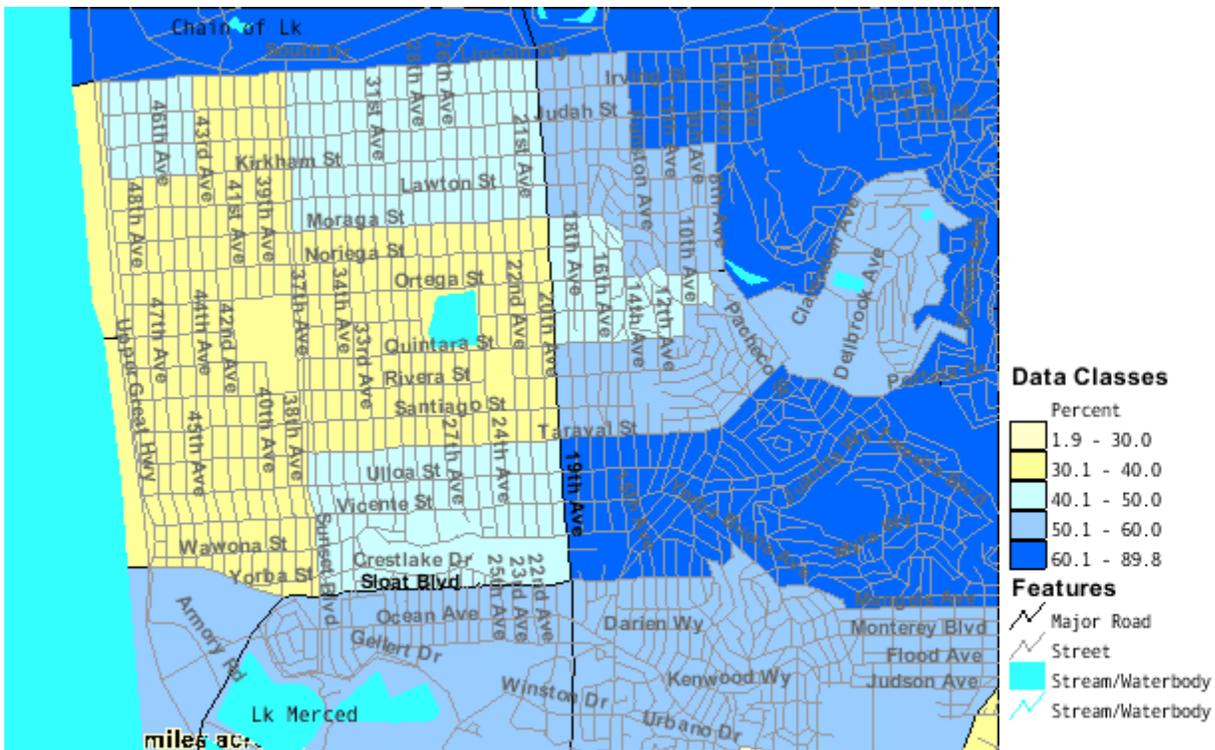


Figure 13: Percent White in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

Census Maps (cont'd.):

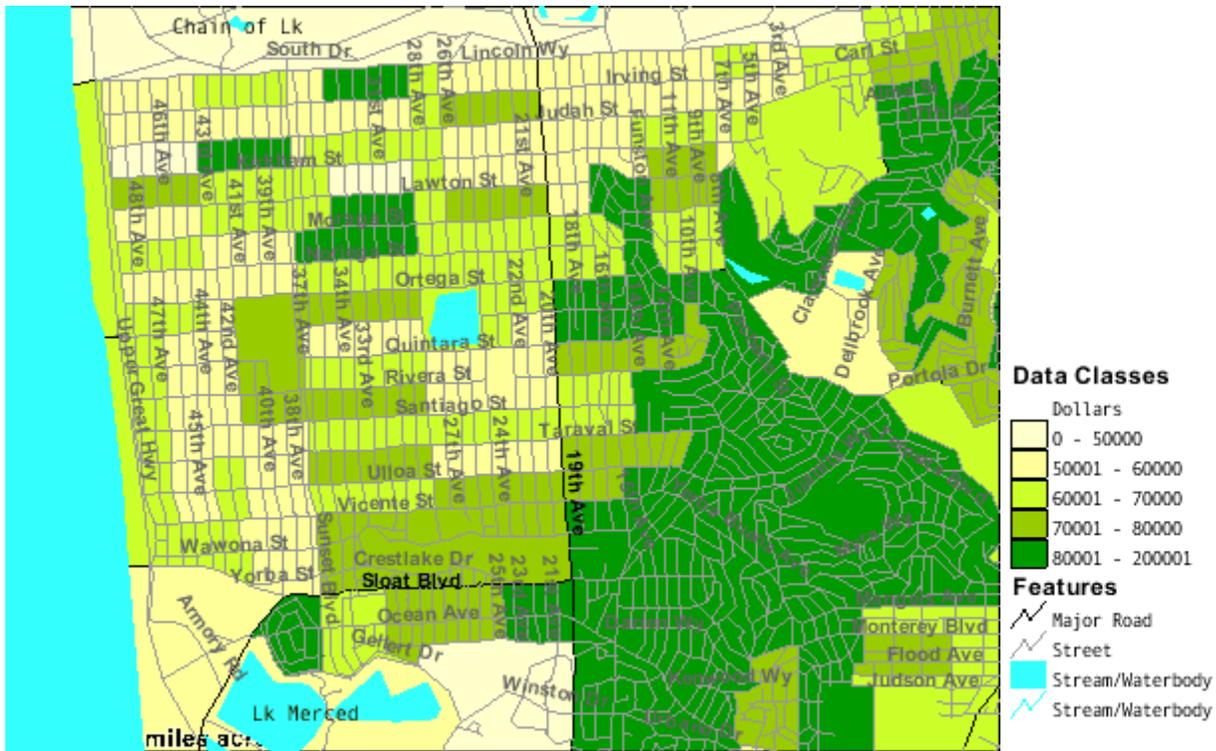


Figure 14: Median Household Income in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

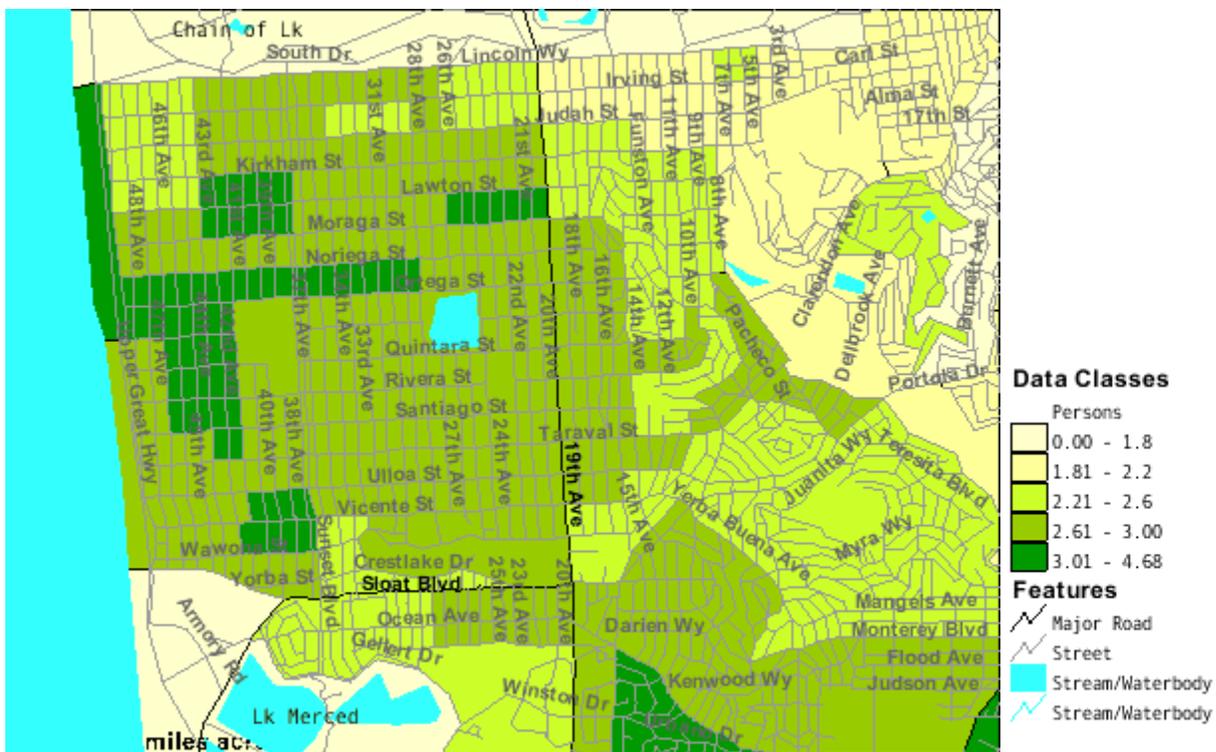
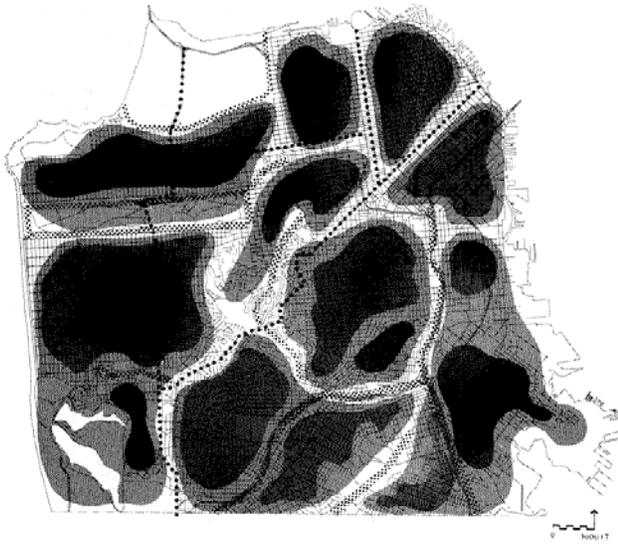


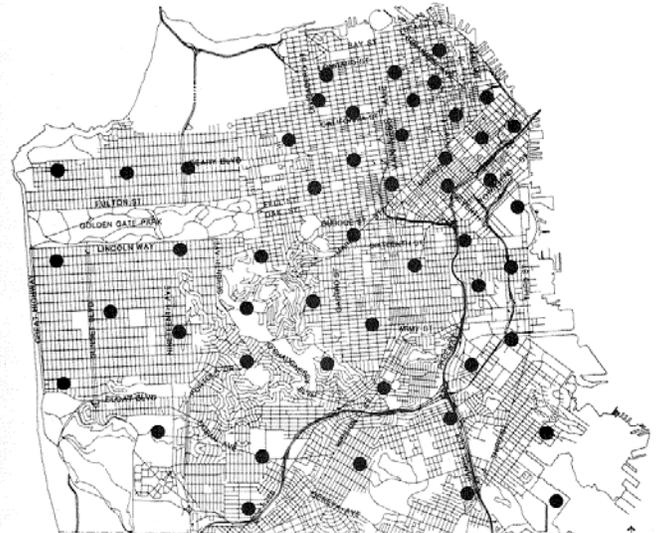
Figure 15: Average Household Size in the Sunset District and Vicinity (by Census Block Group)
 Source: American FactFinder, U.S. Census Bureau, 2000 Data

Facilities Maps:



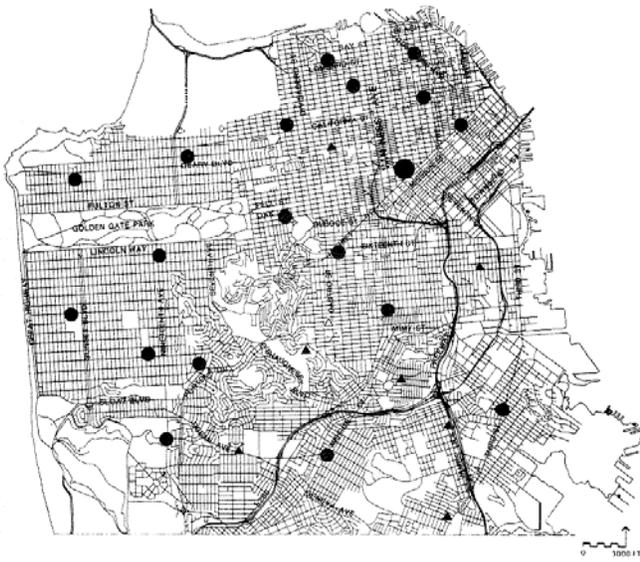
- POLICE FACILITIES PLAN**
- General Grouping Of Related Neighborhoods
 - ▨ Neighborhood Edges And Barriers To Movement
 - Major Arterials That Define Neighborhoods
 - ▩ Recommended 9 District Grouping Of Related Neighborhoods

Map 1



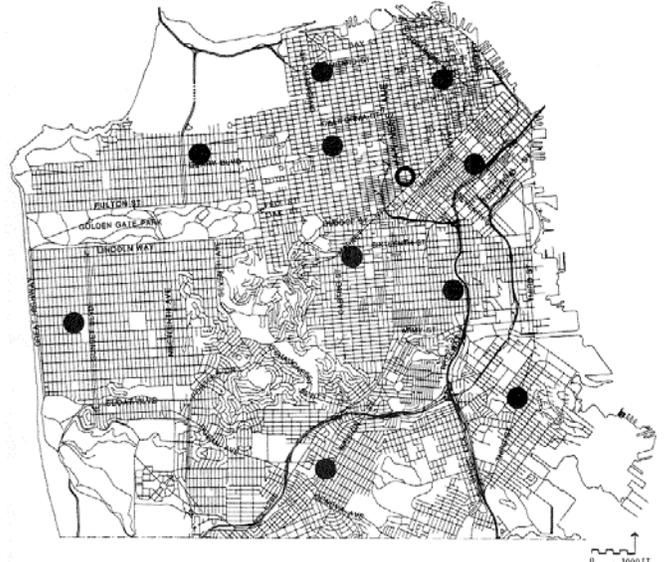
- FIRE FACILITIES PLAN**
- Fire Facilities

Map 2



- LIBRARY LOCATION PLAN**
- Main Library
 - Large Branch
 - ▲ Small Branch
 - △ Interim Branch

Map 3

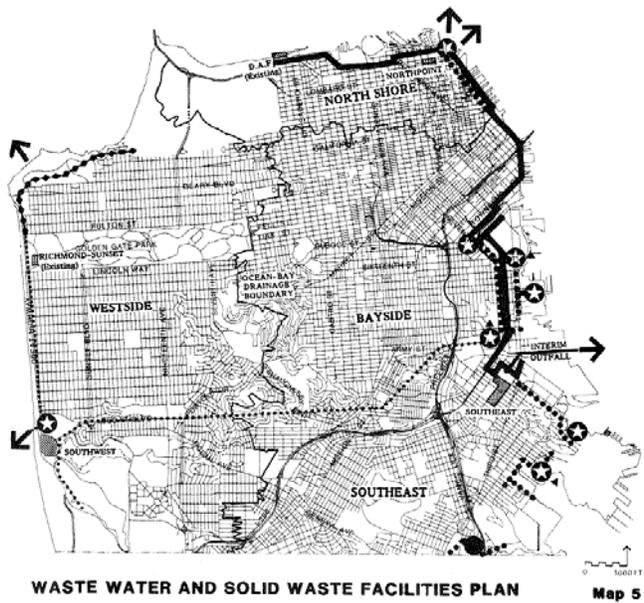


- PUBLIC HEALTH CENTERS PLAN**
- District Public Health Center Location
 - Interim District Public Health Center

Map 4

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

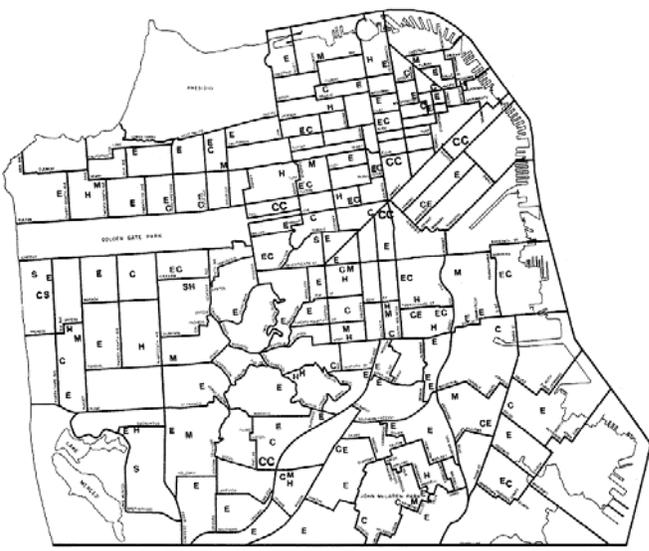
Facilities Maps (cont'd.)



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:

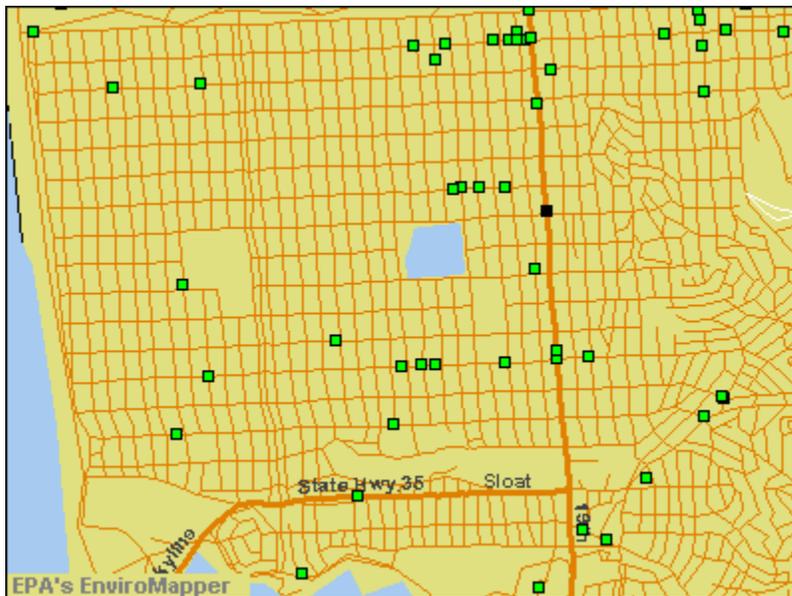


Figure 22: Location of Hazardous Waste Sites in the Sunset District and Vicinity
Source: United States Environmental Protection Agency (<http://www.epa.gov/enviro/html/em/>)

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/>)