

**SFUSD**

San Francisco Unified School



Department of City &  
Regional Planning

# **SCHOOLS AND THE CITY: MAKING THE CONNECTION**

## **FINAL REPORTS CP 290G, Fall 2003**

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**Lincoln High School**



**Galileo Academy of  
Science & Technology**



**Burton High School**



**Mission High School**



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

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

Mission High School  
San Francisco, CA

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Mission High School  
**Part I: Project Introduction and Research Goals**

**PROJECT INTRODUCTION**

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

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

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

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

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



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

### Project Researchers

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

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

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

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

### **LITERATURE REVIEW**

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

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

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

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

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

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

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

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

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

## **METHODOLOGY**

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

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

### Spheres of Investigation

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

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

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

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

Mission High School  
**Part II: Mission High Community Profile**

## **EXECUTIVE SUMMARY**

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

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

### Transportation

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

### Gentrification

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

### Economic and Environmental Concerns

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

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

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

## **MISSION HIGH SCHOOL**

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

### Demographics

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

### Student Perspectives

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



## **BUSINESS COMMUNITY**

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

### Demographics

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

### Culture and Communication

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

## **COMMUNITY INVOLVEMENT**

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

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

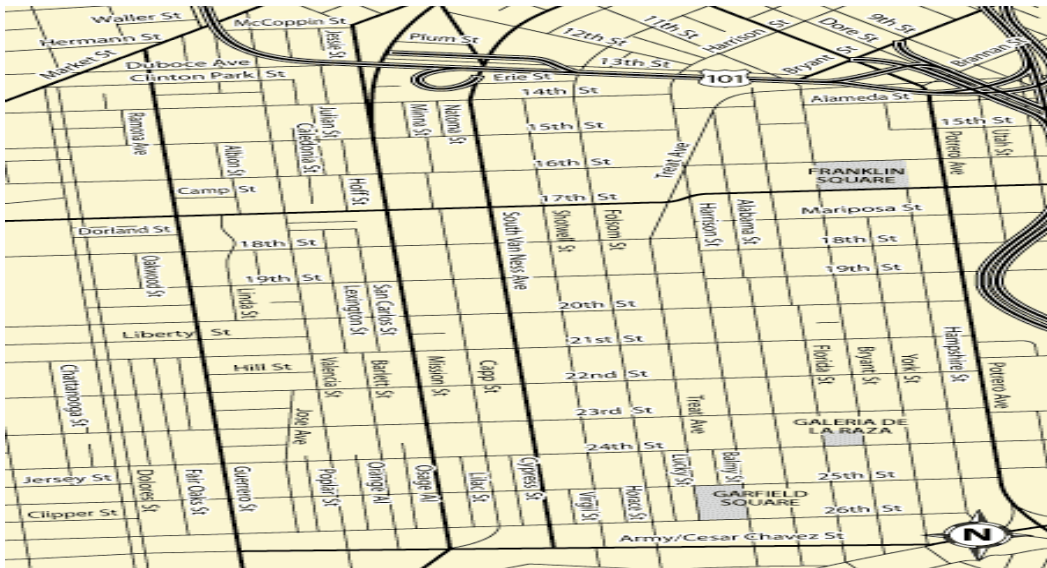
# MISSION HIGH COMMUNITY PROFILE

## HISTORICAL CONTEXT AND BACKGROUND

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

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

**Map One: San Francisco Mission District**



## Landmarks

One of the district's historical attractions is Mission Dolores, at the corner of 16<sup>th</sup> and Dolores Streets.

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

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

### Transportation

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

### Population

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

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

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

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

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



### Gentrification

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

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

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

### Community Members

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

### Economic and Environmental Concerns

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

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



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

**Photo Two: Mission High School on the corner of 18<sup>th</sup> and Dolores**



## **MISSION HIGH SCHOOL**

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

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



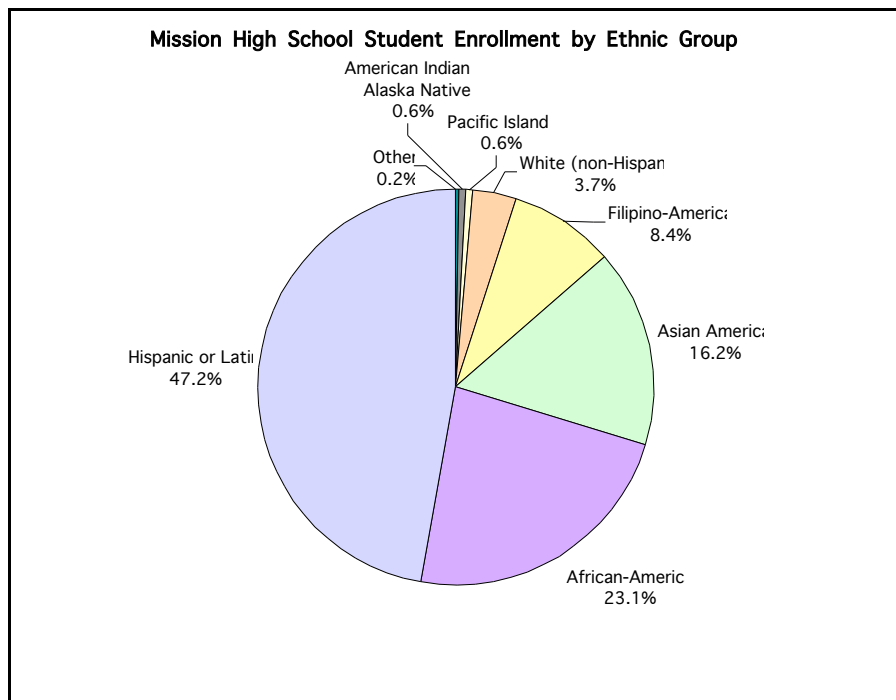


Mission boasts a “Wall of Fame” in the front administrative office, with placards representing the many distinguished alumni educated there, including international musician Carlos Santana and Dr. Robert Gordon Sproul, former University of California Chancellor. Currently, Mission High has numerous active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

### Demographics

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

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



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

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

### School/Community Relationship

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

The local Mission community has taken note of the change in dynamics attempting to work with Mission High School in recent years. It is likely that students who live in the Mission are already familiar with many community organizations and businesses; however, it is clear that they are also a vastly underused resource for the high school, as is the high school for the community. While there are organizations that are working within the school, they seem to be few and the programs are limited and not institutionalized. Community members express interest and enthusiasm when approached regarding potential high school partnerships, yet remain tentative in their optimism that such partnerships might be immediately forthcoming. As a result of previous changes in school policy, it may take some time for community members to recognize and maximize partnership opportunities. During the interim, the clarity of communication amongst administration, teachers, and students, and between the high school and community will be crucial. Not only does the broader goal of pursuing community partnerships need to be explicitly stated, but the exact process by which those partnerships can be formed needs to be simple and accessible to all parties involved.

Both the Finance Academy and the developing Communications/Information Technology Academy can benefit greatly from stronger community school relationships. While many students may already have jobs, there are opportunities to more greatly connect their jobs to school. In addition, strengthening relationships would create an opening for community business coalitions and entrepreneurs to share their knowledge in the classroom. Despite the fact that most community organizations cannot offer students money, they provide opportunities for students on many different levels. These community relationships can offer students a variety of real world experience. They have the potential to allow students to refine and strengthen current skills and interests, while presenting them with new pathways, opportunities, and challenges. As stated, some organizations could support the teachers as they work with limited English proficiency students, by providing volunteer tutoring, training, and resources.

### Student Perspectives

The school's reconstitution, occurring in 1997<sup>xvi</sup>, further complicated Mission's situation. Reconstitution, a highly controversial practice of replacing a school's entire staff as a response to low performance, is meant to enable the institution to have a fresh start. Research into the effects of reconstitution, however, has not clearly supported or refuted the practice, and such drastic change presents many struggles for students and staff to overcome.<sup>xvii</sup> On the "Top Ten Reasons to Send Your Child to Mission," a promotional piece posted to the school's website, number ten proclaims: "We're a better school than you've heard."<sup>xviii</sup> However, despite such a complex recent history, Mission High School's academic performance had shown marked improvement in recent years; that trend could be more strategically showcased to its constituents and the community at large. Community partnerships would allow students to utilize what they are learning at Mission High School, and at the same time demonstrate that knowledge to the world outside of the institution and provide much-needed public relations.

There are countless variables to take into account when making strategic recommendations regarding schools, community, and reform. Through the community mapping process and informal interviews, students revealed that many do not live near Mission High School, but prefer not to work in their respective neighborhoods. As a result, public transportation routes and schedules should come into consideration when determining which off-campus partnerships would be most feasible. A number of students serve as breadwinners in their households, which must be taken into consideration as well. Still others do not have appropriate documentation or social security cards in order to be legally employed; particular care must be taken so as to protect them from exploitation. As mentioned above, a significant portion of the students possess limited English skills, yet are fluent in other languages such as Spanish, Mandarin, Cantonese,

Tagalog, and Vietnamese. Careful matching of students to appropriate community partnerships could facilitate the students' language learning process and also assist organizations struggling to meet the linguistic demands of a diverse community.

### Parental Involvement

One group of stakeholders with whom our team had minimal participation with were the parents of Mission High Students. Due to the fact that these projects touch upon the issues outlined above, in addition to extracurricular time commitments, parental feedback on community partnerships would greatly strengthen any future initiatives, and lack thereof could undermine their viability. To that end, a volunteer parent representative consulting with the school's community liaison would enhance the effectiveness of all stages in the implementation of these recommendations.

### Community Involvement Requirement

Currently, career academy students are encouraged to participate in a summer internship program over the course of their education, lasting approximately eight weeks with the hope of compensation at the rate of minimum wage. As of the 2003-04 academic year, a community service requirement has also been added to Mission's curriculum; every student will complete ten hours of community service per year as a graduation requirement. Projects may be developed through the Advisory period at the high school and worked on in groups, or students may engage in individual projects and submit verification to their respective advisors. Since this is a new opportunity for students, Principal Truitt is currently gathering data on organizations that Mission High staff and students are actively involved in. Principal Truitt plans to make that information accessible through prominent displays and maps with database information at the entrance to the school. The appendix to this paper includes the research team's survey draft for Mission High staff, along with a "Youth Opportunities to Get Involved" (a.k.a. YOGI) flyer produced and distributed by Principal Truitt. Community Service options will be geared toward on-campus projects for underclassmen, and off-campus projects for upperclassmen.

## **BUSINESS COMMUNITY**

The business sector in the Mission District was greatly impacted by the constant flow of immigrants over the years. Irish and Italian immigrants, who flocked to the area after their blue-collar neighborhoods were destroyed by the 1906 earthquake, brought to the Mission a sense of culture, identity and cohesiveness. But they also brought small business. Due to the District's distance from Downtown San Francisco and the city's many resources, the influx of these new residents caused the rapid growth of small businesses that catered to

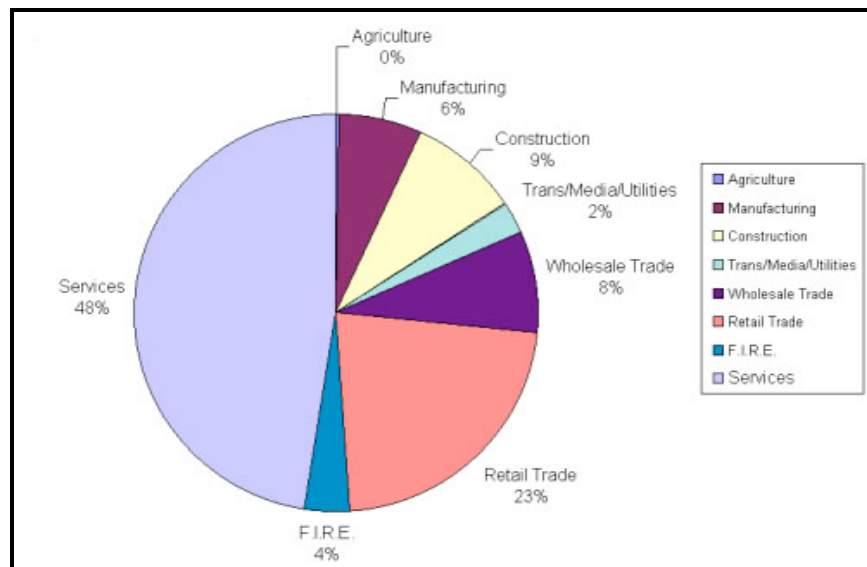
the residents --including restaurants, stores and bars. Though the Mission District has experienced many changes since its 20<sup>th</sup> century birth, many of the characteristics that gave this business district its notoriety, can still be found in the community of today.

### Business Demographics

The constant shift in residents has significantly affected the economics of the Mission. The most notable economic indications of the switch in demographics can be seen in the incomes and occupations of its residents, as well as in the types of businesses that exist within the District. Of the Mission residents who are employed, 27% have low-paying service occupations versus 15.7% for the city of San Francisco. Similarly, many of the businesses that line the District are unique to the area. Where business districts in more affluent areas are lined with banks, real estate agencies, restaurants, and retail stores; the Mission District is home to taquerias, produce markets, *salon de bellezas* (beauty salons), and check-cashing centers—in poorer areas check cashing facilities often serve as a type of bank for the community’s residents; in the Mission these centers also serve as a way for people to wire money to their family in other countries.

Of the over 450 businesses that are a part of the Mission District, 48% of them are services oriented, while only 4% are related to Finance Insurance or Real Estate (FIRE)—see Chart Two. In addition, very few franchises are located in the area, with the exceptions being corner markets such as 7-11 and fast food restaurants such as KFC or Popeye’s.

**Chart Two: Businesses in the Mission District by Type, 1999**



Slightly over 67% of the businesses in the area are small entrepreneurial shops with one to four employees, versus 50% for the greater San Francisco area. Of these businesses, 20% are Hispanic owned and 11% are Asian, Asian American or Middle Eastern owned—almost all of which are operated by Mission residents. While most of the past business growth came from these ethnic residents, whose businesses are generally services oriented, recent business growth statistics suggest a greater number of shops being opened by other groups, 69.1% (See Table One).

**Table One: Ethnic Business Growth – Since 1996**

<b>Category</b>	<b>Asian Businesses</b>			<b>Hispanic Businesses</b>		
	New Asian Businesses	Total New Businesses	% Asian	New Hispanic Businesses	Total New Businesses	% Hispanic
Agriculture	0	1	0%	0	1	0%
Construction	0	10	0%	3	10	30%
Manufacturing	0	12	0%	2	12	17%
Transportation/Utilities/Media	3	8	38%	3	8	38%
Wholesale Trade	2	11	18%	2	11	18%
Retail Trade	16	65	25%	16	65	25%
F.I.R.E.	0	4	0%	1	4	25%
Services	6	109	6%	14	109	13%
<b>Total</b>	<b>27</b>	<b>220</b>	<b>12.30%</b>	<b>41</b>	<b>220</b>	<b>18.60%</b>

### Culture and Communication

One of the characteristics that has always defined the Mission District was a cohesiveness between the merchants and the residents of the neighborhood. With the change in composition of businesses and residents in the early nineties, the business culture of the Mission also changed. In the current economic climate and with the underlying hostility between the “new” and “old” businesses, this tightly knit bond has started to erode. Many business owners have complained about the increased number of hours they have had to work just to ‘get-by.’ Where they were once able to hire low-wage workers to assist in their store’s operations, many owners have found themselves taking on additional roles rather than hiring workers, which will allow them to save money. This increase in work has caused many owners to feel that they have not had the same amount of time as they previously did to network with each other and the neighborhood.

To address these concerns and provide a mechanism to link the business owners with their neighborhoods and the greater San Francisco County, informal networks are now being replaced by formal structures such



as the Mission Merchant Association and Mission District Businesses Online. With the help of the Hispanic Chamber of Commerce, these organizations collaborate to address merchant and resident concerns. (Due to the large number of business owners who live in the neighborhood, both owners and residents often share the same concerns. Some of the issues that are currently being addressed with the city are public safety and street maintenance concerns, as well as the low number of neighborhood entrepreneurs who own their land.)

Though the Mission District is a wonderful cultural center, much of its reputation, fame and offerings are known by neighborhood residents and are passed through word-of-mouth. To change this closed network and to make the Mission a destination spot for more than just neighborhood residents, various neighborhood associations have begun to increase its marketing and web presence on city and county websites. In other areas throughout the city, such as the Castro, Noe Valley, the Tenderloin and North Beach, the businesses of the area are prominently displayed on such sites as the San Francisco Visitors Bureau or the Chamber of Commerce. While the Mission District is mentioned on these same sites, they do not provide contact information for the businesses that are located in the area.

## **COMMUNITY INVOLVEMENT**

The Mission holds a long history of strength in the community. In the late 1960s, the Mission Coalition Organization formed in response to urban renewal. The MCO was one of the largest and most well-known organizations in the city. It represented over 100 smaller organizations including merchants, churches, recreation centers and cultural organizations. MCO was activist at its heart, working in the political realm while it strengthened the community. One of its most significant successes was convincing then Mayor Joseph Alioto to let it control a multi-million dollar grant from the Model Cities Program to improve the Mission. This was one of the first examples of a community group utilizing money that once went to City Hall in an effort to reclaim control of their neighborhood.<sup>xix</sup> The MCO disbanded in 1973, but their legacy of grassroots organizing and community action continues today.

The Mission has a great asset in the numerous non-profit and community development organizations that have made the neighborhood their home. These organizations address a multitude of concerns and issues from the environment to health to education, both locally and nationally. There are also a number of organizations that provide social services directly to the community. These range from The Women's Building which is planning a tax assistance program and offers drop in child care, to 826 Valencia and St. John's which provide tutoring, to the Dolores Street Community Services which, in addition to other services, provides a neighborhood shelter for those with AIDS. Because of the high level of poverty and

unemployment, as well as the overcrowding, there are a disproportionate number of nonprofit human services organizations in the area as compared to most other parts of the city. The Mission has approximately 71 service sites, second only to the Tenderloin, which has 90.<sup>xx</sup>

The Mission also has a rich community of artists. They work in every available medium including dance, video, drawing, music, and painting. Precita Eyes Mural Arts Center even works to maintain and teach about the tradition of murals in the Mission. Galeria de la Raza focuses on Latino art and offers educational programs, while Bay Area Video Coalition, which provides courses in video technology. In addition, the Mission Cultural Center serves as a strong center of the community linking the arts to community development. The Center offers performances, a youth arts program, and courses in everything from silkscreen to *capoeira* to Afro Brazilian dance.

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

## **FROM PROFILE TO RECOMMENDATIONS**

The Mission District is an area full of a rich culture and history. The components which make the District a Mecca for individuals from diverse backgrounds and experiences, are the same resources which help to form the foundation from which school / community partnerships can be developed. In Part II of the Cities and Schools Research Project, the researchers will present their recommendations and strategies for Mission High and the surrounding community to develop meaningful and sustainable partnerships.

### **Part III: Recommendations for School/Community Collaboration**

#### **EXECUTIVE SUMMARY**

To develop our strategic plan, we first examined the strengths and constraints of both the school and the community. It is from these strengths and constraints that the researchers have built upon to develop their recommendations and strategies.

#### Mission High Strengths

Mission High School is a school that is undergoing change. In the midst of this change, the school has drawn upon some of its strengths to become the most improved school in the District according to API test scores. In 2002, Mission High had the lowest Academic Performance Index (API) in the school district (436). Some of the strengths, which have helped to bring about this change, are key resources in the school's development of community partnerships. They include:

- Creative Academic Programs
- The Wellness Center
- Established Communication Methods
- Tuesday Afternoon Advisory
- Community Liaison
- Dedicated Faculty and Staff

#### Mission High Constraints

As in many public schools, there are various factors that restrict the types of collaborations that Mission High is able to make. Some of these factors include:

- Level of Student Performance
- Time and Commitment
- Budget Constraints
- Transportation

#### Community Strengths

The Mission District is known for its rich culture, history, and community activism. In addition to these traits, the researchers have identified several other strengths which aid in school / community collaborations.

These include:

- Diverse Resource Base
- Communication Network
- Communication Infrastructure
- Interested Community Members

### Community Constraints

Similar to Mission High, there are several limiting factors that determine the types of partnerships that the community can and are willing to make. They include:

- Tough Economic Climate
- Time scarcity
- Lack of Educational Experience

The three recommendations we developed will integrate classroom and work-based learning, provide extra support for students and improve the reputation of Mission High School in the community.

### **RECOMMENDATION ONE: VICTORY IS IN THE CLASSROOM!**

The goal of this recommendation is to incorporate the community into classroom instruction. The researchers have identified three ways in which Mission High can achieve this goal:

1. **Community Projects in the Classroom:** Teachers and students take on projects in the classroom. For example, Finance Academy students could work with Maxfield's Cafe to develop a marketing plan.
2. **Bilingual Volunteers:** Mission High should recruit bilingual volunteers to work inside the classroom to support teachers and English as a second language learners. This support could be within the ESL classes for ninth and tenth graders, or in the mainstream classes for older students. The researchers have identified several bilingual residents and workers in the neighborhood who are willing to donate their time to the schools.
3. **Mission High Mentorship Program:** This program could take place during advisory. Mentors can provide a range of services from tutoring students to helping them develop resumes and interview skills for job searches. Mentors could also participate in a career day, inspiring other students as they think about life after high school.

### Community Profile: Maxfield's Cafe

Maxfield's Café, located on the corner of Delores and 17<sup>th</sup>, is a frequented hangout to Mission High's students and teachers. Currently, Maxfield's does not participate in any classroom-based activities at Mission High, but is eager for the opportunity to make a more meaningful impact on the school. At the suggestion of Career Academy teachers, students can help develop a marketing strategy for the local café equipped with promotion, pricing scenarios, coupons, and flyers. In addition, through neighborhood surveys, financial analysis, and marketing research, students can provide Maxfield's with a plan to grow their business by adding new products. Projects, such as these, will build upon the strengths and capabilities of the academy students, while providing interested businesses with meaningful relationships with the school.

### **RECOMMENDATION TWO: LEARNING OUTSIDE THE BOX**

The main goal of this recommendation is to facilitate student involvement in the community. As noted in the community profile, there is no shortage of learning opportunities for students in the community. However in order to take advantage of them, students need to know where the opportunities are.

1. **Community Involvement Map:** One strategy is for students to map the opportunities and resources for community engagement. This activity could be done in advisory and the information could be shared throughout the school.
2. **Job Shadowing:** As students begin thinking about life after high school, this program will help students to see the careers that exist right in their own community. (This activity can allow students to work on their writing skills by requiring students to write a reflection piece about their experiences. The Precita Eyes Mural Arts and Visitors Center is willing to host a job shadow program.)
3. **Community Service and Work-based Learning:** Mission High could develop community partnerships to facilitate student involvement in community internships, volunteering, or jobs. The Women's Building is one organization that has a number of different opportunities for students.

### Community Profile: The Women's Building

The Women's Building (TWB) is an ideal partner for Mission High School. Located on 18<sup>th</sup> Street just a block from the school, the building houses a number of community organizations and presents multiple opportunities for students. TWB is interested in developing a close partnership with Mission High and can provide opportunities for all students to help in event planning, program management, providing tax assistance, and mentoring.

### **RECOMMENDATION THREE: SHARE SUCCESS STORIES**

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

1. **Publicize Mission High's Community Involvement:** This could happen in a number of different ways. It could be as simple as posting a sign in the organizations that Mission students work at, the sign can simply say, "Mission High is Here!" To publicize their work, students could also create flyers listing their skills and assets to share with the community.
2. **Use Existing Publications to Publish Student Writing:** Writing about their experiences in the community not only fits into academic standards, but is a great opportunity for students to reflect on what they have learned. Getting work published builds confidence and also lets the community know of the relationships that Mission High is building with the community. The Mission Economic Development Association has already agreed to put student writing in their quarterly newsletter.
3. **Students Recruiting Students:** Students who have completed community involvement projects can come back and share their experiences with their classmates. This could be in small groups at lunch or during advisory or through essays outlining student evaluations of their experiences. Other students can review these essays as they make choices about participating in the community.



# RECOMMENDATIONS FOR SCHOOL / COMMUNITY COLLABORATION

## SETTING THE CONTEXT

In order to understand the ways in which Mission High School can partner with the surrounding community, it is important to first assess the strengths and constraints of both the school and the community. From this foundation, the researchers have identified specific ways Mission High and the Community can partner to improve the outcomes of the students and help strengthen the entire Mission District.

### Mission High Strengths

Mission High is a school in transition. Located on the corner of 18<sup>th</sup> and Delores, the school serves over 900 students from many of San Francisco's low-income, urban areas. In order to educate and empower this diverse group, Mission High continually draws upon its resources to provide the best education possible. Recently, the school has implemented several reform initiatives that have provided for small schools and teacher focus groups. Some of Mission High's strengths are:

- **Creative Academic Programs:** Mission High participates in numerous creative academic programs in order to provide career based learning opportunities for students. First, the school has four career academies in varying stages of development—Finance, Law, Communication, and Health Sciences. The Finance Academy is the most established at Mission and teaches students math by relating it to the finance profession. Similarly, the school participates in other creative educational methods such as guest speakers, field trips, and Junior Achievement.
- **Wellness Center:** Mission has an established Wellness Center that is ideal for community/ school collaboration. The Center provides nursing and mental health services, first aid, and support groups. Some years ago the Wellness Center was closed to outside collaboration due to the lack of adequate communication with administration regarding community partnerships. However, it has reestablished itself as an important and well-structured pathway for local partnerships.
- **Communication Methods:** In addition to academic and social measures, the school offers various communication methods to keep students and the community engaged. The Mission High website and the Mission Youth Television program could be ideal mechanisms to foster this communication.
- **Advisory:** A Tuesday afternoon advisory period is incorporated into all students' schedule, lasting for two full class periods immediately preceding the end of the school day. Students meet in small

groups with their advisory teacher, providing an ideal time for community members to come into the class or students to go off campus for job shadowing or community service activities.

- **Community Liaison:** Mission High's Principal has appointed one staff member to be the community liaison. Mr. Allen French, Instructional Reform Facilitator, is the liaison and in this role will screen and coordinate with potential community partners, ensuring accountability, consistency and mutual benefits for the school and the community.
- **Dedicated Staff:** Finally, one of the strongest supports Mission High has lies in dedicated teachers, faculty, and staff that are committed to developing sustainable partnerships with the community. All of the recommendations contained in this paper evolved as a result of consultation with Mission High, as did some of the specific strategies.

#### Mission High Constraints

As in many public schools, there are various factors that restrict the types of collaborations that Mission High is able to make. Some of these factors include:

- **Level of Student Performance:** Programs should be designed to build on students' current level of educational preparedness and should be based upon students' strengths in career academy subjects.
- **Time and Commitment:** Both teachers and students have a limited amount of time in which to both develop and work in these community relationships; partnerships must address this constraint.
- **Budget Constraints:** Ideally, school / community collaborations will help to provide struggling schools with resources—even in tight economic times. Effective partnerships must limit the fiscal impact upon the schools while providing access to needed resources.
- **Transportation:** Due to the large number of students living outside the Mission District, outside partnerships must be formed that are accessible to Mission High or the students' homes.

#### Community Strengths

The Mission District is known for it's rich culture, history, and community activism. In addition to these traits, the researchers have identified several other strengths which aid in school / community collaborations. These include:

- **Diverse Resource Base:** The Mission District has a large resource base to draw upon with over 800 businesses, non-profit, and arts organizations.
- **Communication Network:** Community organizations and businesses are linked through existing communication infrastructure. This network includes organizations like the Mission Economic Development Association, Mission Merchants Association, Mission Businesses Online, and the Mission Community Council Youth Affinity Group.
- **Communication Infrastructure:** The Mission District is home to a variety of local newspapers. The district has six bilingual papers, which can not only provide opportunities for students in their organizations, but also inform the community about what is happening at the school.
- **Interested Community Members:** Similar to the resources inside of Mission High, community members are interested and committed to working with the school and the students.

#### Community Constraints

Similar to Mission High, there are several limiting factors that determine the types of partnerships that the community can and are willing to make. Some reasons are cyclical and others are fundamental to the business and community structure.

- **Tough Economic Climate:** Realities of the state of the economy has caused businesses to limit the number of community activities they engage in. Business owners have often opted to spend more time developing professional relationships, which help to increase their businesses profitability.
- **Time scarcity:** Again, due to the tough economic climate, many organizations have had to cut employees and as a result are spending more time in their organizations. This increased time commitment has proved to be a barrier to developing and sustaining new partnerships.
- **Lack of Educational Experience:** Many community members have expressed their hesitation to create student internships and job shadowing programs due to their limited understanding of how to structure educational opportunities for students.

## **METHODOLOGY AND GOALS**

Drawing upon the various assets the community and schools have to offer, the researchers have developed three recommendations and accompanying strategies to create a closer partnership with the community. The recommendations incorporate six weeks of research and reflect the project group's understanding of the community, and needs of the school. Formed on the belief that there is a need for the community to partner with schools to provide necessary resources and better outcomes for students and the community, the researchers have incorporated the theories of several leaders in the realm of school and community collaborations into their recommendations. In addition, each recommendation has been thoughtfully developed with the input of stakeholders such as students, teachers, staff, parents, and the community. Two of the three recommendations provided in this report therefore focus directly on the interaction between students and the community both in and out of the classroom.

The researchers' goal in developing the recommendations was to build upon current initiatives and processes that are in place at Mission High and the surrounding Mission District to integrate classroom and work-based learning, thus providing extra support for students and improving the reputation of Mission High School in the community. William Julius Wilson, an author and professor of Social Policy at Harvard, writes about the limited opportunities that exist in urban communities, like the Mission District, due to social and economic constraints. Success for this project can be found if the recommendations serve in helping to increase these opportunities for students through formal education and work-based learning.

As you will note in the following recommendations and strategies, the researchers have been cognizant of SCANS Competencies and Foundation Skills as they developed their recommendations. While none of the researchers are degreed educational professionals, they have attempted to develop recommendations that can be built upon to provide students with the educational foundation they need to be successful.

## **RECOMMENDATION ONE: VICTORY IS IN THE CLASSROOM!**

The goal of this recommendation is to incorporate the community into classroom instruction. Paulo Freire, a revolutionary author whose work has helped to shape the thinking of educators throughout the world, identifies the need to combine investigation and experience, with classroom education as one way to complement all levels of learning. He states that when these tools are appropriately incorporated into the classroom experience, it serves to create powerful intellectual links that form a foundation for future learning. To build upon these principles, the researchers have developed strategies to detail ways to involve the community into classroom instruction, they include:

- 1) Performing Community Projects in the Classroom**
- 2) Utilizing Bilingual School Volunteers**
- 3) Creating a Mission High Mentorship Program**

## STRATEGY ONE: COMMUNITY PROJECTS IN THE CLASSROOM

<b>Goal</b>	Students will help to solve meaningful, relevant community projects in the classroom.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> <li>• Interested Community Members</li> <li>• Mission High Community Liaison</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Business / Community Organizations will identify meaningful projects that can be solved/ developed by students in the classroom.</li> <li>2. Interested community members will contact Allan French, Mission High's Community Liaison, to discuss the project idea and become a designated "Mission High Partner Organization."</li> <li>3. After project and partner diligence by Mr. French, the project will be handed off to Teacher Teams for adoption and implementation into the classroom.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Letting the community know the types of projects Mission High students can perform for their organizations (See Recommendation Three)</li> <li>• Successfully screening organizations and projects</li> <li>• Choosing short-term meaningful projects that keep students engaged</li> <li>• Working with organizations that are willing to come into the classrooms to help further the project</li> <li>• Requiring specific deliverables and educational components to each project</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Willing to volunteer their time</li> <li>• Have meaningful projects that could be performed by students</li> <li>• Interested in developing partnerships, not just one-time projects, with the school</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Writing, Arithmetic, Mathematics, Listening, and Speaking</li> <li>• Thinking Skills: Decision Making, Problem Solving, and Reasoning</li> <li>• Personal Qualities: Responsibility</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

## STRATEGY TWO: BILINGUAL SCHOOL VOLUNTEERS

<b>Goal</b>	Utilize community members to provide support for teachers and ESL learners.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Interested Community Members</li> <li>• Youth Affinity Group of Mission Community Council</li> <li>• Mission High Community Liaison</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Teachers express their desire to have bilingual volunteers in their classrooms to the school's Community Liaison.</li> <li>2. The Community Liaison contacts the Youth Affinity Group at the Mission Community Council, the Women's Building or the Volunteer Center of San Francisco to coordinate volunteers in the school.</li> <li>3. Teachers and the volunteers coordinate consistent times to volunteer in the classes.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Internal communication between the teachers and the Community Liaison</li> <li>• Successfully screening volunteers</li> <li>• Developing definitive ways volunteers can assist in classroom activities</li> <li>• Setting reliable, consistent time for volunteers to come into the classes</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Bilingual</li> <li>• Willing to volunteer their time</li> <li>• Interest and experience working with bilingual, urban youth</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Reading, Writing, Listening, and Speaking</li> <li>• Thinking Skills: Reasoning and Knowing How to Learn</li> <li>• Personal Qualities: Responsibility, Self-Esteem, and Sociability</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

### STRATEGY THREE: MISSION HIGH MENTORSHIP PROGRAM

<b>Goal</b>	Develop a mentorship program that will provide students with college and career planning support.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Mission High Students</li> <li>• Interested Persons: Business and Community Leaders, College Students</li> <li>• Mission High Community Liaison</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Students contact their teachers to express interest in obtaining a mentor</li> <li>2. In advisory or career academies, students create a Mentee Profile which lists the activities they like to do, the skills they would like to develop, and the type of person they would like to have mentor them—students should describe traits, skills, or careers they would like their mentor to have.</li> <li>3. The Community Liaison will contact the Mission Community Council, Mission Economic Development Association, San Francisco City College, and San Francisco State University to find mentor matches.</li> <li>4. Mentors and teachers then coordinate consistent class time to allow mentors and mentees to work together.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project’s success are:</b></p> <ul style="list-style-type: none"> <li>• Students understanding the mentor process and relationship</li> <li>• Reliable and consistent time for Mentors and Mentees to meet</li> <li>• Mentors from diverse backgrounds, who the students feel they can relate to</li> <li>• Teachers providing specific projects for mentor/mentee teams to work on</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Reliable and Consistent</li> <li>• Mentors who are comfortable working with urban youth</li> <li>• Diverse racially and professionally</li> <li>• People who are committed to the youths they work with</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Writing, Listening, and Speaking</li> <li>• Thinking Skills: Creative Thinking, Decision Making, and Problem Solving</li> <li>• Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty</li> </ul>



## **COMMUNITY PARTNER PROFILE: MAXFIELD'S CAFÉ**

Maxfield's Café, located on the corner of Delores and 17<sup>th</sup>, is a frequented hangout to Mission High's students and teachers. Known for its 'delightful beverages' and relaxing atmosphere, it is believed to have a successful community partnership with the school. Currently, Maxfield's does not participate in any classroom-based activities at Mission High, but does support the teachers by catering various staff functions. When approached with the idea of working with students in the classroom, the café was eager for the opportunity to make a more meaningful impact on the school.

One way the career academies and Maxfield's can partner to provide in-class learning is by having students conduct meaningful projects for the small coffee house. At the suggestion of Career Academy teachers, students can help develop a marketing strategy for the local café equipped with promotion, pricing scenarios, coupons, and flyers. In addition, students can help the café decide what the next product the coffee house should offer. Through neighborhood surveys, financial analysis, and marketing research, students can provide Maxfield's with a plan to grow their business by adding new products. Projects, such as these, will build upon the strengths and capabilities of the academy students, while providing interested businesses with meaningful relationships with the school.

## **RECOMMENDATION TWO: LEARNING OUTSIDE THE BOX**

The main goal of this recommendation is to facilitate student involvement in the community. As noted in the community profile, there is no shortage of learning opportunities available in the Mission; however, in order for students to take advantage of them, they need to know where the opportunities exist. The researchers, in developing their strategies, aimed to empower students with authority over their education by providing a mechanism for students to choose organizations they would like to work with and then developing relationships that provide a link back to the classroom.

Paulo Freire suggests that one way to tailor students' educational experiences is through having the students themselves help to shape their experience. The strategies to provide Learning Outside the Box are drawn from this belief and are based on the concerns and inputs of students. The following strategies were developed to facilitate students' involvement in the community:

- 1) Developing a Community Involvement Map**
- 2) Providing opportunities for students to shadow professionals on the job**
- 3) Creating work-based learning/ community service opportunities.**

## STRATEGY ONE: COMMUNITY INVOLVEMENT MAP

<b>Goal</b>	Have students create a Community Map, which diagrams and lists the available job based and community service opportunities available in the Mission.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Mission High Students</li> <li>• Business and Community Professionals</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Students and teachers go out into the neighbor to conduct a community mapping exercise. Students would walk the neighborhood interviewing businesspeople and community members to gather information on community service and internship possibilities. (Community mapping is a tool to understand, and evaluate a neighborhood. One purpose is to inventory existing resources and challenges)</li> <li>2. Students would then map these opportunities on a large map of San Francisco, identifying for all of the school's students the opportunities that exist in the area.</li> <li>3. Later, students should inventory their own strengths and skills, to help themselves identify opportunities that will be most appropriate for them.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Students taking serious the community mapping exercise and identifying internship and community service opportunities</li> <li>• Developing positive relationships with local businesses and organizations to provide continuous work-based learning opportunities</li> <li>• Students being able to move beyond their comfort zone and work in environments and/or places that are new to them</li> <li>• Class time provided for students to map opportunities and reflect on their skills</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Patient, Dedicated, Reliable and Consistent</li> <li>• Community Partners who have time to mentor and direct students on the job</li> <li>• Organizations which have meaningful work-based opportunities for students</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Writing, Listening, and Speaking</li> <li>• Thinking Skills: Creative Thinking, Seeing Things in Mind's Eyes, and Reasoning</li> <li>• Personal Qualities: Responsibility, Sociability, and Self-Management</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

## STRATEGY TWO: JOB SHADOWING PROGRAM

<b>Goal</b>	To provide students with an opportunity to learn the inner-workings of local businesses and organizations by participating in a job shadowing program.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Mission High Students</li> <li>• Interested Persons: Business and Community Leaders, College Students</li> <li>• Parents</li> <li>• Mission High Community Liaison</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. The Community Liaison contacts the list of community partners interested in providing work-based learning to students. Liaison must identify partners who are willing to allow students to shadow them on the job.</li> <li>2. A list is created containing organizations interested in job shadowing and the number of students who can participate with each organization.</li> <li>3. Teachers circulate the list and identify and interview interested students.</li> <li>4. Students job shadow professionals in local businesses and organizations during their advisory period.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Students understanding and preparing for job shadowing opportunities. (Students should learn about appropriate business etiquette, dress, and conduct)</li> <li>• Educationally related projects</li> <li>• Parental approval for job-shadowing opportunities</li> <li>• Job-shadowing opportunities near Mission High and student homes</li> </ul>
<b>Traits of Successful Community Partners*</b>	<ul style="list-style-type: none"> <li>• Reliable and Consistent</li> <li>• Community partners who are comfortable working with urban youth</li> <li>• Diverse racially and professionally</li> <li>• People who are committed to educating and providing students with meaningful work experience and exposing them to the everyday workings of the organization.</li> </ul>
<b>SCANS Foundation Skills**</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Reading, Writing, Mathematics, Listening, and Speaking</li> <li>• Thinking Skills: Decision Making, Knowing How to Learn, and Problem Solving</li> <li>• Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty</li> </ul>

\* The Precita Eyes Mural Arts and Visitors Center is one willing partner in the job shadow program.

\*\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

### STRATEGY THREE: COMMUNITY SERVICE & WORK-BASED LEARNING OPPORTUNITIES

<b>Goal</b>	To facilitate student involvement in the neighboring community by providing work-based learning and community service opportunities. (This strategy is purposefully broad in order to encompass internships, volunteer opportunities, or paid jobs.)
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Mission High Students</li> <li>• Business and Community Leaders</li> <li>• Mission High Community Liaison</li> </ul>
<b>Process</b>	<ol style="list-style-type: none"> <li>1. Community Liaison publicizes students interest in performing community service projects in the neighborhood (See Recommendation Three)</li> <li>2. Interested community members contact the school. The Liaison compiles a list of these organizations coupled with the directory the researchers have compiled, to provide students with a catalog of potential service opportunities. (Liaison performs due diligence on the list to certify these organizations as “Mission High Partner Organizations”)</li> <li>3. Students Map these community service and work-based learning opportunities on the school’s map. (See Recommendation One, Strategy One)</li> <li>4. Teachers circulate the list and identify and interview interested students.</li> <li>5. Students working at these organizations during their advisory period.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project’s success are:</b></p> <ul style="list-style-type: none"> <li>• Students understanding their roles and responsibilities inside of these organizations</li> <li>• Educationally related projects that can be tied back into classroom instruction</li> <li>• Parental approval</li> </ul>
<b>Traits of Successful Community Partners*</b>	<ul style="list-style-type: none"> <li>• Community partners who are comfortable working with urban youth</li> <li>• Diverse racially and professionally</li> <li>• People who are committed to educating and providing students with meaningful work experience and exposing them to the everyday workings of the organization.</li> </ul>
<b>SCANS Foundation Skills**</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Writing, Listening, and Speaking</li> <li>• Thinking Skills: Creative Thinking, Decision Making, and Problem Solving</li> <li>• Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty</li> </ul>

\* The Women’s Building is one organization that has a number of different opportunities for students.

\* \*The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

## **COMMUNITY PARTNER PROFILE: THE WOMEN'S BUILDING**

The Women's Building (TWB) is an ideal partner for Mission High School. Located on 18<sup>th</sup> Street just a block from the school, the building houses a number of community organizations and presents multiple opportunities for students. About seven years ago, TWB hosted a monthly bilingual support group for Latina girls from the high school. The group was held during school hours at the Women's Building to ensure privacy for group members, in order to attend, students had to get permission from their parents and the principal. A program staff member from TWB as well as a social worker from Mission High facilitated the support group. As a result of budget cuts, the social worker staff position was eliminated and the group ended. Jovida Guevara-Ross, the resource coordinator for the Women's Building, is extremely eager to restart this group.

There are many other ways to rekindle the relationship between The Women's Building and Mission High School. This year is the 25<sup>th</sup> anniversary of the Women's Building, and as such there are numerous events scheduled throughout the year, some geared specifically towards young women. The staff is very interested in having students from Mission High involved in planning and staffing these events.

TWB is also in the process of developing a three-year college preparatory program for teens. The classes will not start until 2004, but TWB would like to involve Mission High students in the process of developing the program. Students would have an opportunity to provide input on what they would like to see in a college prep program, for example tutoring, SAT prep, college application assistance, etc. This experience can provide students an opportunity to learn how to develop a program and take ownership over something that will benefit themselves and their classmates. The Women's Building is also open to having students volunteer or do community service. They are looking for responsible students who have basic organizational skills and display a commitment to follow through on a project once they get started.

Finally, The Women's Building has a VITA program – Volunteer Initiative for Tax Assistance. Once a week in the evenings, TWB offers free tax assistance for low-income families. This program is ideal for finance academy students. Students can both watch how volunteers provide services and learn how to provide tax assistance to needy individuals. These trainings begin in January and February, and tax assistance starts in the spring of 2004.

### **RECOMMENDATION THREE: SHARE SUCCESS STORIES**

The third strategy addresses one of Freire's other key points, which is central to each of the recommendations—the importance of dialog. The goal of this recommendation is to increase and encourage communication within the school and in the Community. The Cities and Schools research project is the first step in expanding the communication between stakeholders and has opened doors, which have previously been shut, to outside members. All parties have a role in implementing this recommendation, from the students, parents, teachers, and community to the school district. The researchers have outlined methods to provide consistency and reliability of all parties in the process. If that dialogue is not consistent and clear, the effectiveness of any such programs can be considerably undermined. Furthermore, all parties must take some degree of ownership over the endeavor; the dialog must be transparent and ongoing—recognizing other barriers such as transportation and logistics.

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

- 1) Publicize Mission High's Community Involvement**
- 2) Use Existing Publications to Showcase Student Writing**
- 3) Students Recruiting Students**

## STRATEGY ONE: PUBLICIZE MISSION HIGH'S COMMUNITY INVOLVEMENT

<b>Goal</b>	Publicize Mission High's involvement in the community.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Mission High Students</li> <li>• Business and Community Professionals</li> <li>• Community and Business Organizations</li> <li>• Local Community Members</li> </ul>
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. Students can create a flyer to be passed out to neighboring organizations and businesses listing the types of projects students can assist organizations in performing. The flyer would list student skills and organization qualifications.</li> <li>2. Organizations can show their support for Mission High and commitment to providing students work-based learning opportunities by posting a sign in their windows that simply says, "Mission High is here!" (This can be the slogan for Mission High's Community Involvement)</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Tapping into existing communication infrastructure to distribute flyers advertising student services</li> <li>• Screening potential partnerships to identify meaningful community relationships</li> <li>• Consistency and dedication to marketing students involvement</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Patient, Dedicated, Reliable and Consistent</li> <li>• Community Partners who have time to mentor and direct students on the job</li> <li>• Committed organizations which are interested in partnering with the school on an ongoing basis</li> <li>• Organizations which are part of larger associations which can help spread Mission High's involvement</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Reading, Writing, and Speaking</li> <li>• Thinking Skills: Creative Thinking, and Seeing Things in Mind's Eyes</li> <li>• Personal Qualities: Responsibility, Self-Esteem, Sociability, and Self-Management</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

## STRATEGY TWO: USE EXISTING PUBLICATIONS TO PUBLISH STUDENT WRITING

<b>Goal</b>	Allow students to demonstrate their writing skills by publishing articles regarding their community experience in existing community and school publications.
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Mission High Students</li> <li>• Local Newspapers and Newsletters</li> <li>• Teachers</li> </ul>
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. Students write short articles regarding their community experiences to be published in local bilingual newspapers or business publications—the Mission Economic Development Association has already agreed to include student articles in their quarterly newsletter.</li> <li>2. Students can write a paragraph about their community work assignment and place it on the school's community map. Interested students can reference the community map to see what type of opportunities are available and what they would be expected to do.</li> <li>3. Teachers can have students create a short essay detailing their experiences and lessons learned during their community involvement. These essays will be compiled into a binder for other students to reference before they pursue community opportunities. This activity will also help students to move outside of their comfort zone by allowing them to hear about other student's experiences.</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Educationally and professionally rewarding community involvement for students</li> <li>• Providing business and local publications with student's writings on time</li> <li>• Students articulately writing of their experiences and teachers editing student work</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Reliable and consistent publications</li> <li>• Diverse publications with large circulation base</li> <li>• Organizations and publications that are committed to partnering with the school on an ongoing basis.</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Reading, Writing, and Listening</li> <li>• Thinking Skills: Creative Thinking, and Seeing Things in Mind's Eye</li> <li>• Personal Qualities: Responsibility, Sociability, and Integrity/Honesty</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.



### STRATEGY THREE: STUDENTS RECRUITING STUDENTS

<b>Goal</b>	Utilize students to convince other students to participate in work-based learning and community service activities
<b>Partners</b>	<ul style="list-style-type: none"> <li>• Mission High Students</li> <li>• Advisors</li> </ul>
<b>Methods</b>	<ol style="list-style-type: none"> <li>1. Recruit students who have been involved in job-shadowing, internships, or community service activities to share their experience with other students</li> <li>2. Create lunch info sessions where students can address other students concerns about community involvement and can share their own experience</li> </ol>
<b>Success Factors</b>	<p><b>The keys to this project's success are:</b></p> <ul style="list-style-type: none"> <li>• Students interested in sharing their experiences and recruiting others</li> <li>• Consistent time for students to hold lunch sessions</li> <li>• Active students from various clubs, races, academic levels, and backgrounds</li> <li>• Staff or teacher advisors who help to supplement student knowledge with</li> </ul>
<b>Traits of Successful Community Partners</b>	<ul style="list-style-type: none"> <li>• Students active and engaged in the community</li> <li>• School leaders, valued and respected in the school</li> <li>• Outgoing person, willing to take risks and move out of their comfort zone</li> <li>• Individuals who enjoy teaching and helping to guide others</li> </ul>
<b>SCANS Foundation Skills*</b>	<p>The following lists some SCANS Foundation Skills this project can help to develop:</p> <ul style="list-style-type: none"> <li>• Basic Skills: Listening, and Speaking</li> <li>• Thinking Skills: Reasoning, and Knowing How to Learn</li> <li>• Personal Qualities: Responsibility, Self-Esteem, Sociability, and Integrity/Honesty</li> </ul>

\* The researchers note that they are not degreed educational professionals, but have listed some of the Foundation Skills they believe can be developed by educational professionals.

## **COMMUNITY PARTNER PROFILE: MISSION ECONOMIC DEVELOPMENT ASSOCIATION**

The Mission Economic Development Association (MEDA) is a nonprofit, community-based economic development organization seeking to provide technical assistance to minority and women-owned businesses in the Mission. Known throughout the District as an advocate for small businesses, MEDA helps local entrepreneurs by providing financial workshops, loan packaging, and computer and business management skills training. Located on the corner of 20<sup>th</sup> and Mission Street, MEDA has provided its services to Mission District merchants for over twenty years.

The Mission Economic Development Association is an ideal partner to collaborate with Mission High to provide work-based learning for students and intellectual capital to small businesses. Jose Corona, Development Officer, has assisted the researchers in identifying local businesses that can provide job shadowing and in-class projects for academy students. In addition to being a resource with connections into the local businesses, MEDA has expressed interest in working with students to develop and deliver their technical assistance programs to merchants. As a community partner, the MEDA could help ‘spread the word’ about the work Mission High Students will be doing in the community. Rather than simply announcing Mission High’s services to merchants, MEDA has agreed to publish student articles about their work-based learning experience in their quarterly business publication.

## **SAN FRANCISCO UNIFIED SCHOOL DISTRICT PROJECT FEEDBACK**

When sharing these recommendations and strategies during presentations to the school district and to faculty at UC Berkeley we posed four questions to begin the dialogue regarding school to career partnerships.

- How could the district and school partner to support these recommendations?
- What are some of the challenges in implementing these strategies?
- How can we include students in this process?
- Do you have any additional strategies or resources to suggest?

In regards to the district/school partnership, panelists did not provide much feedback; the researchers did not have much access to district representatives during this process and as a result did not provide specifics on that aspect of partnerships in this project. Overall, concerns were raised by panelists relating to the fact that Mission faces unique needs that may require more resources than are currently available; that is an issue important to consider at the district level but which lies beyond the scope of this paper.

The most significant implementation obstacle suggested is the unwillingness, fear, and lack of trust on the part of community members to engage in community partnerships, and the need for a proactive plan on the part of the district and the school to address this concern. Past partnerships between Mission and the community need to be taken into consideration, and special efforts must be made to overcome years of maintaining a closed campus. Several well-structured pilot projects would be preferable to a broader approach in the initial stages of implementation, and the lessons learned from those trials will lead to greater effectiveness in later expanding successful aspects of the program.

One Mission High student was present to review the details of these recommendations, and she was puzzled by the lack of initiative on the parts of businesses in approaching the school, especially in light of school and staff resource constraints. However, Mission's environment has not been conducive to partnerships in recent years; hopefully the successful implementation and showcasing of some strategies contained herein will result in potential community partners feeling empowered to solicit partnerships. Other reviewers commented on the need to adequately prepare students for engagement with the larger community as a part of their curriculum. Possibilities for that training include professional communication skills and appearance, as those are themes that could avoid potential discomfort on the part of all community partners.

## **CONCLUSION**

This research project was designed to address how the community surrounding Mission High School can support local school reform efforts. While Mission High School faces some unique transitional challenges, it also presents exciting opportunities for potential community partnerships. Based upon the limited yet substantial amount of qualitative and quantitative data the researchers were able to synthesize during the semester-long project, three broad recommendations were proposed for the school district and Mission High School to consider implementing. Two of those recommendations address the specific mechanisms through which Mission High School's doors may be reopened to on-campus and off-campus community partnerships. The third deals with improving the amount and effectiveness of communication regarding those initiatives amongst staff, parents, students, and the district, along with communication between those stakeholders and the community at large. The researchers strongly recommend the implementation of pilot strategies, with careful and consistent evaluation to impact the future direction of the projects. Above all, these strategies must address the individualized capabilities and needs of the students and positively impact their learning processes, taking into account the historical context and resources available to Mission High School.

## Appendix One: Community Organizations and Non-Profits

NOTE: The organizations listed below are all community organizations interested in working with Mission High School. The ones with stars by them are organizations that have already been contacted and shared specific strategies or initiatives for community/school relationships.

### Community Services:

\***Arriba Juntos** literally means ‘Upward Together’ in Spanish, the agency serves clients in various job training programs. Glenda Gutierrez, Associate Vice President of Youth Collaboratives (415) 487-3240

\***The Women’s Building** contains a number of small non-profits and is only a block from Mission High School. They are eager to work with students at the school. Jovida Guevara-Ross, Community Resource Coordinator, 415-431-1180 x11 [resourceroom@womensbuilding.org](mailto:resourceroom@womensbuilding.org).

\***Neighborhood Parks Council** Community organization helping to revitalize neighborhood parks by fostering student involvement. [www.sfneighborhoodparks.org](http://www.sfneighborhoodparks.org) Betty Traynor, Stewardship Program Associate. (415) 621-3260 ext 101.

**Mission Cultural Center for Latino Arts** offers dance, drawing, and graphics classes, programs for children, and exhibitions. 415-821-1155 [www.latinoartsctr.citysearch.com](http://www.latinoartsctr.citysearch.com)

**Mission Neighborhood Health Center** provides quality health care services to residents of the Mission District 415-552-3870

\***The Cell Space** is a volunteer-based collaborative art center which offers classes and use of communal workspace in a variety of artistic mediums: puppetry, sewing, arts and crafts, drawing and painting, metal, wood, music, dance, theater, social activism. 415-648-7562

**826 Valencia** is a tutoring program that helps young people develop their writing skills. It works in schools, as well as offers drop in tutoring sessions every weekday afternoon. 415-642-5905

**Mission Economic Cultural Association** is a network of community organizations, educators, artists and merchants focused on strengthening the communities cultural and economic well-being.

\* **St. John’s Educational Thresholds Center** works with young people and families to build healthy lives, schools and communities. They run tutoring, community development and art programs. Contact: Kathy Phillips 415-864-5205

\***Youth Affinity Group, Mission Community Council** is a collection of different groups in the Mission that all work with youth or on youth issues. Contact: Kyle Fiore [kylefiore@aol.com](mailto:kylefiore@aol.com)

### The Arts:

**Bay Area Video Coalition** offers access to video technology to producers, professionals and students and also provides classes in video technology. 415-861-3282 [bavc@bavc.org](mailto:bavc@bavc.org)

**Galería de la Raza** is a non-profit organization that presents Latino exhibits and cultural programs and offers educational resources. 415-826-8009

**Intersection for the Arts** offers artists and audiences a chance to experiment with diverse media and materials including theater, performance art, literature and the visual arts.

*Appendix One; Community Organizations and Nonprofits cont.*

**Blue Room Gallery** is a nonprofit art gallery with an exhibition space for artists and a performance space for theater, music, dance, poetry, spoken word, new genre performance, artist discussions and community education programs. 415-282-8411

**Mission Dolores** is the oldest intact building in San Francisco. It provides daily guided tours.

**\*Precita Eyes Mural Arts Center** is a studio for designing murals. It also offers classes in mural painting and other arts. Contact: Emily Lackman, Program Coordinator 415-285-2287 or Cynthia Roman, Volunteer Coordinator 415-285-2287.

Non-Profits:

**People Organizing to Demand Environmental & Economic Rights - PODER's** members work to remedy environmental and economic injustices in the Mission.  
Antonio Diaz, Project Director 415-431-4210

**Children's Empowerment, Inc.** helps disadvantaged students succeed with academic assistance, leadership training, and college/career guidance. Contact: Roslyn Layton [roslynlayton@ceisf.org](mailto:roslynlayton@ceisf.org)  
415-469-4800 [www.childrensempowerment.org](http://www.childrensempowerment.org)

**Global Exchange** is an international human rights organization promoting environmental, economic and social justice. Contact: Jason Mark, Communications Director 415-255-7296 [www.globalexchange.org](http://www.globalexchange.org)

**Latino Issues Forum** is a "think tank" that addresses Latino concerns relating to banking, communications, health and welfare. Contact: Hilda Estrada 415-284-7220

**Dolores Street Community Services (DSCS)** provides neighborhood-based shelter, housing, advocacy, and support for people for poor immigrants and people living with AIDS. 415-282-6209 [info@dscs.org](mailto:info@dscs.org)

**La Raza Centro Legal** provides services to low income, indigenous, immigrant & Latino residents related to employment, housing, immigration, naturalization, senior and youth law. 415-575-3500

Newspapers/Journals:

**El Tecolote** is a bi-monthly, bilingual, 16 page newspaper. The paper has had previous relationships with Mission High School. 415-648-1045

**El Bohemio News** is the oldest Spanish language newspaper in San Francisco. It is distributed weekly on Wednesdays. 415-469-9579

**El Latino Newspaper** is a Spanish language newspaper distributed weekly on Wednesdays.  
Editor: Ricardo Ron, [editor@sflatino.com](mailto:editor@sflatino.com) 415-648-1670

**El Mensajero** is the Bay Area's largest bilingual weekly. 415-206-7230

**New Mission News** is a monthly newspaper that was founded in 1980. 415-695-8702 [vmiller@sirius.com](mailto:vmiller@sirius.com)

*Appendix One: Community Organizations and Nonprofits cont.*

**La Guia de Los Ahorros** – 415-642-6171

**The Urban Latino Newspaper** 415-821-4452

Other:

**San Francisco Public Library: Mission Branch** offers a large Spanish language collection as well as a section on Latino history and culture. 415-695-5090 <http://www.sfpl.lib.ca.us>

Community Services:

\***Arriba Juntos** literally means ‘Upward Together’ in Spanish, the agency serves clients in various job training programs. Glenda Gutierrez, Associate Vice President of Youth Collaboratives  
(415) 487-3240 [info@arribajuntos.org](mailto:info@arribajuntos.org)

\***The Women’s Building** contains a number of small non-profits and is only a block from Mission High School. They are eager to work with students at the school. Jovida Guevara-Ross, Community Resource Coordinator, 415-431-1180 x11 [resourceroom@womensbuilding.org](mailto:resourceroom@womensbuilding.org).

**Mission Cultural Center for Latino Arts** offers dance, drawing, and graphics classes, programs for children, and exhibitions. 415-821-1155 [www.latinartscctr.citysearch.com](http://www.latinartscctr.citysearch.com)

**Mission Neighborhood Health Center** provides quality health care services to residents of the Mission District 415-552-3870

\***The Cell Space** is a volunteer-based collaborative art center which offers classes and use of communal workspace in a variety of artistic mediums: puppetry, sewing, arts and crafts, drawing and painting, metal, wood, music, dance, theater, social activism. 415-648-7562

**826 Valencia** is a tutoring program that helps young people develop their writing skills. It works in schools, as well as offers drop in tutoring sessions every weekday afternoon. 415-642-5905

**Mission Economic Cultural Association** is a network of community organizations, educators, artists and merchants focused on strengthening the communities cultural and economic well-being.

\* **St. John’s Educational Thresholds Center** works with young people and families to build healthy lives, schools and communities. They run tutoring, community development and art programs. Contact: Kathy Phillips 415-864-5205

## Appendix Two: Local Businesses and Development Associations

NOTE: The list below has been compiled with the help of local Merchant and Business organizations. The businesses listed below have been identified as potential community partners to Mission High based upon economic, community, and social criteria. All of the organizations have been briefly informed that Mission High would like to partner with them, and have expressed willingness to identify ways in which to help.

**A.L. Kreuzberger & Sons (Real Estate)** 3171 21st Street, San Francisco, CA 94110-2520 415-282-6903

**Arguello Financial Services:** Full service financial services firm which provides insurance, tax, and accounting services including tax returns, homeowner and life insurance quotes. [www.arguellofinancial.com](http://www.arguellofinancial.com). 2456 Mission Street, San Francisco, CA 94110 (415) 282-8500

**Art Beat Gallery & Gifts** 3266 21st St (415) 643-8721

**Bank of America** Provides banking, mortgage, and security services to local businesses. Sponsors youth job program 2850 24th St, San Francisco, CA 94110 (650) 615-4700

**Bay Bridge Emporium** Professional Men's clothing store 2422 Mission Street, San Francisco, CA 94110 (415) 648-0545

**Bay View Bank Active** Community member in the financial services industry, member of the Mission Merchants Association 2601 Mission Street San Francisco, CA 94110 (415) 826-8410

**Bethany Senior Center** A nonprofit, nonsectarian residence that provides housing and services to low-income people with a priority to seniors. [www.bethanycenter.org](http://www.bethanycenter.org) 415 821-4515

**Bilafer Dental Corporation** Dental services 2484 Mission Street, San Francisco, CA (415) 824-8713

**Delores Café** Neighborhood cafe that prepares fresh sandwiches, salads, soups, fruit smoothies, juices, coffee, and a limited breakfast menu. 501 Dolores Street, (Dolores & 18th) San Francisco, CA 94110 415.621.2936

**Dr. Bruce Stamper (Optometrist)** 2508 Mission Street, San Francisco, CA 94110, (P) 415-824-2374 (F) 415-282-4781

**Duggan Welch Funeral Service** 3434 17th Street, San Francisco, CA 94110 (415) 431-4900

**Giant Value** Discount store selling a large range of products for the home, and clothing for the entire family. 2558 Mission Street (Mission @ 21st), San Francisco, CA 94110 (P) 415.643.8922

**Global Merchandising Corporation** Promotes trade between the US and Asia by selling American products in Asia and other markets as well as promoting the sale of Asian products throughout the world. [www.globalexporter.com](http://www.globalexporter.com) 5 Dorman Ave, San Francisco, CA 94124-1806, (P) (415) 285-8336, (F) (415) 641-0952

**Golden Bear Sports Wear** Creates outerwear for the finest retail establishments around the world, high profile private label manufacturers and corporate incentive programs. [www.goldenbearsportswear.com](http://www.goldenbearsportswear.com) 200 Potrero Street, San Francisco, CA USA 94103, (P) 415.863.6171, (F) 415.863.8704

*Appendix Two: Local Business and Development Associations, cont.*

**Goodwill Industries** Sells donated clothing and household goods to help people overcome barriers to employment and become independent, tax-paying members of their communities. [www.goodwill.org](http://www.goodwill.org) 1500 Mission Street, San Francisco, CA 94103

**J.J. O'Connor Florists** .Floral arrangements and FTD delivery. 2901 Mission St San Francisco, CA, 94110 415-647-7445

**KIQI La Grande 1010 Radio** Local Spanish radio station, 2601 Mission, San Francisco, CA (415) 695-1010

**Martha & Brothers Coffee Company** Though voted as one of the best cups of coffee in San Francisco, this small coffee company is also known for their great service and delicious pastries. 3868 24th St, San Francisco, CA 94114-3839 (P) (415) 641-4433 (F)(415) 641-0193

**Maxfield's House of Caffeine (Café)** Neighborhood café. 398 Dolores Street (Dolores @ 17th), San Francisco, CA 94110 (P) 415.255.6859

**Mission Economic Development Association** Community-based, local economic development corporation located in the Mission District of San Francisco. [www.medasf.org](http://www.medasf.org) 3505 20th Street San Francisco, CA 94110, (P) 415-282-3334 (F) 415-282-3320

**Mission National Bank** Community bank offers a full compliment of deposit and loan accounts and specializes in business loans and services to many minority owned businesses. [www.mnbsf.com](http://www.mnbsf.com) 3060 16th Street, San Francisco, CA 94103, (P) 415.826.3627 (F) Fax: 415.431.5409

**Roxie Theatre Local** [www.roxie.com](http://www.roxie.com) 3117 16th Street (at Valencia Street) • San Francisco, CA 94103 (P) (415) 863-1087

**Siegel's Men & Boys Wear** The City's largest selection of suits for men and boys, including custom made retro 40s zoot suits. [www.zootsuitstore.com](http://www.zootsuitstore.com) 2366 Mission St (between 19th and 20th streets) San Francisco, CA US, 94110 (P) (415) 824-7729 (F) (415) 824-7256

**St. Luke's Hospital** San Francisco's only independent, private, non-profit hospital that provides a full range of services. 3555 Cesar Chavez Street San Francisco, CA 94110 (415) 647-8600

**Sunnyside Retirement Hacienda** Retirement Homes for seniors over 60 years old. 1218 S Vaness Ave 94110 (P) 415-647-6365

**Sunrise Sidewalk Cleaners** A youth-run business and job-training program sponsored by Boys & Girls Clubs of San Francisco. <http://www.bgcsf.org/sunrise.html> 88 Kearny Street, 12th Floor, San Francisco, CA 94108 (P) 415.445.5481

**Vasquez Optical & Hearing** Provides hearing aids, assistive devices and supplies. 2480 Mission St # 101, San Francisco, CA 94110 (P) (415) 824-6865



### Appendix Three: Screening Community Partners

## Questions to ask Potential Community Partners

In what way do you envision helping to provide Mission High students work-based learning opportunities? *Job shadowing? Internships? Community service projects?*

Realistically, how much time do you have to volunteer? *On a weekly, monthly, yearly, or occasional basis?*

Please describe your organization and your role in the company.

Describe the specific type of opportunity that you are available to perform. (E.g. Provide five students the opportunity to shadow Financial Managers once a week for three months)

Has your organization ever hosted student interns or job-shadowing programs? What were the results?

Do you have any current relationships with Mission High teachers, students, staff?

Are you currently working with any other San Francisco High School?

Are there any particular projects or activities you want to help support? Career Academies? Wellness Center? Mission Accomplish? Y.O.G.I.?

What special skills or talents can you bring to the school? (E.g. Does someone in your office speak Tagalog, Mandarin, Spanish fluently?)

What is your motivation for volunteering and collaborating with Mission High School?

What do you hope the rewards of this involvement will be?

Can you give me the name of three references that can speak to your character?

#### Appendix Four: Volunteer Expectations

## What is expected of Volunteers at Mission High School?

**Punctuality** - Be on time!

**Preparation** – Find out what is expected of you.

**Participation** – Give your all, be wholehearted in your efforts.

**Communication** – Communication is key. If you have any problems, tell someone!

**Confidentiality** - What you hear and see at the school stays there.

**Consistency** – The students and teachers are depending on you, be there!

**Commitment** - Support the community and schools; tell others how they can help.

**Caring** - Show that you care, listen, smile, ask questions, do the tasks!

\*\* These lists of characteristics were taken from the United Way Volunteer Development Office

## Appendix Five: Mission High School Survey

# MISSION HIGH SCHOOL SURVEY

***In an effort to strengthen the relationship between Mission High School and the surrounding community, Principal Truitt would like faculty and staff to complete this survey. Of interest are any outside organizations you are currently working with e.g., if any organizations visit your classroom, and who you think might be potential partners for community service and work based learning possibilities. Also welcome are any ideas you have for how the school can increase its involvement with the community.***

1. Do you currently work with any outside organizations in your classroom? (examples: Junior Achievement, the San Francisco Bar Association; Literacy for Environmental Justice, etc.) If so, please list:
2. In the past, have you worked with any other organizations? If so, please list:
3. Are there any organizations that you would like to work with? If so, please list:
4. What field trips do you take with your class? (examples: library, Exploratorium, etc.)

*Appendix Five: Mission High School Survey, cont.*

5. To your knowledge, are your students active in any organizations outside of school? If so, please list:
  
  
  
  
  
  
  
  
  
  
6. Are you active with or do you have connections to any local organizations? If so, please list:
  
  
  
  
  
  
  
  
  
  
7. Do you participate in any local events? (examples: Día de los Muertos, Carnaval)
  
  
  
  
  
  
  
  
  
  
8. What ideas do you have for the school to be involved in the community?
  
  
  
  
  
  
  
  
  
  
9. Additional comments or suggestions.

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- <sup>i</sup> *Pedagogy of the Oppressed*. Paulo Freire. Bergin and Garvey, Westport Connecticut.
- <sup>ii</sup> *The Power of Their Ideas: Lessons for America from a Small School in Harlem*. Deborah Meier. Beacon Press: Boston.
- <sup>iii</sup> Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District, Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
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- <sup>vi</sup> Dolores Park Strategic Plan, [http://www.medasf.org/reports/dolores\\_park2.pdf](http://www.medasf.org/reports/dolores_park2.pdf)
- <sup>vii</sup> Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District, Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
- <sup>viii</sup> Poverty and Social Inequality in San Francisco, Focus on Latino Families and Children, The Latstat Report, San Francisco State University – Urban Studies Program 1996, <http://thecity.sfsu.edu/~ccipp/missiondirectory/history/pinderhughes.htm>
- <sup>ix</sup> Walking San Francisco: A Falcon Guide, Liz Gans and Rick Newby, 1999 Falcon Publishing, Helena Montana.
- <sup>x</sup> Traveler's Guide to the Mission <http://www.sfgate.com/traveler/guide/sf/neighborhoods/mission.shtml>, Accessed October 1, 2003
- <sup>xi</sup> Gentrification in San Francisco's Mission District: Indicators and Policy Recommendations, Simon Velasquez Alejandrino, Accessed 10/12/03, Mission Economic Development Association, [http://www.medasf.org/mission\\_gentrifaction.htm](http://www.medasf.org/mission_gentrifaction.htm)
- <sup>xii</sup> Hope VI Redevelopment, <http://www.ci.sf.ca.us/sfha/hope/valen.html>, San Francisco Housing Authority, Accessed October 1, 2003
- <sup>xiii</sup> Social and Economic Inequality in San Francisco: A Case Study of Environmental Risks in the City's Mission District. Raquel Pinderhughes. Presentation made at the Conference on Urban and Environmental Issues in the Bay Area, March 23, 1996.
- <sup>xiv</sup> The Demographics of the Mission District, <http://www.medasf.org/reports/demographics.pdf>
- <sup>xv</sup> Mission to Accomplish, Nick Driver, San Francisco Examiner, 9/12/2002, <http://www.examiner.com/sfx/templates/printer.jsp?story=n.mission.0912w>
- <sup>xvi</sup> <http://www.sfusd.k12.ca.us/news/CSIP1997.html>, Statement from Superintendent of Schools, Dr. Waldemar Rojas, June 17, 1997 –
- <sup>xvii</sup> WestEd's Policy Program: Does "Reconstitution" Work? <http://www.wested.org/pub/docs/266>, Accessed October 14, 2003
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- <sup>xx</sup> Study on San Francisco's Non-Profit Human Services Providers commissioned by the San Francisco Human Services Network, San Francisco Urban Institute and San Francisco State University, Accessed 10/15/03, <http://www.sfgov.org/site/uploadedfiles/npcontractingt/CNPCTF-REPORT-ATTACHMENT-A.pdf>