The Space between Home and School

Ingrid Seyer-Ochi

School of Education & Center for Urban Schools and Partnerships (CUSP)

Mills College, Oakland

SPUR & PPS-SF Forum

Key Concepts, Enduring Dilemmas, Difficult Questions, Tough Choices, Critical Consequences

- Learning and Opportunity
- Place and Space
- Public and Private
- Choice and Responsibility

Space, Place, Learning and Opportunity

- Every society produces its own specific spatial practices. All of us work from an understanding of spatial production, of space as always and continually produced.

- My interest is in the relationship of these spatial practices to the organization of educational opportunities in urban, rural, and suburban settings (Aitken, 2001; Nespor, 1997; Skelton & Valentine, 1998).

- I seek to understand how lives and struggles unfold in these spaces – not flat, seemingly "natural" spaces - but socially produced spaces, spaces in which our social relations and practices are embedded, spaces imbued with the values and priorities of our society (Hayden, 1995; Lefebvre, 1974).

- Conceptualizing **opportunity** as **socially constructed** and **spatially produced** enables us to move beyond narrow understandings of opportunity (e.g., individual actors differentially "taking advantage of" or "accessing" opportunities "available" to "all").

- These conceptualizations are critical to the provision of more meaningful and equitable educational opportunities for our most underserved youth across highly disparate landscapes

The Power of Spatial Production

- "Space is permeated with social relations; it is not only supported by social relations, but it is also producing and produced by social relations. <u>The spaces we produce serve as tools of thought and action and, thus, are also means of control, of domination, and of power</u>."

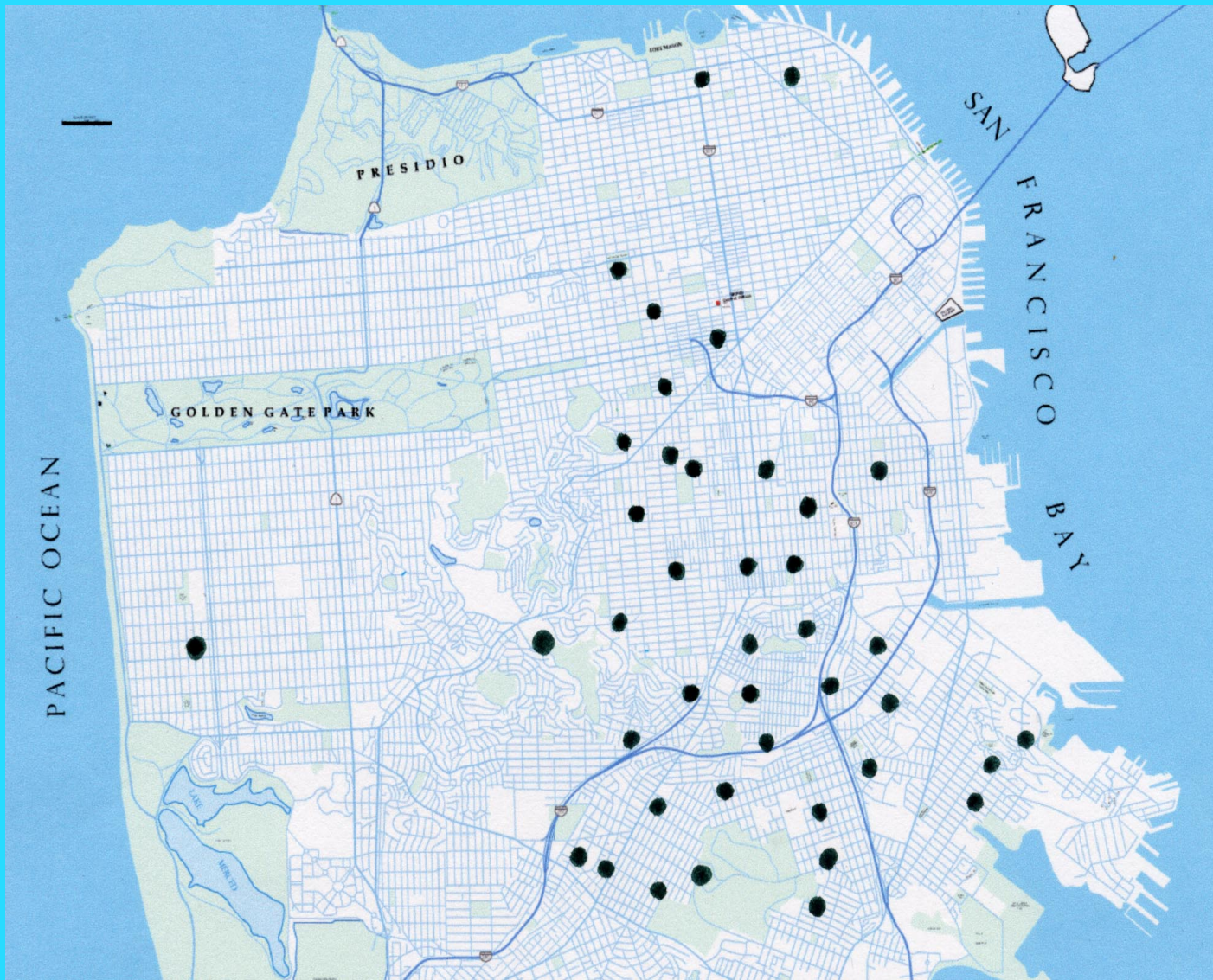 – Henri Lefebrve, *The Production of Space*

SF's STAR schools, 2007
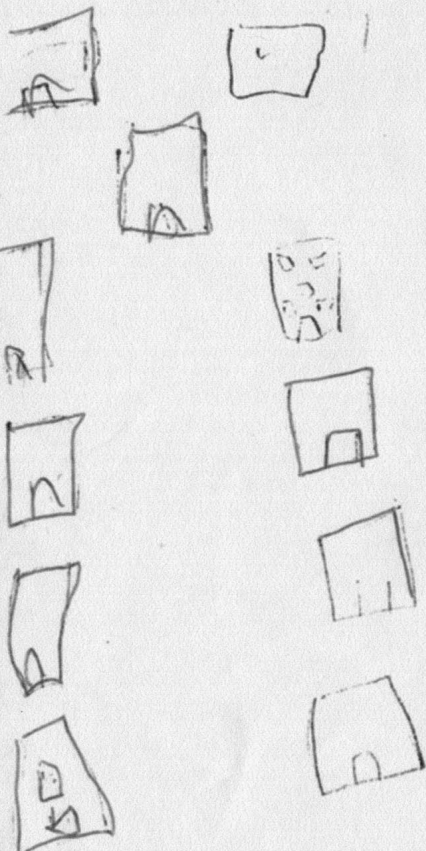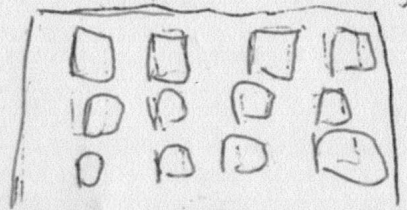## (Students and Teachers Achieving Results)

San Francisco Map

Richmond
Pizza parlors
restaurants and
Candy stores
and
Homes

Golden gate bridge it important
to people that live on the other side
because they have to get to work
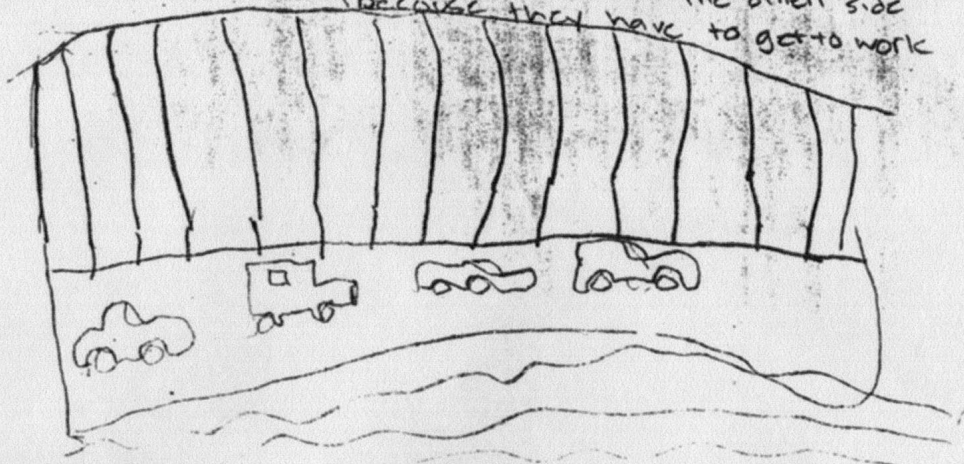
Fillmore District
kabuki movie theater

Miyako candy

Taco Bell

Taco Bell

hamburger store

MacDonald's

Liqure Stores
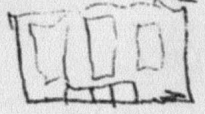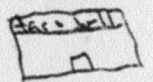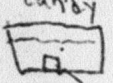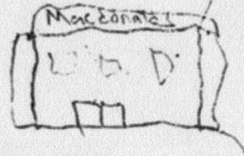
Low income housing

Marina District
restaruants and candy stores
One liquor store

Marina

Restaurants

Liqure Store

George Washington
Important america is
the president is gonna

Candy stores
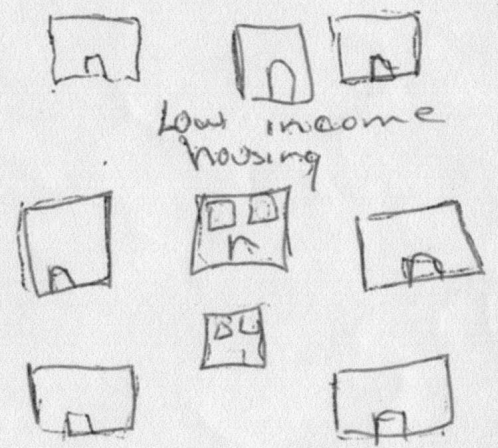
Do you get it
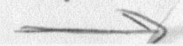
Public ____?

- Goods, Services and Institutions
- The public good: Benefits shared collectively which, in and through that sharing, shape us as a public
  - Roman *res publica* -> republic
  - "Republican" ideals of civic responsibility and participation
  - "commonwealth," that from which we all benefit
- Underlying all of these is the notion that there is something defining about the public life and the good that contributes to it that is substantial, unique, and distinctly *not* private.

What makes our schools *Public*?

- **Finances**
  - Primarily funded with public dollars
- **Access**
  - Serve all members of "the public" (though not necessarily equally)
- **Contributions**
  - Contribute directly and indirectly to the public good
- **Responsibility?**
  - Conceptualizing "public" not as an adjective, but as a verb…doing public, being actively public, all of us.

What does this public ask of us?

- Revived focus on the public
- Willingness to push for and engage in dialogue
- Openness to new ways of thinking: private, "individual choices" about schooling as public commitments and actions
- Changes in institutions
- Changes in practices
- Changes in funding
- Taking RESPONSIBILITY - and spreading that web of responsibility WIDE

Opportunities to Learn: Critical Conditions (Oakes, UC ACCORD)

- Family-Neighborhood-School Connections

- Intensive Academic and Social Supports

- Opportunities to Develop a Multi-Cultural College-Going Identity

- A College-Going School Culture *embedded within a College-Going Community Culture*

- Safe and Adequate School Facilities *and access to them*

  My work

- Conditions ->Resources, Relationships, and Practices-> Indicators "What is at work and how will we know it when we see it?")

Family-Neighborhood-School Connections:
Resources, Relationships and Practices in an
Oakland neighborhood

Lower San Antonio Collaborative Partners

Urban Strategies Council

Oakland Ready to Learn

Lake Merritt

Urban Ecology

Park Blvd

Oakland

Asian Pacific Environmental Network
East Bay Asian Local Development Corp.

3rd Ave

LIFETIME

E 12th St

7th St

Harbor House

E 22nd St

International Blvd

Foothill Blvd

Roosevelt Health Center

23rd Ave

East Bay Asian Youth Ctr.

San Antonio CDC

Lao Family CDC

Oakland Inner Harbor

Youth Employment Partnership

Cambodian CDC
Unity Council

Alameda

New Hope Church

Eastside Arts Alliance

Embarcadero

28th Ave

La Clínica de la Raza

Legend
- ● LSA Collaborative Partners
-   Lower San Antonio
-   23rd Ave Corridor

0.5   0.25   0   0.5 Miles

San Antonio/Eastlake Demographics
(Census 2010)

Asian/Pacific Islander   34%*

Latino   27%

African-American   21%

Caucasian   7%

Native American   1%

Other   10%

*   Chinese- 61%, Vietnamese - 16%, Cambodian - 9%, Filipino - 7%, Other: 7%.

Institutions and Partnerships

- Asian Pacific Environmental Network
- East Bay Asian Local Development Organization
- Oakland Community Organizations
- Oakland Coalition of Congregations
- Urban Strategies Council
- Policy-Link
- Intertribal Friendship House
- La Clinica de La Raza
- San Antonio Community Development Corporation
- Urban Ecology
- Oakland Ready to Learn
- LOWER SAN ANTONIO COLLABORATIVE

Spaces between Home and School in East Oakland

Condition

- *Safe Access to* Safe School Facilities

Indicators

- Feeder Patterns
- Transportation routes
- Students' routes (geographically and temporally)
- Physical conditions and human use of routes and connections
- Policy recommendations ->Improvements in lighting, adult assignments, changes in bus routes
- Reframing transportation issue to one of education

Student Assignment Plans in the Bay Area: Confronting Landscapes of Difference and Inequality

- San Francisco Unified School District
- Berkeley Unified School District
- Oakland Unified School District

San Francisco Unified School District

Russian Hill

North Beach

Chinatown

Marina

Presidio

Pacific Heights

Nob Hill

Financial District

Seacliff

Presidio Heights

Western Addition

Downtown/ Civic Center

Inner Richmond

Outer Richmond

South of Market

Golden Gate Park

Haight Ashbury

Upper Market

Mission

Outer Sunset

Inner Sunset

Potrero Hill

Twin Peaks

Noe Valley

Parkside

Diamond Heights

Glen Park

Bernal Heights

West of Twin Peaks

Bayshore/ Bayview

Outer Mission

Excelsior

Lakeshore

Ocean View

Visitacion Valley

Crocker Amazon

Student Ethnic Representation

- Decline to State 4%
- Latino 23%
- White 11%
- African American 10%
- Chinese 33%
- Japanese 1%
- Korean 1%
- American Indian 1%
- Filipino 6%
- Other 10%
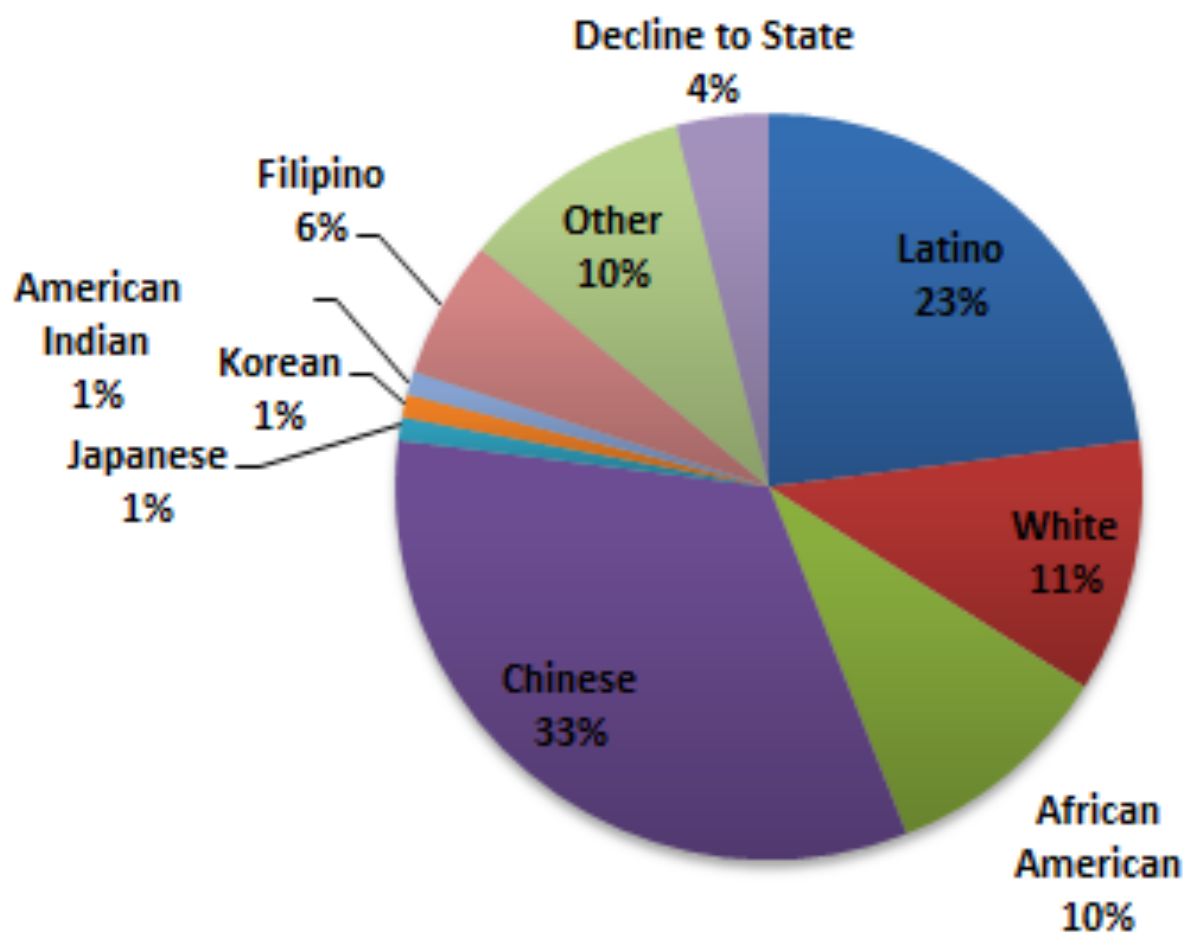
Students Qualifying for Specific Programming
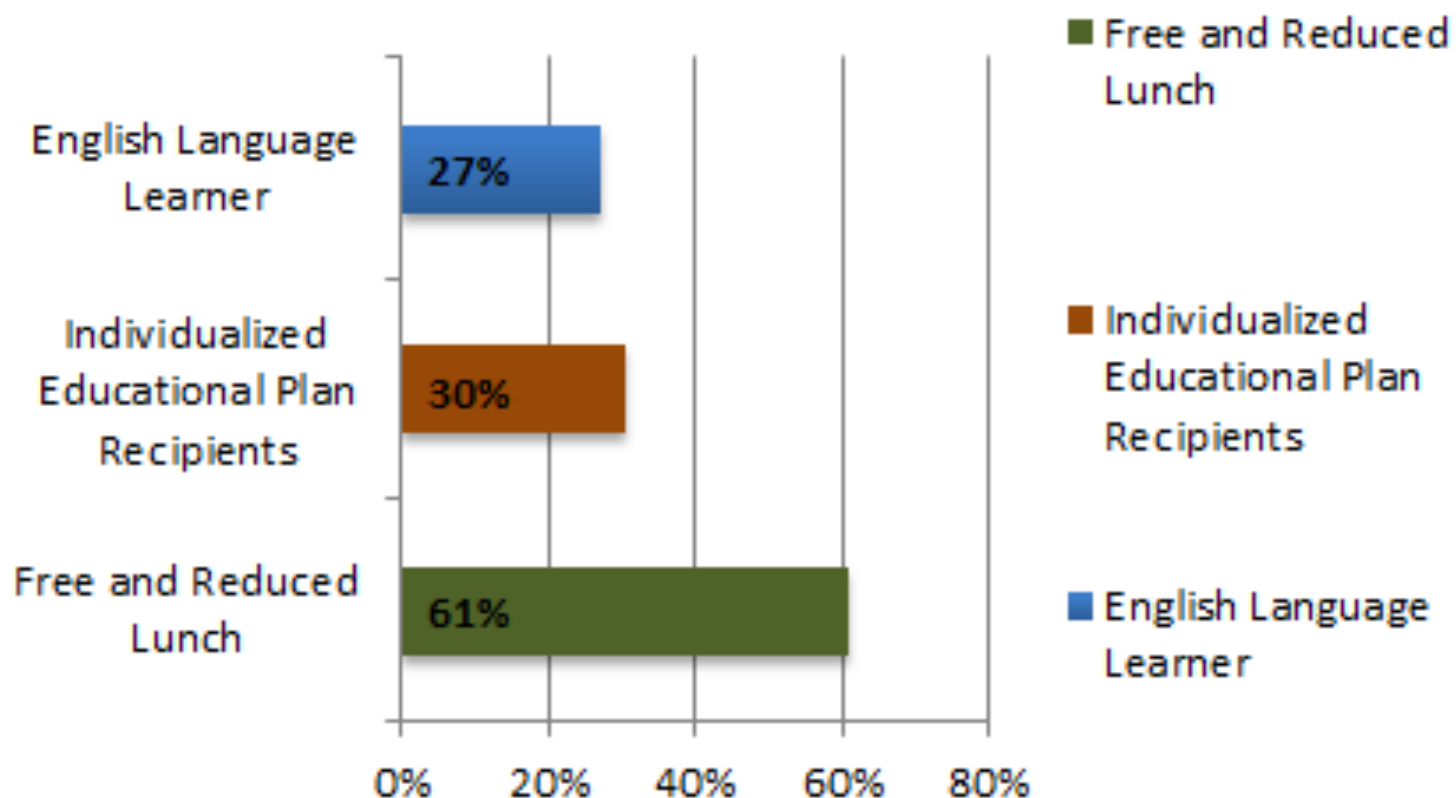
Legend:
- ■ Free and Reduced Lunch
- ■ Individualized Educational Plan Recipients
- ■ English Language Learner

Category	Percentage
English Language Learner	27%
Individualized Educational Plan Recipients	30%
Free and Reduced Lunch	61%

Axis: 0% 20% 40% 60% 80%

Final Recommendations for Elementary Attendance Areas
Prepared for September 28, 2010 Board Meeting

Recomendaciones finales para las Áreas de Asistencia Escolar Primaria.
Preparadas para la Junta de Educación del 28 de Septiembre de 2010

為2010年9月28日教委會會議而準備的小學就學區最後建議
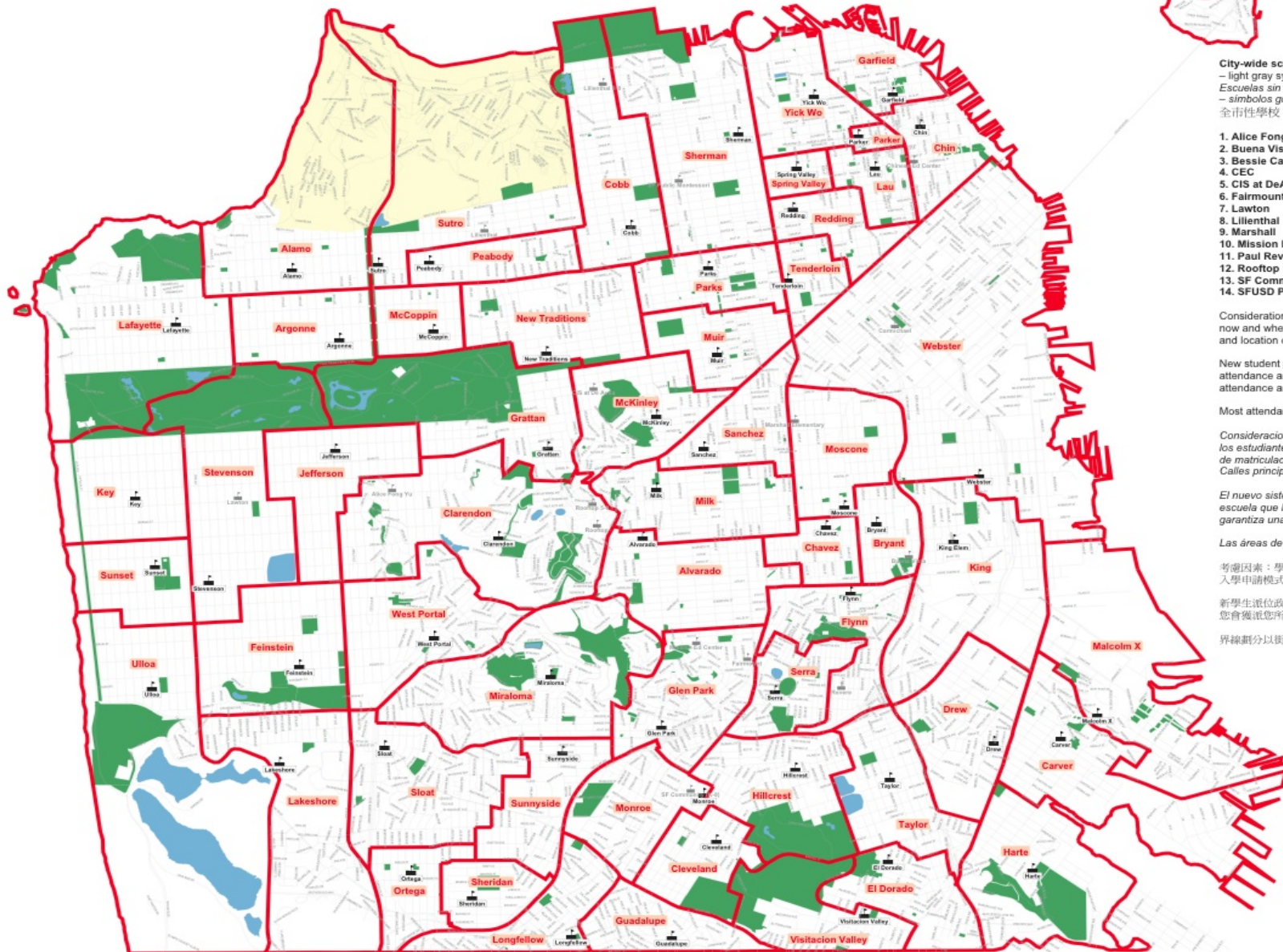
City-wide schools (schools without boundaries)
– light gray symbols on map:
Escuelas sin áreas de asistencia
– símbolos grises en el mapa
全市性學校（指沒有界線劃分的學校）-地圖上淺灰色符號

1. Alice Fong Yu
2. Buena Vista
3. Bessie Carmichael
4. CEC
5. CIS at DeAvila
6. Fairmount
7. Lawton
8. Lilienthal
9. Marshall
10. Mission Ed Center
11. Paul Revere
12. Rooftop
13. SF Community
14. SFUSD Public Montessori

Considerations: Neighborhood demographics. Where students live now and where enrollment changes are expected in the future. Size and location of schools. Major roads and highways. Geography.

New student placement policy does not require you to choose your attendance area school, nor does it guarantee a placement at your attendance area school.

Most attendance area boundaries run along the centers of streets.

Consideraciones: Estadísticas demográficas de barrios. Donde viven los estudiantes ahora y donde se esperan cambios en los patrones de matriculación en el futuro. Tamaño y ubicación de las escuelas. Calles principales y autopistas. Geografía.

El nuevo sistema de asignación escolar no le exige que usted elija la escuela que le corresponde por su área de asistencia, ni tampoco le garantiza una asignación en esa escuela.

Las áreas de asistencia pasan por el centro de la calle.

考慮因素：學校的規模和位置。學生居住的地方。
入學申請模式。主要道路和公路。地理環境。

新學生派位政策並沒有規定您選擇您所屬就學區的學校，但也不保證
您會獲派您所屬就學區學校的學位。

界線劃分以街道的中心作準。

Geographic files (streets, highways, parks) are from the City of San Francisco's GIS database.
Lapkoff & Gobalet Demographic Research, Inc. 9/13/2010
www.Demographers.com

Map file: Final_ESAA_v.3.1.pdf

Map Layers

- Parks
- Water area
- ES Attendance Areas 092810
- Elementary Schools
- CItywide Schools

School area labels: Chin, Sherman, Garfield, Yick Wo, Parker, Sherman, Cobb, Spring Valley, Redding, Lau, Chin, Sutro, Alamo, Peabody, Tenderloin, Lafayette, Argonne, McCoppin, New Traditions, Parks, Muir, Webster, Grattan, McKinley, Sanchez, Moscone, Key, Stevenson, Jefferson, Milk, Clarendon, Sunset, Chavez, Bryant, Alvarado, King, West Portal, Feinstein, Serra, Flynn, Malcolm X, Ulloa, Miraloma, Glen Park, Drew, Lakeshore, Sloat, Sunnyside, Monroe, Hillcrest, Taylor, Carver, Sheridan, Ortega, Guadalupe, Cleveland, Harte, Longfellow, Visitacion Valley, El Dorado
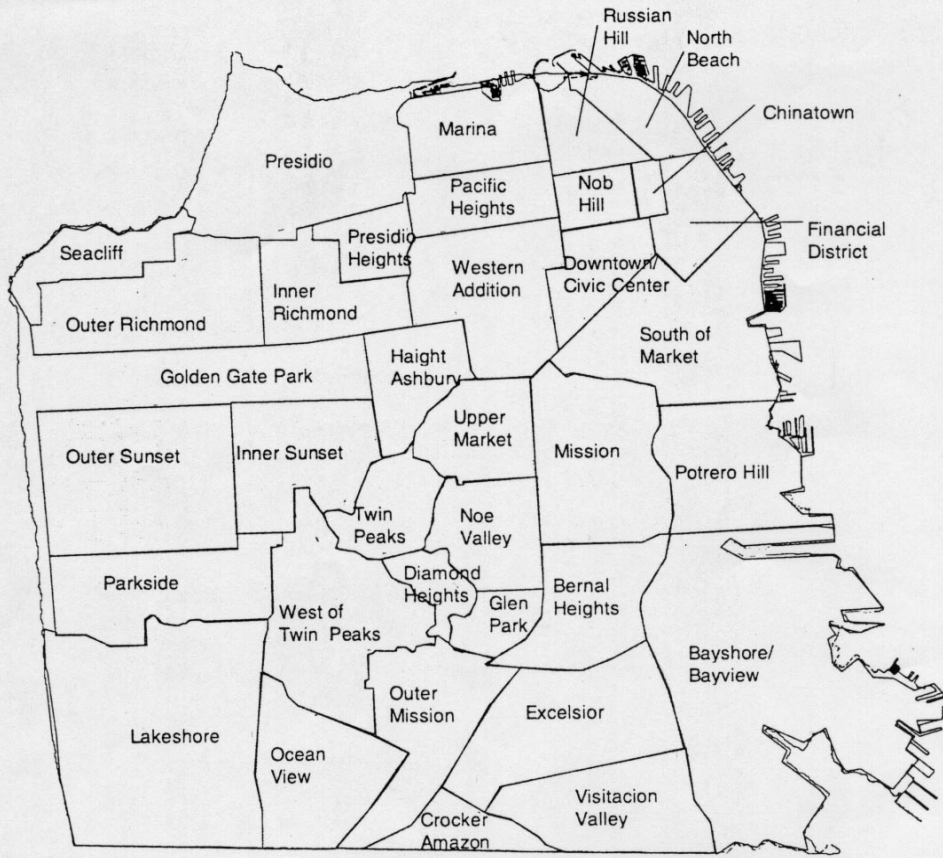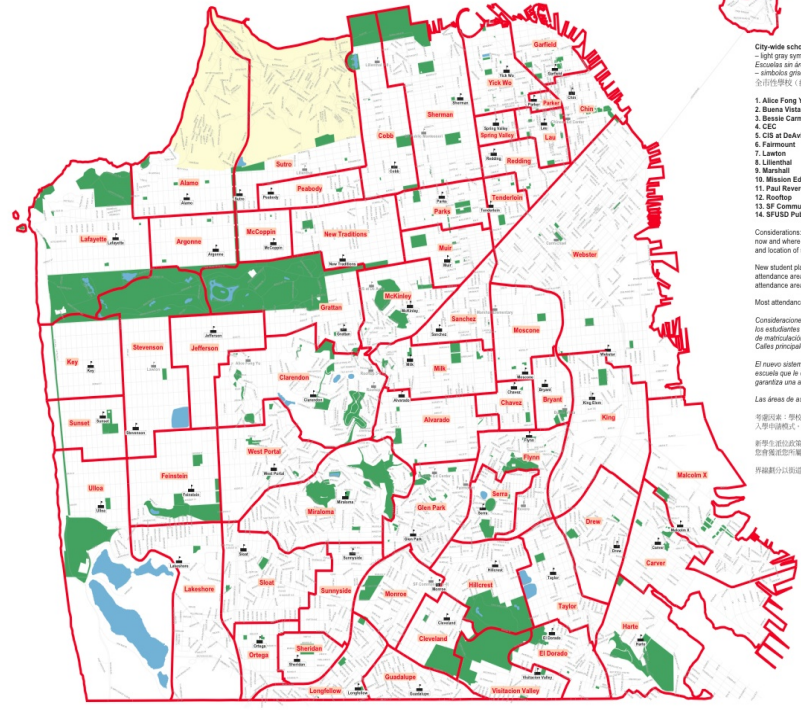
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入學生的趨勢式，主要道路和公路，地理環境。

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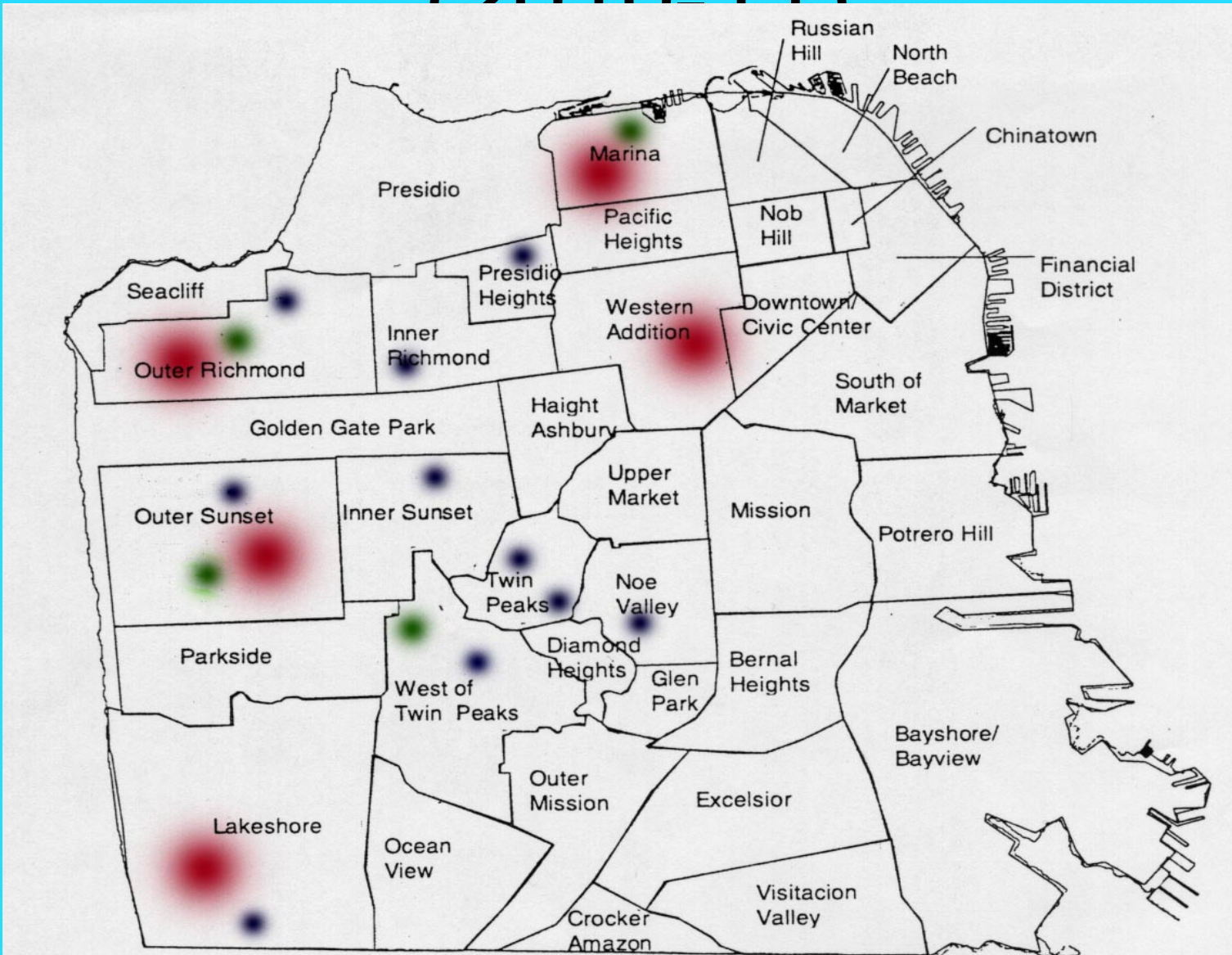|	
■	Parks
■	Water area
▭	ES Attendance Areas 092810
⚑	Elementary Schools
⚑	CItywide Schools

Elementary Student Assignment

- Attendance Area schools and City-Wide Schools

- In cases with limited spaces, tie-breakers, in order:

- <u>Siblings:</u> younger siblings of students who are enrolled in and will be attending the school during the year for which the younger sibling requests attendance

- <u>SFUSD PreK:</u> students who live in the attendance area of the school and are also attending an SFUSD PreK program in the same attendance area

- <u>Test score areas:</u> students who live in areas of the city with the lowest average test scores

- <u>Attendance area:</u> students who live in the attendance area of the school. (Not applicable for city-wide schools.)

- <u>Others:</u> If the above tie-breakers do not resolve ties, then ties will be resolved by random lottery.

2011-12 Student Assignments

- 13,913 applicants (K, 6, 9)
- 56% assigned their first choice
- 80% assigned one of their choices
- 20% not assigned one of their choices
- Highly differential requests by school
- Clarendon ES: 1202 requests for 44 seats
- Bret Harte ES: 55 requests for 85 seats
- Lincoln HS: 2744 requests for 470 seats
- Mission HS: 467 requests for 250 seats

SF's most requested schools (2010-11)

San Francisco's Safe Routes to School

Map labels: COLUMBUS, VAN NESS, GEARY, JUDAH, TARAVAL, CHURCH, MISSION, MARKET, THIRD, GENEVA
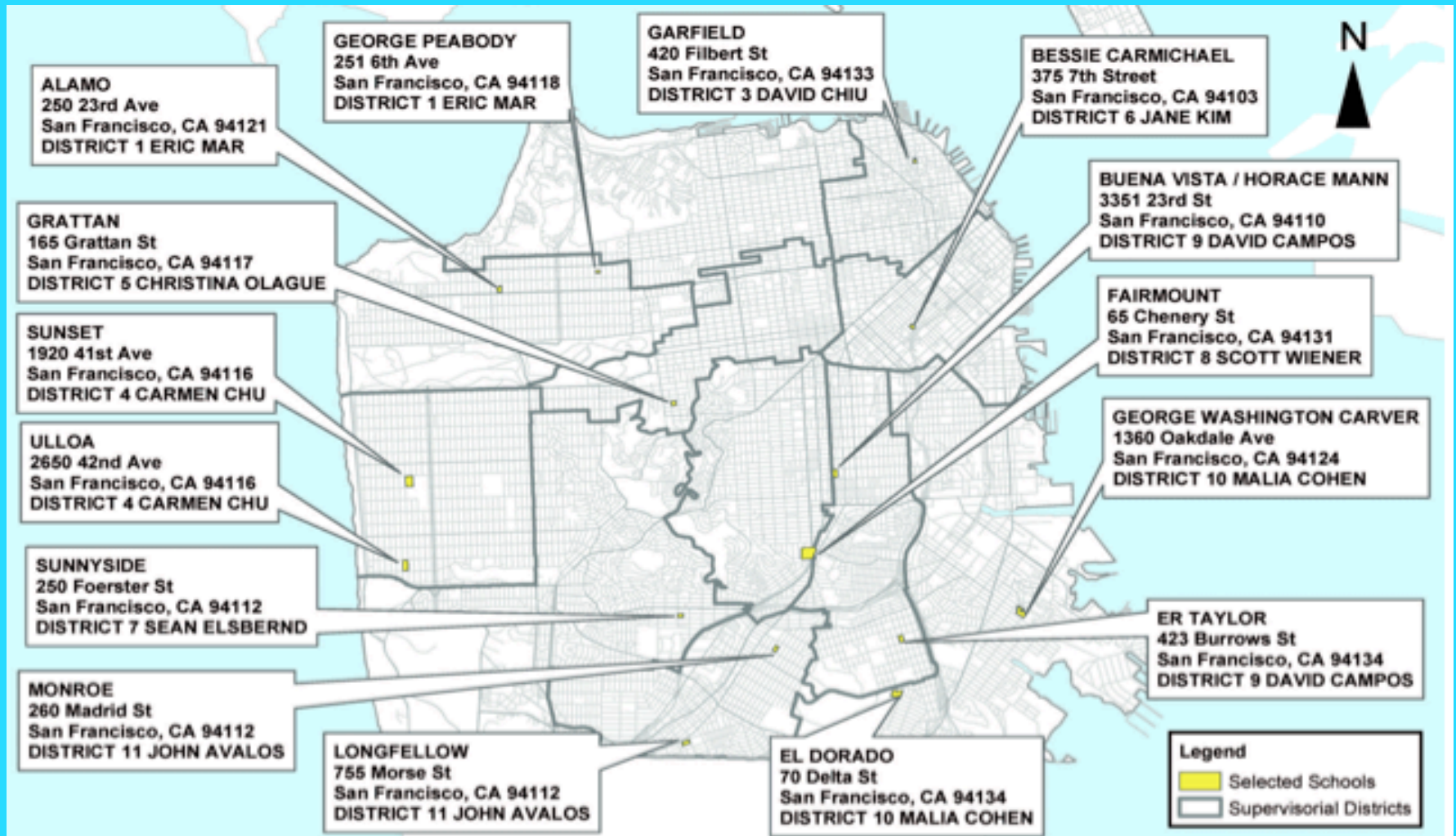
Berkeley Unified School District

Academic Performance Index (API) Scores by Race 2003-2009, Grades 2- 11

Year	2003	2004	2005	2006	2007	2008	2009
White	870						901
District	736						769
Latino	657						685
African American	609						622

Legend: District · African American · Latino · White
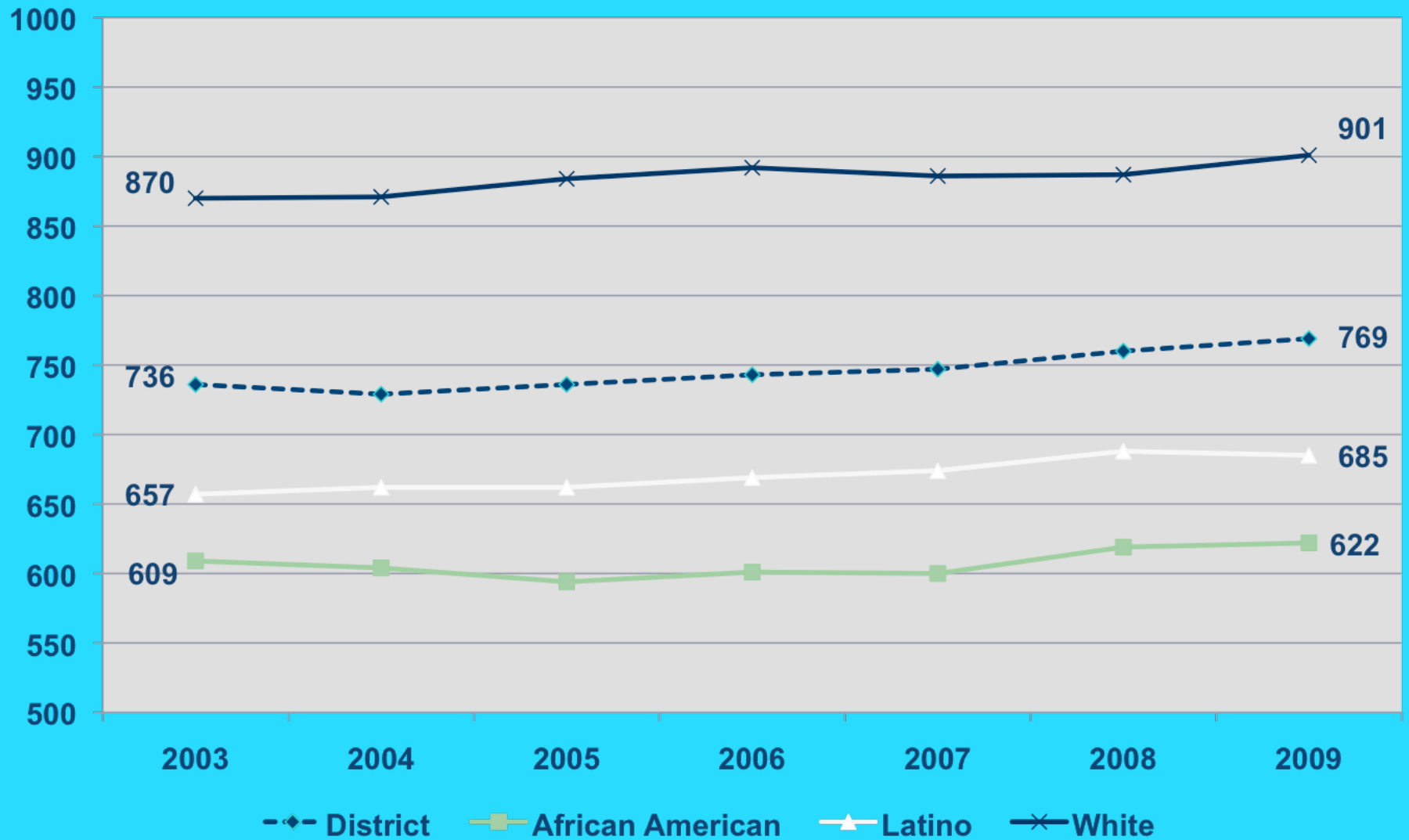
2,217 Berkeley Children, Ages 0-17, live below the Poverty Level, 1999

Source: 2000 Census
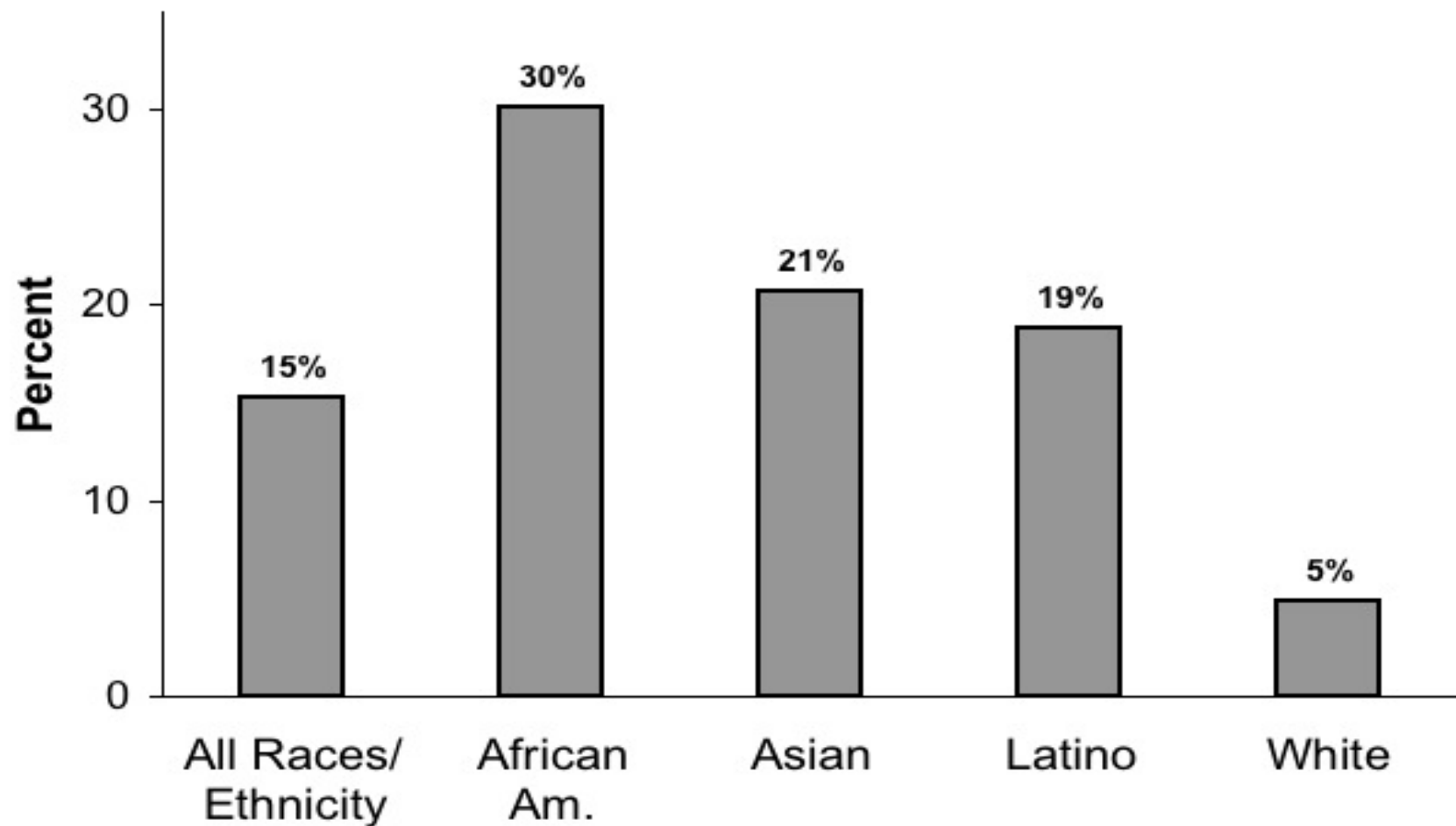
Berkeley Unified School District believes that diversity in our student population enriches the educational experiences of students. The diversity in our schools:

– advances educational and occupational aspirations;

– enhances critical thinking skills;

– facilitates the equitable distribution of resources;

– reduces, prevents or eliminates the effects of racial and social isolation;

– encourages positive relationships across racial and economic lines by breaking the cycle of racial hostility to foster a community of tolerance and appreciation of students from varied and diverse backgrounds; and

– promotes participation in a pluralistic society

Berkeley's Student Assignment Plan

Three factors considered *by residence area* (each school's population should reflect the diversity of the zone)

- Parent educational level
- Parent income level
- Racial and ethnic background

Parent Income by Planning Area
U.S. Census 2000

01/18/04 15:09:49 for BUSD

Legend

	$4000 - $26000
	$26000 - $47000
	$47000 - $68000
	$68000 - $89000
	$89000 - $111000
	$111000 - $132000
	$132000 - $153000

Percentage of Students of Color by Planning Area
BUSD K-5 enrollment: Multi-year Average
01/18/04 18:22:15 for BUSD

Legend
0 - 14 %
14 - 28 %
28 - 42 %
42 - 57 %
57 - 71 %
71 - 85 %
85 - 100 %

Composite Diversity Map:
Parent Education, Parent Income, Race/Ethnicity
01/18/04 15:27:38 for BUSD

Legend
- Diversity Category 1
- Diversity Category 2
- Diversity Category 3

Attendance Zone	Cat 1	Cat 2	Cat 3
North	58.8%	21.6%	19.5%
Cent	51.5%	28.5%	20.0%
South	64.6%	23.5%	11.9%
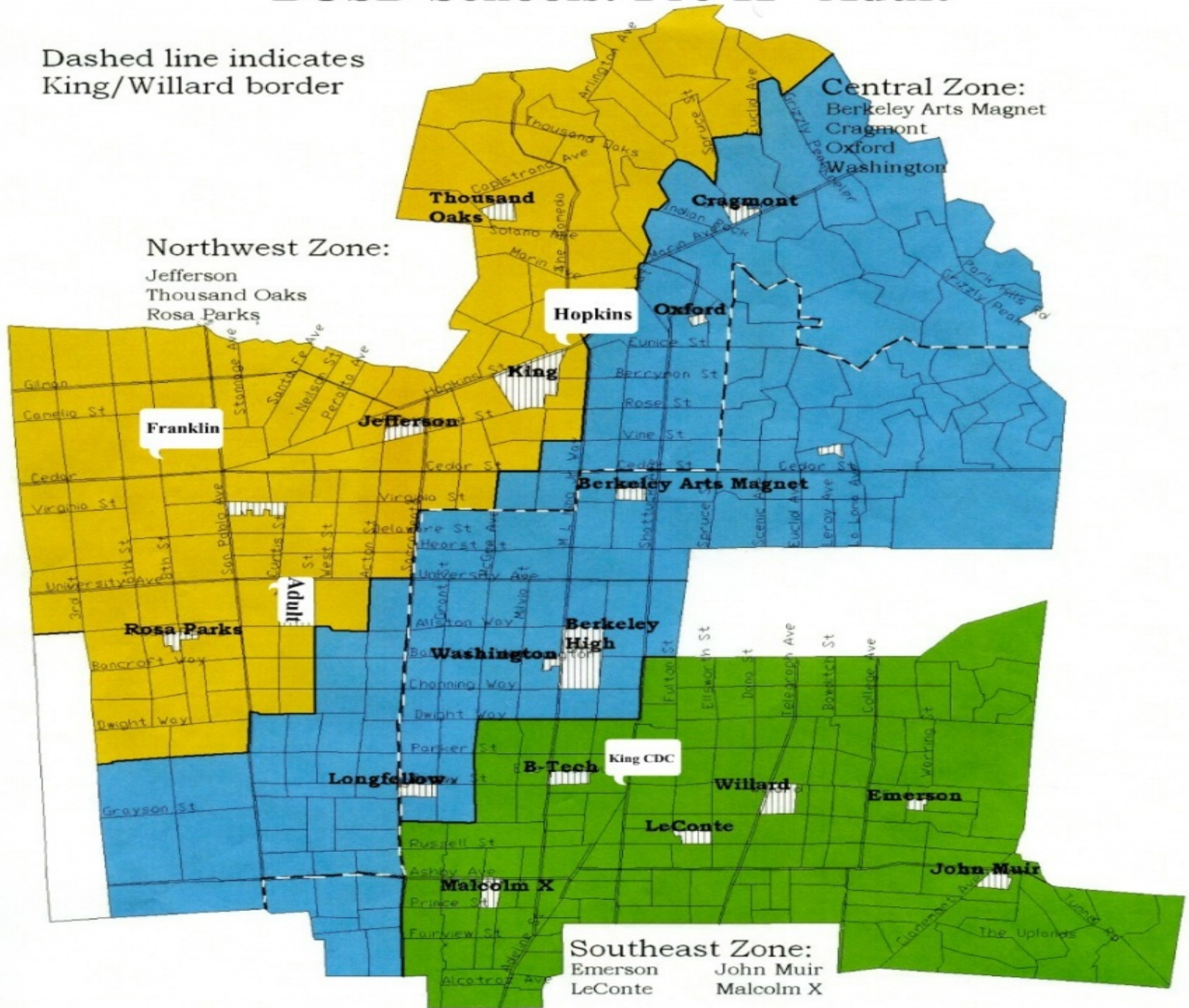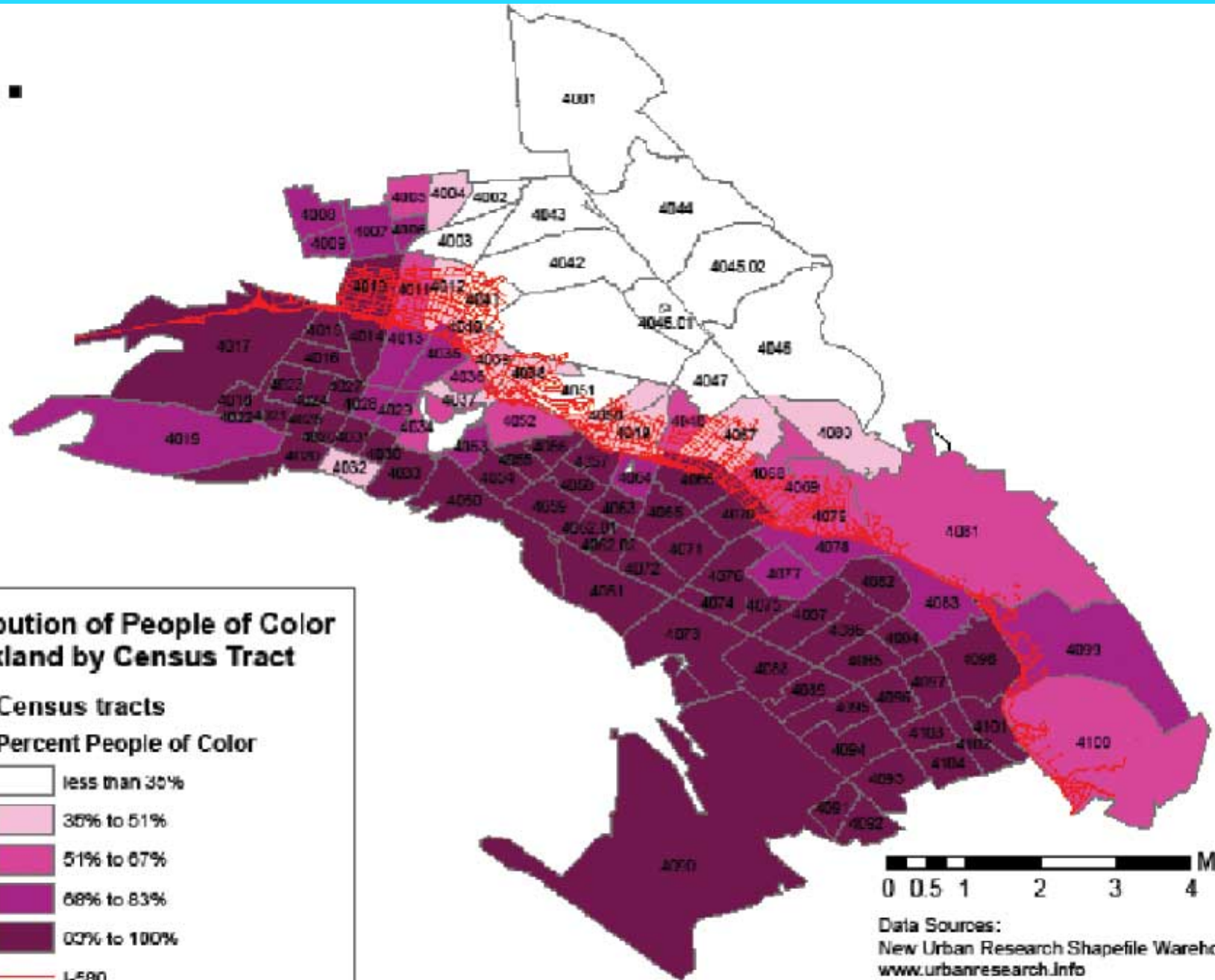
Distribution of People of Color in Oakland by Census Tract

Census tracts

Percent People of Color

	less than 35%
	35% to 51%
	51% to 67%
	68% to 83%
	83% to 100%

—— I-580
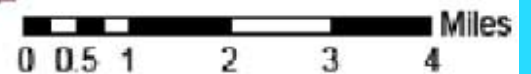
Data Sources:
New Urban Research Shapefile Warehouse
www.urbanresearch.info
Census 2000
www.census.gov
Map prepared by HOPE Collaborative
March 2009
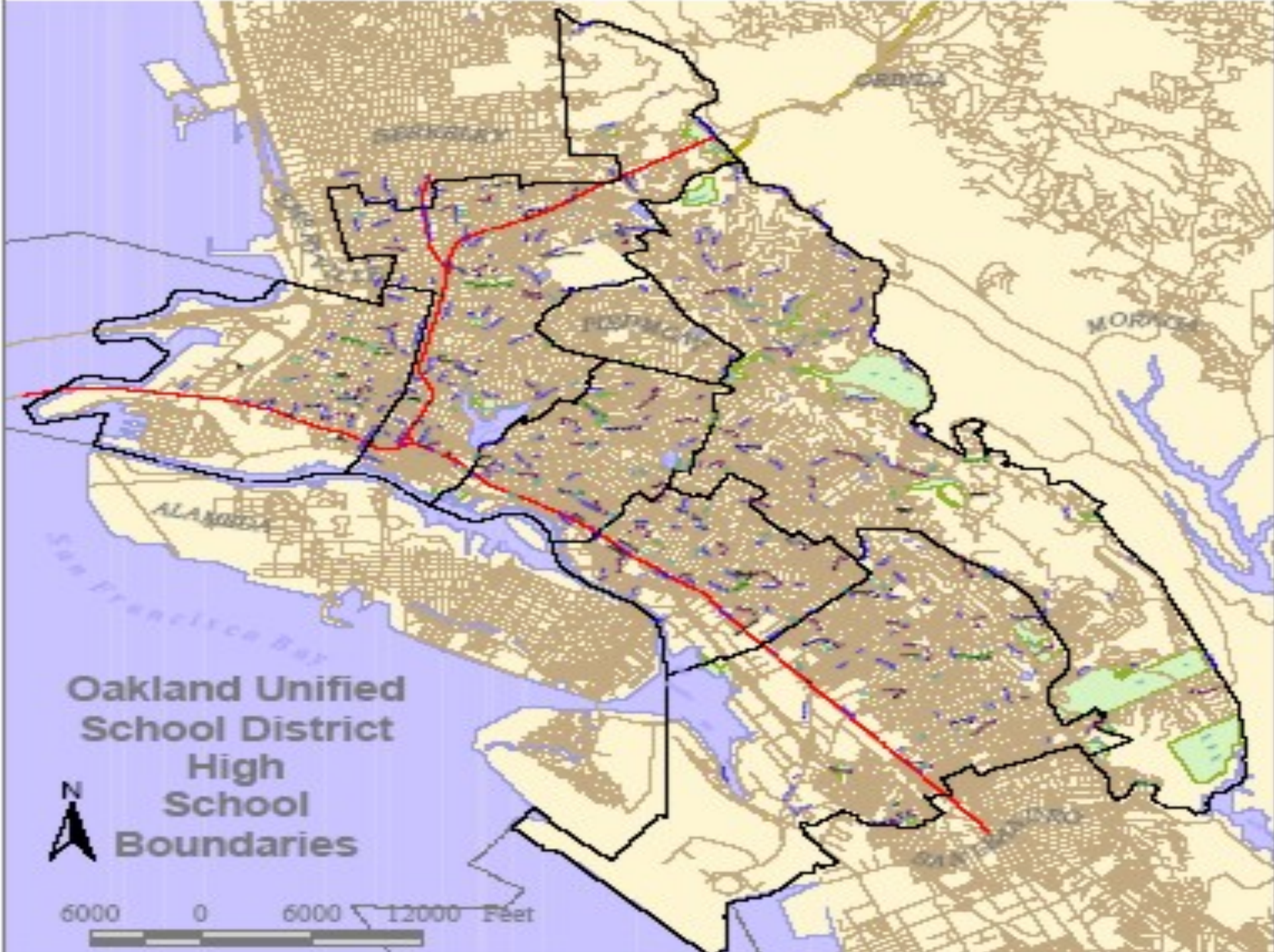
Oakland Unified
School District
High
School
Boundaries

N

6000   0   6000   12000 Feet

OUSD's School Choice and Open Enrollment Process

- Only activates if requests > spots
- Priorities
  1) Sibling
  2) Neighborhood
  3) Middle School boundaries
  4) Neighborhood school is in Program Improvement
  5) Open lottery

133: Lincoln Elementary

All K-5 students living in neighborhood AND/OR going to this school: 709

85% of K-5 students who live in the neighborhood attend this school in the neighborhood

38% of K-5 students who attend this school don't live in the neighborhood

15% of K-5 students who live in the neighborhood don't attend this school

K-5 students live and go to school in neighborhood	394	85%
K-5 students live in and go to school outside neighborhood	70	15%
K-5 STUDENTS LIVING IN THIS NEIGHBORHOOD	464	
K-5 students not living in neighborhood going to this school	245	38%
K-5 STUDENTS ATTENDING THIS SCHOOL	639	
K-5 STUDENTS LIVING AND/OR GOING TO SCHOOL IN NEIGHBORHOOD	709	
K-5 students living within .25 mile of this school	273	
K-5 students living within .5 mile of this school	456	
K-5 students living within 1 mile of this school	1129	

Legend:
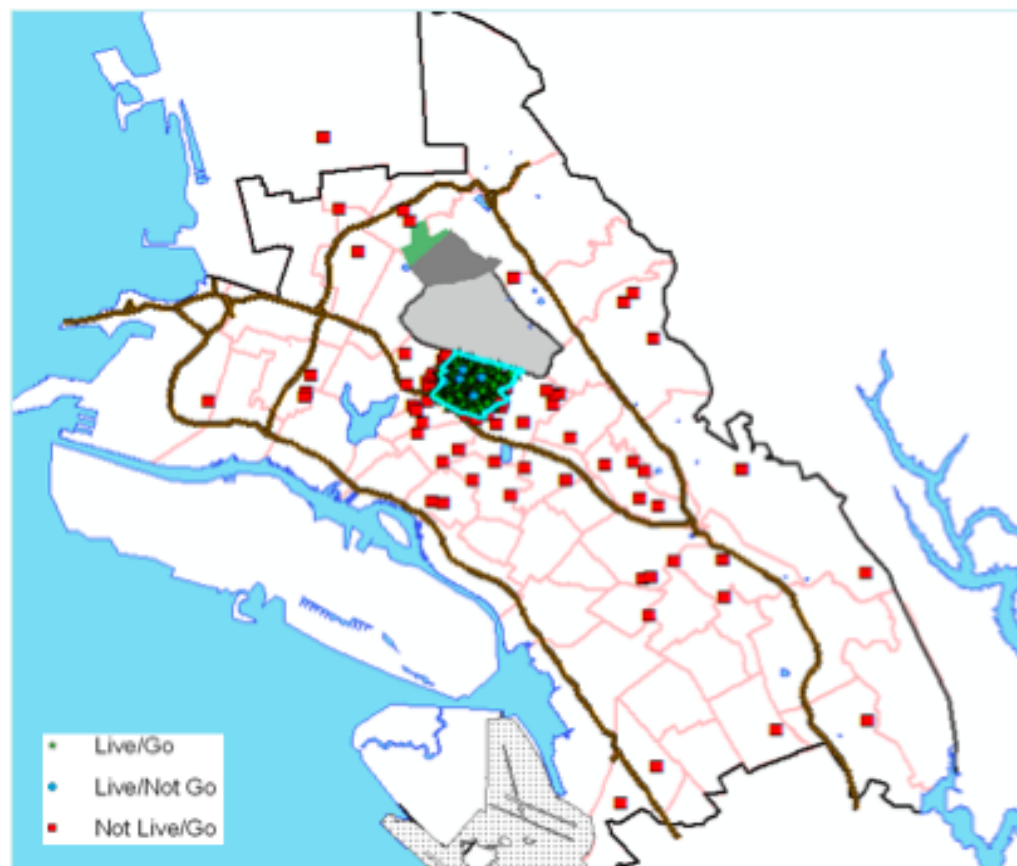- Live/Go
- Live/Not Go
- Not Live/Go

Lincoln Elementary student demographics

- 86.5% Asian
- 3.5% African American
- 2.8% Latino
- 1.9% White
- 73.5% Socio-economically disadvantaged
- 86.3% English language learners

111: Crocker Highlands Elementary

All K-5 students living in neighborhood AND/OR going to this school: 393

95% of K-5 students who live in the neighborhood attend this school in the neighborhood

24% of K-5 students who attend this school don't live in the neighborhood

5% of K-5 students who live in the neighborhood don't attend this school

K-5 students live and go to school in neighborhood	289	95%
K-5 students live in and go to school outside neighborhood	14	5%
K-5 STUDENTS LIVING IN THIS NEIGHBORHOOD	303	
K-5 students not living in neighborhood going to this school	90	24%
K-5 STUDENTS ATTENDING THIS SCHOOL	379	
K-5 STUDENTS LIVING AND/OR GOING TO SCHOOL IN NEIGHBORHOOD	393	
K-5 students living within .25 mile of this school	104	
K-5 students living within .5 mile of this school	304	
K-5 students living within 1 mile of this school	951	

Legend:
- Live/Go
- Live/Not Go
- Not Live/Go

OUSD 2010-2011 Live/Go Analysis (SLRadke 03.11)
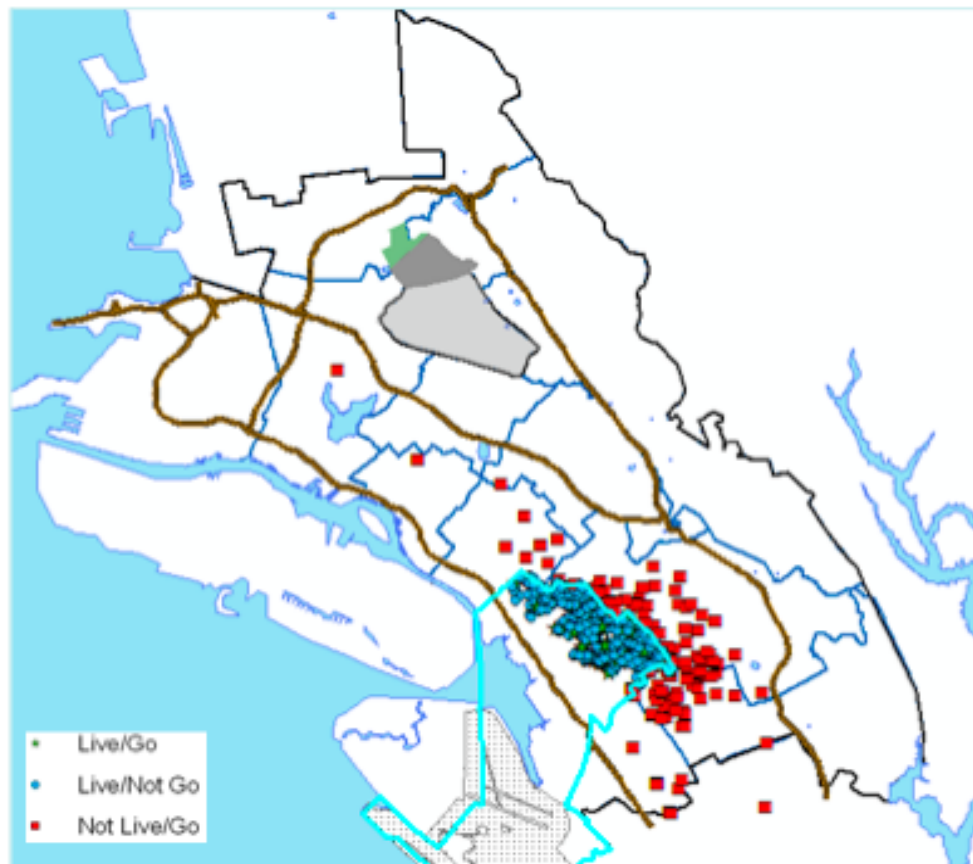
Lincoln/Crocker Highlands student demographics

Lincoln   <u>Crocker Highlands</u>

- 86.5% Asian   7.7%
- 3.5% African American   16.2%
- 2.8% Latino   6.9%
- 1.9% White   53.3%
- 73.5% Socio-economically   9.0% disadvantaged
- 86.3% English language learners   4.0%

232: Coliseum College Prep

All G6-10 students living in neighborhood AND/OR going to this school: 1037

15% of G6-10 students who live in the neighborhood attend this school in the neighborhood

69% of G6-10 students who attend this school don't live in the neighborhood

85% of G6-10 students who live in the neighborhood don't attend this school

Legend:
- Live/Go
- Live/Not Go
- Not Live/Go

G6-10 students live and go to school in neighborhood	117	15%
G6-10 students live in and go to other schools in or outside neighborhood	662	85%
G6-10 STUDENTS LIVING IN THIS NEIGHBORHOOD	779	
G6-10 students not living in neighborhood going to this school	258	69%
G6-10 STUDENTS ATTENDING THIS SCHOOL	375	
G6-10 STUDENTS LIVING AND/OR GOING TO SCHOOL IN NEIGHBORHOOD	1037	
G6-10 students living within .25 mile of this school	142	
G6-10 students living within .5 mile of this school	754	
G6-10 students living within 1 mile of this school	2021	

Coliseum Prep student demographics

- 79.9% Latino
- 15.6% African American
- 2.3% Asian
- 0.0% White
- 92.4% Socio-economically disadvantaged
- 72.1% English language learners

Key Concepts, Enduring Dilemmas, Difficult Questions, Tough Choices, Critical Consequences

- Learning and Opportunity
- Place and Space
- Public and Private
- Choice and Responsibility