

Spring 4-26-2016

Gentrification and Displacement in San Francisco: A Case study of Structural Racism and Inequitable Distribution of Socio- Economic Resources

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Francisco: A Case study of Structural
Racism and Inequitable Distribution of
Socio-Economic Resources
Spring 2016

CAP STONE PROJECT

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EMPA 396

GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Gentrification and Displacement in San

Francisco: A Case study of Structural Racism and Structural Racism

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For

EMPA 396

Graduate Research Project in Public Management

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April 26, 2016

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ABSTRACT:

This study focuses on structural racism and the socio-economic effects of gentrification within African American neighborhoods throughout San Francisco, California. In this instance, such neighborhoods include that of the Western Addition, and the Bay View Hunters Point. The main goal of this report is to establish a positive correlation between gentrification, structural racism, and inequitable distribution of socio-economic resources to the African Americans population. This report analyzes the relationship between gentrification, displacement and community, socio-economic disadvantages within the African American community, mainly as a result of structural racism. The findings in this research study confirms that gentrification and displacement improves redeveloped neighborhoods; however, but at disturbing proportions, the effects of gentrification are known to be detrimental to the most vulnerable populations of people who are usually the targets and victims of the gentrification process (Florida, 2015). In regards to this circumstance, this investigational study strives to identify credible policy recommendations as a catalysts for introducing policy initiatives and resolutions for the purposes of combating the adverse effects associated with the gentrification process.

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CHAPTER 1 INTRODUCTION:

Gentrification in general, is the name of the processes in which the transformation of a localities' goods, services and economic opportunities are invested into the in-migration of professional and managerial laborers, whom are more than often the reason of the displacement of underserved, vulnerable residents (Douglas, 2013). From a critical perspective, gentrification is an imperative force that is associated with altering city-level outcomes and neighborhood dynamics that lead to harmful displacement of vulnerable residents, as well as the emotional disturbance of remaining residents of a neighborhood (Douglas, 213).

By tradition, gentrification is the leading cause of community disintegration, which is an unintended impact that portrayed as a dehumanization effect. In any case, when gentrification occurs, communities abruptly disintegrate, and not surprisingly, the culminating consequences are increased crime rates, an absence of informal social control, a disconnection of social networks and a lack of social support arrangements (Kirk, 2010). This means that gentrification is a critical, social determinant of community health.

The vast majority of low to moderate-income households in San Francisco, California are living in gentrifying neighborhoods, which are soon to be confronted by an overall, drastic demographic change. According to a University of California Berkeley study published in (2015), San Francisco has become the chosen, bedroom community for redeveloping neighborhoods, and for which, San Francisco, has historically been deemed a major hub for facilitating the gentrification of African American neighborhoods (UC Berkeley, 2015); Therefore, we ask the question, what are citywide efforts to mitigate the gentrification and displacement of long-

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sustaining African American residents, confronted by the impeding, gentrification process. Above all, this study attempts to understand exactly what problems are associated with gentrification, and also how exactly does gentrification affect existing African American Communities within San Francisco.

San Francisco is disreputably known for its urban renewal efforts that ultimately diminished housing affordability, while uprooting and displacing thousands of African American residents from their homes and business establishments. During the latter part of the 1960's, San Francisco, instituted its first affordable housing and community development policies and procedures, necessary to accommodate an era of rapid economic and demographic changes to the locality (Rosen & Sullivan, 2014). As a direct result of these inclusionary measures, the construction of large-scale commercial development projects sprang into action, piloting in drastic and devastating changes in land use planning, priorities and policies. As a consequence to this action, the emerging problem of harmful displacement of low to moderate-income residents evolved and has persisted to present date. In any event, we ask how gentrification affects long-term African American residents of San Francisco; therefore, we're seeking to learn how gentrification is perceived by long-term residents residing in transforming neighborhoods, throughout San Francisco.

CHAPTER 1 INTRODUCTION

BACKGROUND AND HISTORY:

Gentrification in the African American (black) Community:

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Over the past six decades, San Francisco has experienced the adverse impacts of an extensive history of gentrification and displacement, starting with urban renewal efforts of the Western Addition Neighborhood, for which such actions forcefully uprooted thousands of African American real estate and business owners from the city; consequently, San Francisco has an extensive history of displacement and gentrification of especially, minority neighborhoods. From this adversity, gentrification has been depicted as the forceful displacement and destruction of thriving neighborhoods and communities; more importantly, African American surviving victims of gentrification has associated the end result of the transformation with widespread, chronic homelessness, structural unemployment, higher morbidity rates than usual (as a result of illnesses, injuries due to violent attacks, disease and the circulation of poisonous, controlled street substances) and the inequitable distribution of socio-economic resources to African American residents. With this being said, we are seeking to identify remedies and solutions necessary to mitigate the negative impacts of gentrification within the African American community and low-income neighborhoods.

Gentrification in low-income neighborhoods within San Francisco, as evident by reports are being facilitated by way of privatizing federally assisted public housing units, a process known as the Rental Assistance Demonstration Programs or just simply RAD; therefore, we ask, what are the level and severity of gentrification detrimental impacts to public housing stock within San Francisco, California.

The Purpose of This Study:

The goal of this research study is to explore the perceived racial and inequitable consequences associated with gentrification, while identifying and collecting evidence by virtue of primary and secondary sources for the purposes of testing the research hypothesis, while validating the

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existence of a positive correlation between gentrification and structural racialism in San Francisco, California.

Main Research Questions and Sub-Questions:

Research Question:

Does the gentrification process create structural racism in San Francisco?

Sub-questions:

1. Does gentrification and displacement boost income levels of low-income residents living in gentrified neighborhoods?
2. Does gentrification and displacement create socio-economic opportunities in low-income African American Neighborhoods?
3. What changes to the low-income community is facilitated by gentrification and displacement?

Research Hypothesis:

If there were gentrified-led investments streaming into African American low-income communities, then structural, racism would not be the result of gentrification and the gentrification process.

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Research Assumptions:

Main assumption:

Gentrification and displacement is the leading cause of African American homelessness and quality of life issues within San Francisco, California.

Sub-assumptions:

1. San Francisco is confronted by the most chronic housing crisis as a result of excessively high rents, the over population of market rate housing units, evictions, and a lack of tenant protections, affordable housing production, and inequitable access to socio-economic resources.

The city should Increase the production of affordable housing, by drafting and passing city legislation that focuses on tenant protections. As well, the city should allow for the diversification of economic resources, earmarked for the purposes of decreasing the occurrence of displacement rates as a result of the gentrification process within San Francisco.

1. The City and County of San Francisco should purchase large quantities of city owned property and reserve it for entering into development agreements with local, African American Community Housing Development Corporations, to ensure that African Americans have equal access to affordable housing units, as well as equal access to employment opportunities.

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Internal and External Validity

One limit to internal validity is that structural racism may have existed in San Francisco's City Governance before the onset of gentrification. In regards to external validity, this research study fosters validity with other localities confronted with similar impacts of gentrification.

Scope and Limitations of the Study:

The scope of the research is to identify and survey at random, 24 local officials and neighborhood residents to learn about the effects and ramifications of the gentrification process presently occurring in African American neighborhoods in San Francisco, on a citywide scale. This study will interview a diverse group of important stakeholders, necessary to identify barriers to racial equality that prevents African American gentrification victims from accomplishing economic stability. As well, the study also has the goal of establishing base line data in different disparity areas associated with the gentrification process. Furthermore, there will be a total of five in-depth interviews with respondents employed with the City and County of San Francisco, and as well as those employed with a nonprofit housing and economic development corporation. Thereby, the interviews will focus on questions specific to the effects of gentrification in the African American community and low-income neighborhoods. Further deploying, the study will conduct twenty-four surveys within two progressively, gentrifying African American neighborhoods within San Francisco, for the purposes of seeking to learn how gentrification and the gentrification process is perceived, in regards to structural racialism patterns and practices.

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We are also seeking to learn of the macro-social changes, problems, policies and politics developing in San Francisco, and throughout gentrifying neighborhoods as a result of the gentrification transforming process. In this regards, the goal is to identify special vulnerabilities that are susceptible to such macro-social changes, problems and practices.

CHAPTER 2: LITERATURE REVIEW

Introduction:

Gentrification Defined:

Gentrification is defined as a racial and class reconfiguration of African American Communities and communities of color. These are chosen neighborhoods for the gentrification process, because they present a historical pattern of disinvestment and abandonment (Justa::Just Cause, 2015). Additionally, Justa::Just Cause, argues the notion that gentrification is powered by private developers, property owners, businesses, corporations, and for which, the practice of gentrification is fully supported through a governmental process which facilitates the displacement of low-income residents (Justa::Just Cause, 2015).

Gentrification also targets geographic locations that are usually in areas where the cost of real estate is inexpensive, and the location has the potential to generate a profit (Justa::Just Cause, 2015). As asserted by Sheppard, gentrification is depicted by many critics as an expected consequence of dealing with aging housing stock (Sheppard, 2015). Furthermore, Biro (2008), describes gentrification as a practice that physically refurbishes housing and retail in a select

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area, necessary for the purposes of increasing property values, while establishing high profile eateries and stores, with the ambition of attracting more affluent residents (Biro, 2008).

Although the definitions given for gentrification by the authors mentioned above present similarities and differences, yet the assertions they advanced are premised on economic point of views that have been validated by the vast majority of socio-political scholars regionally, and in my opinion, all three definitions accurately describe the significance of gentrification.

The Process of Gentrification:

A review of various literature has suggested that the process of gentrification revolves around a political and social realm. Kennedy & Leonard (2001) points out that cities across the U.S. are undergoing the process of gentrification in various disguises, altering stages and intensities. They also assert the notion that the gamification process occurs in urban localities that demonstrate housing market shortages, and for which the process is targeted at specific demographic neighborhoods.

Kennedy & Leonard (2001) states that gentrification also targets affluent economies such as San Francisco, California, where it stratifies and alters the characteristic and demographic segmentation of neighborhoods in the extent of a few months. These authors assert that such an instance as mentioned above, is more notably known as rapid gentrification. More than often, rapid gentrification is the force that usually targets African American neighborhoods and low-income communities, and for which the result of this action is the formation of a racial divide,

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or patterns of racial segregation (Clark, 1991). Douglas (2013), points out that the gentrification process consists of the purchasing of real estate by rich developers for the purpose of housing affluent households and wealthy commercial tenants.

Voorhees (2015) defines the process of gentrification as the displacement of low-income households by rising rents and living expenses, resulting from an inflow of higher income households moving into a community. As Voorhees (2015) states above, the displacement of lower income households is a consequence of rising rents for commercial space, rental housing, and increases in property value. Emphasizing basic assumptions on the process of gentrification leads to convincing evidence that will allow one to believe that the actual gentrification process involves more than what the authors above mentioned; therefore, it is more convincing that the process of gentrification is the legacy of Jim Crow, and more importantly, such a process promotes and advances racial oppression within African American communities and communities of color through weapons of white terror.

Understanding the Impacts of Gentrification and Displacement:

In the article “Dimensions of Gentrification in a Tourist City”, the authors, Bures & Cain (2008) focus on a case study in Charleston South Carolina, in which they examined the impact of gentrification, displacement and preservation. They assert that gentrification facilitates a trajectory of increased economic activity, especially in the housing market (Bures & Cain, 2008). In contrast to this assumption, Shaw (2008), supports the notion that gentrification is a vehicle for facilitating the renovation process, while simultaneously enriching the property tax

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base for select, local governments. Tighe (2015) argues the notion that a widespread consequence of gentrification is shifts in local, political representation and bending socio-political patterns that erodes political engagement of long-term residents, and for which the adverse impact is a loss of political representation, and a disconnect of social cohesion and socio-political networks. Pada (2015), emphasizes that gentrification transforms urban environments into cultural centers complete with new forms of diversity and cultural class.

In an article titled Gentrification, Displacement, and the Role of Public Investment, the author contends that gentrification in the form of mixed-income developments displace very low-income African American residents, and people of color living in poverty, rather than promoting their socio-economic status (Zuk, 2015). Institute for Children and Poverty (2009), contends that gentrification results in a high incident of family homelessness, and it directly linked to exacerbating the condition into a chronic state. Diskin (2006), explains that gentrification doesn't promote social benefits for low-income resident; instead, it is the imperative force that promotes job loss, segregation, and increased homelessness. National Environmental Justice Advisory Council (2006) states that African Americans and people of color are confronted by social challenges when they attempt to secure newly redeveloped housing within their communities once gentrification has occurred and a demographic shift has become prevalent.

A consequent of gentrification is displacement (Zuk, 2015). In the 1950s and 1960s, the Federal Urban Renewal Program forcefully displaced African American Communities and low-income populations within urban cores across the U.S. (Zuk, 2015). Grier & Grier (1978), asserts the

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notion that displacement is demonstrated when households are forced to relocate from their residence by public action as a direct result of the immediate, environmental surrounding being capable of negatively affecting the occupied dwelling and members of the household (Zuk, 2015). Vigdor (2007), emphasizes the basic assumption that gentrification is injurious to vulnerable populations and low-income residents, since it causes a reduction in employment opportunities, and the quality of local public services (Vigdor, 2007).

Gentrification and Neighborhood Change:

Maurrassee (2008), discusses how gentrification and displacement alters the socio-economic opportunities of low-income residents living in gentrifying neighborhoods. Maurrassee (2008) promotes the perception that gentrification is intimidating and threatening to many urban communities, since it regrettably diminishes access to employment opportunities for low-income residents. A side from that, evidence has shown that an absence of diverse, sheltered employment opportunities for low-income individuals, increases a worldwide gap in income and wealth (Maurrassee, 2008). Laub (2010), explains that neighborhood change evolve due to demographic shift in populations, as a result of out-migration of long-term residents. As Laub (2010) explains, such demographic changes facilitates the formation of informal social controls and widespread disconnect of social networks. Atkinson (20002), explains that gentrification impacts poor neighborhoods through increases in rental housing cost, and the alteration of social policy framework in such surrounding areas.

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CHAPTER 3: RESEARCH METHODS

The purpose of this research study is to establish a positive correlation between gentrification, displacement and structural racism in Sa Francisco, while measuring the effectiveness of the gentrification process in African American communities and communities of color. On the basis of these findings, this report will make recommendations on alternative policy solutions that are capable of abating the negative trends associated with gentrification, and the gentrification process.

The goal of this research is mostly to examine the impacts to African American neighborhoods and victims of gentrification from a community socio-economic development perspective. The objective of this study is to determine what kind of negative impacts and potential threats of bias gentrification poses to African American residents of San Francisco. This research study will also examine the past performances and present capabilities that gentrification has the potential to promote. This report will argue convincingly that gentrification promotes structural racism, and creates social effects that are debilitating to African American residents and vulnerable populations. In practice, this study will be conducted as a correlational research design study that utilizes a mixed-methods research approach by way of employing both quantitative and qualitative research methods. The data collection techniques deployed for this study shall consist of quantitative and qualitative research methods. In this circumstance, data gathering techniques in

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regards to qualitative research methods shall consist of, in-depth interviews, focus and committee group informational and public hearing sessions. Furthermore, the assistance of field notes, will also be relied upon to complete this study. The quantitative data analysis shall consist of analyzing the responses of structure and unstructured questionnaires and surveys.

Qualitative Data:

This research is aimed to measure descriptive information, attitudes and perceptions held towards the effects of gentrification and displacement in San Francisco. By this, evidenced will be collected from in-depth interviews, focus group meetings and committee group hearings on the topic of gentrification in San Francisco; furthermore, gentrification and displacement assertions and opinions will be assessed in terms of measuring the responses deriving from unstructured interviews and survey responses from important San Franciscan stakeholders.

Quantitative Data:

This research will measure a broad range of responses generated from interview questionnaires and surveys completed by important stakeholders. For this study, the population parameter shall include public housing residents, residents of temporary homeless shelters, formal residents of gentrified neighborhoods, and current residents of neighborhoods currently undergoing the process of gentrification. Within this parameter includes other important stakeholders employed with the City and County of San Francisco, as well as Community Housing Partnership, a private nonprofit housing development corporation.

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Research Question:

Have gentrification, or the gentrification process in San Francisco resulted in an expansion of socio-economic equity for African American residents living in gentrified neighborhoods? The research question was drafted in that perspective, necessary to assess the efficient and effectiveness of gentrification and displacement in terms of the inequitable distribution of socio-economic capital to present and prior African American residents residing in transforming neighborhoods. While numerous studies have shown that gentrification and displacement is depicted as a negative force that creates structural racism in practices, policies, and procedures, which in tune is the inspiring force of inequitable distribution of socio-economic benefits, and the lack of the creation of social partnerships with low-income and vulnerable populations residing in such neighborhoods.

Sub-question:

1. Does gentrification and displacement boost income levels of African American residents living in gentrified neighborhoods?
2. Does gentrification and displacement create socio-economic opportunities in low-income neighborhoods?
4. Does gentrification create housing opportunities for low-income residents?
5. What changes to the low-income community is facilitated by gentrification and displacement?
6. Does gentrification creates African American chronic homelessness?

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7. Does gentrification create structural unemployment?
8. Is displacement a negative outcome of gentrification?
9. Does gentrification creates gaps in income and wealth?
10. Does rapid gentrification targets African American neighborhoods disproportionately?
11. How does the process of gentrification in San Francisco, affect racial groups differently?
12. Are there any racially, differential impacts of gentrification that has been acknowledged by locally elected and appointed officials?
13. Does gentrification expand socio-economic benefits to African American residents
14. What are the quality of life standards for African American Residents in San Francisco?
15. Who are "gentrifying agents within the City and County of San Francisco?
16. Identify different racial groups that have been displaced by the gentrification process at different rates from their neighborhoods and the City and County of San Francisco?
17. How does the process of gentrification affect African Americans and people of color residing in pre-gentrified neighborhoods, and neighborhoods that have already been gentrified?

Research Assumptions:

Main assumption:

Gentrification and displacement is the leading cause of homelessness and quality of life issues for African American Residents.

Sub-assumptions:

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2. San Francisco is confronted by the most serious housing crisis as a result of excessively high rents, the over population of market rate housing units, evictions, and a lack of tenant protections, affordable housing production, and inequitable access to socio-economic resources.

The city should Increase the production of affordable housing, by drafting and passing city legislation that focuses on tenant protections. As well, the city should allow for the diversification of economic resources, earmarked for the purposes of decreasing the occurrences of gentrification and displacement rates within San Francisco.

2. The City and County of San Francisco should purchase large quantities of city land and reserve it for nonprofit developers to build affordable housing units.
3. The city should enter into development agreements with local, community housing development corporations.

Research Hypothesis:

If there were gentrified-led investments streaming into African American low-income communities, then gentrification would not be the result of structural racism. The research hypothesis supports the study by identifying a solution to the profound, social forces of gentrification. The basic concept of this hypothesis supports the realities that a continuing framework of well-institutionalized racism which exists in the constructs of gentrification in San Francisco.

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Dependent and Independent Variable:

In this study, the dependent variable is gentrification, since it will ultimately determine the effects associated with the gentrification process. The independent variable of this study holds a compelling importance to the spatial dynamics and social life of low-income residents and vulnerable populations residing within gentrified communities within San Francisco. The independent variable for this study is structural racism which is associated with the gentrification process; therefore, the dependent variables are acknowledged to be the negative effects which generate the internal forces that will ultimately control the disproportionate distributions of socio-economic resources to African American residents and low-income residents of San Francisco.

Operational Definition:

Gentrification:

Gentrification is defined as the process when wealthy people move into a low-income neighborhood for the purposes of displacing the existing, long-term residents. It is also described as the process of revitalization and the construction of newly developed private and commercial real estate in low to moderate-income neighborhoods.

Displacement:

Displacement is defined as the act or process of being displaced. It is also defined as the shifting of intended targets within a community.

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People of color

People who are non-white and people who are non-black, they are such people as Asians, Latinos bi-racial people, people with mixed-race ancestry. They are people who have experiences with white racism, but not as severe as African Americans have experienced in historical or present times.

Structural Unemployment:

A longer-lasting form of unemployment caused by fundamental shifts in an economic

Gentrify:

To change an old neighborhood and displace its residents for the purpose of improving neighborhood conditions.

Data Collection Process Overview:

Methods:

The data collection methods for this study shall consist of document reviews, surveys, interviews and focus group facilitations. The document reviews will consist of appraising scholarly articles and primary and secondary documentary evidence. In an unobtrusive manner, Study observations shall comprise of observing two historically, African American neighborhoods currently undergoing the gentrification process in San Francisco. Also, the circulation of twenty-four surveys will be administrated in the greater San Francisco area. Sample participants will be

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selected at random, and such respondents will be informed of their rights to participate in the study, and they will also be informed of their right to remain anonymous.

Primary Data:

To facilitate the completion of this study, primary data was collected from Mayor's Office of Housing and Community Development, San Francisco Unified School District, Man Power Government Solutions, Community Housing Partnership, and the Shelter Monitoring Committee. Unstructured interviews were conducted with James Tracy, Brett Berning, Kevin Ian Kitchingham, Dr. Manuel, Nathan Vigil, Ms. Linda, and Karl Rucker. In addition to that, twenty-four surveys were randomly administered in the greater San Francisco area, and responses from all twenty-four such surveys were received.

Secondary Data:

Quantitative data consisting of questionnaire responses and interview responses were collected, compiled and analyzed with the assistance of a rating scale defined as a Likert scale.

CHAPTER 4: RESULTS AND FINDINGS:

Objectives:

In this chapter, we aim to answer the research question: Does the gentrification process create structural racism in San Francisco? In order to answer these questions appropriately, this chapter will explore the following sub-questions:

1. Does gentrification and displacement increase income levels of African American residents living in gentrified neighborhoods?

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2. Does gentrification and displacement create socio-economic opportunities in low-income neighborhoods?
3. Does gentrification create housing opportunities for low-income residents?
4. What changes to the low-income community is facilitated by gentrification and displacement?
5. Does gentrification creates African American chronic homelessness?
6. Does gentrification create structural unemployment?
7. Is displacement a negative outcome of gentrification?
8. Does gentrification creates gaps in income and wealth?
9. Does rapid gentrification targets African American neighborhoods disproportionately?
- 10. How does the process of gentrification in San Francisco, affect racial groups differently?**
- 11. Are there any racially, differential impacts of gentrification that has been acknowledged by locally elected and appointed officials?**
12. Does gentrification expand socio-economic benefits to African American residents
13. What are the quality of life standards for African American Residents in San Francisco?
- 14. Who are "gentrifying agents within the City and County of San Francisco?**
- 15. Identify different racial groups that have been displaced by the gentrification process at different rates from their neighborhoods and the City and County of San Francisco?**
16. How does the process of gentrification affect African Americans and people of color residing in pre-gentrified neighborhoods, and neighborhoods that have already been gentrified?

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Understanding Gentrification in San Francisco:

Interview with Mr. James Tracy, (CHP) Director of Community Organizing and Resident Engagement (CORE)

An unstructured telephone interview was conducted with James Tracy, (CHP) Director of Community Organizing and Resident Engagement (CORE), who spoke on behalf of DARA Popin, Executive Director of Community Housing Partnership. Listed below are the unstructured interview questions and the actual responses James Tracy wrote down on the questionnaire during this interview.

1. What are the quality of life standards for African American Residents in San Francisco?

You can define 'standards' either by 'how things are done' or 'how things should be done.' In the first case, the standards would be pretty poor. The AA population of SF is down between 3-6% in a town that once had pretty sustainable Black communities. About 80% of the police shootings are done to black men. The sad part is that San Francisco, a city that really wants to see itself as progressive suffers from similar disparities between black and non-black populations in most areas- education, healthcare, unequal development, toxics.

1.

Research Analysis Response:

James Tracy's interpretation of the quality of life standards of African American residents in San Francisco, confirms that structural racism is the determinant forces of the gentrification process in San Francisco, and its activities are

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facilitated through the constructions of various disguises and unconstitutional scenarios.

2. How does the process of gentrification affect African Americans and people of color residing in pre-gentrified neighborhoods, and neighborhoods that have already been gentrified?

This is a really complicated question. Right now, there are no pre-gentrified neighborhoods in San Francisco. They are all in various stages of gentrification (I prefer to use the term displacement cycle b/c gentrification isn't exact enough anymore). In the way I understand the economy of most cities, disinvestment and disrepair are the first stages of this. So "pre" displacement means that those who live there normally have to live through disinvestment (bad schools, roads, food deserts, abandoned buildings, etc.) for a long time, while developers buy up cheap property to warehouse it for future use--i.e. flipping and hyper development.

Research Analysis Response:

Leading from the responses of question 2, gentrification is nothing more but then a start-up process, better known as pre-gentrification, which is the activity that accelerates the neglect of schools, buildings, and roads. Pre-gentrification is also the inspiration of the establishment of food deserts. From this perspective the inference strongly supports the notion that pre-gentrification tramples on the social protections of African American residents, while changing and impacting the environment of the neighborhood.

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3. How does the process of gentrification in San Francisco, affect racial groups differently?

I'm going to answer your question in terms of racial groups within the working-class as that is the best comparison for this. I'm also going to answer it in terms of the last phase of all-mass displacement. When communities are displaced in-masse only a small portion actually remains in San Francisco. Those who do, do so by one or two strategies: finding subsidized housing (long waiting lists) which often requires either shelter stay or couch surfing; or cramming into very crowded situations. So in very broad strokes, I would say that the Black and Latino communities tend to resettle in the working-class suburbs while white and Asian ones tend to resettle closer to SF. Very big generalization with many exceptions and many people just leaving the area altogether. The Eviction Defense Collaborative has a great report on their website which gives a little more of a nuanced and statistical sense of this. So does Just Cause/Causa Justa.

Research Analysis Response:

Social change has taken place in San Francisco that has resulted in the mass displacement of working class African American residents and Latino residents at alarming rates. It is the case that such populations are on the verge of mass-displacement from the city. Among the most important changes are that the very poor can sustain their residence in San Francisco, if and only if the availability of federally assisted housing opportunities become available, and they are selected to participate in such housing programs.

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4. Identify any racially, differential impacts of gentrification that have been acknowledged by locally elected and appointed officials?

Yeah, everyone. There was even a Taskforce on Black Outmigration. But building up the political will do anything about it is another thing.

Research Analysis Response:

From this perspective, gentrification has established a vision of bad performance in the issues of equality and community sustainability of African American residents. Therefore, the public consciousness of the reality of gentrification and the gentrification process can be depicted as a process of change through dirty politics. It appears that African American residents are the usual targets for ousting prior to the full transformation of gentrification. In this regards, gentrification is a negative externality that personalizes acute poverty and displacement according to race.

5. Who do you consider to be "gentrifying agents within the City and County of San Francisco?"

Income inequality mainly. As long as a small portion of the population can outbid everyone else for scarce housing you get this mess. That's secondary to whether or not there is a Tech Industry driving it.

Research Analysis Response:

Gentrifying agents is the inability to afford to live in San Francisco, as well as the tech companies, since they are facilitating the gentrification process in the city.

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- 6. What notable tactics have been utilized by gentrifying agents to initiate and facilitate pro-gentrification policies and procedures within the City and County of San Francisco?**

I'll refer you to my book on this one. I'll drop it by tomorrow

Research Analysis Response:

The tactics associated with facilitating the gentrification process involves a procedural pattern of structural racists' practices.

- 7. Identify any different racial groups that have been displaced by the gentrification process at different rates from their neighborhoods and the City and County of San Francisco?**

For this, just look at the Census and the Census updates from 1950-2010. It's all there.

Research Analysis Response:

The Census updates from 1950-2010, provides convincing evidence to support the belief that the African American residential population has decreased from within San Francisco, at alarming rates. The social reality of such findings demonstrates a measurable impact that is comparable to that of an exodus of African Americans from San Francisco.

- 8. At the local level identify any notable, racial aspects associated with gentrification or the gentrification process that has resulted in citywide trends?**

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Displacement sharpens white fears. People call the cops. That can often result in death. So while gentrification impacts all working-class renters, it has additional consequences for (people of color) POC.

Research Analysis Response:

In emphasizing basic assumptions, the response as given can be interpreted to mean that citywide trends associated with gang violence, homicides and turf wars results in some people calling the police, and as a direct of such actions, they flee in fear of retaliation from their competing aggressors. With the presents of more police interaction in pre-gentrified neighborhoods, white people are more often less fearful of being confronted by various forces of disagreements within the communities they are gentrifying and residing as a whole.

9. Identify any aspects associated with gentrification that has impacted the public health of African American residents in San Francisco?

Study after study links poor health outcomes to poor housing inputs. So if your group receives constantly crappy housing, the health impacts will be similarly disparate.

Research Analysis Response:

From a critical perspective, the social costs associated with the gentrification process is changing, spatial inequalities and perceived threats from gentrifies. To understand

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the rational for this process, it is necessary to first realize that the negative factors associated with gentrification and the gentrification process is abrupt displacement from within neighborhoods and communities. When abrupt displacement occurs, households are forced to secure housing that is below par, and such housing standards are the social determinants of health.

10. Explain how gentrification has restructured the social politics of San Francisco?

San Francisco has become more conservative in many ways, however we still see interesting protest and electoral upsurges indicating that people aren't just letting this happen to them, and organizing.

Research Analysis Response:

The quality of life African Americans and vulnerable populations of San Francisco is very poor in quality; however, such populations of people are capable of voicing their opinions and concerns. The inference here is that San Francisco, is indeed a conservative community, but with that being said, it is the case that the population that is the least likely to affordable to live in San Francisco has managed to have their opinions heard.

11. Please explain social costs and local benefits of gentrification and the gentrification process?

Beyond increased City coffers, there are few long-term benefits, At least no benefits which outweigh the loss of working-class people, POC, artists and immigrants.

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Research Analysis Response:

The social costs of gentrification are the displacement of long-term residents, and the at-risk and vulnerable populations. In contrast to that notion, there is hardly, if any long-term benefits associated with gentrification, since it occurs in phases.

Interview with Western Addition resident Thomas Jones, an occupant of Friendship Village, a federally subsidized housing development complex

1. What are the quality of life standards for African American residents in San Francisco?

Dilapidation and destitution are the primary leading sources of the quality of life for African American residents in SF.

Research Analysis Response:

Preceding from the response given above, one can assume that poor housing conditions, and quality of life issues have been interlinked with the activities of the gentrification process for an extent of time. In some circumstances, that is actually the case, given that dilapidation and destitution have been associated with long-standing quality of life issues, as well as the gentrification process regionally, for over an extent of several decades within San Francisco alone. Therefore, the interpretation mentioned above is well aware of the extensive history associate with the invention of gentrification and the gentrification consequence.

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2. How does the process of gentrification affect African Americans and people of color residing in pre-gentrified neighborhoods, and neighborhoods that have already been gentrified?

It leaves us incapacitated by fear of what's going to happen next.

Research Analysis Response:

The critical functions of the gentrification process is capable of creating large-scale, substantive moral issues, which are cause for concern for victims of gentrification, since such issues can result in great bodily harm or even death. As is often the case, gentrification is associated with the dynamics of alienating racist relations.

3. How does the process of gentrification in San Francisco, affect racial groups differently? It doesn't affect other races in the same way as African Americans.

Research Analysis Response:

From this perspective, the process of gentrification deliberately targets African Americans for expulsion from the city, exclusively as a result of their race; whereas, people of color do not have similar experiences to that of African Americans, in regards to displacement and the gentrification process.

4. Identify any racially, differential impacts of gentrification that have been acknowledged by locally elected and appointed officials?

Misuse of grants and bills being pass without full disclosure to the individuals who life it will impact the most.

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Research Analysis Response:

This response supports the notion that is a hidden-agenda concept affiliated with gentrification, and as well as the gentrification process. The interpretation of the response mentioned above supports the notion that public consciousness is aware that gentrification is guilty of excess.

5. Who do you consider to be "gentrifying agents within the City and County of San Francisco?

HUD, private corporations, and the state

Research Analysis Response:

The social pathway of gentrification in the past and more notably this present day has been facilitated by the sponsorship of government and private corporations, which has created economic barriers, necessary to shield the gentrification process from all other interested parties outside of the mentioned social realm.

6. What notable tactics have been utilized by gentrifying agents to initiate and facilitate pro-gentrification policies and procedures within the City and County of San Francisco?

Rush job without full disclosure

Research Analysis Response:

As stated above, a “rush job without full disclosure” such in the case of gentrification is, can be depicted as facilitating the gentrification process, while failing to mobilize community residents and resources, necessary for such populations to return back to the gentrified community.

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7. Identify any different racial groups that have been displaced by the gentrification process at different rates from their neighborhoods and the City and County of San Francisco?

African-Americans have been displaced more rapidly and intensely than any other racial group displaced in San Francisco, by the gentrification process.

Research Analysis Response:

8. The response provided by above is very convinced that the gentrification process disproportionately targets African-Americans for displacement as oppose to other racial groups.

At the local level identify any notable, racial aspects associated with gentrification or the gentrification process that has resulted in citywide trends?

After relocation they never move the same race back in their same house.

Research Analysis Response:

This response is supportive of the notion that the goal of the gentrification process in San Francisco, may have a hidden agenda.

Access to Socio-Economic Resources:

In an interview with Dr. Manuel, the acting Director of Rahil Weill Child Development Center, an after school program adjoined to Rose Parks Elementary School, which is one of ten federally mandated black schools in San Francisco, that was interpreted by the United

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States Supreme Court (Clarence Thomas ruling) to perpetuate for black children, has also experienced the impact of gentrification and structural racism.

When I asked Dr. Manuel how gentrification has impacted San Francisco Unified School District, she replied that it has hit the school district hard, especially for black children, since 9 of 10 federally mandate black schools have been taken over, and converted to eight all white schools, all Asian schools or all Latino school. Following that statement, Dr.Manuel, said it was saddens her because those school won't even let black children enroll into. Dr. Manuel explained that she was sadden by the situation, because she was the administrator who had integrated those federally mandate black schools, in other words, she was in charge of enrolling different races of children into those schools. Dr. Manuel, then remarked about the Portola neighborhood, for which she stated was once a black neighborhood with an all-black school, and now as a result of gentrification, she said it's no longer a black neighborhood and the black school has been totally dismantled to exclude black children openly. Dr. Manuel, made the statement supporting the claim that she felt that gentrification as a direct result of integration was not good for black children, since it has created an environment that has socially and politically excluded black children from the schools that were supposed to perpetrate for them when all other doors were closed.

Dr. Manuel, state that San Francisco Unified School District needs to do what's best for black children, in perspectives of preserving federally mandated black schools. The Manuel, stated that she has observed a change for the worst after intergradation and gentrification has dismantled the federally mandate black schools. Dr. Manuel, has stated the she has also observed and acknowledge changes in the behavior of black school age children that are

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consistent with poor attachment with other black children, and for which a situation such as this has created direct impacts to the health of black children, and the health of the black community.

Dr. Manuel, then stated that Rosa Parks Elementary School and Raphael Weill Children Development Center, for which where she is acting director, since coming out of retirement to temporarily replace the long-term site director, Dr. Harland, who has since retired, is now under pressure to convert into an all-Japanese school. Dr. Manuel, has stated that since Dr. Harland retired, she is uncertain how much longer the school(s) will remain open to black children, since gentrification is rapidly progressing.

Analysis:

The interview with Dr. Manuel, is supportive of the claim that gentrification has facilitated an environment that is fully supportive of structural racism and the inequitable distribution of socio-economic resources.

While conducting an interview with lead teacher at Raphael Weill Child Development Center, I asked her the question, what were San Francisco Unified School District's hiring practices of African American schoolteachers, and she replied that the San Francisco Unified School District hires far too few African American teaches, even though there are a lot of qualified teachers and paraprofessionals actively seeking those positions. Ms. Linda, stated that on one occasion the school district hired a Latino teacher and included her in the African American hires, and even introduced her as an African American to staff and the parents of the children

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that were assigned to the teacher's class. Ms. Linda, said the teacher's name was Ms. Zenida, and the hiring of Ms. Zenida as an African American led to frustrated outcries of many African American parents, since no African American teacher would be capable of securing the position that was created for an African Americans, and besides, far too many qualified teachers and paraprofessionals had been denied the position before the hiring of Ms. Zenida.

Analysis:

It is evident from the responses received from schoolteacher Mrs. Linda that gentrification has invented a community of practice that goes far beyond the norms.

Interview with Nathan Vigil, teacher at Raphael Weill Child Development Center stated that he had been employed as a school age teacher at the center shortly after Dr Manuel had integrated the federally mandated black schools in San Francisco. Mr. Vigil, also stated that the school had changed a lot, but for the worst. When I asked Mr. Vigil, how has gentrification altered the center's culture, he replied that San Francisco Unified School District has revitalized the school during the summer months, dedicating it as an all-Japanese school only. Mr. Vigil stated that Rose Parks Elementary School and Raphael Weill CDC has always been located on the same site, and shared the same schoolyard, but both schools had always been federally mandated black schools.

Mr. Vigil, stated that in the summer of 2014, he was leading his students to the school yard for recess, and then was abruptly confronted by a Japanese man and women, (while masses of Japanese children was occupying the school yard) claiming that the schoolyard was theirs

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and he had better remove his children from the school yard right. Mr. Vigil, proclaimed that he was furious, and rushed inside of the school to call San Francisco Unified District, and upon calling he was informed that Rose Parks Elementary School has converted into an all Japanese school for the summer, and then he was given instructions not to return his class to the school yard for the remainder of the summer. Mr. Vigil, stated that his students went without a recess break for the entire summer of 2014, since the Japanese educators had prevented the emergency exit door of Raphael Weill Child Development Center from opening with the assistance of binding the doorknob to the fence with yellow caution tape, necessary to prevent the emergency exit door from opening.

Analysis:

From the responses received from the interview conducted with Mr. Vigil, ensures that gentrifications and structural racism exist in many ways, such as to deny African Americans the protections accorded in the 13th and 14th Amendment of the United States Constitution.

In an interview with Mrs. Williams, fifth grade school teacher at Rosa Parks Elementary School, stated that San Francisco Unified School District in conjoined efforts school principle, Paul Jacobs, are known to practice and uphold racist hiring rules and procedures. Mrs. Williams stated that the hiring of African American schoolteachers is not usually accorded, regardless of their qualifications and recommendations. And when I asked Mrs. Williams how has gentrification altered the hiring practices of San Francisco Unified School District, she stated that San Francisco Unified School District do not hire African American teachers, and if they do hire them and send them to this school, principle Paul Jacobson, always dismisses them without cause, stating that he doesn't believe in the hiring of black teachers. Mrs.

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Williams stated that Principle Paul Jacobson, assumes a leading role in gentrifying Rosa Parks Elementary School, through the demonstration of his consistent patterns of racial discrimination, which are exercised in the refusal to hire black teachers and the persistent ejection of African American student from the school.

Analysis:

The responses from the interview with school age teacher Mrs. Williams is supportive of the claim that structural racism exists in the hiring practices of elementary school teachers in San Francisco.

Workforce Relation and Gentrification:

In an unstructured interview with Brett Berning, Public Workforce Program Manager, with Man Power Government Solutions employment agency, states that it is important to their contracting employers that his company does not refer African American job seekers to their establishment. He also stated that his agency must comply with the requests of their contracting employers when they make the request not to deploy an African American employment candidate to their place of business. And according to Brett, such a request as stated above is always the usual requested, accommodation received from most of their contracting employers. When I asked Brett if he could refer me to one of his contracting employers, he did not attempt to mitigate his previous response, his only reply was that racial discrimination in the hiring practices of San Francisco Employers is persistent. Brett then made the statement that if he was to send me on an interview with one of his contracting employers, they would first look at me and then state, “Do you think you would fit in around

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here?” and next, they would call him and say we specifically requested that no African Americans be referred to our company. Brett, then stated that this was also the case at the Western Addition One Stop Career Center, located in the Western Addition neighborhood. I then asked Brett, if there were any instances when an African American could be successfully placed on a job assignment with his contracting employers, and he said yes, but those jobs are very unskilled, and are usually undesirable and hard to fill, since no one else would be interested in them.

Analysis:

The responses reported by Mr. Berning, were very direct and straight to the point, and such patterns of indicators emphasized a great disregard for the skilled, unemployed African American demographic in San Francisco. Responses such as this, demonstrate the existence of structural racism in the hiring practices of employers in gentrifying San Francisco, and the existence of such practices are powerful tools for the existence of racism. The racist's covenants demonstrated by Manpower and their contracting employer's end result is structural unemployment for professionally skilled African American residents, who are then confronted by a plight that is increasingly uncertain in the perspectives of securing economic opportunities.

Socio-Economic Development Opportunities:

In an interview with Kevin Ian Kitchingham (Project Manager with City and County of San Francisco Mayor's Office of Housing) during a community forum, he was asked if he had ever awarded city owned land to an African American Developer for the purposes of developing

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affordable housing units for low-income and formally homeless families and individuals, stated that he has never awarded city owned land to an African American developer, because he believes that black people regardless of their credentials could never manage a development project successfully, because of their race. I then asked Mr. Kitchingham if he had ever awarded city land to people of color, and he stated yes, because he feels that they are the best people who are capable of managing a land project. I then asked Mr. Kitchingham, who did he consider to be people of color, and he stated that people of color were Asians, Latinos, and people of mixed-race ancestry. He then state that he has awarded city land to mixed-race people who could be considered an African American but not black people. Shortly after questioning Mr. Kitchingham, I requested a one-on-one interview with him at his convenience, and he schedule to meet with me on 12/15/15 at 11:00 am at City Hall; However, one day before the meeting, he called and said he needed to cancel the appointment because his son was sick. Mr. Kitchingham, said he would call me next week and reschedule the meeting, and I have not heard from him since.

Analysis:

It is evident from the interview with Mr. Kitchingham, that the City and County of San Francisco is actively participating in structural racism, and by doing so is publicly acknowledging that they have nullled and voided the protections accorded by the 14th and all while receiving federal benefits to fund their housing programs. And leading from the responses of Mr. Kitchingham, it is evident that gentrification and structural racism has invented a racial and color class cast system that determines eligibility for participation in the disbursement of socio-economic resources, all with the goal of illegally rescinding the 14th

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Amendment of the United States Constitution for the purposes of leading African Americans (black people) to a political and social death. The stringent color-class lines adopted by the City and County of San Francisco have invented a racial landscape similar to that of Klan-type terrorist groups.

Analysis:

It appears that all of the responses received from the identified, important stakeholders have advanced views that are supportive of the creation of structural racism as linkage to gentrification and the gentrification process. The protections accorded by the 13th and 14th have somehow dissipated from the political practices or rulebook advanced by San Francisco. The one-drop rule was introduced to the political process, necessary to prevent African Americans from benefiting from the political incorporation accorded through the 13th Amendment. In the landmark civil rights decisions of the Supreme Court Ruling of Living vs. Virginia, 388 U.S. 1 (1967) the one drop rule was rescinded; Therefore, it is illegal for any government official or agency to determine someone as African American(black). After conducting the interview with Kevin, I am convinced that gentrification and structural racism in San Francisco has led the city to invent its own union, very similar to that of the Confederacy, and by that means, its understandably acknowledged that all other racial groups and colors are welcome, with the exclusion of African Americans (black people) to fully participate in the political process, necessary to procure socio-economic benefits that the city has to accord.

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Survey Data:

A survey was conducted to study the attitudes of people in San Francisco, in regards to the gentrification process presently occurring in the city. Furthermore, twenty-four survey respondents were asked to answer a set of questions relative to African American and low-income residential, and economic stability. In that case, they were asked to answer questions pertaining to the satisfaction of the gentrification process occurring within San Francisco. In this circumstance, the survey shows that 89% of the respondents felt that gentrification creates a gap in income and wealth, while 79.9% concluded that gentrification does not expand socio-economic benefits to African American residents of San Francisco. In addition to that, 98% of the sample respondents cited that gentrification does not increase income levels for low-income residents. Above all, 92% asserted that gentrification results in inequitable distribution of socio-economic resources to African American residents. Furthermore, 58.33% of respondents surveyed proclaimed that gentrification promotes structural unemployment, while 37.50% strongly agreed that gentrification creates African American chronic homelessness citywide. Moreover, 79.17% of respondents strongly disagreed with the notion that gentrification generated housing and job opportunities for low-income inhabitants, however; 87.50% respondents felt strongly with the notion that displacement is a negative outcome of gentrification, while 95.83% felt that rapid gentrification targets African American neighborhoods disproportionately than other racial groups. To sum it up, 95.7% strongly agreed with the notion that the Rental Assistance Demonstration Program (or RAD) is gentrifying public housing units citywide in San Francisco. Ironically, the survey results tell us that the vast majority of survey's respondents are convinced that the social patterns of

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gentrification reflect oppressive trends, patterns and problems affiliated with structural racism.

Chapter 5: Conclusions and Recommendations

Conclusions:

The quantitative findings in this report have concluded that gentrification is responsible for the facilitation of a dramatic demographic shift occurring in African American neighborhoods within San Francisco citywide. It is affiliated with and promotes racial injustices within the African American community, as well as disproportionately impact African American K-12 school admissions, employment prospects, entrepreneur opportunities and housing stability.

Recommendations:

Statement of Issue:

The quantitative and qualitative research findings of this investigative study has concluded that the social and political pathways of gentrification in San Francisco, has reverted the city directionally into a social and political policy track very similar to that of the old confederate union, i.e., pre-Civil War era. In addition, the reporting of issues and concerns from aggregate participating responders in this study has also indicated the notion that San Francisco is a powerful symbol of structural racism, and widespread distrust in the perspectives of African American socio-economic opportunities and residential stability. Therefore, it is imperative that local systems of socio-economic support be constructed and instituted into the City and

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County of San Francisco's Municipal Codes and Administrative Codes, necessary to combat race and color based discrimination in accessing socio-economic resources the City and County of San Francisco, (and those organizations receiving city subsidies and contracts) has to offer.

1. Recommendation

Based on the research study's findings, it is recommended that the City and County of San Francisco devise and implement a series of municipal codes and administrative codes into city legislation necessary to abate the practices of structural racism at the local level. Consequently, deriving from the establishment and implementation of such administrative codes and municipal codes, there shall be the creation of a commission, and the appointment of a board of commissioners comprised of 7 members of the African American Community, from within African American neighborhoods in the City and County of San Francisco. The board of supervisors shall have the power to appoint four members on the commission and the mayor shall have the powers to appoint three members on the commission. Commissioners shall serve on the board of commissioners for 2 years terms, with the opportunity of reappointment. Commissioners shall be removed from the board for failure to not conduct good faith.

The board of commissioners shall be charged with studying problems, questions and concerns in perspectives to structural racism demonstrated, or insinuated by the City and County of San Francisco, and/ or city administrators or even the mentioned above subcontractors of the city. An example of this is when qualified African Americans (black people) attempt to access socio-economic opportunities, and then the opportunities are denied based on an

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administrator's belief, instead they should guaranteed and granted a fair and equitable opportunity to such resources.

The commissioners shall also be charged with ensuring that reasonable and equitable socio-economic opportunities and advancements are made available to African Americans, also they must ensure that the rescinded one-drop rule overturned by the Supreme Court Ruling, (Loving v. Virginia, 388 U.S. 1 1967) will not interfere with the stated process, since it has in the past served as a powerful tool to advance and promote structural racism in the practices of African Americans attempting to access socio-economic resources. The commission shall also be charged with conducting socio-economic assessments, as well as monitoring and measuring the outcomes stipulated in the implemented city legislation. And to conduct such measures, the commissioners shall construct a quarterly and annual report from various, compiled city documents and notations from quarterly site visits. The outcomes expected to be achieved is positive changes in African American community demographics, increased access to public services, employment, entrepreneur opportunities, internships and increase in income levels.

Based on the research findings in this reports, it is imperative that this research study and the following recommendations be forwarded to San Francisco's Board of Supervisors, as well as to the mayor of San Francisco. On May 4th, 2016, a certified copy of this research study will be forwarded to the mentioned above local officials. Included with this reports will be a letter requesting a public hearing date and time to be placed scheduled, necessary to adopt a resolution to institute the commission on structural racism in the African American Community. The stipulated letter attached to this report will also request that a legal notice of

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the hearing date and time be published in an official newspaper, circulated within the City and County of San Francisco, and as well, such notice shall be posted to an official bulletin board.

In addition, it will also be advised that the arrangement for the registration of African American structural racism victims be accorded, and to have such victims testify on the matter of structural racism in accessing socio-economic resources in San Francisco, and that their testimonies be accepted.

The outcomes that are expected to be received from the recommendation advanced are the political inclusion of African Americans in the City and County of San Francisco socio-economic process.

The resources required to attain the mentioned above recommendations are the approval from the San Francisco Board of Supervisors and the mayor in constructing the commission on African American structural racism in San Francisco. It is highly likely that the recommendations advanced in this report will be accorded, since structural racism in San Francisco's gentrification process is visible and acknowledgeable.

The recommendations advanced in this reports is related to solving the issues and concerns associated with structural racism, powered by the San Francisco gentrification process.

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Appendix A:

Study on Gentrification and Displacement in San Francisco

For each question below, circle the response that best characterizes your feelings about each statement, where 1=Strongly Disagree, 2=Disagree, 3=somewhat agree, 4=Agree, 5=strongly agree. *This study focuses on the socio-economic effects of gentrification and displacement within African American Neighborhoods throughout San Francisco, California.*

We would appreciate you taking the time to complete the following survey. Completing this survey should take about five minutes of your time. Your responses are voluntarily, and will be confidential.

Thank you!

1. Gentrification expands socio-economic benefits to African American Residents

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

2. Gentrification increases income levels for low-income residents

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

3. Gentrification generates housing and job opportunities for low-income inhabitants

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

4. Gentrification results in inequitable distribution of socio-economic resources to African American Residents

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

5. Gentrification creates African American chronic homelessness citywide

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

6. Gentrification promotes structural unemployment

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

7. Displacement is a negative outcome of gentrification

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

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Appendix B:

Study on Gentrification and Displacement in San Francisco

8. Rapid Gentrification targets African American Neighborhoods disproportionately than other racial groups

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

9. Gentrification Creates a gap in income and wealth

1=Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

Rental Assistance Demonstration Program (or RAD) is gentrifying public housing units citywide

10. =Strongly Disagree, 2=Disagree, 3=Somewhat Agree, 4=Agree, 5=Strongly Agree

Organization: _____

Address: _____ Suite# _____

City: _____, State: _____, Zip: _____

Name: _____ Date: _____

Optional

Title: _____ Credential: _____

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Appendix: C

5/13/14

Rec 6/19/14

summer OK.

APPROVED

San Francisco Unified School District
Real Estate and Asset Management Office
 135 Van Ness Avenue, Room 116
 San Francisco, California 94102
 T: 415.241.6090 | F: 415.241.6552
 Office Hours: M-F 8:00 AM - 12:00 PM, 1:00 PM - 4:30 PM

San Francisco Public Schools

**FACILITIES USE PERMIT APPLICATION
FOR THE USE OF SFUSD PROPERTY**

PERMIT NUMBER: P141214

REQUESTED SCHOOL/SITE: Rosa Parks Elementary Sch

A complete Facilities Use Permit Application must be submitted to the Real Estate Office at least twenty (20) business days prior to the first scheduled use.

TO BE COMPLETED BY APPLICANT:

APPLICANT INFORMATION: (All fields must be completed.)

APPLICANT TYPE: (check one) <input checked="" type="checkbox"/> Not-for-Profit <input type="checkbox"/> SFUSD (dept. name: _____) <input type="checkbox"/> Other Public Agency (agency name: _____) <input type="checkbox"/> For-Profit <input type="checkbox"/> Other: _____	APPLICANT NAME AND TITLE (Please Print) <u>Nobuyuki Aoyagi, Director</u> NAME OF ORGANIZATION <u>San Francisco Japanese School</u> ADDRESS <u>22 Battery St. # 612</u> <u>San Francisco, CA 94111</u> CITY, STATE, ZIP CODE (Permit, if approved, will be mailed to this address.)	CONTACT PERSON IF DIFFERENT FROM APPLICANT <u>aoyagi@sfjs.org</u> EMAIL ADDRESS <u>415-989-4535</u> DAYTIME TELEPHONE NUMBER(S) <u>415-989-2542</u> FAX NUMBER
--	--	--

A. Does this request correspond with a MOU/Contract?

☐ MOU (attach copy) ☐ Contract (attach copy) ☒ NONE

B. Check the following, if applicable to this request:

☐ This is for a Beacon Program. ☐ This is for an EXCEL Program. ☐ My organization received SFUSD funding for activities related to this request. (If this is a dual Beacon and EXCEL Program, please complete one permit for each program. EXCEL permits require prior approval from the EXCEL Office, Tel: (415) 750-4500.)

Approved by EXCEL Office: _____ Name: _____ Date: _____

C. Requested date(s) of use: (If more space is needed to list requested dates, check here ☐ and attach an extra page.)

DAY(S) OF THE WEEK (e.g. Mon.-Fri., Saturday, etc.)	NUMBER OF DAYS AND FREQUENCY (e.g. 1 day, 5 days a week, etc.)	CALENDAR DATE(S) MONTH/DAY/YEAR		TIME OF USE (include A.M. & P.M., set up & take down time)	
		START DATE	FINISH DATE	START TIME	FINISH TIME
Tue - Sat.	10 days	Jun. 17, 2014	Jun. 28, 2014	8:00 AM	4:00 PM
			R#	8:00 AM	5:00 PM

→ Are any requested dates on a District Holiday? ☐ Yes / ☐ No (See District calendar available on the Real Estate Office website.)

If YES, Applicant/Permittee must also submit Addendum F ("District Holiday/Closed Day Checklist"). Use on District holidays/closed days may incur extra fees per Section 20 ("Permit Fees"). If Applicant/Permittee does not specify requested District holiday/closed dates, District shall understand this to mean that Applicant/Permittee's requested dates exclude District holidays/closed days.

NOTE: A complete Facilities Use Permit Application—with all pages, signatures, required attachments, applicable fees, and insurance documents—must be received by the Real Estate Office before it will be considered for approval. Failure to meet application requirements may result in delay/denial of the application. An approved Permit is only valid when signed by the Real Estate Office and with all pages and required attachments. For Approved Permits: EMERGENCY NUMBER IF UNABLE TO GAIN ACCESS TO BUILDING: 415.695.5665

GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix: D

San Francisco Japanese School

22 Battery St. #612, San Francisco, CA 94111
 Phone (415) 989-4535 Fax (415) 989-2542
 sfjs.org

May 9, 2014

Rosa Parks Elementary School

1. Classrooms : 24 rooms

Room#

2. Dates: 10 days

Year		TUE	WED	THU	FRI	SAT
2014	June	17	18	19	20	21
		24	25	26	27	28

GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix: E

- D. Term requested: The term of this Permit Application starts on Jun 17, 2014 [date] and ends on Jun 28, 2014 [date]. Applicant/Permittee agrees that it shall fully vacate the School Property on or before the end of the term. Additional fees will be incurred if Permittee's use exceeds the term of the Permit, pursuant to Section 21 ("Fee for Cancellation/Change").

- E. Identify all spaces being requested for use: *

102, 103, 104, 108, 109, 110, 112, 118, 125
200, 201, 203, 205, 207, 209, 211, 212, 214, 202
301, 302, 303, 307, 310

✓	Educational Spaces	# of rooms	✓	Outdoor and Recreational Spaces
<input type="checkbox"/>	Auditorium/Stage		<input type="checkbox"/>	Football field *
<input type="checkbox"/>	Multi-purpose room		<input type="checkbox"/>	Soccer field *
<input type="checkbox"/>	Library		<input type="checkbox"/>	Softball/baseball diamond *
<input checked="" type="checkbox"/>	Classroom(s) room #s: <u>24</u>		<input type="checkbox"/>	Track *
<input type="checkbox"/>	Music room		<input type="checkbox"/>	Tennis Courts
<input type="checkbox"/>	Art room		<input type="checkbox"/>	Basketball courts **
<input type="checkbox"/>	Dance studio		<input type="checkbox"/>	Gymnasium **
<input type="checkbox"/>	Computer Lab (Use of room ONLY. Permittee is prohibited from using District computers, computer equipment, and network systems.)		<input type="checkbox"/>	<input type="checkbox"/> 1 gym or <input type="checkbox"/> 2 gyms (Check one.)
<input type="checkbox"/>	Kitchen (Use of kitchen requires prior written approval of Student Nutrition Services: (415) 749-3604. Applicant/Permittee must submit Addendum C "Application for Use of Kitchen." Additional fees, terms and conditions will apply.)		<input checked="" type="checkbox"/>	Yard (Permittee shall not allow any persons participating in Permittee's use of School Property to wear cleated shoes, or any other footwear that could damage or destroy grass or turf, when using District grass fields or play areas.)
<input type="checkbox"/>	Cafeteria (not kitchen/cooking facilities)		<input type="checkbox"/>	Parking Lot: # of vehicles per day: _____
<input type="checkbox"/>	Special Needs:		<input type="checkbox"/>	Other: _____

* Principal's written approval is required for any change to schedule or use of School Property, pursuant to Section 7 ("Use Pursuant to Approved Permit Only").

** For use of gymnasium or indoor basketball court, Permittee shall, without exception, require all persons participating in Permittee's use of School Property to wear only footwear with non-marking soles when using such facilities.

* For use of Athletic Fields, Applicant/Permittee must complete Addendum A ("Use of Athletic Field/Track"). Permittee shall not allow any persons participating in Permittee's use of School Property to wear cleated shoes, or any other footwear that could damage or destroy grass or turf, when using District grass fields or play areas.

- F. Program/Activity Focus (Check all that apply):

<input type="checkbox"/> Comprehensive Out-of-School-Time or Youth Development Program (academic support, enrichment & physical activity)	<input type="checkbox"/> Health (including physical health, behavioral and mental health, as well as case management and nutrition)
<input type="checkbox"/> Licensed child care for up to age 12	<input type="checkbox"/> Leadership/civic engagement
<input type="checkbox"/> English language arts-related	<input type="checkbox"/> School-to-career/career & college/technical education
<input checked="" type="checkbox"/> Science, technology, engineering or math-related	<input type="checkbox"/> Mentoring
<input type="checkbox"/> Visual, performing and literary arts-related	<input checked="" type="checkbox"/> Teacher/staff training/development
<input type="checkbox"/> Physical activity/sports-related	<input checked="" type="checkbox"/> Parent/caregiver/family support programs
<input type="checkbox"/> Public meeting	<input type="checkbox"/> Filming / Photo Shoot *
<input type="checkbox"/> Religious	<input type="checkbox"/> Audio/visual/related equipment is needed**
<input type="checkbox"/> Private party/event	<input checked="" type="checkbox"/> Other: <u>Japanese Language</u>
<input type="checkbox"/> Political campaign/debate forum	

* For filming and photo shoots, Applicant/Permittee must also complete Addendum D ("Documentary/Filmmaker Checklist") and be approved by the District's Public Outreach and Communications Office: Tel: (415) 241-6565.

** Use of District audio/visual and other related equipment may require a District operator. Applicant/Permittee must complete Addendum E ("Audio/Visual Equipment Services Contract"). See also Section 6 "Furniture, Equipment and Systems."

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SFUSD Facilities Use Permit Application

GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix: F

G. Describe activities: (Provide detailed description of events/activities. If more space is needed, check here ☐ and attach extra page.)

Japanese School

H. Primary Participants: (Check all that apply)

- ☐ SFUSD students ☐ SFUSD staff ☐ SFUSD families ☐ Local community
☐ Citywide public ☐ Private by invitation only ☒ Other: Private

Total # of anticipated participants per day: 480

I. Purpose for Use of SFUSD Property: YES / NO

Will this event be open to the public?	<input checked="" type="checkbox"/> / <input type="checkbox"/>	
Will anything be offered for sale? *	<input checked="" type="checkbox"/> / <input type="checkbox"/>	If yes, what will be sold*: _____
Is a fee charged for admission?	<input checked="" type="checkbox"/> / <input type="checkbox"/>	If yes, what is the fee amount: \$ <u>180</u>
Is a fee charged to participate?	<input checked="" type="checkbox"/> / <input type="checkbox"/>	If yes, what is the fee amount: \$ <u>138 ~ 194 / month</u>
Is this a fundraiser?	<input checked="" type="checkbox"/> / <input type="checkbox"/>	
Will any net proceeds go back to the school?	<input checked="" type="checkbox"/> / <input type="checkbox"/>	If yes, please complete a Gift Form. (Available from the Real Estate Office website.)

* No food or beverages shall be allowed for sale or use on or in School Property without the prior approval of SFUSD. If such approval is granted, any food and drink served or sold must comply with the SFUSD Wellness Policy, available from the Real Estate Office website.

TO BE COMPLETED BY SFUSD SCHOOL SITE PRINCIPAL / ASST. PRINCIPAL:

I have reviewed this application and the requested area is available at requested date/time.

Paul Jacobson Paul Jacobson / Principal
 Signature of Principal/Asst Principal DATE PRINT the Name of Principal/Asst Principal

Org. # of School Site: 786
 (Org. # required for School Site to receive 25% of the net revenue)

Does this event require SECURITY? YES / NO
☐ / ☒
 Is this a school-sponsored event/activity? ☐ / ☒
 Apply to 8-hour School Credit ("SC")? ☐ / ☒
 If yes, # of SC to be applied for this permit: _____
 Princ/AP Initial & Date

TO BE COMPLETED BY SFUSD REAL ESTATE OFFICE:

<p>(1) SECURITY: YES / NO</p> <p>Does this event require SECURITY? <input type="checkbox"/> / <input checked="" type="checkbox"/></p> <p>If Yes, Addendum B and payment, or approved private security contract is required.</p> <p>Has Applicant met SFUSD security requirements? <input type="checkbox"/> / <input type="checkbox"/> <u>N/A</u></p>	<p>(4) FOR APPROVED PERMITS:</p> <p>Payment of FEES for this Permit is: (check one)</p> <p><input type="checkbox"/> Not required. No fees will be charged for this Permit.</p> <p><input checked="" type="checkbox"/> Required, based on the following designation: (check all that apply)</p> <p><input checked="" type="checkbox"/> A \$50 non-refundable application fee <input type="checkbox"/> Kitchen Use (Addn. C) <input checked="" type="checkbox"/> As per Fee Schedules <input type="checkbox"/> Filming/Photoshoot (Addn. D) <input type="checkbox"/> Custodial Services <input type="checkbox"/> Audio/Visual Equipment Services Contract (Addn. E) <input type="checkbox"/> Athletic Field (Addn. A) <input type="checkbox"/> Holiday/Closed Day (Addn. F) <input type="checkbox"/> Security Services (Addn. B) <input type="checkbox"/> Summer Fee Schedule</p> <p>Total fee amount due: \$ <u>6,580.00</u> <u>\$50.00 + \$6,530.00</u> <u>paid</u></p>
<p>(2) PERMIT APPROVAL/DENIAL:</p> <p>SFUSD has reviewed and determined that this Facilities Use Permit Application is: (check one)</p> <p><input checked="" type="checkbox"/> Approved. By: <u>[Signature]</u> Date: <u>6/16/14</u> STAFF SIGNATURE</p> <p><input type="checkbox"/> Denied. Reason: _____</p>	<p>(3) FOR APPROVED PERMITS:</p> <p>This Permit must have the following document(s) attached:</p> <p><input type="checkbox"/> Athletic Field (Addendum A) <input type="checkbox"/> Security Services (Addendum B) or private security contract <input type="checkbox"/> Kitchen Use (Addendum C)</p> <p><input type="checkbox"/> Filming/Photoshoot (Addendum D) <input type="checkbox"/> Audio/Visual Equipment Services Contract (Addendum E) <input type="checkbox"/> District Holiday/Closed Day Checklist (Addendum F) <input type="checkbox"/> Other: _____</p> <p>PAID <u>6/13/14</u> <u>on</u></p>

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GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix: G

incorporated and attached to this Permit as though fully set forth herein.

14. **Permittee Announcements; Advertisements.** Any announcement, advertisement or information distributed by Permittee about the event/activity on School Property shall include this disclaimer: "SFUSD neither endorses nor sponsors the organization or activity described in this document."

15. **Recycling and Composting.** All Permittees approved to use School Property on a more than one-time basis must comply with District Board Resolution 311-18A5 by instituting a comprehensive recycling and composting program to help meet the District's goal of 75% diversion by 2015 and 85% by 2025. Such Permittees may access a variety of resources from SF Dept. of Environment ("SFDOE") at (415) 355-3742. Every such Permittee must provide the name of its on-site contact to coordinate recycling and composting efforts with SFDOE. Every such Permittee shall contact SFDOE to see if a waste site assessment is needed, and shall ensure that all waste generated by its activities shall be sorted as follows: recyclable waste in designated recycling carts (blue); compostable food, garden, and/or soiled paper waste in designated compost carts (green); remaining waste items (e.g. styrofoam, plastic films, foil packaging, etc.) in designated trash carts (black). Permittees approved for a one-time use Permit shall also sort, as detailed above, any waste generated by Permittee's use of the Property.

16. **Indemnity.** Permittee shall indemnify, defend and hold harmless the San Francisco Unified School District, its Board, individual members thereof, and all District officers, agents and employees from any loss, damage, claim, demand, liability, obligation, cost or expense (including legal fees and cost of investigation) that may arise during or be caused in any way directly or indirectly by Permittee's use of School Property, including without limitation any injury, accident, illness, or death, or any loss or damage to personal or other property. Permittee shall protect School Property from damage and return it in substantially the same condition in which it was provided. In the event that any School Property is damaged, stolen or lost, Permittee shall pay the cost for repair or replacement thereof. This Section shall survive the termination or expiration of this Permit. *Permittee Initials: NA*

17. **Waiver of Liability.** Permittee acknowledges and agrees the Property is provided in its present condition and "as-is," and that any request to inspect the Property must be made prior to use. Permittee stipulates that the Property is clean, safe, and in usable condition. Permittee assumes all risks of the Property whether visible or not. Permittee agrees to fully RELEASE AND DISCHARGE (agreeing to make no claim, and not to sue) the District, its Board, employees, and agents, from any and all claims of injury, damage, loss, expense or other cost which Permittee may suffer, arising directly or indirectly, in whole or in part, from Permittee's use of the School Property, including without limitation any injury, accident, illness, or death, or any loss or damage to personal or other property occurring during or by reason of Permittee's use of the School Property. This Section shall survive the termination or expiration of this Permit. *Permittee Initials: NA*

18. **Insurance.** Without in any way limiting Permittee's liability under this Permit, Permittee shall procure and maintain during the term of this Permit a General Liability insurance policy with limits not less than \$1,000,000 (one million) each occurrence combined single limit for bodily injury and property damage. Coverage must include damage to rented premises with a sublimit, if any, of not less than \$100,000 (one hundred thousand). The General Liability policy must name as Additional Insured "San Francisco Unified School District, its Board, officers and employees." Such policy must be primary insurance to any other insurance available to the Additional Insured relating to any claims arising out of this Permit and must apply separately to each insured against who claim is made or suit is brought. *Permittee must submit the insurance certificate and endorsement to the Real Estate Office at least 10 business days prior to the first scheduled use of School Property.*

19. **Application Fee.** Permittee must pay a \$50 non-refundable application fee, due with Permittee's submission of the Facilities Use Permit Application.

20. **Permit Fees.** Any Permittee not exempt under the Civic Center Act will be charged for the use of School Property the fee rates in effect at the time

of the use, as set forth in the Schedule of Fees, available from the Real Estate Office. For a Permittee qualifying under the Civic Center Act, there will be no charge for the use of School Property when the District custodian is on regular duty, provided that the Property is available and there is adequate time or personnel to cover the event. The Permittee is required to pay for current custodian overtime charges if there is not sufficient time for the custodian to clean and secure the Property within the custodian's regular working shift. The Permittee is required to pay for custodian overtime charges during any times and dates other than the custodian's regular work schedule for the Property. Full payment of any applicable Permit Fee is due no later than 15 business days prior to the first requested date of use. If a Permittee's check is returned due to insufficient funds, Permittee must submit payment via cashier's check or money order plus an additional \$50 for each returned check, or the District may terminate the Permit pursuant to Section 10 ("Termination"). A Permittee whose check is returned for insufficient funds may be required, for future use, to submit payment via cashier's check or money order.

21. **Fee for Cancellation/Change.** If Permittee decides, for whatever reason, not to use the Property as detailed in the Permit—including without limitation change of dates, change of use, or cancellation—Permittee must give written notice of such change(s) to the Real Estate Office at least 5 business days prior to the first requested use date. Permittee shall be responsible for any additional charges resulting from change of date or use, if approved. In the event of Permittee cancellation, District will refund Permit Fees upon written request by Permittee as follows. For cancellation at least 10 business days prior to the first requested use date, District will refund Permit Fees minus a 15% cancellation fee. For cancellation at least 5 business days prior to the first requested use date, District will refund Permit Fees minus a 30% cancellation fee. For cancellation less than 5 business days prior to the first requested use date, no refund will be issued. Notwithstanding the above, if Permittee owes an outstanding balance to District, any applicable refund shall be applied first to pay off such balance, with any remainder issued to Permittee at the end of the fiscal year.

22. **Additional Fees.** Permittee shall be responsible for any additional fees incurred if Permittee's actual use of the School Property goes beyond the use and schedule approved in the Permit.

23. **Permit Application Process; Validity of Approved Permit.** All arrangements for use of School Property must be made to the satisfaction of the Superintendent/designee, and are subject to the requirements detailed in this Permit Application, District policies, and California Education Code. A complete Facilities Use Permit Application—with all pages, signatures, required attachments, applicable fees, and insurance documentation—must be received by the Real Estate Office before it will be considered for approval. Failure to meet application requirements may result in delay/denial of the Application. A complete Application must be submitted to the Real Estate Office at least 20 business days prior to the first requested use date. In no event will the Real Estate Office accept any Application that is submitted less than 3 business days prior to the first use date. The Real Estate Office may not approve permits for an Applicant/Permittee with an outstanding balance. *An approved Permit is only valid when signed by the Real Estate Office and with all pages and required attachments.*

24. **Permittee Affirmation and Signature.** As the Applicant/Permittee for this Permit, I attest that I have read, understood and agree to be bound by the requirements herein for the use of the designated School Property, if this Permit Application is approved by SFUSD.

Signature of Applicant/Permittee *DATE*
Nobuyuki Aoyagi, Director *May 9, 2014*
San Francisco Japanese School
Name and Title of Applicant/Permittee
Name of Organization of Applicant/Permittee

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 SFUSD Facilities Use Permit Application Page 5 of 5

GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix:H

TERMS & CONDITIONS OF THE FACILITIES USE PERMIT

1. **Site Principal.** The site principal has full authority and responsibility for supervision and management of School Property at all times.

2. **Public School Purposes Are Primary.** Use of School Property shall be primarily for public school purposes, and consistent with Cal. Education Code 38130-38138. Any use of the Property for other than a public school purpose shall be secondary and subordinate to this primary purpose. School Property shall not be available to non-school organizations on such occasions or during such hours as have been scheduled in advance by the school principal for school exercises or functions in connection with school activities. The District may terminate any Permit where conflicting dates have resulted or where need of the Property for public school purposes has subsequently developed. The District may terminate any Permit at any time upon provision of written notice pursuant to Section 10 ("Termination").

3. **Definitions.** "Applicant/Permittee" or either of these terms used individually, as used herein shall refer to the party that completed the Permit Application, any representative of such party. Applicant/Permittee shall be legally bound by the Permit if it is approved by the District and fully executed.

"Facilities Use Permit Application," "Permit Application," "Permit," and "Application" as used herein shall refer to the Permit Application completed by the Applicant/Permittee, and shall also refer to the Permit which shall be legally binding on the parties if approved by SFUSD and fully executed.

"School Property" or "Property" as used herein shall refer to the School Property listed in this Permit and shall include without limitation all buildings, grounds, appurtenances, furnishings and equipment therein/thereon.

"SFUSD" and "District" as used herein shall refer to the San Francisco Unified School District.

4. **Use of School Mail, Telephone, Storage is Prohibited.** The school site whose Property Permittee requests to use assumes no responsibility for Permittee's mail. Use of school mail or telephone by Permittee is prohibited. Storage of personal and/or organizational supplies or equipment by Permittee on School Property is prohibited.

5. **Access to School Property; District Custodian.** After a Permit is approved, the Real Estate Office will work with the Custodial Dept. to assign a District custodian to open the School Property. Opening of the School Property for use will be dependent upon Permittee showing a valid, approved Permit to the custodian. The custodian will be on duty during Permittee's time of usage, will be in charge of the School Property during that time, and will secure the Property after such use. The custodian is empowered to enforce the rules applicable to Permittee's use of the Property. Permittee shall cooperate with requests and orders from the custodian, or other District representative, regarding compliance with the requirements of the Permit and applicable rules. The custodian is required to report any violations or attempted violations to the principal and/or custodial supervisor. Whenever the District has reason to believe that Permittee has violated applicable rules regarding use of the School Property, the Permit may be terminated pursuant to Section 10 ("Termination"), and the violation may constitute grounds for denial of further use of School Property.

6. **Furniture, Equipment and Systems.** Permittee shall not remove or displace District furniture, equipment, or apparatuses. Permittee shall not use District computers, computer equipment, or network systems at any time. Only SFUSD employees may use District computers, computer equipment, or network systems. Permittee shall not staple or attach any item to walls, draperies or curtains. Except as approved in the Permit, or by the school principal at the time of use, Permittee shall not: (i) change or manipulate any School Property systems or controls, including without limitation stage or stage equipment controls, or (ii) use District audio/visual or related equipment. A Permittee that wishes to use District audio/visual or related equipment which may require an operator (including without limitation motion picture projectors, public-address systems, scoreboards, and lighting or sound control boards) shall submit Addendum E ("Audio/Visual Equipment Services Contract"). Approval and additional fees will apply. Kitchen use

requires prior written approval of Student Nutrition Services, (415) 749-3604, and Permittee must submit Addendum C "Application for Use of Kitchen." Additional fees and terms will apply.

7. **Use Pursuant to Approved Permit Only.** District restricts access to the School Property except those areas designated for Permittee's use in the approved Permit. Neither the custodian, nor any school representative other than the principal, has the authority to allow Permittee to use any equipment, room or facilities that are not designated on the approved Permit. Permittee shall notify the Real Estate Office of any departure from the approved Permit that is allowed by the school principal by providing the Real Estate Office with a copy of the Permit showing handwritten revisions initiated by the principal. Permittee is responsible for additional charges resulting from change of use, per Section 21 ("Fee for Cancellation/Change").

8. **Use of Designated Entrance/Exit and Restrooms Only.** District restricts access to all exits, entrances, and restrooms, in or on the School Property except those designated for Permittee's use by the Principal or Custodian.

9. **Prohibited Activities; Compliance.** No food or beverages will be allowed for sale or use on or in School Property without the prior approval of SFUSD. The following are prohibited on and in School Property: Smoking; possession or being under the influence of alcohol, intoxicants or narcotics; possession of a firearm or other weapon; possession of a dangerous substance including but not limited to flammable, explosive or otherwise hazardous materials; fighting, assault, or battery; gambling; or other conduct that poses a threat to the health or safety of self or others, or of property damage, at the sole discretion of the District. Permittee shall comply with all Permit requirements, applicable rules and laws in its use of the School Property. District reserves the right to add further requirements depending upon Permittee's requested use. Violation of Permit requirements or other applicable rules or laws by Permittee or any invitee or guest of Permittee shall constitute cause for termination of this Permit pursuant to Section 10 ("Termination") at the District's sole discretion. Such violation may also constitute grounds for denial of further use of School Property.

10. **Termination.** The District will have the option, in its sole discretion, to terminate this Permit at any time before or during the term hereof, for cause as provided in Section 9 ("Prohibited Activities; Compliance"), due to an emergency pursuant to Section 11 ("Termination Due to Emergency") or pursuant to Section 2 ("Public School Purposes Are Primary"). In the event of any termination, the District will provide written notice to Permittee. If use is already in progress, the notice will specify the date on which termination will become effective. A termination may be effective immediately. Permittee shall fully vacate the School Property on or before the effective date of termination. If District terminates a Permit pursuant to Section 11 ("Termination Due to Emergency") or Section 2 ("Public School Purposes Are Primary"), the District will refund the unused portion of any permit fee paid by Permittee. If District terminates for cause pursuant to Section 9 ("Prohibited Activities; Compliance"), Permittee will not be refunded any fees.

11. **Termination Due to Emergency.** The District may terminate any Permit pursuant to Section 10 ("Termination") in the event of an emergency situation including without limitation a natural disaster such as flood, earthquake or fire, or a health, sanitation, or safety issue such as a gas leak, plumbing or water main breach, pest infestation, or other such emergency, as determined by the District in its sole discretion.

12. **Security.** Permittee shall be responsible to protect School Property, and Permittee's participants, personnel and personal property associated with its events/activities held on School Property. The Real Estate Office or principal may require security and/or police protection for any event/activity. If so required, Permittee must submit Addendum B ("Security Contract") for District security (T10), or a private security contract if District security is not available or private security is preferred. Private security contracts require Real Estate Office approval. Permittee shall be responsible for all security/police costs.

13. **Attachments.** Any attachments required by the Real Estate Office are

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GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix: I



GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

TERMS & CONDITIONS OF THE FACILITIES USE PERMIT

1. **Site Principal.** The site principal has full authority and responsibility for supervision and management of School Property at all times.

2. **Public School Purposes Are Primary.** Use of School Property shall be primarily for public school purposes, and consistent with Cal. Education Code 38130-38138. Any use of the Property for other than a public school purpose shall be secondary and subordinate to this primary purpose. School Property shall not be available to non-school organizations on such occasions or during such hours as have been scheduled in advance by the school principal for school exercises or functions in connection with school activities. The District may terminate any Permit where conflicting dates have resulted or where need of the Property for public school purposes has subsequently developed. The District may terminate any Permit at any time upon provision of written notice pursuant to Section 10 ("Termination").

3. **Definitions.** "Applicant/Permittee" or either of these terms used individually, as used herein shall refer to the party that completed the Permit Application, any representative of such party. Applicant/Permittee shall be legally bound by the Permit if it is approved by the District and fully executed.

"Facilities Use Permit Application," "Permit Application," "Permit," and "Application" as used herein shall refer to the Permit Application completed by the Applicant/Permittee, and shall also refer to the Permit which shall be legally binding on the parties if approved by SFUSD and fully executed.

"School Property" or "Property" as used in herein shall refer to the School Property listed in this Permit and shall include without limitation all buildings, grounds, appurtenances, furnishings and equipment therein/thereon.

"SFUSD" and "District" as used herein shall refer to the San Francisco Unified School District.

4. **Use of School Mail, Telephone, Storage is Prohibited.** The school site whose Property Permittee requests to use assumes no responsibility for Permittee's mail. Use of school mail or telephone by Permittee is prohibited. Storage of personal and/or organizational supplies or equipment by Permittee on School Property is prohibited.

5. **Access to School Property; District Custodian.** After a Permit is approved, the Real Estate Office will work with the Custodial Dept. to assign a District custodian to open the School Property. Opening of the School Property for use will be dependent upon Permittee showing a valid, approved Permit to the custodian. The custodian will be on duty during Permittee's time of usage, will be in charge of the School Property during that time, and will secure the Property after such use. The custodian is empowered to enforce the rules applicable to Permittee's use of the Property. Permittee shall cooperate with requests and orders from the custodian, or other District representative, regarding compliance with the requirements of the Permit and applicable rules. The custodian is required to report any violations or attempted violations to the principal and/or custodial supervisor. Whenever the District has reason to believe that Permittee has violated applicable rules regarding use of the School Property, the Permit may be terminated pursuant to Section 10 ("Termination"), and the violation may constitute grounds for denial of further use of School Property.

6. **Furniture, Equipment and Systems.** Permittee shall not remove or displace District furniture, equipment, or apparatuses. Permittee shall not use District computers, computer equipment, or network systems at any time. Only SFUSD employees may use District computers, computer equipment, or network systems. Permittee shall not staple or attach any item to walls, draperies or curtains. Except as approved in the Permit, or by the school principal at the time of use, Permittee shall not: (i) change or manipulate any School Property systems or controls, including without limitation stage or stage equipment controls, or (ii) use District audio/visual or related equipment. A Permittee that wishes to use District audio/visual or related equipment which may require an operator (including without limitation motion picture projectors, public-address systems, scoreboards, and lighting or sound control boards) shall submit Addendum E ("Audio/Visual Equipment Services Contract"). Approval and additional fees will apply. Kitchen use

requires prior written approval of Student Nutrition Services, (415) 749-3604, and Permittee must submit Addendum C "Application for Use of Kitchen." Additional fees and terms will apply.

7. **Use Pursuant to Approved Permit Only.** District restricts access to the School Property except those areas designated for Permittee's use in the approved Permit. Neither the custodian, nor any school representative other than the principal, has the authority to allow Permittee to use any equipment, room or facilities that are not designated on the approved Permit. Permittee shall notify the Real Estate Office of any departure from the approved Permit that is allowed by the school principal by providing the Real Estate Office with a copy of the Permit showing handwritten revisions initiated by the principal. Permittee is responsible for additional charges resulting from change of use, per Section 21 ("Fee for Cancellation/Change").

8. **Use of Designated Entrance/Exit and Restrooms Only.** District restricts access to all exits, entrances, and restrooms, in or on the School Property except those designated for Permittee's use by the Principal or Custodian.

9. **Prohibited Activities; Compliance.** No food or beverages will be allowed for sale or use on or in School Property without the prior approval of SFUSD. The following are prohibited on and in School Property: Smoking; possession or being under the influence of alcohol, intoxicants or narcotics; possession of a firearm or other weapon; possession of a dangerous substance including but not limited to flammable, explosive or otherwise hazardous materials; fighting, assault, or battery; gambling; or other conduct that poses a threat to the health or safety of self or others, or of property damage, at the sole discretion of the District. Permittee shall comply with all Permit requirements, applicable rules and laws in its use of the School Property. District reserves the right to add further requirements depending upon Permittee's requested use. Violation of Permit requirements or other applicable rules or laws by Permittee or any invitee or guest of Permittee shall constitute cause for termination of this Permit pursuant to Section 10 ("Termination") at the District's sole discretion. Such violation may also constitute grounds for denial of further use of School Property.

10. **Termination.** The District will have the option, in its sole discretion, to terminate this Permit at any time before or during the term hereof, for cause as provided in Section 9 ("Prohibited Activities; Compliance"), due to an emergency pursuant to Section 11 ("Termination Due to Emergency") or pursuant to Section 2 ("Public School Purposes Are Primary"). In the event of any termination, the District will provide written notice to Permittee. If use is already in progress, the notice will specify the date on which termination will become effective. A termination may be effective immediately. Permittee shall fully vacate the School Property on or before the effective date of termination. If District terminates a Permit pursuant to Section 11 ("Termination Due to Emergency") or Section 2 ("Public School Purposes Are Primary"), the District will refund the unused portion of any permit fee paid by Permittee. If District terminates for cause pursuant to Section 9 ("Prohibited Activities; Compliance"), Permittee will not be refunded any fees.

11. **Termination Due to Emergency.** The District may terminate any Permit pursuant to Section 10 ("Termination") in the event of an emergency situation including without limitation a natural disaster such as flood, earthquake or fire, or a health, sanitation, or safety issue such as a gas leak, plumbing or water main breach, pest infestation, or other such emergency, as determined by the District in its sole discretion.

12. **Security.** Permittee shall be responsible to protect School Property, and Permittee's participants, personnel and personal property associated with its events/activities held on School Property. The Real Estate Office or principal may require security and/or police protection for any event/activity. If so required, Permittee must submit Addendum B ("Security Contract") for District security (T10), or a private security contract if District security is not available or private security is preferred. Private security contracts require Real Estate Office approval. Permittee shall be responsible for all security/police costs.

13. **Attachments.** Any attachments required by the Real Estate Office are

NOTE: A complete Facilities Use Permit Application—with all pages, signatures, required attachments, applicable fees, and insurance documents—must be received by the Real Estate Office before it will be considered for approval. Failure to meet application requirements may result in delay/denial of the application. An approved Permit is only valid when signed by the Real Estate Office and with all pages and required attachments. For Approved Permits: EMERGENCY NUMBER IF UNABLE TO GAIN ACCESS TO BUILDING: 415.895.5865

SFUSD Facilities Use Permit Application

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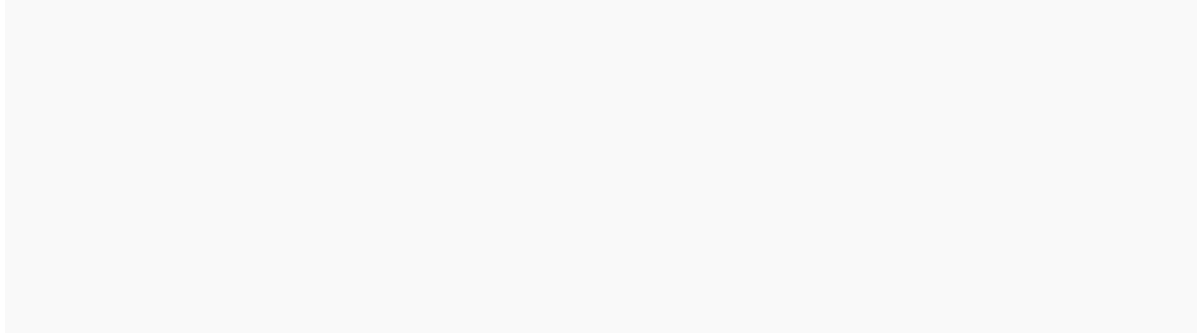
GENTRIFICATION AND DISPLACEMENT IN SAN FRANCISCO

Appendix J:

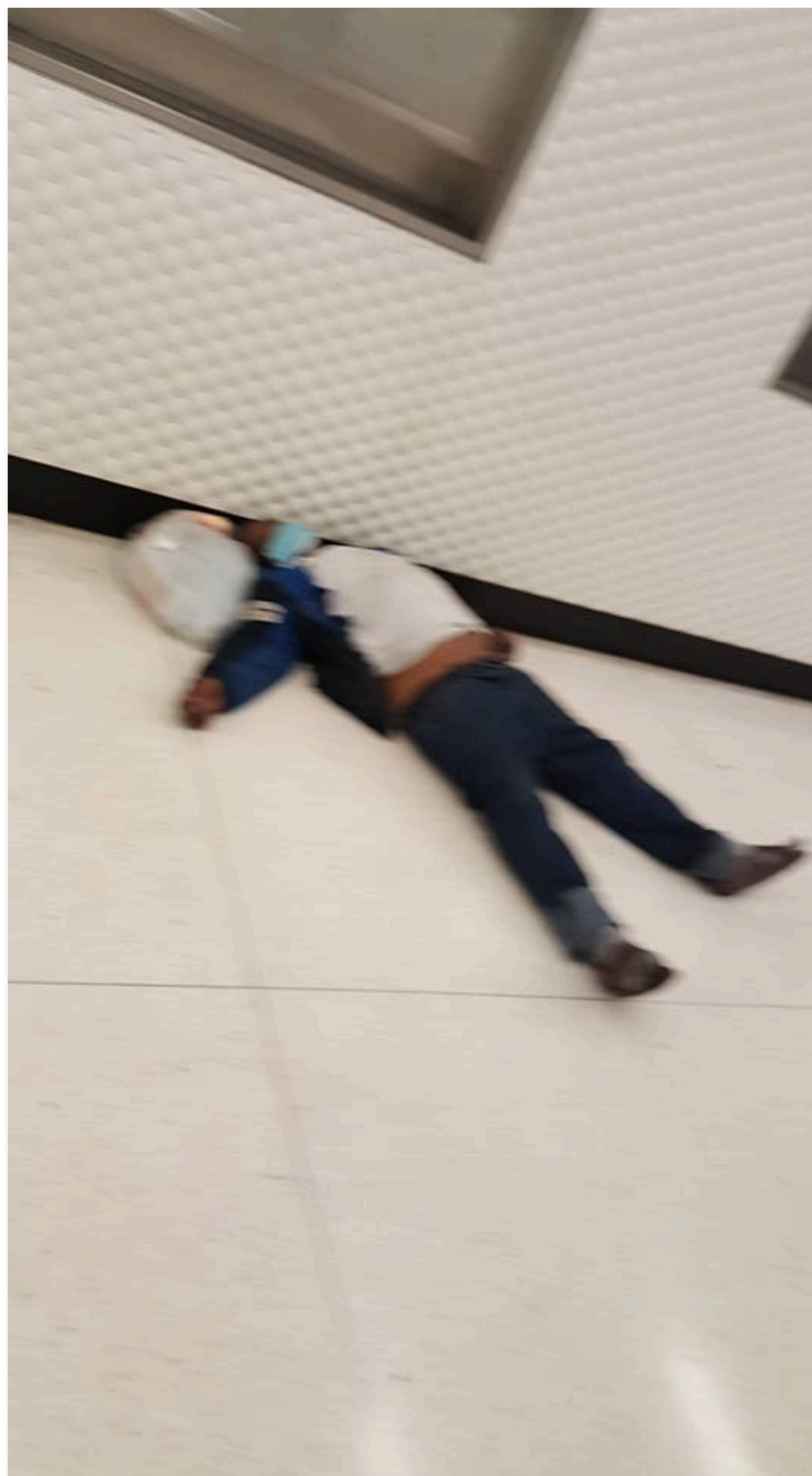
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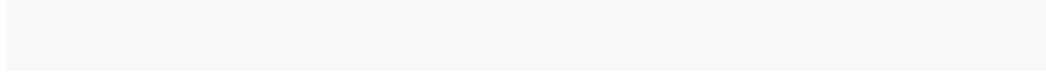
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