

OAKLAND UNIFIED SCHOOL DISTRICT

ASSET MANAGEMENT REPORT

SEPTEMBER 2021

EXECUTIVE SUMMARY

In accordance with [Oakland Unified School District's \(OUSD\) 2021-24 Strategic Plan](#) and the [Asset Management Policy](#) approved by the Board of Education, this Asset Management Report provides the current facilities information needed and asset management information needed to guide the OUSD Board of Education to make future policy and decisions about using our facilities assets.

Oakland Unified School District (OUSD) owns and operates 6,000,000 square feet in 1,000 buildings across 108 sites. OUSD uses its facilities to educate 35,000 students attending district-run schools, and 6,300 more students attending charter schools. Additionally, OUSD facilities are used to house 4,500 educators, staffers and administrators.

This report begins by stating the goals and values from the 2021-24 Strategic Plan and by outlining the guiding principles from the OUSD Asset Management Policy that drive the analysis and synthesis for asset management.

The following section of the report continues the work initially started with the [2020 Facilities Master Plan](#) that measured and documented every school site owned by the district. The facilities data collected during that master planning effort created the baseline for an exhaustive ground truthing site survey of existing facilities done in 2020 by internal OUSD RAD staff; and the development of an internal facilities database used for daily operations, and long term strategic planning. Facilities utilization and enrollment data were also used in development of this work.

The report continues by examining how the classroom space at each facilities site is being used. Utilization is a measure of how well a school site is being used. Determining utilization is an important step of the asset optimization process because it indicates whether or not a school site has underutilized classrooms that may be used for additional students or programs.

The next section includes a description of the process the District takes to identify if any property is not needed for educational purposes and the options available to the district for disposition of the property for revenue generation.

The final section outlines the benefits and necessary steps the District should take before embarking on any Workforce Housing projects. In addition, per OUSD Housing Policy 7351, this section includes initial real estate information on vacant property and property identified previously by the Board.

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GUIDING PRINCIPLES

The goals of this asset management plan are derived from the 2021-24 Strategic Plan and the Board Policy 7350.

[Oakland Unified School District's \(OUSD\) 2021-24 Strategic Plan](#)

[Asset Management Policy](#)

2021-24 STRATEGIC PLAN GOALS

The goal of OUSD’s strategic vision is to create “a Full Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.” To this end, school facilities must not only be high quality learning environments, but also support a variety of wrap-around services and community-based activities.

The goals of the 2021-24 Strategic Plan are aligned with the OUSD LCAP Goals. The LCAP goals outline the outcomes we are striving for in all of our OUSD schools and should also guide how the District makes decisions to use our facilities assets.

LCAP Goal 1: All students graduate college, career, and community ready.

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.

Initiative 3 in the 2021-24 Strategic Plan is to Create Joyful Schools. Included in this initiative is a focus area on ensuring inspiring learning environments. This includes, facilitating joyful learning spaces from home to school; designing classrooms, learning spaces, and opportunities that value joy and multiple ways of thinking and being; providing spaces for the community to gather and celebrate each other; and expanding outdoor spaces for youth.

ASSET MANAGEMENT POLICY 7350

Guiding Principle

In alignment with the district’s strategic plan, “the physical assets of the Oakland Unified School District shall be managed and maintained as a system to provide safe, secure, healthy, and technology ready learning environments for students in Oakland’s publicly funded schools. The district shall also use its properties to realize unrestricted revenue to support programs and services for district students.”

The policy defines the students whom OUSD is responsible for providing safe, secure and positive learning environments, including: 1) students enrolled in schools operated by the District, 2) students with special needs, 3) students enrolled in charter schools authorized by the District and, 4) students enrolled in charter schools authorized by the County or the State.

Priority Order for Use of Property

The Asset Management Policy also states the priority order for how we use our facilities assets.

- 1. Manage Assets as a System** – OUSD’s portfolio of physical assets consist of 108 sites [updated number in 2021] across the city of Oakland, California. In order to achieve the goals of this asset management plan, the district’s physical assets should be managed as a holistic system.
- 2. Provide Safe, Secure, Healthy, and Technology Ready Schools** – In accordance with OUSD’s strategic plan, the district’s physical assets should support the delivery of quality education programs by providing safe, secure, healthy, and technology ready learning environments.
- 3. Use Properties to Realize Unrestricted Revenues** – Appropriate OUSD facilities should be made available for the district to use to generate unrestricted revenue that will support programs and services for district students.
- 4. Develop Classroom Loading Model** – In order to establish a baseline understanding of classroom utilization and site capacity, a classroom loading formula is needed to define a recommended number of students per classroom for various OUSD programs.
- 5. Reduce Portable Classrooms** – Develop a comprehensive plan to define the appropriate number of portables that should be operated by the district in order to provide classroom spaces in alignment with the district’s education...

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CURRENT FACILITIES

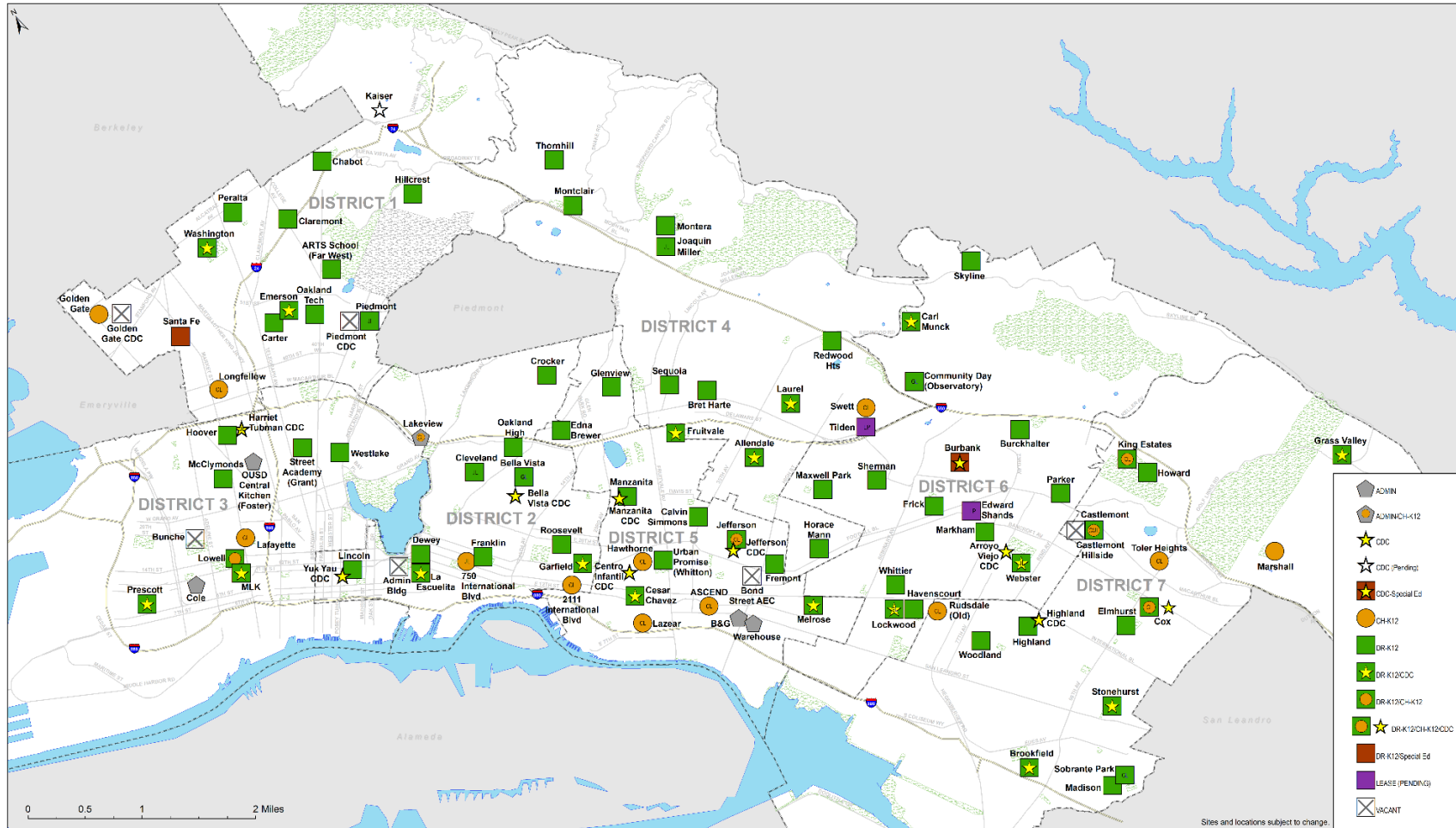
In 2021-22, OUSD operates 80 K-12 district-run, 16 charter, and 28 early child education programs on 102 instructional school sites across Oakland. An additional six sites are used for administrative uses, and buildings and grounds operations.

[OUSD Rooms Dashboard](#)

[OUSD Leases Dashboard](#)



2021-22: 108 OUSD District-Owned Sites



DR=District-Run; CH=Charter; CDC=Child Development Center (P/K)
Leases: CL=Charter Lease; C/GL=Charter/Ground Lease; C/JL=Charter/Joint Lease; GL=Ground Lease; JL=Joint Lease; LP=Lease Pending

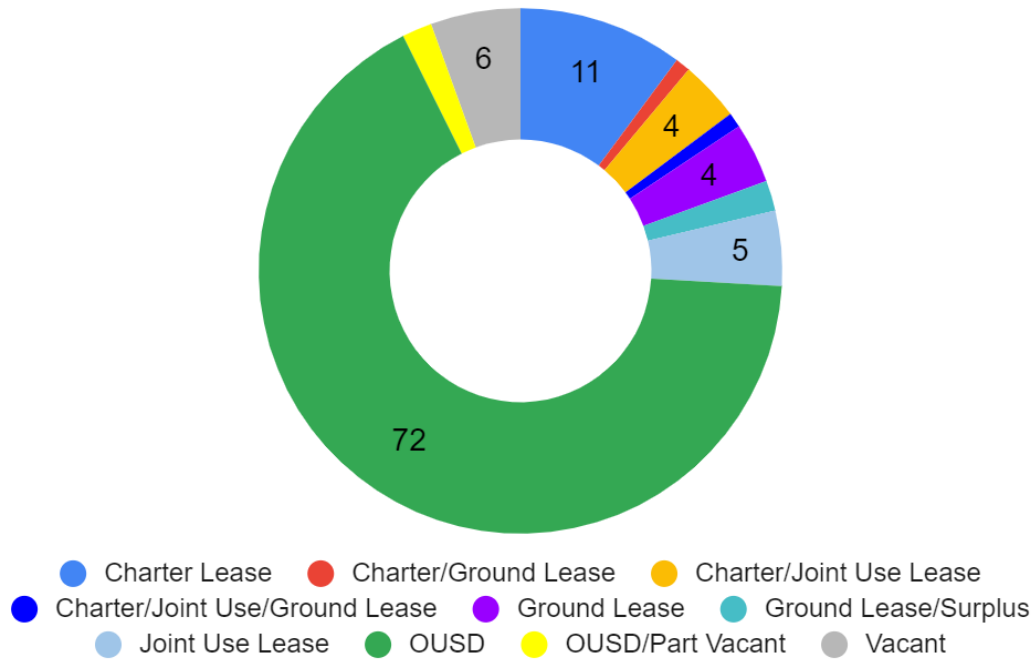
Sites and locations subject to change.

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CURRENT SCHOOL FACILITIES

OUSD currently owns 108 sites across Oakland. One-third (72) of these sites are held exclusively for OUSD district-run K-12 instructional use. The remaining sites are leased exclusively to charter schools (11); undergoing surplus redevelopment (2); or under a combination of charter, joint use and /or ground lease (15); while the remaining 8 are either partially or completely vacant.

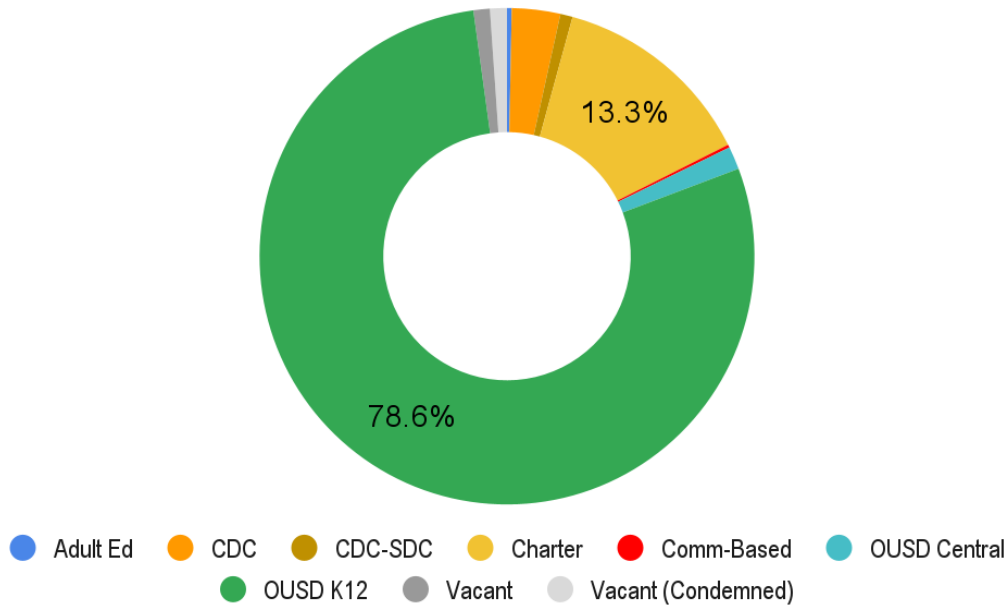
OUSD Owned Sites (108): Tenancy



The District has 2,871 rooms designed as classrooms across 102 instructional sites. 2,621 (91%) classrooms are measured at 600 square feet or greater. Of these, 79% (2,059) are held for use by OUSD K-12, and 13% (349) by charter schools. The remaining classrooms are held for use by OUSD Child Development Centers (CDCs) (1%/21), and adult education (0.3%/8), community-based organizations (0.2%/5), OUSD central office (39/1%), and the balance remain vacant and/or condemned (2%/57).

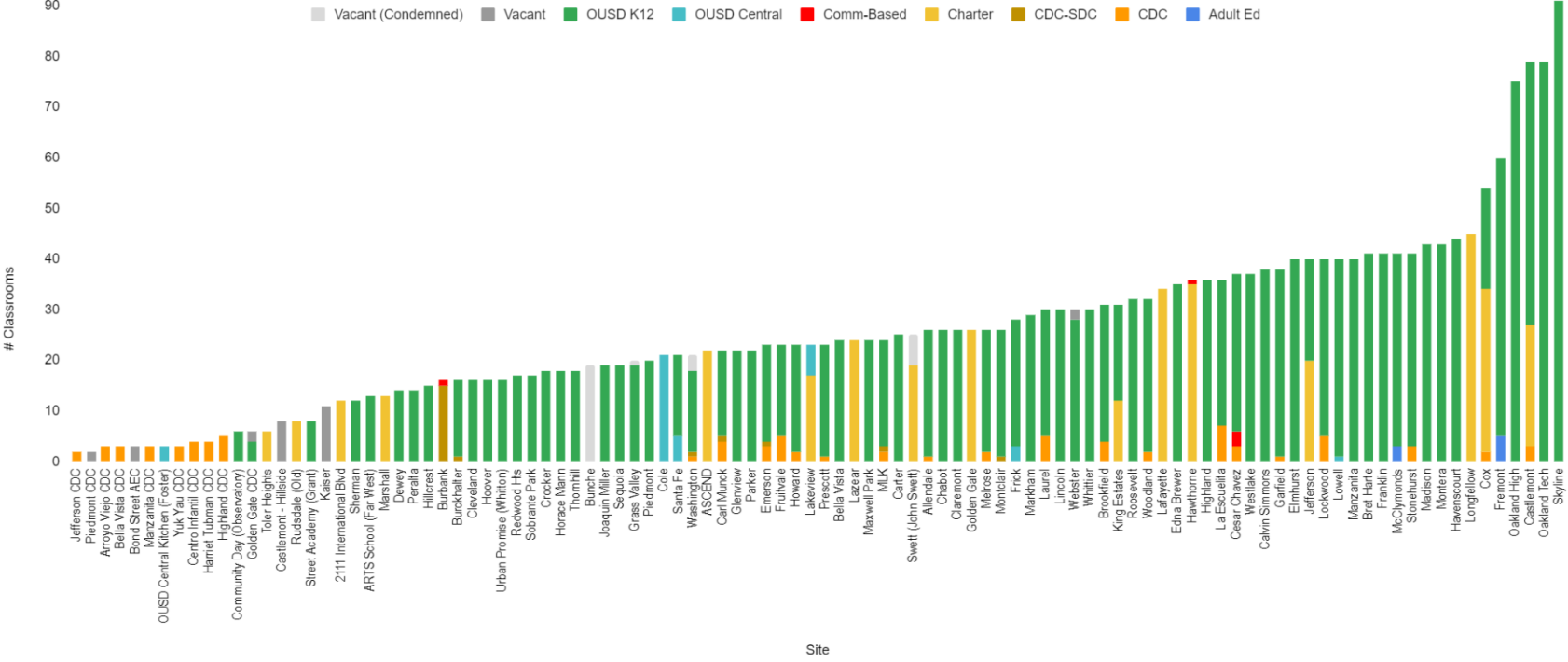
Classrooms: Tenancy

Classrooms 600 sq ft or greater



OUSD Classrooms: Tenancy by Site

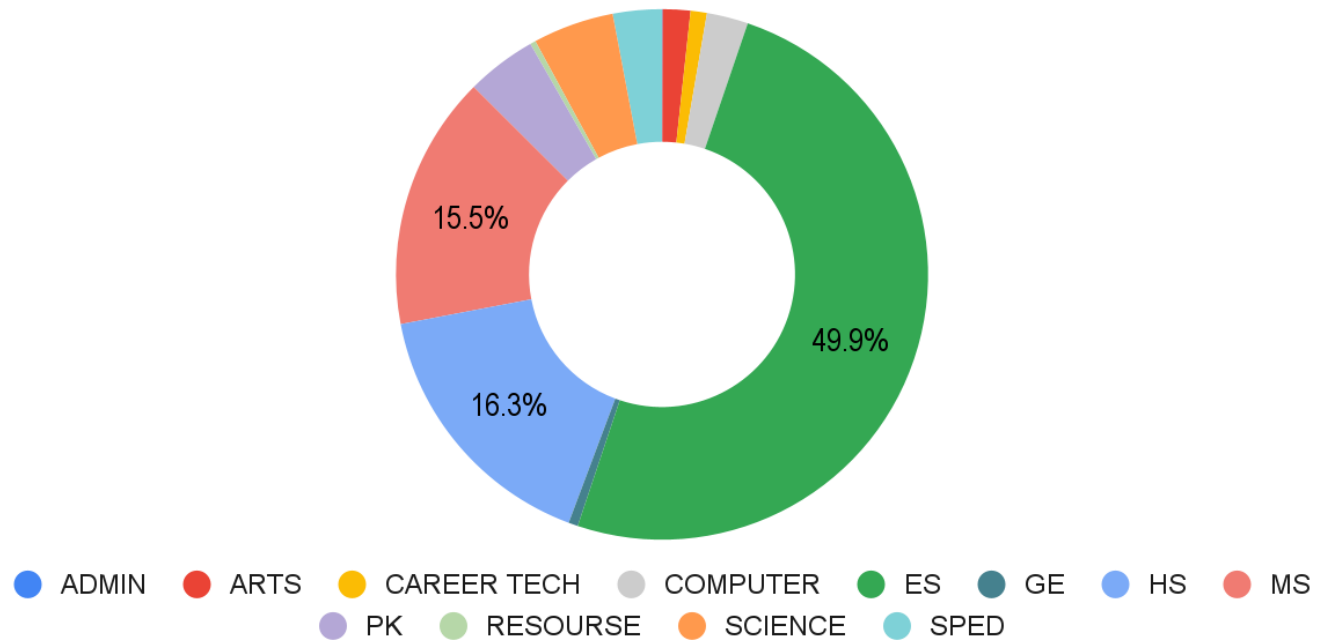
Classrooms 600 sq ft or larger



Of the OUSD district-run classrooms 600 square feet or larger, 50% (1,308) are designed for elementary instruction; 15% (406) for middle school instruction; and 16% (427) for high school instruction. The remaining classrooms are designed for science (5%/129); pre-K (4%/112); special education (3%/78); computer (3%/66); arts (2%/44); career tech (1%/26); and, general education (1%/25).

Classrooms: Program Design

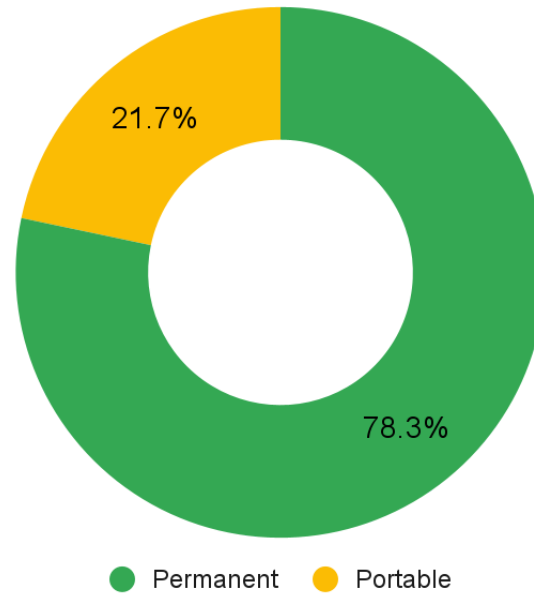
Classrooms 600 sq ft or greater



78% of OUSD's 2,621 classrooms 600 square feet or larger are in permanent buildings. 22% are in portables.

Classrooms: Permanent vs Portable

Classrooms 600 sq ft or greater



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FACILITIES MASTER PLAN AND FACILITIES OPERATIONS

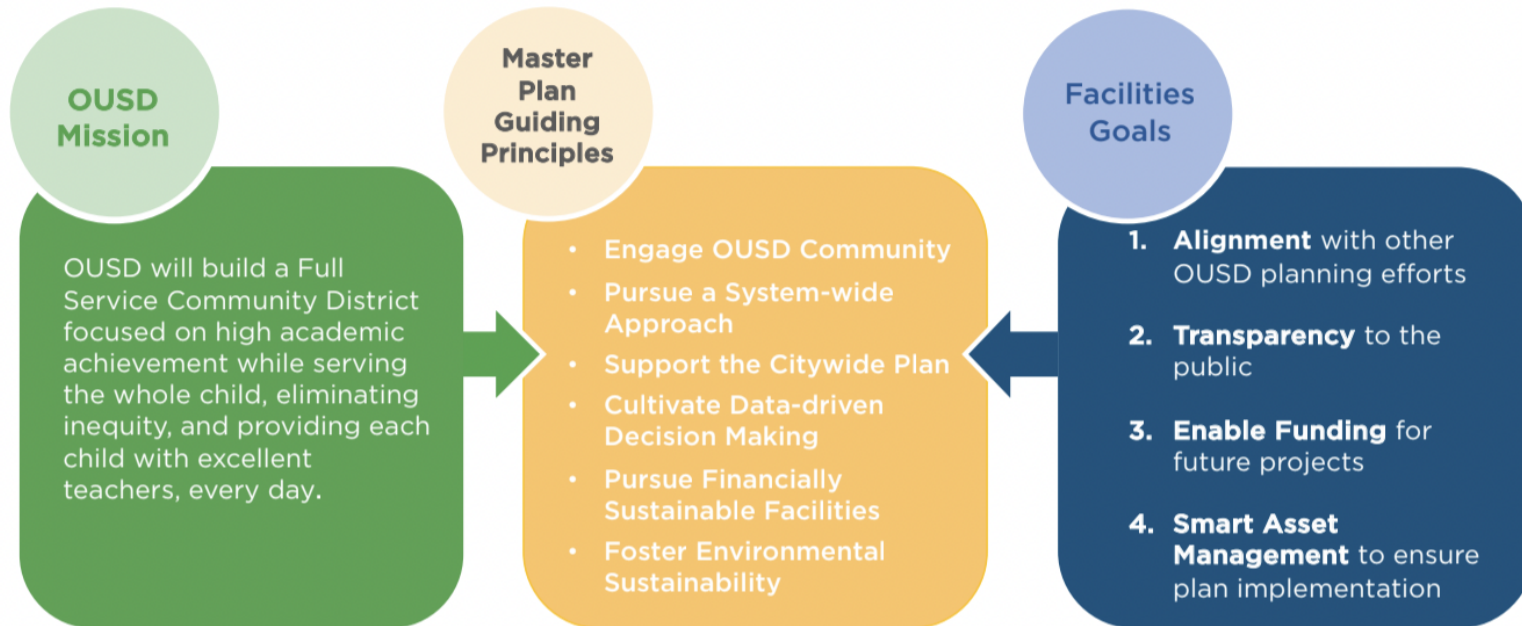
Goals for ensuring all OUSD facilities are joyful learning environments and are maintained and fully operational.

[OUSD 2020 Facilities Master Plan](#)

[Deferred Maintenance Plan](#)

FACILITIES MASTER PLAN GUIDING PRINCIPLES

The Facilities Master Plan Guiding Principles are rooted in the OUSD Mission and the OUSD Facilities Department Goals.



The Facilities Master Plan sets forth guiding principles that will allow OUSD to address needs of existing facilities while also providing the ability for the district to adapt to changing conditions across the city. The principles are also useful in considering how to use the assets we own as a District.

Engage the OUSD Community

- Be trusted partners by developing plans in consultation with students, principals, teachers, parents and neighborhood communities.

Support the Community of Schools Citywide Plan

- Ensure that all Oakland students have access to high-quality, publicly-funded schools
- Ensure that schools are located where high-quality options are needed most
- Provide a fiscally sound number of schools in proportion with OUSD's student population
- Leverage vacant, underutilized, and surplus properties and employ facility use agreements with aligned partners

Pursue a System-Wide Approach

- Manage district assets as a network of schools across the entire OUSD system
- Develop facility strategies that meet the needs of OUSD and its partners, including the Charter Office and other educational program providers

Cultivate Data-Driven Decision Making

- Maintain accurate and comprehensive data regarding facilities and site use
- Apply metrics uniformly across the whole OUSD system
- Be transparent with how data is used and how it informs decision making

Pursue Financially Sustainable Facilities

- Employ efficient and effective spending practices that meet both short- and long- term district goals

Foster Environmental Sustainability

- Reduce energy consumption and waste, wherever possible
- Incorporate energy generation and storage into planning efforts
- Follow nationally recognized design guidelines for sustainable and healthy buildings and grounds such as the Collaboration for High Performing Schools (CHPS)
- Develop child-friendly green infrastructure on school grounds to strengthen environmental resilience
- Plant shade trees to improve campus microclimates and air quality
- Reduce pavement to capture, infiltrate, and treat stormwater onsite
- Create wildlife habitats using native plants

FACILITY ONGOING OPERATIONS AND MAINTENANCE

It is important to also consider the operations and maintenance costs for facilities when making decisions on how to use space. The total cost for maintenance and operating costs for the 108 facilities that the district owns is \$49,248,765. This total cost includes Custodial Services (\$19,413,530), Buildings and Grounds (\$18,752,233), Insurance (\$2,995,719), and Districtwide Utilities [including waste management disposal and recycling, gas/heating/electricity and water/sewage] (\$8,087,283). The total operations and maintenance cost is \$7.98 cost per square footage for all our facilities.

Opening any new programs or facilities for district programming also needs to take into account the additional amount of operations and maintenance cost that would be included.

The District School Board adopted a Deferred Maintenance Plan in February 2020. For many years, and specifically during the economic downturn prior to 2014-15, the District did not fund the [Deferred Maintenance Plan](#) until 2018-19 where a one-time allocation of \$4.7M was provided. The Deferred Maintenance plan was intended to support all schools as the lack of historical funding impacted our ability to support our schools. The District is now in a position to have a \$5M annual budget, as currently planned to support the continued efforts of our deferred maintenance plan.

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Utilization

Utilization is a measure of how well a school site is being used. Determining utilization is an important step of the asset optimization process because it indicates whether or not a school site has underutilized classrooms that may be used for additional students or programs.

Utilization Dashboard [Forthcoming, Nov, 2021]

MEASURING SITE UTILIZATION

OUSD is a full service community school district; classrooms are used as instructional spaces, but also serve as spaces to provide a range of support for students. There are several specific programs serving K-12 students that need space at our school sites including those that serve students with disabilities, newcomers and English Language learner students, charter students, along with the young adult program, pre-k programs, adult education, family literacy, partner programs including county programs, and central office operations.

Utilization captures the number of classrooms that schools and programs are entitled to compared to the total number of classrooms at a given school site. Site utilization cannot indicate whether a school is over or under enrolled, but the classroom utilization rate does indicate how many classrooms could be filled with additional students or other programs. For example, a school may be fully utilizing all of the available classrooms (e.g. there is a full-time teacher in each classroom), but the number of students in each of those classrooms may not reach the class size limit and may have room to expand enrollment. OUSD has some schools that are overutilized and others that are underutilized. Increasing the district's utilization rate is critical for true asset optimization.

UTILIZATION FORMULA

In order to effectively manage District facilities, it is critical that OUSD has a standardized facility utilization formula as a means to assess the use of District buildings.

The goals of the utilization formula are to 1) ensure space needs of all students are equitably accounted for in a community schools context, 2) provide a single way to assess space in OUSD facilities for all planning purposes, 3) integrate updated ground truthing data from RAD, and 4) ensure the formula works equitably in a district-wide context and doesn't inequitably impact some sites.

It is important to note that the formula does NOT reflect actual classroom use; schools typically use all classrooms available to them. Rather, the formula indicates a baseline of the minimum expected use for each site. Actual classroom use may be higher based on class size, supplemental programs, and educational models. Additionally, it is important to note that the utilization formula does not determine how much space a charter school is entitled to under Prop 39. State law determines how much space a charter is entitled to - this is based on the average student to classroom ratio of district-run schools. A formula to assess space needs is a starting point to ensure that all schools know that they've been treated fairly and equitably.

Formula to calculate baseline site footprint:

1. Number of classrooms assigned to each district-run school on the site.

- a. Each district-run school is entitled to classrooms based on the following:
 - i. Number of sections during the largest period of the day (according to the Master Schedule), including SDC sections.
 - ii. 2 flex classrooms (for restorative justice, family resource, etc)
 - iii. Minimum of 2 classrooms for non-SDC SPED programming
2. Rooms being used by other OUSD programs: Early Childhood Education (ECE), Adult Education, Family Literacy, Central Office, etc.
3. Rooms being rented by outside programs and/or charter schools

A site's utilization can be obtained by subtracting the baseline site footprint from the total number of classrooms available on the campus that are greater than 599 sq ft. An updated utilization dashboard will replace the previous dashboard in November, 2021.

SCHOOL SITE FEEDBACK

In addition to the formula, there is an Annual School Site Feedback Form to account for space needs that aren't already captured. For example:

- Co-located schools using classrooms as office space
- Community Based Organizations that require classroom space
- Use of full-size classrooms for student and family support services due to lack of small pull-out spaces
- Verify space use by ECE, Central Office, Adult Education, etc.
- Any additional space considerations

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Property Disposition and Revenue Generation

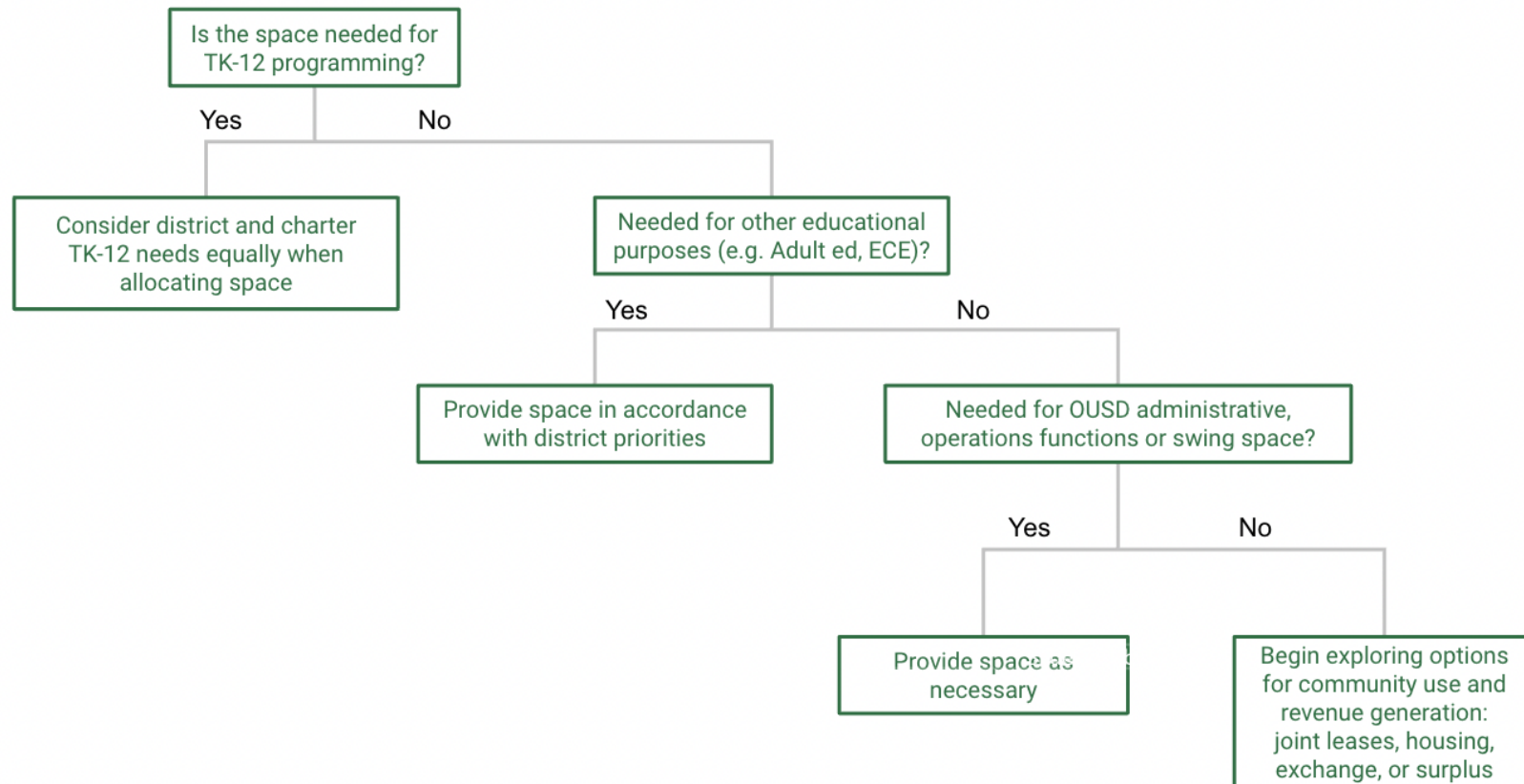
Disposition of certain district owned properties, that are not needed for educational purposes, could allow OUSD to benefit from additional revenue streams while also unloading the costs associated with operating and maintaining vacant and underutilized facilities.

[Lozano Smith Surplus Property Checklist 2021](#)



CONSIDERATIONS FOR USE OF PROPERTY BEFORE DISPOSITION AND REVENUE GENERATION

In considerations of the use of OUSD facilities assets, the District needs to first consider the use for educational purposes. This includes ensuring space for district and charter schools and early childhood and adult education spaces. Any underutilized space remaining can be considered for disposition and revenue generation to support educational programs. All options for revenue generation must follow the guidelines as set by the Educational Code.



PROPERTY DISPOSITION OPTIONS AND CONSIDERATIONS

This section provides a review of basic options for surplus property disposition. Disposition is governed by Education Code requirements and guided by the OUSD *Board Policy 7350*. This policy provides guidance regarding priorities for property use and disposition. It focuses on leasing rather than sale of surplus property, but does not preclude sale upon approval of the Board of Education.

Lease Options--basic options without Surplus Property designation. The District has several options for leasing of buildings or site areas on a short term basis and currently has multiple joint-use leases in place.

1. Joint Lease. For example: leasing to Community-based organization(s). (Ed. Code § 17527)

Disposition through short-term lease (**limited to five years**, with renewals) to organization(s) providing day care, pre-school, faith-based center, community center, health services, etc. is the highest priority for property disposition under current Board Policy. Properties being considered for disposition are typically older buildings, including assemblies of portables. They are often on portions of existing school sites. Finding an organization with a school or community-based mission and funding that could utilize former District sites could be difficult, depending upon the property. The District should anticipate a lower than market rate for the property in this case. Re-use of sites for these types of uses could potentially require zoning change, and could trigger some building code upgrade requirements.

2. Joint Occupancy. For example: long term lease to Community-based organizations, or community-serving private providers. (Ed. Code § 17515)

Disposition thru long-term lease with property development. Up to 99 year lease period allows for amortization of development costs over the longest possible period.

3. Exchange of Property. (Ed. Code § 17536)

Under the Education Code property, once no longer needed for the District's educational, administrative, or operational uses, could be exchanged for an income-producing property (such as, an office building or other property with income generation potential or District use potential). This exchange property could be located anywhere in California, and its net cash flow could be used by the District for either General Fund Expenditures or Capital Fund Expenditures. Note that the likely candidate for an exchange partner would be a developer who could only be expected to close on the exchange when it has received development approvals from the City of Oakland for the developer's desired project on any former school property.

Lease or Sale Options--basic options with Surplus Property designation. (Ed. Code § 17455). The following examples would require the District to follow the process for designation of surplus property, including convening a 7-11 Committee and following all statutory requirements related to property offerings. Sale options are inconsistent with OUSD Board Policy 7350, however they are provided for reference.

4. Leasing for long term community-based organization use or even commercial development.

Surplus property used by community-based organizations providing housing or community support services is more possible given the long lease times allowable after surplusizing the property.

Leasing for commercial use is consistent with Board Policy focus on generation of unrestricted revenues to support District services and educational programs. Many/most potential surplus properties are in residential neighborhoods so commercial (non-housing) development may be more difficult and require zoning changes and potentially building code upgrade requirements.

5. Leasing an entire campus to a school.

Built sites for schools in the Bay Area are highly sought after and likely to provide a premium lease income for a substantial lease period. There are potential political issues with this type of disposition which need to be thoughtfully considered, for example private schools competing with OUSD for students. Income could be used for either General Fund Expenditures or Capital Fund Expenditures. The critical question here would be whether the City would interpret the existing zoning to allow the operation of a non-public school, or if it would require a zone change along with a General Plan Amendment as well.

6. Sale Options: Community-based organizations

With the right site, there may be community-based organizations with development funding that would be interested in purchase of either land + existing buildings or land, after demolition of existing buildings. The sales income received by the District could only be used for Capital Fund Expenditures or one-time General Fund Expenditures.

7. Sale Options: Development for Affordable Housing

With the right site, there may be a non-profit housing developer with interest in an appropriately sized parcel for affordable housing development. The District could partner with a non-profit housing developer who could provide basic pre-development services and guide the entitlements process. Anticipate that this type of arrangement would result in a lower return to the District than a market-rate development, but with potential political benefits. The sales income received by the District could only be used for Capital Fund Expenditures or one-time General Fund Expenditures.

8. Sale Options: Development for Market-rate Housing

It is unknown what the residual value of the land at any of OUSD's vacant or potentially available sites would be without substantial additional analysis involving the retention of a civil engineer to undertake some preliminary lot patterns and development of likely costs for onsite and offsite infrastructure. Proceeds here would likely be only available through a sale reached after at least a year's period of time in order to receive a Tentative Subdivision Map and other project entitlements from the City. The sales income received by the District could only be used for Capital Fund Expenditures or one-time General Fund Expenditures. It could be expected that the neighborhood would be keenly interested in any new development and loss of open space, whether historically used by the neighbors or not.

District Re-purpose: Workforce Housing. (Teacher Housing Act, Health and Safety Code § 53570)

Due to a recent change in the law governing California School Districts, the development of WorkForce or Teacher Housing for District employees is now seen as a legitimate mission of a School District. This means that such a development on land owned by a School District would not necessarily be subject to 7-11 Committee disposition. However, the development of Workforce Housing would be controlled by the City of Oakland's land-use requirements—zoning and building approvals. In addition, it could be expected that neighborhoods could be, at least initially, resistant to any such affordable residential development. There likely would be limited value to be received by the District on disposition of this land for any type of affordable housing, as often the landowner in such a case needs to contribute the land at a base of zero in order for an affordable project to succeed.

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Workforce Housing

Any Workforce Housing Projects pursued by the Board of Education should have a plan that integrates key planning considerations.

[Increasing Housing Opportunities for Unsheltered Students and Families and OUSD Employees Policy](#)

[Workforce Housing Memorandum from Lozano Smith](#)

[Real Estate Report](#)

BENEFITS OF WORKFORCE HOUSING*

The *Learning Policy Institute* published a report in 2017 that focused on the link between housing and teacher retention. Although their report focuses on teachers, OUSD is focused not only on understanding the need for Teacher Housing but rather Workforce Housing for other non-teaching staff as well. Their findings include the following;

1. Teacher attrition is expensive for districts. They found that it costs approximately \$20,000 to replace a teacher, plus the cost of loss of continuity and experience.
2. Teacher attrition is at least partly driven by high local housing costs. They found that 29% of California Districts cite high cost of living as a reason for teacher shortage. Similar data has been captured from OUSD Teacher Retention Surveys.
3. Housing costs have far outpaced salaries in expensive areas. They found in the Bay Area, median rent makes up to 67% teacher salaries.

Another reason many districts are pursuing Workforce Housing is to find alternate revenue generation sources to support funding for educational programs. Many districts, including OUSD, have underutilized and vacant property and they are looking for ways to use these assets to support the workforce and generate revenue for the district. In addition, districts are now allied to use taxpayer funded bonds with voter approval to fund capital projects for workforce housing. There are also Federal and State programs that support the construction of low to moderate income housing. California's SB 1413 and AB 1157 explicitly authorize districts to pursue workforce housing projects which makes it less costly to districts for the projects to be built.

NECESSARY CONDITIONS AND STEPS

Before the District embarks on pursuing a Workforce Housing project there are some key steps that need to be taken.

1. The District needs an understanding of the workforce and their housing needs.
 - a. What population would workforce housing attempt to serve?
 - b. What are the characteristics of a project that the workforce would be interested in?
2. The District needs an understanding of the district's constraints.
 - a. What sites would be available and what physical/legal constraints do they have?
 - b. How would workforce housing fit into the facilities master plan?
3. The District needs to gauge the likely level of support and cooperation from key stakeholders.
 - a. How would local governments support such a project? With direct financial support?
 - b. What is the community appetite for such a project? Do teachers as a whole support this approach?

ISSUING A STAFF HOUSING SURVEY

A best practice used by other districts who have pursued Workforce Housing projects is to issue a Staff Housing Survey. Key questions to ask in a Staff Housing Survey are:

1. What are the current housing situations of the workforce?
 - a. What are the teachers paying relative to their salaries?
 - b. Where are they commuting from?
2. What is the interest level in workforce housing?
 - a. What proportion of the workforce is interested?
 - b. In which particular subsets is interest higher?
3. What features/rents would be necessary to attract tenants?
 - a. What is the value of proximity to certain amenities?
 - b. What location of the city are of interest for housing?

FUNDING SOURCES

There are multiple options for identifying a funding source for Workforce Housing projects. The district should understand each option and consider the pros and cons of each before selecting an option.

- Self Financing (through Bond Financing or Certificate of Participation) is the most common approach and provides direct District capital participation. Debt service for the COP's or borrowing would be from lease rent income but when units are heavily subsidized there can be issues with generating adequate returns.
- In a partnership with Low Income Housing developer it is common for the project to utilize the Low Income Housing Tax Credit Program: generates investor equity, normally up to 30% of cost project cost
- Subordinate or Subsidized Debt from City, County or State programs: availability and conditionality vary geographically
- Surplus Property with Market Rate Developer: In exchange for a land lease and by-right zoning, the developer provides discounted stake in the project. The land value alone may not generate adequate District financing.

*The Workforce Housing benefits, conditions and steps, and funding option summary were adapted from a presentation from Stefan Klos, Researcher from Environmental Market Solutions Lab (emLab) & Climate Impact Lab.

INCREASING HOUSING OPPORTUNITIES FOR UNSHELTERED STUDENTS AND FAMILIES AND OUSD EMPLOYEES

The OUSD Board of Education adopted a Housing Policy 7351 in November, 2020. The policy states that “ the OUSD Board of Education reaffirms its commitment to serving all of its students, faculty, and staff, and recognizes that each of these groups faces significant barriers to secure housing as a result of rising costs of living;”

Policy 7351 also called for a plan to identify District-owned properties (converted or built new) that can be used to provide sustainable and safe housing to District students and families or to provide financially accessible housing for District staff. It also calls for preliminary assessments of each property.

Recommendations for assessing which OUSD properties that could be used for Workforce Housing include:

1. Ensuring that OUSD properties are not needed for educational purposes.
2. Consulting the Facilities Master Plan to see how a Workforce Housing project relates to other capital projects that have been already prioritized.
3. Consider the scale, location, logistics and cost of an alternative use for an underutilized or vacant property.
4. Create a feasibility study to estimate any physical constraints and costs of a given property.

The Board directed staff to create a [Request for Qualifications](#) for a real estate consultant to provide initial data on all our vacant properties and other properties identified by the board for potential feasibility for housing projects. The following draft report includes this baseline information. The sites listed in the report are not recommendations for future projects. They are included in this initial assessment because they are currently vacant or were previously requested by the board to gather real estate information on the property. The report includes 1025 2nd Ave as a vacant site as well. It is important to note that the board did pass Resolution No. 2021-0168 to that “expresses its intent to fund (through Measure Y or a future bond measure) future construction (renovation or demolition and new construction) at 1025 Second Avenue that could include administrative offices and/or programmatic space for alternative education and career technical education programing.”

The Board will need to provide further direction to identify if any property should be recommended for a future Workforce Housing project. The initial real estate information can be found in this [Real Estate Report](#).

