

# Education Workforce Housing In California:

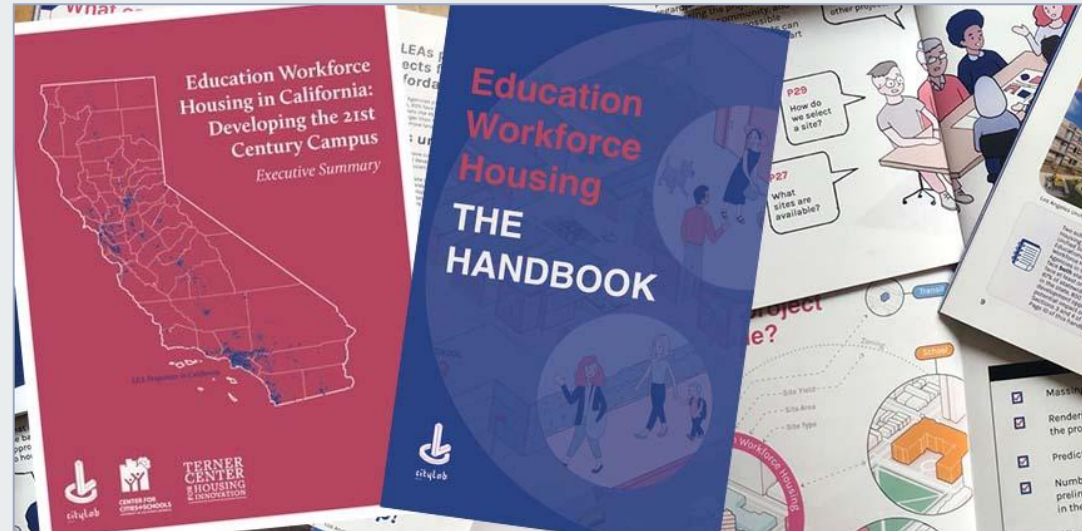
## Developing the 21st Century Campus

Jeff Vincent  
Center for Cities + Schools

Shazia Manji  
Turner Center for Housing  
Innovation

UC Berkeley

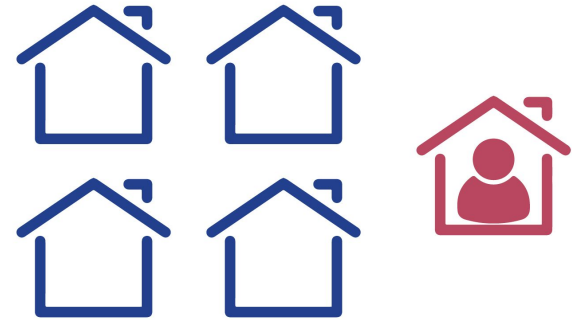
SPUR  
June 14, 2022



# Outline of Report

1. Intro: Education Workforce Housing (EWH) in California
2. **Why Build Housing on LEA-Owned Land?**
3. **Where Might EWH Work Well?**
4. Which LEAs Have Considered It?
5. How to Design Housing to Meet Needs?
6. **Recommendations**

In California,



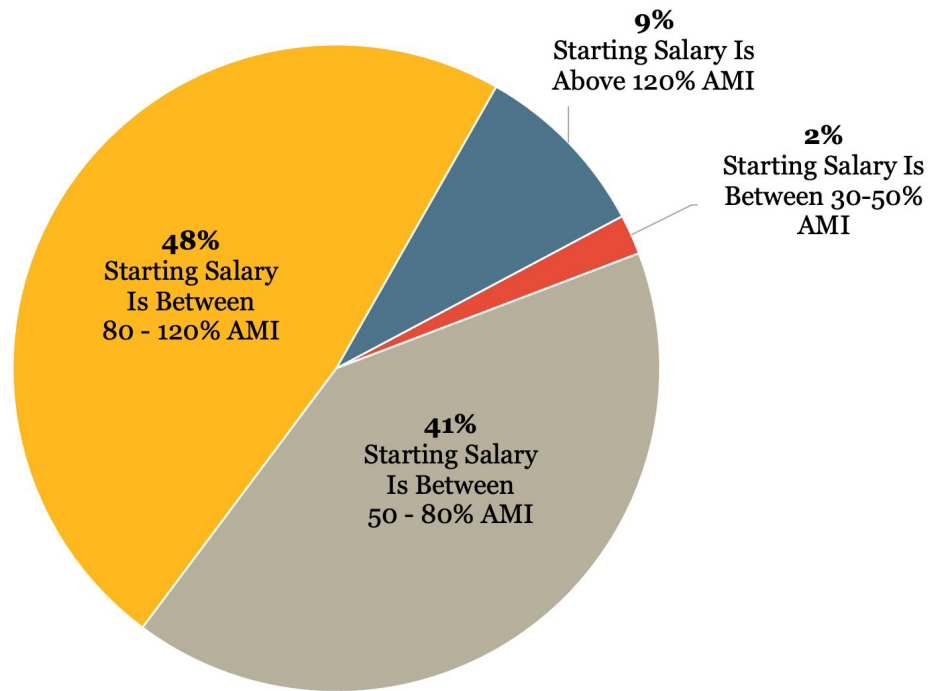
Approximately **1 in 5** homes available for purchase was affordable on the average teacher salary in 2016, down from approximately 1 in 3 in 2012.

# WHY BUILD HOUSING ON SCHOOL LANDS?

## Impact of Housing Affordability on Education Workforce

### Teachers: Statewide

- 43% of school districts pay a beginning teacher salary that falls below 80% AMI
- 52% of schools districts are located in counties where teachers at starting salary cannot afford median asking rent
- 31% of teachers are rent burdened

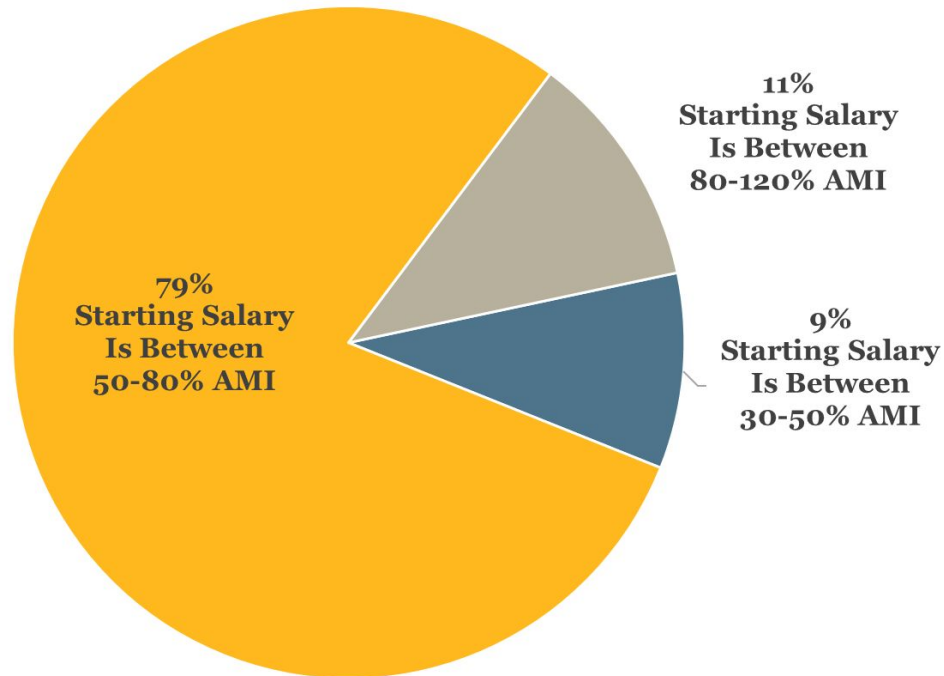


# WHY BUILD HOUSING ON SCHOOL LANDS?

## Impact of Housing Affordability on Education Workforce

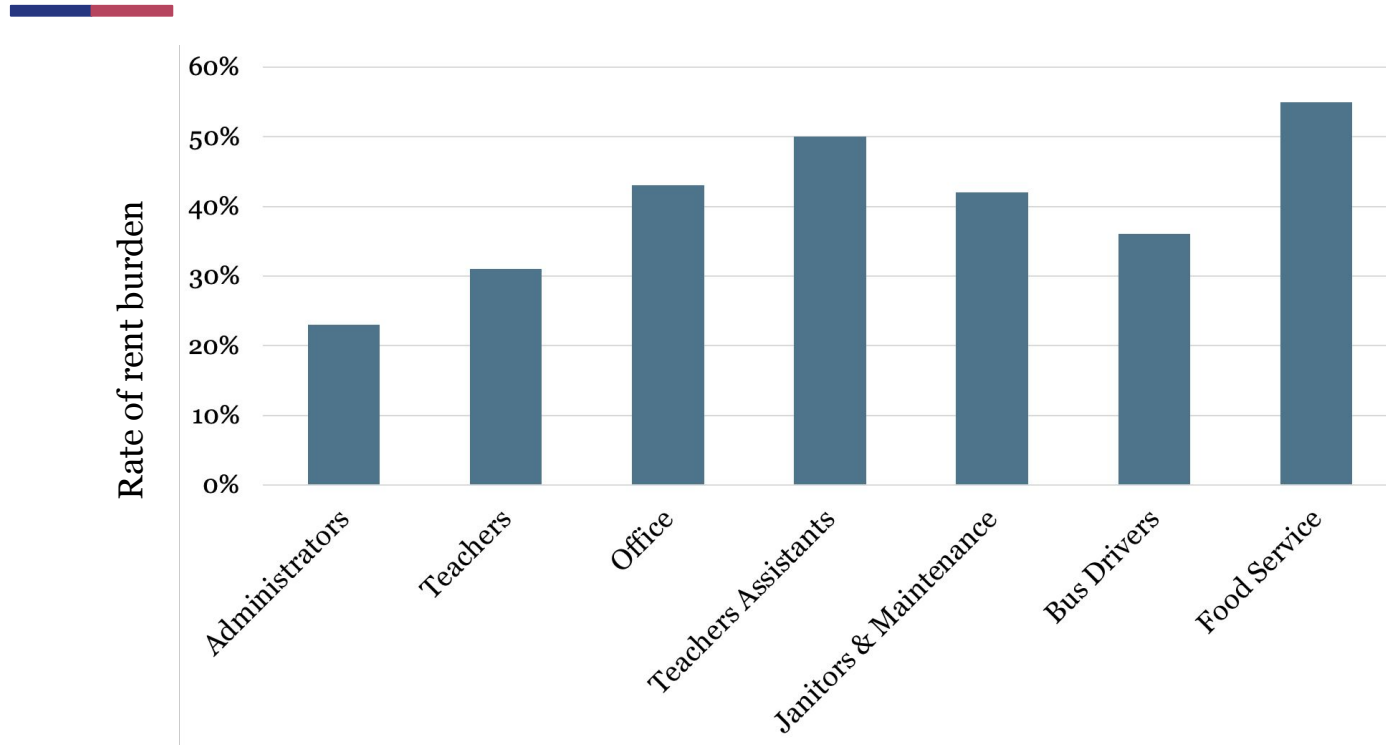
### Teachers: Bay Area

- 88% of school districts pay a beginning teacher salary that falls below 80% AMI
- 100% of schools districts are located in counties where teachers at starting salary cannot afford median asking rent



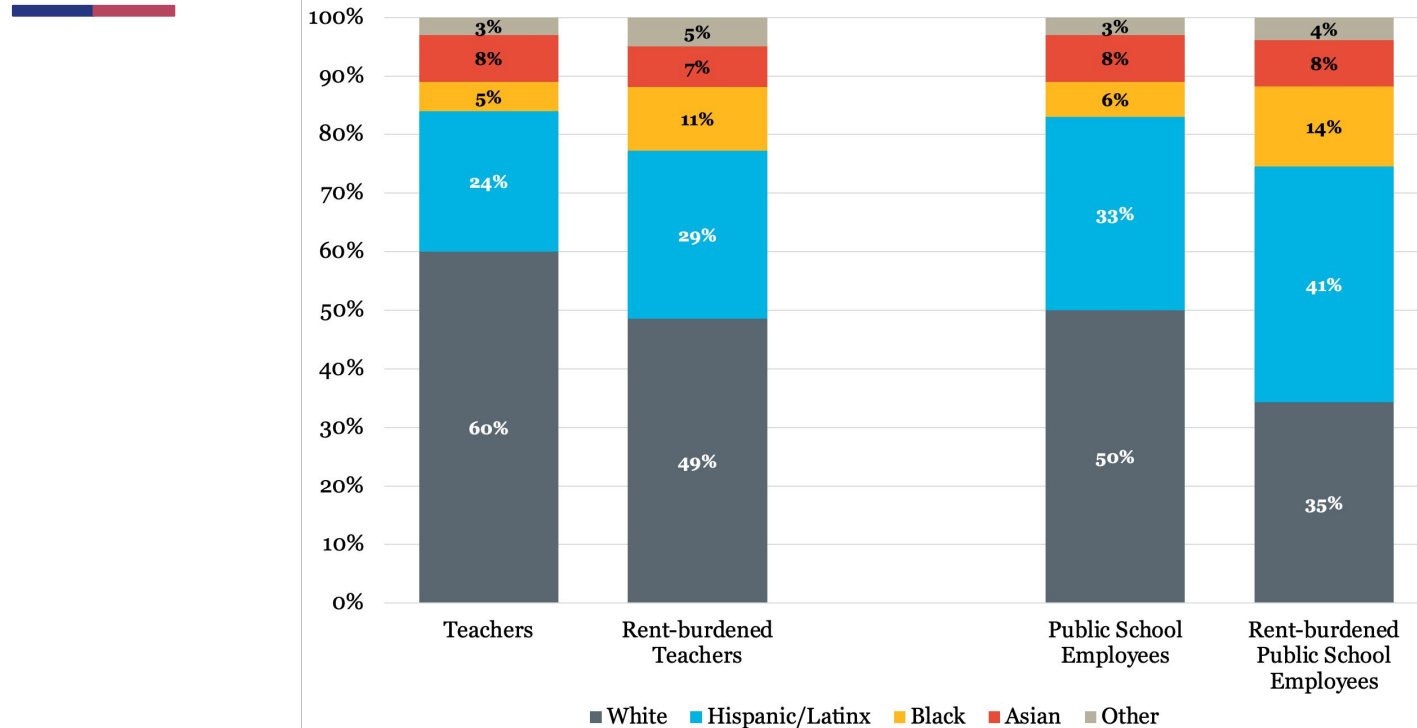
# WHY BUILD HOUSING ON SCHOOL LANDS?

## Rent Burden by School Employee Type



# WHY BUILD HOUSING ON SCHOOL LANDS?

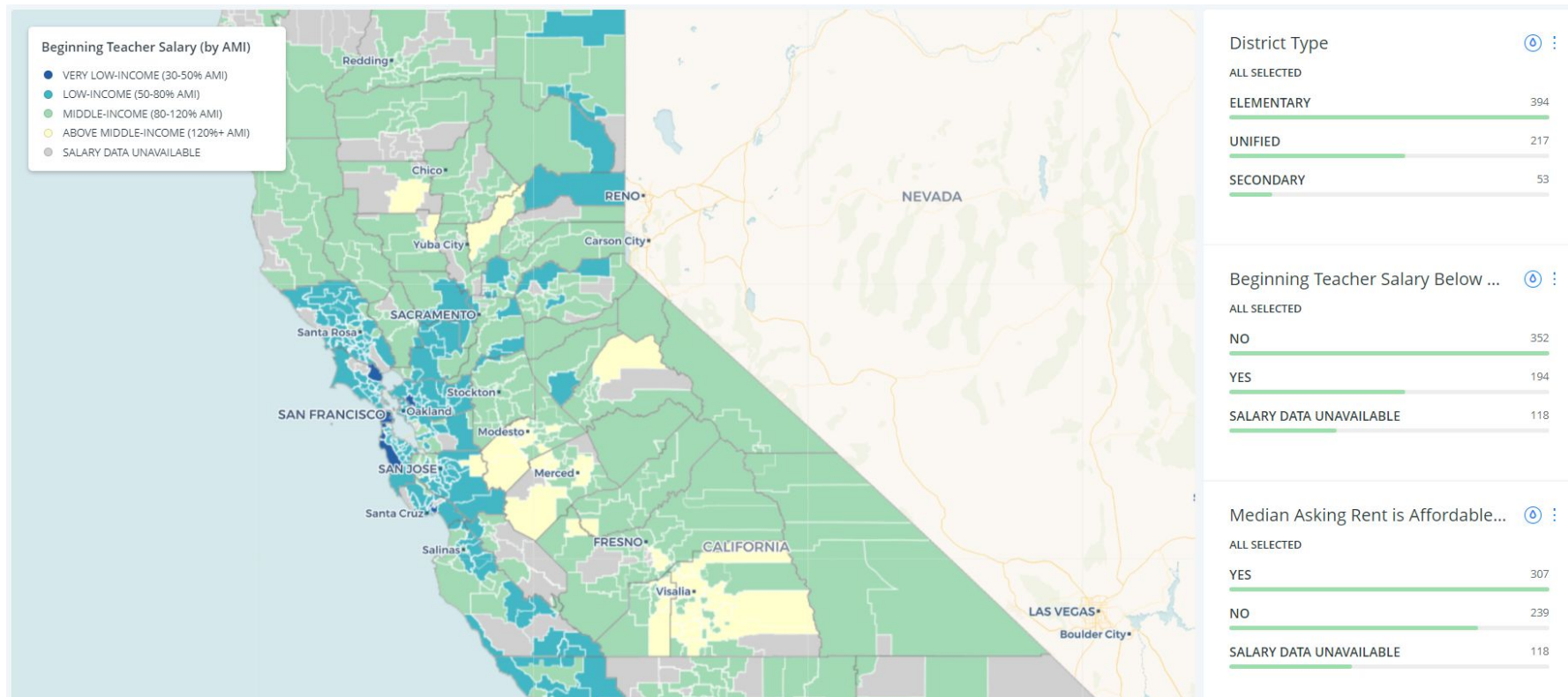
## Race and ethnicity of public school employees, by presence of rent burden



Source: Turner Center analysis of American Community Survey 2018 5-year PUMS

# WHY BUILD HOUSING ON SCHOOL LANDS?

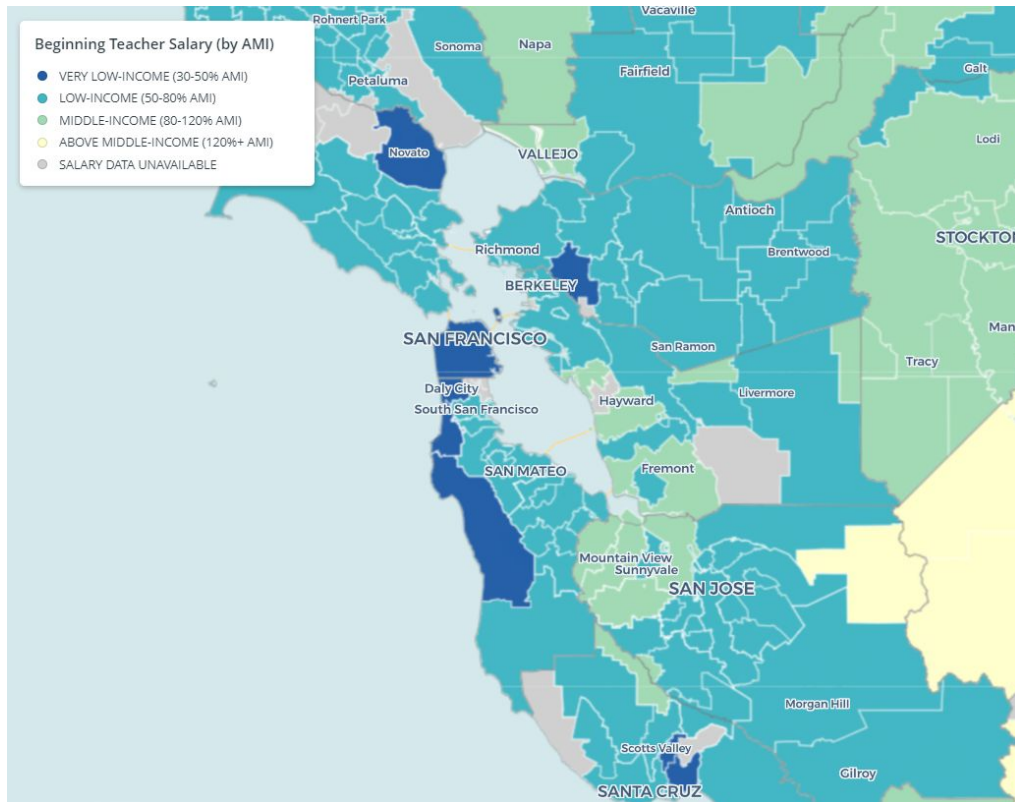
## Interactive Map: Explore Housing Affordability by School District



Blog & interactive map: <https://ternercenter.berkeley.edu/blog/how-housing-affordability-impacts-educators-and-school-employees-in-california/>

# WHY BUILD HOUSING ON SCHOOL LANDS?

## Interactive Map: Explore Housing Affordability by School District



DISTRICT NAME

**San Mateo Union High**

COUNTY

**San Mateo County**

BEGINNING TEACHER SALARY (\$)

**\$ 67,054**

BEGINNING TEACHER SALARY (AMI)

**Low-Income (50-80% AMI)**

% 0-1 BDRM STOCK AFFORDABLE

**31%**

MEDIAN ASKING RENT (\$)

**\$ 2,395**

TEACHER TURNOVER RATE

**10%**

% BEGINNING TEACHERS

**7%**

# TEACHERS

**520**

# CERTIFICATED STAFF

**579**

# CLASSIFIED STAFF (FTE)

**391**

DISTRICT NAME

**Martinez Unified**

COUNTY

**Contra Costa County**

BEGINNING TEACHER SALARY (\$)

**\$ 43,808**

BEGINNING TEACHER SALARY (AMI)

**Low-Income (50-80% AMI)**

% 0-1 BDRM STOCK AFFORDABLE

**28%**

MEDIAN ASKING RENT (\$)

**\$ 1,819**

TEACHER TURNOVER RATE

**15%**

% BEGINNING TEACHERS

**13%**

# TEACHERS

**208**

# CERTIFICATED STAFF

**252**

# CLASSIFIED STAFF (FTE)

**118**

Blog & interactive map: <https://turnercenter.berkeley.edu/blog/how-housing-affordability-impacts-educators-and-school-employees-in-california/>



# WHY BUILD HOUSING ON SCHOOL LANDS?

## New Financial Tools and Legislation

- The Teacher Housing Act of 2016 (SB 1413)
- Low-Income Housing Tax Credits (LIHTC)
- Leveraging land ownership as a financing tool
- Momentum for new workforce housing legislation

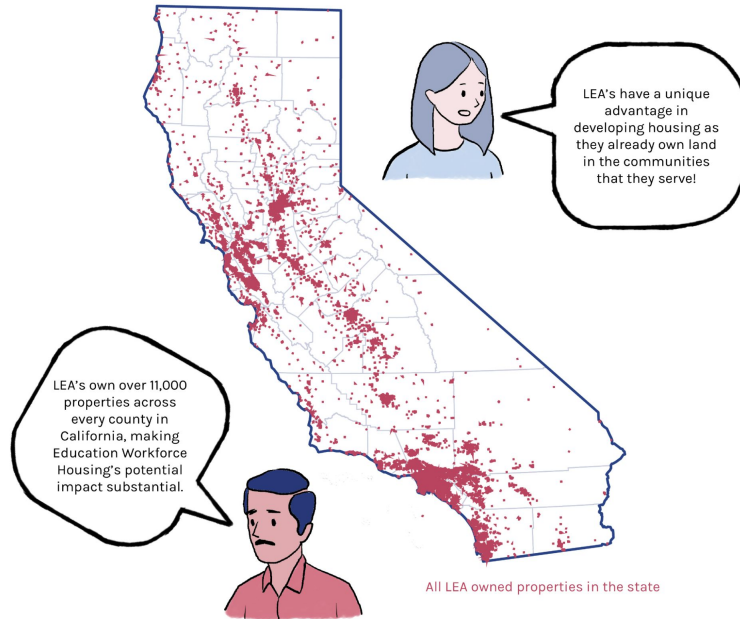
“Students and the community at large are benefited by teachers living *in the community in which they practice their profession*. It ensures stability, community involvement, and stronger ties between teachers, their students, and their families.” —Teacher Housing Act of 2016



# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

## Every county has lands held by public education agencies

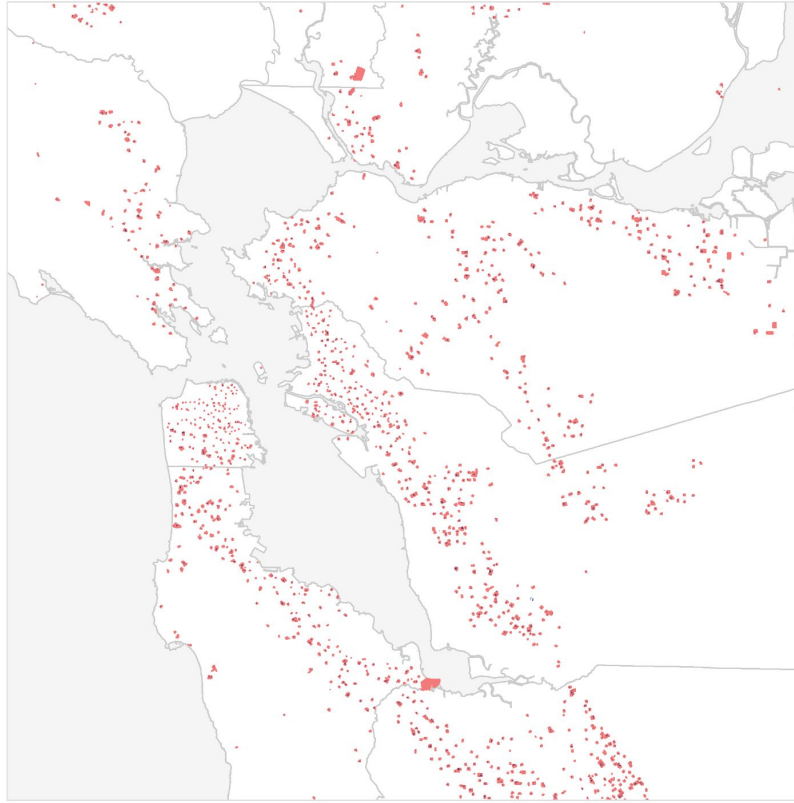
There are opportunities



- 11,000 properties / 151,500 acres
- ~80% with a school / ~20% without
- 7,068 properties contain potentially developable land of +1 acre
- This land in the public domain suggests *significant opportunity*

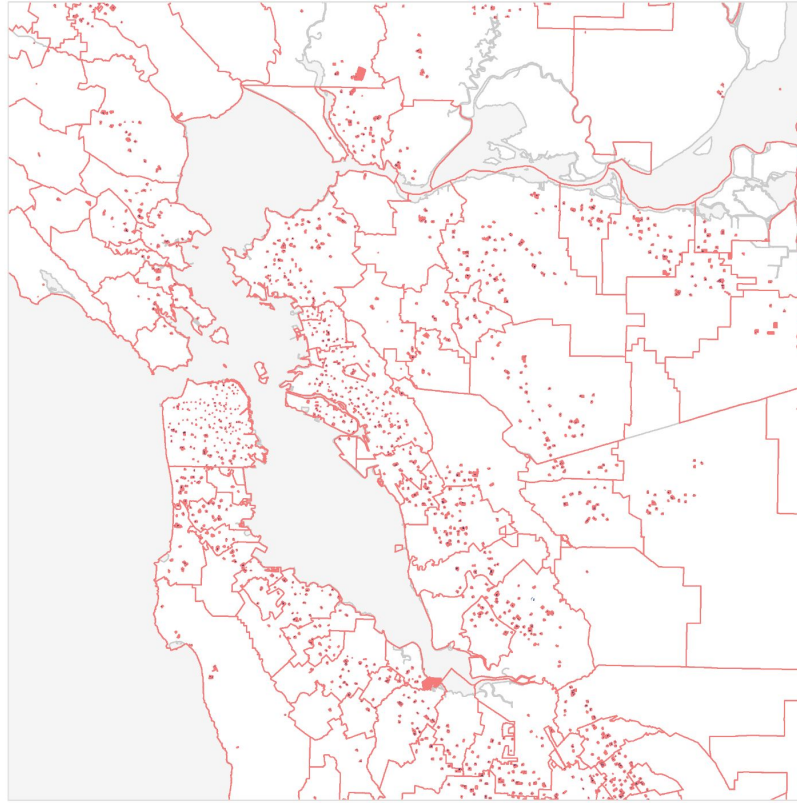
# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

Every county has lands held by public education agencies



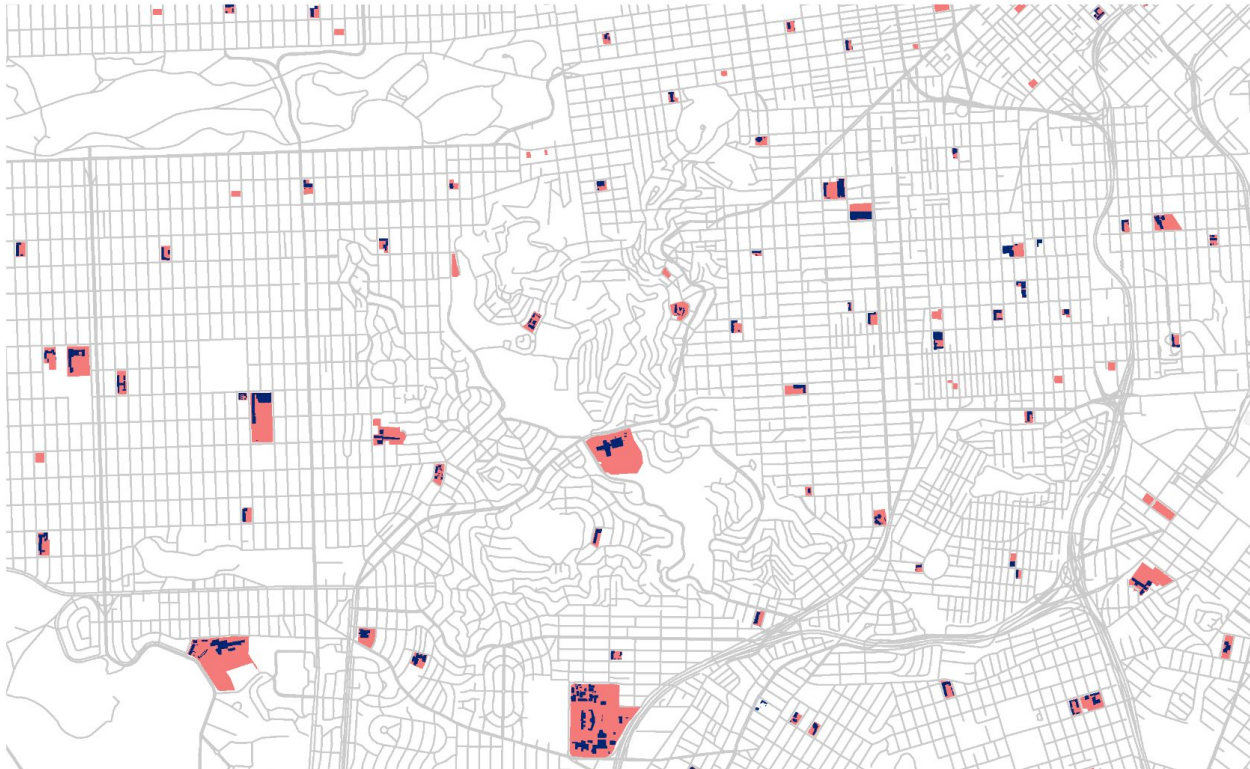
# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

Every county has lands held by public education agencies



# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

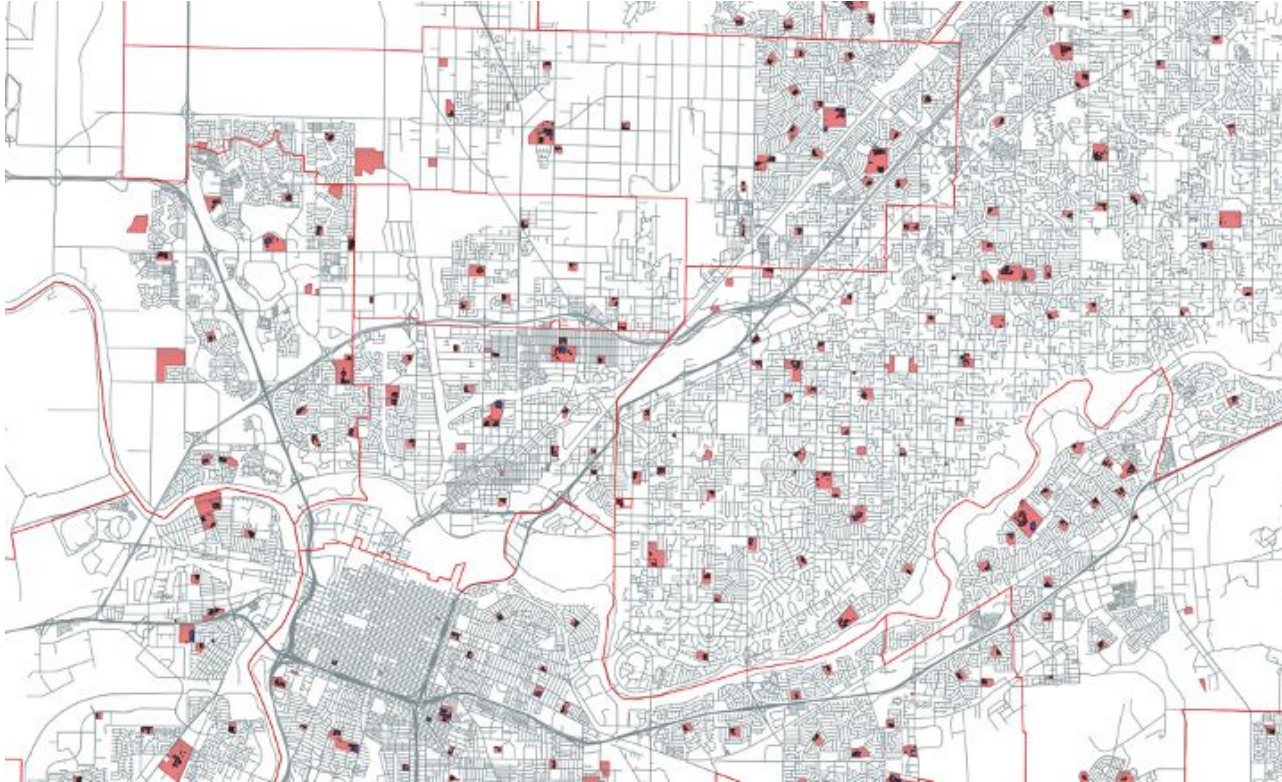
Every county has lands held by public education agencies





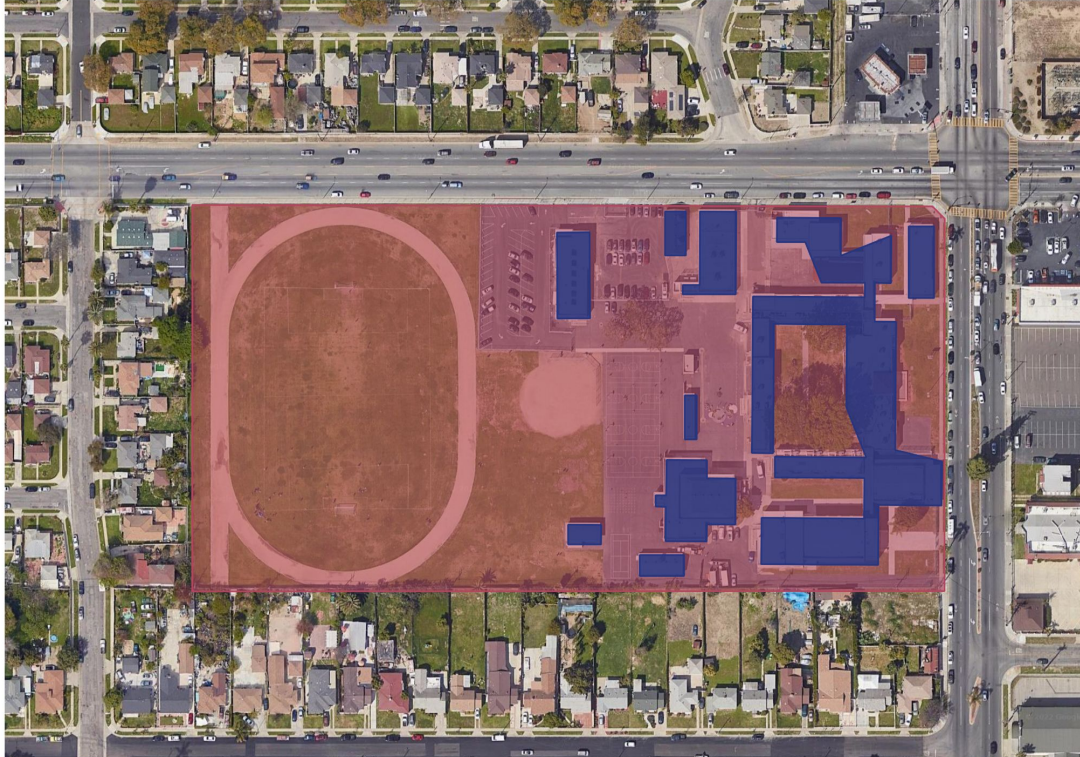
# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

Every county has lands held by public education agencies



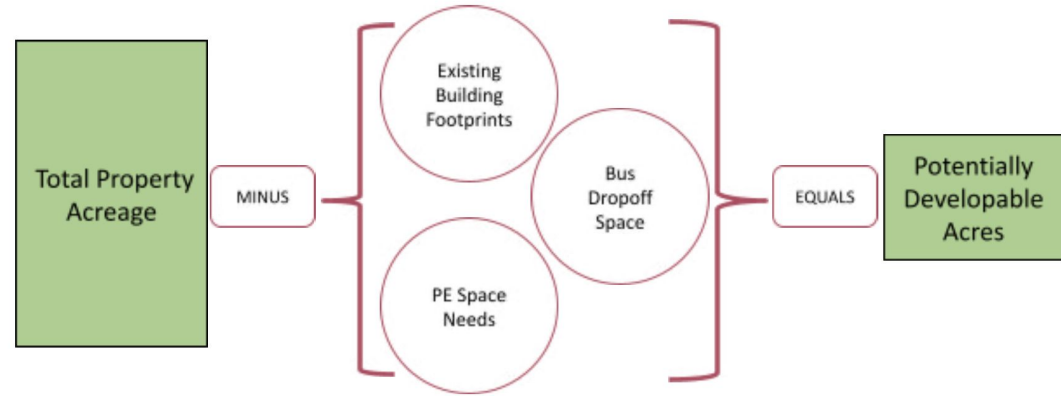
# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

Every county has lands held by public education agencies



# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

Figure A1.2: Calculation Process



**“Potentially  
Developable”  
Acres**

- Properties: 7,068
- Acres: 75,474

Figure A1.3: Spatial Database Output





# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

## Indicators of staffing challenges



Indicator	Properties (N=7,068)
LEA's annual <b>teacher turnover rate</b> is above the statewide median (12%)	<b>40%</b>
LEA's percentage of <b>beginning teachers</b> is above the statewide median (12%)	<b>49%</b>

# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

## Indicators of housing affordability challenges



Indicator	Properties (N=7,068)
<b>Median asking rent</b> in the county is unaffordable to teachers at the lowest scheduled salary in the LEA	<b>61%</b>
LEA's <b>lowest scheduled salary</b> is below 80% AMI	<b>51%</b>

# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

## Indicators of funding and zoning opportunities



Indicator	Properties (N=7,068)
In a <b>"High" or "Highest" resource</b> Tax Credit Allocation Committee (TCAC) <b>Opportunity Area Map</b>	<b>41%</b>
In a <b>Transit Rich Area</b>	<b>8%</b>
In a census tract with at <b>least one large multifamily development</b> (20+ units)	<b>76%</b>

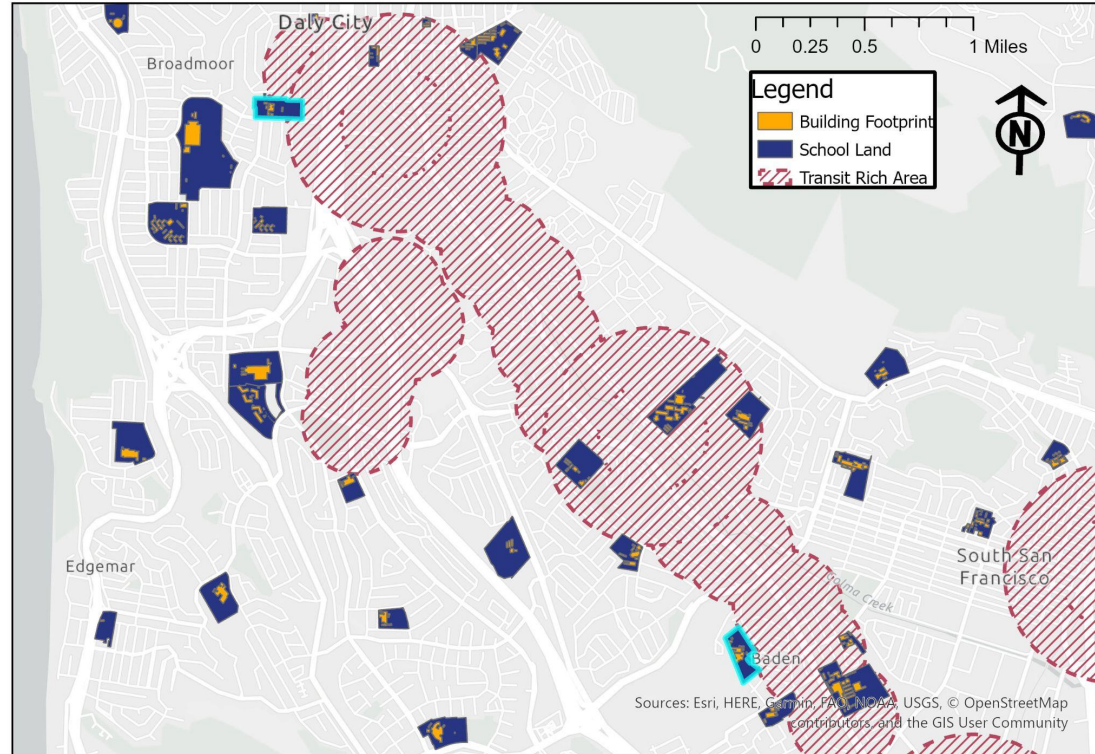
# WHERE MIGHT EDUCATION WORKFORCE HOUSING WORK WELL?

## LEA Properties & Transit Rich Areas on the Peninsula



1+ indicator: 98% of properties

3 indicators: 71% of properties



# Making it Happen: Recommendations



## What LEAs can do:

- Develop Partnerships with Community Before and Throughout the Process.
- Prepare for a Lengthy Process: Due Diligence and Project Champions are Key.
- Design Solutions Must Be Specific to the School, the Site, and the Neighborhood.
- Keep the Process of Site Evaluation and Selection Transparent.

## What state & other partners can do:

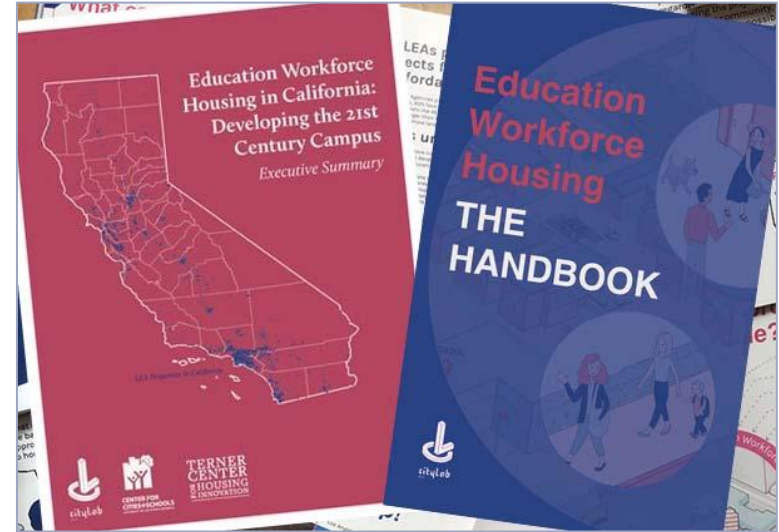
- Increase Land Use Flexibility and Streamline Approvals Process.
- Expand Financing Tools Available.
- Build the Capacity of School Districts.

# Learn More

---

Full Research Report / Handbook Here:

<https://csba.org/workforcehousing>



Jeff Vincent (Center for Cities + Schools): [jvincent@berkeley.edu](mailto:jvincent@berkeley.edu)

Shazia Manji (Turner Center for Housing Innovation): [shazia.manji@berkeley.edu](mailto:shazia.manji@berkeley.edu)

