

Facility Advisory Committee

June 12, 2023

Agenda

1. Welcome back and tonight's agenda
2. May FAC meeting review and regrounding
3. Review survey results
4. Evaluate ES consolidation options
5. Secondary facilities detail and challenges
6. Table team discussion
7. Next meeting / Committee feedback

Next Meeting

FAC Meeting #1: April 20

Goal: Develop a common understanding of the relevant conditions and factors

Topics:

- Purpose and norms
- Facilities history and overview (Joe L.)
- Enrollment history/projections (Aaron)
- District financial overview (Patty)
- Survey (Bill Foster)

FAC Meeting #3: June 12

Goal: Evaluate ES consolidation options, understand secondary facilities

Topics:

- Survey results (Bill F.)
- Evaluate ES consolidation options
- Secondary facilities detail and challenges (Joe L & Stacey)

FAC Meeting #2: May 11

Goal: Understand elementary (ES) facilities, explore ES consolidation options

Topics:

- ES facilities detail (Joe L.)
- ES enrollments and challenges (Shelley & Troy)
- Early survey results (Bill F.)
- Explore ES consolidation options

FAC Meeting #4: July 19

Goal: Refine ES consolidation options, explore ES boundary options

Topics:

- Use survey results to inform parameters
- Refine ES consolidation options
- Explore ES boundary options



FAC Members

Alex Attardo

Andrea Trane

Anna Stindt

Bill Lanzel

Courtney Lokken

Ed Scholl

Heidi Odegaard

Jed Olson

Jerry Wacek

Joan Parke

Karl Green

Kathi Blanchard

Katie Bittner

Linda Hansen

Mac Kiel

Matt Johnson

Tammy Wills

Michelle Powell

Mo Yang

Nell Saunders-Scott

Paisley Sichone

Steve O'Malley

Tamara Gruen

Taylor Ledvina

Tim Alberts

FAC Facilitator: Joe Schroeder

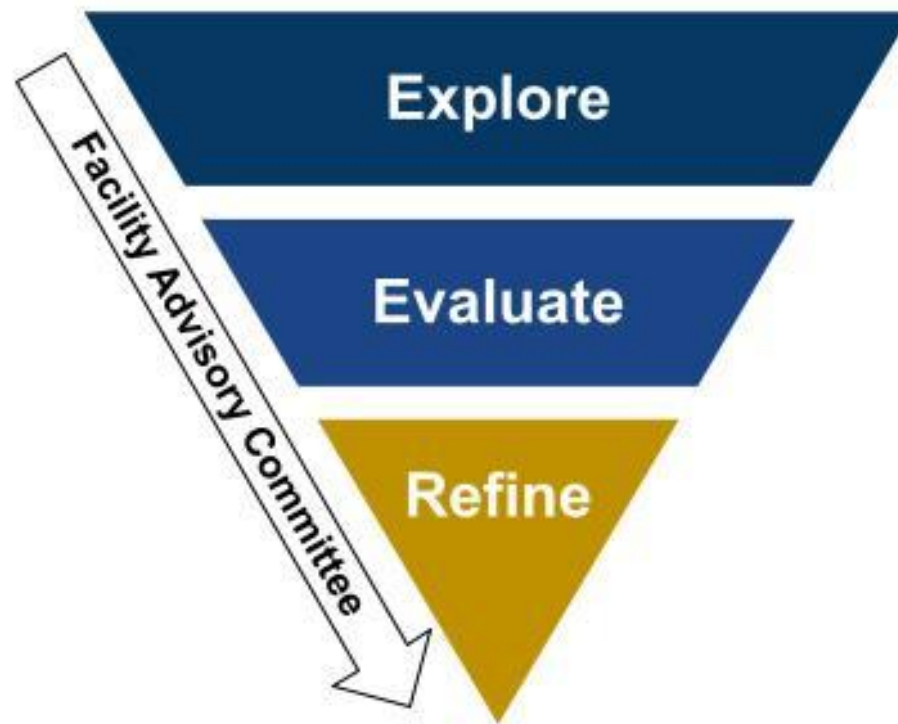


“Coming together is a beginning,
Staying together is progress,
And working together is success.”



– Henry Ford

May FAC Meeting Review and Regrounding



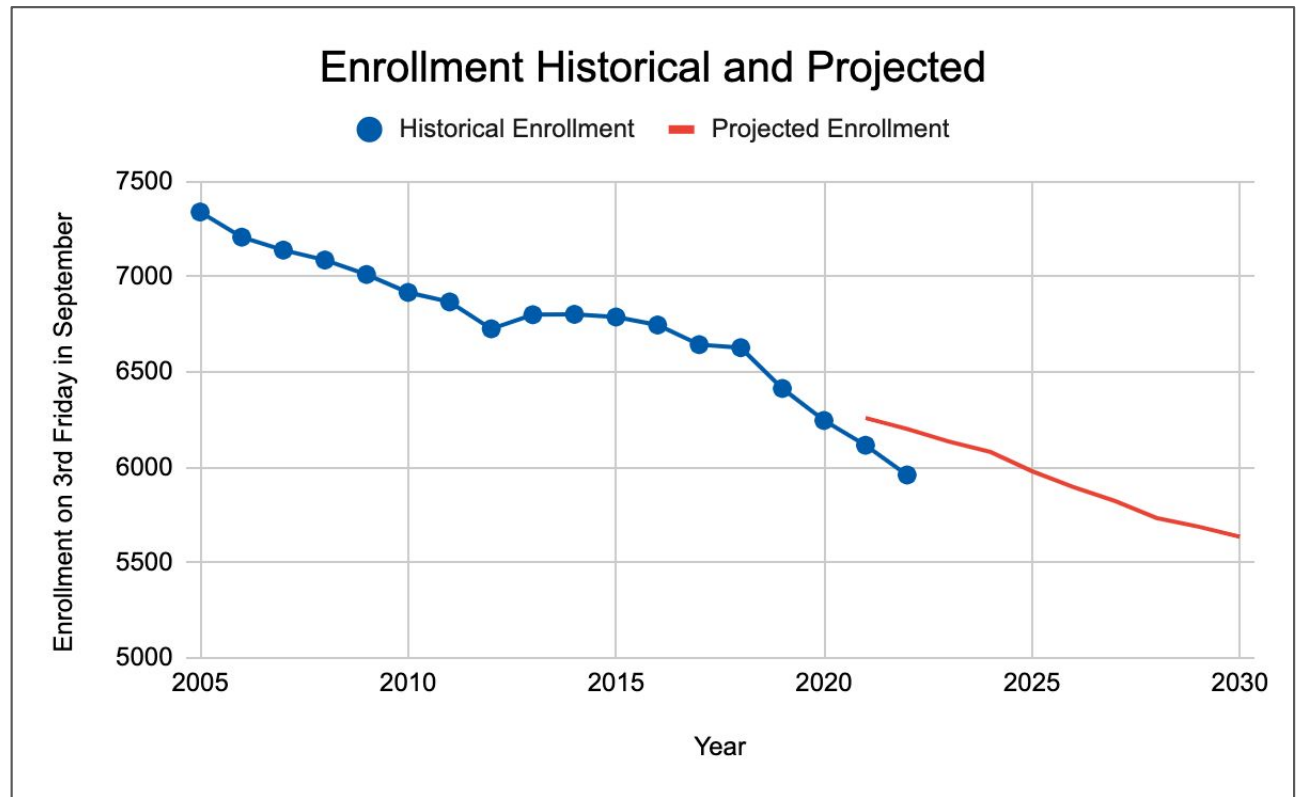
Enrollment History and Projections

Three decades of declining enrollment

The primary cause is lower birth rates.

2020 population study projected declining enrollment across models.

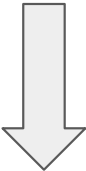
Actual enrollments have been less than projected.



STATE UNDER INVESTMENT IN PUBLIC EDUCATION IMPACT FOR LA CROSSE

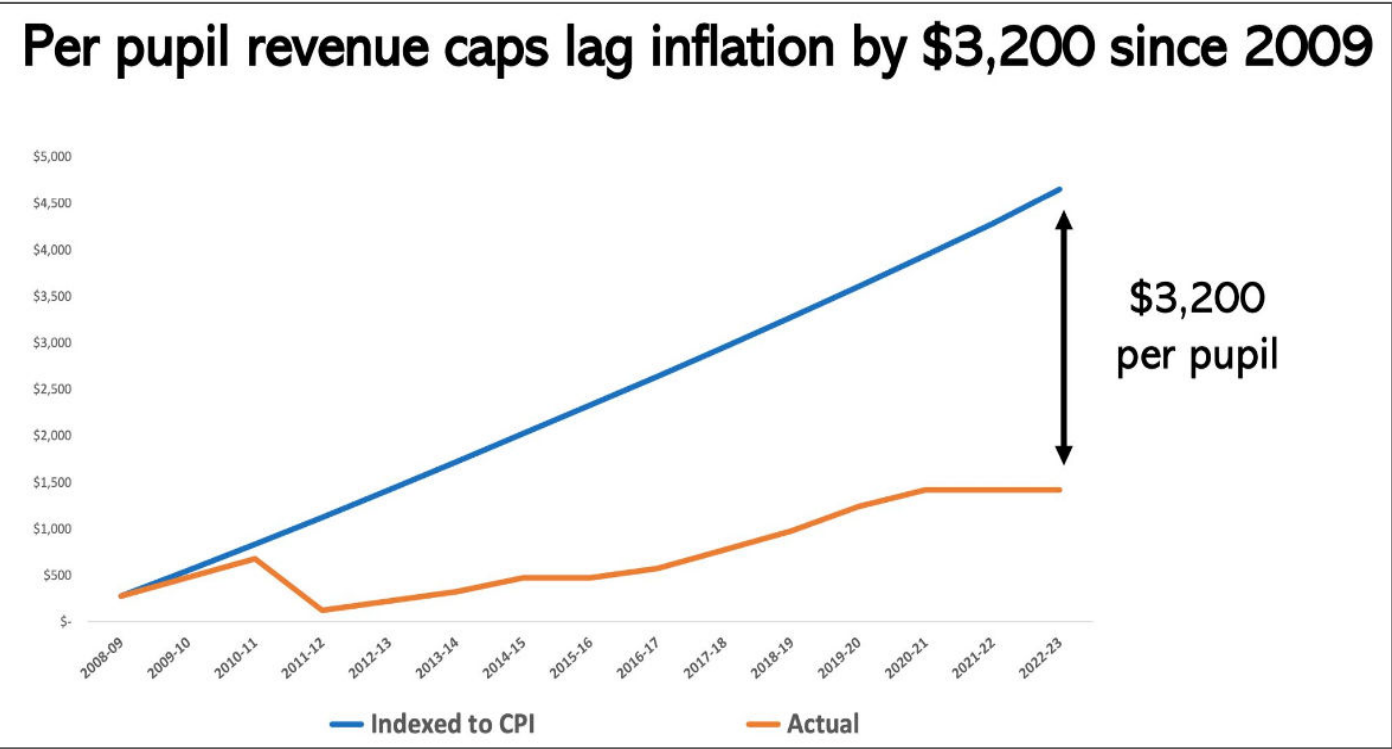
State Education funding has not kept up with inflation since 2009!

Funding at inflation would have resulted in an additional \$3,200 in funding per pupil!



No state budget increase in revenue limits the last two years!

Per pupil revenue caps lag inflation by \$3,200 since 2009



In La Crosse, this would mean an additional \$19.2 million in funding annually!



Capital Maintenance and Improvements - Annual Summary by Building

Building Name	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	No Time Frame
Emerson Elementary		\$105,400	\$299,261	\$414,000	\$130,600	\$1,963,995
Hamilton Elementary		\$290,519	\$20,000	\$170,839	\$403,000	\$168,717
Hintgen Elementary	\$60,000	\$323,685	\$26,000	\$260,400	\$117,367	\$117,527
Spence Elementary		\$399,149	\$78,792	\$35,731	\$267,120	\$2,629,546
State Road Elementary	\$223,200	\$273,196	\$277,760	\$121,700	\$131,322	\$2,804,016
Summit Elementary		\$456,320	\$53,148	\$179,834	\$1,054,967	\$239,883
Southern Bluffs Elementary		\$151,280	\$8,859	\$366,200	\$125,949	\$404,339
North Woods Elementary		\$124,000	\$53,375	\$223,200	\$207,797	\$142,718
Northside Elementary		\$62,000	\$19,840	\$31,000	\$18,600	\$74,400
Lincoln Middle						\$5,422,822
Logan Middle	\$1,104,761	\$25,544	\$330,827	\$538,480	\$166,665	\$3,712,320
Longfellow Middle	\$810,310	\$1,482,517	\$194,109	\$40,628	\$1,196,881	\$3,052,689
Polytechnic	\$24,800	\$310,000				
Central High	\$619,768	\$175,866	\$45,880	\$1,001,143	\$99,397	\$38,382,395
Logan High	\$608,433	\$276,122	\$416,112	\$67,086	\$2,275,400	\$34,253,279
District-Wide	\$93,000	\$93,000	\$93,000	\$93,000	\$93,000	
Hogan Administrative Center	\$49,600	\$270,000	\$2,498,960	\$193,197		\$2,539,574
Shop						\$54,916
Total	\$3,593,871	\$4,818,597	\$4,415,922	\$3,736,437	\$6,288,064	\$95,963,138

Grand Total: \$118,816,029



EQUALIZATION AID - PROPERTY VALUE- MEMBERSHIP



As Property Value Increases and Membership (Enrollment) Declines,
State Equalization Aid also Declines



Remember this from the Revenue Limit History Slide?
Provided operational referendums if calculation provided insufficient funds.

History of Successful Operational Referenda

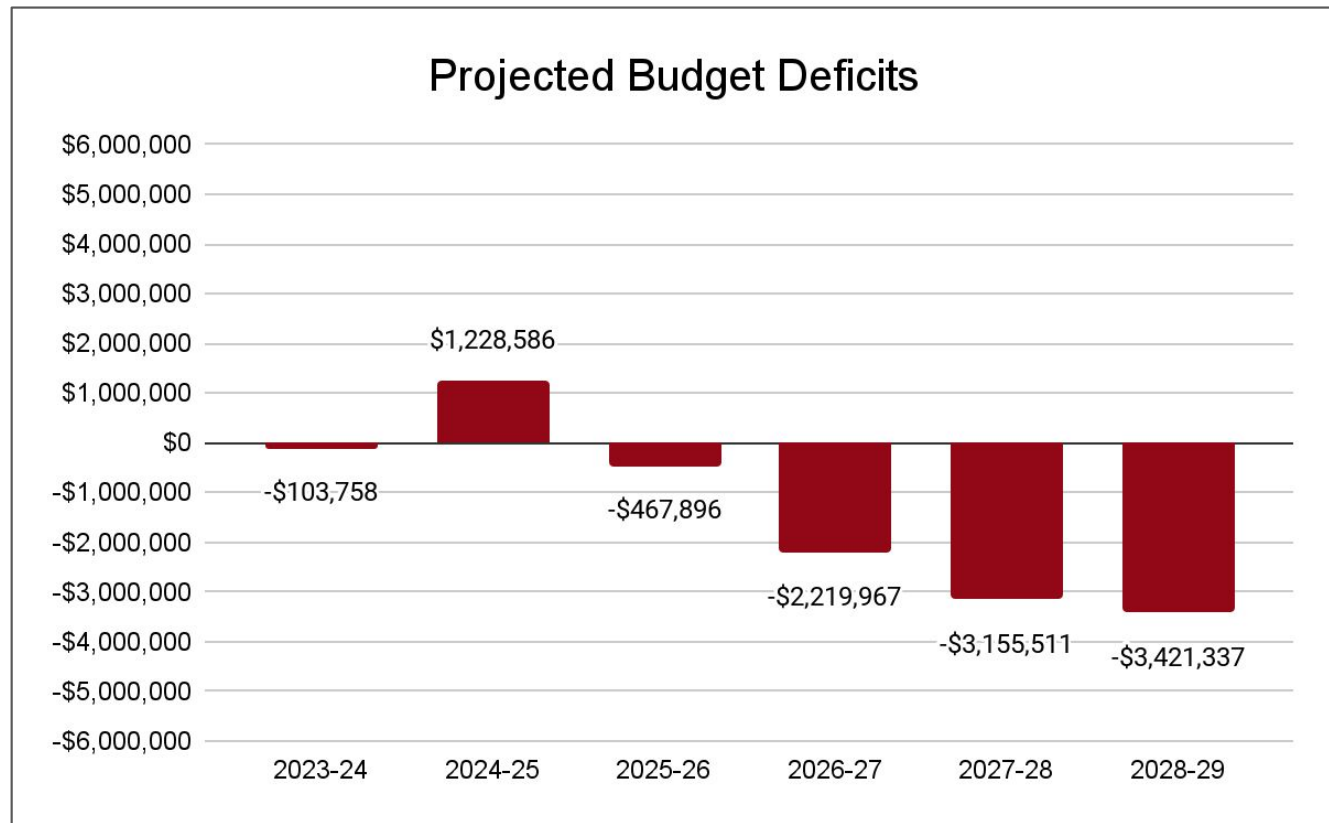


Referendum Necessary But Not Sufficient

The passage of spring's operational referendum was crucial for our District.

Underinvestment by the State is still impacting revenues into the future.

We asked for as much as we could while knowing we still have to become more efficient.



Excess Space in Building

Buildings are underutilized at all levels as a result of declining enrollment

Elementary Schools			
School	Capacity	Enrollment	Utilization
Emerson	466	311	67%
Spence	424	335	79%
Hamilton	418	270	65%
Hintgen	447	246	55%
North Woods	397	294	74%
Northside	549	379	69%
Southern Bluffs	415	315	76%
State Road	397	309	78%
Summit	414	285	69%
Average			70%

Middle Schools			
School	Capacity	Enrollment	Utilization
Logan	793	491	62%
Longfellow	988	698	71%
Average			66%

High Schools			
School	Capacity	Enrollment	Utilization
Logan	1300	752	58%
Central	1600	986	62%
Average			61%



Rationale for Educational Recommendations regarding:

- Number of classroom sections per school/grade level
- Overall school enrollment

Low Enrollment Challenges - 1-2 sections per grade level

Challenges of 1-2 sections per grade level:

- Inability to create balanced classrooms
- Loss of collaborative planning between teachers
- “Balloon” grade levels
- Increase in split classrooms



Low Enrollment Challenges – Staffing Inefficiency

- Music
- Art
- Physical Education
- Library
- English Language (EL)
- School Psychologists
- Occupational Therapists
- Speech and Language
- Adaptive Physical Education



Increased “windshield time” has an impact.



What is an “ideal” elementary school for La Crosse?

An “ideal” SDLAX Elementary

- 350 - 400 students
- 18-20 sections
- 3-4 sections per grade level

This would allow for full time MAPEL specialists, support staff such as special education teachers, EL teachers, counselors, success coaches, etc.

Comparable economic status between buildings would be desirable.



Building Closure Impacts and Benefits

Enrollments and Sections			Benefits	
Scenario	Enrollment	Sections	Financial Benefits	Educational Benefits
Current (9)	275	16.3	\$3.4M deficit in six years	
Close 1 ES	310	18.3	\$1.4M annual savings	More balanced classrooms, more collaboration, fewer split classrooms, fewer travelling teachers
Close 2 ES	354	20.9	\$2.4M annual savings	More balanced classrooms, more collaboration, likely no split classrooms, likely no travelling teachers
Close 3 ES	413	24.3	\$3.0M annual savings	More balanced classrooms, more collaboration, likely no split classrooms, fewer travelling teachers



Why a FAC Consolidation Recommendation is Needed

Financial

- Ongoing, declining enrollment
- Significant financial challenges, even with successful referenda
- Excess space in district buildings

Instructional

- Balanced classrooms, fewer splits
- Collaboration for staff, less travel time
- Student access to their teachers



Exit Slip Feedback from Our May Meeting

What went well?

- Good discussion time
- Good information presented

What could be improved?

- Would like more information

What do you want to learn more about?

- Class size information at each school
- Other options available besides consolidation

Question / Response Form Check-in

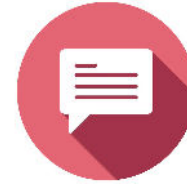


Submitter: Tim Alberts

Why are we as a committee not looking at other options besides consolidation? It may be the only option but would like discussion on why other options are not possible.

- The reason for considering consolidation at the elementary level is a combination of declining enrollment that has led to underutilized buildings and inefficient use of staff, the need for cost savings to adjust to less State funding, and the need to provide the best possible educational environment for students by having enough sections in a building to accommodate better “grade-wide seating charts” and full-time staff in buildings.

Question / Response Form Check-in



Submitter: Courtney Lokken

Can you share the research and evidence to support the ideal size shared tonight?

- The ideal elementary size is born out of the professional experiences of our administrators, the practical realities of economic efficiency and supported by a range of policy papers and research studies. General research conducted on the topic has been done by a number of [researchers](#) and has been collected by [Hanover Research](#) and [others](#) in meta-analysis or summary format. State level studies have been conducted in [Wisconsin](#), [Illinois](#), Iowa, [Texas](#), [Maryland](#), and [South Carolina](#). This policy [paper](#) from the Consortium for Policy Research in Education, in the Wisconsin Center for Education Research at University of Wisconsin-Madison identified 432 as the ideal elementary size in Wisconsin.

Question / Response Form Check-in



Submitter: Anna Stindt

Can we consider the Hogan Administration building as well? Cost to operate? Utilizing the site as a school? Would like more info on the building.

- Hogan Administrative center is not a part of the elementary consolidation process, but is an aging building with high deferred maintenance costs. The annual cost to operate the building is relatively low (~\$90,000 including custodial support). The site could be used for a school and could be considered as a part of the elementary consolidation process. Another site would have to be found for the services and people provided at Hogan.

Staying Focused

FAC Purpose

- Recommend potential elementary school arrangement
- Recommend elementary facilities consolidation options
- Recommend MS/HS facilities improvements that result in equal opportunities for students

FAC Non-Purpose

- Addressing student behavior
- Attracting and retaining staff
- Increasing enrollment
- Increasing property values
- State politics
- City improvements
- Number of high schools
- Open enrollment

Our Norms

- Start on time; end on time or early.
- Suspend judgment.
- Listen to understand; be civil.
- Respect others and self; respect opinions other than your own.
- Share the air.
- Make recommendations on behalf of all district students.
- Be forward-looking, focused on the future.
- Make decisions through consensus:
 - Ensure that every different perspective on a topic at hand has opportunity to be heard
 - Ensure that the will of the group on that topic is clear.

Review Survey Results



School District of La Crosse

Staff/Parent/Community Survey Report
June 12, 2023



Our mission is to help educational leaders gather, organize, and use data to make strategic decisions.

- Founded in **2002** to provide independent research
- Conducted over **10,000** staff, parent, and student, and community surveys for school improvement
- Helped more than **900** districts navigate the strategic planning and referendum planning process

Contents



Background Info



**Respondent
Information**



Results & Analysis



Wrap-up/Questions



Survey Information

- Survey deadline **May 12, 2023**
- **1,511** parent/community respondents
- **541** staff respondents

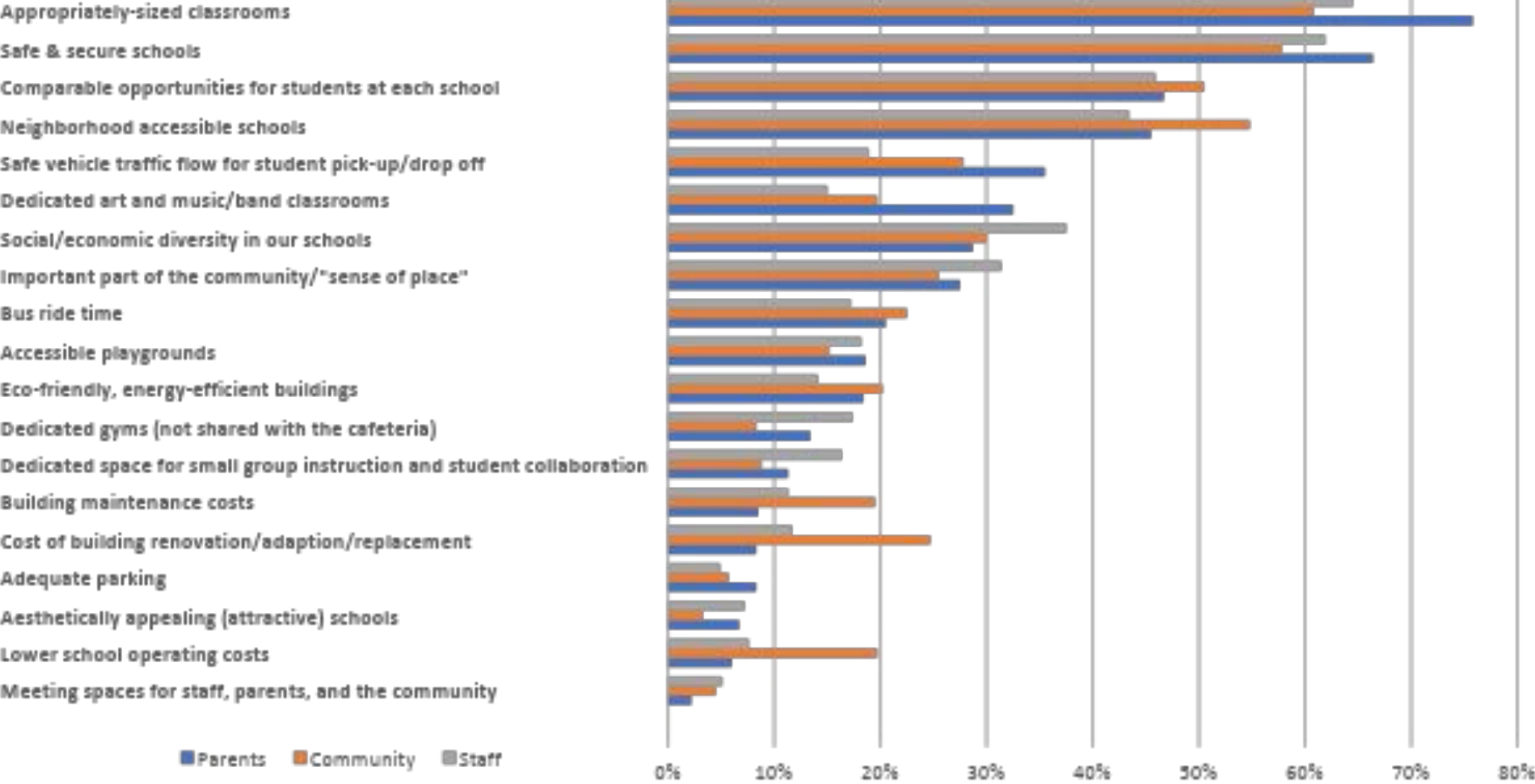


Background: Our enrollment has dropped by almost 1,800 students in the last 20 years. Because state funding is tied to enrollment, the fewer students we have, the less money we receive. It has become very costly to maintain and operate all of our schools. To help solve this problem, the District created a Facilities Advisory Committee this spring.

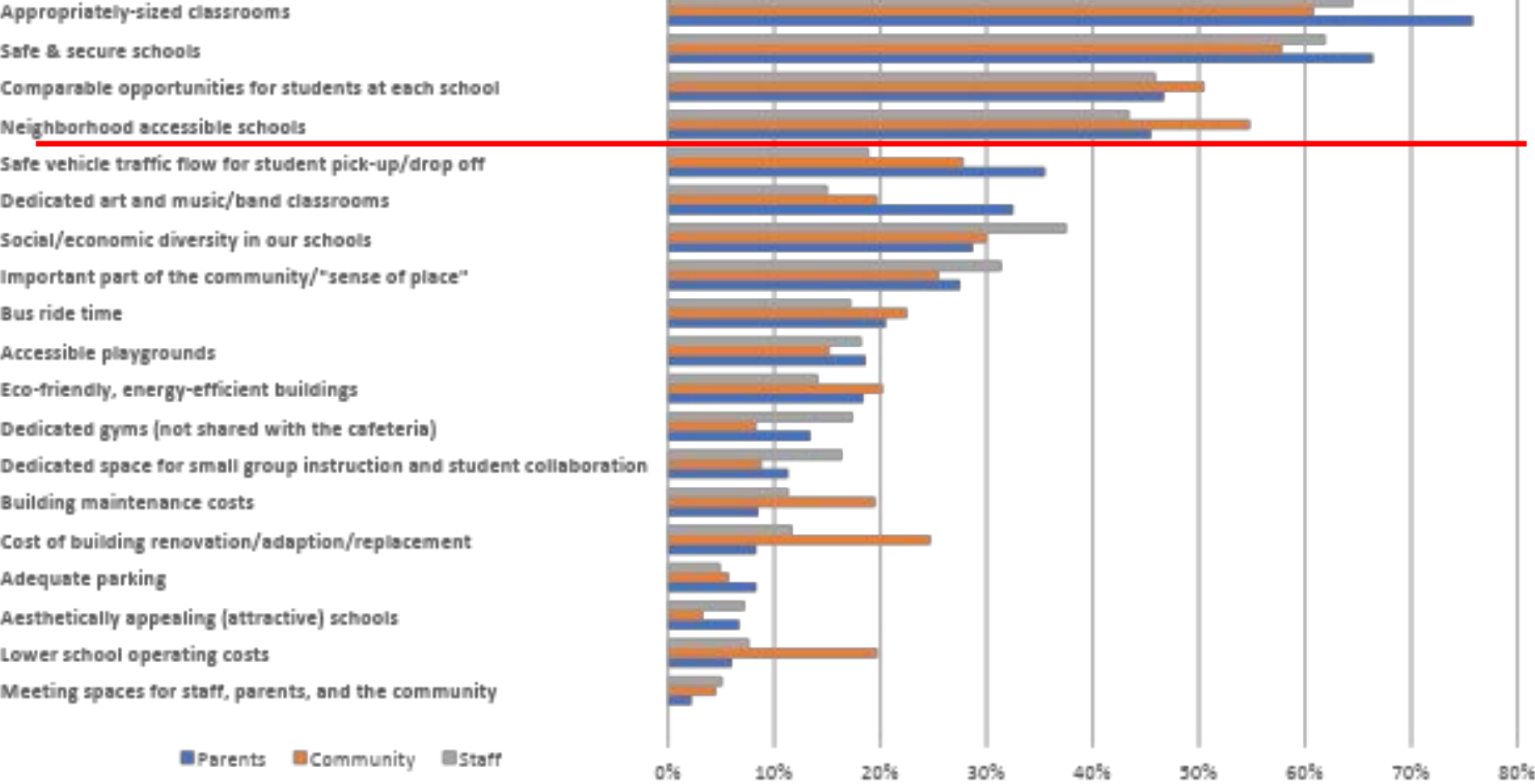
The charge of this group is to study options on how to adjust our elementary school configuration, which could include school consolidation. Ultimately the committee will make a recommendation to the school board. Your feedback will help inform this recommendation.



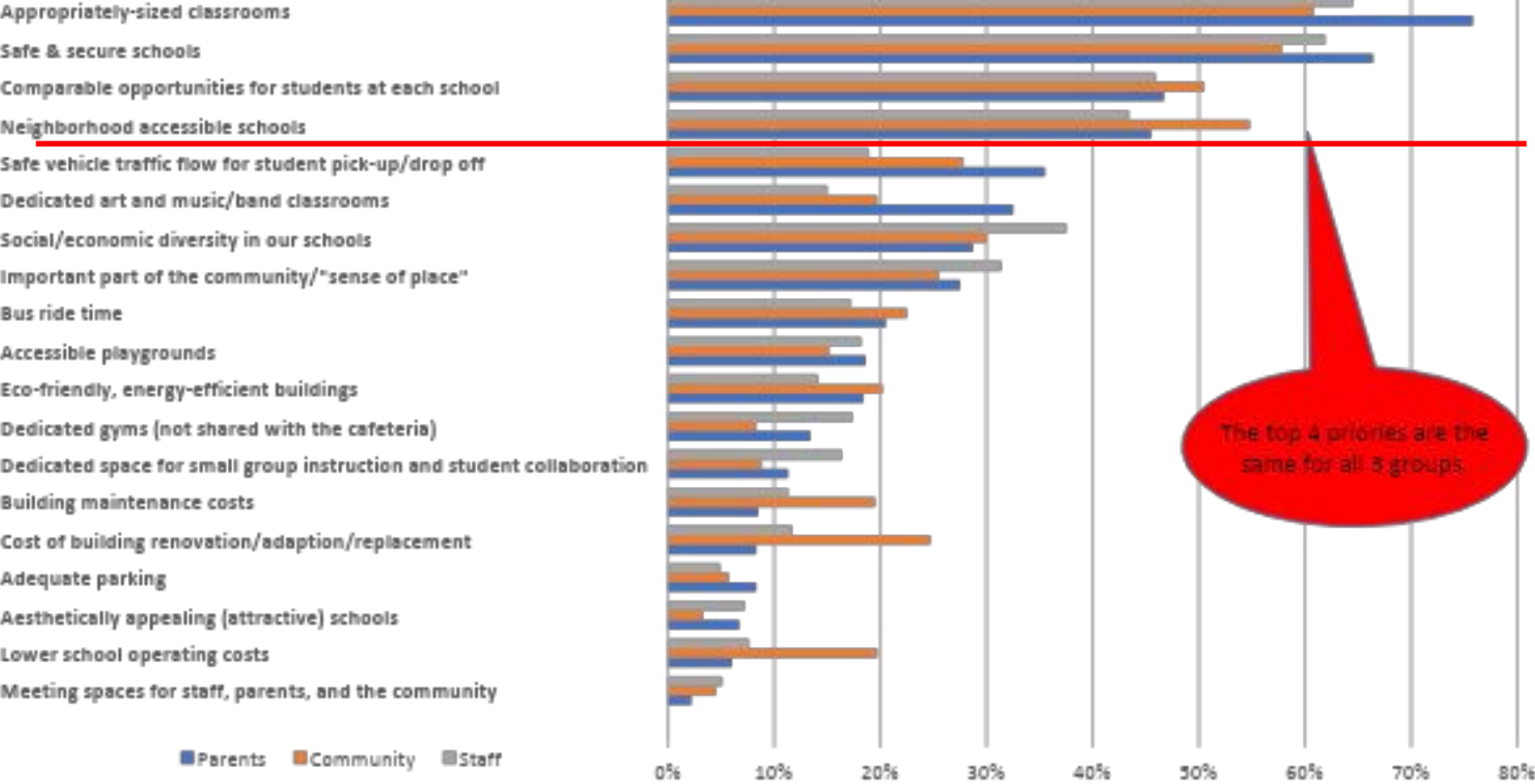
What factors are most important as we plan for elementary school reconfiguration?



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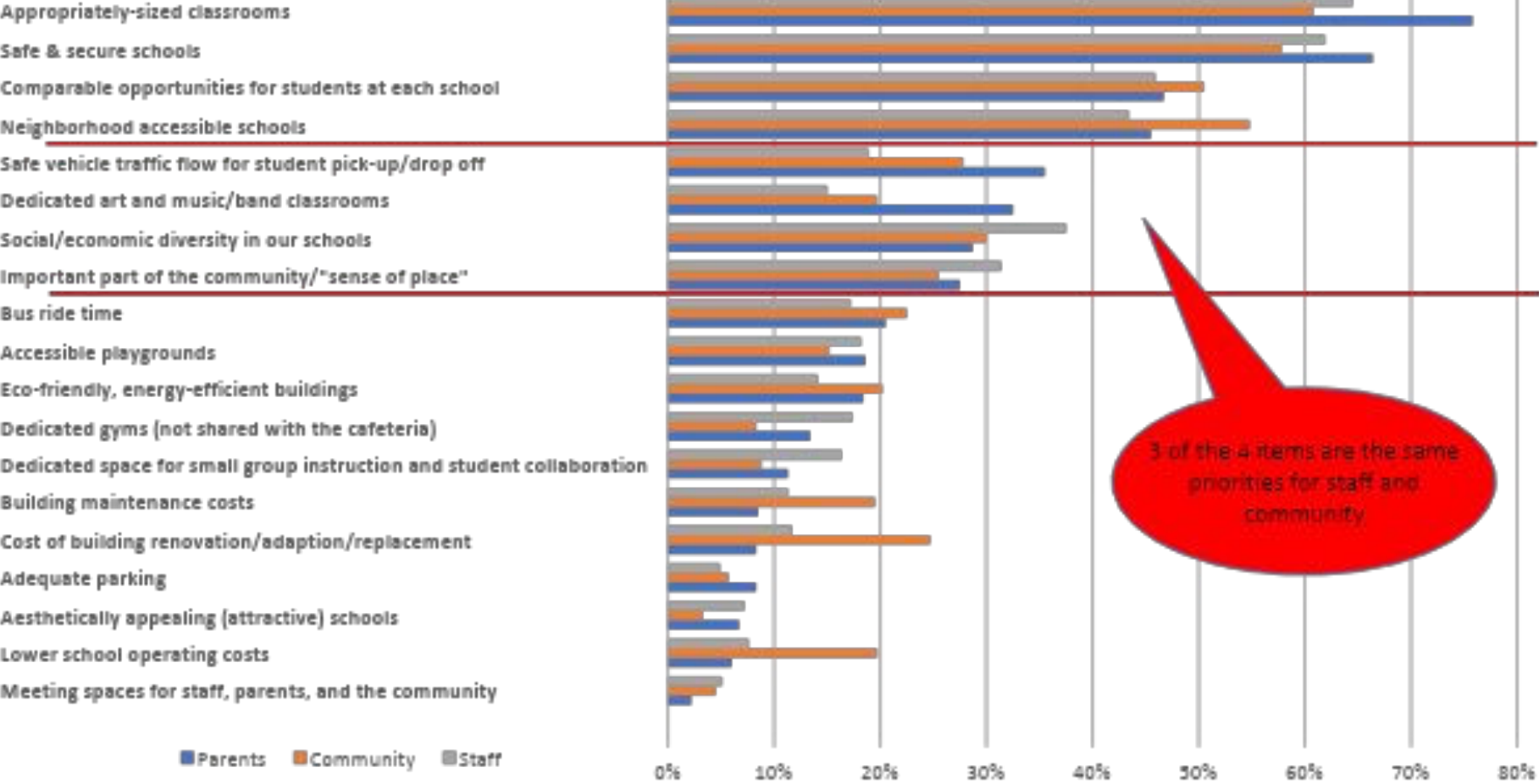


What factors are most important as we plan for elementary school reconfiguration?



The top 4 priorities are the same for all 3 groups.

What factors are most important as we plan for elementary school reconfiguration?

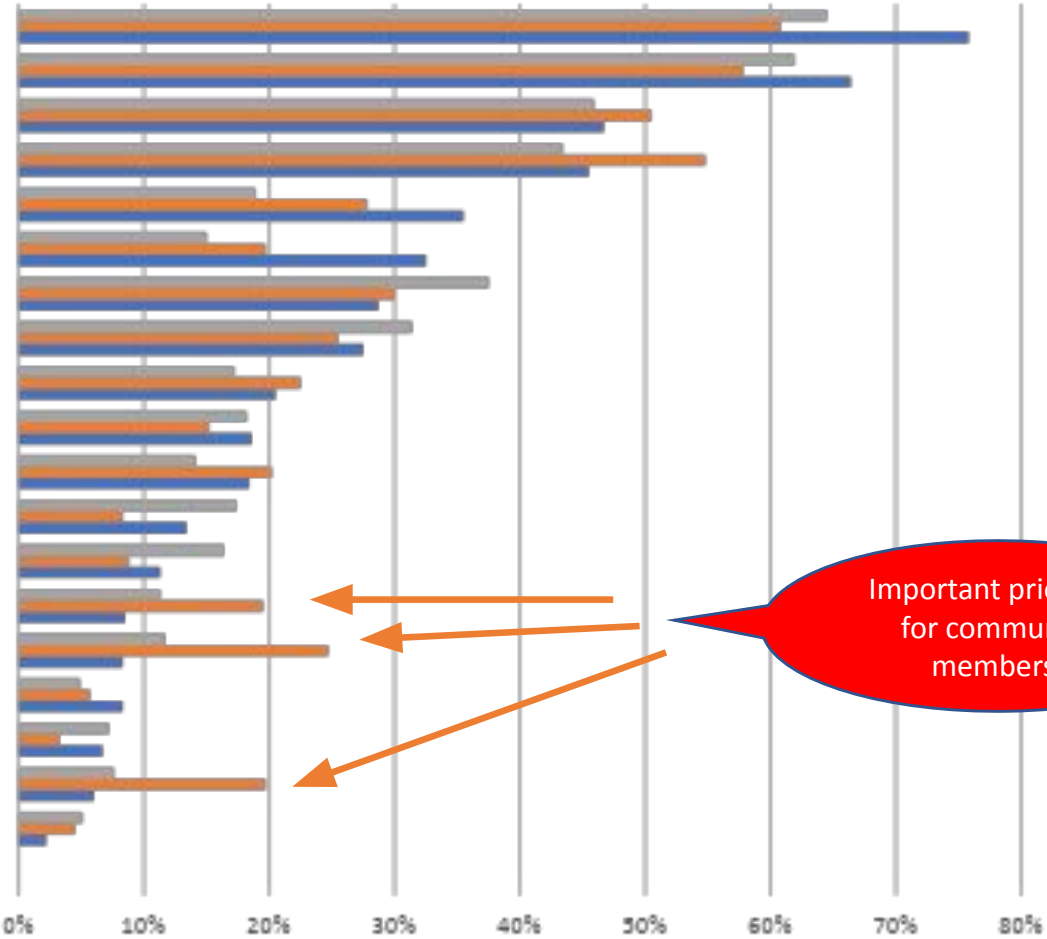


3 of the 4 items are the same priorities for staff and community

What factors are most important as we plan for elementary school reconfiguration?



- Appropriately-sized classrooms
- Safe & secure schools
- Comparable opportunities for students at each school
- Neighborhood accessible schools
- Safe vehicle traffic flow for student pick-up/drop off
- Dedicated art and music/band classrooms
- Social/economic diversity in our schools
- Important part of the community/"sense of place"
- Bus ride time
- Accessible playgrounds
- Eco-friendly, energy-efficient buildings
- Dedicated gyms (not shared with the cafeteria)
- Dedicated space for small group instruction and student collaboration
- Building maintenance costs
- Cost of building renovation/adaption/replacement
- Adequate parking
- Aesthetically appealing (attractive) schools
- Lower school operating costs
- Meeting spaces for staff, parents, and the community



Important priorities for community members.

What did we learn?



The top 4 priorities are the same for all 3 groups:

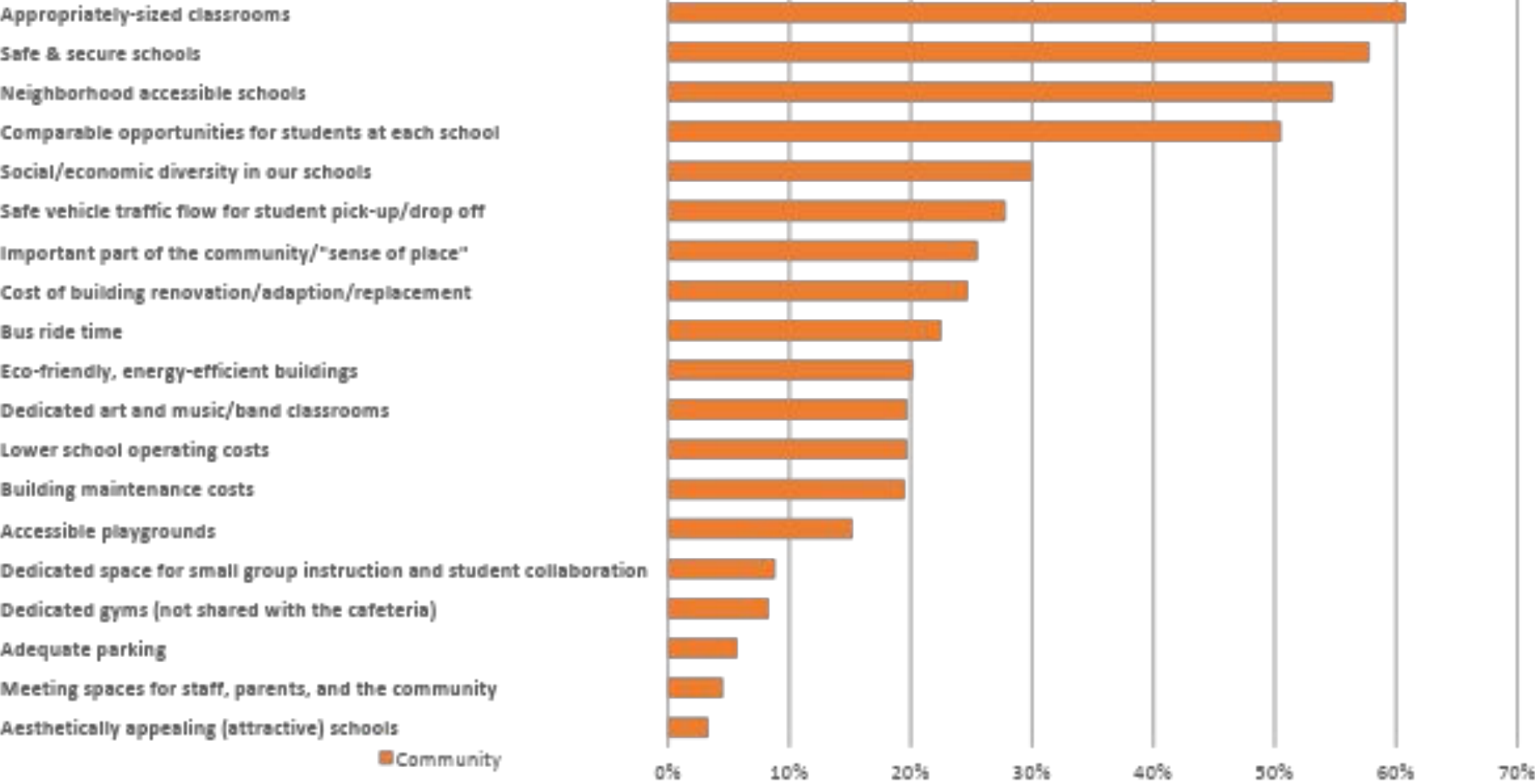
- Appropriately-sized classrooms
- Safe & secure schools
- Comparable opportunities for students at each school
- Neighborhood accessible schools

3 of the next 4 priorities are the same for all 3 groups:

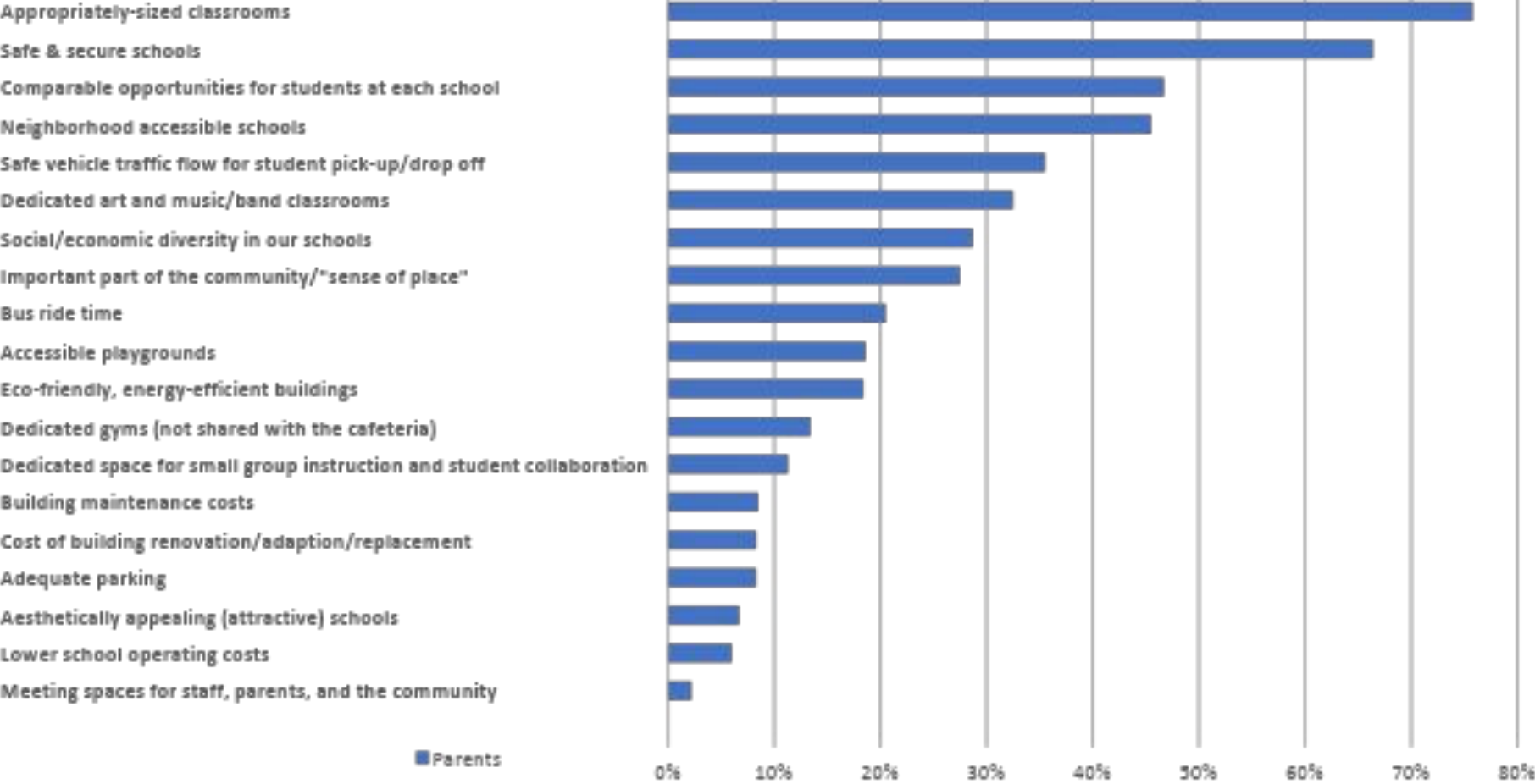
- Safe vehicle traffic flow for student pick-up/drop off
- Social/economic diversity in our schools
- Important part of the community/"sense of place"

The community placed a higher priority on cost than the staff and parents.

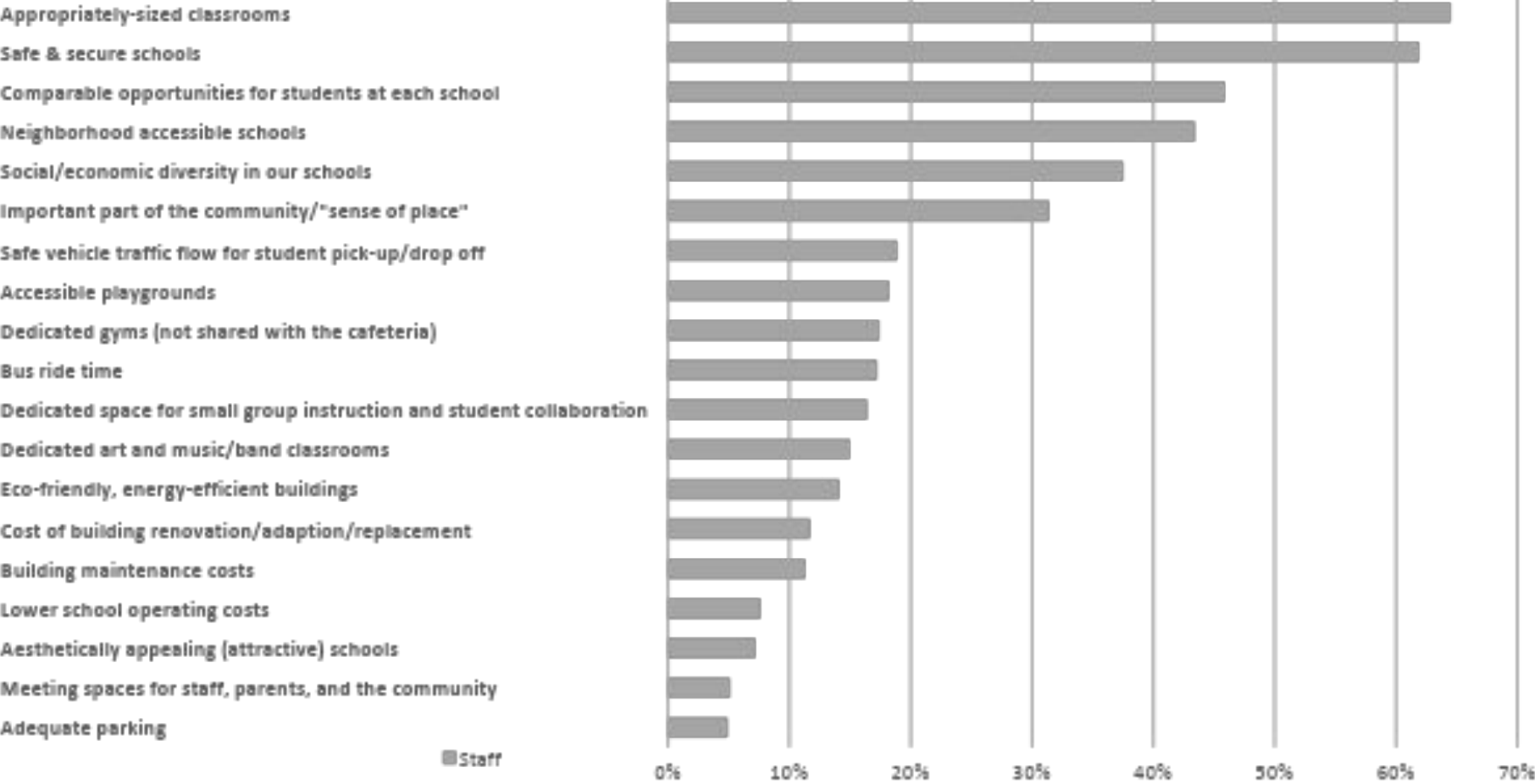
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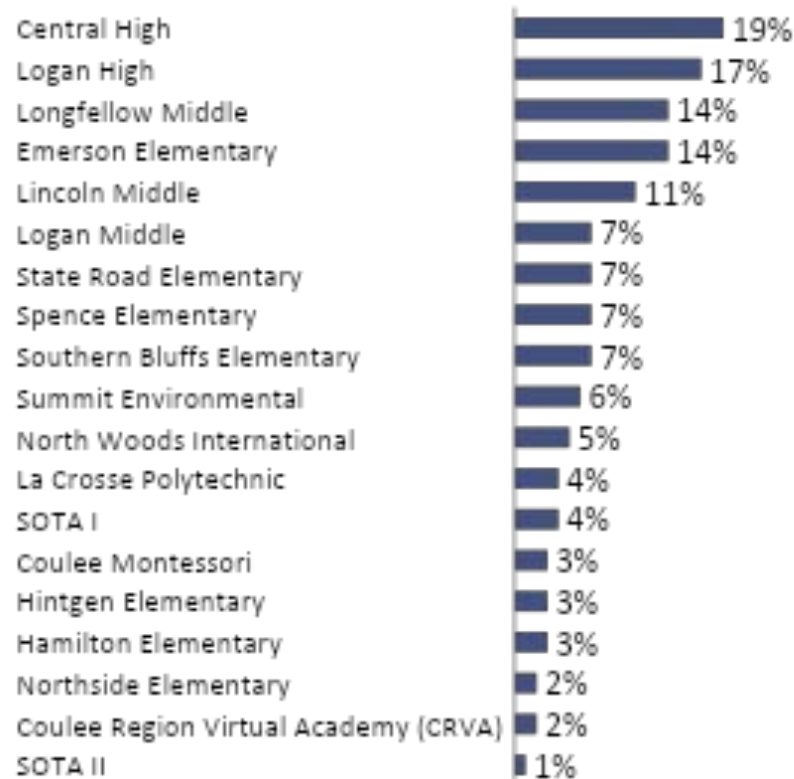
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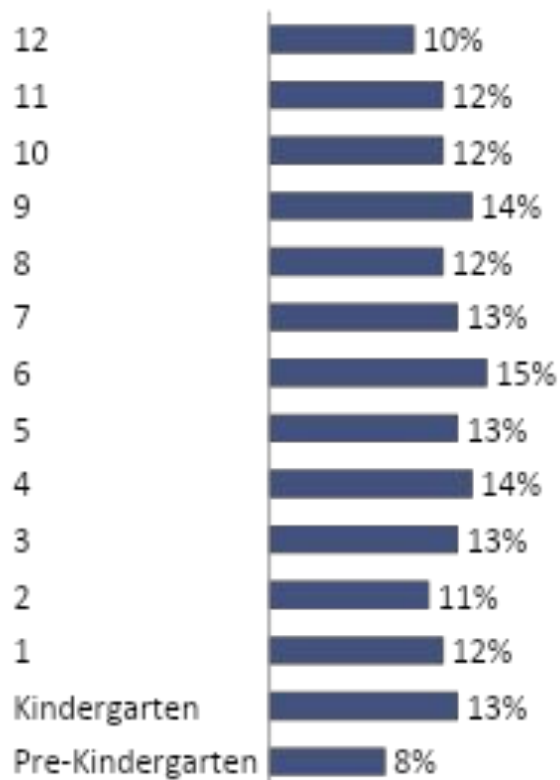
Parent/Guardian Respondent Information

Which schools do your children attend? *(Select all that apply.)*

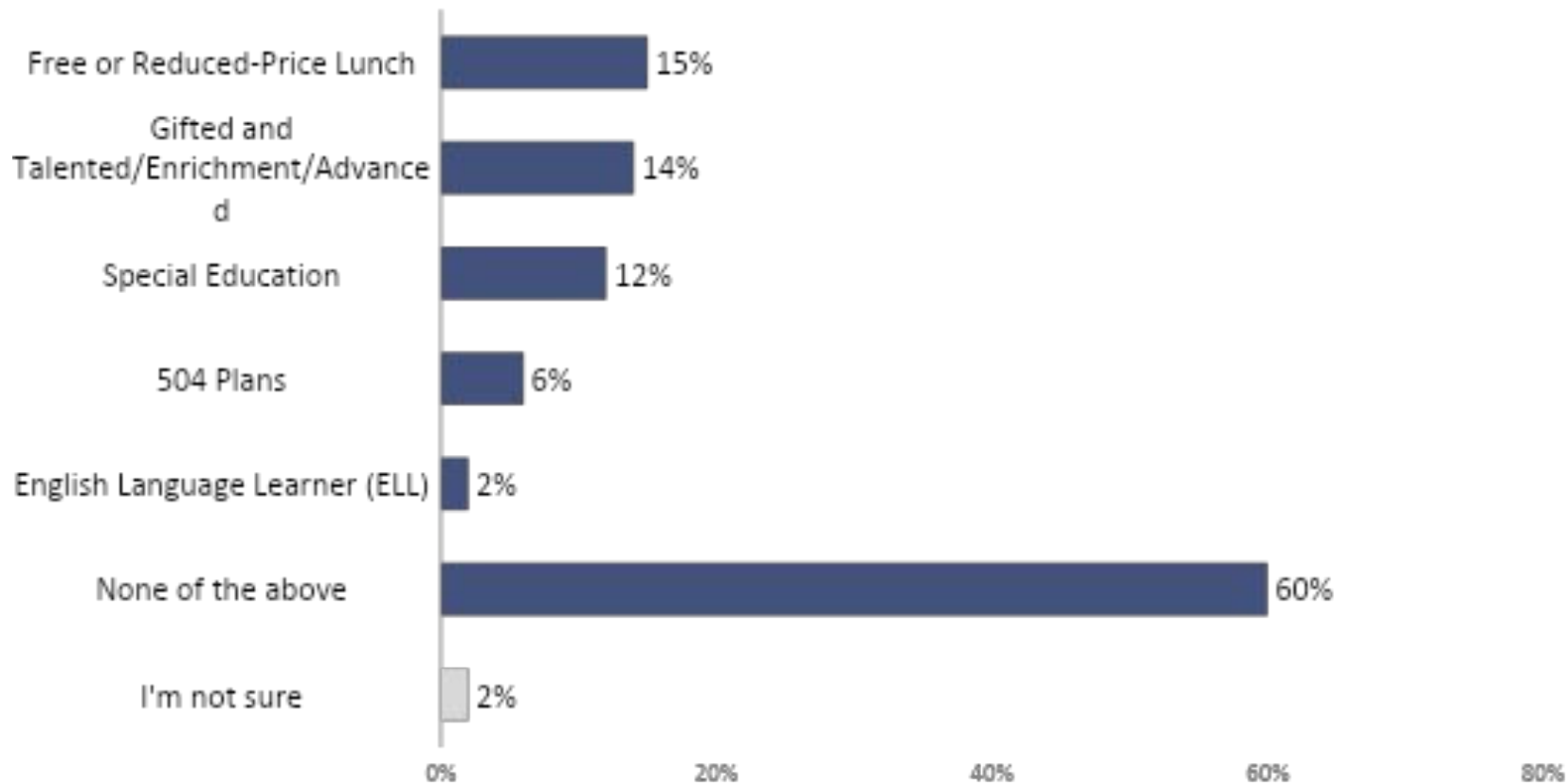


Grade level of your child(ren):

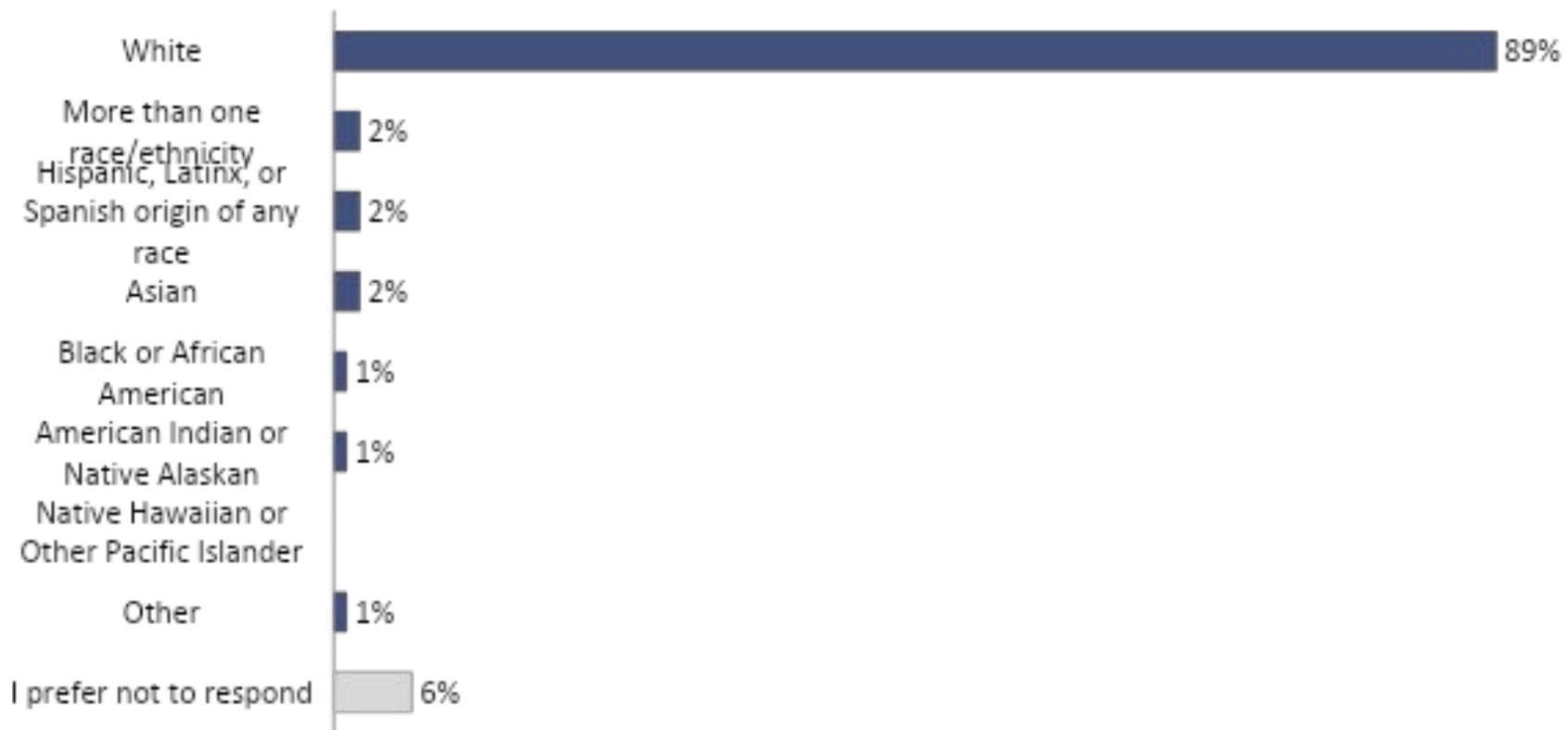
(Select all that apply.)



One or more of my children receive the following services: *(Select all that apply.)*



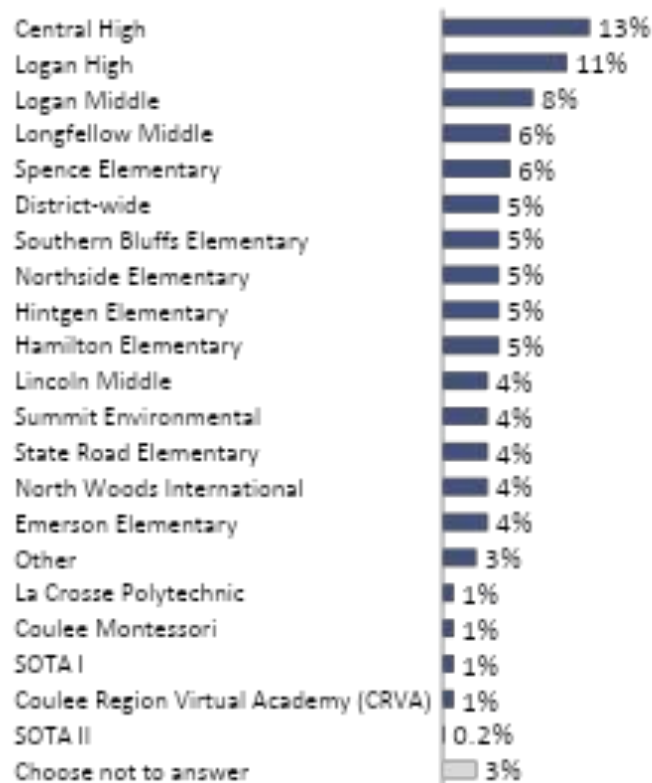
I identify as: *(Select all that apply)*



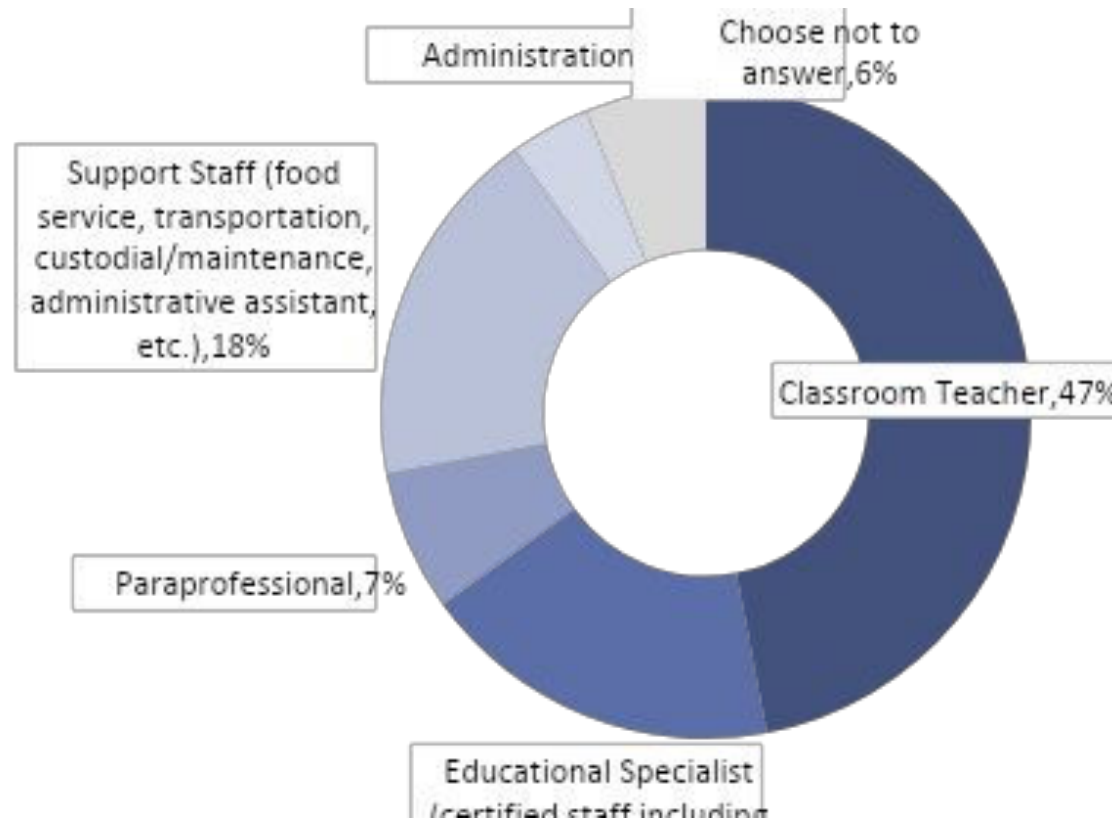


Staff Respondent Information

At which location do you spend the most time?



What best describes your position?





Questions or Comments?



Thank you!

Evaluate ES Consolidation Options

Consolidation Assumptions

1. Align with the secondary boundary at Ferry Street where possible
 - a. Creates common pathways for students
 - b. Allows for better support structures for students and families
 - c. Becomes predictable for parents
 - d. Limits disruptions to student friend groups
2. Intradistrict transfers are assigned to their home boundary school
3. Keep students closer to nearby schools when possible
4. Follow logical transportation pathways when possible
5. Follow natural geographic and city boundaries when possible
6. Parameters listed are those in the top eight that are variable between schools (neighborhood accessible, social/economic diversity)
7. Start with the four options identified by the FAC

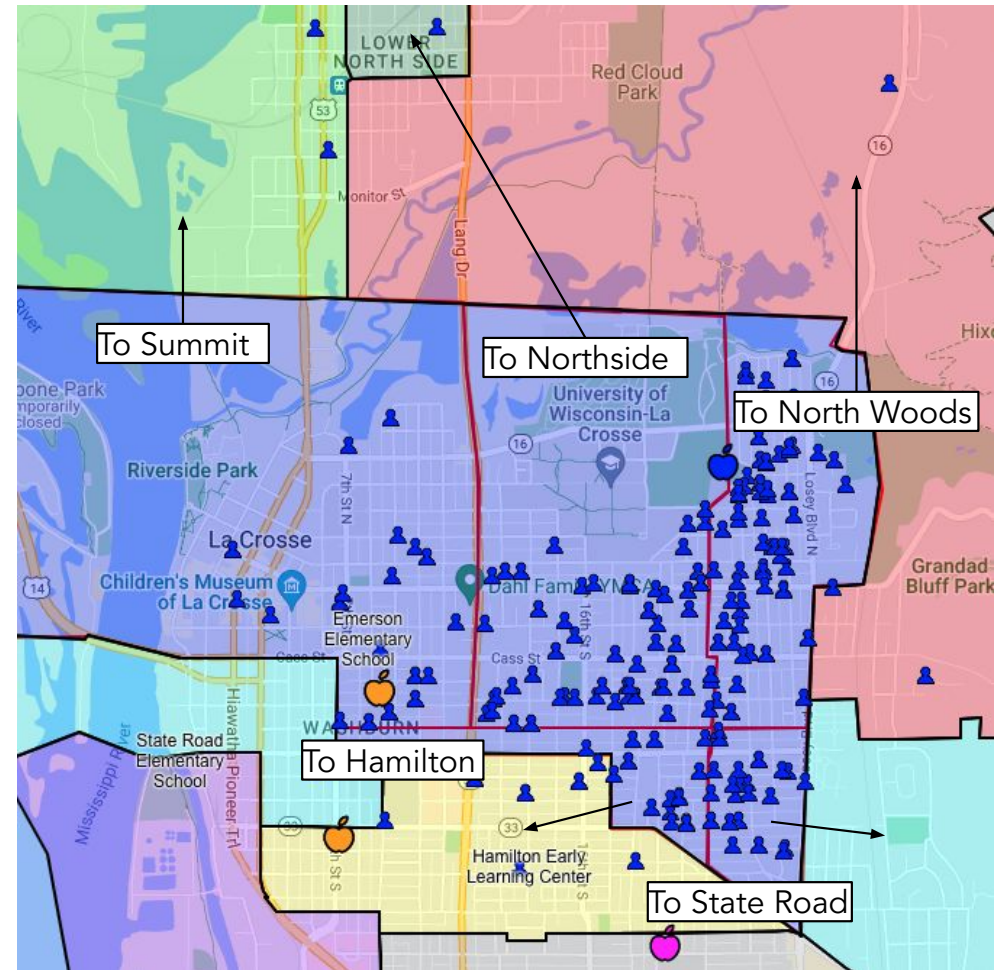
A - Emerson

Student Reassignment

- To North Woods: 92
- To Northside: 83
- To Hamilton: 43
- To State Road: 33
- To Summit: 29
- To other ES: 0, 1, 9

Key Parameters

- ES Average Enrollment: 273 → 308
- Bussing Eligible: 14.7% → 21.6%
- SES Balance (std dev): 19% → 17%



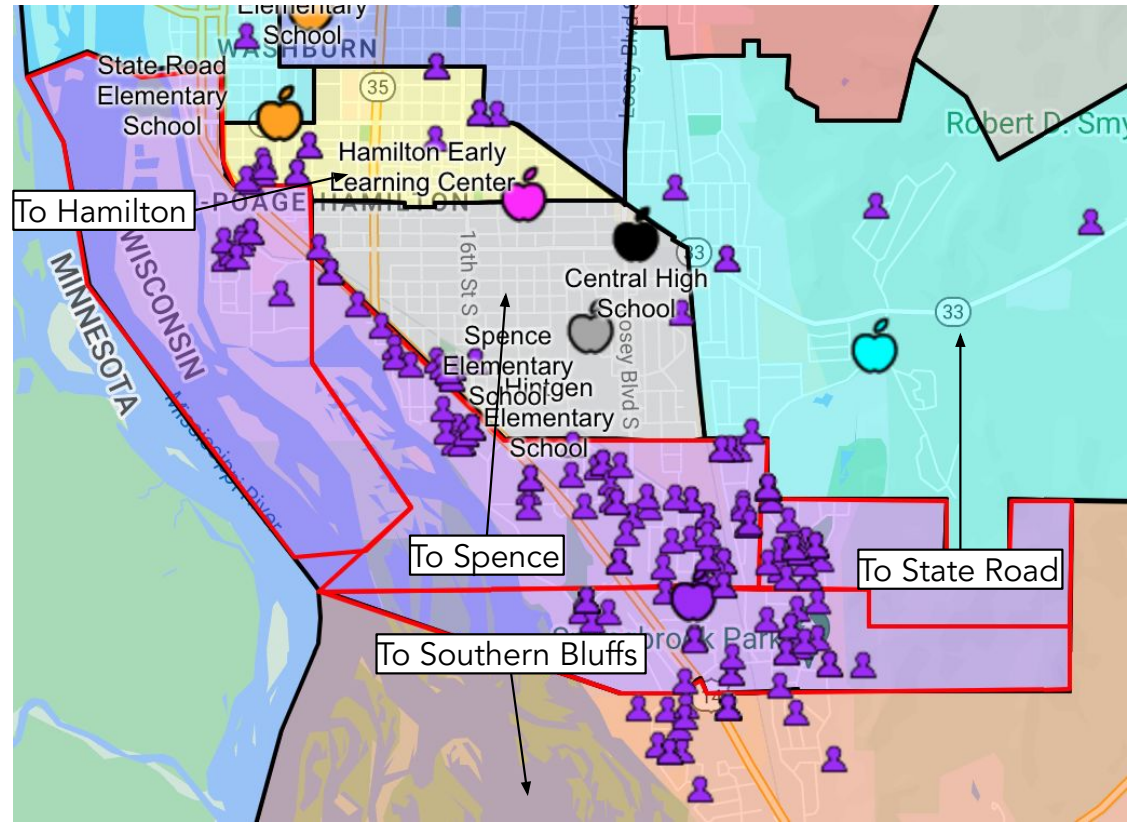
B - Hintgen

Student Reassignment

- To Spence: 83
- To Southern Bluffs: 68
- To State Road: 38
- To Hamilton: 25
- To other ES: 0, 1, 3, 3

Key Parameters

- ES Average Enrollment: 273 → 307
- Bussing Eligible: 14.7% → 21.6%
- SES Balance (std dev): 19% → 18%



C - North Woods

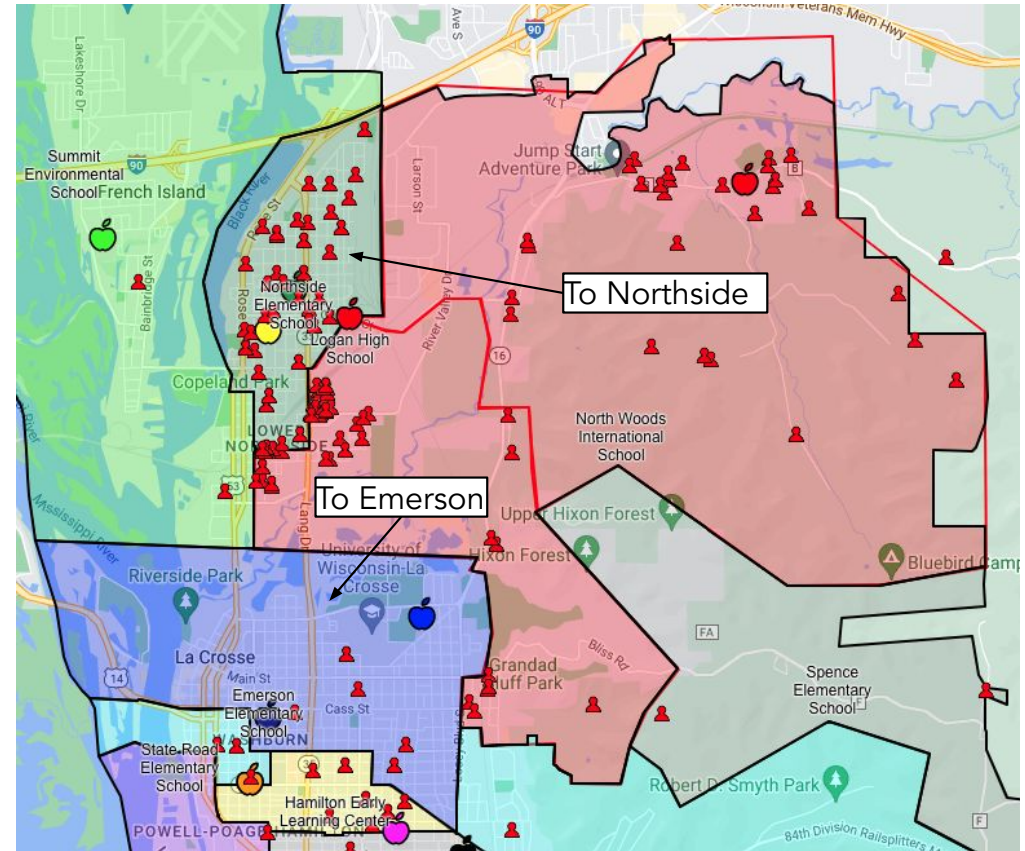
Student Reassignment

- To Northside: 88
- To Emerson: 93
- To other ES: 4, 5, 7, 8, 8, 10

Key Parameters

- ES Average Enrollment: 273 → 302
- Bussing Eligible: 14.7% → 11.7%
- SES Balance (std dev): 19% → 17%

*Need a location for SOTA 1, 111 students



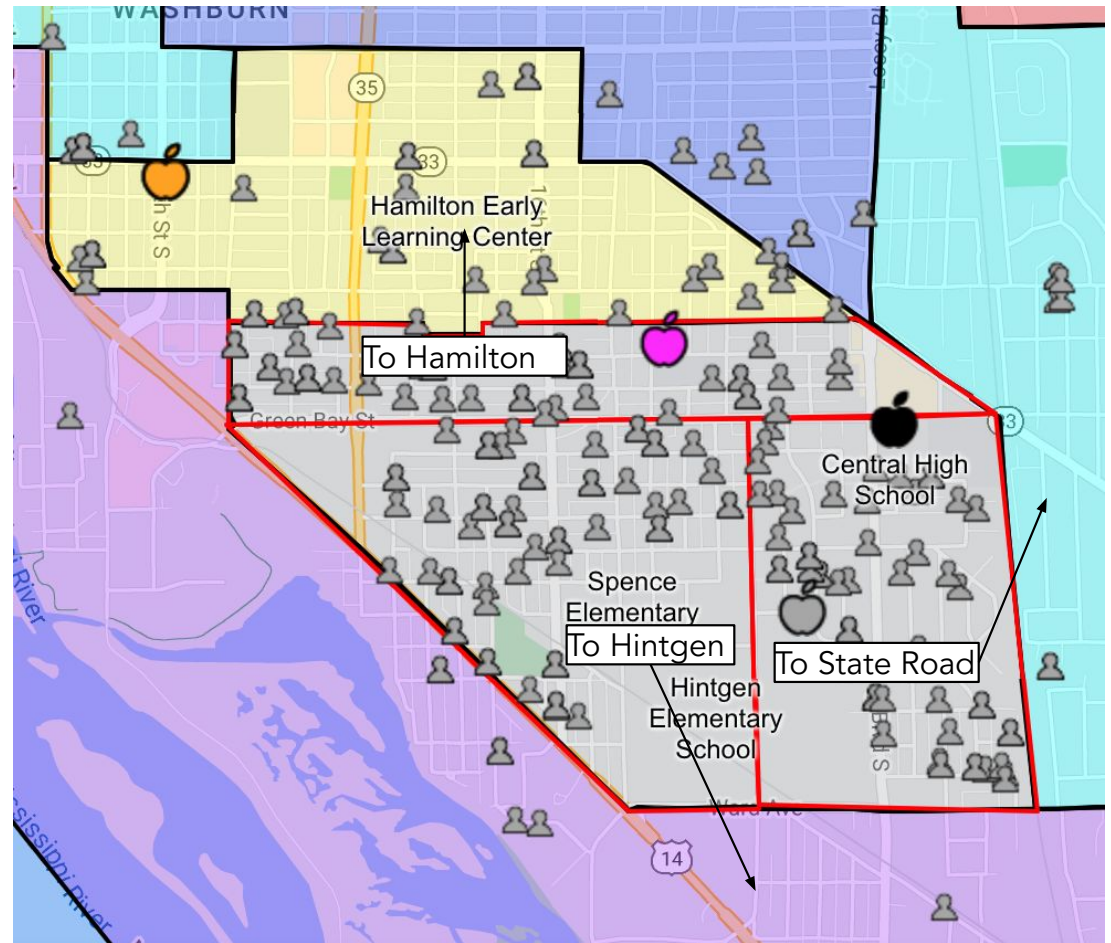
D - Spence

Student Reassignment

- To Hintgen: 83
- To Hamilton: 81
- To State Road: 71
- To Emerson: 18
- To other ES: 1, 4, 4, 10

Key Parameters

- ES Average Enrollment: 273 → 304
- Bussing Eligible: 14.7% → 14.7%
- SES Balance (std dev): 19% → 20%



Two School Consolidation Impacts

Building	Ave. K-5 Enrollment	Std Dev Econ Dis	Bus Eligible
<i>Current</i>	273	19%	14.7%
Hintgen & North Woods	345	17%	11.7%
Emerson & Hintgen	351	15%	21.6%
North Woods & Spence	341	19%	11.7%
Emerson & Spence	348	18%	21.6%



Table Team/Full FAC Discussion



Please Identify Timekeeper, Scribe, and Reporter Roles

- A) After further review, do Options A, B, and C still seem viable for potential consolidation?

- B) Do any of the these options seem more viable than others?

- C) What other consolidation options (if any) should the FAC consider?

School District Elementary Sites

Southern Bluffs

Hintgen

State Road

Spence

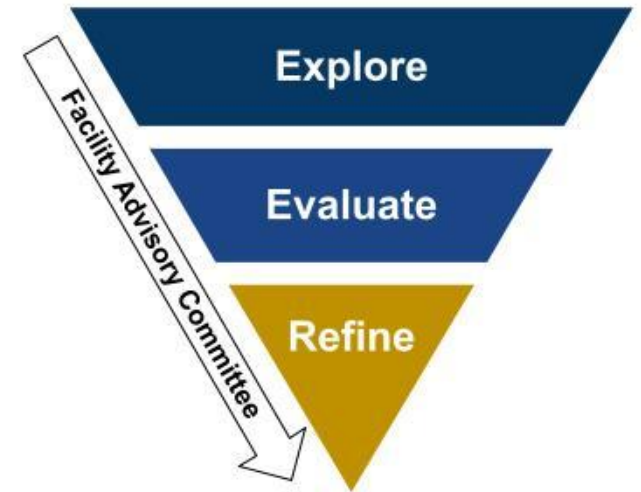
Hamilton/SOTA I

Emerson

Northside/Coulee Montessori

Summit Environmental

North Woods International



Meeting Schedule and Topics Continued

<p>FAC Meeting #5: August 14 Goal: Evaluate ES boundary options, explore secondary facility options Topics:</p> <ul style="list-style-type: none"> • Evaluate ES boundary options • Refine ES consolidation options • Explore secondary facility options (Bray) 	<p>FAC Meeting #7: October 17 Goal: Develop and refine draft of FAC report Topics:</p> <ul style="list-style-type: none"> • Develop and refine FAC report • Refine secondary facility options • Evaluate long-range capital improvement cycle recommendations
<p>FAC Meeting #6: September 14 Goal: Refine ES boundary options, evaluate secondary facility options Topics:</p> <ul style="list-style-type: none"> • Refine ES boundary options • Refine ES consolidation options • Evaluate secondary facility options • Explore long-range capital improvement cycle (PMA, Bray) 	<p>FAC Meeting #8: November 2 Goal: Refine final report to School District Topics:</p> <ul style="list-style-type: none"> • Refine FAC report • Refine long-range capital improvement cycle recommendations



Secondary Facilities

Central High School

- Date Built: 1967
- Date of Addition(s): 1988, 1996
- Overall Site Size: 17.9 Acres
- Building Size: 288,907 sq. ft.
- Capacity 1,560
- Student Enrollment 1,001



Logan High School

- Date Built: 1979
- Date of Addition(s): 1987, 1994, 1996, 1997
- Overall Site Size: 29.3 Acres
- Building Size: 216,000 sq. ft.
- Capacity 1072
- Student Enrollment 734



Challenges



Central

- Technology & Engineering space is outdated
- No automotive space
- Family & Consumer Sciences classrooms are outdated and inefficient.
- Agriscience space
- No exterior access to Tech Ed
- Does not have a production theater
- Parking
- Weight/wellness room small

Logan

- Technology & Engineering space is outdated
- Limited automotive space – no lift
- Family & Consumer Sciences classrooms are outdated and inefficient.
- Agriscience space
- Theater too small for performances
- Pool vessel needs replaced – can't be used for competition
- Weight/wellness room small
- Band & choir space small
- Commons/cafeteria small
- Entrance Main Office



Comparison



	Central HS	Logan HS
Built	1967	1979
Square Feet	288,907	216,000
Site Size	17.9 acres	29.3 acres
Additions	1988, 1996	1987, 1994, 1996, 1997
Pool	No	Yes
Theater	850 Seats	214 Seats
Planetarium	Yes	No
Athletics	Baseball, JV football on-site	Turf Field - football field/soccer, softball, baseball
Tech Ed Automotive	No	One bay - no lift



Table Team/Discussion



Please Sustain Same Timekeeper and Scribe Roles

Regarding the FAC Task of recommending MS/HS facility improvements that result in equal opportunities for secondary students...

- A) What current differences between HS sites stand out most?

- B) What input would you have for the architect/FAC planning team in preparation for our August FAC meeting, when one of the agenda items is "Exploring Secondary Facility Options"?

Next Meeting

<p>FAC Meeting #1: April 20 Goal: Develop a common understanding of the relevant conditions and factors Topics:</p> <ul style="list-style-type: none">• Purpose and norms• Facilities history and overview (Joe L.)• Enrollment history/projections (Aaron)• District financial overview (Patty)• Survey (Bill Foster)	<p>FAC Meeting #3: June 12 Goal: Evaluate ES consolidation options, understand secondary facilities Topics:</p> <ul style="list-style-type: none">• Survey results (Bill F.)• Evaluate ES consolidation options• Secondary facilities detail and challenges (Joe L. & Stacy)
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Meeting Schedule and Topics Continued

<p>FAC Meeting #5: August 14 Goal: Evaluate ES boundary options, explore secondary facility options Topics:</p> <ul style="list-style-type: none"> • Evaluate ES boundary options • Refine ES consolidation options • Explore secondary facility options (Bray) 	<p>FAC Meeting #7: October 17 Goal: Develop and refine draft of FAC report Topics:</p> <ul style="list-style-type: none"> • Develop and refine FAC report • Refine secondary facility options • Evaluate long-range capital improvement cycle recommendations
<p>FAC Meeting #6: September 14 Goal: Refine ES boundary options, evaluate secondary facility options Topics:</p> <ul style="list-style-type: none"> • Refine ES boundary options • Refine ES consolidation options • Evaluate secondary facility options • Explore long-range capital improvement cycle (PMA, Bray) 	<p>FAC Meeting #8: November 2 Goal: Refine final report to School District Topics:</p> <ul style="list-style-type: none"> • Refine FAC report • Refine long-range capital improvement cycle recommendations



Committee Feedback

Exit Ticket



Exit Ticket

What went well? _____

What could be improved? _____

What do you want to learn more about? _____



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