



SCHOOL DISTRICT OF LA CROSSE

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COURSE OF ACTION DEVELOPMENT AND ANALYSIS Executive Summary

Based on the Long Range Facility Plan 2050, the potential courses of action listed below meet the school board's intent outlined in operational expectations policies and address the district's foundational challenges of declining enrollment and budget deficits. The outcome of each of these courses of action is the reduction of at least two elementary buildings and the reduction of at least \$3.0M in expenses by 2028 to address structural deficits and provide the best instructional environment for students.

Potential Courses of Action:

1. Do not address facilities - Manage structural budget deficits by laying off staff, cutting programs, limiting wage increases, and reducing benefits.
2. FAC Recommendation - Locate elementary schools where students live. Close North Woods and Hintgen elementary schools. In addition to the FAC recommendation, move Polytechnic to Central High School.
3. FAC Consideration - Reduced deferred maintenance. Close Emerson and Spence elementary schools. In addition to the FAC consideration, move Polytechnic to Central High School.
4. Referendum - Maximize reduction in deferred maintenance. Consolidate Emerson and Spence elementary schools in a new building through referendum. Move Polytechnic to Central High School in 2024 and close one of Hintgen, Summit, or North Woods in 2028. As an option, as a part of the referendum consolidated Hintgen through additions at Hamilton and State Road elementary schools.
5. Referendum - Maximize elementary locations where students live. Close North Woods elementary school in 2024. Consolidate Hintgen and Spence elementary schools in a new building through referendum. Close Summit elementary school in 2028.
6. Referendum - Three school consolidation. Make North Woods a non-home boundary school keeping the IB program there as a choice and move Polytechnic to North Woods. Consolidate Emerson, Spence and Hintgen elementary schools in a new building through referendum. As an option, close Summit elementary school in 2028.
7. Maximize Socioeconomic Balance and Building Utilization. Close Spence and Summit elementary schools. Move all charter schools to North Woods and make it a non-home boundary school. Make Hintgen a 4K center until 2028 when it closes.

A variety of criteria may be used to analyze the courses of action identified above and any additional courses of action that are created. The factors identified in administrative policy 9800 should be considered when analyzing courses of action along with other key pieces of information the school board finds necessary.

COURSE OF ACTION DEVELOPMENT AND ANALYSIS

Long Range Facility Plan 2050

This document provides the basis for the development of facility options, potential courses of action, and the key data necessary for course of action analysis. All potential courses of action meet the school board's intent and address the foundational challenges the district faces.

School Board Intent

The school board's intent as it relates to facilities can be found in the mission statement which in part states that the district will "ensure resources are available to provide excellence in education." School Board policy OE-12: Facilities further defines the school board's intent related to facilities stating, "The Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies."

Specified, Implied, and Essential Tasks

The following specified (S), implied (I), and essential (E) tasks can be found in or derived from school board and administrative policy.

- (S) Develop and execute a facility plan that establishes priorities for construction, renovation and maintenance projects. (OE-12)
- (S) Ensure that facilities are safe, clean and properly maintained. (OE-12)
- (S) Develop a budget that ensures fiscal soundness in future years. (OE-5)
- (S) Establish and maintain a learning environment that is physically safe, welcoming, inclusive and conducive to effective learning. (OE-10)
- (S) Support innovation and best practices for teaching and learning (9100)
- (S) Support diverse learning needs (9100)
- (S) Ensure collaborative alignment with community resources (9100)
- (S) Takes into account building and site design standards (9100)
- (S) Address financial considerations of facilities repair and replacement (9100)
- (I) Replace and repair facilities on a regular basis.
- (I) Address and eliminate structural budgetary deficits.
- (I) Ensure facilities are attractive and welcoming.
- (E) Ensure resources are available to provide excellence in education. (Board Mission)

Constraints

Constraints are limitations that restrict the actions that may be taken in long range facilities planning and course of action development.

- The Superintendent may not present for Board approval a budget that plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year. (OE-5)
- The Superintendent may not provide for an anticipated year-end unassigned fund balance of less than 15 percent to 20 percent of the prior year's operating expenditures. (OE-5)
- The Superintendent may not permit facilities and equipment to be subject to improper use or insufficient maintenance. (OE-7)

- One-time revenues may only be used for one time expenses to avoid structural deficits.

Critical Facts

Critical facts are those that most impact the development of the long range facility plan course of action development and analysis.

- Student enrollment has declined by 29% over the last 30 years in the district.
- Elementary buildings collectively are at 68% of capacity.
- School buildings are aging more rapidly than maintenance expenditures have been able to keep up with.
- Declining enrollment has led to a loss of \$5.7M in revenue limit authority since 2019 and will lead to another \$1.3M loss of revenue limit authority in 2024.

Assumptions

- State funding will remain stable.
- Enrollment will continue to decline with projections.
- Financial projections predict a structural budget deficit of \$2.4M - \$3.6M annually.
- Declining enrollment impacts on the budget will partially be mitigated by a reduction in staff and expenses; ~\$250K annually.
- If a capital referendum is chosen as a part of a course of action, the vote occurs in November 2024 with construction complete in 2027.

Timeline

By 2028, achieve necessary operational efficiencies through facilities consolidations. If a referendum is chosen as a part of a course of action, the soonest a referendum vote could occur is in November of 2024. Construction of a building will likely take at least two years to complete and renovations or minor additions will likely take at least a year to a year and a half.

Courses of Action Development

All courses of action were developed using the individual facility options listed below. All courses of action align with the following screening criteria:

- Suitability - solves the problem and is legal and ethical.
- Feasibility - fits within available resources.
- Acceptability - is worth the cost or risk.
- Distinguishability - differs significantly from other solutions.
- Completeness - contains the critical aspects of solving the problem from start to finish.

Facility Options

The lettered facility options listed below are used consistently throughout the course of action analysis on all documents and tables. The list below outlines facility options by outcome. The subsequent table outlines facility options by building. A further analysis of the facility options listed below can be found in Appendix A - Facility Options Analysis.

Facility Options by Outcome

Reduce one elementary school

- A. Close North Woods International School
- B. Close Emerson Elementary School
- C. Close Spence Elementary School
- D. Close Hintgen Elementary School
- E. Close Summit Elementary School
- F. Referendum to consolidate Emerson and Spence in a new building
- G. Referendum to consolidate Hintgen and Spence in a new building
- H. Referendum to consolidate Hintgen with Hamilton and State Road through additions at Hamilton and State Road

Reduce two elementary schools

- I. Referendum to consolidate Emerson, Spence, and Hintgen in a new building

Additional Options

- J. Move Polytechnic to another location.
- K. Change North Woods to a choice only IB school with no home school boundary, combine with other options to create savings.
- L. Create a charter elementary site in a closed building.
- M. Create a 4K center in a closed building.
- N. Close Hogan Administrative Center.
- O. Manage structural deficit by laying off staff, cutting programs, limiting wage increases, and reducing benefits.

Facility Options By Building

Building Closure Options	Referendum Options to Consolidate Buildings		Modified Building Use Options
North Woods			K. No home boundary, IB as a choice
Emerson	F. Emerson + Spence	I. Emerson + Spence + Hintgen	
Spence	G. Hintgen + Spence		
Hintgen	H. Hintgen to Hamilton and State Road with additions		
Summit			
Polytechnic			

Courses of Action

The potential courses of action listed below are not exhaustive but represent key approaches to facilities to meet the Board’s intent. The outcome of each of these courses of action is the reduction of at least two elementary buildings and the reduction of at least \$3.0M in expenses by 2028 to address structural deficits and provide the best instructional environment for students. If structural deficits are known to be addressed within five years, or 2028, then temporary deficits may be responsibly covered through available short-term strategies. Other courses of action may be developed as options are explored and analyzed.

1. Do not address facilities - Manage structural budget deficits by laying off staff, cutting programs, limiting wage increases, and reducing benefits. This strategy involves a \$3.0M budget cut of which 80% comes from salary and benefits and 20% comes from other expenses. It will result in layoffs of 35-45 staff members impacting support and programs available to students as well as a 2% general budget cut which will negatively impact teaching supplies, extracurricular opportunities, and professional development.

2. FAC Recommendation - Locate elementary schools where students live

2024	2027	2028
A. Close North Woods (-\$1.4M) D. Close Hintgen (-\$1.0M) J. Polytechnic to Central (-\$0.6M) Reduced Expense = -\$3.0M		

3. FAC Consideration - Reduced deferred maintenance

2024	2027	2028
B. Close Emerson (-\$1.4M) C. Close Spence (-\$1.0M) J. Polytechnic to Central (-\$0.6M) Reduced Expense = -\$3.0M		

4. Referendum - Maximize reduction in deferred maintenance: Emerson + Spence

2024	2027	2028
J. Polytechnic to Central (-\$0.6M) Reduced Expense = -\$0.6M	F. Referendum to consolidate Emerson and Spence in a new building (-\$1.4M) Option: H. Referendum to consolidated Hintgen with Hamilton and State Road through additions (-\$1.0M) Reduced Expense = -\$2.0M	D. Close Hintgen or E. Close Summit or A. North Woods (-\$1.0M) Reduced Expense = -\$3.0M

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits

5. Referendum - Maximize elementary locations where students live: Hintgen + Spence

2024	2027	2028
A. Close North Woods (-\$1.4M) Reduced Expense = -\$1.4M	F. Referendum to consolidate Hintgen and Spence in a new building (-\$1.0M) Reduced Expense = -\$2.4M	E. Close Summit (-\$0.9M) Reduced Expense = -\$3.3M

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits

6. Referendum - Three school consolidation: Emerson, Spence, and Hintgen

2024	2027	2028
K. North Woods non-boundary J. Polytechnic to North Woods (-\$0.6M) Reduced Expense = -\$0.6M	F. Referendum to consolidate Emerson, Spence, and Hintgen in a new building (-\$2.4M) Reduced Expense = -\$3.0M	Option: E. Close Summit in five years (-\$0.9M)

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits

7. Maximize Socioeconomic Balance and Building Utilization

2024	2027	2028
C. Close Spence (-\$1.4M) E. Close Summit (-\$1.0M) L. North Woods becomes charter school elementary M. Hintgen becomes 4K center Reduced Expense = -\$2.4M		D. Close Hintgen as a 4K center (-\$0.9M) Reduced Expense = -\$3.3M

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits

Socioeconomic Balance and Equity

The vestiges of elementary boundaries created in 1993 for socioeconomic balance remain but the impact has eroded almost entirely through an extensive choice and charter model. Today the district pursues equity through differential resourcing to ensure that students get the support they need wherever they are located. Availability of resources therefore is the most important factor in ensuring all students succeed.

Course of Action Analysis

A variety of criteria may be used to analyze the courses of action identified above and any additional courses of action that are created. To support the analysis of these courses of action where building closure is a factor, data has been compiled in Appendix B - 9800 - Retirement of Facilities Assessment. The considerations identified in policy 9800 could be differentiating criteria used to analyze courses of action along with other key pieces of information.

APPENDIX A - FACILITY OPTIONS ANALYSIS

A. Close North Woods International School

- a. *Assets*: A newer building built to more modern building codes. Has a larger rural site. Has less identified deferred maintenance than most other buildings. Most students bussed. Boundary changes can be isolated to this elementary boundary.
- b. *Drawbacks*: Not located where students live or are likely to live. Most students live closer to another elementary school. Requires bus routes that if closed would not otherwise be needed. The district has invested in the IB program which would likely need to be assigned to another location.
- c. *Other Considerations*: The International Baccalaureate (IB) program would be retained at Northside Elementary on a traditional calendar. To maintain the program, it would be kept as a separate school, like charter schools located in other buildings (e.g. SOTA I and Coulee Montessori), and become the North Woods International Baccalaureate school located at Northside Elementary. Depending on space available, this may cause Coulee Montessori to move to another location, with Summit Elementary being the likely destination.

B. Close Emerson Elementary School

- a. *Assets*: Located where students live and are likely to live. Near UW-La Crosse and Myrick Park. All students can walk. Boundary changes can be isolated to this elementary boundary.
- b. *Drawbacks*: Oldest building in the inventory. Has more identified deferred maintenance than most other buildings. Smaller site size.

C. Close Spence Elementary School

- a. *Assets*: Located where students live and are likely to live. Next to Erickson Park. More students from the home boundary choose the school. Most students can walk. A good site size. Boundary changes can be isolated to this elementary boundary.
- b. *Drawbacks*: Second oldest building in the inventory. Has some poor construction and more identified deferred maintenance than most other buildings.

D. Close Hintgen Elementary School

- a. *Assets*: Located where students live and are likely to live. Most students can walk. Less identified deferred maintenance than other buildings. A good site size. Boundary changes can be isolated to this elementary boundary.
- b. *Drawbacks*: 42% of students live closer to another building. Has a high transfer rate out of the boundary area relative to other schools. Has the largest decline in students since 2015.

E. Close Summit Elementary School

- a. *Assets*: Located where students live and are likely to live. Fewest students who transfer out of the boundary area. Near natural resources in a pond and the Mississippi River. A large site size. Boundary changes can be isolated to this elementary boundary. All students could attend one other elementary - Northside.
- b. *Drawbacks*: An older school with more identified deferred maintenance than most other buildings.

F. Referendum to consolidate Emerson and Spence in a new building

- a. *Assets:* Addresses the two oldest elementary buildings with the most identified deferred maintenance. Available site at Hogan that is between the two current building sites. If built at Hogan, construction could occur without interfering with operation of the other elementary buildings. Located centrally where students live and are likely to continue to live.
- b. *Drawbacks:* Requires a passed referendum. Would require more extensive redrawing of elementary boundaries in the center of the district. Hogan site is not one of the larger sites available.

G. Referendum to consolidate Hintgen and Spence in a new building

- a. *Assets:* Addresses two of the oldest buildings and one with more identified deferred maintenance than other elementaries. Built at either Spence or Hintgen it would be on one of the larger sites. Would not require extensive boundary changes to other schools.
- b. *Drawbacks:* Requires a passed referendum. There is no site located between the two current buildings. Construction would need to occur at one of the sites while still operating both elementaries.

H. Referendum to consolidate Hintgen with Hamilton and State Road through additions at Hamilton and State Road

- a. *Assets:* Addresses one of the older buildings in the inventory. Many Hintgen students already live closer to Hamilton and State Road. The last State Road addition was made in anticipation of an addition of this type. Would require less extensive boundary changes.
- b. *Drawbacks:* Requires a passed referendum. Would impact the operation of the Hamilton and State Road while construction occurs.

I. Referendum to consolidate Emerson, Spence, and Hintgen in a new building

- a. *Assets:* Addresses three of the oldest buildings and the two with the most identified deferred maintenance. Built at the Spence site it would be on one of the larger sites. The Spence site would be centrally located between the three current boundary areas.
- b. *Drawbacks:* Requires a passed referendum. Construction may need to occur at one of the sites while still operating the elementary. Would require more extensive redrawing of elementary boundaries in the center of the district.

J. Move Polytechnic to another location.

- a. *Assets:* Would save about \$0.6M through staffing efficiencies. Could create more options for students if located at a high school. One of the oldest original dates of construction in the district's facility inventory.
- b. *Drawbacks:* A recently acquired and invested in building.

K. Change North Woods to a choice only IB school with no home school boundary, combine with other options to create savings.

- a. *Assets:* Maintains a newer building with limited identified deferred maintenance. Creates staffing efficiencies by changing home boundaries and reassigning students to other nearby elementary schools. Maintains the IB choice at a school on the border of the district.

- b. *Drawbacks*: Does not fully close a building and requires ongoing staffing - would require significant additional changes to achieve the savings of fully closing a building.
- L. Create a charter elementary site in a closed building.**
- a. *Assets*: Creates some efficiencies by bringing charter schools together in one site. If in a newer building, maintains the use of a building with less identified deferred maintenance. If in a centrally located building, reduces transportation costs and access challenges.
 - b. *Drawbacks*: Does not close a building to achieve operational savings through staffing efficiencies. Differing charter philosophies or age ranges may impact staffing or instruction.
- M. Create a 4K center in a closed building.**
- a. *Assets*: If in a newer building, maintains the use of a building with less identified deferred maintenance. Achieves some operational savings as food service and many specialist staff would not be necessary to staff the building. Could create a high quality early childhood experience for students.
 - b. *Drawbacks*: Does not close a building to achieve operational savings through staffing efficiencies. Would increase bussing costs to transport students to a central location. Does not keep students in the same building they will attend through their home boundary school or with other siblings in elementary school.
- N. Close Hogan Administrative Center.**
- a. *Assets*: Eliminates a building with more identified deferred maintenance. Saves \$0.05M annually in efficiencies.
 - b. *Drawbacks*: The district will need to renovate other spaces to accommodate public facing services which may cost \$0.2-\$0.5M. If all services are not colocated at one site, families and staff may have to visit multiple locations to receive the services they are currently able to access in one visit. The City has indicated that Hogan is on the top ten historic sites which would complicate subsequent use of the building and site.
- O. Manage structural deficit by laying off staff, cutting programs, limiting wage increases, and reducing benefits.**
- a. *Assets*: Eliminates the district's projected structural deficit.
 - b. *Drawbacks*: Does not address the negative instructional impacts of low building enrollment. Does not address buildings with significant identified deferred maintenance. Negatively impacts instructional services provided to students. Negatively impacts programs available to students. Negatively impacts attraction and retention of staff due to lower wages and worse benefits as well as fewer other staff supports.

APPENDIX B - POLICY 9800: RETIREMENT OF FACILITIES ASSESSMENT

Administrative policy 9800 outlines the factors for consideration when retiring facilities. These factors are listed below with relevant information provided for each.

Population Trends and Projected Enrollment

A more comprehensive report provided to the school board outlines population trends and measures for projected enrollment. These trends and projections are summarized below.

Population Trends. The school district has grown 1% in total population in 30 years. It is not anticipated to grow significantly in the next ten years. School district enrollment has declined by 30% over the last 30 years. At the elementary level, since 2015 there has been a decline of 701 students, or a 20% reduction.

Projected Enrollment Enrollment projections at the elementary level over the next five years anticipate a decline of at least 284 students, an additional 10% reduction in enrollment. Enrollment has declined across elementary schools unevenly. Table 1 below indicates the enrollment decline at each elementary building since 2015.

Building/School	Elementary Students Within 1 Mile	2015 Enrollment	2023 Enrollment	Change in Enrollment
Emerson	335	388	323	-17%
Hamilton	580	207	145	-30%
SOTA I		128	122	-5%
Hintgen	375	349	215	-38%
Northside	483	393	253	-36%
Coulee Montessori		128	123	-4%
North Woods	30	400	260	-35%
Southern Bluffs	68	328	319	-3%
Spence	616	392	316	-19%
State Road	328	300	296	-1%
Summit	121	348	301	-14%

Table 1. Change in Enrollment from 2015 to 2023 by Building

Feasibility for Alternative Use or Sale

All buildings are feasible for alternative use or sale. Table 2 below shows information relevant for potential interest in site sale. Alternative uses if retained by the school district include an early childhood education center, community center, site for athletic facilities, site for administrative offices, alternative education, charter school building, and other potential uses.

Building	Acreage	Square Foot Average Age	Five Year Maintenance Needs	Total Identified Maintenance and Capital
Emerson	3.5	61	\$949,260	\$2,913,255
Hamilton	2.5	41	\$883,358	\$1,052,075
Hintgen	8.5	53	\$727,452	\$904,979
Northside	3.6	8	\$131,440	\$205,840
North Woods	10.9	30	\$608,372	\$751,091
Southern Bluffs	8.5	30	\$652,288	\$1,056,627
Spence	7.7	60	\$780,791	\$3,410,337
State Road	10.5	46	\$803,978	\$3,831,194
Summit	9.5	58	\$1,744,269	\$1,984,152

Table 2. Elementary building site size, square foot average age, and identified maintenance needs.

Amount of Disruption for Reassignment of Students

Disruption of students is dependent on the building(s) that are closed, the arrangement and location of schools, and the attendance that are drawn. Table 3 below provides information based on the current attendance boundaries and the change in bus routes needed if one building were closed.

Building	Closer to Other ES	% Closer	Intra district In	% Intra In	Intra district Out	% Intra Out	Bus Eligible	% Bus Eligible	Routes If Closed
Emerson	141	37%	66	20%	103	27%	0	0%	3
Hamilton	19	10%	99	68%	121	64%	0	0%	0
Hintgen	146	42%	65	27%	156	44%	40	16%	0
Northside	0	0%	58	23%	132	24%	0	0%	4
North Woods	157	79%	117	40%	50	25%	123	42%	-3
Southern Bluffs	106	33%	43	14%	75	24%	101	33%	0
Spence	92	33%	119	36%	60	21%	18	5%	0
State Road	191	58%	78	25%	97	29%	59	19%	0
Summit	55	27%	101	36%	27	13%	60	22%	2

Table 3. Reassignment impacts for each elementary building.

Figure 1 below shows the location of elementary students through a heat map. As the color moves from green to yellow to red, it indicates an increased density of elementary students at that location. Areas that are white do not have elementary students who live in those locations.

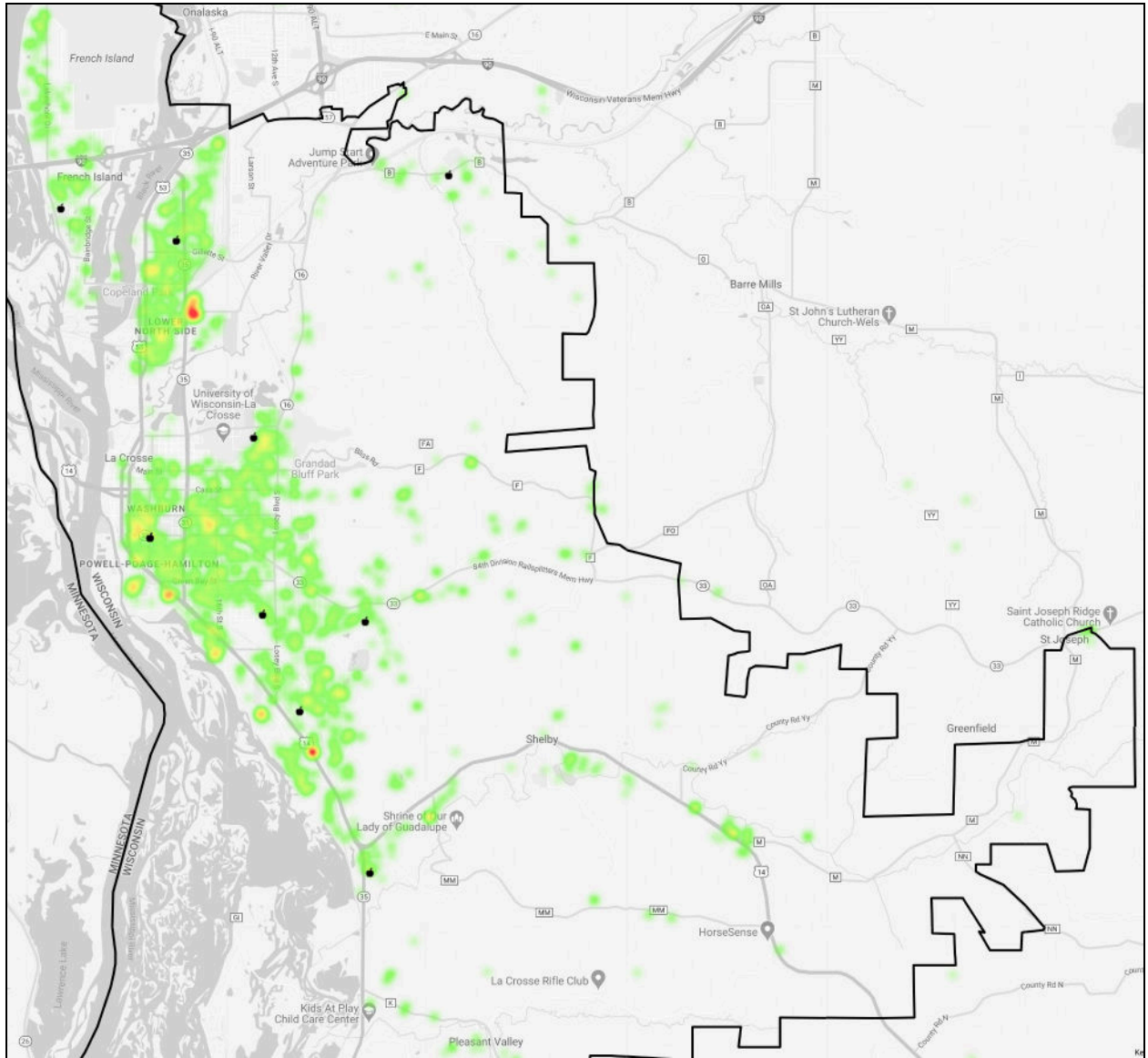


Figure 1. Heat map of students locations with location of elementary buildings and school district boundaries.

Staffing Costs and Other Efficiencies

The primary reduction in expenses that result from elementary consolidation is non-teaching staffing efficiencies. Instructionally, consolidation of elementary buildings also yields efficiencies and improvements through more balanced classrooms, more collaboration, fewer split classrooms, and fewer traveling staff. Table 4 below outlines the benefits gained with each level of consolidation.

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 traveling teachers
Close 2 ES	354	20.9	\$2.4M annual savings	More balanced classrooms, more collaboration, likely no split classrooms, likely no traveling teachers
Close 3 ES	413	24.3	\$3.0M annual savings	More balanced classrooms, more collaboration, likely no split classrooms, fewer traveling teachers

Table 4. Building closure impacts and benefits

Impact of Consolidation on the Quality of Instructional Programs

Table 4 above lays out the educational benefits that impact the quality of instructional programs if various levels of consolidation occur.

Anticipated Major Maintenance and Capital Expenditures

Table 2 above lays out the major maintenance and capital expenditures anticipated over the next five years and those that have no timeframe. Further detail can be found in the district’s 2023 Capital Maintenance and Improvement book.

Zoning of Surrounding Properties

The zoning of properties surrounding elementary buildings varies but in all cases includes some residential zoning. In some cases, adjacent commercial zoning is for multifamily residential use.

Building	Nearby Zoning
Emerson	State, City, residential, other
Hamilton	Residential, commercial, other
Hintgen	City, residential, manufacturing
Northside	Residential, commercial
North Woods	Residential, forest
Southern Bluffs	Agricultural, residential, commercial
Spence	Residential, governmental, industrial
State Road	County, residential, commercial
Summit	Township, residential, commercial

Table 5. Zoning of properties surrounding elementary buildings.

Site Size

The site of each elementary building is identified in Table 2 above.

Proximity to Other Schools with Similar Grade Configurations

Table 7 below shows the distance between elementary schools. Figure 2 below shows the locations of the elementary buildings within the school district boundary.

Building	Emerson	Hamilton	Hintgen	Northside	North Woods	Southern Bluffs	Spence	State Road	Summit
Emerson		1.6	3.1	2.3	3.6	4.9	1.4	1.9	3.3
Hamilton	1.6		2.6	3.3	5.2	4.4	1.5	2.5	3.7
Hintgen	3.1	2.6		5.4	6.2	1.9	1.2	1.2	6.2
Northside	2.3	3.3	5.4		3.1	7.2	4.2	4.7	1.3
North Woods	3.6	5.2	6.2	3.1		7.8	5.3	5.0	4.3
Southern Bluffs	4.9	4.4	1.9	7.2	7.8		3.1	2.8	8.0
Spence	1.4	1.5	1.2	4.2	5.3	3.1		1.1	5.0
State Road	1.9	2.5	1.2	4.7	5.0	2.8	1.1		5.6
Summit	3.3	3.7	6.2	1.3	4.3	8.0	5.0	5.6	

Table 7. Distance between elementary school.

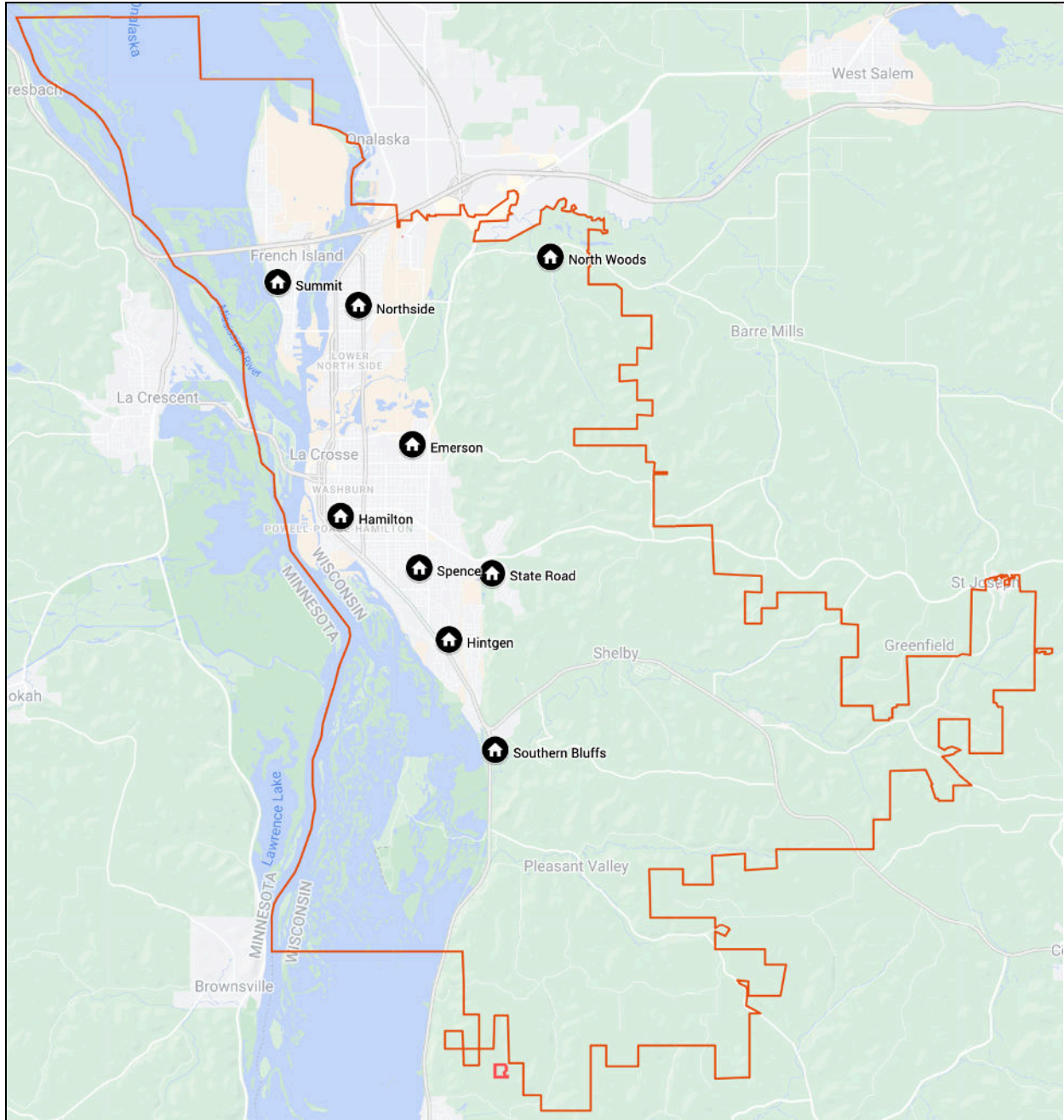


Figure 2. Location of elementary school buildings and the school district boundary.