Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Committee Meeting #3

August 5, 2026

Updated August 6, 2026, with Committee Results

Agenda and Objectives

Part 1: About the Process	**10 min**
Part 2: New Information • Captures input from Meeting 2 and modified concepts	**20 min**
Part 3: Committee Consensus Building	**20 min**
Part 4: Process Wrap Up	**10 min**

Tonight's Goal:

- Receive revised boundary concepts
- Come to consensus on concept(s) moving forward to public input

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Part 1:
About the Process

RSP's Role as Facilitator:

- ❑ Provide data analytics to utilize in process
- ❑ Guide discussion and keep conversations on-task
- ❑ Lead committee activities to consider new ideas, compare differences, build consensus, etc.

There may be tough conversations needed at meetings to move the school district in the direction best for students and to meet BOE objectives. RSP is not advocating for or against any decision but facilitating the work of this committee.

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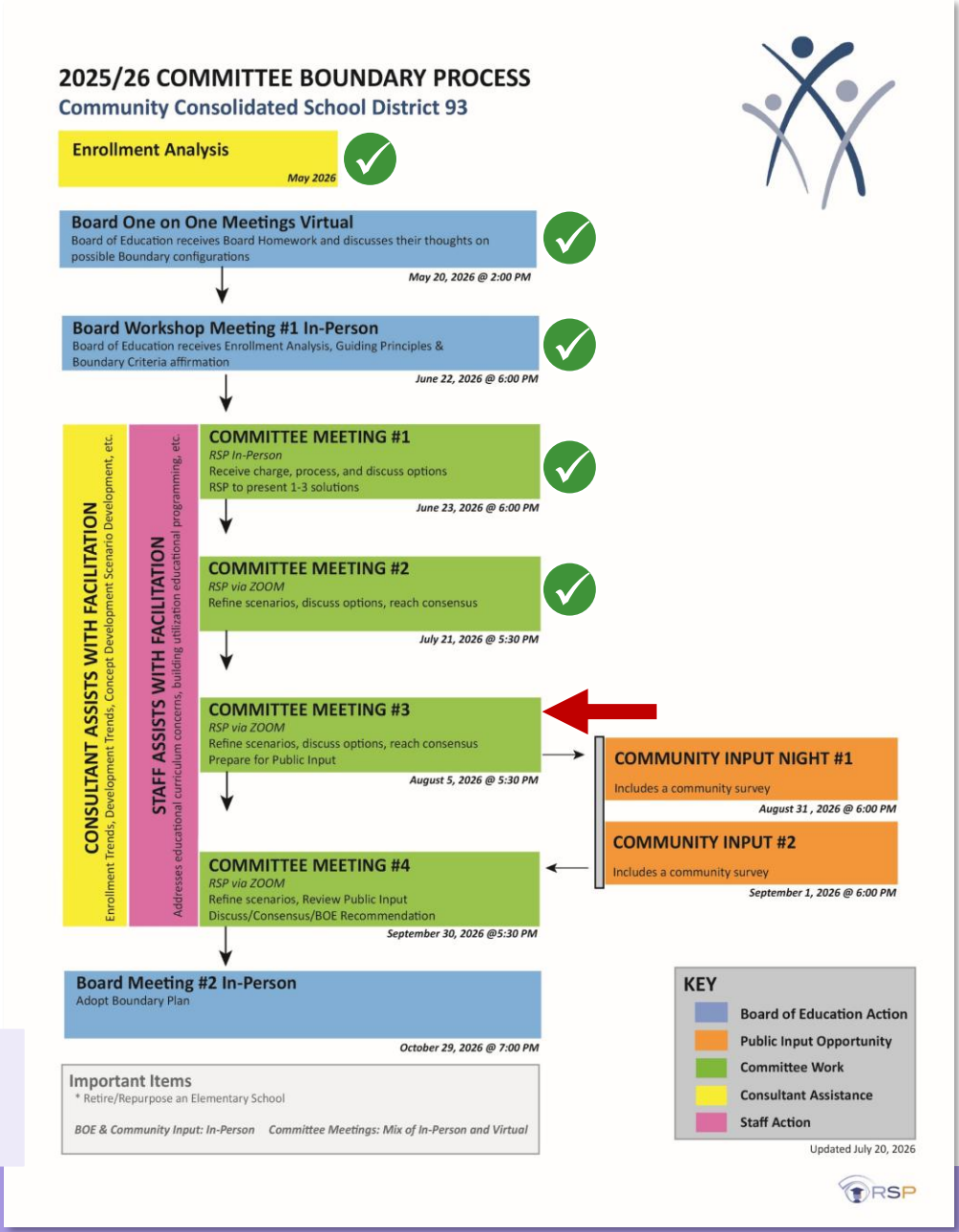
Boundary Process Introduction

Observations:

- This report kicks off a **6-month process** to review elementary attendance boundaries
- This process includes:
  - 3 Board Meetings
  - 4 Committee Meetings
  - 2 Public Input Nights
- Board of Education is **set to establish the foundation and goals of this process** at the May 20th and June 22nd Board Meetings.
- **Board-Approved** foundation items may include, but are not limited to:
  - **Guiding Principles**
  - **Prioritized Boundary Criteria**
  - **Measures of Success**



Main Takeaway: Stable enrollment with shifting grade-level demand requires proactive planning, clear communication, and ongoing data review to support long-term district success.

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Process Guiding Principles

Board Approved June 22, 2026.

The CCSD93 Board of Education agrees to the following guiding principles, which will inform the boundary recommendation presented at the conclusion of this process:

1. Boundary adjustments should maximize utilization of existing facilities (targeting efficient capacity ranges) and promote long-term financial sustainability without creating unnecessary operational costs to optimize building utilization.
2. Boundaries should be designed to anticipate and accommodate future residential growth, allowing developing areas to grow into available capacity and supporting long-term enrollment stability.
3. Boundaries should support equitable access to educational opportunities, programs, and resources so that students across all schools have a consistent and high-quality educational experience.
4. Where possible, boundaries should respect neighborhoods and community identity, supporting the neighborhood school concept while balancing broader district needs.
5. Consideration should be given to natural and man-made boundaries (e.g., major roads, railroads) to create clear, logical, and easily understood attendance areas.
6. Boundaries should promote reasonable demographic balance across schools, supporting diversity and ensuring a comparable student experience district-wide.
7. Grandfathering, transfer options, and student placement decisions will be determined by administration to support smooth implementation and address unique circumstances.
8. Grade configuration starting point: K-5, 6-8 or K-4, 5-6, 7-8

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Prioritized Boundary Criteria

Board Approved June 22, 2026.

1. Boundary Natural Features
All portions of the boundary are physically adjacent, no disconnected islands within the boundary.

2. Demographic Considerations
Boundaries that seek some level of balanced socioeconomic indicators. Variables may include programming, race/ethnicity, census household, etc.

3. Duration of Boundaries
Boundaries that anticipate future changes in enrollment and seek to make the boundary last as long as possible using forecasted data.

4. Feeder System
Boundaries are geographically aligned between grade level to create a system where students mature in similar cohort

5. Fiscal Considerations (Capital)
Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates

6. Fiscal Considerations (Operational)
Boundaries that are planned to maximize district resources.

7. Neighborhoods Intact
Boundaries that ensure subdivisions are maintained in a school's boundary. RSP utilizes Planning Areas as neighborhood lines.

8. Projected Enrollment/Building Utilization
Boundaries that focus on balancing enrollment, so each building is utilized efficiently while not projected to exceed functional capacity for several years.

9. Students Impacted by Boundary Change
Boundaries that minimize the number of current students that have to change schools.

10. Transportation Considerations
Boundaries that consider transportation logistics including bus route efficiency and length of time students spend on bus.

The Top Three Boundary Criteria are:

#1	#2	#3
Duration of Boundaries	Fiscal Consideration (Operational)	Demographic Considerations

#4 Projected Enrollment/Building Utilization

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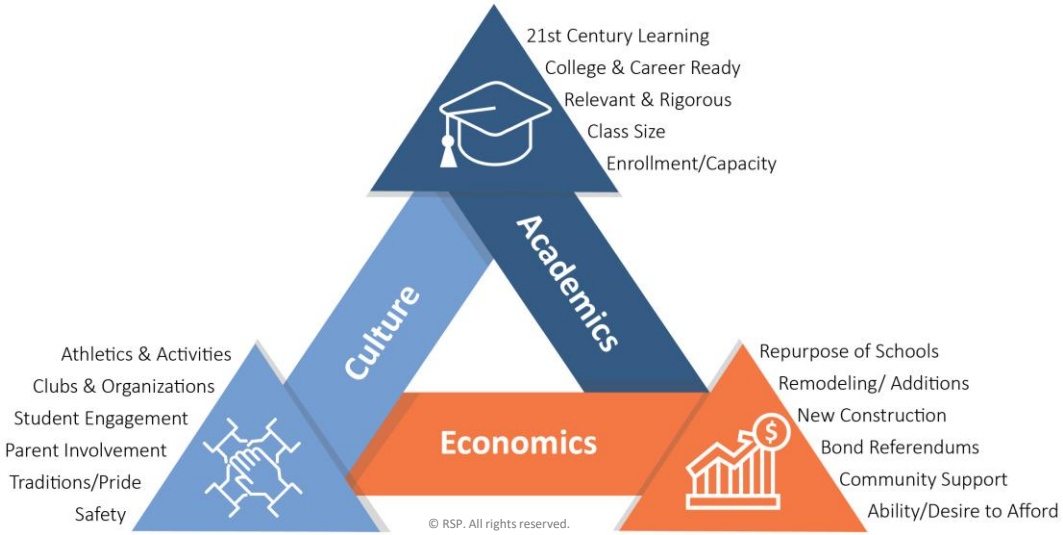
ACE - Facility Planning Considerations



A

- **Academic Programming & Student Needs**
  - Alignment of facilities to support **core instruction, specialized programs, and future programming needs**
  - Consideration of **special populations** (e.g., special education, multilingual learners, early childhood)

C

- **Community & Accessibility**
  - Walkability and **neighborhood connectivity**
  - Impact on **student travel times and community identity**

E

- **Enrollment & Demographics**
  - **Current and projected** enrollment trends
  - Distribution of students by **grade level and geography**
- **Capacity & Utilization**
  - Building utilization relative to **functional capacity (70–95% target)**
  - Opportunities to improve **efficiency and reduce under-utilization**
- **Facilities & Infrastructure**
  - **Building condition**, age, and long-term maintenance needs
  - Results of **facility condition assessments** and **capital investment priorities**

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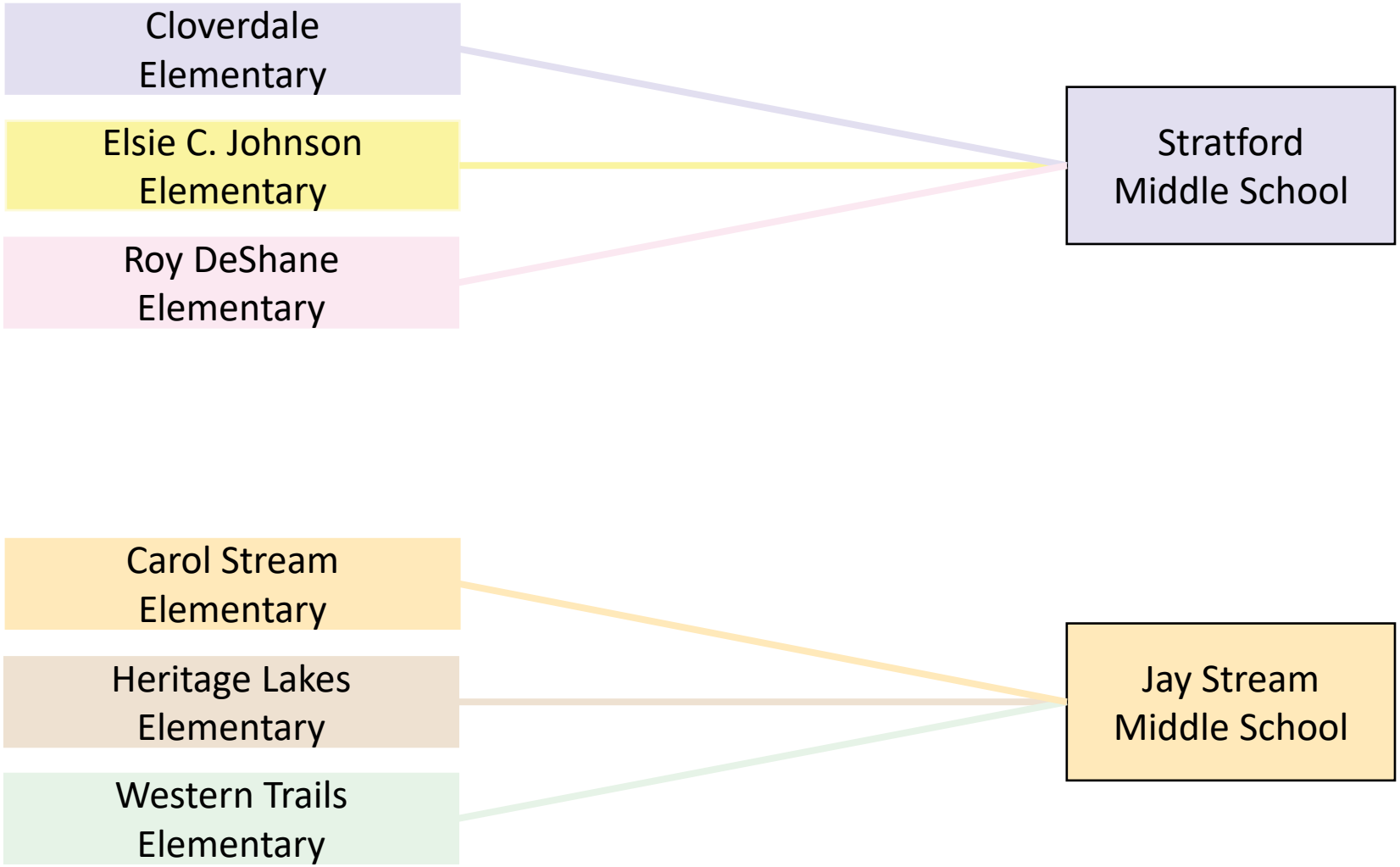
School Feeder Diagram



Source: CCSD93 and RSP

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Projections by Building

School Utilization Legend
- Under 70% Operational Capacity
- Over 100% Operational Capacity

Community Consolidated School District 93 Projections By School (Based on Student Reside)

Market Forecast

School	Capacity Operational	Enrollment Type (Past)	Past School Enrollment 2022/23	2023/24	2024/25	2025/26	Projections Based on Residence (1-5 years) 2026/27	2027/28	2028/29	2029/30	2030/31	Projected Change	Capacity % 2030/31
Carol Stream Elementary School		Reside/Attend	319	399	377	302							
PK-5	420	Reside	370	424	412	415	422	430	424	422	413	-0.5%	98.3%
		Attend	323	408	396	308	308	320	312	307	300	-2.6%	71.4%
Cloverdale Elementary School		Reside/Attend	412	431	435	410							
PK-5	610	Reside	420	438	447	434	427	428	438	437	428	-1.4%	70.2%
Dual Language 2025/26		Attend	575	561	466	478	476	477	484	485	477	-0.2%	78.2%
Elsie C Johnson Elementary School		Reside/Attend	240	231	248	247							
PK-5	510	Reside	247	237	259	255	253	239	246	244	242	-5.1%	47.5%
Dual Language 2025/26		Attend	277	239	253	386	380	370	380	379	377	-2.3%	73.9%
Heritage Lakes Elementary School		Reside/Attend	319	324	415	382							
PK-5	550	Reside	447	445	428	440	426	416	415	411	410	-6.8%	74.5%
		Attend	321	325	420	404	398	384	380	378	372	-7.9%	67.6%
Roy De Shane Elementary School		Reside/Attend	192	189	179	144							
PK-5	340	Reside	202	193	187	180	173	174	172	167	164	-8.9%	48.2%
		Attend	193	192	185	181	172	171	170	168	167	-7.7%	49.1%
Western Trails Elementary School		Reside/Attend	265	283	294	238							
PK-5	450	Reside	293	291	307	299	301	309	319	302	298	-0.3%	66.2%
		Attend	290	303	320	266	268	274	288	266	262	-1.5%	58.2%
Jay Stream Middle School		Reside/Attend	501	521	557	516							
6-8	1,000	Reside	608	611	640	612	631	636	671	693	714	16.7%	71.4%
		Attend	505	532	572	532	555	555	593	611	638	19.9%	63.8%
Stratford Middle School		Reside/Attend	473	451	437	426							
6-8	1,200	Reside	477	462	452	442	435	466	461	465	445	0.7%	37.1%
		Attend	580	541	520	522	511	547	539	547	521	-0.2%	43.4%
ELEMENTARY SCHOOL TOTAL		Reside/Attend	1,747	1,857	1,948	1,723							
K-5	2,880	Reside	1,979	2,028	2,040	2,023	2,002	1,996	2,014	1,983	1,955	-3.4%	67.9%
		Attend	1,979	2,028	2,040	2,023	2,002	1,996	2,014	1,983	1,955	-3.4%	67.9%
MIDDLE SCHOOL TOTAL		Reside/Attend	974	972	994	942							
6-8	2,200	Reside	1,085	1,073	1,092	1,054	1,066	1,102	1,132	1,158	1,159	10.0%	52.7%
		Attend	1,085	1,073	1,092	1,054	1,066	1,102	1,132	1,158	1,159	10.0%	52.7%
DISTRICT TOTALS		Reside/Attend	2,721	2,829	2,942	2,665							
K-8	5,080	Reside	3,064	3,101	3,132	3,077	3,068	3,098	3,146	3,141	3,114	1.2%	61.3%
		Attend	3,064	3,101	3,132	3,077	3,068	3,098	3,146	3,141	3,114	1.2%	61.3%

- **Reside:** Student living in each boundary (home school)
- **Reside / Attend:** Students living and attend their assigned school
- **Attend:** Students attend each school (accounts for intra-district movement like the Dual Language Program)

Source: RSP & Associates, LLC - March 2026

How To Use Table: Examine the totals by Elementary and Middle School levels to determine available **district-wide capacity and utilization**. Examine **building-by-building** where under 70% or over 100% to guide **decision making for areas of too low or too high enrollment**. Reside vs. Attend projections are influenced by **intra-district movement** (Dual Language, ELL, SPED, etc.)

Main Takeaway: Most schools are projected to **remain under-utilized (<70%),** with Cloverdale Elementary as the highest utilized (~475 students). **Persistent under-utilization impacts efficiency, staffing, program quality, and equitable resource distribution, while best practice targets 70–95% utilization for optimal operations.**

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Disclaimer. This is a projected outlook based on the information examined in this analysis. All past student data is exported from the district student database. The student database export may not always align with the Official Counts (Statistically 99% greater match by grade).

Elementary Boundary Map

Current (K-5):
Elementary School Boundaries

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

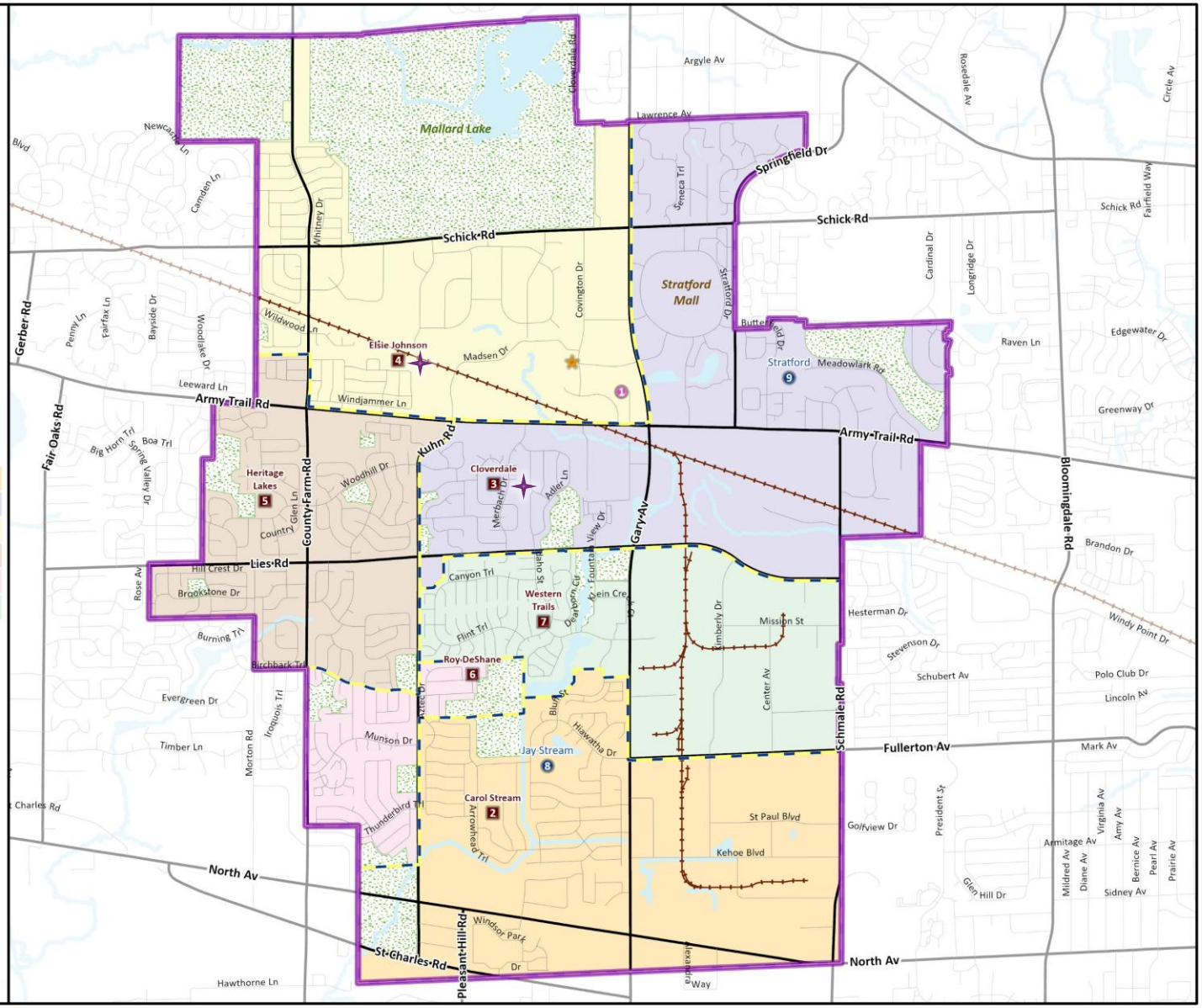
Schools

- Early Childhood Center
- Elementary School
- Middle School
- District Office

Schools List

1. Early Childhood Center
2. Carol Stream Elementary School
3. Cloverdale Elementary School
4. Elsie Johnson Elementary School
5. Heritage Lakes Elementary School
6. Roy DeShane Elementary School
7. Western Trails Elementary School
8. Jay Stream Middle School
9. Stratford Middle School
10. District Office

Dual-Language Schools



Map data provided by DuPage County, Bloomingdale, Carol Stream, CCSD 93, and ESRI. Map created June 2026 by RSP & Associates.

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Middle School Boundary Map

Current (6-8):
Middle School Boundaries

Legend & Mapping Elements

- District Boundary
- Current MS Boundaries
- Parks

Schools

- Early Childhood Center
- Elementary School
- Middle School
- District Office

Schools List

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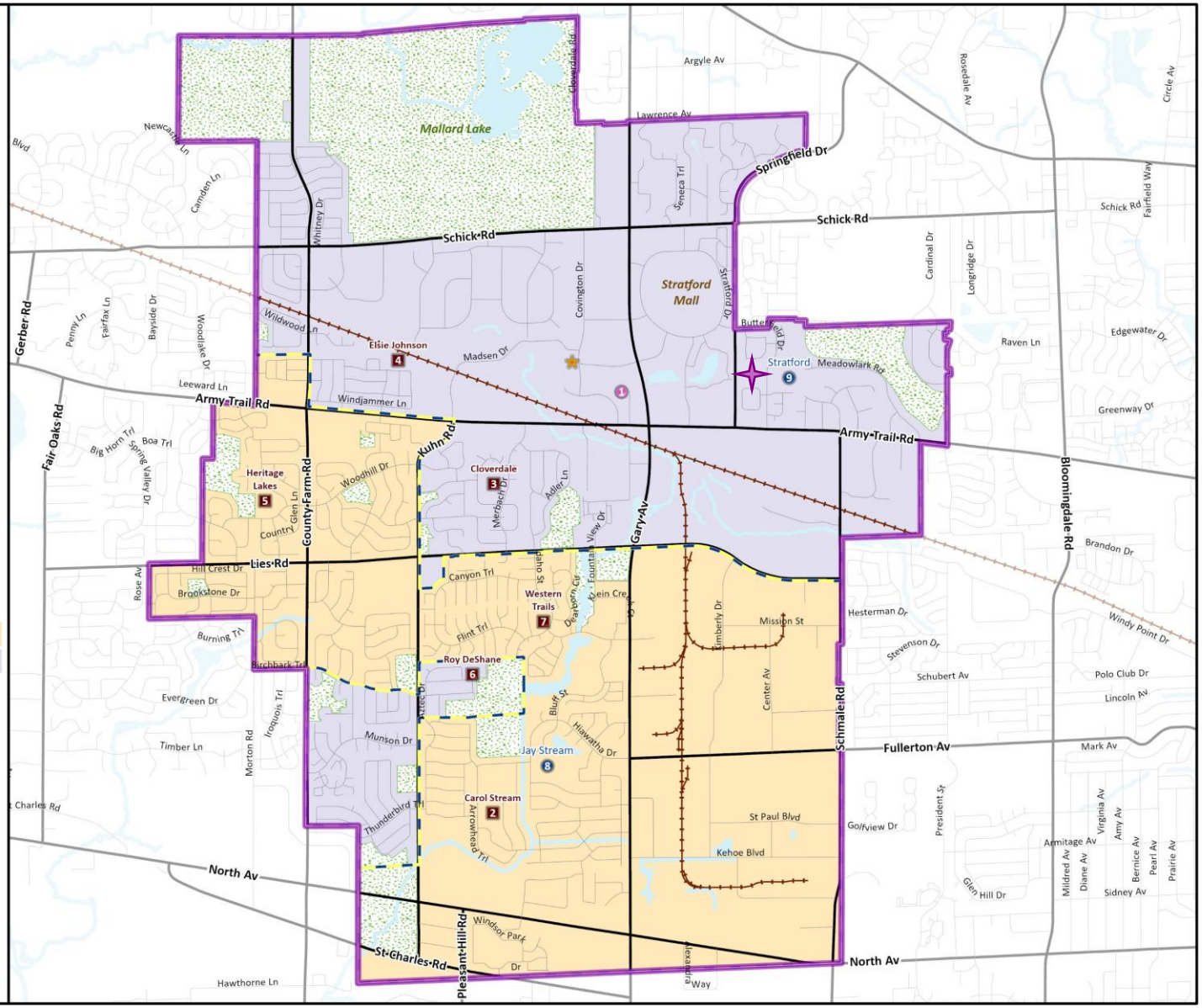
Dual-Language Schools



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Current Projection Tables

School Utilization Legend
Under 70% Operational Capacity
Over 100% Operational Capacity

Elementary Projection Table:

	Current:		Capacity	Current	Current				Current Utilization			
	Feeder	School	Operational	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	JMS	Carol Stream Elementary School	420	359	366	361	361	351	87%	86%	86%	84%
* DL	SMS	Cloverdale Elementary School	610	457	458	466	466	458	75%	76%	76%	75%
* DL	SMS	Elsie C Johnson Elementary School	510	325	311	318	317	315	61%	62%	62%	62%
	JMS	Heritage Lakes Elementary School	550	413	403	402	399	397	73%	73%	73%	72%
	SMS	Roy De Shane Elementary School	340	176	178	175	170	168	52%	51%	50%	49%
	JMS	Western Trails Elementary School	450	271	279	289	272	268	62%	64%	60%	60%
	District Total (K-5):		**2,880**	**2,001**	**1,995**	**2,011**	**1,985**	**1,957**	**69%**	**70%**	**69%**	**68%**

Source: RSP & Associates LLC. - March 2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

Middle School Projection Table:

	Current:		Current	Current	Current by Reside				Current Utilization			
	Grades	School	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	6-8	Jay Stream Middle School	1,000	613	618	652	673	694	62%	65%	67%	69%
* DL	6-8	Stratford Middle School	1,200	413	483	477	480	460	40%	40%	40%	38%
	District Total (6-8):		**2,200**	**1,026**	**1,101**	**1,129**	**1,153**	**1,154**	**50%**	**51%**	**52%**	**52%**

Source: RSP & Associates LLC. - March 2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

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Elementary Student Density by Area

Elementary Students by Area (5-Year Average Reside)

Legend & Mapping Elements

- District Boundary
- District Areas
- Parks

Schools

- Early Childhood Center
- Elementary School
- Middle School
- District Office

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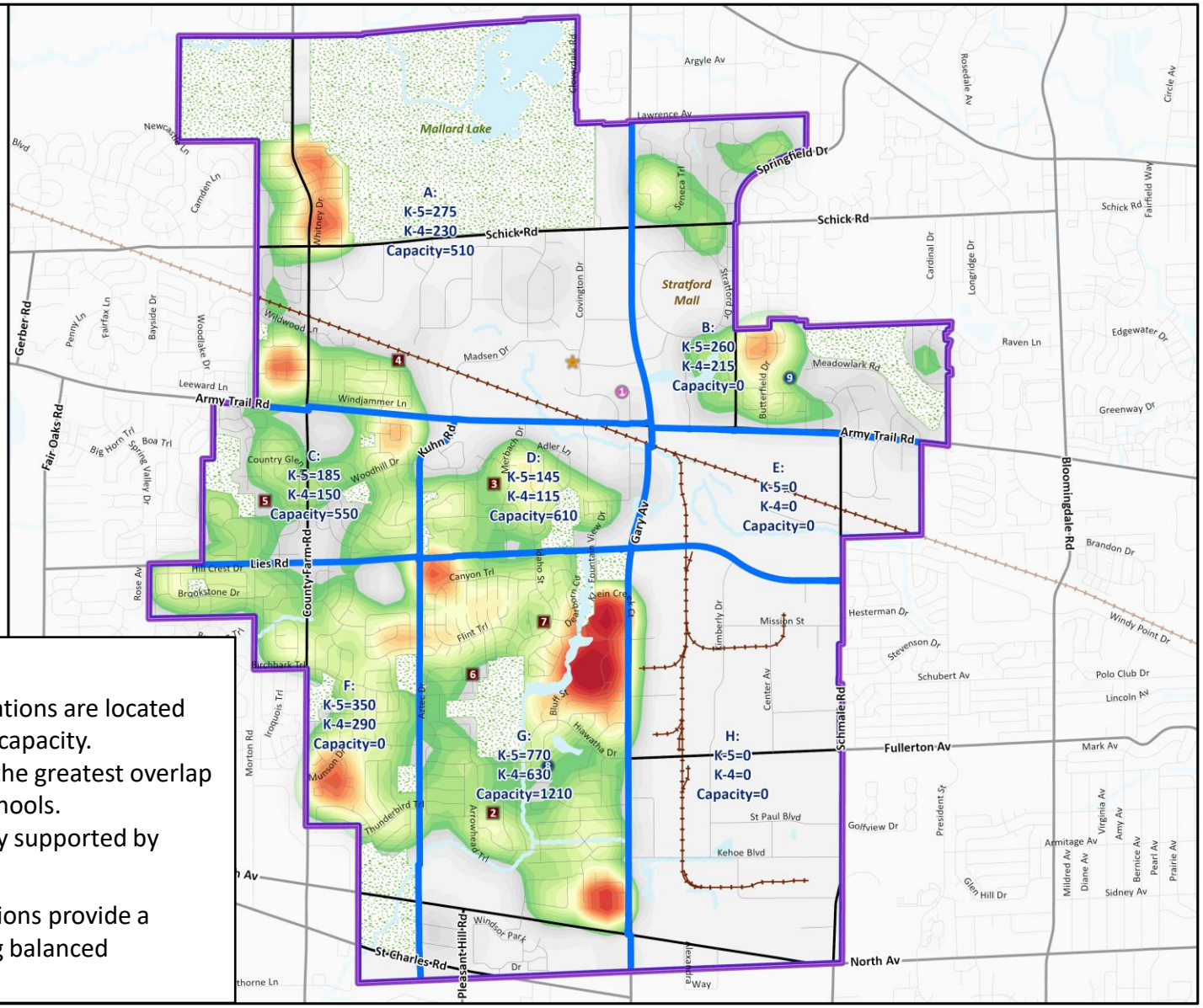

Observations:

Most elementary student populations are located near existing elementary school capacity.

- The south-central area has the greatest overlap of students and available schools.
- Northern areas are generally supported by existing capacity.

Overall, the existing school locations provide a strong foundation for developing balanced attendance boundaries.

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K-5 Dual Language Student Heat Map

Current (K-5):
Dual Language Student Heat Map

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

Schools

- Early Childhood Center
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- Middle School
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Student Density

- Low Density
- High Density

Dual-Language Schools

0 0.5 1 Miles

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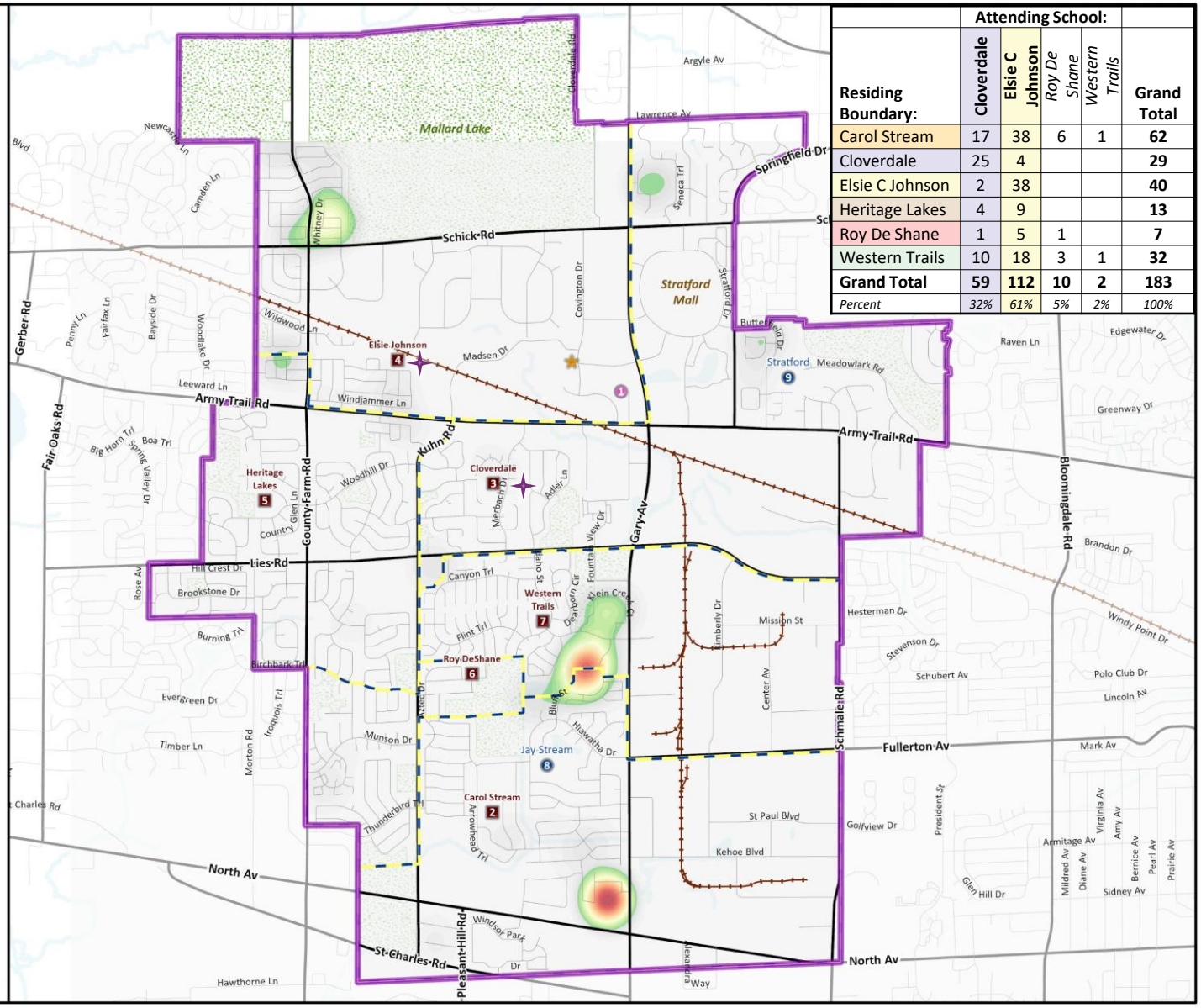

	Attending School:				
Residing Boundary:	**Cloverdale**	**Elsie C Johnson**	*Roy De Shane*	*Western Trails*	**Grand Total**
Carol Stream	17	38	6	1	**62**
Cloverdale	25	4			**29**
Elsie C Johnson	2	38			**40**
Heritage Lakes	4	9			**13**
Roy De Shane	1	5	1		**7**
Western Trails	10	18	3	1	**32**
Grand Total	**59**	**112**	**10**	**2**	**183**
Percent	*32%*	*61%*	*5%*	*2%*	*100%*

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Minority Population Map (Census Data)

District Demographic Data: Percent Minority Population

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

Schools

- Early Childhood Center
- Elementary School
- Middle School
- District Office

Percent Minority Population

- Less than 30%
- 30-40%
- 40-50%
- 50-60%
- Greater than 60%

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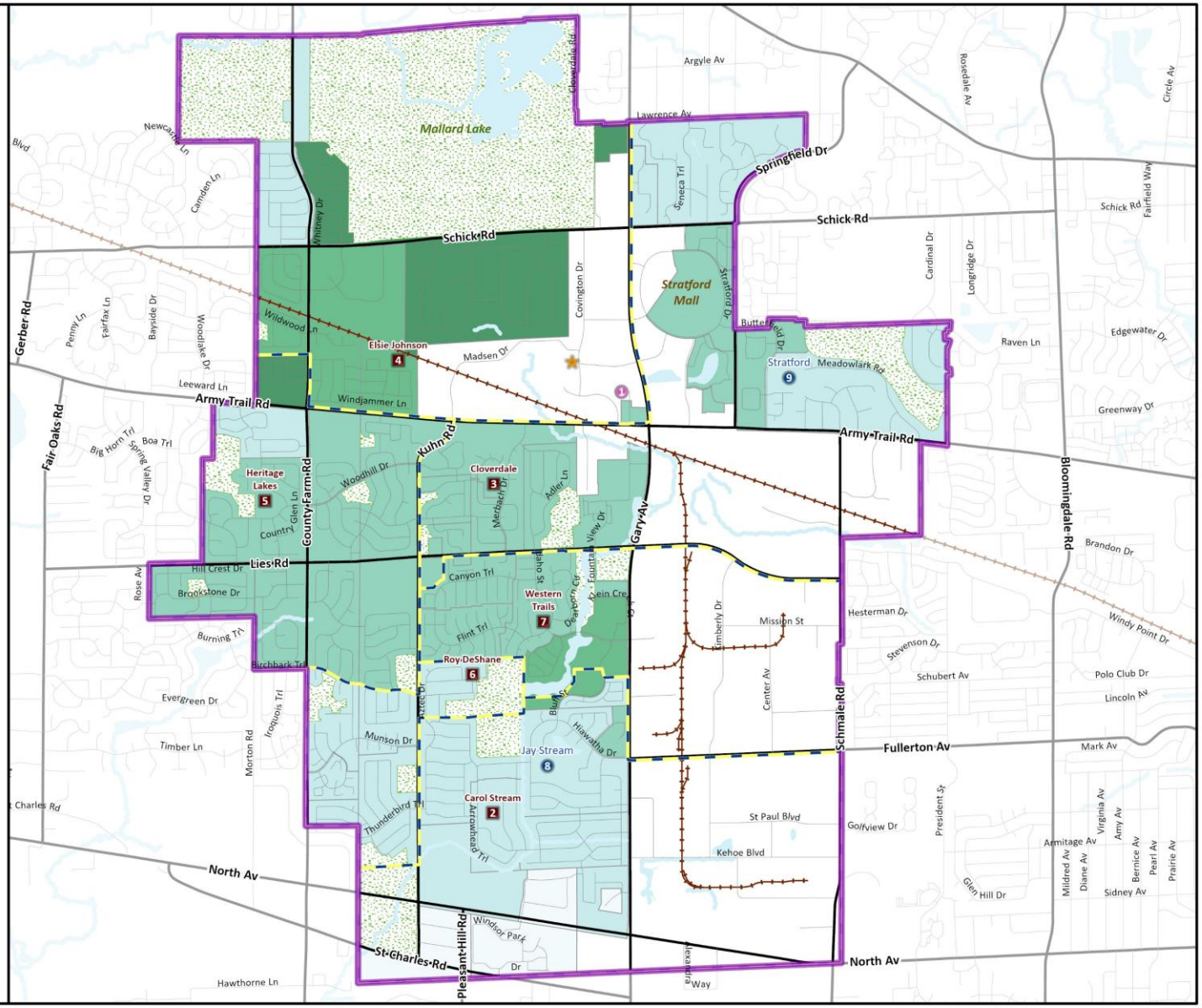

0 0.5 1 Miles

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Households in Poverty Map (Census Data)

District Demographic Data:
Percent Households in Poverty

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

Schools

- Early Childhood Center
- Elementary School
- Middle School
- District Office

Percent of Households in Poverty

- Less than 2%
- 2-5%
- 5-7%
- 7-10%
- Greater than 10%

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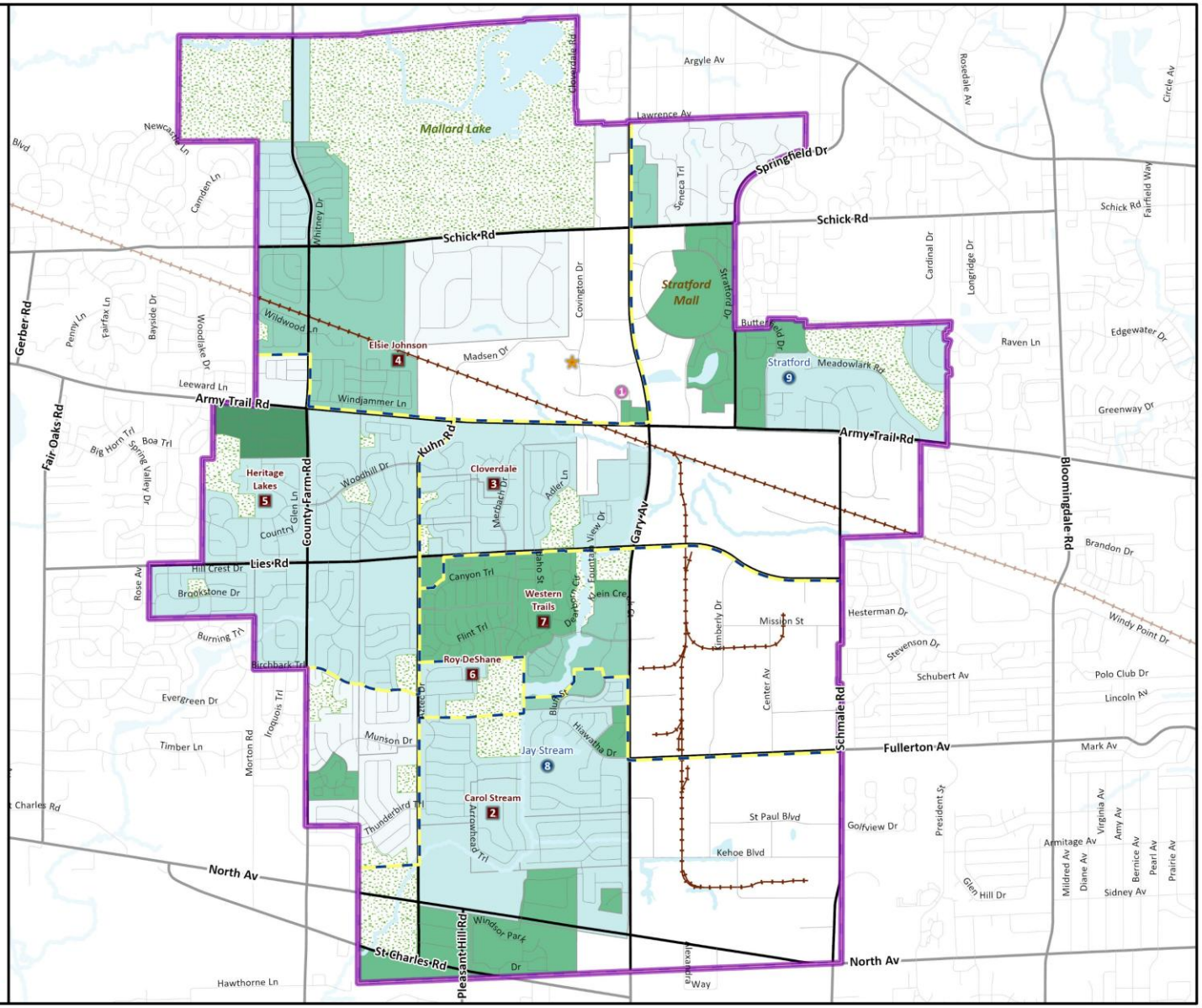

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Diversity Index Data

Note: The Diversity Index measures neighborhood characteristics within each attendance boundary using census data. It is intended as a planning tool and does not describe the characteristics or needs of individual students.

Greater than 5% of the District Average
Less than 5% of the District Average

	Diversity Index Scores by Variable				
School Boundaries:	**Minority Population**	**Education Attainment**	**Income & Home Value**	**Poverty**	**Final Index Score**
Carol Stream Elementary School	1.80	1.93	1.70	1.00	1.61
Cloverdale Elementary School	1.90	1.00	1.67	1.33	**1.48**
Elsie C Johnson Elementary School	2.64	1.55	1.09	1.73	**1.75**
Heritage Lakes Elementary School	2.09	1.82	1.23	1.09	1.56
Roy De Shane Elementary School	1.17	1.33	1.17	1.00	**1.17**
Western Trails Elementary School	2.43	1.29	1.57	1.86	**1.79**
District Average	**2.04**	**1.48**	**1.09**	**1.26**	**1.56**

	Diversity Index Scores by Variable				
School Boundaries:	**Minority Population**	**Education Attainment**	**Income & Home Value**	**Poverty**	**Final Index Score**
Jay Stream Middle School	2.03	2.03	2.03	2.03	**1.76**
Stratford Middle School	2.00	2.00	2.00	2.00	**1.21**
District Average	**2.04**	**1.48**	**1.09**	**1.26**	**1.56**

Source: American Community Survey 2024, Decennial Census 2020, DuPage County, and RSP

	Average Percent:	
Current School:	**Households in Poverty**	**Minority Population**
Carol Stream Elementary School	5.0%	33.9%
Cloverdale Elementary School	6.2%	42.2%
Elsie C Johnson Elementary School	6.6%	54.2%
Heritage Lakes Elementary School	4.2%	44.7%
Roy De Shane Elementary School	1.7%	35.4%
Western Trails Elementary School	11.0%	53.8%
District Average:	**5.0%**	**44.9%**

	Average Percent:	
Current School:	**Households in Poverty**	**Minority Population**
Jay Stream Middle School	6.0%	41.7%
Stratford Middle School	5.6%	44.6%
District Average:	**5.0%**	**44.9%**

Source: US Census and RSP

Notes: Poverty data was sourced from American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

What is the Diversity Index?

- The Diversity Index combines **neighborhood demographic characteristics** into a **single score** to compare the **relative diversity** of each school.
- RSP normalizes four variables—**Minority Population, Educational Attainment, Income & Home Value, and Poverty**—onto a **3-point scale**.
  - A score **closer to 1** represents neighborhoods with characteristics generally associated with **higher socioeconomic status**
  - A score **closer to 3** represents neighborhoods with characteristics generally associated with **greater socioeconomic need**
- The District Average serves as the **planning benchmark** for evaluating the relative balance of diversity across attendance boundaries.
  - Schools with Diversity Index scores **closer to the district average** indicate a **more balanced distribution** of neighborhood demographics across the district.
  - Larger differences between schools may indicate opportunities to evaluate attendance boundaries or program placement to **improve demographic balance**.

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District School Retirement Context

Key Considerations:

📈 Enrollment & demographic trends

🎓 Specialized program locations (SA, Dual Language, Gifted)

💲 Operational efficiency & long-term costs

🏫 Facility condition & capital investment

🚌 Transportation & geographic access

🤝 Community impact & long-term district strategy

Key Takeaways:

- **School retirement should be evaluated through a comprehensive planning lens**, considering enrollment, facility condition, educational programming, operating costs, transportation, community impact, and long-term strategic needs—not enrollment alone.
- **Facility flexibility is a critical factor.** Buildings with favorable locations, adaptable layouts, and capacity to support future programming provide greater long-term value to the district.
- **Specialized programming should help shape facility decisions.** Future locations for Special Education, Dual Language, Gifted, and other specialized services should be considered alongside any school retirement recommendations to maximize instructional opportunities and operational efficiency.
- **Each elementary school presents unique strengths and tradeoffs.** Decisions should weigh capital investment needs, utilization, recent improvements, demographic trends, geographic service areas, and program compatibility rather than relying on a single factor.
- **Additional program data would strengthen future recommendations**, including the distribution of Dual Language students, Gifted services, and specialized program participation across the district.

Main Takeaway: School retirement should be viewed as a district optimization strategy—not simply a building closure. The preferred solution should balance educational opportunities, facility investments, operational efficiency, and long-term flexibility while positioning the district to meet future enrollment and programming needs.

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School Comparison Information (Part 1)

Building	Classrooms *	Pros (Reasons to CONSIDER retiring)	Cons (Reasons NOT to retire)	Special Programs	Potential Retirement?
Carol Stream (CS)	Available: 22 Used: 18	• Oldest building in district • Needs a chiller, univents, boiler • Land locked • Poor arrival/dismissal area • Overall design is flawed (courtyard in middle) • One set of gang bathrooms • No special programs currently • Little movement of current students • Low student yield from MF	• New flooring and classrooms • Student density area is high (heat map data) • Stable in/out migration • Currently in a student count area that has a slight increase • High number of TBE-Spanish-home school- in dual language	Current: None Potential: SAC or dual language	**Yes**
Cloverdale (CD)	Available: 31 Used: 30 *includes 1 sensory room for SAC	• Low student growth area • Lowest multi-family student yield rate • Needs classroom flooring replacement • Parking lot- high cost to make paver • Higher out migration than in migration	• Newest building • Houses the food program (equipment is nearing life expectancy) • Has most flexible space (multi-purpose room) • New development (2 of 3 areas in boundary) • New chiller, roof • Enough classrooms for dual/SAC to be with peers • High number of dual language participants- non-Spanish speaking • Newest IC	Current: Dual and SAC Potential: Gifted clusters	**No**
Elsie Johnson (EJ)	Available: 27 Used: 24	• Only building in HP village – no significant relationship • Oldest IC • Needs flooring and classrooms investment • Smallest yield rate of students from SF units	• Roof work, parking lot is complete • Has dual/peer classrooms • Growth potential (not land locked) • Stable in/out migration • Student count is stable • Has some high-density student areas • Largest yield rate of students from MF units	Current: Dual Potential: Gifted clusters or outplace facility	**Yes**

*CATS only - no specialists' rooms- gym excluded
Source: CCSD93 District Administration

Disclaimer: This list is intended to highlight key considerations and is not **all-inclusive**. Additional benefits and challenges may emerge depending on individual perspectives and priorities.

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School Comparison Information (Part 1)

Building	Classrooms *	Pros (Reasons to CONSIDER retiring)	Cons (Reasons NOT to retire)	Special Programs	Potential Retirement?
Heritage Lakes (HL)	Available: 31 Used: 25 *includes sensory room for SAC	• Parking lot- high cost for pavers • Needs roof work, boiler, chiller • Under-utilization forecast to continue	• 2nd newest building • Has most flexible space due to multi-purpose room • Flooring- classroom and hallway- complete • New gym floor 2026 • Largest yield rate of students per single family units	Current: SAC/ Potential: Gifted clusters	**Yes**
Roy DeShane (RD)	Available: 20 Used: 14 *includes sensory room for SAC	• Needs boiler in next five years • Water main needs repair • Lowest current enrollment • Lowest number of available classrooms • Under-utilization forecast to continue • Largest student yield rate from MF units (few MF units in that boundary)	• Chiller, univents, roof- all complete • Parking lot is complete • New flooring for classrooms/hallway complete • Growth potential- land use • Most stable in/out migration	Current: Monarch, Magnet, SAC Potential: Lease to CASE or outplace facility	**Yes**
Western Trails (WT)	Available: 29 Used: 19 *includes sensory room for SAC	• Lowest student yield rate from MF units despite heat map data • Will need flooring, univents and boiler • Low enrollment • Currently in a student count area of slight decrease • Smallest IC • Under utilization forecast to continue	• Student density area is high- heat map data • Roof, chiller, parking lot complete • No buses- except daycare/sped currently- lack of available options for adding buses- logistics • High number of TBE-Spanish-home school- in dual	Current: SAC Potential: Dual, gifted clusters	**No**

*CATS only - no specialists' rooms- gym excluded

Source: CCSD93 District Administration

Disclaimer: This list is intended to highlight key considerations and is not **all-inclusive**. Additional benefits and challenges may emerge depending on individual perspectives and priorities.

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Part 2:
New Information

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What Changed for Meeting #3

Based on committee discussion and poll results, the concepts were updated to better reflect the committee's priorities and concerns.

Concepts 1 and 2 Revised

- Adjusted boundaries to **address capacity and utilization concerns**
- Refined **middle school assignments** to improve enrollment balance
  - Improved enrollment and utilization balance among middle schools
  - Minimized split feeder patterns for Heritage Lakes and Roy DeShane
  - Considered Dual Language proximity and continuity
- Reduced the number of **impacted students** where possible
- Maintained **logical and understandable** boundary lines
- Addressed concerns related **to Dual Language** proximity, transportation, and split feeder patterns

Concept 3 Removed from Core Discussion

- Received the **lowest level of committee support**
  - Would impact the greatest number of students
  - Created significant capacity concerns at multiple schools
  - Included feeder splits and other implementation challenges

Meeting #3 Focus:
The committee will review the revised concepts, evaluate how well they address prior feedback, and identify additional refinements needed before moving toward a recommendation for public input.

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Concept 1: Committee Discussion Results

Meeting 2:

Benefits (Pros)	Challenges (cons)
• **Logical – most popular** • Clean • Low impact • Better boundary lines • Boundaries are clearer • Boundaries are sensible • Clean boundaries • Clean map • Clear boundaries • Close low-enrollment school • Continuity to the map • Feeders make sense • Logical boundaries • Looks clean • Low family impact • Low sibc • Lower impact • Low impact • More even distribution of • Neighborhoods mostly together • Number impacted • Visually appealing map	• **Carol Stream capacity – most popular** • 1 elementary to 3 • 1 grp impacted very small • Carol Stream at capacity • Carol Stream near max • Carol Stream overcrowding • Carol Stream max capacity • Carol Stream still near capacity • Carol Stream capacity • Elsie Johnson and Cloverdale still have room • Heritage MS change • High utilization at Carol Stream • History of Heritage Lakes attend Jay Stream MS • Imbalance in middle schools • Lack of teachers • Maxing utilization at Carol Stream • Middle school imbalance • Middle School population disparity • Overcrowded • Overload oldest school • Quail run • Socioeconomic concerns • Socioeconomic disparity • Socioeconomic imbalance • Socioeconomic separation • Split one school into 3

Source: Raw comments from Meeting Mentimeter Activity. Recorded by RSP.

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Concept 2: Committee Discussion Results

Meeting 2:

Benefits (Pros)	Challenges (cons)	
• More balanced • A school closes • All above 70 percent • Balanced middle school • Better percent at Carol Stream • Biggest impact • Building capacity is more • Building utilization • Carol Stream better cap • Carol Stream capacity • Carol Stream not at capacity • Doesn't max out oldest building • Dual proximity to Roy DeShane • Less bussing at Jay Stream • less travel for Dual Language • Logical boundaries • More balanced Middle School util • Not in village boundaries • Nothing is at 98 capacity • Roy DeShane at neighborhood Middle School • Roy DeShane goes to neighbor Middle School • Roy DeShane goes to jay • Utilization all above 70	• Cloverdale at capacity • Cloverdale capacity • Splitting dual • 32 pct more impacted • Bus increase at sms • Cloverdale capacity • Cloverdale high population • Cloverdale near capacity • Dual Language drop implications • Dual back to Roy DeShane • Dual kids separated in 6t • Dual split between Middle School • Fill out Roy DeShane with neighborhood • Higher SIBC • Heritage Lakes capacity • Lot of community feedback • Lots of buses at Stratford Middle • Map less appealing	• Needs and utilization Cloverdale • New panels installed ej • No school in HP • Roy DeShane goes to 2 middle schools • Roy DeShane is dual and goes to Stratford Middle • Roy DeShane dual splits for Middle School • Roy DeShane housing dual wrong JH • Roy DeShane to 2 Middle School • split for Roy DeShane for Middle School • Stratford Middle lone wolf • Up left high needs to Cloverdale

Source: Raw comments from Meeting Mentimeter Activity. Recorded by RSP.

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Concept 3: Committee Discussion Results

Meeting 2:

Benefits (Pros)	Challenges (cons)	
• Balance between Middle Schools • Balance of middle schools • Both dual go to Stratford Middle • Both dual schools to Stratford Middle • Building usage • Clean boundaries • Clean lines for boundary • Cleaner boundary lines • Close oldest building • Close oldest school • Closes school with bad ba • Closes the oldest school • Closing building w needs • Closing Carol Stream Elementary • Closing oldest school • Carol Stream building upgrades • Carol Stream is the oldest- work • Dual gifted feed to Middle Schools • Dual stays • Even middle school split • Kuhn Rd natural boundary • Middle School balanced • Oldest building retires • Splitting Heritage Lakes ok	• 2 schools at capacity • 2 schools capacity • 2 schools maxed out • 2 schools near capacity • Biggest impact • Bussing • Do not split • Do not split for Middle School • Do not split heritage • Don't split up Heritage Lakes • Elsie Johnson capacity below 70 • Elsie Johnson still below 70 • Elsie Johnson under utilized • Heritage Lakes and Roy DeShane capacity • Heritage split • Highest num impacted • Heritage Lakes and Roy DeShane's max utilization • Heritage Lakes and Roy DeShane near capacity • Heritage Lakes split feeder • Heritage Lakes split for Middle School • Heritage Lakes split Middle School • Heritage Lakes split to 2 Middle School	• Less grade size flexibility • Most kids impacted • No sac space at Heritage Lakes Roy DeShanes • No split • Roy DeShane and Heritage Lakes at capacity • Roy DeShane and Heritage Lakes capacities • Roy DeShane needs fewer • sac only at three schools • Socioeconomics at Heritage Lakes, no diversity • Split at Heritage Lakes • Split feeder • Split Heritage Lakes • Split Heritage Lakes • Split Heritage Lakes to Middle School • Split of elements • Splitting Heritage Lakes kids • Splitting Heritage Lakes for Middle School • Two elementary schools at capacity • Western Trails still small

Source: Raw comments from Meeting Mentimeter Activity. Recorded by RSP.

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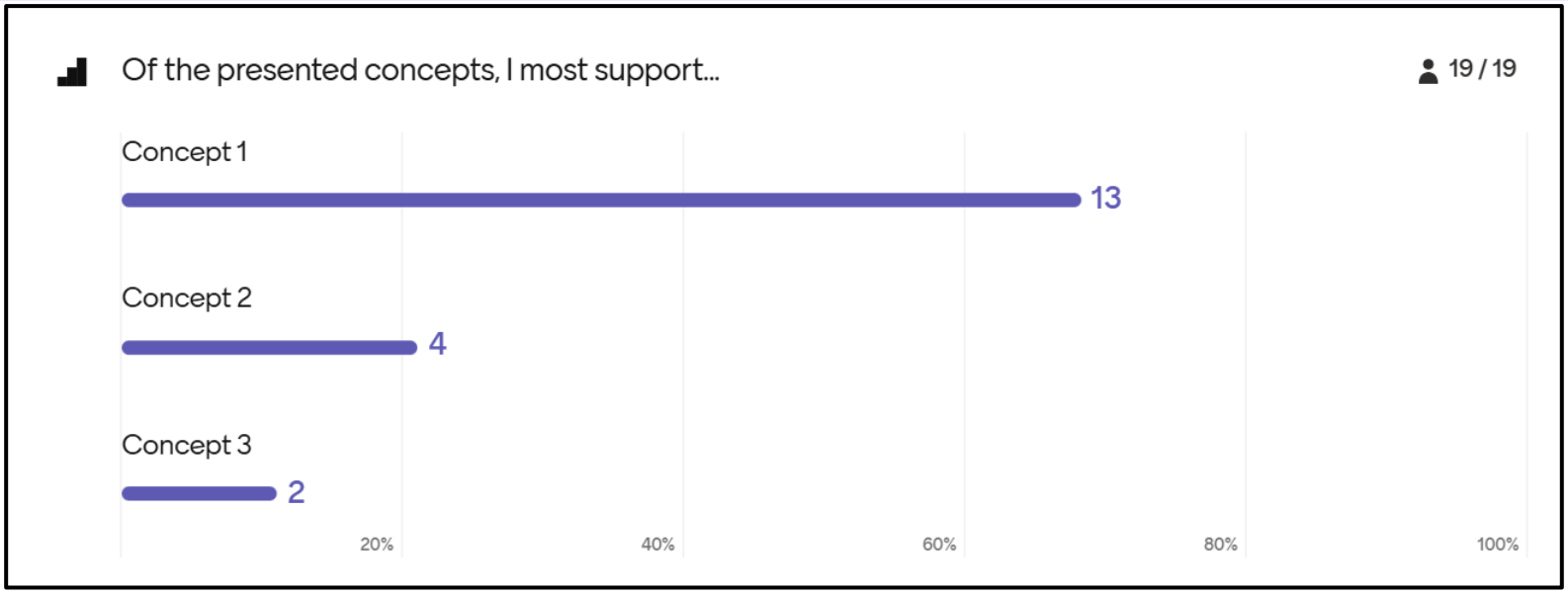
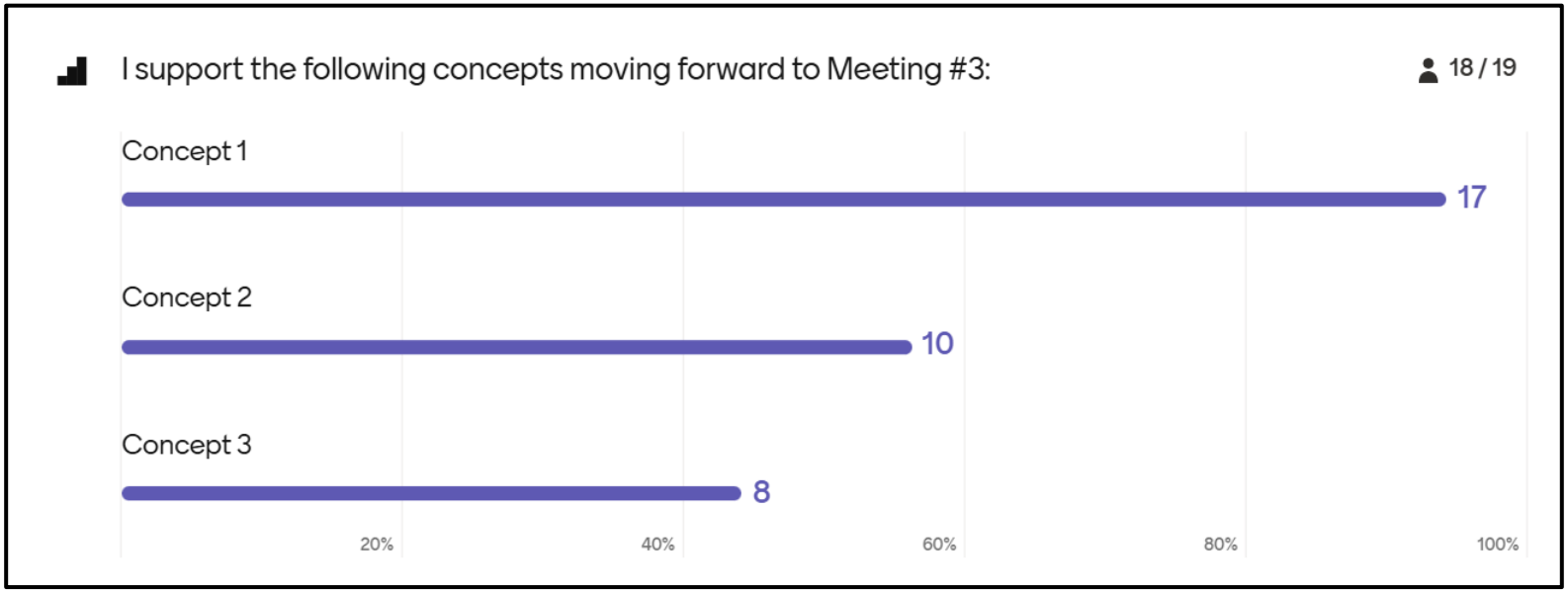
Meeting 2: Committee Poll Results





Source: Raw comments from Meeting Mentimeter Activity. Recorded by RSP.

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Meeting 2 Committee Results:

Meeting 2:

What additional data or boundary concept would you like explored at our next meeting?

- What are the financial impacts of each concept?
- Financial impact
- Closing Carol Stream but not splitting an elementary to middle school
- Number of needed sac classrooms
- Within each of the concepts, some minor adjustments to ES boundaries to better balance projected capacity
- Diversity within each concept
- Economic disparities/title impacts
- Financials
- Changing lines on maps slightly
- Breakdown of demographics at each school with each concept
- Consider slight boundary adjustments in each concept to better suit capacity in each building
- Any way to balance socioeconomic at middle school level?
- Is closing heritage off the table? Board said they'd consider it? Not feasible?
- Can we close CS, concept 3, but have it look more like concept 2- no split of HL? Concept 2- can we capture kids south of lies from HL to fill RDS. Dual at HL for better alignment of program
- Would like to see 7th and 8th grade together in one building. Maybe k-3 and a 4/5-6? Please explore all 7-8 together
- Grade level K-2 3-5 6-8 centers
- Financial impact of each concept
- How can you keep Heritage going to Jay?
- What are the financial impact of each concept?
- Transportation impacts
- Can Western go to Stratford?
- Classroom size, hiring more teachers, resources
- No split middle school or programming such as dual
- Financial impact
- Are changing proposed boundaries for elementary in concept 3 a possibility to keep all HL students going to same middle school?
- Board table - need cost analysis to support data for M&E
- Adjust concept 2 to put dual at HL so they go to feeder school for ms
- In concept 2 - moving area south of lies east of Kuhn to Roy, so Dual could go to Heritage (not Roy) so Dual will stay with the same cohort for middle school
- newly installed equipment in buildings over the summer at EJ WT and CS. Concept 3 boundary for RD be implemented to go to CS, (concept 1)
- 1 bldg- 5-6, 1 bldg 7-8, others k-4
- How many families are impacted that were also impacted by the last boundary change

Source: Raw comments from Meeting Mentimeter Activity. Recorded by RSP.

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Concept 1:

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Concept 1: Projection Tables

School Utilization Legend
Under 70% Operational Capacity
Over 100% Operational Capacity

Elementary Projection Table:

	Concept 1:		Capacity	Current	Concept 1				Concept Utilization			
	Feeder	School	Operational	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	JMS	Carol Stream Elementary School	420	359	363	360	359	353	86%	86%	85%	84%
* DL	SMS	Cloverdale Elementary School	610	457	458	466	466	458	75%	76%	76%	75%
* DL	SMS	Elsie C Johnson Elementary School	510	325	352	355	348	341	69%	70%	68%	67%
	SMS	Heritage Lakes Elementary School	550	413	473	473	471	469	86%	86%	86%	85%
		Roy De Shane Elementary School	0	176	*0*	*0*	*0*	*0*	*0%*	*0%*	*0%*	*0%*
	JMS	Western Trails Elementary School	450	271	348	356	340	336	77%	79%	76%	75%
	District Total (K-5):		**2,540**	**2,001**	**1,994**	**2,010**	**1,984**	**1,957**	**79%**	**79%**	**78%**	**77%**

Source: RSP & Associates LLC. - March 2026

7/22/2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

Middle School Projection Table:

	Concept 1:		Current	Current	Concept 1				Concept Utilization			
	Grades	School	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	6-8	Jay Stream Middle School	1,000	613	402	408	437	469	40%	41%	44%	47%
* DL	6-8	Stratford Middle School	1,200	413	699	724	717	685	58%	60%	60%	57%
	District Total (6-8):		**2,200**	**1,026**	**1,101**	**1,132**	**1,154**	**1,154**	**50%**	**51%**	**52%**	**52%**

Source: RSP & Associates LLC. - March 2026

7/22/2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

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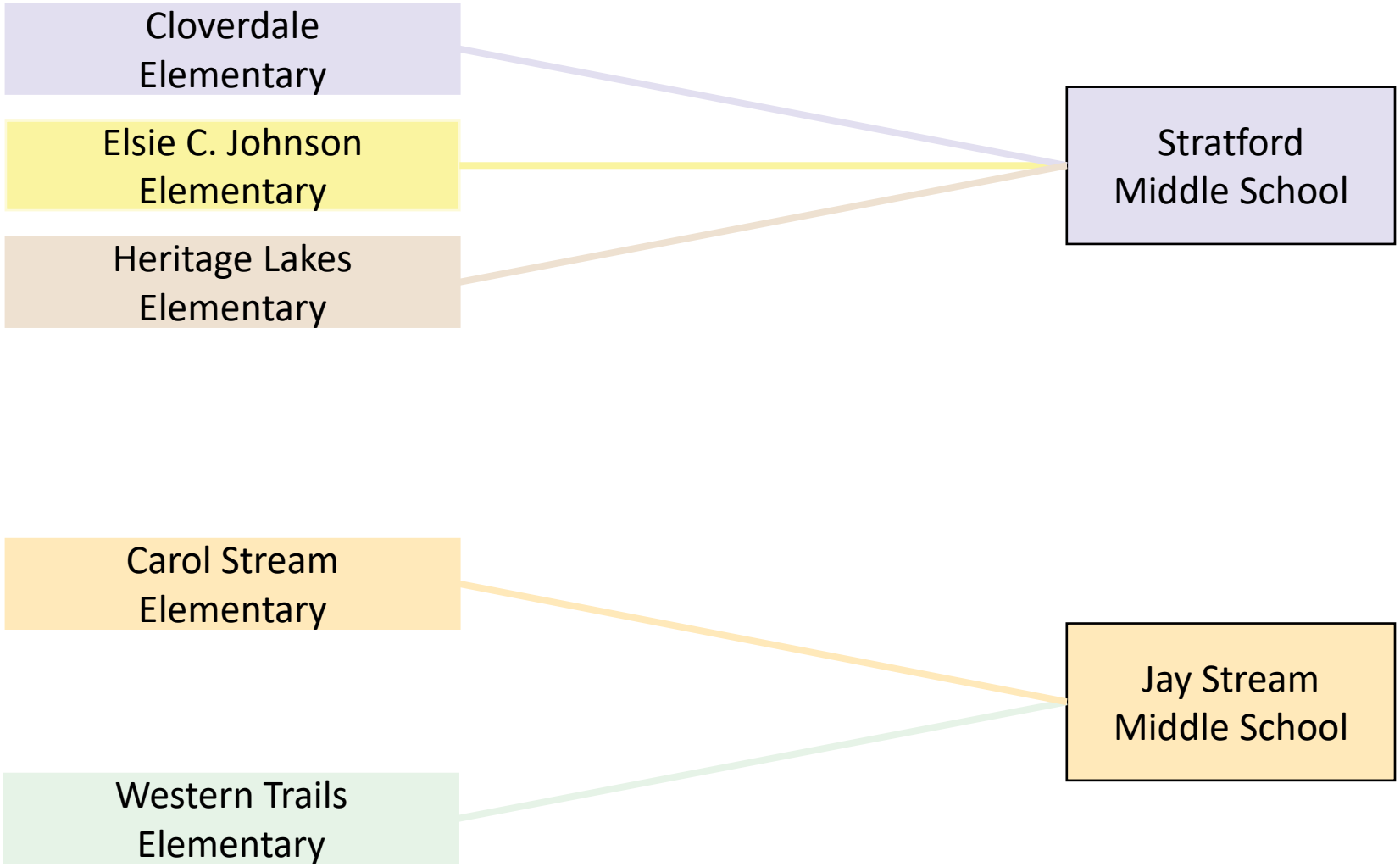
Concept 1: Feeder Diagram



Source: RSP & Associates LLC. - June 2026

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Concept 1: Analysis Tables

Students Impacted by Boundary Change (SIBC): Concept 1 Boundaries:	Carol Stream Elementary School	Cloverdale Elementary School	Elsie C Johnson Elementary School	Heritage Lakes Elementary School	Roy De Shane Elementary School	Western Trails Elementary School	**SIBC**	**Total (K-3)**	**%**
Carol Stream Elementary School						41	41	244	16.8%
Cloverdale Elementary School								300	0.0%
Elsie C Johnson Elementary School								214	0.0%
Heritage Lakes Elementary School			25				25	269	9.3%
Roy De Shane Elementary School	35			71		8	114	114	100.0%
Western Trails Elementary School								172	0.0%
Total (K-3):	**35**		**25**	**71**		**49**	**180**	**1,313**	**13.7%**

Source: RSP Enrollment Analysis 2025/26

Students Impacted by Boundary Change (SIBC): Concept 1 Boundaries:	Jay Stream Middle School	Stratford Middle School	**SIBC**	**Total (6th)**	**%**
Jay Stream Middle School	0	63	63	181	34.8%
Stratford Middle School	15	0	15	152	9.9%
Total (6th)	**15**	**63**	**78**	**333**	**23.4%**

Source: RSP Enrollment Analysis 2025/26

Note: The SIBC table illustrates the number of **current students** who would be impacted in the year the boundary changes are implemented.

Because implementation is planned for the **2027/28 school year** and the analysis is based on **2025/26 student data**, the impacted students are those currently in:

- **Grades K-3 for elementary**
- **Grade 6 for middle school**

An additional year of student data would expand the impact analysis. For example, *if 2026/27 student data were available*, the elementary analysis would include students in grades K-4.

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Concept 1: Diversity Index Data

Concept 1 School Boundaries:	Diversity Index Scores by Variable: Minority Population	Education Attainment	Income & Home Value	Poverty	Final Index Score	*Current Index Score*
Carol Stream Elementary School	1.64	1.86	1.68	1.00	1.54	*1.61*
Cloverdale Elementary School	1.90	1.00	1.67	1.33	**1.48**	*1.48*
Elsie C Johnson Elementary School	2.67	1.58	1.17	1.67	**1.77**	*1.75*
Heritage Lakes Elementary School	1.79	1.71	1.14	1.07	**1.43**	*1.56*
Roy De Shane Elementary School	0.00	0.00	0.00	0.00	0.00	*1.17*
Western Trails Elementary School	2.30	1.40	1.55	1.60	**1.71**	*1.79*
District Average	**2.04**	**1.48**	**1.09**	**1.26**	**1.56**	

Concept 1 School Boundaries:	Diversity Index Scores by Variable: Minority Population	Education Attainment	Income & Home Value	Poverty	Final Index Score	*Current Index Score*
Jay Stream Middle School	1.92	1.92	1.92	1.92	**1.67**	*1.76*
Stratford Middle School	2.06	2.06	2.06	2.06	**1.36**	*1.21*
District Average	**2.04**	**1.48**	**1.09**	**1.26**	1.56	

Source: American Community Survey 2024, Decennial Census 2020, DuPage County, and RSP

Concept 1 School Boundaries:	Average Percent: Households in Poverty	Minority Population	Current Boundaries: *Households in Poverty*	*Minority Population*
Carol Stream Elementary School	4.6%	32.2%	*5.0%*	*33.9%*
Cloverdale Elementary School	6.2%	42.2%	*6.2%*	*42.2%*
Elsie C Johnson Elementary School	6.0%	54.8%	*6.6%*	*54.2%*
Heritage Lakes Elementary School	3.9%	41.1%	*4.2%*	*44.7%*
Roy De Shane Elementary School	0.0%	0.0%	*1.7%*	*35.4%*
Western Trails Elementary School	9.0%	50.1%	*11.0%*	*53.8%*
District Average:	**5.0%**	**44.9%**		

Concept 1 School Boundaries:	Average Percent: Households in Poverty	Minority Population	Current Boundaries: *Households in Poverty*	*Minority Population*
Jay Stream Middle School	6.5%	39.6%	*6.0%*	*41.7%*
Stratford Middle School	5.4%	45.1%	*5.6%*	*44.6%*
District Average:	**5.0%**	**44.9%**		

Source: US Census and RSP

Notes: Poverty data was sourced from American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

Greater than 5% of the District Average

Less than 5% of the District Average

At the elementary level:

- Carol Stream decreases in diversity, getting closer to the district average
- Heritage Lakes decreases in diversity, getting farther from the district average
- Western Trails decrease in diversity, getting closer to the district average
- *Minimal change at Cloverdale and Elsie C. Johnson*

At the middle school level:

- Jay Stream decreases in diversity, getting closer to the district average
- Stratford increase in diversity, getting closer to the district average
- **Concept 1 results in a more balanced distribution between the two middle schools**

Main Takeaway:
Concept 1 generally maintains the district's existing demographic balance while modestly improving the distribution of diversity across several attendance boundaries. No school experiences a substantial shift from its current demographic profile.

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Concept 1: Committee Discussion Results

What are positive aspects of Concept 1 that we should highlight at public input?

- Building utilization at an ideal number.
- Equitable across elementary schools
- Better diversity balance
- No separation of students going into middle school
- Keep ES together, no splitting
- About same number of kids affected
- Clean lines
- Nice clean boundaries
- Equity in elementary schools
- Clean boundaries
- Marginal increase of diversity score
- More balanced utilization
- Better utilization balance
- Visibly makes sense
- Least amount of disruption. Clean boundary lines.
- Less amount of people affected
- Mostly clear lines
- Maintains some form of balance in demographics.
- Clean boundaries
- Relatively low number of elementary students impacted
- Only 1 school less than 70% utilized
- Clean map
- Logical boundaries
- Still visually makes sense
- Clean, logical elementary boundary lines
- Concept utilization percentages are distributed pretty equally.
- Improved utilization at CS
- Better utilization across all schools
- Least amount of students impacted
- Significant and increased underutilization at WT
- More balanced utilization
- Balance of percentages of enrollment
- Better diversity
- Better use of CS
- The new elementary boundaries are logical, make some improvements to diversity, and distribution of students population
- MS attendance disparity increased from concept 1 from last meeting
- Clean lines. Major road's as boundaries. Communities respected
- Better diversity change
- Balance
- Least amount of disruption. Clean boundary lines.

Requested Change:

- ❑ Adjust the boundary between Carol Stream and Heritage Lakes Elementary
- ❑ Expand Carol Stream and Jay Stream boundaries to include the neighborhood along Thunderbird Trail, Berkshire Lane, and Medford Drive

RSP to make requested change for next meeting.

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Concept 2:

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Concept 2: Projection Tables

School Utilization Legend
Under 70% Operational Capacity
Over 100% Operational Capacity

Elementary Projection Table:

	Concept 2:		Capacity	Current	Concept 2				Concept Utilization			
	Feeder	School	Operational	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	JMS	Carol Stream Elementary School	420	359	366	361	361	351	87%	86%	86%	84%
* DL	SMS	Cloverdale Elementary School	610	457	475	482	483	475	78%	79%	79%	78%
		Elsie C Johnson Elementary School	0	325	*0*	*0*	*0*	*0*	0%	0%	0%	0%
* DL	SMS	Heritage Lakes Elementary School	550	413	508	515	511	498	92%	94%	93%	91%
	JMS	Roy De Shane Elementary School	340	176	274	271	267	265	81%	80%	79%	78%
	JMS	Western Trails Elementary School	450	271	372	382	363	363	83%	85%	81%	81%
	District Total (K-5):		**2,370**	**2,001**	**1,995**	**2,011**	**1,985**	**1,952**	**84%**	**85%**	**84%**	**82%**

Source: RSP & Associates LLC. - March 2026

7/22/2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

Middle School Projection Table:

	Concept 2:		Current	Current	Concept 2				Concept Utilization			
	Grades	School	Capacity	2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
	6-8	Jay Stream Middle School	1,000	613	602	615	637	658	60%	62%	64%	66%
* DL	6-8	Stratford Middle School	1,200	413	498	515	517	496	42%	43%	43%	41%
	District Total (6-8):		**2,200**	**1,026**	**1,100**	**1,130**	**1,154**	**1,154**	**50%**	**51%**	**52%**	**52%**

Source: RSP & Associates LLC. - March 2026

7/22/2026

Notes:
1. Total projections may differ between concepts and from the official projections due to rounding at the student and building level.

DISCLAIMER: Current Dual Language elementary students are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

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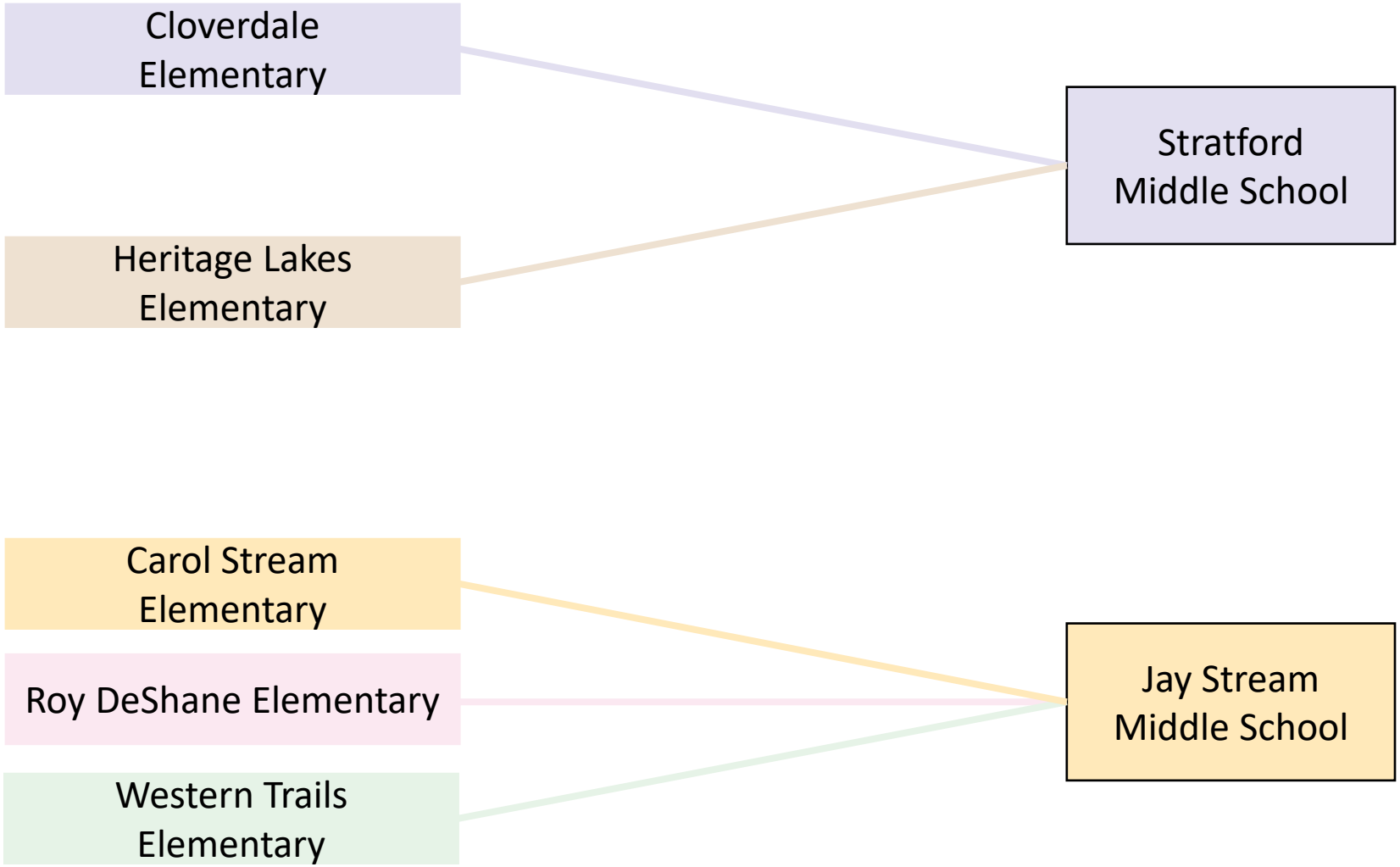
Concept 2: Feeder Diagram



Source: RSP & Associates LLC. - June 2026

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Concept 2: Analysis Tables

Students Impacted by Boundary Change (SIBC): Concept 2 Boundaries:	Carol Stream Elementary School	Cloverdale Elementary School	Elsie C Johnson Elementary School	Heritage Lakes Elementary School	Roy De Shane Elementary School	Western Trails Elementary School	**SIBC**	**Total (K-3)**	**%**
Carol Stream Elementary School								244	0.0%
Cloverdale Elementary School								300	0.0%
Elsie C Johnson Elementary School		12		151			163	163	100.0%
Heritage Lakes Elementary School					63	62	125	320	39.1%
Roy De Shane Elementary School								114	0.0%
Western Trails Elementary School								172	0.0%
Total (K-3):		**12**		**151**	**63**	**62**	**288**	**1,313**	**21.9%**

Source: RSP Enrollment Analysis 2025/26

Students Impacted by Boundary Change (SIBC): Concept 2 Boundaries:	Jay Stream Middle School	Stratford Middle School	**SIBC**	**Total (6th)**	**%**
Jay Stream Middle School	0	63	63	181	34.8%
Stratford Middle School	44	0	44	152	28.9%
Total (6th)	**44**	**63**	**107**	**333**	**32.1%**

Source: RSP Enrollment Analysis 2025/26

Note: The SIBC table illustrates the number of **current students** who would be impacted in the year the boundary changes are implemented.

Because implementation is planned for the **2027/28 school year** and the analysis is based on **2025/26 student data**, the impacted students are those currently in:

- **Grades K-3 for elementary**
- **Grade 6 for middle school**

An additional year of student data would expand the impact analysis. For example, *if 2026/27 student data were available*, the elementary analysis would include students in grades K-4.

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Concept 2: Diversity Index Data

Concept 2 School Boundaries:	Diversity Index Scores by Variable: Minority Population	Education Attainment	Income & Home Value	Poverty	Final Index Score	*Current Index Score*
Carol Stream Elementary School	1.80	1.93	1.70	1.00	1.61	*1.61*
Cloverdale Elementary School	1.96	1.00	1.58	1.40	1.49	*1.48*
Elsie C Johnson Elementary School	0.00	0.00	0.00	0.00	0.00	*1.75*
Heritage Lakes Elementary School	2.50	1.79	1.21	1.43	**1.73**	*1.56*
Roy De Shane Elementary School	1.38	1.50	1.13	1.00	**1.25**	*1.17*
Western Trails Elementary School	2.33	1.44	1.44	1.67	**1.72**	*1.79*
District Average	**2.04**	**1.48**	**1.09**	**1.26**	1.56	

Concept 2 School Boundaries:	Diversity Index Scores by Variable: Minority Population	Education Attainment	Income & Home Value	Poverty	Final Index Score	*Current Index Score*
Jay Stream Middle School	1.84	1.84	1.84	1.84	**1.69**	*1.76*
Stratford Middle School	2.15	2.15	2.15	2.15	**1.28**	*1.21*
District Average	**2.04**	**1.48**	**1.09**	**1.26**	1.56	

Source: American Community Survey 2024, Decennial Census 2020, DuPage County, and RSP

Concept 2 School Boundaries:	Average Percent: Households in Poverty	Minority Population	Current Boundaries: *Households in Poverty*	*Minority Population*
Carol Stream Elementary School	5.0%	33.9%	*5.0%*	*33.9%*
Cloverdale Elementary School	6.3%	43.3%	*6.2%*	*42.2%*
Elsie C Johnson Elementary School	0.0%	0.0%	*6.6%*	*54.2%*
Heritage Lakes Elementary School	5.4%	51.2%	*4.2%*	*44.7%*
Roy De Shane Elementary School	2.2%	37.4%	*1.7%*	*35.4%*
Western Trails Elementary School	9.4%	51.5%	*11.0%*	*53.8%*
District Average:	**5.0%**	**44.9%**		

Concept 2 School Boundaries:	Average Percent: Households in Poverty	Minority Population	Current Boundaries: *Households in Poverty*	*Minority Population*
Jay Stream Middle School	5.5%	39.7%	*6.0%*	*41.7%*
Stratford Middle School	6.0%	46.2%	*5.6%*	*44.6%*
District Average:	**5.0%**	**44.9%**		

Source: US Census and RSP

Notes: Poverty data was sourced from American Community Survey, 2024. Minority Population data was sourced from the 2020 Census.

Greater than 5% of the District Average

Less than 5% of the District Average

At the elementary level:

- Heritage Lakes increases in diversity, getting farther from the district average
- Roy DeShane increases in diversity, getting closer to the district average
- Western Trails decreases in diversity, getting closer to the district average
- *Minimal change at Carol Stream and Cloverdale*

At the middle school level:

- Jay Stream decreases in diversity, getting closer to the district average
- Stratford increases in diversity, getting closer to the district average
- **Concept 2 results in a more balanced distribution between the two middle schools**

Main Takeaway:
Concept 2 generally maintains the district's existing demographic balance while modestly improving the distribution of diversity across several attendance boundaries. No school experiences a substantial shift from its current demographic profile.

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Concept 2: Committee Discussion Results

What are positive aspects of Concept 2 that we should highlight at public input?

- Mona Lisa middle school map
- Clean MS boundary
- Middle school more balanced
- Middle schools more balanced
- RDS stays open.
- Middle school very clean boundary lines
- Beautiful JH map
- Better balance of MS population
- Better building utilization than concept 1
- No school under 70% utilization
- This model provides the best balance
- Understand HL for dual to feed to SMS but if WT were dual and they fed to SMS it seems a better idea
- Diversity increase at Heritage
- Best alternative
- More equitable enrollment between the middle schools
- Middle School Boundary makes sense
- Very clean middle school boundary
- More equitable distribution at the middle school level
- Dual kept together
- Middle school map is very clean
- Increases in diversity
- Close Hanover school
- Better utilization balance
- Impact more students in the short term, but is a more strategic long term option
- Better concept utilization percentages
- Boundaries are along logical lines
- RD grows
- Number of students impacted

Noted Challenges with Concept 2 (summary):

- ❑ Splitting the Heritage Lakes community
- ❑ Higher student impact
- ❑ Less logical elementary boundaries

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Part 3:
Committee Consensus Building

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Concept Comparison

Discussion Topic	Concept 1	Concept 2
Retirement/Repurposing	Retires **Roy DeShane**	Retires **Elsie C. Johnson**
Feeder (ES → MS)	**Maintain Complete**	**Maintain Complete**
Current Student Impact	**180 impacted ES students, 14%** **78 impacted MS students, 23%**	288 impacted ES students, 22% 107 impacted MS students, 32%
Elementary Balance	Moderate Improvement	**Best Balance**
Middle School Balance	Moderate Improvement	Moderate Improvement

Long-Term Considerations:

- ❑ Which Concept best aligns with the district's long-term vision?
- ❑ Which Concept provides the best balance between:
  - Minimizing community impact?
  - Maintaining long-term facility efficiency?
  - Creating sustainable enrollment patterns?
- ❑ What other thoughts or revisions would enhance the concepts?

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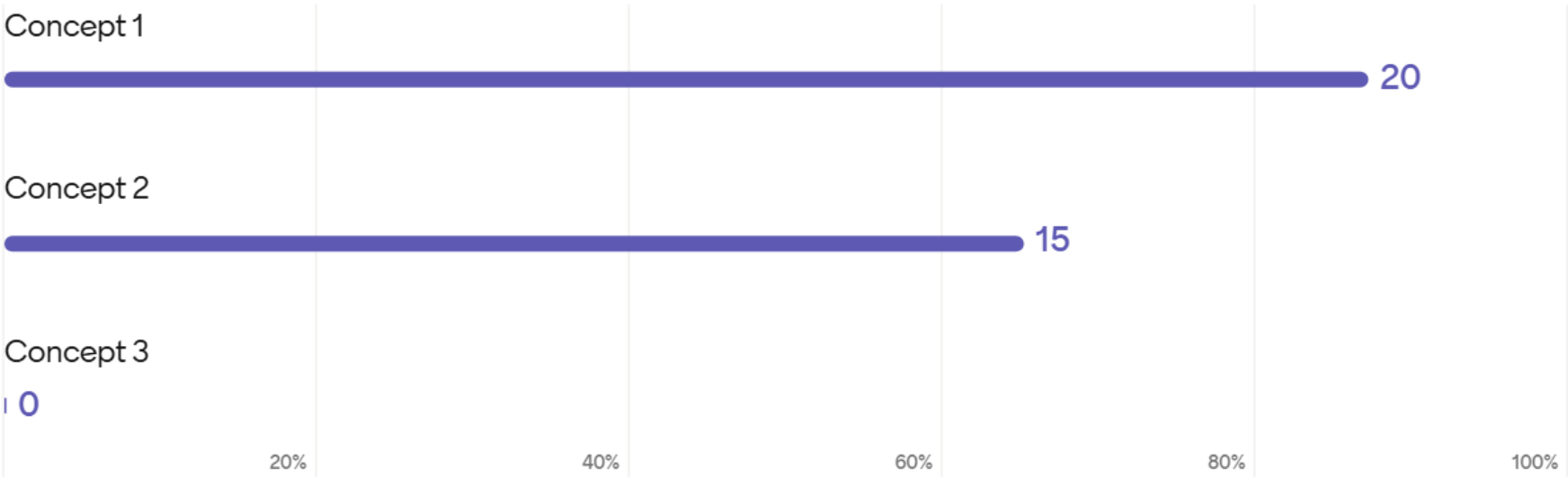
Meeting 3: Committee Poll Results

I support the following concepts being presented at public input:

23 / 23



Key Insights

- ❑ Concept 1 appears to win on clean elementary boundaries with less family disruption and more even school use.
- ❑ Concept 2 seems stronger for middle school balance and utilization, but its boundary changes may feel harder to accept.

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Part 4:
Process Wrap Up

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Next Steps

Meeting Goal: Prepare for public input

Public Input Plan:

Preparation

- **RSP will revise Concept 1** to reflect the requested change.
- **Revised Concept 1 and Concept 2** will be presented for community feedback.

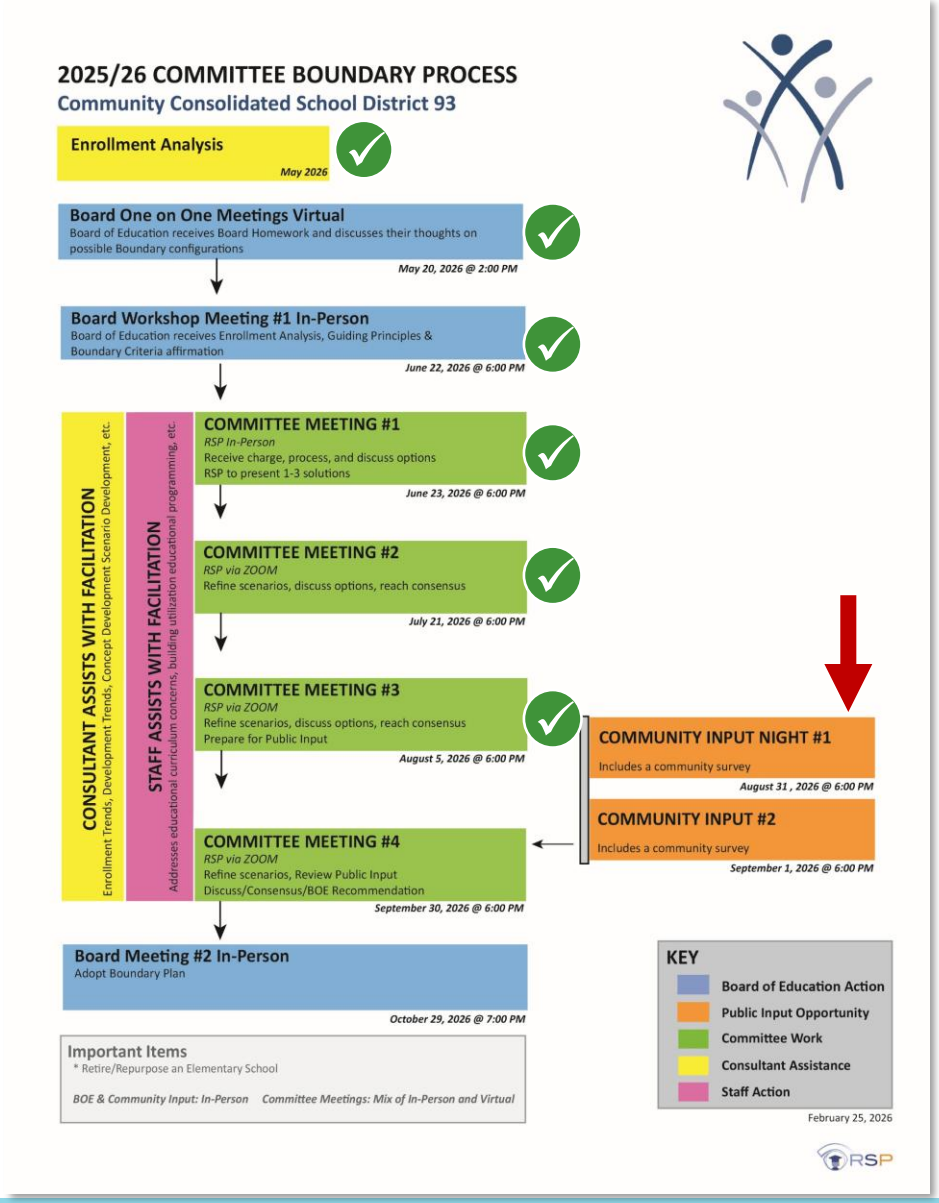
Meeting Format

1. **Opening presentation by RSP** — approximately 20 minutes
2. **Open house stations** featuring detailed concept maps
3. **Community survey** available to collect feedback on each concept

Next Steps

- RSP will coordinate with district administration to finalize:
  - Meeting format
  - Room layout and stations
  - Survey questions
  - Communication and logistics

Purpose: Provide the community with clear information, opportunities to ask questions, and multiple ways to share feedback on the proposed concepts.



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📱 Scan the QR code for updates and resources.

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🔔 Follow the page to receive email notifications when new information is posted.

Check Back Often

📅 Meeting materials, updates, and committee activities will be added throughout the process.

https://rsp.mysocialpinpoint.com/ccsd-93-boundary-study

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