Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Committee Meeting #3

August 5, 2026

Updated August 6, 2026, with Committee Results

Traducción al español - Página 1

PLANIFICACIÓN PARA EL FUTURO - ANÁLISIS DE LÍMITES

Distrito Escolar Comunitario Consolidado 93
Reunión del Comité n.º 3
5 de agosto de 2026
Actualizado el 6 de agosto de 2026 con los resultados del comité.

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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AGENDA Y OBJETIVOS

Parte 1: Acerca del proceso - 10 min
Parte 2: Información nueva - 20 min
• Recoge los aportes de la Reunión 2 y los conceptos modificados.
Parte 3: Construcción de consenso del comité - 20 min
Parte 4: Cierre del proceso - 10 min

Objetivo de esta noche:
• Recibir conceptos revisados de límites escolares.
• Llegar a un consenso sobre el/los concepto(s) que pasarán a la etapa de participación pública.

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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PARTE 1: ACERCA DEL PROCESO

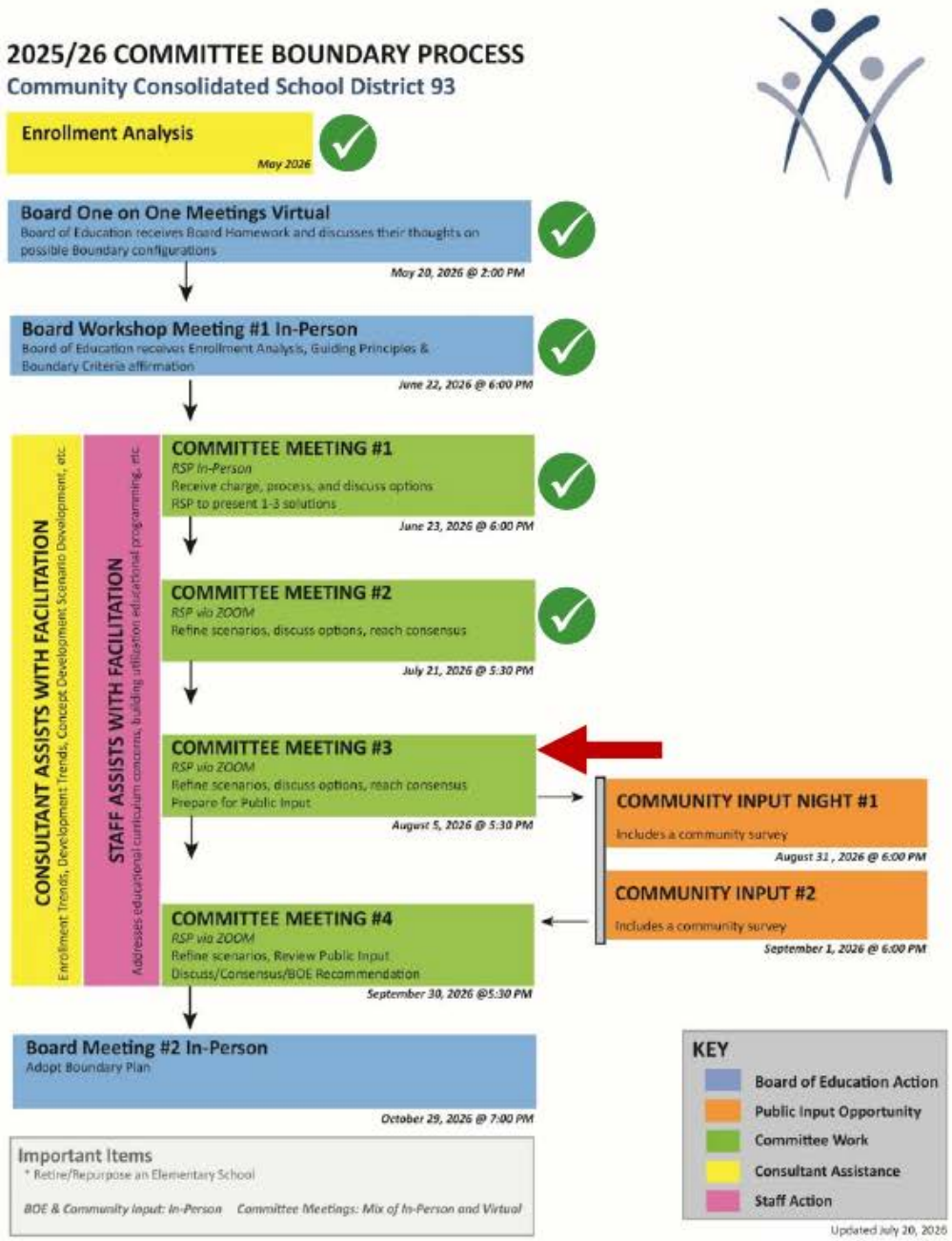
Papel de RSP como facilitador:
• Proporcionar análisis de datos para utilizar en el proceso.
• Guiar la discusión y mantener las conversaciones enfocadas.
• Dirigir actividades del comité para considerar ideas nuevas, comparar diferencias, generar consenso, etc.

Puede ser necesario tener conversaciones difíciles para que el distrito avance en la dirección que mejor beneficie a los estudiantes y cumpla los objetivos de la Junta de Educación. RSP no aboga a favor ni en contra de ninguna decisión; su función es facilitar el trabajo de este comité.

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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INTRODUCCIÓN AL PROCESO DE LÍMITES

Observaciones:

- Este informe forma parte de un proceso de 6 meses para revisar los límites de asistencia de las escuelas primarias.
- El proceso incluye 3 reuniones de la Junta, 4 reuniones del comité y 2 noches de participación pública.
- La Junta de Educación estableció la base y las metas del proceso en sus reuniones del 20 de mayo y 22 de junio.
- Los elementos aprobados por la Junta pueden incluir principios rectores, criterios de límites priorizados y medidas de éxito.

Conclusión principal: una matrícula estable, con cambios en la demanda por nivel de grado, requiere planificación proactiva, comunicación clara y revisión continua de datos para apoyar el éxito del distrito a largo plazo.

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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PRINCIPIOS RECTORES DEL PROCESO

Aprobados por la Junta el 22 de junio de 2026.

1. Maximizar el uso de las instalaciones existentes y promover la sostenibilidad financiera a largo plazo sin costos operativos innecesarios.
2. Anticipar y acomodar el crecimiento residencial futuro para apoyar la estabilidad de matrícula.
3. Apoyar el acceso equitativo a oportunidades, programas y recursos educativos.
4. Cuando sea posible, respetar vecindarios e identidad comunitaria, equilibrando las necesidades del distrito.
5. Considerar límites naturales y construidos (carreteras principales, vías férreas, etc.) para crear áreas claras y lógicas.
6. Promover un equilibrio demográfico razonable entre escuelas y experiencias comparables para los estudiantes.
7. Las reglas de continuidad, transferencias y colocación estudiantil serán determinadas por la administración.
8. Punto de partida para configuración de grados: K-5 y 6-8, o K-4, 5-6 y 7-8.

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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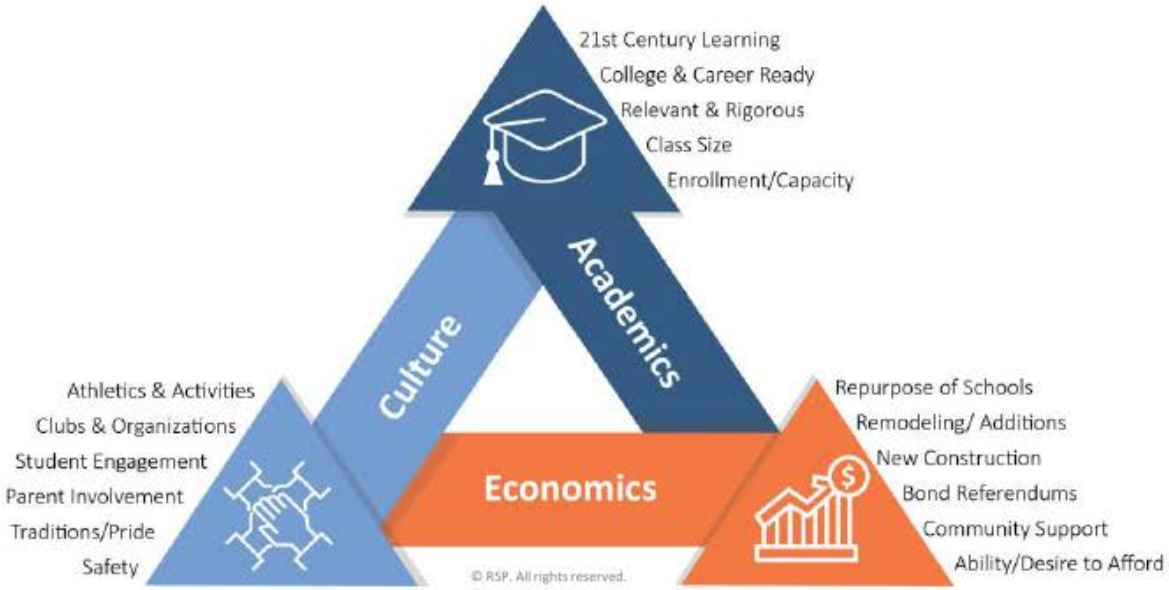
CRITERIOS PRIORIZADOS PARA LOS LÍMITES

Aprobados por la Junta el 22 de junio de 2026.

1. Características naturales del límite: áreas contiguas, sin islas desconectadas.
2. Consideraciones demográficas: equilibrio de indicadores socioeconómicos; pueden incluir programas, raza/etnia y datos del censo.
3. Duración de los límites: anticipar cambios futuros de matrícula y lograr límites que duren el mayor tiempo posible.
4. Sistema de escuelas alimentadoras: alineación geográfica entre niveles para que los estudiantes avancen con cohortes similares.
5. Consideraciones fiscales (capital): minimizar construcciones adicionales hasta que el crecimiento general lo requiera.
6. Consideraciones fiscales (operativas): maximizar los recursos del distrito.
7. Vecindarios intactos: mantener subdivisiones dentro del mismo límite escolar.
8. Matrícula proyectada/utilización del edificio: equilibrar matrícula y evitar superar la capacidad funcional.
9. Estudiantes afectados: minimizar cuántos estudiantes actuales deben cambiar de escuela.
10. Transporte: considerar eficiencia de rutas y tiempo en autobús.

Los tres criterios principales: #1 duración de los límites; #2 consideración fiscal operativa; #3 consideraciones demográficas. #4: matrícula proyectada/utilización del edificio.

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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ACE - CONSIDERACIONES PARA LA PLANIFICACIÓN DE INSTALACIONES

A - Programación académica y necesidades estudiantiles:

• Alinear instalaciones con instrucción básica, programas especializados y necesidades futuras.

• Considerar poblaciones especiales (educación especial, estudiantes multilingües, primera infancia).

C - Comunidad y accesibilidad:

• Caminabilidad y conectividad vecinal.

• Impacto en tiempos de viaje e identidad comunitaria.

E - Matrícula y demografía:

• Tendencias actuales y proyectadas.

• Distribución por grado y geografía.

Capacidad y utilización:

• Uso de edificios frente a capacidad funcional (meta 70%-95%).

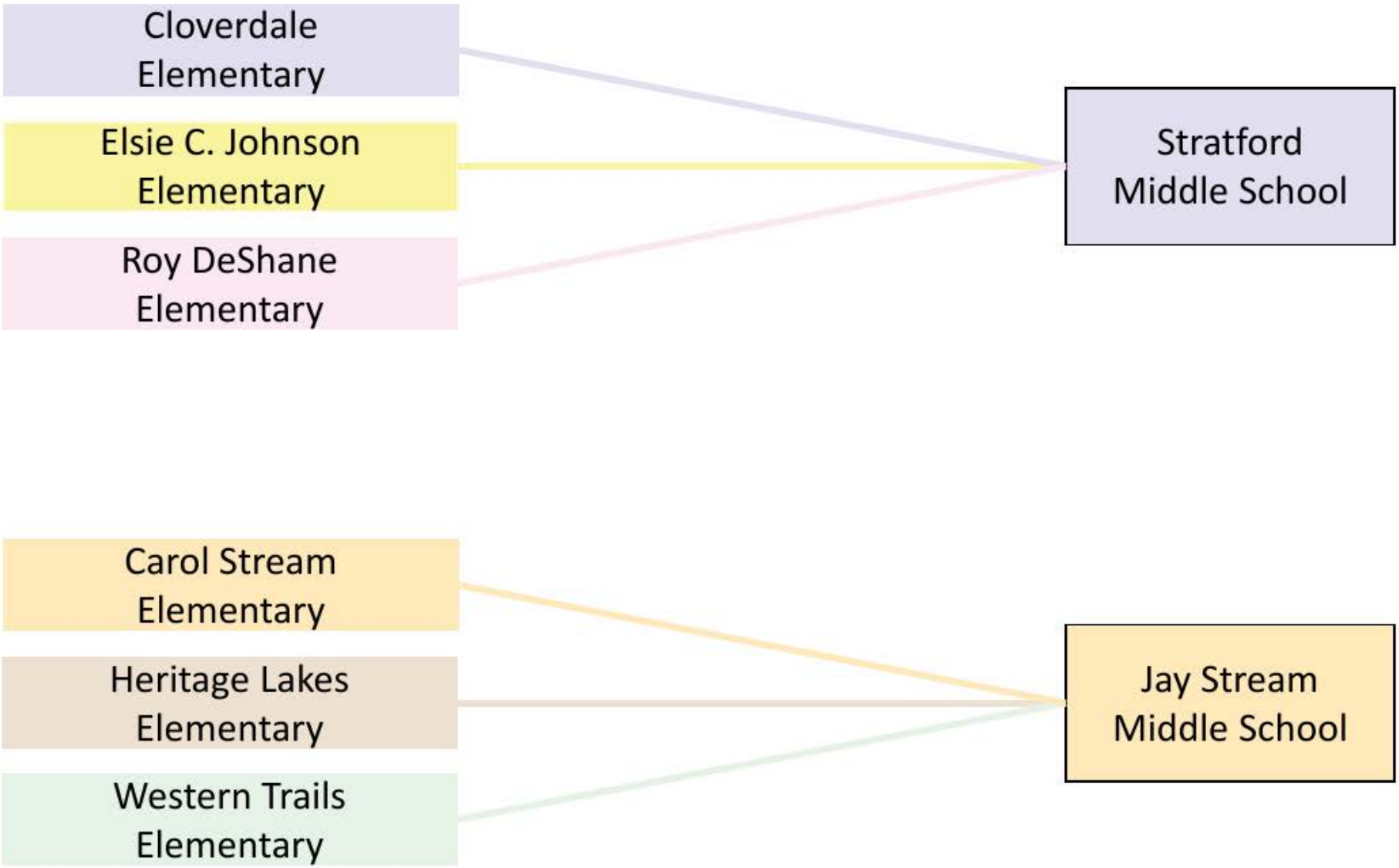
• Oportunidades para mejorar eficiencia y reducir subutilización.

Instalaciones e infraestructura:

• Condición, antigüedad y mantenimiento a largo plazo.

• Evaluaciones de condición y prioridades de inversión de capital.

School Feeder Diagram



Source: CCSD93 and RSP

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DIAGRAMA DE ESCUELAS ALIMENTADORAS

Cloverdale, Elsie C. Johnson y Roy DeShane Elementary alimentan a Stratford Middle School.
Carol Stream, Heritage Lakes y Western Trails Elementary alimentan a Jay Stream Middle School.
Fuente: CCSD93 y RSP.

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).

Traducción al español - Página 9

PROYECCIONES POR EDIFICIO

Distrito Escolar Comunitario Consolidado 93 - proyecciones por escuela basadas en el lugar de residencia del estudiante.
La tabla original conserva los nombres, años, capacidades y cifras.
Etiquetas: Reside = reside en el límite de la escuela; Attend = asiste a la escuela; Reside/Attend = reside y asiste a su escuela asignada.
Cómo usar la tabla: examine los totales de primaria y secundaria para determinar la capacidad y utilización disponibles en todo el distrito. Revise cada edificio cuando esté por debajo de 70% o por encima de 100% para orientar decisiones. Los movimientos dentro del distrito (Lenguaje Dual, ELL, SPED, etc.) afectan la diferencia entre residencia y asistencia.
Conclusión principal: se proyecta que la mayoría de las escuelas permanezcan subutilizadas (<70%). La subutilización persistente afecta la eficiencia, dotación de personal, calidad de programas y distribución equitativa de recursos; la práctica recomendada apunta a 70%-95% de utilización.

Elementary Boundary Map

Current (K-5):
Elementary School Boundaries

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

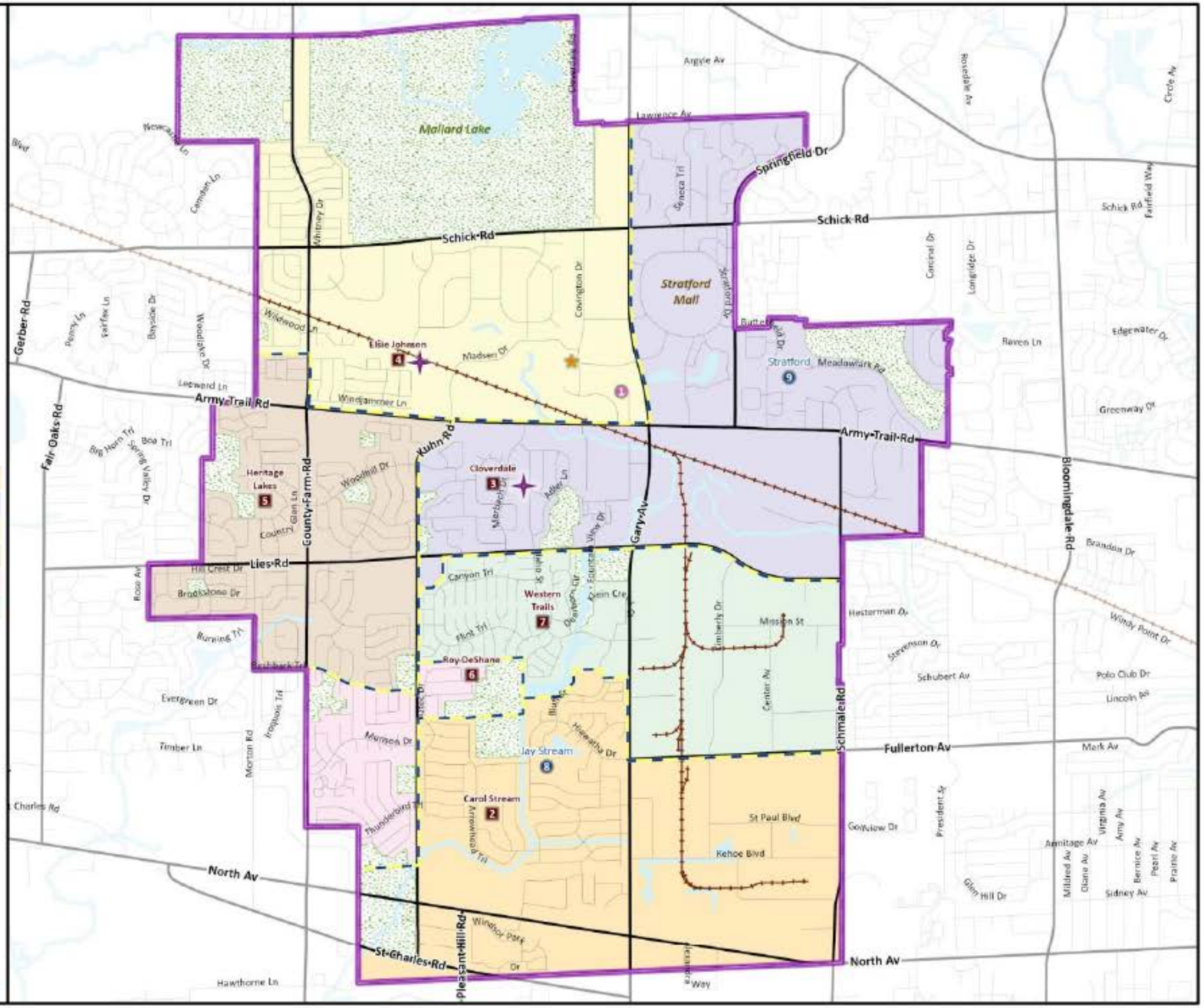
Schools

- 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



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

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MAPA DE LÍMITES DE ESCUELAS PRIMARIAS

Mapa actual (K-5).
Leyenda: límite del distrito; límites actuales de primaria; parques; Centro de Primera Infancia; escuela primaria; escuela intermedia; oficina del distrito.
Escuelas de Lenguaje Dual señaladas con una estrella.
Los nombres propios de escuelas y calles se mantienen sin traducir.

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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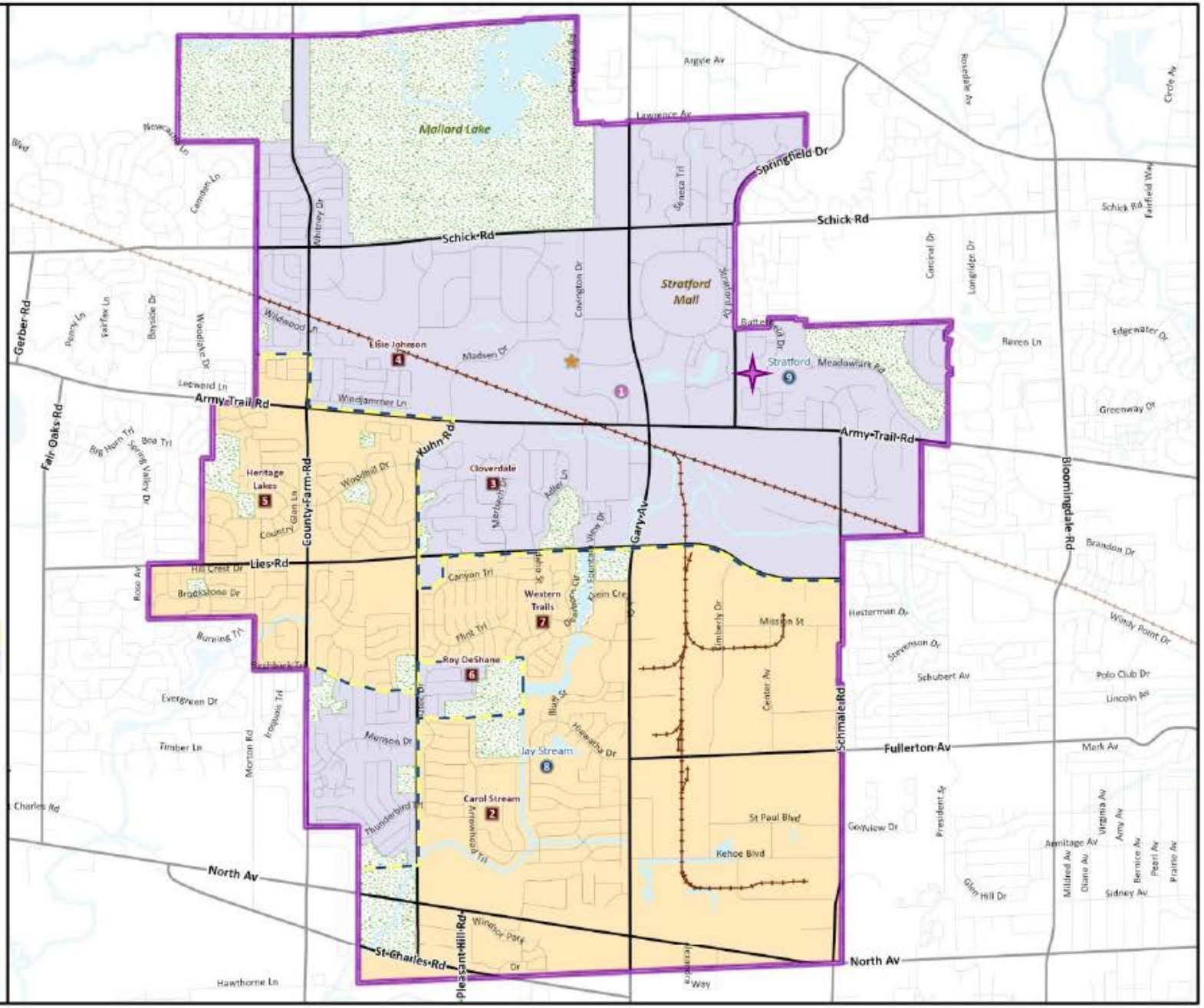
Dual-Language Schools



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MAPA DE LÍMITES DE ESCUELAS INTERMEDIAS

Mapa actual (grados 6-8).
Leyenda: límite del distrito; límites actuales de escuela intermedia; parques; Centro de Primera Infancia; escuela primaria; escuela intermedia; oficina del distrito.
Escuelas de Lenguaje Dual señaladas con una estrella.
Los nombres propios de escuelas y calles se mantienen sin traducir.

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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TABLAS DE PROYECCIÓN ACTUAL

Tabla de primaria y tabla de escuela intermedia. Las cifras y años de la página original se mantienen iguales.
Encabezados: escuela alimentadora; escuela; capacidad operativa actual; matrícula/proyección actual; utilización actual.
Total del distrito (K-5) y total del distrito (6-8).
Leyenda de utilización: menos de 70% de capacidad operativa; más de 100% de capacidad operativa.
Nota: los totales pueden diferir entre conceptos y de las proyecciones oficiales por redondeo a nivel de estudiante y edificio.
DESCARGO: los estudiantes actuales de primaria en Lenguaje Dual se trasladan manualmente de su límite residencial a la escuela a la que asisten; este supuesto se mantiene durante todo el periodo proyectado.

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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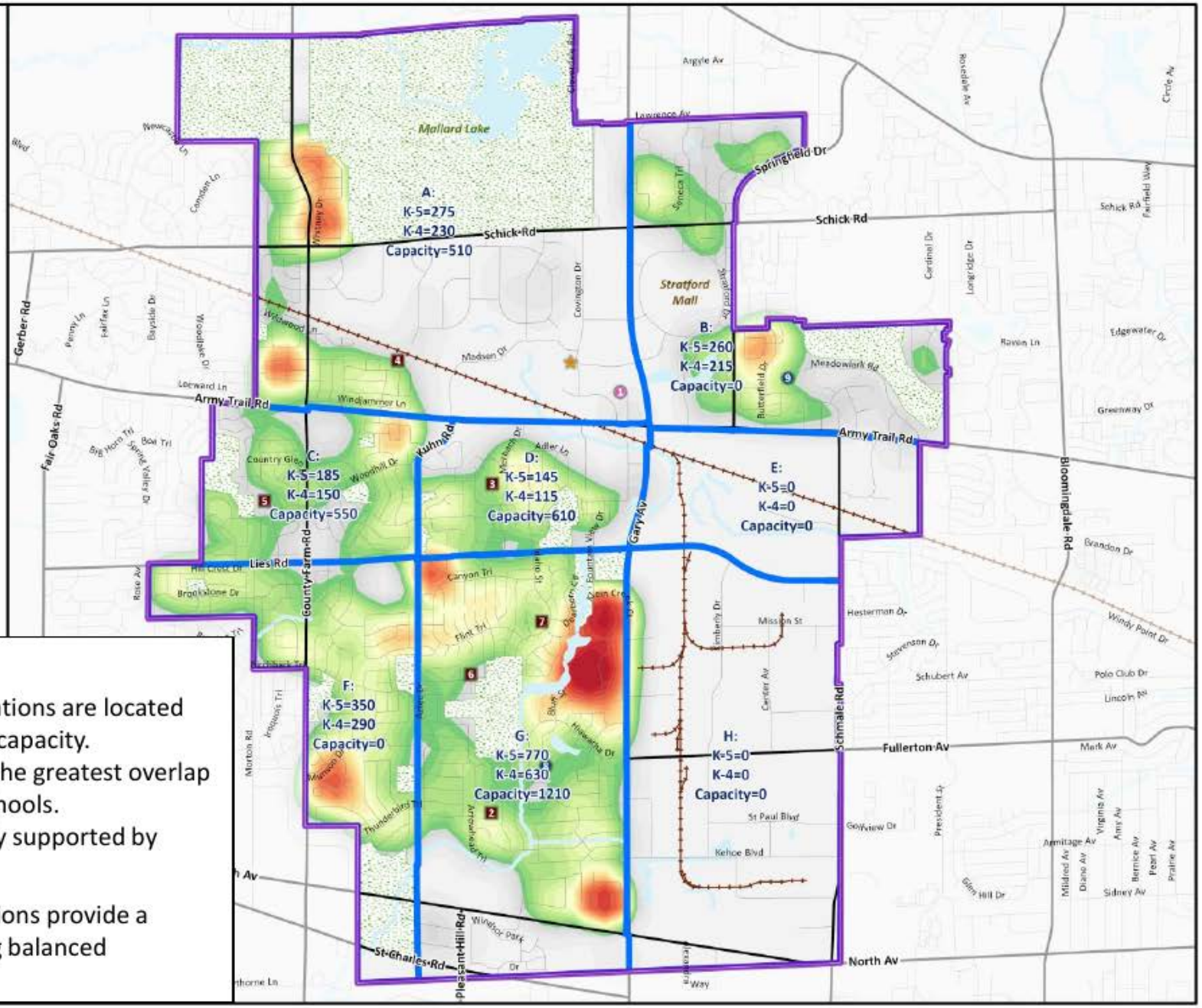

Observations:

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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DENSIDAD DE ESTUDIANTES DE PRIMARIA POR ÁREA

Observaciones:

- La mayoría de las poblaciones de estudiantes de primaria se ubican cerca de la capacidad de las escuelas existentes.
- La zona centro-sur tiene la mayor superposición entre estudiantes y escuelas disponibles.
- Las zonas del norte están, en general, respaldadas por la capacidad existente.

En conjunto, la ubicación actual de las escuelas ofrece una base sólida para desarrollar límites de asistencia equilibrados.

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
- 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

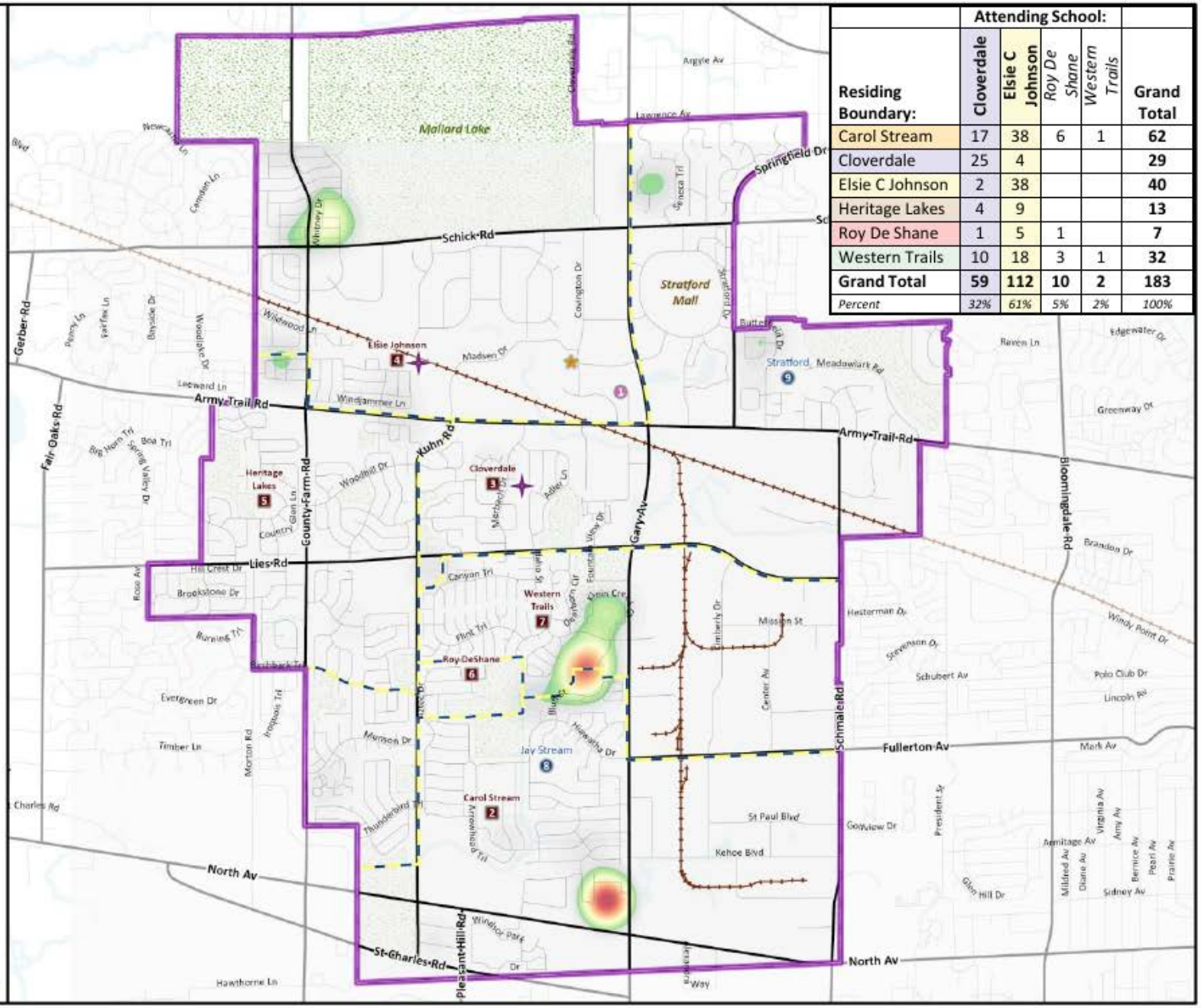
Student Density

- Low Density
- High Density

Dual-Language Schools

0 0.5 1 Miles

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



	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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MAPA DE CALOR DE ESTUDIANTES DE LENGUAJE DUAL K-5

La tabla muestra la escuela a la que asisten los estudiantes según el límite donde residen.
Totales: Cloverdale 59; Elsie C. Johnson 112; Roy DeShane 10; Western Trails 2; total general 183.
Porcentaje: 32%, 61%, 5%, 2%, total 100%.
Leyenda del mapa: densidad baja a alta; escuelas de Lenguaje Dual; límites actuales de primaria; límite del distrito; parques y escuelas.

Minority Population Map (Census Data)

District Demographic Data: Percent Minority Population

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

Schools

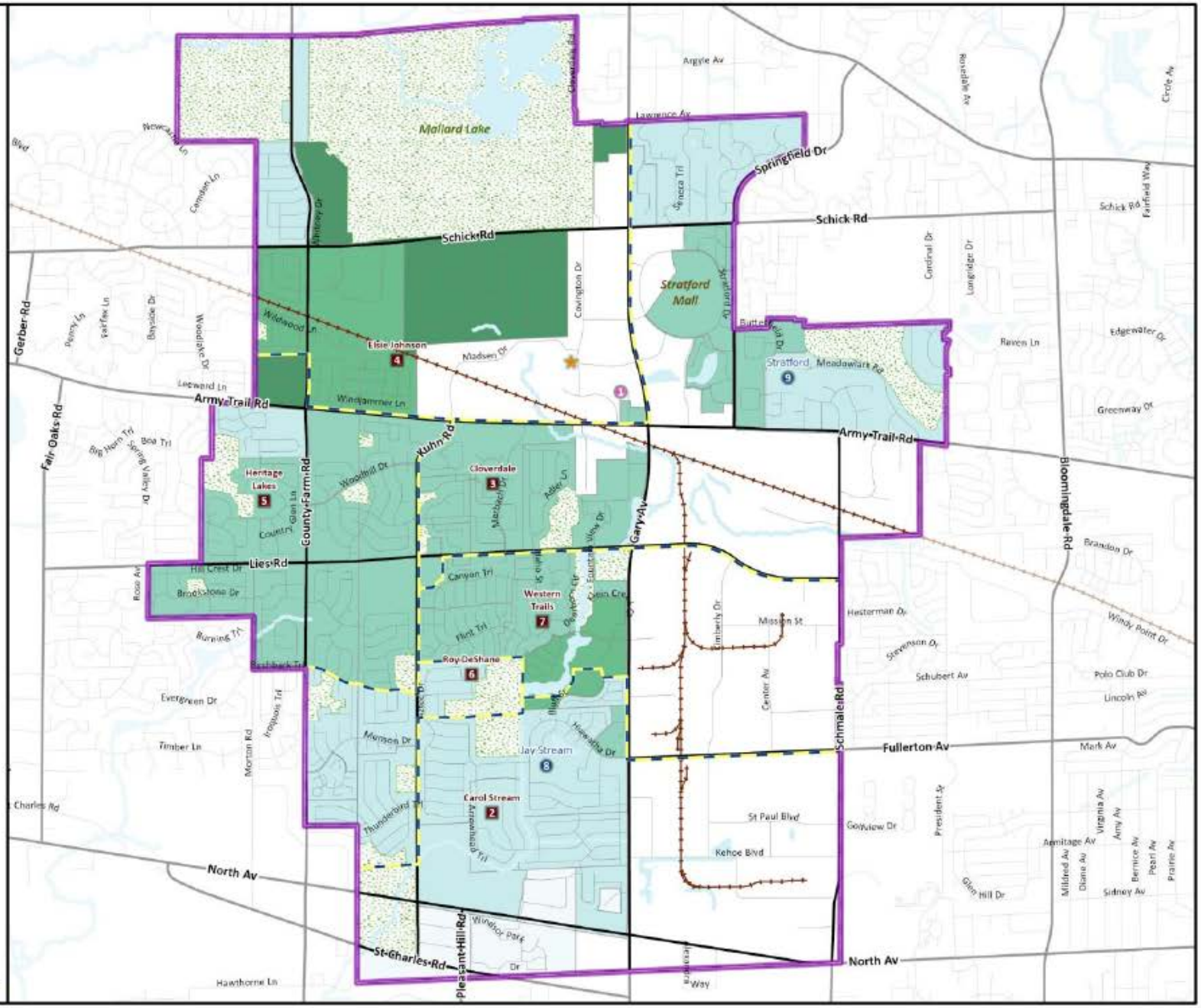
- Early Childhood Center
- Elementary School
- Middle School
- District Office

Percent Minority Population

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

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



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

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MAPA DE POBLACIÓN MINORITARIA (DATOS DEL CENSO)

Datos demográficos del distrito: porcentaje de población minoritaria.
Leyenda: menos de 30%; 30%-40%; 40%-50%; 50%-60%; más de 60%.
También se muestran límite del distrito, límites actuales de primaria, parques y ubicaciones escolares.

Households in Poverty Map (Census Data)

District Demographic Data:
Percent Households in Poverty

Legend & Mapping Elements

- District Boundary
- Current ES Boundaries
- Parks

Schools

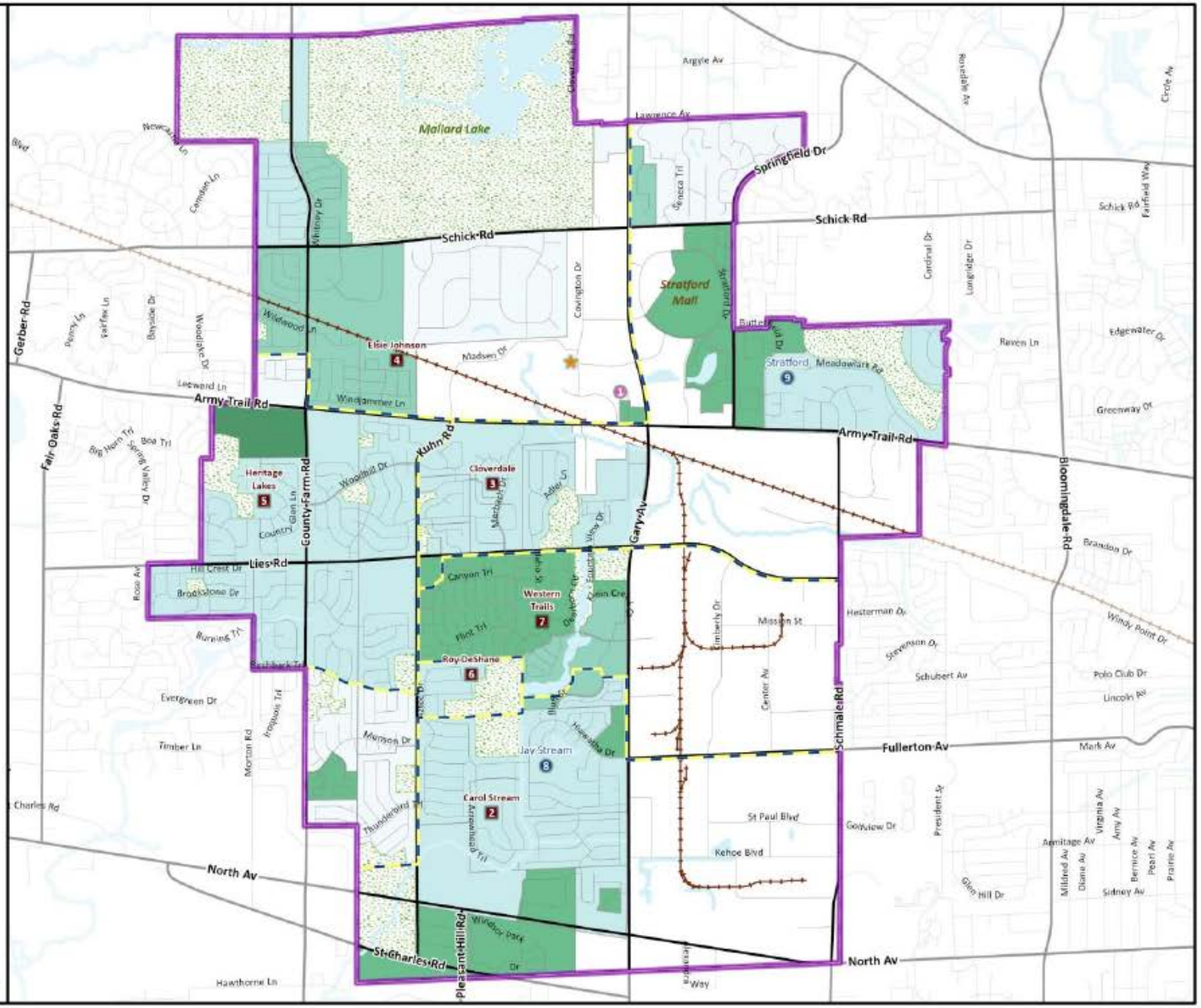
- Early Childhood Center
- Elementary School
- Middle School
- District Office

Percent of Households in Poverty

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

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



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

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MAPA DE HOGARES EN POBREZA (DATOS DEL CENSO)

Datos demográficos del distrito: porcentaje de hogares en pobreza.
Leyenda: menos de 2%; 2%-5%; 5%-7%; 7%-10%; más de 10%.
También se muestran límite del distrito, límites actuales de primaria, parques y ubicaciones escolares.

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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DATOS DEL ÍNDICE DE DIVERSIDAD

Promedios actuales por escuela de hogares en pobreza y población minoritaria, seguidos por puntajes del Índice de Diversidad. Las cifras se conservan como en la tabla original.

Fuentes: Censo de EE. UU., American Community Survey 2024, Censo decenal 2020, DuPage County y RSP.

Nota: el Índice de Diversidad mide características de los vecindarios dentro de cada límite de asistencia usando datos censales; es una herramienta de planificación y no describe a estudiantes individuales.

¿Qué es el Índice de Diversidad? Combina características demográficas del vecindario en un solo puntaje para comparar la diversidad relativa de cada escuela. RSP normaliza cuatro variables - población minoritaria, nivel educativo, ingresos y valor de vivienda, y pobreza - en una escala de 3 puntos. Un puntaje más cercano a 1 suele corresponder a características asociadas con mayor nivel socioeconómico; más cerca de 3, a mayor necesidad socioeconómica. El promedio del distrito sirve como referencia de planificación.

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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CONTEXTO PARA EL RETIRO/REUTILIZACIÓN DE ESCUELAS

Consideraciones clave: tendencias de matrícula y demografía; condición de instalaciones e inversión de capital; ubicación de programas especializados (SAC, Lenguaje Dual, Dotados); transporte y acceso geográfico; eficiencia operativa y costos a largo plazo; impacto comunitario y estrategia del distrito.

Conclusiones:

- El retiro de una escuela debe evaluarse de forma integral, no solo por matrícula.
- La flexibilidad del edificio es crítica: ubicación favorable, diseño adaptable y capacidad para programas futuros agregan valor.
- La ubicación de programas especializados debe influir en las decisiones.
- Cada escuela primaria tiene fortalezas y compensaciones diferentes; deben considerarse inversiones, utilización, mejoras recientes, demografía, área geográfica y compatibilidad de programas.
- Más datos de programas fortalecerían recomendaciones futuras.

Conclusión principal: el retiro debe verse como estrategia de optimización del distrito, no simplemente como cierre de un edificio.

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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INFORMACIÓN COMPARATIVA DE ESCUELAS - PARTE 1

Carol Stream (CS): 22 aulas disponibles; 18 usadas. Razones para considerar retiro: edificio más antiguo, necesita enfriadora/univents/caldera, terreno sin posibilidad de expansión, área deficiente de llegada/salida, diseño con patio central problemático, un solo conjunto de baños colectivos, sin programas especiales actuales, poca movilidad de estudiantes, bajo rendimiento estudiantil de vivienda multifamiliar. Razones para no retirarla: pisos y aulas nuevos, alta densidad estudiantil, migración estable, ligero aumento del conteo, muchos estudiantes TBE-Español del área en Lenguaje Dual. Programas: actual ninguno; potencial SAC o Lenguaje Dual. Retiro potencial: Sí.

Cloverdale (CD): 31 aulas; 30 usadas (incluye 1 sala sensorial SAC). Para considerar: zona de bajo crecimiento, menor rendimiento estudiantil multifamiliar, necesita reemplazo de pisos, estacionamiento costoso de pavimentar, mayor migración de salida. Para no retirar: edificio más nuevo, programa de alimentos, espacio flexible, nueva urbanización, enfriadora y techo nuevos, capacidad para Dual/SAC con pares, muchos participantes Dual no hispanohablantes. Programas: Dual y SAC; potencial grupos de Dotados. Retiro potencial: No.

Elsie Johnson (EJ): 27 aulas; 24 usadas. Para considerar: único edificio en Hanover Park sin relación significativa, IC más antiguo, necesita inversión en pisos/aulas, menor rendimiento de viviendas unifamiliares. Para no retirar: techo y estacionamiento terminados, aulas Dual/pares, potencial de crecimiento, migración estable, matrícula estable, zonas de alta densidad, mayor rendimiento multifamiliar. Programas: Dual; potencial grupos de Dotados o instalación externa. Retiro potencial: Sí.

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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INFORMACIÓN COMPARATIVA DE ESCUELAS - PARTE 2

Heritage Lakes (HL): 31 aulas; 25 usadas. Para considerar: estacionamiento costoso, necesita techo/caldera/enfriadora, se proyecta subutilización continua. Para no retirar: segundo edificio más nuevo, espacio flexible, pisos terminados, nuevo piso de gimnasio 2026, mayor rendimiento de estudiantes por vivienda unifamiliar. Programas: SAC; potencial grupos de Dotados. Retiro potencial: Sí.

Roy DeShane (RD): 20 aulas; 14 usadas. Para considerar: necesita caldera en próximos cinco años, reparación de tubería principal de agua, menor matrícula actual, menor número de aulas disponibles, subutilización proyectada. Para no retirar: mayor rendimiento multifamiliar dentro de un límite con pocas unidades MF, enfriadora/univents/techo terminados, estacionamiento terminado, pisos nuevos, potencial de crecimiento por uso de suelo, migración más estable. Programas: Monarch, Magnet, SAC; potencial arrendar a CASE o usar como instalación externa. Retiro potencial: Sí.

Western Trails (WT): 29 aulas; 19 usadas. Para considerar: bajo rendimiento multifamiliar a pesar del mapa de calor, necesitará pisos/univents/caldera, baja matrícula, leve disminución, IC más pequeño, subutilización proyectada. Para no retirar: alta densidad estudiantil, techo/enfriadora/estacionamiento terminados, actualmente casi sin autobuses y pocas opciones logísticas para añadirlos, muchos estudiantes TBE-Español del área en Dual. Programas: SAC; potencial Dual y grupos de Dotados. Retiro potencial: No.

Part 2:
New Information

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PARTE 2: INFORMACIÓN NUEVA

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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QUÉ CAMBIÓ PARA LA REUNIÓN N.º 3

Con base en la discusión y las encuestas del comité, los conceptos se actualizaron para reflejar mejor prioridades y preocupaciones.

Conceptos 1 y 2 revisados:

• Se ajustaron límites para abordar capacidad y utilización.

• Se refinaron asignaciones de escuelas intermedias para mejorar el equilibrio de matrícula, minimizar patrones alimentadores divididos para Heritage Lakes y Roy DeShane, y considerar proximidad/continuidad de Lenguaje Dual.

• Se redujo el número de estudiantes afectados cuando fue posible.

• Se mantuvieron líneas lógicas y comprensibles.

• Se atendieron preocupaciones de Lenguaje Dual, transporte y alimentadores divididos.

Concepto 3 retirado de la discusión principal:

• Recibió el menor apoyo, afectaba a más estudiantes, generaba preocupaciones de capacidad y divisiones de alimentadores.

Enfoque de la Reunión 3: revisar conceptos revisados, evaluar cómo responden a comentarios previos e identificar ajustes antes de recomendar opciones para participación pública.

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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CONCEPTO 1 - RESULTADOS DE DISCUSIÓN DEL COMITÉ (REUNIÓN 2)

Beneficios mencionados: lógico y popular; limpio; bajo impacto; mejores/claros/sensatos límites; mapa limpio; cerrar escuela de baja matrícula; continuidad del mapa; alimentadores con sentido; poco impacto familiar y a hermanos; vecindarios mayormente juntos; distribución más uniforme; mapa visualmente atractivo.

Desafíos mencionados: capacidad de Carol Stream (preocupación más repetida); una escuela primaria se divide hacia tres; Carol Stream al límite, cerca del máximo o sobrecargada; Elsie Johnson y Cloverdale aún tienen espacio; cambio de Heritage en secundaria; desequilibrio entre escuelas intermedias; falta de maestros; sobrecargar el edificio más antiguo; Quail Run; preocupaciones y disparidades socioeconómicas; separación socioeconómica; dividir una escuela entre tres.

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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CONCEPTO 2 - RESULTADOS DE DISCUSIÓN DEL COMITÉ (REUNIÓN 2)

Beneficios: más equilibrado; una escuela cierra; todas por encima de 70%; mejor balance de secundaria; mejor porcentaje/capacidad en Carol Stream; no se maximiza el edificio más antiguo; Lenguaje Dual más cerca de Roy DeShane; menos autobuses en Jay Stream; menos viaje para Dual; límites lógicos; más equilibrio de utilización en secundaria; Roy DeShane va a su secundaria vecinal; ninguna escuela al 98%; uso de edificios más equilibrado.

Desafíos: mayor impacto; Cloverdale cerca o al máximo; división de Lenguaje Dual; 32% más afectados; aumento de autobuses en Stratford; implicaciones si disminuye Dual; estudiantes Dual separados en 6.º; Dual dividido entre secundarias; preocupación por Heritage Lakes; mucha retroalimentación comunitaria; muchos autobuses a Stratford; mapa menos atractivo; paneles nuevos en EJ; no queda escuela en Hanover Park; Roy DeShane alimenta dos secundarias; Stratford queda aislada; altas necesidades al noroeste asignadas a Cloverdale.

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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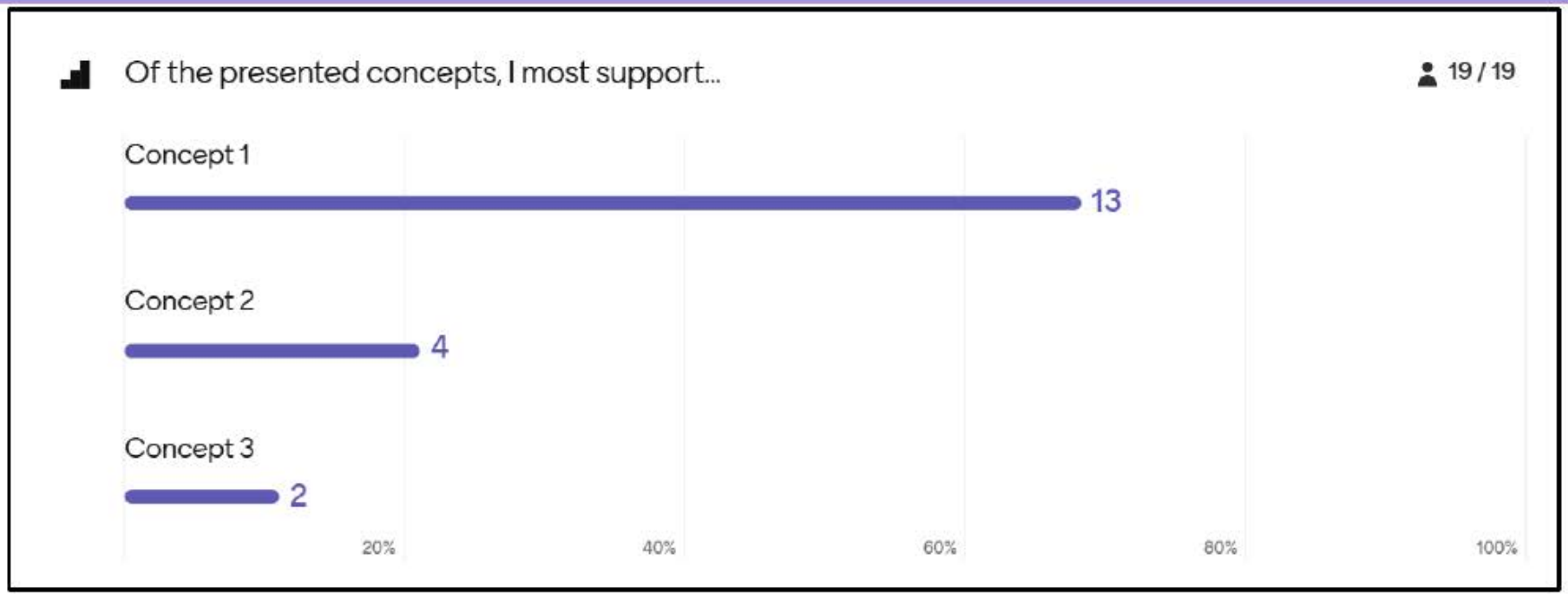
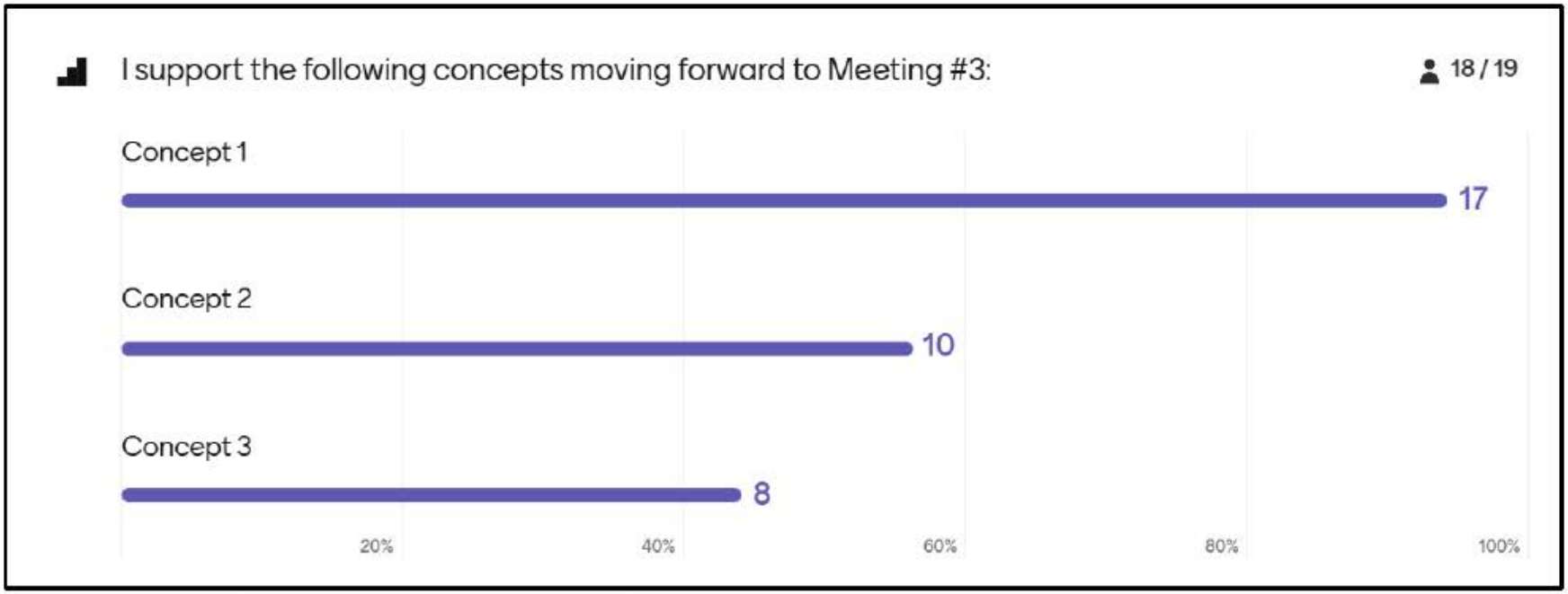
CONCEPTO 3 - RESULTADOS DE DISCUSIÓN DEL COMITÉ (REUNIÓN 2)

Beneficios: equilibrio entre escuelas intermedias; ambas escuelas Dual alimentan a Stratford; buen uso de edificios; límites más limpios; cierra el edificio/escuela más antiguo (Carol Stream); mantiene Dual; división más uniforme de secundaria; Kuhn Rd como límite natural; Heritage Lakes puede dividirse; retiro del edificio más antiguo.

Desafíos: dos escuelas cerca o al máximo; mayor número de estudiantes afectados; autobuses; oposición a dividir Heritage Lakes; Elsie Johnson por debajo de 70% y subutilizada; Heritage Lakes y Roy DeShane cerca de capacidad; alimentador dividido; menor flexibilidad de tamaño de grado; falta de espacio SAC; preocupaciones socioeconómicas en Heritage Lakes; división repetida de Heritage Lakes hacia secundaria; Western Trails sigue pequeña.

Meeting 2: Committee Poll Results





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

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REUNIÓN 2 - RESULTADOS DE LA ENCUESTA DEL COMITÉ

Pregunta 1: De los conceptos presentados, apoyo más... (19 de 19 respuestas)

- Concepto 1: 13
- Concepto 2: 4
- Concepto 3: 2

Pregunta 2: Apoyo que los siguientes conceptos avancen a la Reunión 3 (18 de 19 respuestas)

- Concepto 1: 17
- Concepto 2: 10
- Concepto 3: 8

Fuente: comentarios/resultados brutos de la actividad Mentimeter; registrados por RSP.

Meeting 2 Committee Results:

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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REUNIÓN 2 - ¿QUÉ DATOS O CONCEPTO ADICIONAL DEBERÍA EXPLORARSE?

- Impacto financiero de cada concepto; análisis de costos para apoyar decisiones.
- Cerrar Carol Stream sin dividir una primaria hacia distintas secundarias.
- Número de aulas SAC necesarias.
- Ajustes menores de límites para equilibrar mejor la capacidad proyectada.
- Diversidad, disparidades económicas e impacto de Título I.
- Desglose demográfico por escuela para cada concepto.
- Posibilidad de equilibrar lo socioeconómico en secundaria.
- Si cerrar Heritage Lakes sigue sobre la mesa o no es viable.
- Ajustar Concepto 2 para ubicar Dual en Heritage Lakes y mantener la cohorte hacia secundaria.
- Explorar configuraciones de grado: 7.º-8.º juntos; K-3 y 4/5-6; centros K-2, 3-5, 6-8; un edificio 5-6 y otro 7-8, resto K-4.
- Cómo mantener Heritage hacia Jay Stream; si Western Trails puede ir a Stratford.
- Impactos de transporte; tamaño de clase, contratación y recursos.
- Evitar divisiones de secundaria o de programas como Dual.
- Considerar equipos recién instalados en EJ, WT y CS.
- Cuántas familias también fueron afectadas por el último cambio de límites.

Concept 1:

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CONCEPTO 1

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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CONCEPTO 1 - TABLAS DE PROYECCIÓN

Las tablas muestran proyecciones de primaria e intermedia, capacidad actual y utilización bajo el Concepto 1. Las cifras y años permanecen como en la página original.

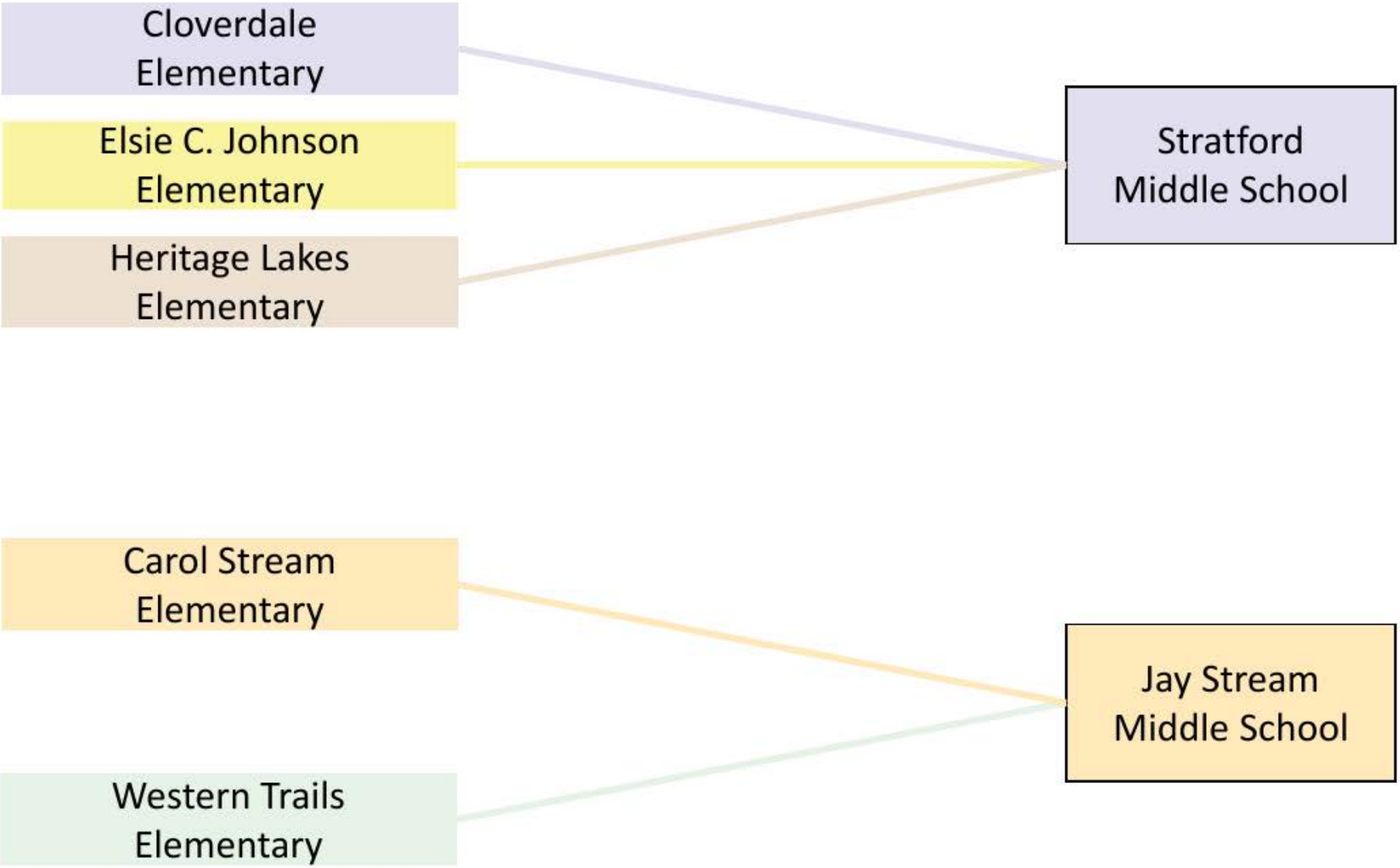
Primaria: Roy DeShane se muestra con capacidad y matrícula 0 bajo este concepto; el total de capacidad K-5 pasa a 2,540.

Secundaria: Jay Stream y Stratford se redistribuyen; el total de capacidad 6-8 permanece en 2,200.

Nota: los totales pueden variar por redondeo.

DESCARGO: los estudiantes actuales de primaria en Lenguaje Dual se trasladan manualmente de su límite residencial a la escuela a la que asisten y este supuesto se mantiene durante el periodo proyectado.

Concept 1: Feeder Diagram



Source: RSP & Associates LLC. - June 2026

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CONCEPTO 1 - DIAGRAMA DE ESCUELAS ALIMENTADORAS

Cloverdale, Elsie C. Johnson y Heritage Lakes alimentan a Stratford Middle School.
Carol Stream y Western Trails alimentan a Jay Stream Middle School.
Roy DeShane se retira/reutiliza en este concepto.
Fuente: RSP & Associates LLC, junio de 2026.

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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CONCEPTO 1 - TABLAS DE ANÁLISIS

Estudiantes afectados por cambio de límites (SIBC):

• Primaria (estudiantes actualmente K-3): 180 de 1,313 = 13.7%.

• 6.º grado/intermedia: 78 de 333 = 23.4%.

La tabla original muestra los movimientos por escuela.

Nota: SIBC representa estudiantes actuales que se verían afectados en el año de implementación. Como la implementación está prevista para 2027/28 y el análisis usa datos 2025/26, se incluyen actualmente grados K-3 para primaria y grado 6 para intermedia. Con datos 2026/27, el análisis de primaria incluiría K-4.

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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CONCEPTO 1 - DATOS DEL ÍNDICE DE DIVERSIDAD

Las tablas comparan límites del Concepto 1 con límites actuales en hogares en pobreza, población minoritaria y puntajes del Índice de Diversidad. Las cifras se mantienen como en la página original.

A nivel de primaria:

- Carol Stream disminuye en diversidad y se acerca al promedio del distrito.
- Heritage Lakes disminuye y se aleja del promedio.
- Western Trails disminuye y se acerca al promedio.
- Cambio mínimo en Cloverdale y Elsie C. Johnson.

A nivel de intermedia:

- Jay Stream disminuye y se acerca al promedio.
- Stratford aumenta y se acerca al promedio.
- El Concepto 1 produce una distribución más equilibrada entre las dos escuelas intermedias.

Conclusión: en general mantiene el equilibrio demográfico existente y mejora modestamente la distribución de diversidad; ninguna escuela cambia sustancialmente su perfil actual.

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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CONCEPTO 1 - DISCUSIÓN DEL COMITÉ, REUNIÓN 3

Aspectos positivos señalados para participación pública: utilización ideal o mejor equilibrada; mayor equidad entre primarias; mejor balance de diversidad; no separar estudiantes al pasar a secundaria; mantener las primarias juntas sin dividirlas; número similar o menor de estudiantes afectados; líneas limpias y lógicas; límites visualmente comprensibles; mejora marginal del índice de diversidad; solo una escuela por debajo de 70%; mejor uso de Carol Stream; límites usando carreteras principales y respetando comunidades.

Observaciones adicionales incluyeron subutilización significativa en Western Trails y una mayor disparidad de asistencia entre secundarias respecto a la versión anterior del Concepto 1.

Cambio solicitado:

- Ajustar el límite entre Carol Stream y Heritage Lakes Elementary.
- Ampliar los límites de Carol Stream y Jay Stream para incluir el vecindario de Thunderbird Trail, Berkshire Lane y Medford Drive.

RSP realizará el cambio solicitado para la próxima reunión.

Concept 2:

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CONCEPTO 2

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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CONCEPTO 2 - TABLAS DE PROYECCIÓN

Las tablas muestran proyecciones de primaria e intermedia, capacidad y utilización bajo el Concepto 2; las cifras originales se conservan.

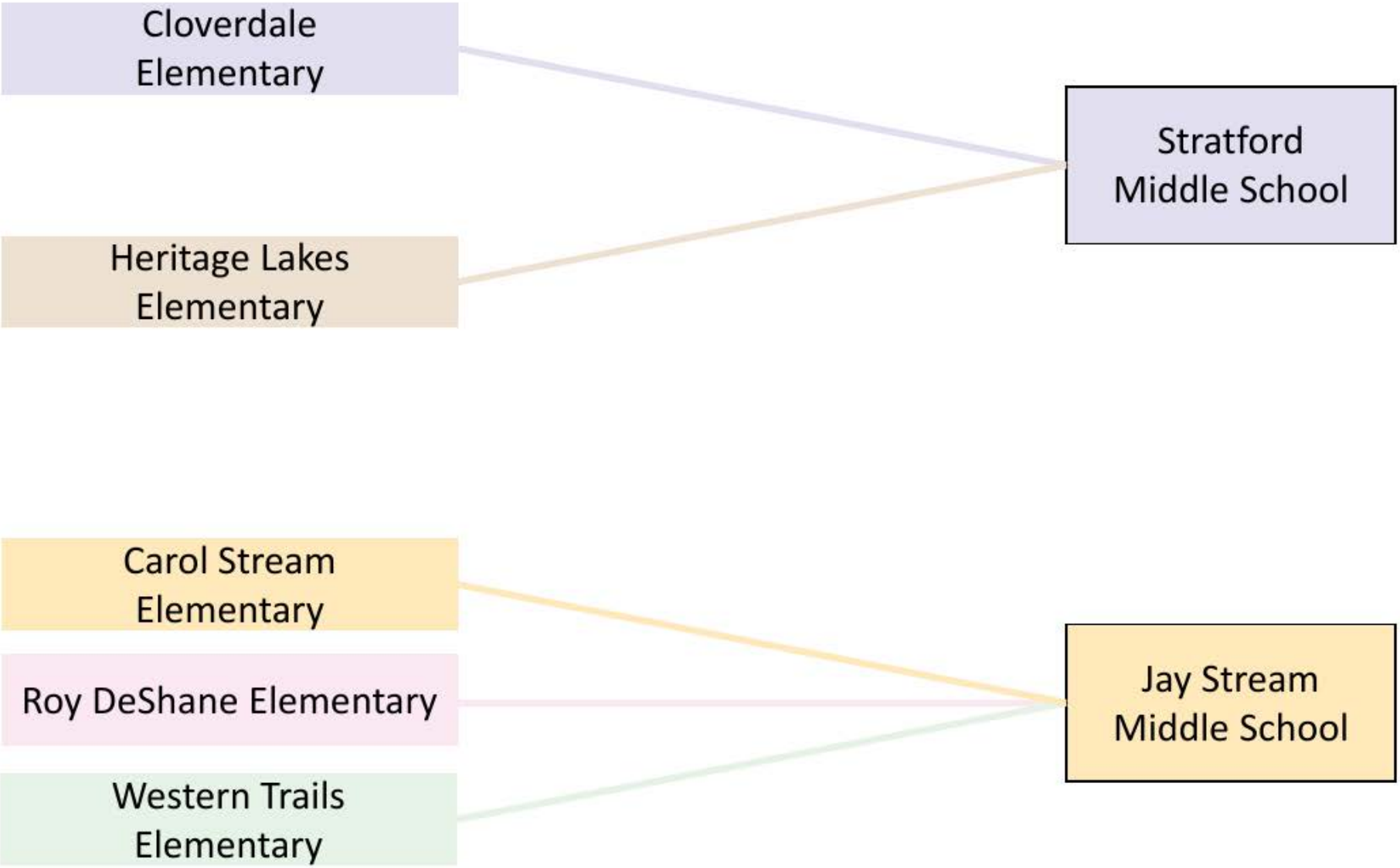
Primaria: Elsie C. Johnson se muestra con 0 en este concepto; capacidad total K-5 = 2,370. Heritage Lakes se aproxima a 91%-94% de utilización; las demás escuelas se distribuyen por encima de 70%.

Secundaria: Jay Stream alrededor de 60%-66%; Stratford alrededor de 41%-43%; capacidad total 6-8 = 2,200.

Nota: los totales pueden variar por redondeo.

DESCARGO: estudiantes actuales de Lenguaje Dual se reasignan manualmente a la escuela a la que asisten y esto se mantiene durante el periodo proyectado.

Concept 2: Feeder Diagram



Source: RSP & Associates LLC. - June 2026

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CONCEPTO 2 - DIAGRAMA DE ESCUELAS ALIMENTADORAS

Roy DeShane, Western Trails y Carol Stream alimentan a Jay Stream Middle School.
Cloverdale y Heritage Lakes alimentan a Stratford Middle School.
Elsie C. Johnson se retira/reutiliza en este concepto.
Fuente: RSP & Associates LLC, junio de 2026.

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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CONCEPTO 2 - TABLAS DE ANÁLISIS

Estudiantes afectados por cambio de límites (SIBC):

• Primaria (actualmente K-3): 288 de 1,313 = 21.9%.

• 6.º grado/intermedia: 107 de 333 = 32.1%.

La tabla original muestra movimientos por escuela.

Nota: la implementación está prevista para 2027/28 y el análisis usa datos 2025/26; por ello los afectados considerados son K-3 en primaria y grado 6 en intermedia. Un año adicional de datos ampliaría el análisis a K-4.

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

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*

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.

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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CONCEPTO 2 - DATOS DEL ÍNDICE DE DIVERSIDAD

Las tablas comparan Concepto 2 con límites actuales en pobreza, población minoritaria e Índice de Diversidad; se mantienen las cifras originales.

Primaria:

- Heritage Lakes aumenta en diversidad y se aleja del promedio del distrito.
- Roy DeShane aumenta y se acerca al promedio.
- Western Trails disminuye y se acerca al promedio.
- Cambio mínimo en Carol Stream y Cloverdale.

Intermedia:

- Jay Stream disminuye y se acerca al promedio.
- Stratford aumenta y se acerca al promedio.
- Concepto 2 da una distribución más equilibrada entre ambas secundarias.

Conclusión: mantiene en general el equilibrio demográfico actual y mejora modestamente la distribución de diversidad; ninguna escuela experimenta un cambio sustancial de perfil.

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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CONCEPTO 2 - DISCUSIÓN DEL COMITÉ, REUNIÓN 3

Aspectos positivos señalados: mapa de secundaria muy limpio; secundarias más equilibradas; Roy DeShane permanece abierto; mejores líneas de límites de secundaria; mejor equilibrio de población; mejor utilización que Concepto 1; ninguna escuela por debajo de 70%; mejor balance general; mayor equidad de matrícula entre secundarias; Lenguaje Dual se mantiene junto; aumento de diversidad; cerrar la escuela de Hanover; mejor distribución de utilización; aunque afecta a más estudiantes a corto plazo, se percibe como opción estratégica a largo plazo; límites por líneas lógicas; crecimiento de RD.

Desafíos resumidos:

- Dividir la comunidad de Heritage Lakes.
- Mayor impacto estudiantil.
- Límites de primaria menos lógicos.

Part 3:
Committee Consensus Building

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PARTE 3: CONSTRUCCIÓN DE CONSENSO DEL COMITÉ

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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COMPARACIÓN DE CONCEPTOS

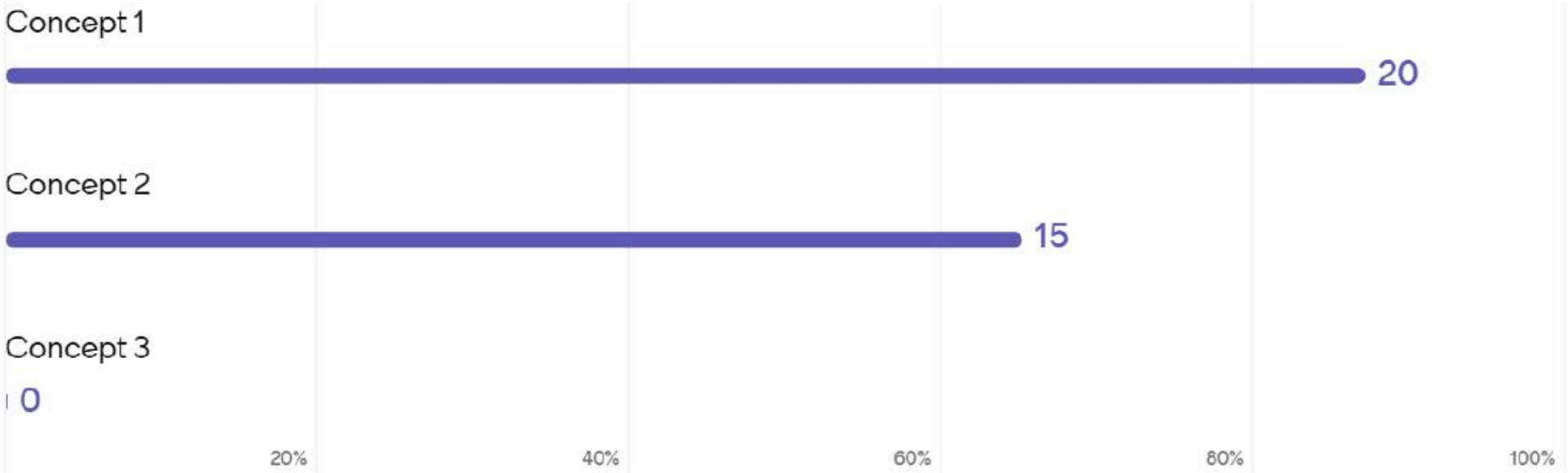
Tema / Concepto 1 / Concepto 2 / Concepto 3
Retiro o reutilización: Roy DeShane / Elsie C. Johnson / Carol Stream.
Alimentación primaria→intermedia: mantiene completa / mantiene completa / crea alimentador dividido.
Impacto actual: C1 = 180 estudiantes de primaria (14%) y 78 de intermedia (23%); C2 = 288 (22%) y 107 (32%); C3 = 375 (29%) y 85 (26%).
Equilibrio de primaria: mejora moderada / mejor equilibrio / mejora moderada.
Equilibrio de intermedia: mejora moderada / mejora moderada / mejor equilibrio.
Consideraciones a largo plazo:

- ¿Qué concepto se alinea mejor con la visión de largo plazo del distrito?
- ¿Cuál equilibra mejor minimizar el impacto comunitario, mantener eficiencia de instalaciones y crear patrones sostenibles de matrícula?
- ¿Qué otras ideas o revisiones mejorarían los conceptos?

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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REUNIÓN 3 - RESULTADOS DE LA ENCUESTA DEL COMITÉ

Ideas clave:

• El Concepto 1 parece destacar por límites de primaria más limpios, menor alteración para las familias y uso más uniforme de las escuelas.

• El Concepto 2 parece más sólido para el equilibrio y la utilización de las escuelas intermedias, pero sus cambios de límites pueden ser más difíciles de aceptar.

Part 4:
Process Wrap Up

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PARTE 4: CIERRE DEL PROCESO

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.

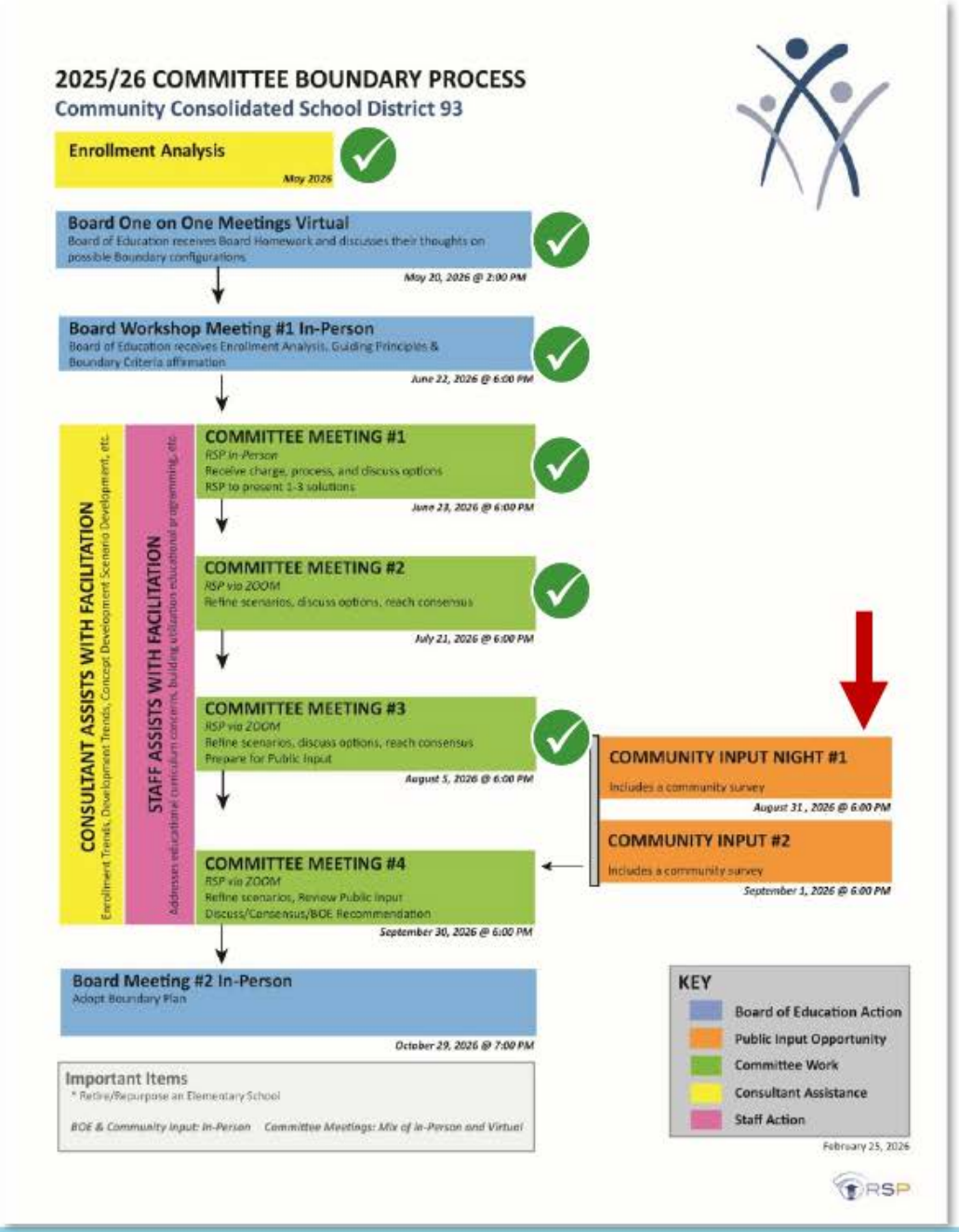
Meeting Format

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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PRÓXIMOS PASOS

Meta de la reunión: prepararse para la participación pública.
Plan de participación pública:
Preparación:
• RSP revisará el Concepto 1 para reflejar el cambio solicitado.
• Se presentarán el Concepto 1 revisado y el Concepto 2 para comentarios de la comunidad.
Formato de la reunión:
1. Presentación inicial de RSP, aproximadamente 20 minutos.
2. Estaciones de jornada abierta con mapas detallados de los conceptos.
3. Encuesta comunitaria para recopilar comentarios sobre cada concepto.
Próximos pasos: RSP coordinará con la administración para finalizar formato de reunión, disposición de la sala y estaciones, preguntas de la encuesta, comunicación y logística.
Propósito: proporcionar información clara, oportunidades para hacer preguntas y múltiples maneras de compartir comentarios sobre los conceptos propuestos.

Stay Connected

Visit the Committee Website

📱 Scan the QR code for updates and resources.

Stay Informed

🔔 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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MANTÉNGASE CONECTADO

Visite el sitio web del comité.
Escanee el código QR para obtener actualizaciones y recursos.
Manténgase informado: siga la página para recibir notificaciones por correo electrónico cuando se publique información nueva.
Vuelva con frecuencia: materiales de reuniones, actualizaciones y actividades del comité se agregarán durante todo el proceso.
https://rsp.mysocialpinpoint.com/ccsd-93-boundary-study