



Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Committee Meeting #4

September 30, 2026

Updated with Committee Input 10/02/2026

Agenda and Objectives

Part 1: About the Process	5 min
Part 2: Current Data Foundation	5 min
Part 3: Public Input and Survey Results	20 min
Part 4: Revised Boundary Concept	20 min
Part 4: Process Wrap Up	10 min

Welcome Back – District Presentation:

- Review elementary building floor plans
- Review some preliminary class size expectations as well as special education programming
- Review some enrollment data from two relatively recent Carol Stream developments

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.

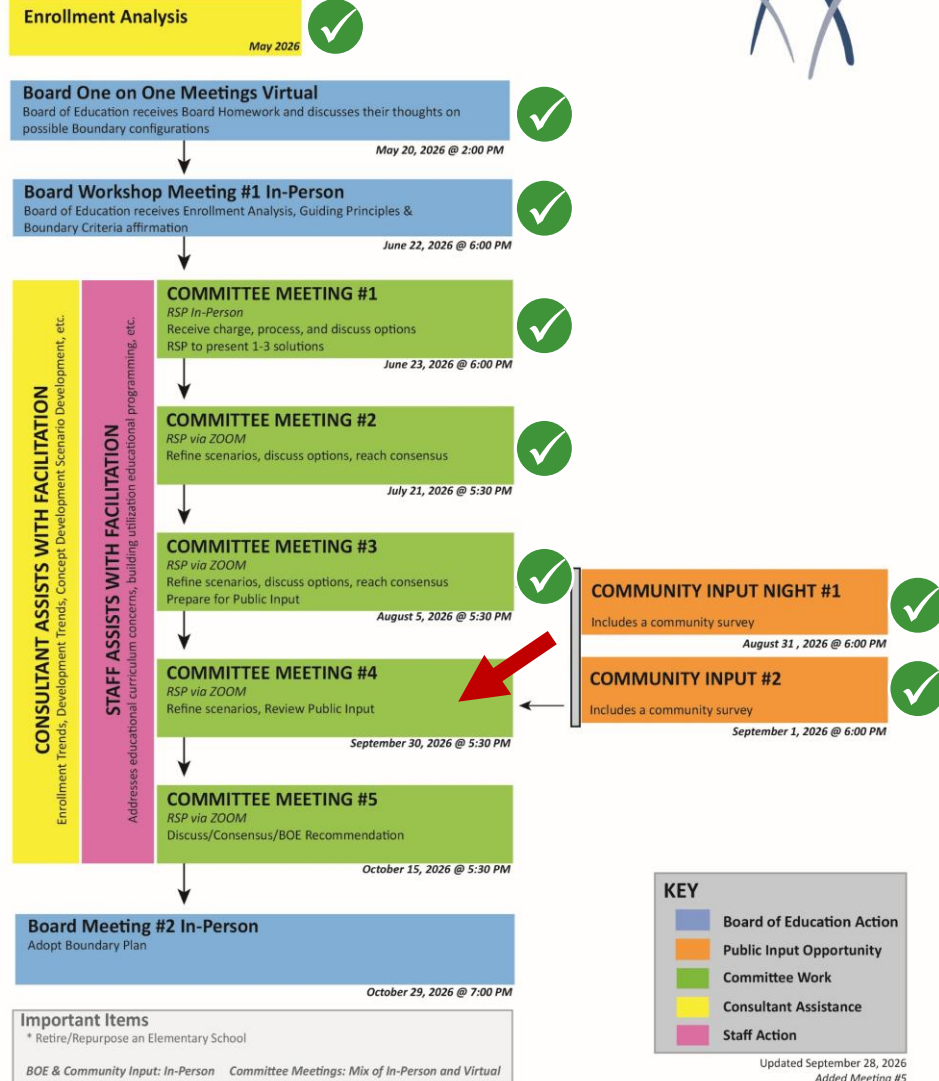
There may be tough conversations needed at meetings to move the school district in the direction best for students and to meet BOE objectives. RSP is not advocating for or against any decision but facilitating the work of this committee.

Boundary Process Introduction

Observations:

- This report kicks off a **6-month process** to review elementary attendance boundaries
- This process includes:
 - **3 Board Meetings**
 - **5 Committee Meetings**
 - *Added 5th meeting*
 - **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**

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



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

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

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

Duration of Boundaries

#2

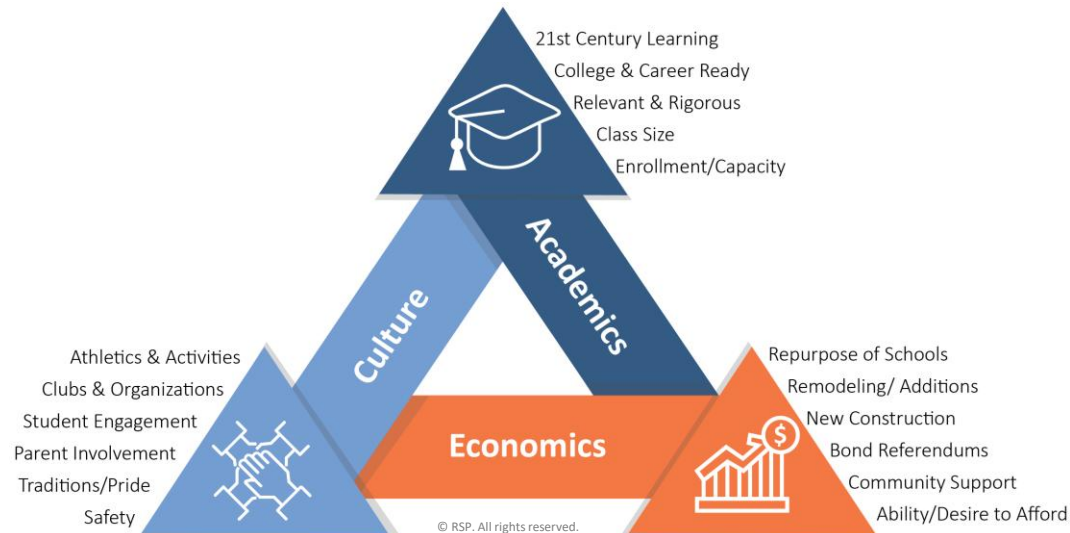
**Fiscal Consideration
(Operational)**

#3

Demographic Considerations

#4 Projected Enrollment/Building Utilization

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**

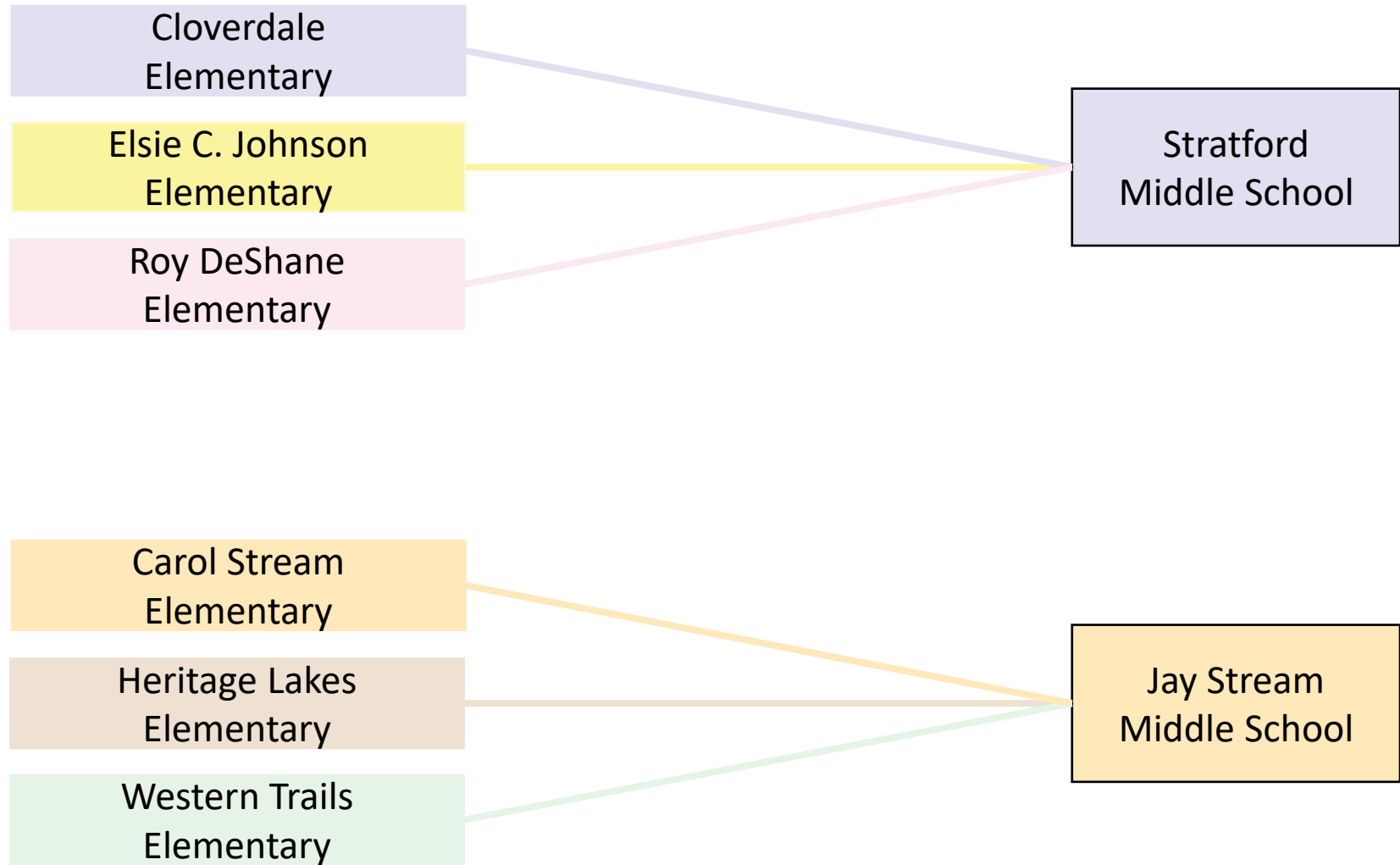
○ Facilities & Infrastructure

- **Building condition**, age, and long-term maintenance needs
- Results of **facility condition assessments** and **capital investment priorities**

Part 2:

Current Data Foundation

School Feeder Diagram



Source: CCSD93 and RSP

Current Projection Tables

School Utilization Legend

Under 70% Operational Capacity

Over 100% Operational Capacity

Elementary Projection Table:

Current:		Capacity Operational	Current	Current				Current Utilization				
Feeder	School		2026/27	2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31	
* DL	JMS	Carol Stream Elementary School	420	359	366	361	361	351	87%	86%	86%	84%
	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:

* DL	Current:		Current Capacity	Current	Current by Reside				Current Utilization			
	Grades	School		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%
	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:
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Elementary Boundary Map



Current (K-5): Elementary School Boundaries

Legend & Mapping Elements

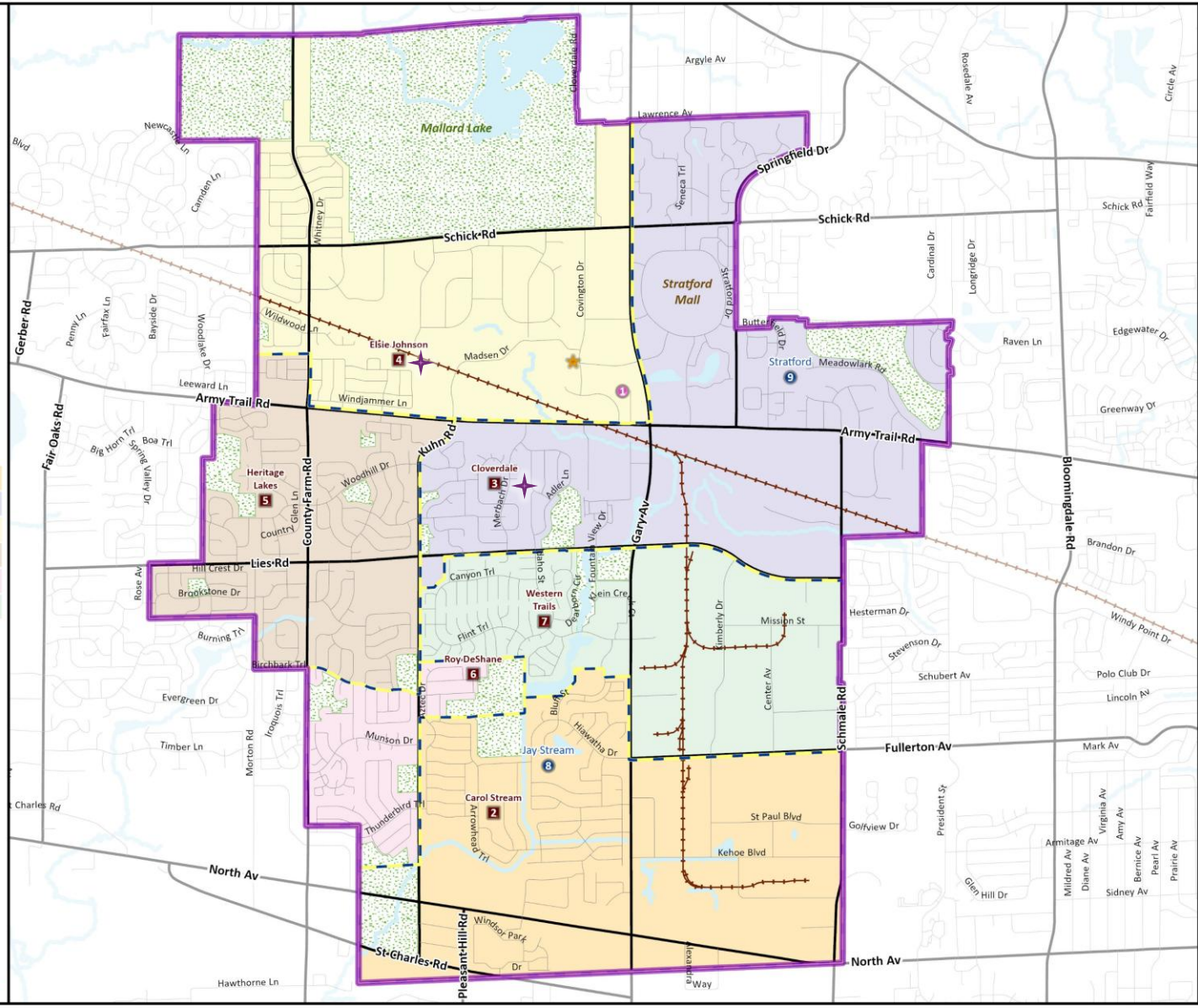
- District Boundary
- Current ES Boundaries
- Parks
- Schools**
- Early Childhood Center
- Elementary School
- Middle School
- District Office

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, Bloomington, Carol Stream, CCSD 93, and ESRI. Map created June 2026 by RSP & Associates.



Middle School Boundary Map



Current (6-8): Middle School Boundaries

Legend & Mapping Elements

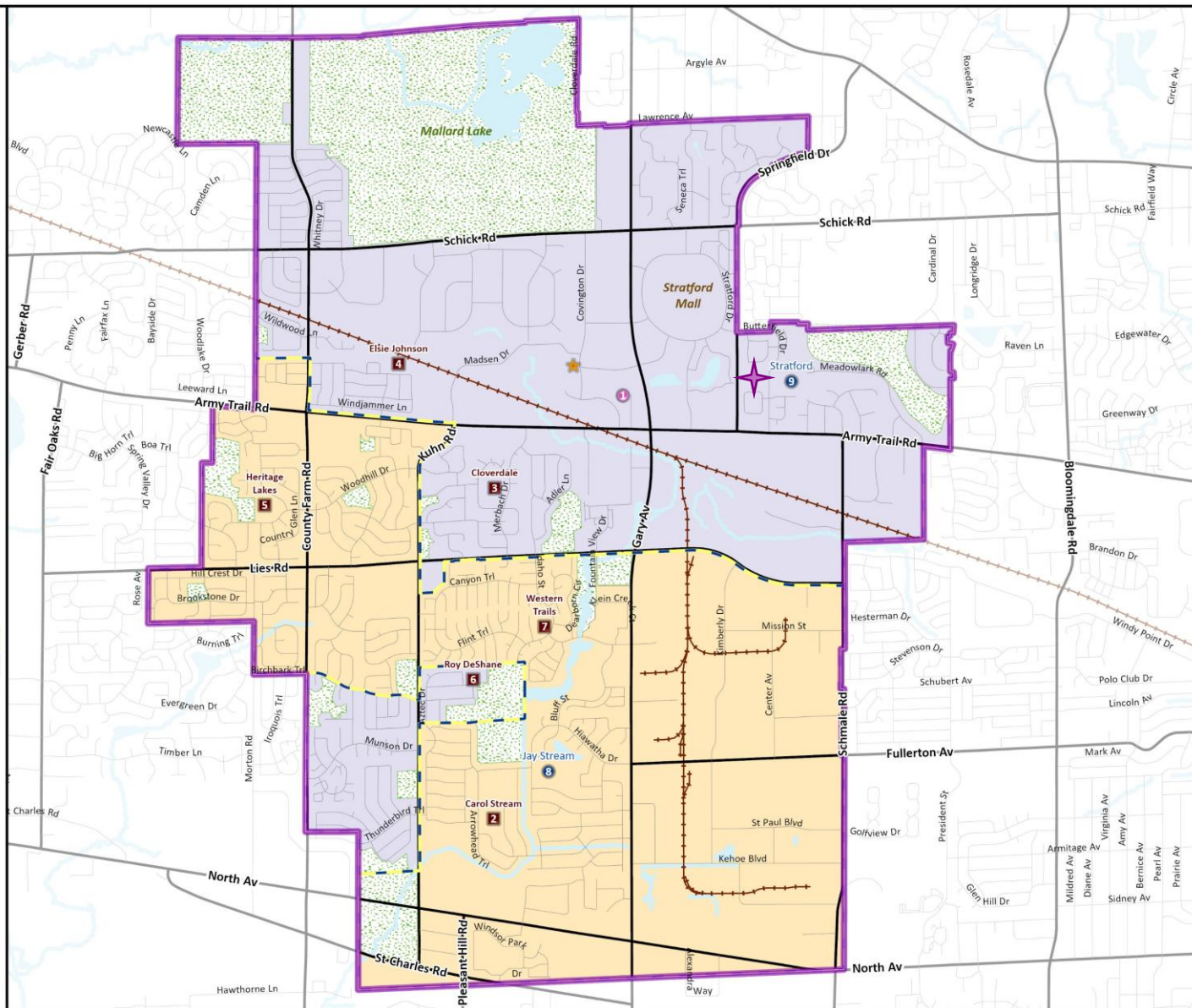
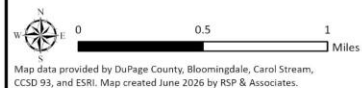
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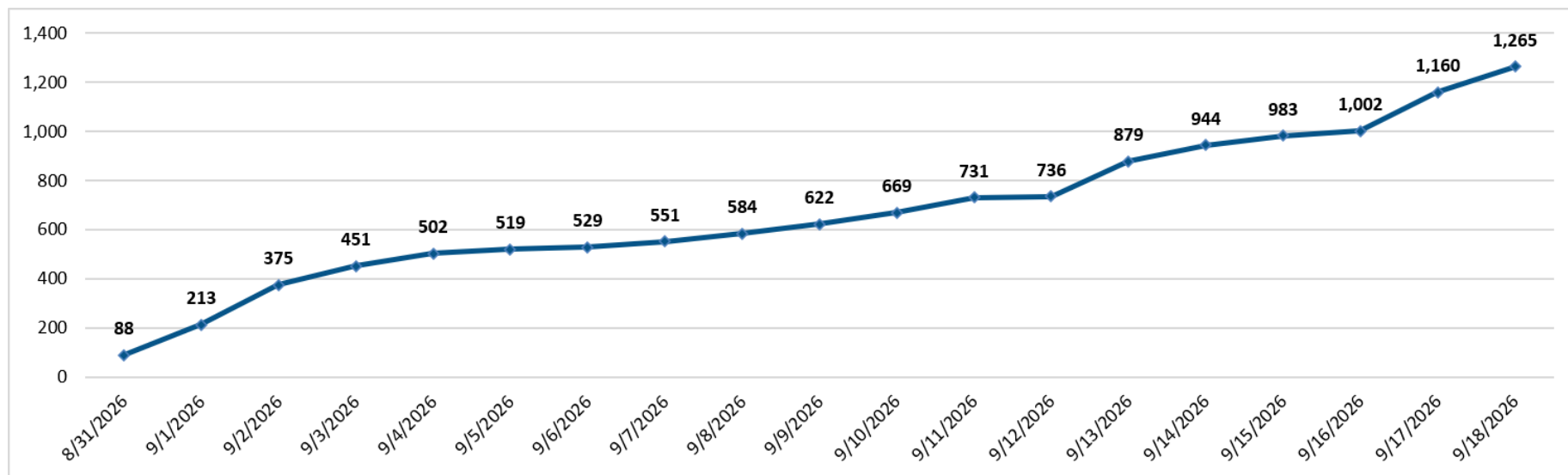
Dual-Language Schools



Part 3:

Public Input and Survey Results

Survey Participation Over Time

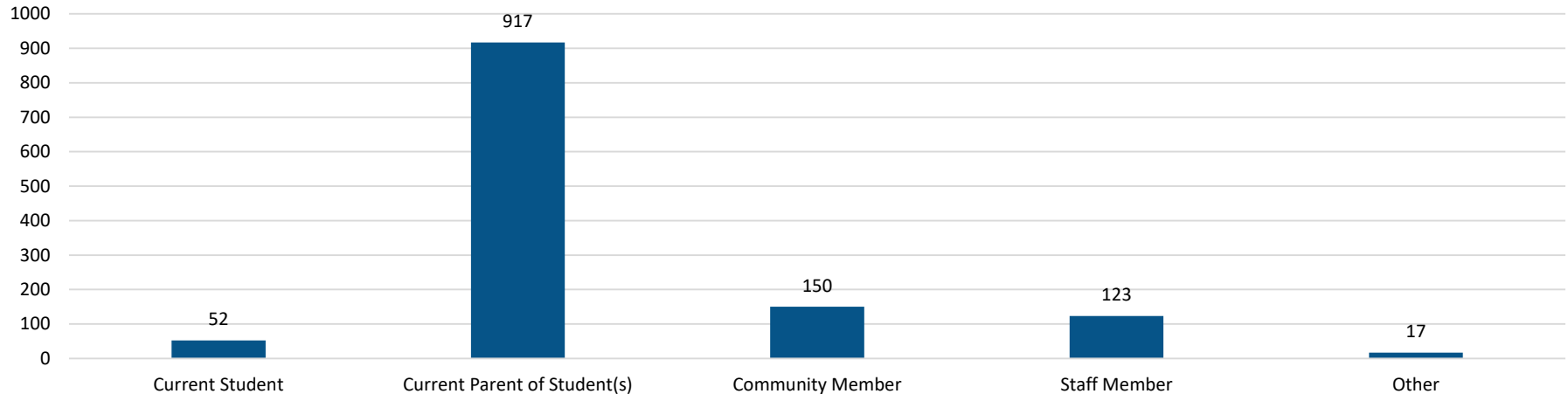


Observations

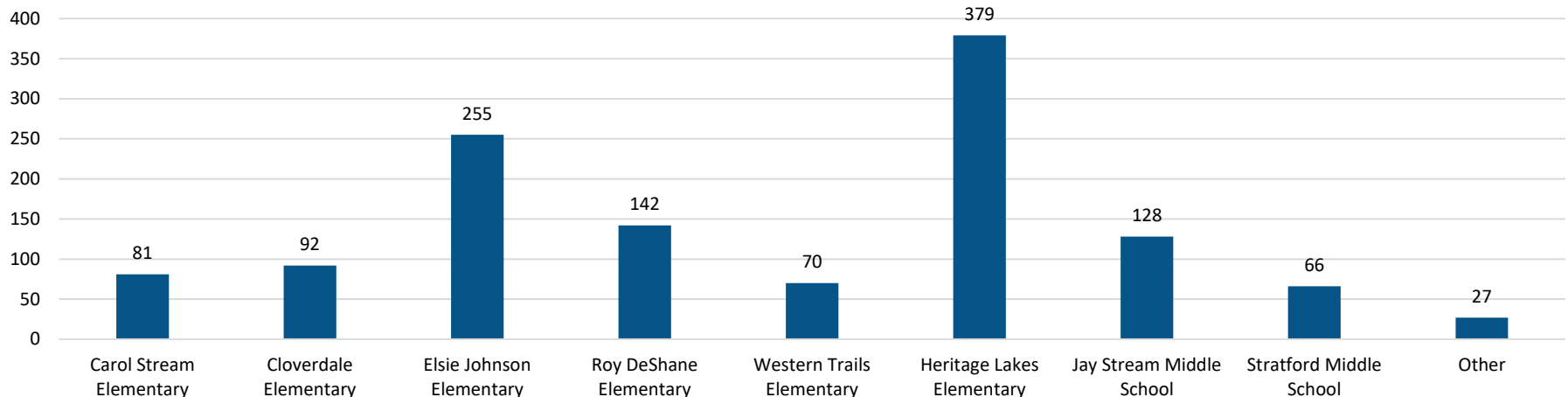
- Survey open **August 31 at 6:00 PM through September 18 at 11:59 PM**
- **1,265 valid responses** included in the final survey results
 - Participation increased throughout the survey period, with **strong response activity during the final week**
- As part of the final data review, RSP identified **700+ submissions from the same IP address submitted at automated, one-minute intervals**
 - These duplicate/automated submissions were **excluded from the final results, with one response retained**, to prevent a single source from disproportionately influencing the results

Survey Respondents

Select the following role that best describes you:



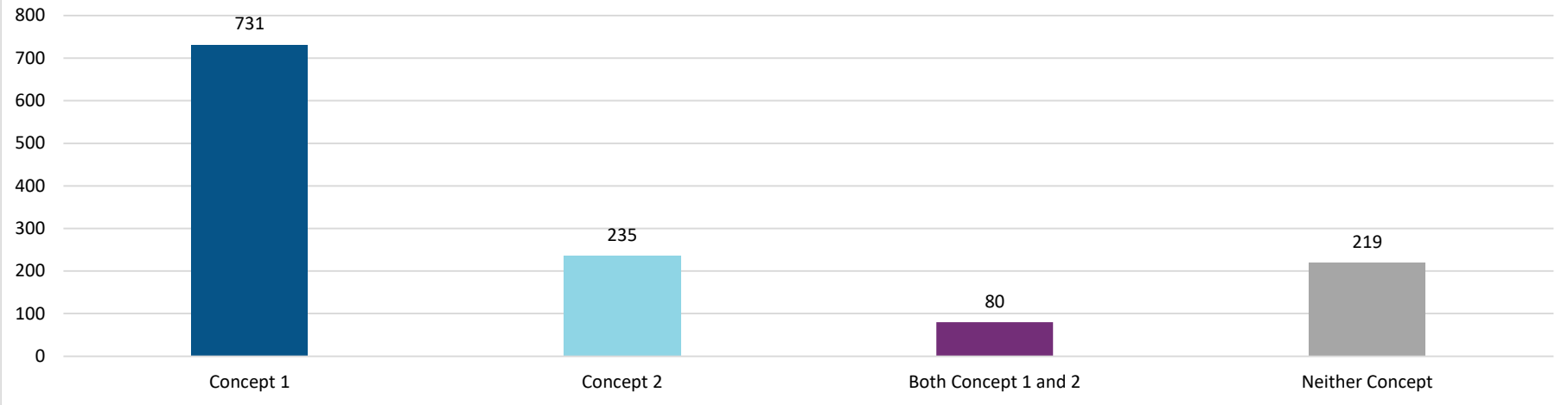
Which school community are you most connected to?



Source: CCSD93 Public Boundary Survey; Results provided by RSP.

Survey Results (P. 1)

For Elementary and Middle School Boundaries, what concept(s) do you most support?

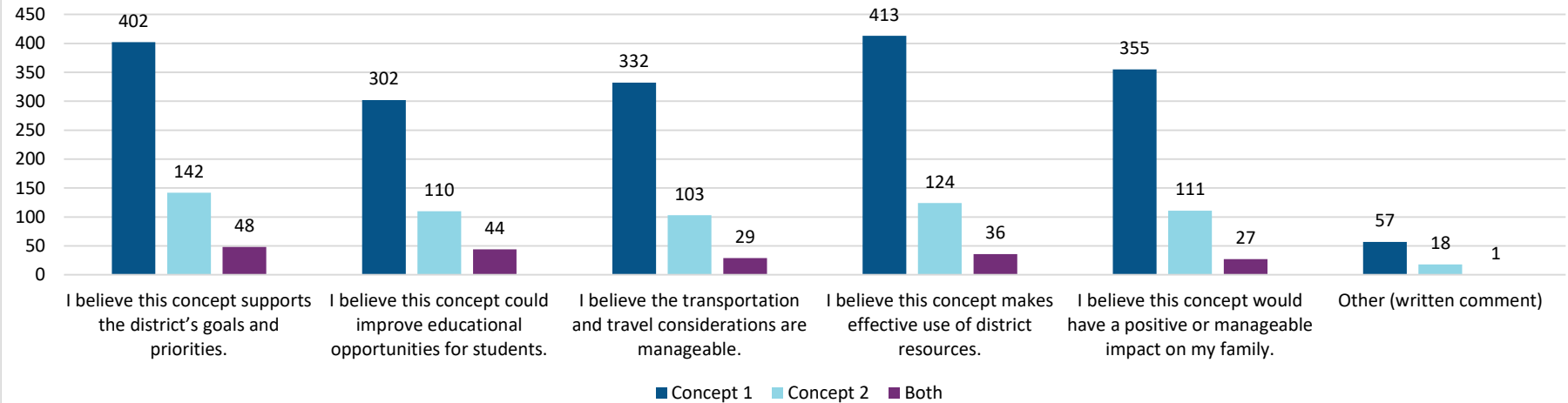


Observations:

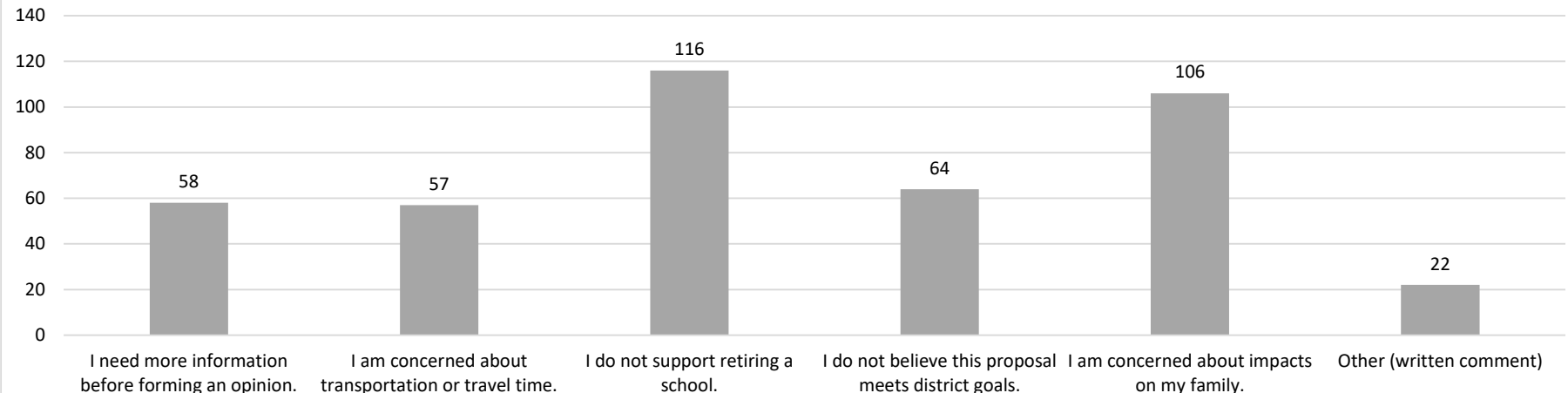
- 58% of respondents supported Concept 1
- 19% of respondents supported Concept 2
- 6% of respondents supported both concepts
- 17% of respondents supported neither concepts

Survey Results (P. 2)

Of those that DID support either concept, what is the primary reason for your response?



Of those that did NOT support either concept, what is the primary reason for your response?



Open-Ended Comments – Summarized

- **Minimize Student Disruption:**
 - Strong preference to reduce the number of students changing schools and preserve established relationships.
- **Revisit Middle School Boundaries:**
 - Concept 1 elementary boundaries received support, but Jay Stream/Stratford balance remains a frequent concern.
- **Explore a Hybrid Approach:**
 - Multiple comments suggest **Concept 1 Elementary + Concept 2/Revised Middle School**.
- **Define Transition Protections:**
 - Clarify grandfathering—particularly for students entering their final middle school year.
- **Validate Operational Impacts:**
 - Confirm class size, staffing, SPED/programming, transportation and travel-time impacts.
- **Demonstrate the Financial Benefit:**
 - Clearly show net savings and how building retirement fits within the larger financial strategy.
- **Plan for the Transition:**
 - Develop intentional supports for students, families and staff entering new school communities.

What We Heard from the Community

Concept 1 Received the Most Support

- Concept 1 received **731 responses**, compared with **235 for Concept 2**
- **219 respondents supported neither concept**
- Support for Concept 1 frequently centered on **minimizing student/family disruption**
- Concept 2 support frequently highlighted **middle school enrollment balance**

Common Themes Across the Comments

- Minimize the number of students changing schools
- Consider **transportation and travel time**
- Understand impacts to **class size, staffing & programming**
- Protect established **school communities and relationships**
- Clearly demonstrate the **financial benefit**
- Provide transition support and consider **grandfathering**

Key Takeaway: Community feedback generally favors minimizing disruption, while still identifying specific areas of the concepts that may warrant refinement.

What Should the Committee Consider?

Potential Areas for Refinement

- **Elementary Boundaries**
 - Concept 1 generally viewed as the **less disruptive approach**
 - Evaluate whether impacted students/neighborhoods can remain together where possible
 - Confirm receiving-school **capacity, class size & programming impacts**
- **Middle School Boundaries**
 - Revisit **Jay Stream / Stratford enrollment balance**
 - Multiple comments suggested exploring **Concept 1 Elementary + Concept 2/revised Middle School boundaries**
 - Consider impacts to current students and potential **grandfathering**

Before Moving Forward

- Validate **transportation impacts**
- Confirm **SPED / specialized program transitions**
- Compare **net financial savings**
- Identify appropriate **student/family transition supports**

Committee Discussion: Does public input suggest targeted modifications to the concept, or does the current planning rationale remain strong enough to continue moving it toward a recommendation?

Part 4:

Revised Boundary Concept

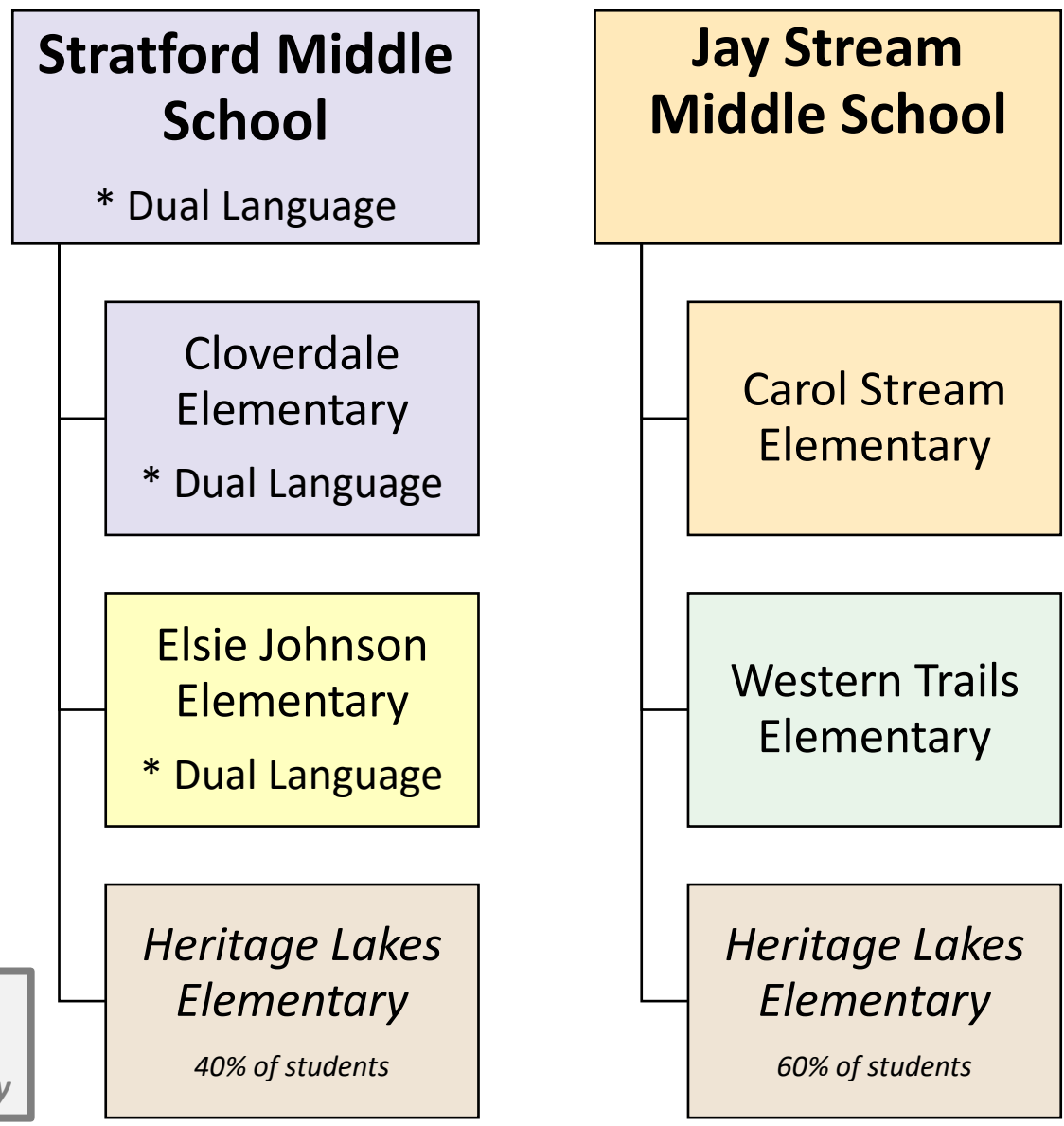
Newly Proposed Concept

KEY ELEMENTS:

- ✓ No change from Concept 1 elementary
- ✓ Paired with Concept 2 middle school map
- ✓ Creates a break in the feeder for Heritage Lakes

Newly Proposed Concept: Feeder Diagram

DRAFT



Proposes the retirement of Roy DeShane Elementary

Source: RSP & Associates LLC. - June 2026

Newly Proposed Concept: Projection Tables

School Utilization Legend

Under 70% Operational Capacity

Over 100% Operational Capacity

Elementary Projection Table:

DRAFT

* DL
* DL

Newly Proposed Concept		Capacity Operational	Current 2026/27	Newly Proposed Concept				Concept Utilization			
Feeder	School			2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
JMS	Carol Stream Elementary School	420	348	357	353	351	344	85%	84%	84%	82%
SMS	Cloverdale Elementary School	610	474	475	483	483	475	78%	79%	79%	78%
SMS	Elsie Johnson Elementary School	510	366	383	386	379	372	75%	76%	74%	73%
SPLIT	Heritage Lakes Elementary School	610	392	432	434	431	431	71%	71%	71%	71%
	Roy DeShane Elementary School	0	165	0	0	0	0	0%	0%	0%	0%
JMS	Western Trails Elementary School	450	256	347	355	339	335	77%	79%	75%	74%
District Total (K-5):		2,600	2,001	1,994	2,011	1,983	1,957	77%	77%	76%	75%

Source: RSP & Associates LLC. - March 2026

9/8/2026

Notes:

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

Middle School Projection Table:

* DL

Newly Proposed Concept		Current Capacity	Current 2026/27	Newly Proposed Concept				Concept Utilization			
Grades	School			2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31
6-8	Jay Stream Middle School	1,000	586	565	576	598	619	57%	58%	60%	62%
6-8	Stratford Middle School	1,200	476	535	553	556	535	45%	46%	46%	45%
District Total (6-8):		2,200	1,062	1,100	1,129	1,154	1,154	50%	51%	52%	52%

Source: RSP & Associates LLC. - March 2026

9/8/2026

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 students (Two-Way Immersion) are manually moved from their residing boundary to the school they attend. This is held consistent for the projection time period.

Newly Proposed Concept: Analysis Tables

DRAFT

Students Impacted by Boundary Change (SIBC):

Newly Proposed Concept Boundaries:

	Carol Stream Elementary School	Cloverdale Elementary School	Elsie Johnson Elementary School	Heritage Lakes Elementary School	Roy DeShane Elementary School	Western Trails Elementary School	SIBC	Total (K-3)	%
Carol Stream Elementary School						40	40	244	16.4%
Cloverdale Elementary School								300	0.0%
Elsie Johnson Elementary School								214	0.0%
Heritage Lakes Elementary School			25				25	269	9.3%
Roy DeShane Elementary School	38			57		8	103	114	90.4%
Western Trails Elementary School								172	0.0%
Total (K-3):	38		25	57		48	168	1,313	12.8%

Source: RSP Enrollment Analysis 2025/26

Students Impacted by Boundary Change (SIBC):

Newly Proposed Concept Boundaries:

	Jay Stream Middle School	Stratford Middle School	SIBC	Total (6th)	%
Jay Stream Middle School	0	29	29	181	16.0%
Stratford Middle School	34	0	34	152	22.4%
Total (6th)	34	29	63	333	18.9%

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.

Newly Proposed Concept: Diversity Index Data

DRAFT

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

Newly Proposed Concept School Boundaries:	Diversity Index Scores by Variable				Final Index Score	Current Index Score
	Minority Population	Education Attainment	Income & Home Value	Poverty		
Carol Stream Elementary School	1.60	1.80	1.63	1.00	1.51	1.61
Cloverdale Elementary School	1.90	1.00	1.67	1.33	1.48	1.48
Elsie Johnson Elementary School	2.67	1.58	1.17	1.67	1.77	1.75
Heritage Lakes Elementary School	1.85	1.77	1.15	1.08	1.46	1.56
Roy DeShane 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	

Newly Proposed Concept School Boundaries:	Diversity Index Scores by Variable				Final Index Score	Current Index Score
	Minority Population	Education Attainment	Income & Home Value	Poverty		
Jay Stream Middle School	1.84	1.69	1.48	1.19	1.55	1.63
Stratford Middle School	2.15	1.28	1.45	1.41	1.57	1.51
District Average	2.04	1.48	1.09	1.26	1.56	

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

UPDATED 10/09/2026

Newly Proposed Concept School Boundaries:	Average Percent:		Current Boundaries:	
	Households in Poverty	Minority Population	Households in Poverty	Minority Population
Carol Stream Elementary School	4.3%	32.4%	5.0%	33.9%
Cloverdale Elementary School	6.2%	42.2%	6.2%	42.2%
Elsie Johnson Elementary School	6.0%	54.8%	6.6%	54.2%
Heritage Lakes Elementary School	4.2%	41.5%	4.2%	44.7%
Roy DeShane 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%		

Newly Proposed Concept School Boundaries:	Average Percent:		Current Boundaries:	
	Households in Poverty	Minority Population	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.

UPDATED 10/09/26

Small Group Discussion

5-10 Min

Summary of Committee Input

Committee Discussion & Path Forward

- **Middle School Experience** – Discussed how differing school sizes may influence the student experience, programming, and opportunities.
- **Feeder Alignment** – Considered the benefits and tradeoffs of maintaining complete feeders versus utilizing split feeder patterns.
- **Public Input** – Reviewed community survey results, comments, and key themes from public feedback.
- **Refined Concept** – Reviewed the newly proposed concept developed in response to committee discussion and public input.
- **Tradeoffs & Priorities** – Discussed where the concept meets planning priorities and where tradeoffs remain.
- **Moving Toward Recommendation** – Continued the conversation around what is needed for the committee to confidently advance a recommendation.

Next Meeting | Validate → Refine → Decide

- **Validate Enrollment** using the latest available enrollment data.
- **Account for Special Programming** and its impact on school-level enrollment and utilization.
- **Add Student Experience Context** to better understand the implications of differing school sizes and feeder structures.
- **Confirm Final Proposal** based on the additional information and committee discussion.
- **Formal Committee Vote** on whether to advance the proposal as the committee's recommendation to the Board.

Bottom takeaway: *The next meeting will focus on resolving remaining data and context questions before the Committee determines whether the proposal is ready to advance as its formal recommendation.*

Part 4:

Process Wrap Up

Next Steps

Final Meeting #5

- Added to process
- Planned for October 15, 2026

Goal: Finalize committee consensus on the boundary recommendation to move forward to the Board Meeting

BOE Meeting #2

- Planned for October 29, 2026

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



Stay Connected

Visit the Committee Website

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Check Back Often

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



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