



Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Committee Meeting #2

July 21, 2026

Updated with Committee Input (07/22/2026)

Agenda and Objectives

Part 1: About the Process	10 min
Part 2: New Information	20 min
Part 3: Committee Consensus Building	20 min
Part 4: Process Wrap Up	10 min



Tonight's Goal:

- Receive initial boundary Concepts
- Participate in consensus building activities

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**
 - **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**



2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93

Enrollment Analysis

May 2026



Board One on One Meetings Virtual

Board of Education receives Board Homework and discusses their thoughts on possible Boundary configurations

May 20, 2026 @ 2:00 PM



Board Workshop Meeting #1 In-Person

Board of Education receives Enrollment Analysis, Guiding Principles & Boundary Criteria affirmation

June 22, 2026 @ 6:00 PM



COMMITTEE MEETING #1

RSP In-Person

Receive charge, process, and discuss options
RSP to present 1-3 solutions

June 23, 2026 @ 6:00 PM



COMMITTEE MEETING #2

RSP via ZOOM

Refine scenarios, discuss options, reach consensus

July 21, 2026 @ 5:30 PM



COMMITTEE MEETING #3

RSP via ZOOM

Refine scenarios, discuss options, reach consensus
Prepare for Public Input

August 5, 2026 @ 5:30 PM

COMMITTEE MEETING #4

RSP via ZOOM

Refine scenarios, Review Public Input
Discuss/Consensus/BOE Recommendation

September 30, 2026 @ 5:30 PM

Board Meeting #2 In-Person

Adopt Boundary Plan

October 29, 2026 @ 7:00 PM

Important Items

* Retire/Repurpose an Elementary School

BOE & Community Input: In-Person Committee Meetings: Mix of In-Person and Virtual

COMMUNITY INPUT NIGHT #1

Includes a community survey

August 31, 2026 @ 6:00 PM

COMMUNITY INPUT NIGHT #2

Includes a community survey

September 1, 2026 @ 6:00 PM

KEY

- Board of Education Action
- Public Input Opportunity
- Committee Work
- Consultant Assistance
- Staff Action

Updated July 20, 2026



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

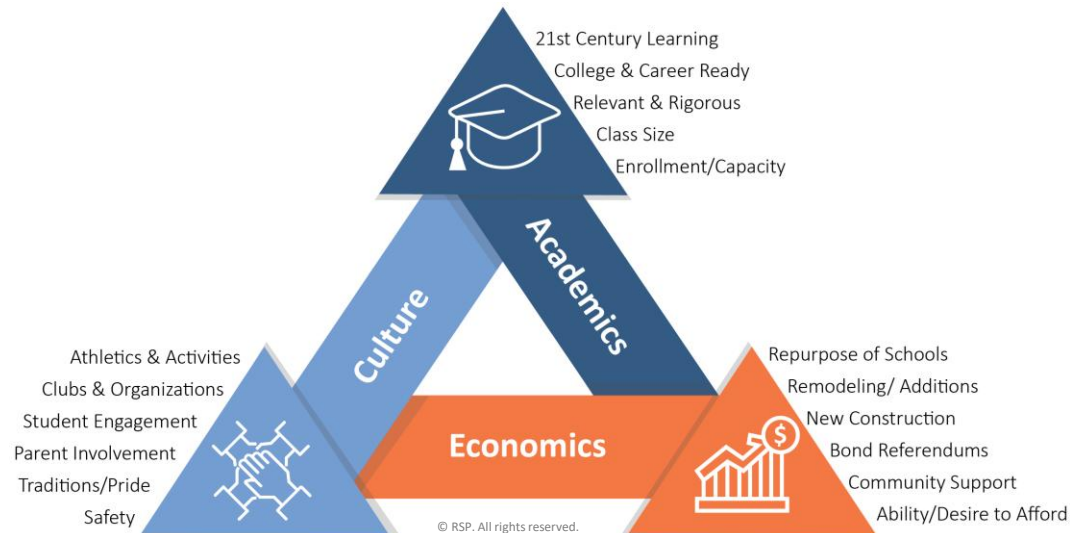
**Fiscal Consideration
(Operational)**

#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**

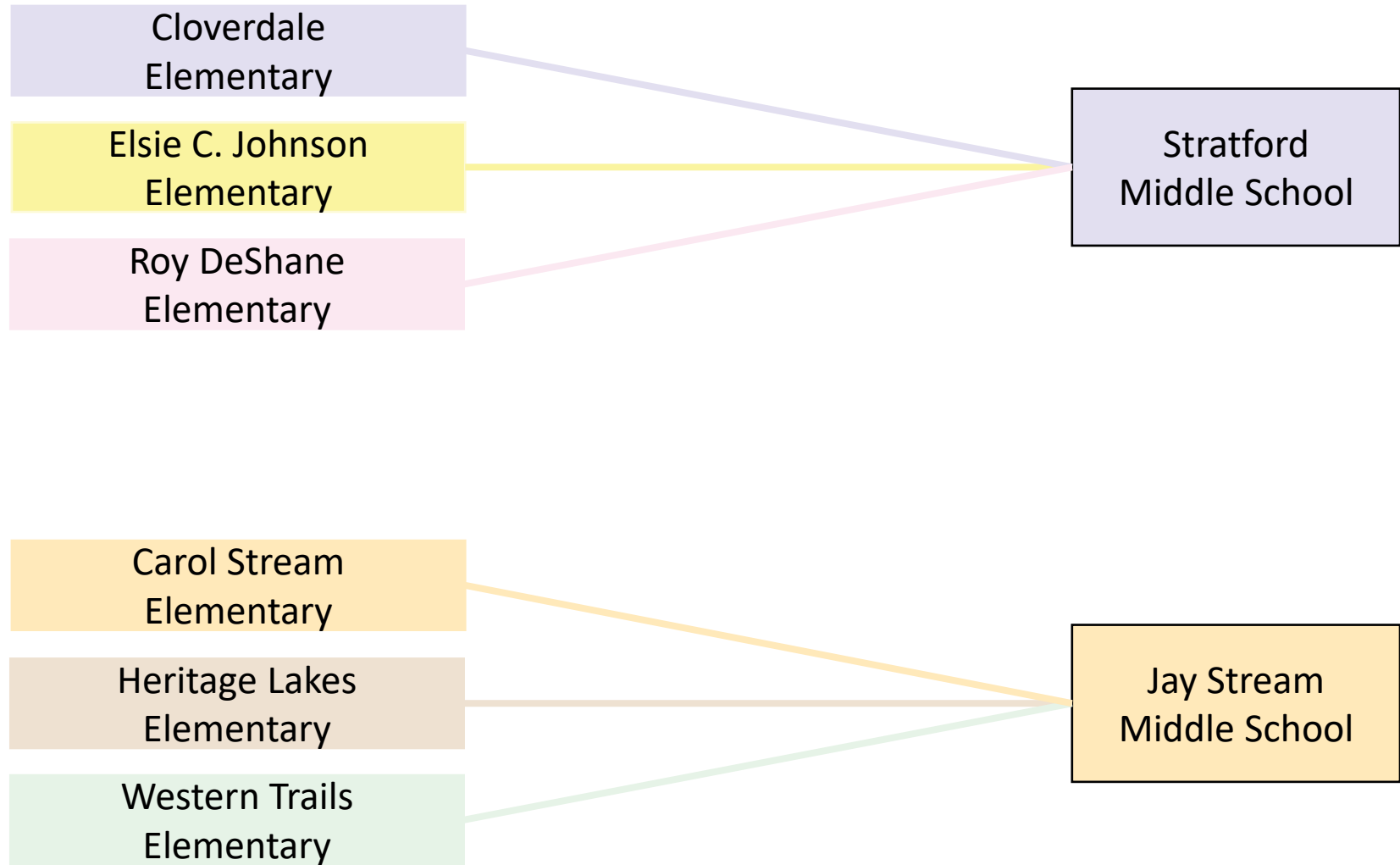
○ Capacity & Utilization

- 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**

School Feeder Diagram



Source: CCSD93 and 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)

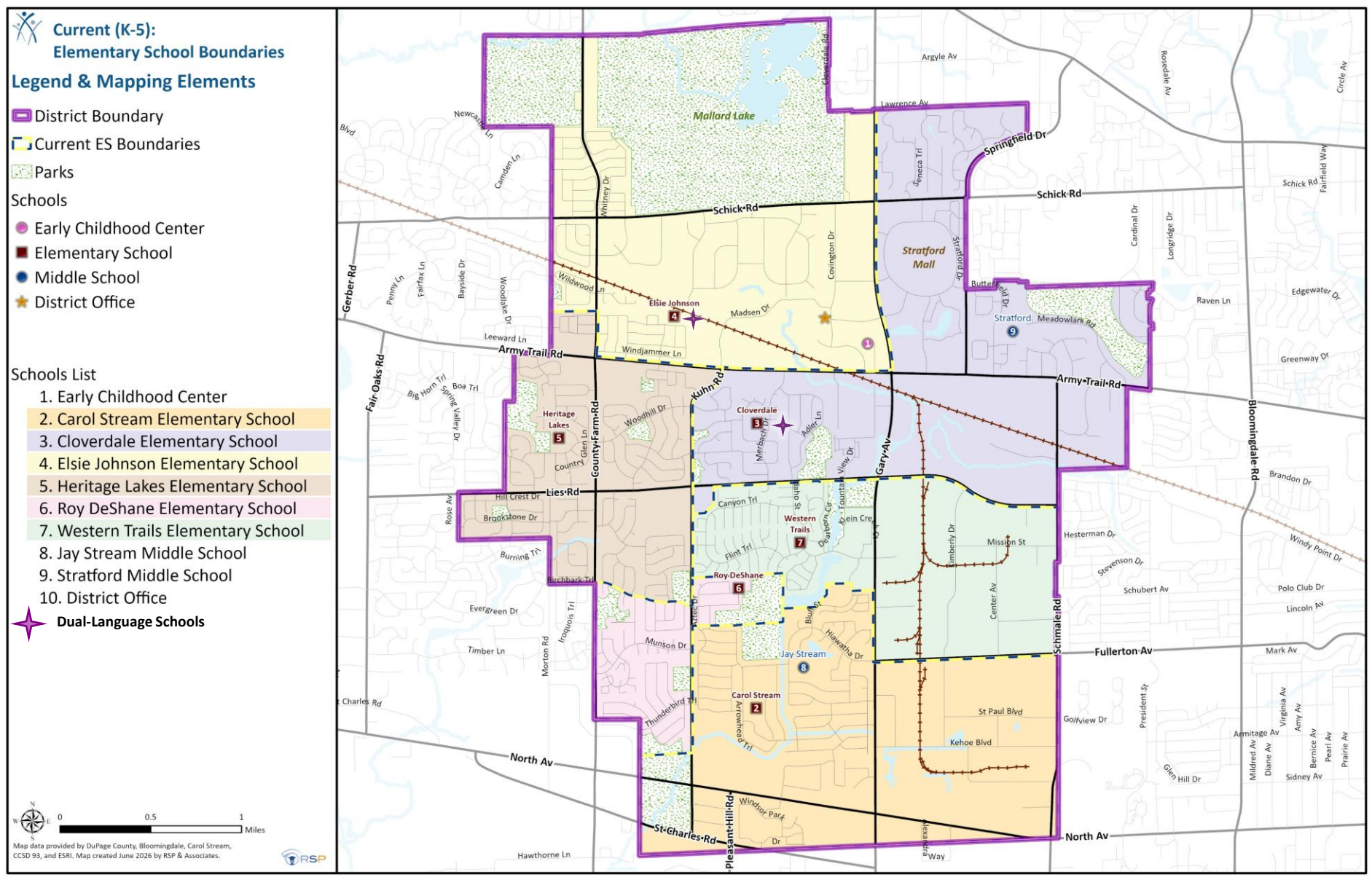
Market Forecast	School	Capacity Operational	Enrollment Type (Past)	Past School Enrollment				Projections Based on Residence (1-5 years)					Projected Change	Capacity % 2030/31
				2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31		
	Carol Stream Elementary School PK-5	420	Reside/Attend	319	399	377	302							
			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 PK-5 Dual Language 2025/26	610	Reside/Attend	412	431	435	410							
			Reside	420	438	447	434	427	428	438	437	428	-1.4%	70.2%
			Attend	575	561	466	478	476	477	484	485	477	-0.2%	78.2%
	Elsie C Johnson Elementary School PK-5 Dual Language 2025/26	510	Reside/Attend	240	231	248	247							
			Reside	247	237	259	255	253	239	246	244	242	-5.1%	47.5%
			Attend	277	239	253	386	380	370	380	379	377	-2.3%	73.9%
	Heritage Lakes Elementary School PK-5	550	Reside/Attend	319	324	415	382							
			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 PK-5	340	Reside/Attend	192	189	179	144							
			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 PK-5	450	Reside/Attend	265	283	294	238							
			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 6-8	1,000	Reside/Attend	501	521	557	516							
			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 6-8	1,200	Reside/Attend	473	451	437	426							
			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 K-5	2,880	Reside/Attend	1,747	1,857	1,948	1,723							
			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 6-8	2,200	Reside/Attend	974	972	994	942							
			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 K-8	5,080	Reside/Attend	2,721	2,829	2,942	2,665							
			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%

Source: RSP & Associates, LLC - March 2026

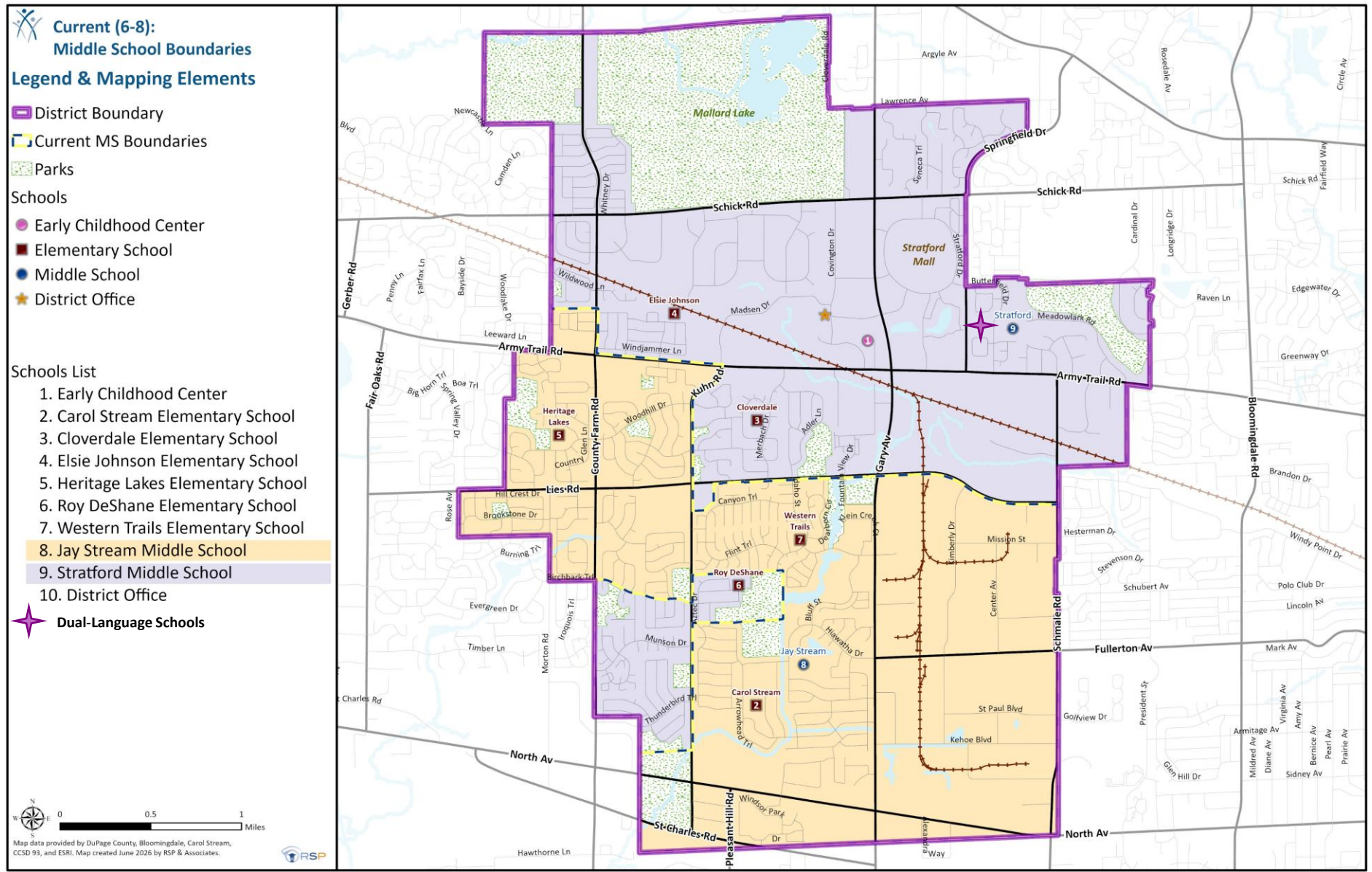
How To Use Table: Examine the totals by Elementary and Middle School levels to determine available **district-wide capacity and utilization**. Examine **building-by-building** where under 70% or over 100% to guide **decision making for areas of too low or too high enrollment**. Reside vs. Attend projections 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.**

Elementary Boundary Map



Middle School Boundary Map



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	358	365	360	360	350	87%	86%	86%	83%
	SMS	Cloverdale Elementary School	610	457	458	466	466	458	75%	76%	76%	75%
* DL	SMS	Elsie C Johnson Elementary School	510	323	309	316	315	313	61%	62%	62%	61%
	JMS	Heritage Lakes Elementary School	550	413	403	402	399	397	73%	73%	73%	72%
	SMS	Roy De Shane Elementary School	340	175	177	174	169	167	52%	51%	50%	49%
	JMS	Western Trails Elementary School	450	270	278	288	271	267	62%	64%	60%	59%
District Total (K-5):		2,880	1,996	1,990	2,006	1,980	1,952	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%

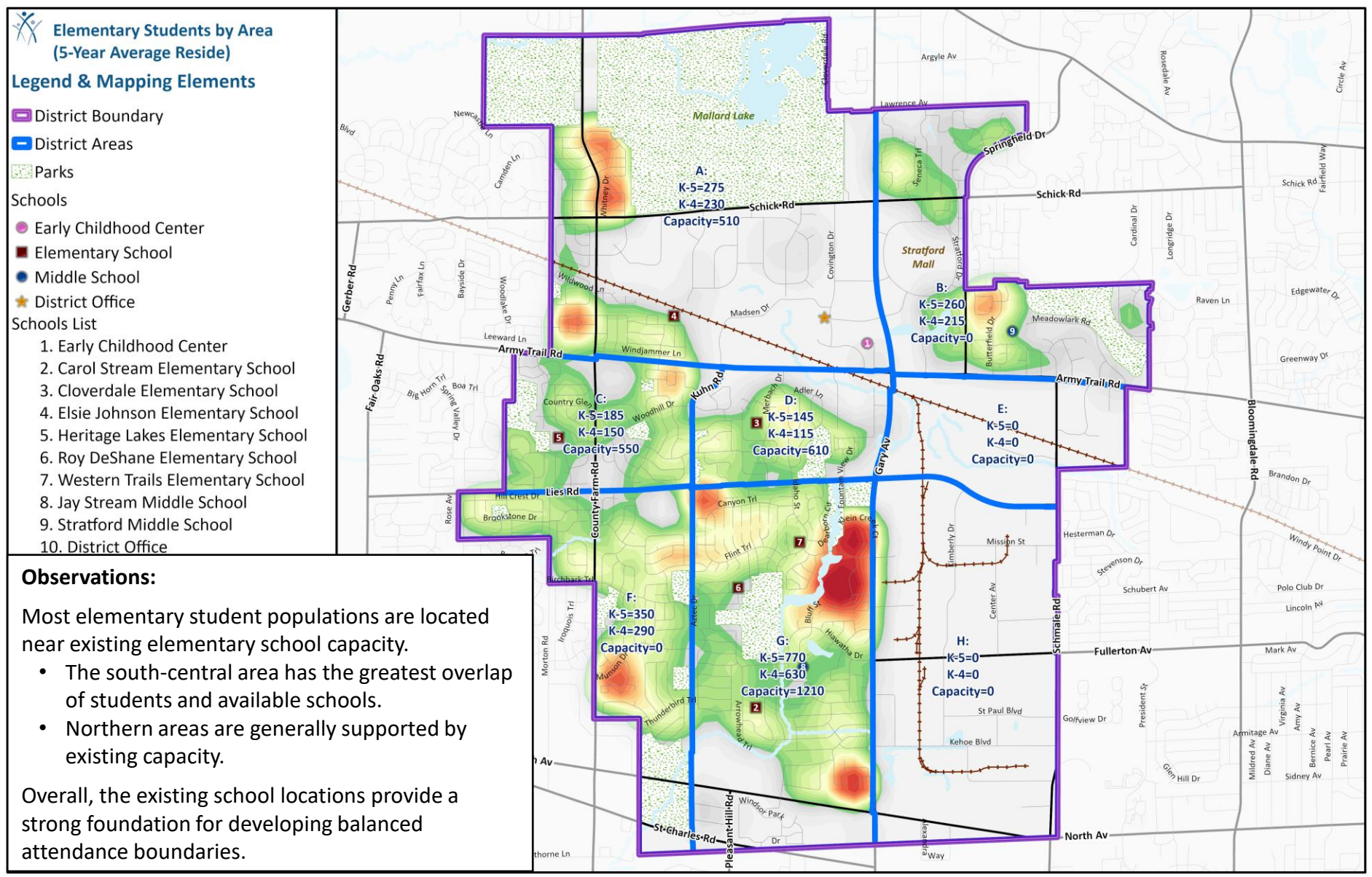
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Elementary Student Density by Area



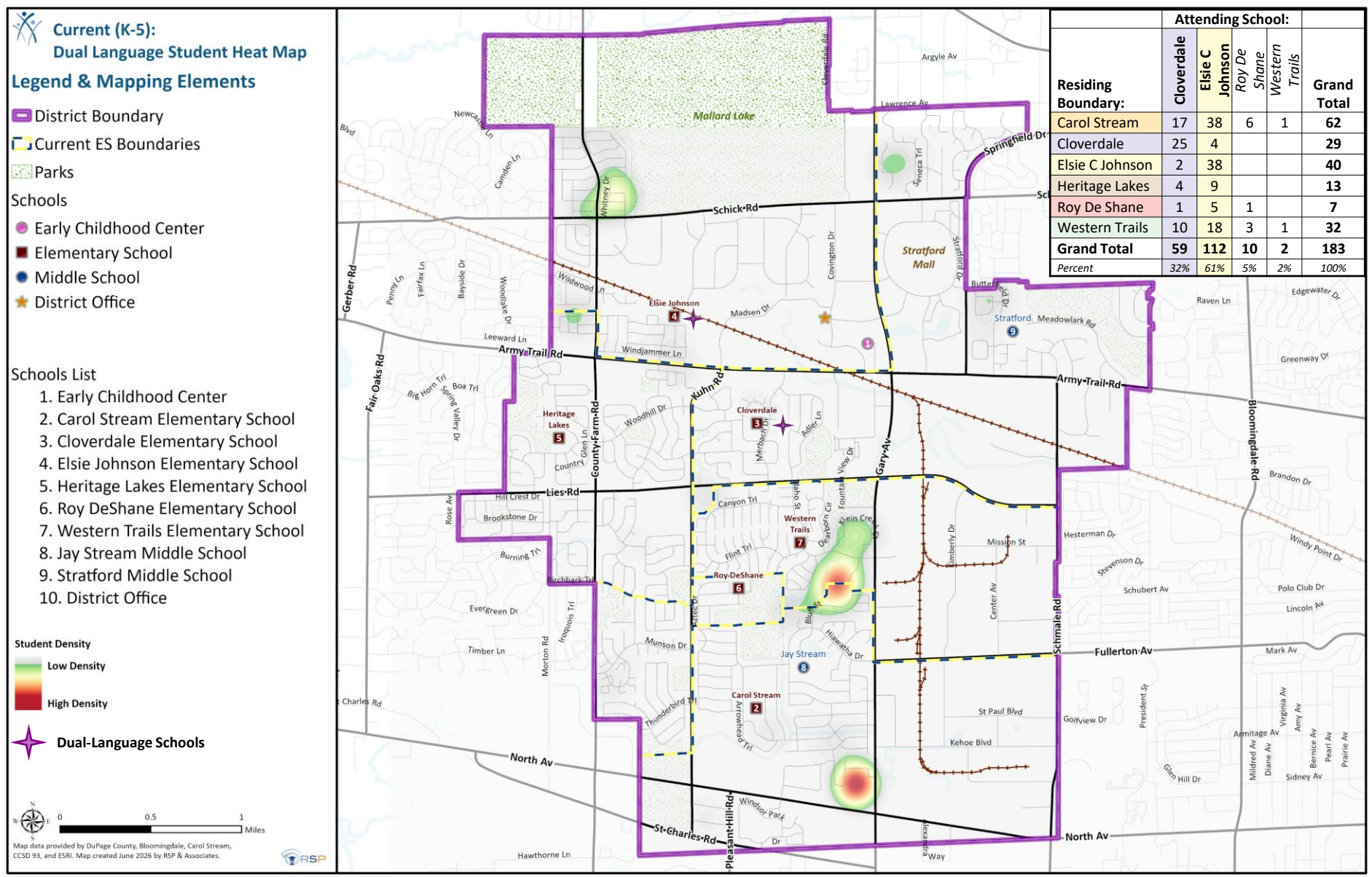
Observations:

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.

Dual Language Student Heat Map



Part 2:

New Information

Committee Results from Meeting 1

PARKING LOT:

- Do the K-5 Dual kids continue with their cohort or go back to homes school in the future?
- How long is it realistic to expect these changes to last? Is there a range of time RSP hopes for?
 - *RSP provides a five-year enrollment projection, but boundary recommendations should be designed with a long-term perspective to remain effective well beyond the forecast period.*
- Grade configuration – with our declining population and size of buildings, did the Board consider transportation costs and times when considering a 5-6, 7-8 model?

SPHERE OF INFLUENCE:

- Roads
- Factors to Retire
- School Condition/Age of Building
- Capacity Understand of Space
- Students Location to Building Location

District School Retirement Context

Key Considerations:

- | | |
|---|--|
|  Enrollment & demographic trends |  Facility condition & capital investment |
|  Specialized program locations (SA, Dual Language, Gifted) |  Transportation & geographic access |
|  Operational efficiency & long-term costs |  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.

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.

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.

Concept 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	358	413	407	401	392	98%	97%	95%	93%
* DL	SMS	Cloverdale Elementary School	610	457	458	466	458	75%	76%	76%	75%
* DL	SMS	Elsie C Johnson Elementary School	510	323	309	316	315	61%	62%	62%	61%
	SMS	Heritage Lakes Elementary School	550	413	454	454	451	83%	83%	82%	81%
	SMS	Roy De Shane Elementary School	0	175	0	0	0	0%	0%	0%	0%
	JMS	Western Trails Elementary School	450	270	356	364	348	79%	81%	77%	76%
District Total (K-5):		2,540	1,996	1,990	2,007	1,981	1,952	78%	79%	78%	77%

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.

7/14/2026
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 Capacity	Current	Concept 1				Concept 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	436	443	472	502	44%	44%	47%	50%
* DL	6-8	Stratford Middle School	1,200	413	663	687	682	55%	57%	57%	54%
District Total (6-8):		2,200	1,026	1,099	1,130	1,154	1,155	50%	51%	52%	53%

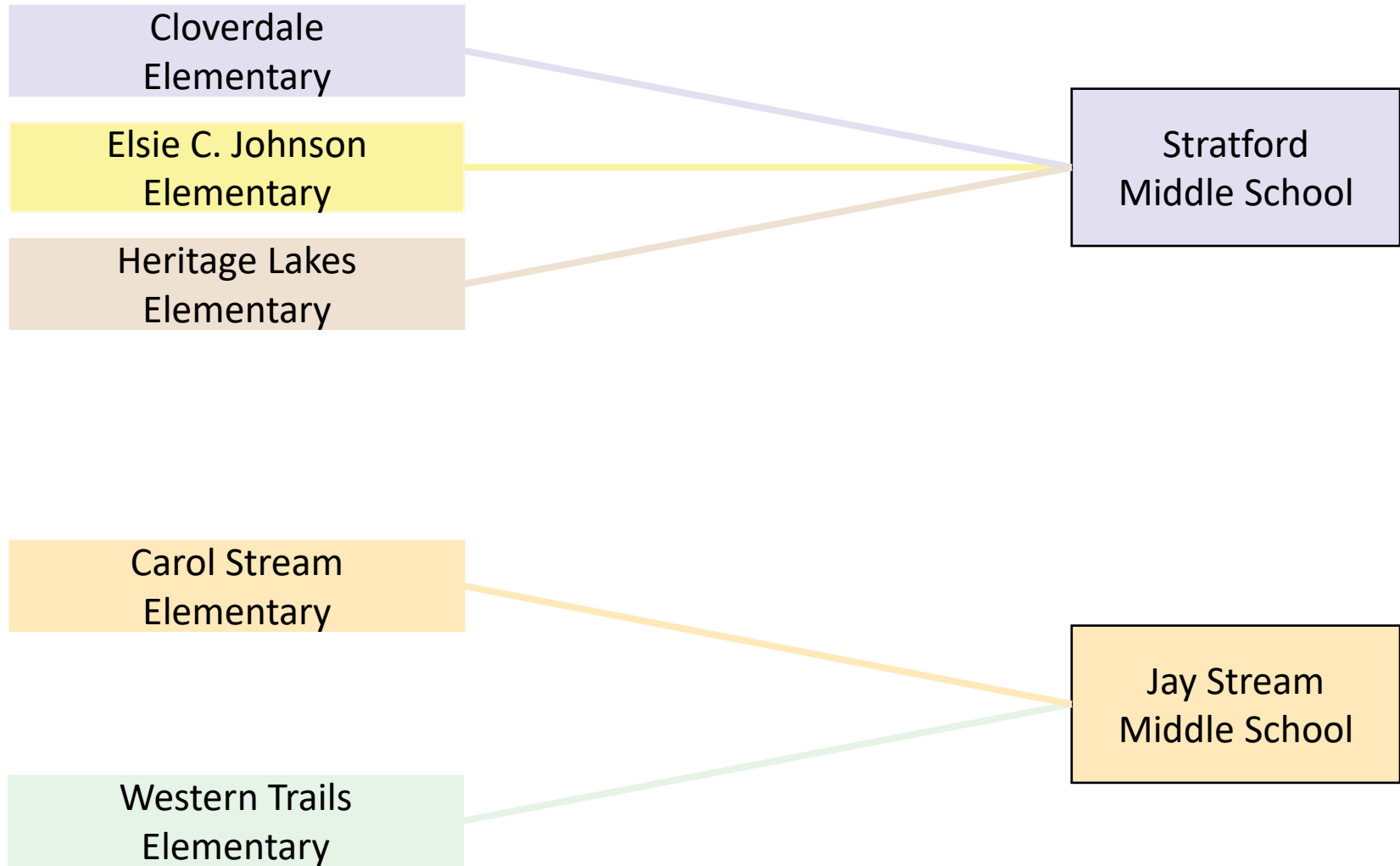
Source: RSP & Associates LLC. - March 2026

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7/14/2026
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.

Concept 1: Feeder Diagram



Source: RSP & Associates LLC. - June 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	273	15.0%
Cloverdale Elementary School								279	0.0%
Elsie C Johnson Elementary School								163	0.0%
Heritage Lakes Elementary School								275	0.0%
Roy De Shane Elementary School	71			35		8	114	114	100.0%
Western Trails Elementary School								192	0.0%
Total (K-3):	71			35		49	155	1,296	12.0%

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.

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	27	0	27	152	17.8%
Total (6th)	27	63	90	333	27.0%

Source: RSP Enrollment Analysis 2025/26

Concept 1: Committee Discussion Results

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.

Concept 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	358	311	307	308	300	74%	73%	73%	71%
* DL	SMS Cloverdale Elementary School	610	457	558	567	566	560	91%	93%	93%	92%
	Elsie C Johnson Elementary School	0	323	0	0	0	0	0%	0%	0%	0%
	SMS Heritage Lakes Elementary School	550	413	478	480	475	473	87%	87%	86%	86%
* DL	JMS Roy De Shane Elementary School	340	175	289	286	281	279	85%	84%	83%	82%
	JMS Western Trails Elementary School	450	270	357	366	350	340	79%	81%	78%	76%
District Total (K-5):		2,370	1,996	1,993	2,006	1,980	1,952	84%	85%	84%	82%

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.

7/14/2026
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. Roy DeShane becomes Dual Language School.

Middle School Projection Table:

Concept 2:		Current Capacity	Current	Concept 2				Concept 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	492	493	515	546	49%	49%	52%	55%
* DL	6-8 Stratford Middle School	1,200	413	609	637	639	608	51%	53%	53%	51%
District Total (6-8):		2,200	1,026	1,101	1,130	1,154	1,154	50%	51%	52%	52%

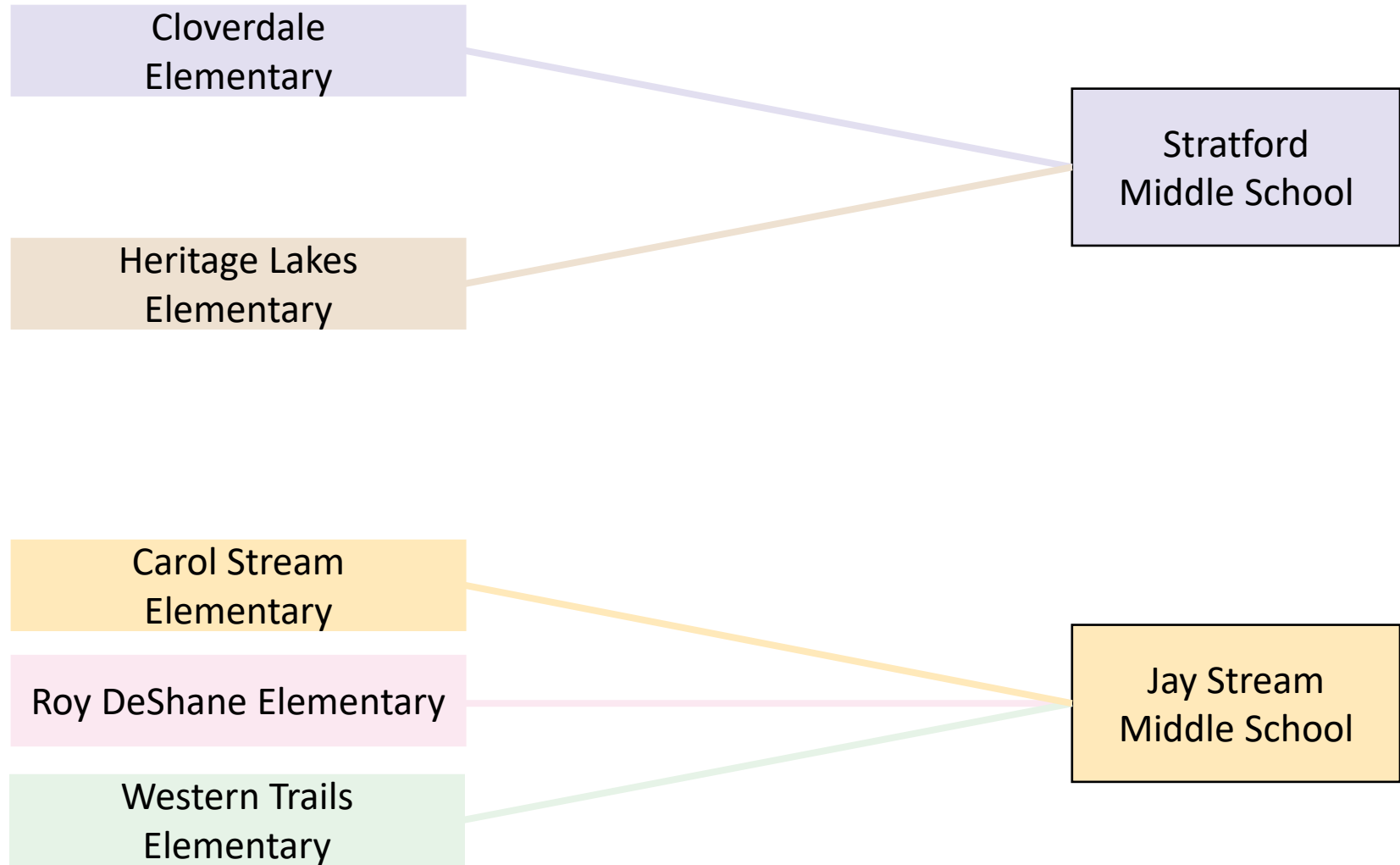
Source: RSP & Associates LLC. - March 2026

Notes:

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

7/14/2026
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.

Concept 2: Feeder Diagram



Source: RSP & Associates LLC. - June 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						41	41	273	15.0%
Cloverdale Elementary School						14	14	275	5.1%
Elsie C Johnson Elementary School		107		56			163	163	100.0%
Heritage Lakes Elementary School								275	0.0%
Roy De Shane Elementary School								119	0.0%
Western Trails Elementary School								192	0.0%
Total (K-3):		107		56		55	218	1,297	16.8%

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.

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

Concept 2: Committee Discussion Results

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.

Concept 3:

Concept 3: Projection Tables

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

Elementary Projection Table:

Concept 3:		Capacity Operational	Current 2026/27	Concept 3				Concept Utilization				
Feeder	School			2027/28	2028/29	2029/30	2030/31	2027/28	2028/29	2029/30	2030/31	
* DL		Carol Stream Elementary School	0	359	0	0	0	0	0%	0%	0%	0%
	SMS	Cloverdale Elementary School	610	457	458	466	466	458	75%	76%	76%	75%
* DL	SMS	Elsie C Johnson Elementary School	510	325	342	345	338	331	67%	68%	66%	65%
	Split	Heritage Lakes Elementary School	550	413	527	527	522	522	96%	96%	95%	95%
	JMS	Roy De Shane Elementary School	340	176	332	329	332	325	98%	97%	98%	96%
	JMS	Western Trails Elementary School	450	271	337	344	326	321	75%	76%	72%	71%
District Total (K-5):		2,460	2,001	1,996	2,011	1,984	1,957	81%	82%	81%	80%	

Source: RSP & Associates LLC. - March 2026

7/14/2026

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	Concept 3:		Current Capacity	Current	Concept 3				Concept 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	535	538	563	589	54%	54%	56%	59%
	6-8	Stratford Middle School	1,200	413	565	593	592	565	47%	49%	49%	47%
	District Total (6-8):		2,200	1,026	1,100	1,131	1,155	1,154	50%	51%	53%	52%

Source: RSP & Associates LLC. - March 2026

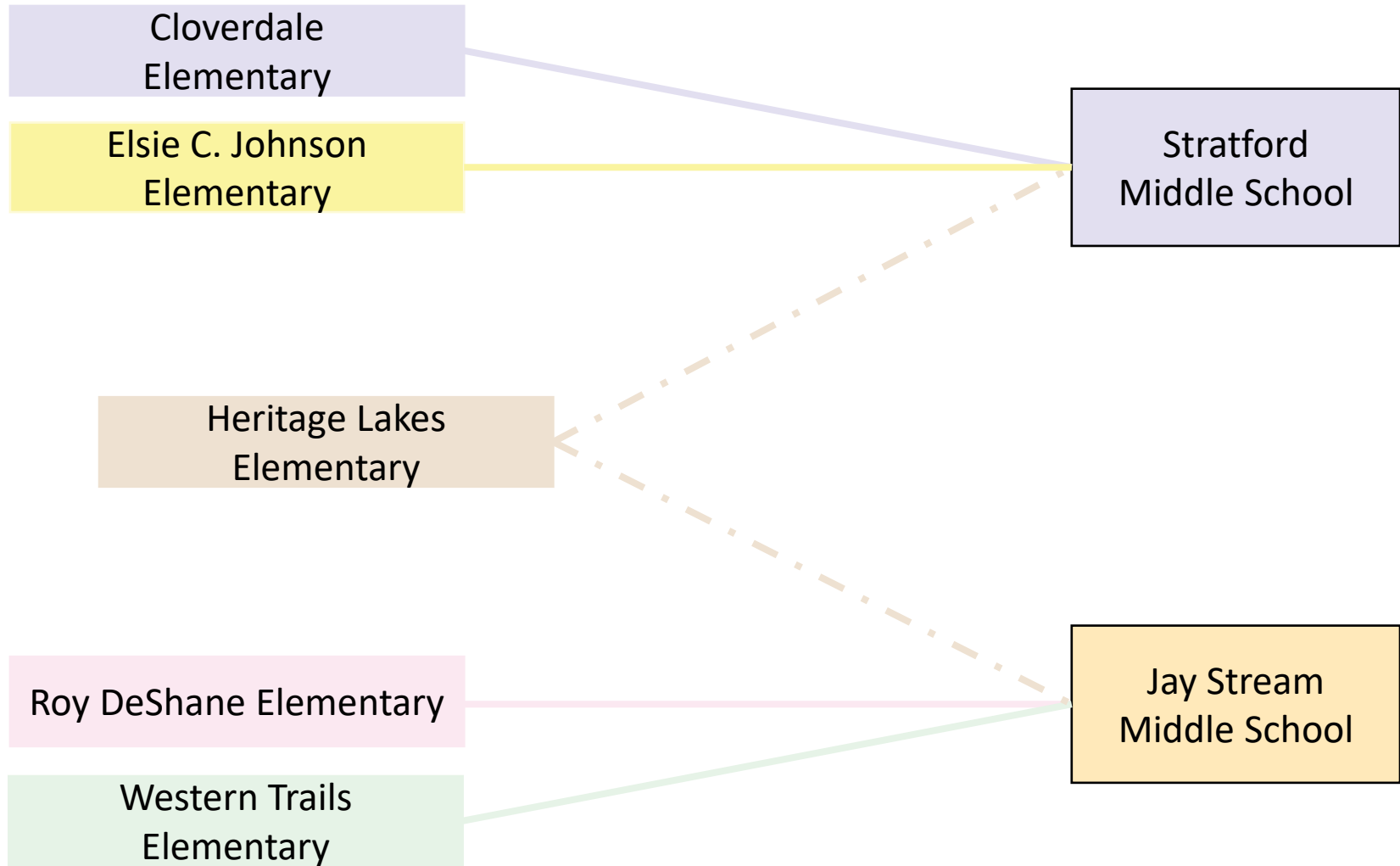
7/14/2026

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.

Concept 3: Feeder Diagram



Source: RSP & Associates LLC. - June 2026

Concept 3: Analysis Tables

Students Impacted by Boundary Change (SIBC):

Concept 3 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					203	41	244	244	100.0%
Cloverdale Elementary School								279	0.0%
Elsie C Johnson Elementary School								163	0.0%
Heritage Lakes Elementary School			25				25	270	9.3%
Roy De Shane Elementary School				106			106	114	93.0%
Western Trails Elementary School								192	0.0%
Total (K-3):			25	106	203	41	375	1,262	29.7%

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.

Students Impacted by Boundary Change (SIBC):

Concept 3 Boundaries:

	Jay Stream Middle School	Stratford Middle School	SIBC	Total (6th)	%
Jay Stream Middle School	0	45	45	181	24.9%
Stratford Middle School	40	0	40	152	26.3%
Total (6th)	40	45	85	333	25.5%

Source: RSP Enrollment Analysis 2025/26

Concept 3: Committee Discussion Results

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.

Part 3:

Committee Consensus Building

Concept Comparison

Discussion Topic	Concept 1	Concept 2	Concept 3
Retirement/Repurposing	Retires Roy DeShane	Retires Elsie C. Johnson	Retires Carol Stream
Feeder (ES → MS)	Maintain Complete	Maintain Complete	Creates Split Feeder
Current Student Impact	155 impacted ES students, 12%	218 impacted ES students, 17%	375 impacted ES students, 30%
Elementary Balance	Moderate Improvement	Best Balance	Moderate Improvement
Middle School Balance	Moderate Improvement	Moderate Improvement	Best Balance



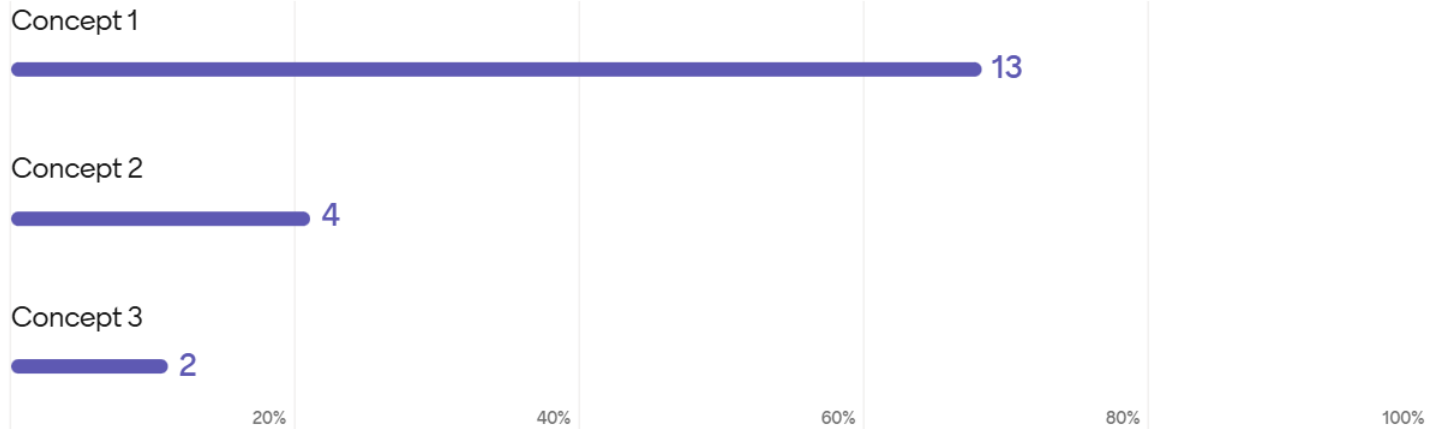
Long-Term Considerations:

- ☐ 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?

Committee Poll Results

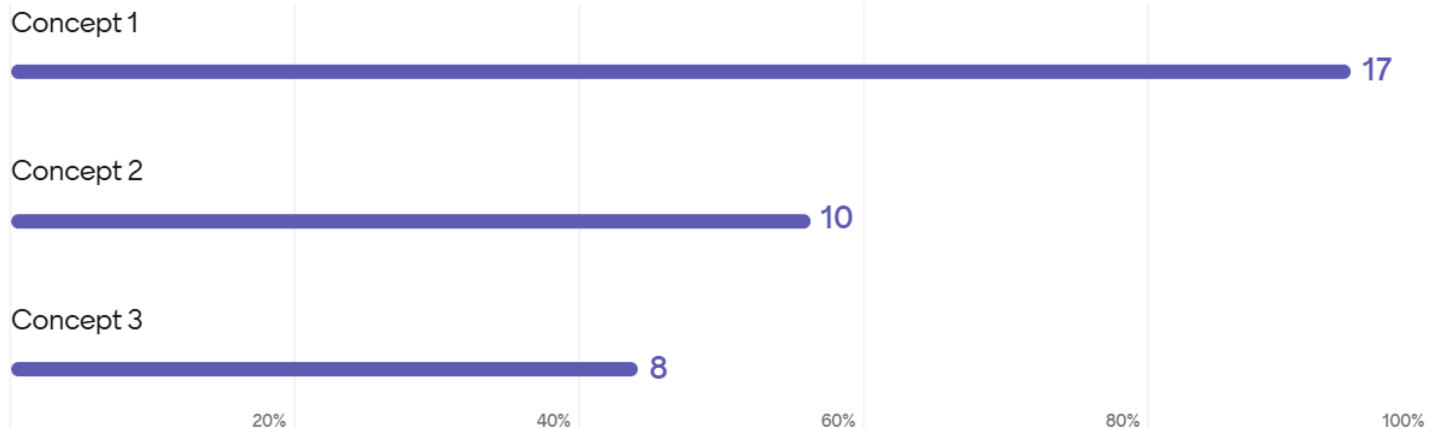
Of the presented concepts, I most support...

19 / 19



I support the following concepts moving forward to Meeting #3:

18 / 19



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

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.

Mentimeter Poll Questions

Presenter Link:

<https://www.mentimeter.com/app/presentation/alkimvty79awf2qyimjdq4wcofrth31x/present?question=utq7bmqib7yb>

Participant Link: <https://www.menti.com/alvpghkq8tkc>

Or scan QR Code



CODE: 6794 3444

Part 4:

Process Wrap Up

Next Steps

Meeting Goal: Prepare for public input

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



Enrollment Analysis

May 2026



Board One on One Meetings Virtual

Board of Education receives Board Homework and discusses their thoughts on possible Boundary configurations

May 20, 2026 @ 2:00 PM



Board Workshop Meeting #1 In-Person

Board of Education receives Enrollment Analysis, Guiding Principles & Boundary Criteria affirmation

June 22, 2026 @ 6:00 PM



COMMITTEE MEETING #1

RSP In-Person
Receive charge, process, and discuss options
RSP to present 1-3 solutions

June 23, 2026 @ 6:00 PM



COMMITTEE MEETING #2

RSP via ZOOM
Refine scenarios, discuss options, reach consensus

July 21, 2026 @ 6:00 PM



COMMITTEE MEETING #3

RSP via ZOOM
Refine scenarios, discuss options, reach consensus
Prepare for Public Input

August 5, 2026 @ 6:00 PM



COMMUNITY INPUT NIGHT #1

Includes a community survey

August 31, 2026 @ 6:00 PM

COMMUNITY INPUT #2

Includes a community survey

September 1, 2026 @ 6:00 PM

COMMITTEE MEETING #4

RSP via ZOOM
Refine scenarios, Review Public Input
Discuss/Consensus/BOE Recommendation

September 30, 2026 @ 6:00 PM

Board Meeting #2 In-Person

Adopt Boundary Plan

October 29, 2026 @ 7:00 PM

Important Items

* Retire/Repurpose an Elementary School

BOE & Community Input: In-Person Committee Meetings: Mix of In-Person and Virtual

KEY

Board of Education Action

Public Input Opportunity

Committee Work

Consultant Assistance

Staff Action

February 25, 2026



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>