



Planning for the Future – Boundary Analysis

Community Consolidated School District 93

Board of Education Workshop Meeting #1

June 22, 2026

PLANIFICACION PARA EL FUTURO - ANALISIS DE LIMITES

Distrito Escolar Consolidado Comunitario 93

Taller de la Junta de Educacion n.º 1

22 de junio de 2026

RSP & Associates

RSP Quick Facts:

- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- Over 20 years of planning experience
- Over 80 years of combined education experience
- Over 20 years of GIS experience
- Projection accuracy of 97% or greater

RSP Clients:

RSP was founded with a desire and commitment to assist school districts in long-range planning.

RSP has served over **130** clients in:

- | | | |
|------------|----------------|----------------|
| • Arkansas | • Minnesota | • South Dakota |
| • Colorado | • Missouri | • Tennessee |
| • Iowa | • Nebraska | • Wisconsin |
| • Illinois | • North Dakota | |
| • Kansas | • Oklahoma | |

RSP Planning Team:

Robert Schwarz, CEO

- Military, County, City, and School District Planner
- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)
- Certified Education Facilities Professional (CEFP)

Ginna Wallace, Planner

- University of Kansas – Master of Urban Planning (MUP)
- American Institute of Certified Planners (AICP)

RSP Recent Projects:

Central Unit School District 301

- Enrollment Analysis, 2024/25

St. Charles CUSD 303

- Enrollment Analysis, 2025/26
- Boundary Analysis, 2023/24

Schaumburg CCSD54

- Enrollment Analysis, 2023/24



RSP & Associates

Datos rapidos de RSP:

- Fundada en 2003.
- Firma profesional de planificacion educativa.
- Experiencia en multiples disciplinas: SIG/GIS, planificacion y facilitacion.
- Mas de 20 anos de experiencia en planificacion.
- Mas de 80 anos de experiencia educativa combinada.
- Mas de 20 anos de experiencia en SIG/GIS.
- Precision de proyecciones del 97% o superior.

Equipo de planificacion: Robert Schwarz, director ejecutivo; Ginna Wallace, planificadora.

Proyectos recientes: Central Unit School District 301, St. Charles CUSD 303 y Schaumburg CCSD54.

RSP ha atendido a mas de 130 clientes en Arkansas, Colorado, Iowa, Illinois, Kansas, Minnesota, Missouri, Nebraska, Dakota del Norte, Oklahoma, Dakota del Sur, Tennessee y Wisconsin.

Agenda and Objectives

1. Enrollment Analysis Summary
2. Process Guiding Principles
3. Boundary Criteria
4. Board Discussion and Wrap Up

Purpose

The Board input and collaboration are **essential** to the success of the Boundary Process. This presentation provides **key information and preparation guidance**.

Why This Matters

A structured framework ensures **alignment with Board priorities** and **sets the stage for transparent, effective decision-making**. On behalf of our students and families, this structure supports the **successful approval and implementation of any future boundary changes**.



Board Decision Points Discussion:

- ☐ Approve Guiding Principles
- ☐ Prioritize Top 3 Boundary Criteria

AGENDA Y OBJETIVOS

1. Resumen del análisis de matrícula.
2. Principios rectores del proceso.
3. Criterios de límites.
4. Discusión de la Junta y cierre.

Propósito: La participación y colaboración de la Junta son esenciales para el éxito del proceso de límites. Esta presentación ofrece información clave y orientación para la preparación.

Por qué importa: Un marco estructurado garantiza la alineación con las prioridades de la Junta y prepara el terreno para decisiones transparentes y eficaces.

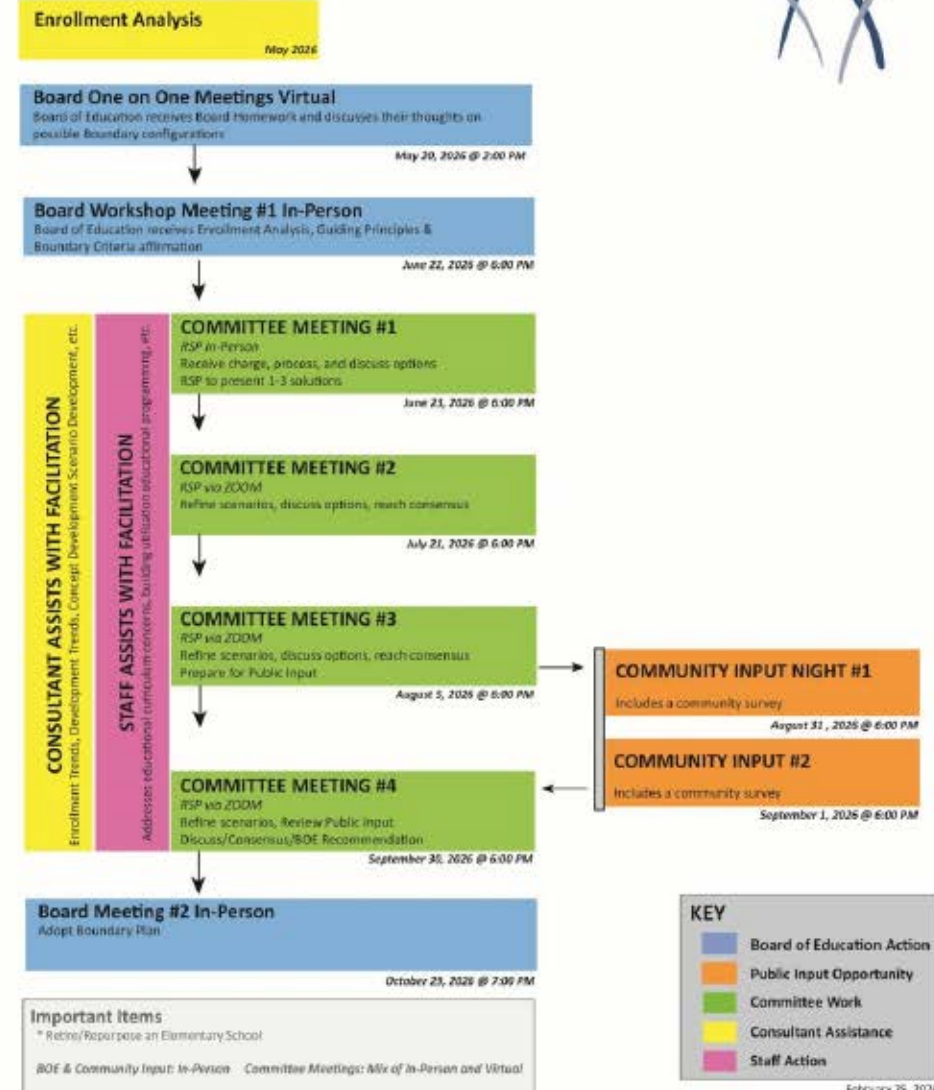
Puntos de decisión de la Junta: aprobar los principios rectores y priorizar los tres criterios principales de límites.

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



February 25, 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.

INTRODUCCION AL PROCESO DE LIMITES

- Este informe inicia un proceso de 6 meses para revisar los limites de asistencia de las escuelas primarias.
- Incluye 3 reuniones de la Junta, 4 reuniones del comite y 2 noches de aportes publicos.
- La Junta de Educacion establecera la base y los objetivos del proceso en sus reuniones del 20 de mayo y 22 de junio.
- Los elementos base aprobados por la Junta pueden incluir principios rectores, criterios de limites priorizados y medidas de exito.

Idea principal: Una matricula estable con una demanda cambiante por grado requiere planificacion proactiva, comunicacion clara y revision continua de datos para apoyar el exito del distrito a largo plazo.

#1: Enrollment Analysis Summary

N.º 1: RESUMEN DEL ANALISIS DE MATRICULA

Executive Summary

An overview of what is most notable for your school district, students, and community.



District wide enrollment is forecasted to remain stable but decrease at the elementary level:

- ↓ Elementary is forecasted to decrease by 68 students
- ↑ Middle School is forecasted to increase by 105 students



Capacity was provided by the district and analyzed in regard to projected enrollment for schools.

Under-utilization (<70% of Capacity with Attending Students) is forecasted to continue at:

- Heritage Lakes Elementary
- Roy De Shane Elementary
- Western Trails Elementary
- Jay Stream Middle
- Stratford Middle



Key Variables to Note:

- ↓ Kindergarten lower than exiting 8th grade
- ↓ County live births are decreasing
- ↓ Total population is decreasing
- ↑ Redevelopment potential is increasing
- ↑ Housing turnover of existing units

RESUMEN EJECUTIVO

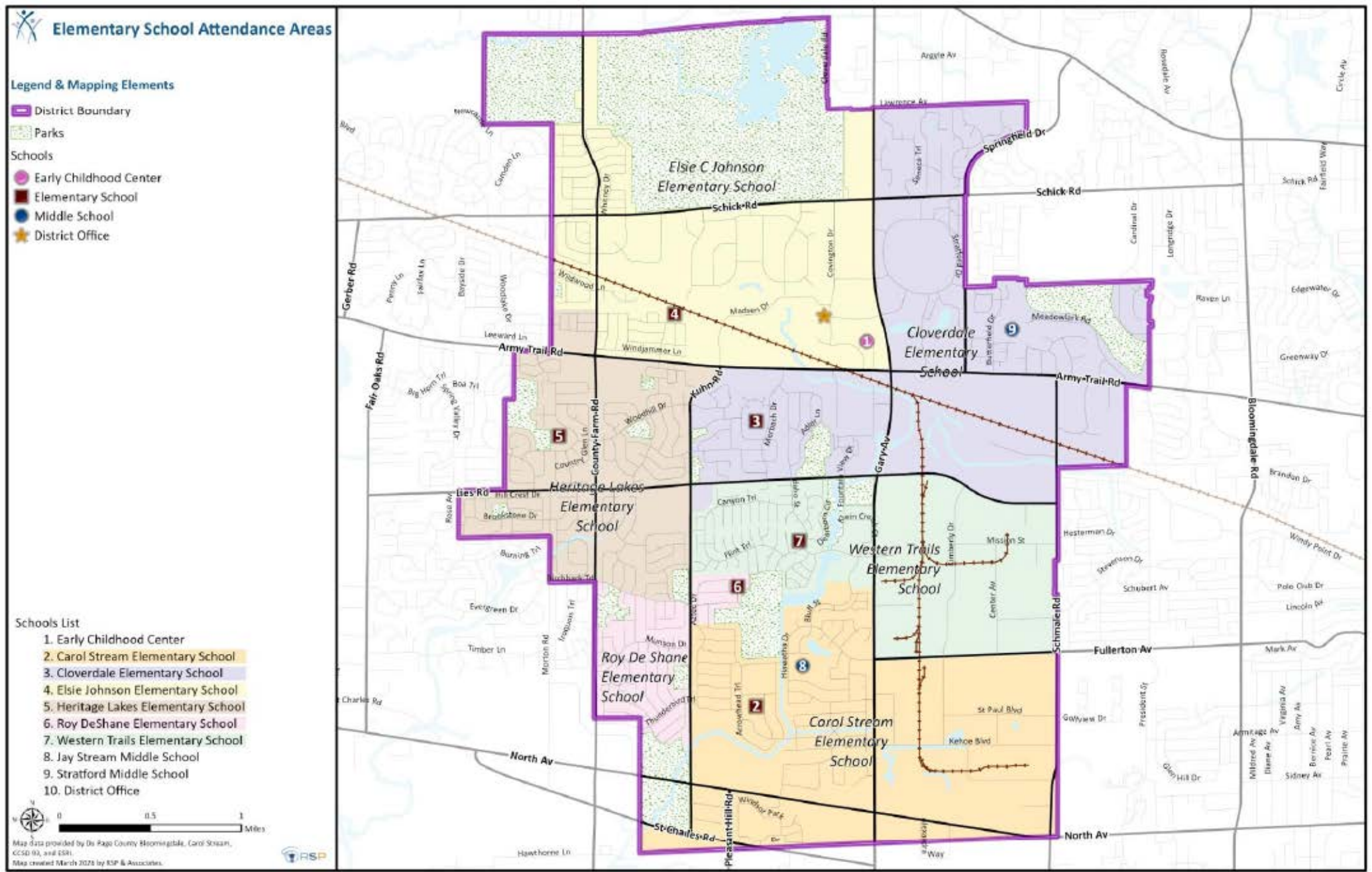
La matricula de todo el distrito se proyecta estable, pero con disminucion en primaria:

- Primaria: disminucion proyectada de 68 estudiantes.
- Secundaria intermedia: aumento proyectado de 105 estudiantes.

Variables clave: Kindergarten es menor que el 8.º grado que egresa; disminuyen los nacimientos vivos del condado y la poblacion total; aumenta el potencial de reurbanizacion y la rotacion de viviendas existentes.

La capacidad fue proporcionada por el distrito y se analizo frente a la matricula proyectada. Se proyecta subutilizacion (<70% de capacidad con estudiantes asistentes) en Heritage Lakes Elementary, Roy De Shane Elementary, Western Trails Elementary, Jay Stream Middle y Stratford Middle.

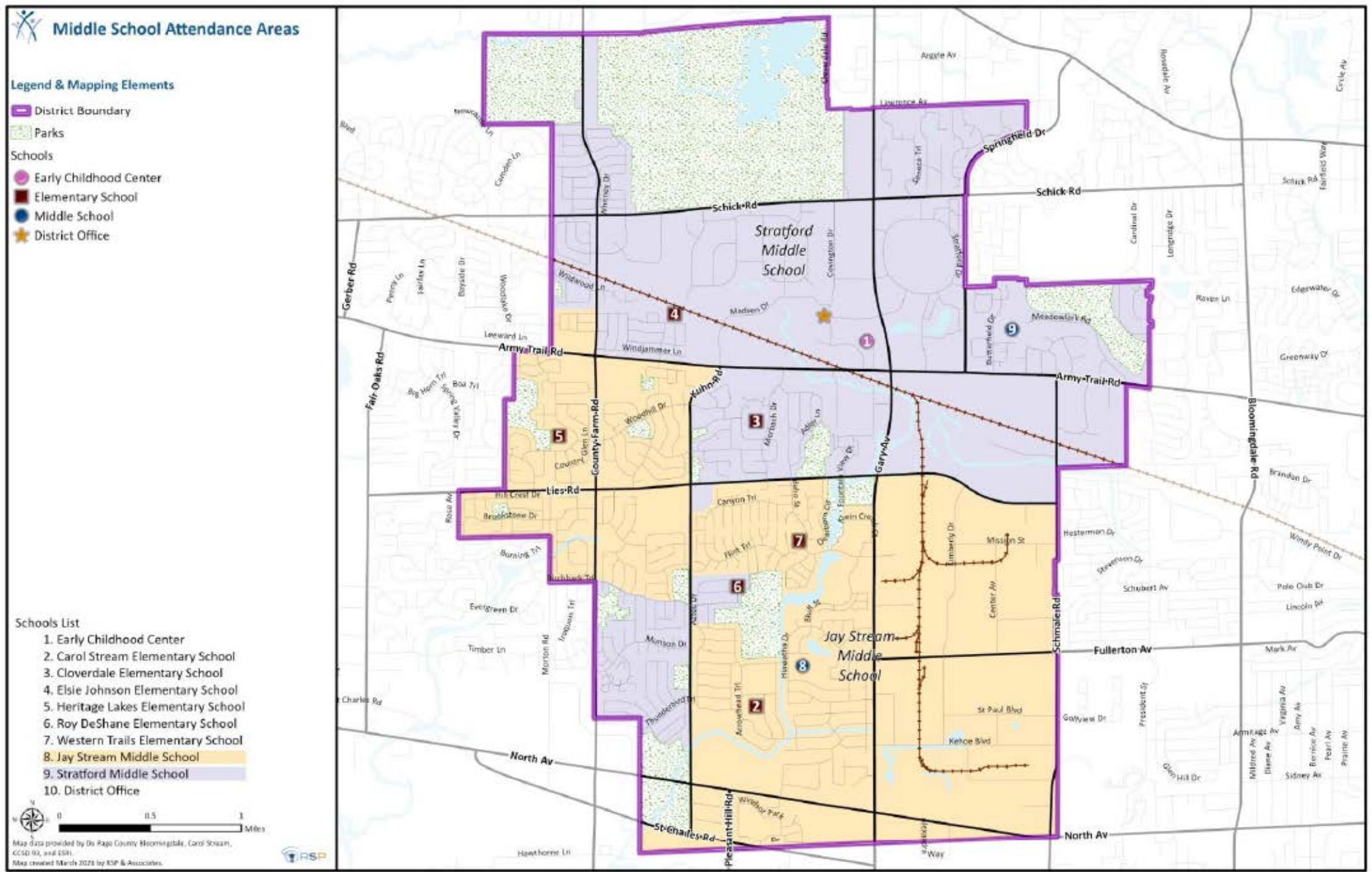
Elementary Boundary Map



MAPA DE LIMITES DE ESCUELAS PRIMARIAS

El mapa muestra las areas actuales de asistencia primaria del Distrito 93, la ubicacion de las escuelas y la oficina del distrito.

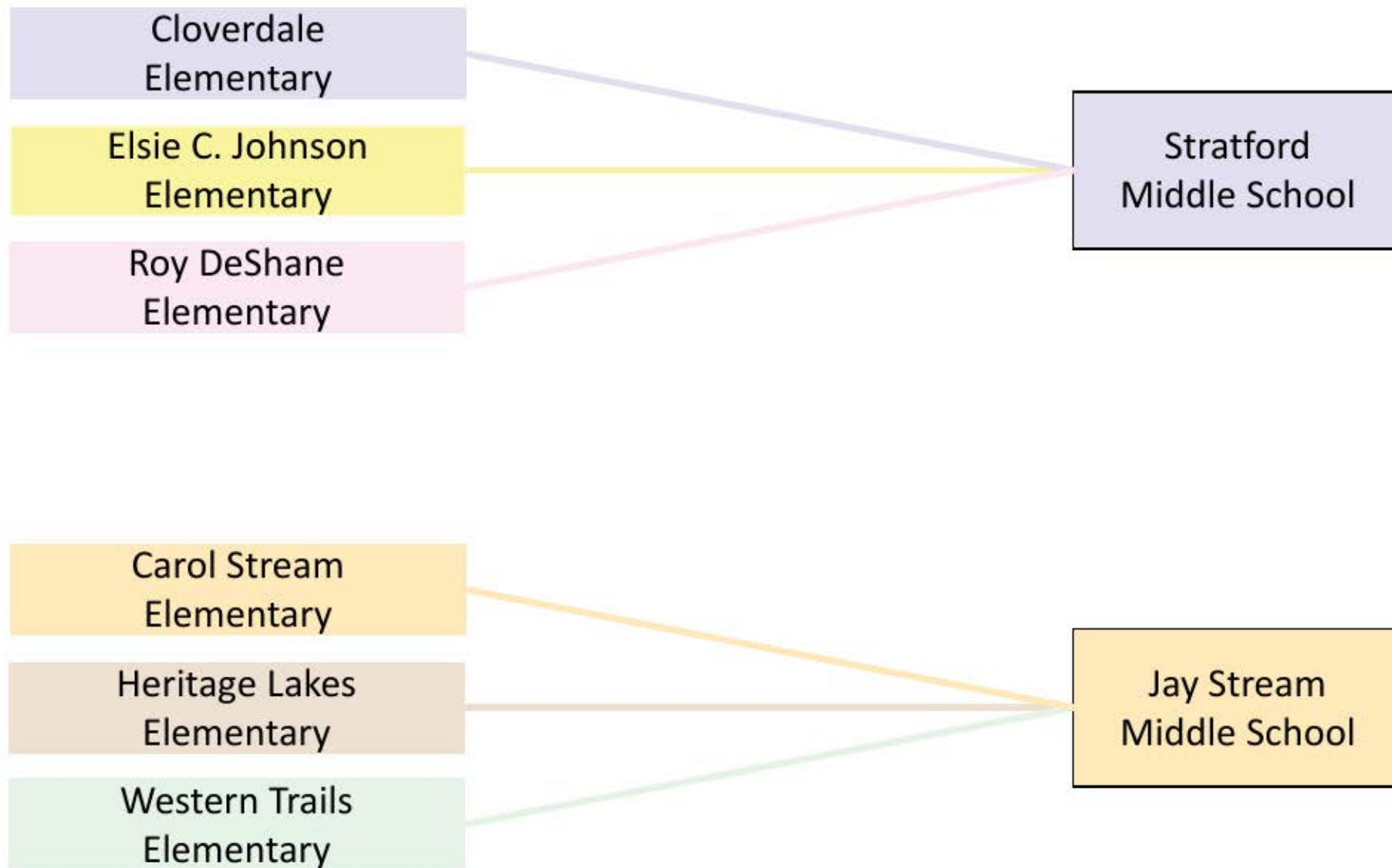
Middle School Boundary Map



MAPA DE LIMITES DE ESCUELAS SECUNDARIAS INTERMEDIAS

El mapa muestra las areas actuales de asistencia de Jay Stream Middle School y Stratford Middle School, junto con los limites del distrito y las ubicaciones escolares.

School Feeder Diagram



Source: CCSD93 and RSP

DIAGRAMA DE ALIMENTACION ESCOLAR

Cloverdale Elementary, Elsie C. Johnson Elementary y Roy DeShane Elementary alimentan a Stratford Middle School.

Carol Stream Elementary, Heritage Lakes Elementary y Western Trails Elementary alimentan a Jay Stream Middle School.

Fuente: CCSD93 y RSP.

Understanding the Model

RSP recommends to continually monitor the following indicators:

Enrollment may decrease more than forecasted if...	Enrollment may increase more than forecasted if...
➔ Decreasing share of live births	➕ Increasing share of live births
➔ Current housing stock does not re-green (continues to age)	➕ Current housing stock re-greens (turns over)
➔ Housing development experiences minimal potential growth	➕ Housing development experiences more potential growth
➔ Economic indicators challenge the ability for new homeowners and affordability aspects of the district	➕ Economic indicators improve the ability for new homeowners and the affordability aspects of the district
➔ Demographic shifts in community and/or surrounding communities	➕ Demographic shifts in community and/or surrounding communities
➔ Incoming Kindergarten class smaller than outgoing senior class	➕ Incoming Kindergarten class larger than outgoing senior class

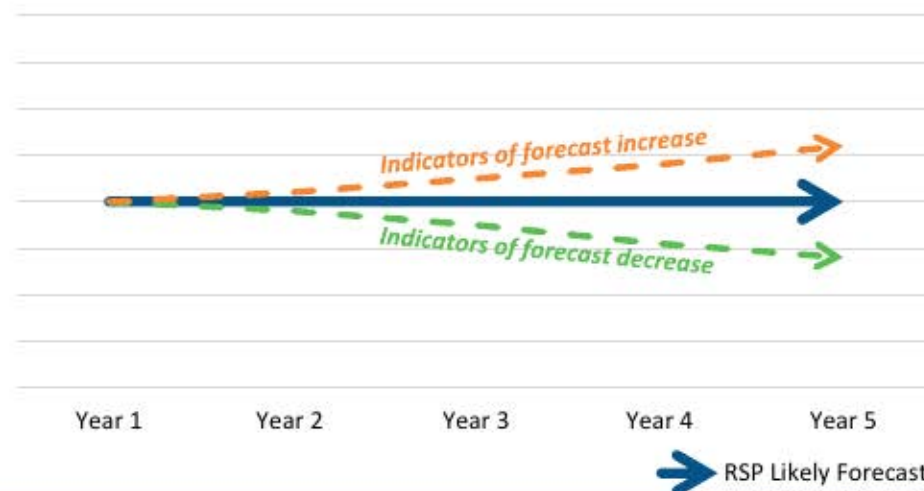
See graphic below to illustrate how the different variables may impact forecasted enrollment outlook:

Main Takeaway:

- These factors are not all positive or negative. Each has a different impact on future outlooks.
- State education policy change may impact enrollment outlook. This analysis assumes policies will continue as they currently operate throughout the projection time frame.
- It is important to continue to monitor these factors – RSP modeling attempts to find the most likely outcome:

The goal of this study is to help the board, administration, and public understand how to make the best decision for the students at the classroom level.

Example of Forecast Evolution



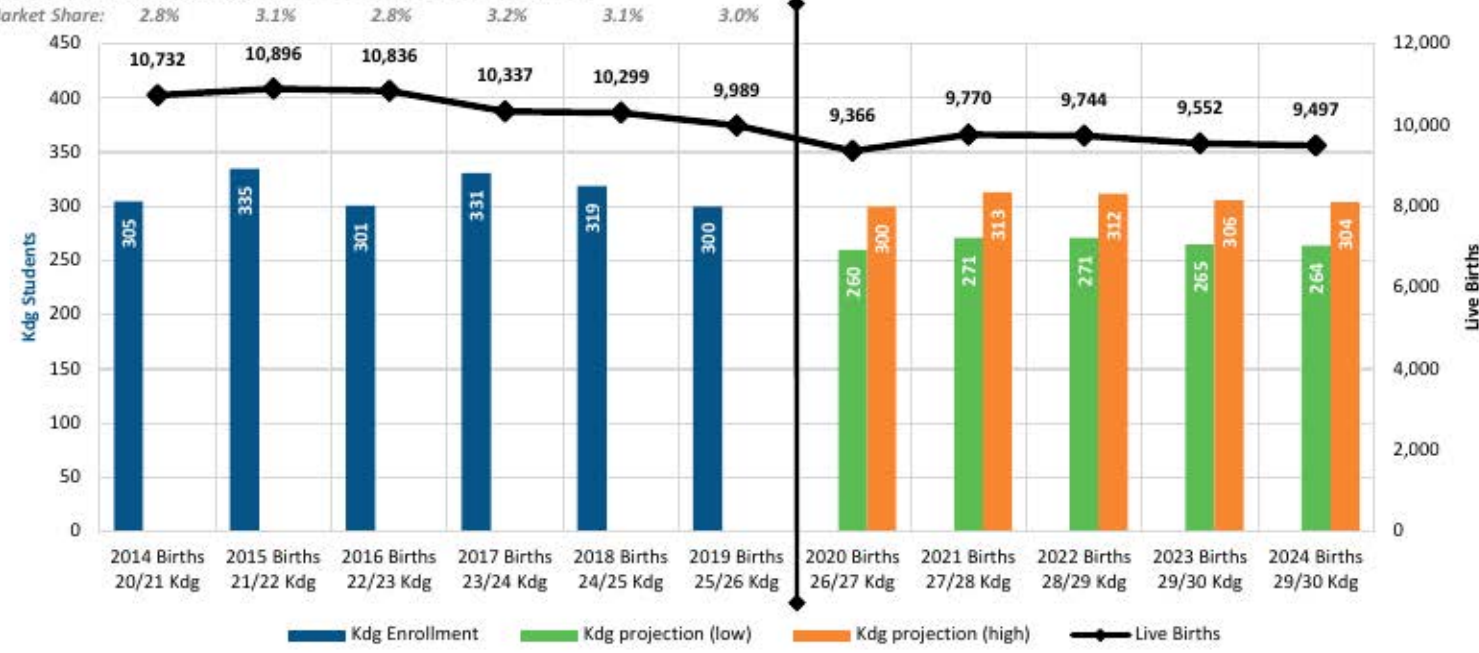
COMPRESION DEL MODELO

RSP recomienda vigilar continuamente varios indicadores. La matricula puede disminuir mas de lo previsto si baja la proporcion de nacimientos captada por el distrito, el parque de viviendas sigue envejeciendo, hay poco desarrollo, empeoran las condiciones economicas o ingresan clases de Kindergarten mas pequenas. Puede aumentar mas de lo previsto si ocurre lo contrario.

Idea principal: Ningun factor es totalmente positivo o negativo; cada uno afecta de manera distinta las perspectivas futuras. Los cambios en politica educativa estatal tambien pueden influir. El objetivo es ayudar a la Junta, la administracion y el publico a tomar la mejor decision para los estudiantes a nivel de aula.

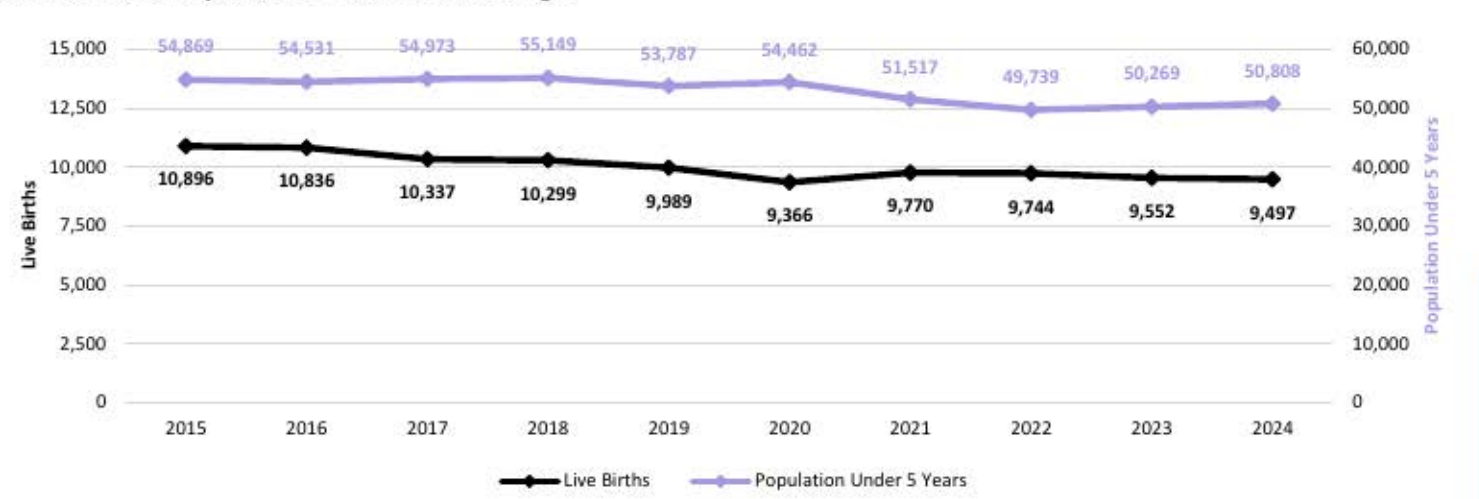
DuPage County Birth Rate Visuals

Live Births vs. Kindergarten Students 5 Year Later



Source: Illinois State Health Department 2008 to 2022, CDC Wonder 2023-2024, and CCSD93

Live Births and Population Under 5 Years of Age



Source: Illinois State Health Department 2008 to 2022, CDC Wonder 2023-2024, and US Census

Observations:

- Live births have **declined (↓)** since 2015, remaining below 10,000 annually since 2018
- Kindergarten enrollment mirrors this trend with a **decreasing trend**
- District market share of births has **trended downward**, reducing enrollment capture from available births
- Population under age five has **declined (↓)** to ~50,000 reinforcing a smaller future student pipeline
- Future Kindergarten enrollment will rely more on improving market share than on birth recovery alone
- **Enrolling over 300 students in Kindergarten will be a challenge with this demographic reality**

Main Takeaway: With both births and young population declining, sustaining Kindergarten enrollment will depend on improving the district's share of area births rather than relying on population growth.

GRAFICOS DE TASA DE NACIMIENTOS DEL CONDADO DE DUPAGE

Observaciones:

- Los nacimientos vivos han disminuido desde 2015 y se mantienen por debajo de 10,000 al año desde 2018.
 - La matricula de Kindergarten refleja una tendencia descendente.
 - La participacion del distrito respecto a los nacimientos también ha tendido a bajar.
 - La población menor de cinco años ha caído a aproximadamente 50,000.
 - Mantener la matricula de Kindergarten dependerá más de mejorar la cuota del distrito que de una recuperación de nacimientos.
 - Superar los 300 estudiantes de Kindergarten será difícil con esta realidad demográfica.
- Idea principal: Con menos nacimientos y menos población joven, sostener Kindergarten dependerá de captar una mayor proporción de los nacimientos del área, no del crecimiento poblacional.

Past Enrollment and Grade Progression

Enrollment By Grade

School Year	Grade										PK-8			K-8		
	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total	Change	% Change	Total	Change	% Change
2020/21	121	305	304	334	340	352	360	347	415	440	3,318			3,197		
2021/22	168	335	322	309	336	342	352	344	355	408	3,271	-47	-1.4%	3,103	-94	-2.9%
2022/23	188	301	348	328	315	342	345	355	360	370	3,252	-19	-0.6%	3,064	-39	-1.3%
2023/24	182	331	318	360	341	323	355	345	365	363	3,283	31	1.0%	3,101	37	1.2%
2024/25	187	319	353	315	367	354	332	352	358	382	3,319	36	1.1%	3,132	31	1.0%
2025/26	225	300	333	345	335	354	356	333	352	369	3,302	-17	-0.5%	3,077	-55	-1.8%

Enrollment Grade Change

School Year		Grade Progression Change										PK-8		K-8	
From	To	PK→PK	K→K	K→1	1→2	2→3	3→4	4→5	5→6	6→7	7→8	Change	% Change	Change	% Change
2020/21	2021/22	47	30	17	5	2	2	0	-16	8	-7	-47	-1.4%	-94	-2.8%
2021/22	2022/23	20	-34	13	6	6	6	3	3	16	15	-19	-0.6%	-39	-1.2%
2022/23	2023/24	-6	30	17	12	13	8	13	0	10	3	31	1.0%	37	1.1%
2023/24	2024/25	5	-12	22	-3	7	13	9	-3	13	17	36	1.1%	31	0.9%
2024/25	2025/26	38	-19	14	-8	20	-13	2	1	0	11	-17	-0.5%	-55	-1.7%
3-Year Average		12.3	-0.3	17.7	0.3	13.3	2.7	8.0	-0.7	7.7	10.3	16.7	0.5%	4.3	0.1%
3-Year Weighted Average		19.7	-8.5	17.2	-3.0	14.5	-0.8	6.2	-0.5	6.0	11.7	8.7	0.3%	-11.0	-0.3%

Source: Illinois Department of Education and Community Consolidated School District 93 (2020/21 to 2025/26)

Observations:

- Enrollment has fluctuated around 3,300 students for the past five years
 - This year's enrollment of 3,302 PK-8 students reflects a decrease of 17 students from last year
 - Recent trends show **minor year-to-year fluctuation rather than sustained growth or decline**
- Class size imbalance across grade levels is a key driver of enrollment change
 - Largest K-8 class in 2025/26: **8th grade with 369 students**
 - Smallest K-8 class in 2025/26: **Kindergarten with 300 students**
 - Smaller incoming classes replacing larger graduating classes create a natural enrollment decline that must be offset by other factors (e.g., grade progression, in-migration).
- Cohort progression shows typical growth patterns through elementary grades
 - Most grade levels increase as students move through the system, reflecting **in-district retention and possible in-migration**

MATRICULA PASADA Y PROGRESION POR GRADO

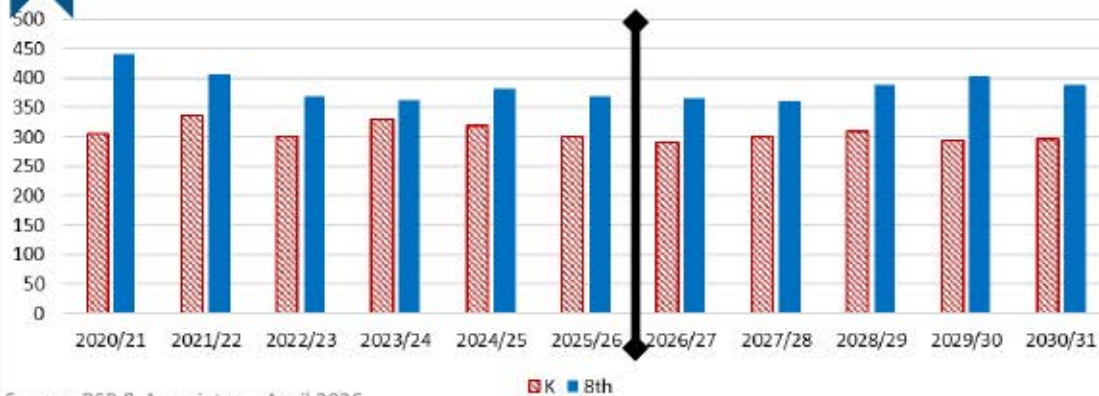
La matricula PK-8 ha oscilado alrededor de 3,300 estudiantes durante los ultimos cinco anos. En 2025/26 hay 3,302 estudiantes PK-8, 17 menos que el ano anterior.

El desequilibrio entre tamanos de cohortes impulsa el cambio: 8.^o grado es la cohorte K-8 mas grande con 369 estudiantes y Kindergarten la mas pequena con 300. Las clases entrantes mas pequenas sustituyen a clases salientes mas grandes, generando presion natural a la baja que debe compensarse con progresion de grado e inmigracion.

La progresion de cohortes muestra aumentos tipicos a traves de los grados de primaria.

Class Size Comparisons

Kindergarten and 8th Grade Comparison

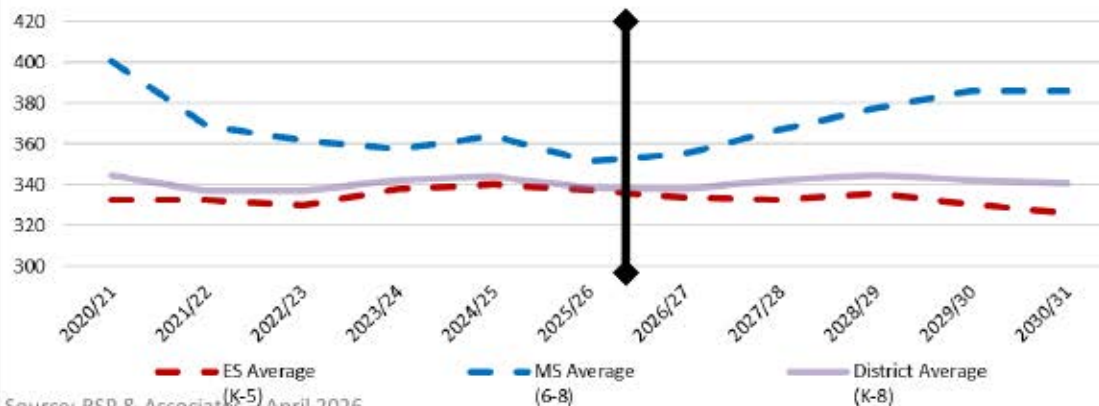


Source: RSP & Associates – April 2026

K and 8th Grade Comparisons:

- The current 8th grade class is ~69 students larger than Kindergarten, reflecting a cohort imbalance
- Larger graduating classes are not being fully replaced by smaller incoming Kindergarten classes, contributing to downward pressure on enrollment
- Over the next 5 years:
 - Kindergarten is projected to remain **relatively stable (~290–310 students)**
 - 8th grade is projected to **increase toward ~380–400 students**, maintaining the imbalance

Grade Size Comparison by Grade Level



Source: RSP & Associates – April 2026

Average Class Sizes

- Middle school grades (6-8) have consistently larger cohorts than elementary grades (K-5)
- The gap between elementary and middle school sizes is expected to widen slightly over time
- Cohort progression supports middle school growth, while demographic trends limit elementary growth

Main Takeaway: Enrollment change is being driven by cohort imbalance—not system-wide decline. Smaller incoming Kindergarten classes compared to larger exiting 8th grade cohorts will continue to limit overall enrollment growth, even as students are retained through the system

COMPARACIONES DEL TAMANO DE LAS CLASES

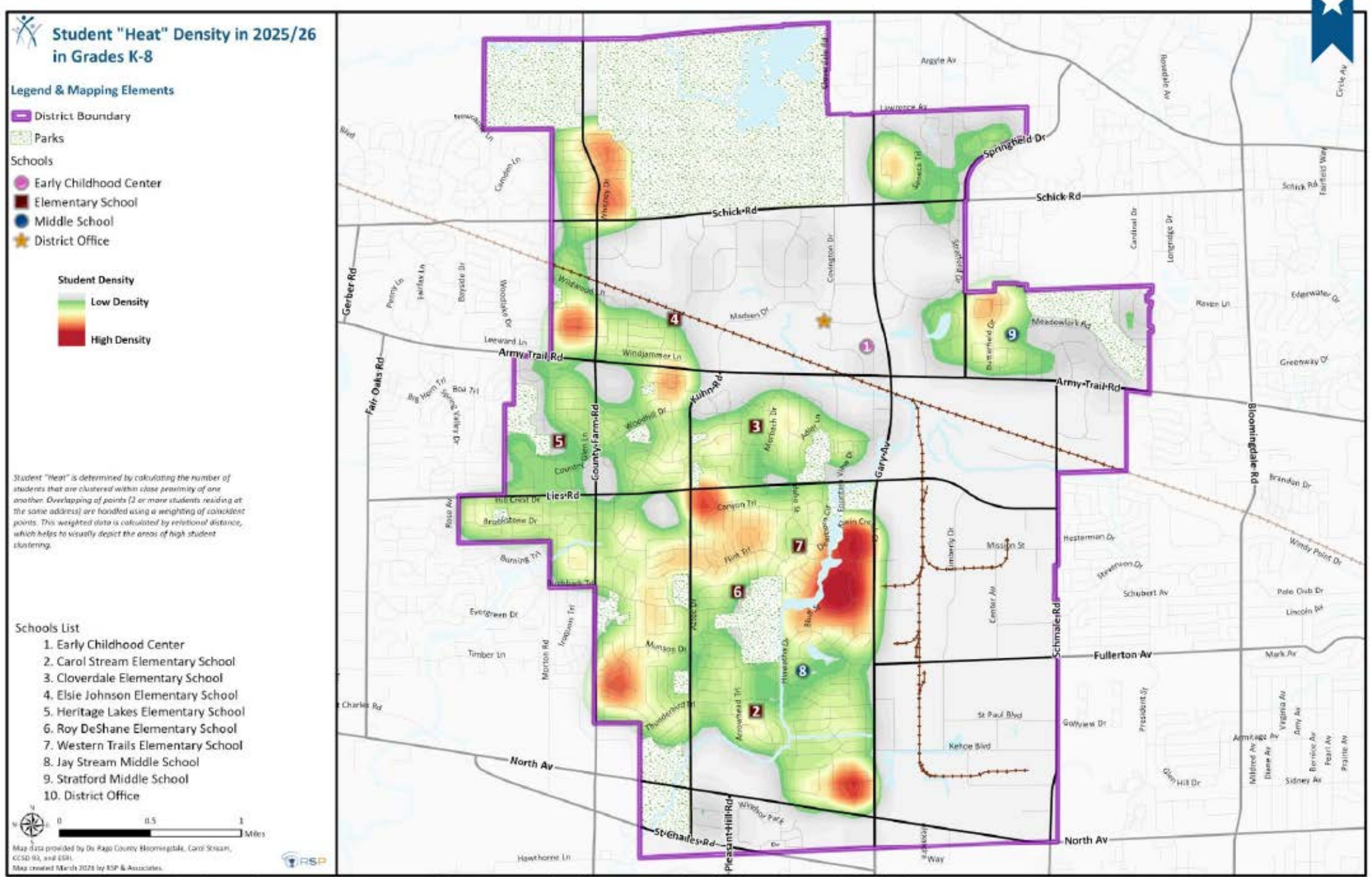
La cohorte actual de 8.º grado es aproximadamente 69 estudiantes mayor que Kindergarten. Las clases que egresan son mas grandes que las clases entrantes.

En los proximos cinco anos, Kindergarten se proyecta relativamente estable (~290-310 estudiantes), mientras que 8.º grado podria aumentar hacia ~380-400.

Los grados 6-8 han tenido cohortes consistentemente mayores que K-5 y la brecha podria ampliarse ligeramente.

Idea principal: El cambio de matricula se debe al desequilibrio entre cohortes, no a una caida uniforme en todo el sistema.

K-8 Student Heat Density Map

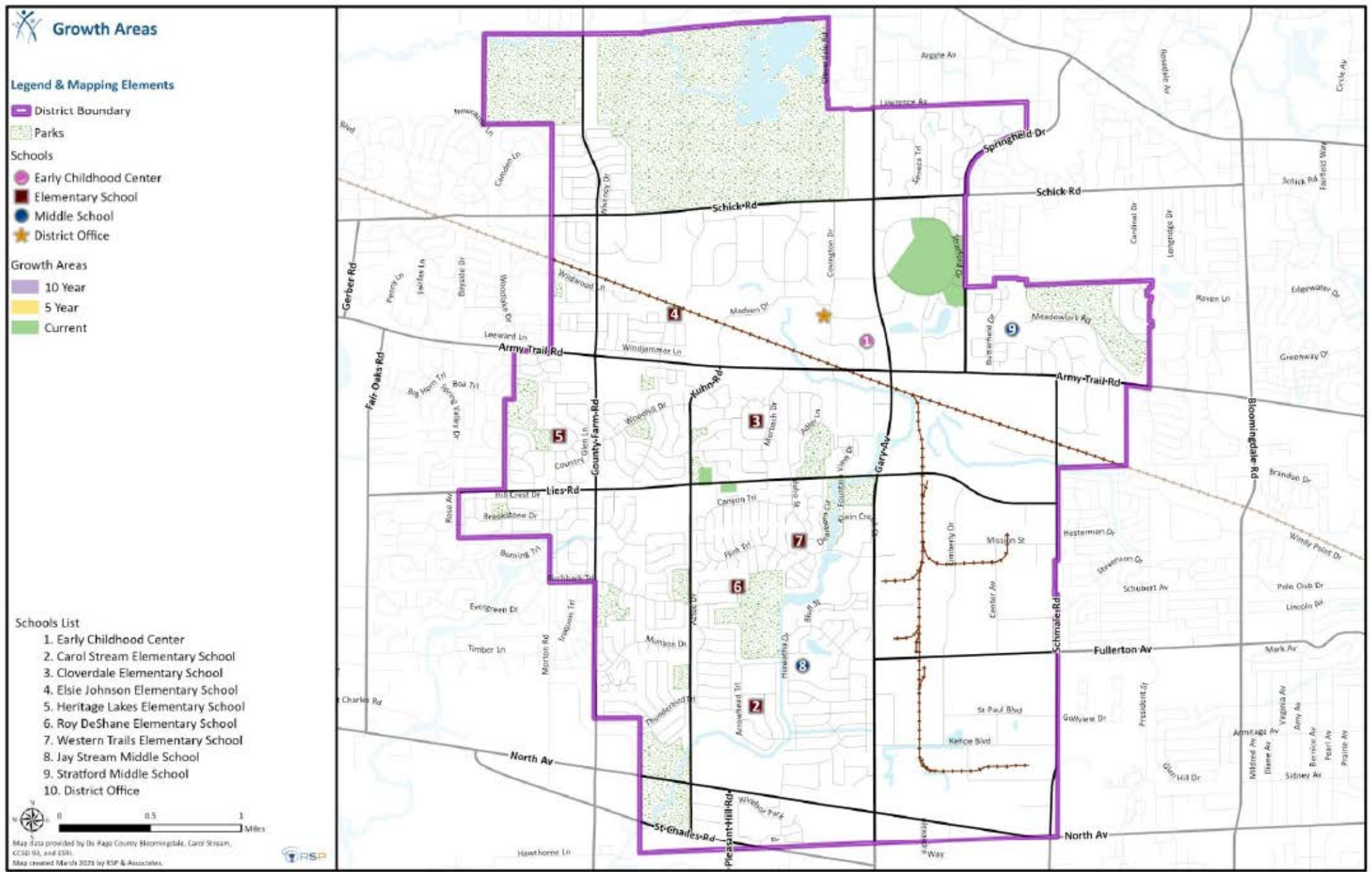


Main Takeaway: Student heat density is greatest east of Western Trails Elementary School (#7) in the multi-family housing.

MAPA DE DENSIDAD DE ESTUDIANTES K-8

Idea principal: La mayor concentracion de estudiantes se encuentra al este de Western Trails Elementary School (n.º 7), en el area de viviendas multifamiliares.

Growth Area Map



MAPA DE AREAS DE CRECIMIENTO

Se preve que el crecimiento futuro continue en la parte suroeste del distrito.

Development Table and Growth Outlook

RSP Plan Area Name: Identified Growth Areas	Current Development Type	Timing of Growth	Existing Units	Potential Units	Elementary Boundary
The Enclave	Townhome	Current	0	32	Cloverdale Elementary School
The Reserve	Townhome	Current	0	32	Western Trails Elementary School
The Grove	Mixed-Use	Current	0	305	Cloverdale Elementary School
Total Growth Area Potential:			0	369	

Note: "Timing of Growth Areas" are general estimates indicating phase of development status: some current projects may continue to develop for 5+ years.

Source: Cities of Carol Stream, Bloomingdale, Hanover Park, DuPage County, and RSP

Observations:

- **Limited near-term development pipeline, with 369 units in the development queue** for the next five years
 - **Growth is concentrated in redevelopment and mixed-use projects**, rather than large-scale greenfield expansion
- **Market-driven timing introduces uncertainty**, with some projects dependent on infrastructure and economic conditions
- Although development capacity remains modest, it is **greater than what the district experienced in the previous five years**

Regional Project Spotlight:

- **The Grove** (Stratford Mall redevelopment) represents the largest upcoming project, adding mixed-use housing, retail, and community space (opening ~2027)
- Local growth is driven by **reinvestment, not expansion**:
 - Bloomingdale / Hanover Park → redevelopment focus
 - Carol Stream → strong employment base (industrial/logistics, data center)
- Communities are largely built out, with growth occurring through **housing turnover and incremental redevelopment**
- Ongoing infrastructure and amenity investments (roads, utilities, parks) support long-term livability but not rapid population growth



Source: <https://www.costar.com/article/2048279961/chicago-suburb-unveils-new-vision-anchor-tenant-for-site-of-demolished-mall>
<https://www.datacenterdynamics.com/en/news/oppidan-breaks-ground-on-chicago-data-center/>
<https://carolstreamil.maps.arcgis.com/apps/dashboards/ec9a6b711252477e8501d837fa3b3632>



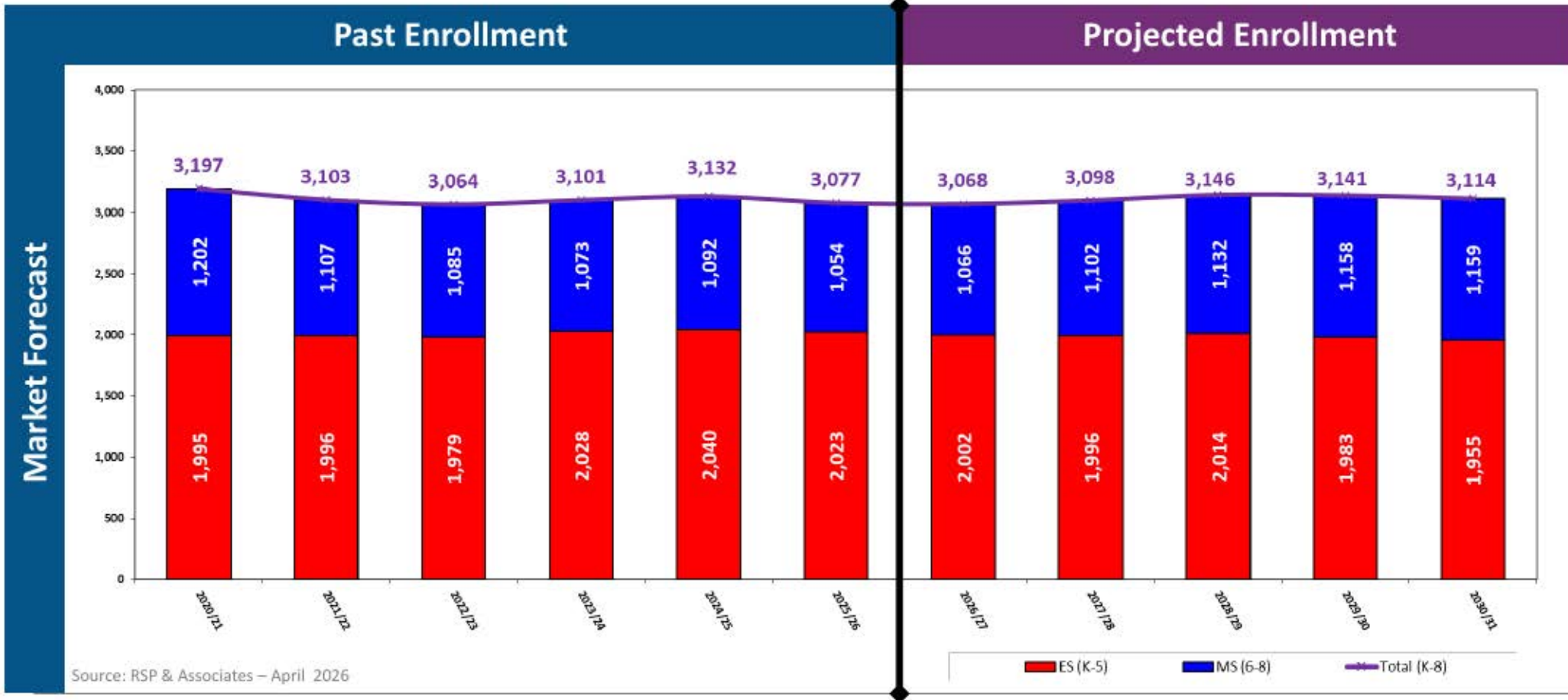
TABLA DE DESARROLLO Y PERSPECTIVA DE CRECIMIENTO

Areas identificadas: The Enclave (32 unidades potenciales, Cloverdale Elementary), The Reserve (32, Western Trails Elementary) y The Grove (305, Cloverdale Elementary). Potencial total: 369 unidades.

Observaciones: La cartera de desarrollo a corto plazo es limitada y se concentra en reurbanizacion y proyectos de uso mixto. El calendario depende del mercado y de condiciones de infraestructura y economia.

The Grove, reurbanizacion de Stratford Mall, es el proyecto mas grande, con vivienda, comercio y espacio comunitario, apertura aproximada en 2027. El crecimiento local proviene mas de reinversion y rotacion de vivienda que de expansion territorial.

Past, Current, & Future Enrollment



Observations:

District enrollment is forecasted to continue fluctuating around 3,000-3,100 students.

By 2030/31 total enrollment is forecasted to be **3,114 students (K-8)**, reflecting an increase of 37 students (+1.2%)

↓ **Elementary** enrollment is forecasted to **decrease by 68 students** by 2030/31; bringing enrollment to 1,955 (-3.4%)

↑ **Middle School** enrollment is forecasted to **increase by 105 students** by 2030/31; bringing enrollment to 1,159 (+10%)

MATRICULA PASADA, ACTUAL Y FUTURA

Se proyecta que la matricula del distrito siga fluctuando alrededor de 3,000-3,100 estudiantes.

Para 2030/31: matricula total K-8 de 3,114 (+37; +1.2%); primaria 1,955 (-68; -3.4%); secundaria intermedia 1,159 (+105; +10%).

Fuente: RSP & Associates, abril de 2026. Las proyecciones pueden diferir de los conteos oficiales.

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

PROYECCIONES POR EDIFICIO

La tabla presenta, para cada escuela, capacidad operativa, matrícula pasada, proyecciones 2026/27-2030/31 y porcentaje de utilización.

Para 2030/31, el total K-8 proyectado es 3,114 estudiantes y 61.3% de utilización de una capacidad total de 5,080.

Idea principal: La mayoría de las escuelas se proyectan subutilizadas (<70%), mientras Cloverdale Elementary es la primaria de mayor utilización. La subutilización persistente afecta eficiencia, dotación de personal, calidad de programas y distribución equitativa de recursos. La mejor práctica apunta a 70-95% de utilización.

#2: Guiding Principles

N.º 2: PRINCIPIOS RECTORES

What are Guiding Principles?

Guiding Principles are a **set of statements** reviewed and **approved by the Board of Education** at the start of the process.

They detail the **what, when, how**, etc. of the process by establishing the **specific sandbox that the Committee and Facilitators will work in.**

Why It Matters:

- ✓ Provide **clarity and share understanding** for all participants
- ✓ Creates **consistency and fairness** in decision-making
- ✓ Keeps the process **focused, transparent, and accountable**
- ✓ Helps ensure the final recommendation reflect our **community's and Board priorities**

ITEMS TO CONSIDER



Timeline



Grade
Configuration



Values



End
Product



Key
Objectives



Defining
Success



Identify
Non-
Negotiables

QUE SON LOS PRINCIPIOS RECTORES?

Son declaraciones revisadas y aprobadas por la Junta de Educacion al inicio del proceso. Definen el que, cuando y como del trabajo y establecen el marco dentro del cual actuaran el comite y los facilitadores.

Por que importan: brindan claridad y entendimiento comun; crean consistencia y equidad en las decisiones; mantienen el proceso enfocado, transparente y responsable; y ayudan a asegurar que la recomendacion final refleje las prioridades de la comunidad y de la Junta.

Elementos a considerar: cronograma, configuracion de grados, valores, producto final, objetivos clave, definicion de exito y aspectos no negociables.



BOE Activity #1: Guiding Principles Review & Approval

Board Task: Review and confirm the guiding principles for the 2025/26 boundary process.

Purpose: Ensure alignment on the values and priorities that will guide all boundary decisions

Decision at Official Board Meeting June 22, 2026:

- ✓ Approve guiding principles as presented
- ✓ Approve with revisions (request additional refinement)

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

ACTIVIDAD N.º 1 DE LA JUNTA: REVISION Y APROBACION DE PRINCIPIOS RECTORES

Tarea: Revisar y confirmar los principios rectores del proceso de limites 2025/26.

Principios:

1. Maximizar el uso de instalaciones existentes y promover sostenibilidad financiera a largo plazo sin costos operativos innecesarios.
2. Anticipar y acomodar crecimiento residencial futuro y apoyar estabilidad de matricula.
3. Apoyar acceso equitativo a oportunidades, programas y recursos educativos.
4. Respetar, cuando sea posible, vecindarios e identidad comunitaria.
5. Considerar limites naturales y construidos, como carreteras principales y ferrocarriles.
6. Promover un equilibrio demografico razonable y diversidad entre escuelas.
7. La administracion determinara opciones de permanencia, transferencias y colocacion estudiantil para apoyar una implementacion fluida.
8. Punto de partida de configuracion de grados: K-5/6-8 o K-4/5-6/7-8.

Punto de decision: aprobar tal como se presenta o aprobar con revisiones.

#3: Boundary Criteria

N.º 3: CRITERIOS DE LIMITES

What are Boundary Criteria?

What are boundary criteria? Specific data-driven metrics used to evaluate and compare potential changes to school attendance zones. These metrics can include both quantitative data and qualitative considerations.

Why should criteria be prioritized? Each boundary decision involves **trade-offs**—not all criteria can be equally satisfied in every scenario. Prioritizing criteria helps:

- Clarify values and goals of the district and community
- Guide decision-making toward options that best align with strategic priorities
- Increase public understanding by showing that changes are based on a thoughtful, consistent rationale

The Ten Boundary Criteria are:



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.



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 Costs)

Ensure boundary changes minimize the need for additional construction projects until overall enrollment growth dictates



6. Fiscal Considerations (Operational Cost)

Boundaries that are planned to maximize district resources.



7. Neighborhoods Intact

Boundaries that ensure subdivisions are maintained in a school's boundary.



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.

LOS DIEZ CRITERIOS DE LIMITES

1. Caracteristicas naturales del limite.
2. Consideraciones demograficas.
3. Duracion de los limites.
4. Sistema de alimentacion escolar.
5. Consideraciones fiscales de capital.
6. Consideraciones fiscales operativas.
7. Vecindarios intactos.
8. Matricula proyectada/utilizacion del edificio.
9. Estudiantes afectados por el cambio de limites.
10. Consideraciones de transporte.

Los criterios de limites son metricas basadas en datos para evaluar y comparar posibles cambios en zonas de asistencia. Deben priorizarse porque las decisiones implican compensaciones; una lista priorizada aclara valores, guia decisiones y aumenta la comprension publica.

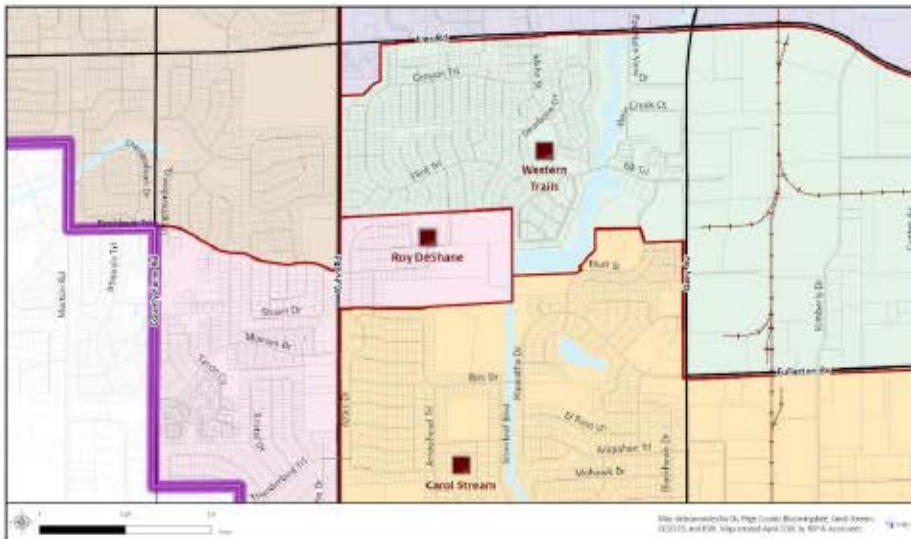
Boundary Natural Features

EXAMPLE

Goal: Boundaries follow natural features that make visual sense in the community

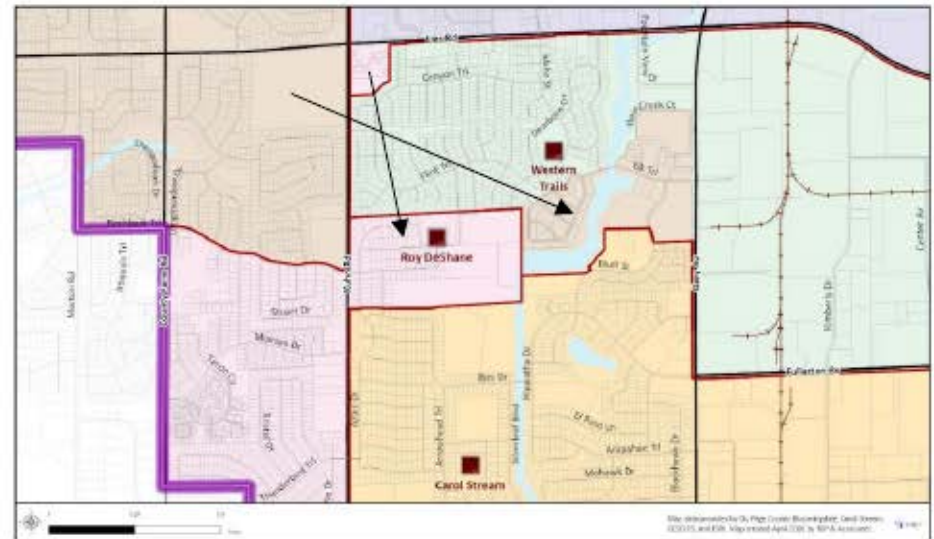
- When it is possible, contiguous boundaries should be maintained
- Compact grouping of planning areas should be maintained
- All areas of the district should be assigned to an elementary boundary

Contiguous Boundaries (Current)



A boundary is not split, creating compact contiguous boundaries. Currently the district has contiguous Elementary Boundaries.

Non-Contiguous Boundaries (Example)



A boundary is split to create islands that results in noncontiguous boundaries.

CARACTERISTICAS NATURALES DE LOS LIMITES

Objetivo: Que los limites sigan características naturales y tengan sentido visual en la comunidad.

- Mantener, cuando sea posible, limites contiguos.
- Mantener agrupaciones compactas de areas de planificacion.
- Asignar todas las areas del distrito a un limite de primaria.

Ejemplo: Los limites contiguos evitan islas desconectadas. La imagen es solo ilustrativa y no representa una propuesta.

Demographic Considerations

Goal: Demographic diversity should be balanced among our schools

- Demographic diversity could be examined to minimize overloading any school with any one variable
- These variables may include: census household salary average, home values, ethnicity, housing products, potential housing growth, and programming needs

Analysis tables can provide context to the current diversity of students

Students by Race/Ethnicity:	African American	Hispanic	Multi-Racial	Native American	White	Total	ELL	IEP
Carol Stream Elementary	0%	7%	1%	0%	33%	415	31%	3%
Cloverdale Elementary	3%	14%	4%	0%	50%	434	21%	5%
Elsie C Johnson Elementary	9%	20%	5%	0%	73%	255	41%	8%
Heritage Lakes Elementary	9%	18%	7%	2%	84%	440	18%	5%
Roy DeShane Elementary	13%	31%	9%	1%	127%	180	21%	11%
Western Trails Elementary	12%	20%	9%	1%	88%	299	8%	13%
K-5 Total:	7%	17%	5%	1%	69%	2,023	23%	8%

Source: RSP & Associates Example Table

For socio-economic balance, RSP utilizes a Diversity Index based on Census Household Data:

- 1.) Minority Race Population:** Percent of residents identifying as non-White within each block group
- 2.) Education Attainment:** Weighted measure of education levels (Lower attainment = higher diversity score)
- 3.) Income and Home Value:** Median Household Income (MHI) and Median Home Value (MHV)
- 4.) Poverty Factors:** Percent of households below poverty level and percent receiving public assistance

CONSIDERACIONES DEMOGRAFICAS

Objetivo: Equilibrar la diversidad demografica entre las escuelas.

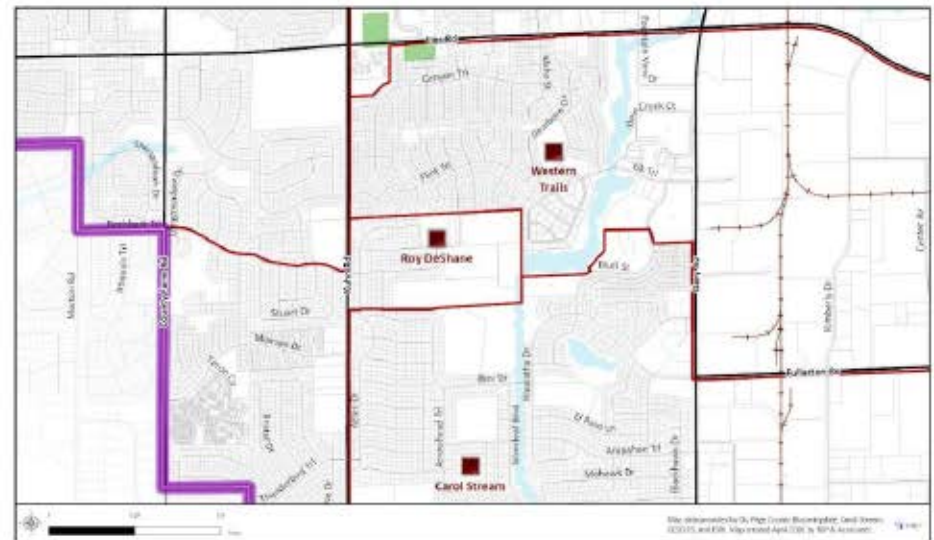
Las variables pueden incluir ingreso promedio del hogar, valor de vivienda, etnia, tipos de vivienda, crecimiento potencial y necesidades de programas.

RSP utiliza un indice de diversidad basado en datos censales de hogares: 1) poblacion racial minoritaria; 2) logro educativo; 3) ingreso mediano del hogar y valor mediano de vivienda; 4) factores de pobreza y asistencia publica.

Las tablas de ejemplo muestran distribucion por raza/etnia y programacion ELL/IEP. Visual solamente; no representa una opcion propuesta.

- This factor addresses the ability of a boundary to accommodate the anticipated enrollment for a projected period of time
- Where possible, boundaries should be stabilized to limit the number of future boundary changes
- Boundaries should be planned to last for a significant period of time (utilize potential growth)

Growth Areas and Built Units



Other variables to consider for the duration of boundaries are residential growth areas within boundaries to account for future student growth.

- **Green Areas:** Current Growth Areas
- **Yellow Areas:** 5-Year Growth Areas
- **Purple Area:** 10-Year Growth Areas

DURACION DE LOS LIMITES

Objetivo: Mantener los limites sin cambios durante el mayor tiempo posible.

- Deben acomodar la matricula prevista durante el periodo proyectado.
- Deben estabilizarse para limitar cambios futuros.
- Deben planificarse para durar un periodo significativo, considerando crecimiento potencial.

La densidad estudiantil actual y las areas de crecimiento residencial ayudan a evaluar la sostenibilidad de los limites. Rojo = mayor densidad; verde = menor densidad. Areas verdes/amarillas/moradas representan crecimiento actual, a 5 anos y a 10 anos.

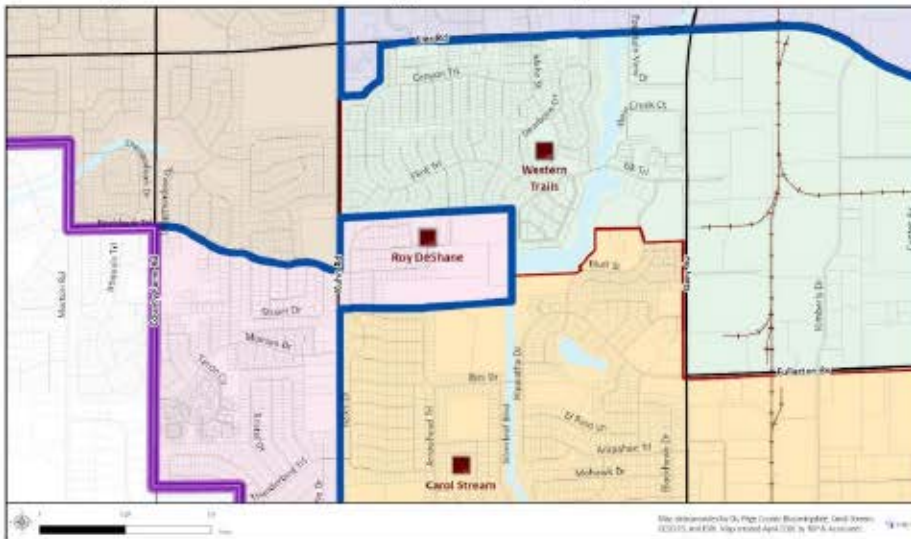
Feeder System Considerations

EXAMPLE

Goal: Ensure as many schools have students move from one grade level to maximize student connectivity with their peers.

- Where possible, align elementary and middle school boundaries to keep student cohorts together as they progress to the next grade level.
- Avoid small numbers of students being moved from a large group when transitioning from elementary to middle school.

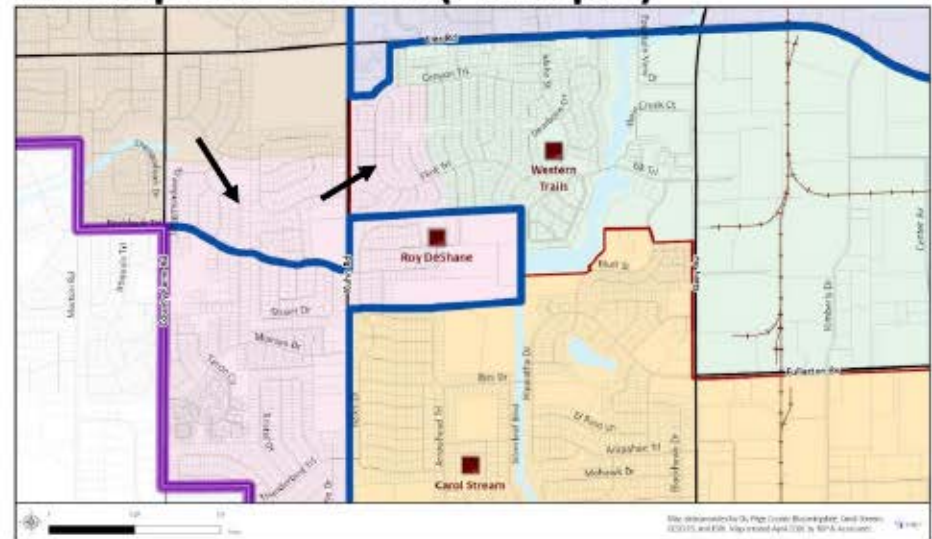
Complete Feeder (Current)



Blue Line = current MS boundary

Elementary boundaries currently align with middle school boundaries, creating a complete feeder system between grade level transitions.

Incomplete Feeder (Example)



Blue Line = current MS boundary

Example illustrates an incomplete feeder by adjusting Roy DeShane boundary across the middle school boundary.

CONSIDERACIONES DEL SISTEMA DE ALIMENTACION

Objetivo: Mantener unidos a tantos estudiantes como sea posible al pasar de un nivel de grado al siguiente.

- Alinear limites de primaria y secundaria intermedia cuando sea posible.
- Evitar que pequenos grupos se separen de una cohorte grande durante la transicion.

Actualmente los limites de primaria se alinean con los de secundaria intermedia, creando alimentadores completos. El ejemplo ilustra un alimentador incompleto al extender el limite de Roy DeShane mas alla del limite de secundaria intermedia.

Fiscal Capital Considerations

Goal: Minimize or avoid additional capital (facility) costs

- Consider the impacts on capital costs
- Ensure boundary changes minimize the need and/or effectively eliminates the need for additional construction projects
- Factors to include:
 - New facility construction
 - Building additions and/or remodeling
 - Mobile classrooms/demountable wall relocations
 - Other capital costs

CONSIDERACIONES FISCALES DE CAPITAL

Objetivo: Minimizar o evitar costos adicionales de capital/instalaciones.

Considerar el impacto sobre construccion de nuevas instalaciones, ampliaciones o remodelaciones, aulas moviles/reubicacion de paredes desmontables y otros costos de capital.

Los cambios de limites deben reducir o eliminar, cuando sea posible, la necesidad de proyectos adicionales de construccion. Visual solamente; no representa una propuesta.

Fiscal Operational Considerations

EXAMPLE

Goal: Minimize additional staffing costs across schools

- Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economics of scale
- Ensure boundary changes minimize the need for more staffing to ensure class size follows district policy
- Factors to include:
 - Staffing requirements
 - Educational program needs
 - Other operational costs



CONSIDERACIONES FISCALES OPERATIVAS

Objetivo: Minimizar costos adicionales de personal entre las escuelas.

- Planificar límites que maximicen los recursos del distrito de forma fiscalmente responsable y aprovechen economías de escala.
- Minimizar la necesidad de más personal para mantener el tamaño de clase dentro de la política del distrito.

Factores: necesidades de personal, necesidades de programas educativos y otros costos operativos. Visual solamente; no representa una propuesta.

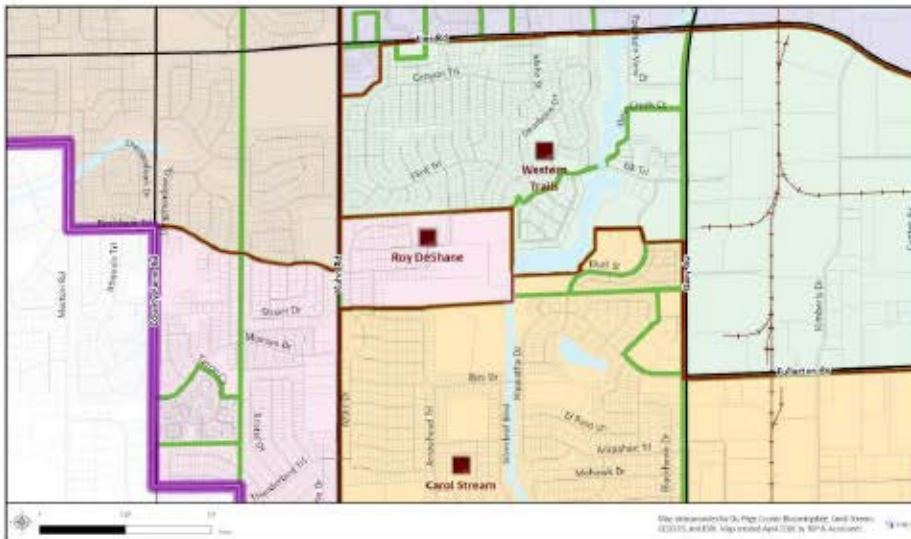
Neighborhoods Intact

EXAMPLE

Goal: Each planning area (subdivision) attends the same schools

- Where possible, neighborhoods should not be split between two schools
 - A neighborhood is defined as the smallest division of a planning area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way
- There should be logical limits to define a neighborhood

Neighborhood Alignment (Example)



Green lines show neighborhood boundaries. School boundaries follow these lines, keeping neighborhoods intact so students in the same area attend the same school. Current boundaries align with neighborhood boundaries.

Split Neighborhood (Example)



Boundaries that extend across **green lines** illustrates a neighborhood split. Students living in the same area may be assigned to different schools. Example shows boundaries that do NOT align with neighborhood boundaries.

VECINDARIOS INTACTOS

Objetivo: Que cada area de planificacion/subdivision asista a las mismas escuelas.

- Cuando sea posible, no dividir vecindarios entre dos escuelas.
- Un vecindario se define como la menor division de un area de planificacion que puede separarse por una linea natural, como un arroyo o una via principal.

Las lineas verdes del ejemplo representan limites vecinales. Los limites escolares que siguen esas lineas mantienen los vecindarios intactos; cruzarlas puede dividir a estudiantes del mismo sector entre escuelas distintas.

Projected Enrollment

EXAMPLE

Goal: Balanced, logical enrollment that works within the confines of school capacities

- Considers building utilization, student enrollment, staffing needs and the educational program(s)
- Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building
- Efficient building utilization should attempt to maximize student population without exceeding capacity

K-5th Grade Enrollment Projections by Reside	Operational Capacity	2026/27		2027/28		2028/29		2029/30		2030/31	
Carol Stream Elementary	420	422	100.5%	430	102.4%	424	101.0%	422	100.5%	413	98.3%
Cloverdale Elementary	610	427	70.0%	428	70.2%	438	71.8%	437	71.6%	428	70.2%
Elsie C Johnson Elementary	510	253	49.6%	239	46.9%	246	48.2%	244	47.8%	242	47.5%
Heritage Lakes Elementary	550	426	77.5%	416	75.6%	415	75.5%	411	74.7%	410	74.5%
Roy DeShane Elementary	340	173	50.9%	174	51.2%	172	50.6%	167	49.1%	164	48.2%
Western Trails Elementary	450	301	66.9%	309	68.7%	319	70.9%	302	67.1%	298	66.2%
K-5 Total:	2,880	2,002	69.5%	1,996	69.3%	2,014	69.9%	1,983	68.9%	1,955	67.9%

Source: RSP & Associates Example Table

Less than 70%
Greater than 100%

RSP Utilization Targets:

- ☐ **Below 70% utilization:** Under-utilization of buildings creates challenges with staffing, programming, financial resources, etc.
- ☐ **Ideal 85% utilization:** Enrollment at around 85% of capacity creates long-term flexible boundaries that accommodate mid-year shifts in enrollment while maintaining efficiency in staffing
- ☐ **Over 95% utilization:** Over-utilization of buildings may create challenges like high class size, repurpose of space, imbalance of resources, etc.

MATRICULA PROYECTADA / UTILIZACION DEL EDIFICIO

Objetivo: Lograr una matricula equilibrada y logica dentro de la capacidad de cada escuela.

Se consideran utilizacion del edificio, matricula, necesidades de personal y programas.

Metas de utilizacion de RSP:

- Menos de 70%: subutilizacion, con retos de personal, programas y finanzas.
- Alrededor de 85%: nivel ideal, permite flexibilidad ante cambios de matricula y eficiencia.
- Mas de 95%: sobreutilizacion, con posibles retos de tamano de clase, reutilizacion de espacios y desequilibrio de recursos.

La tabla muestra proyecciones K-5 por escuela de 2026/27 a 2030/31.

Students Impacted (SIBC)

EXAMPLE

Goal: Minimize how many students are impacted by the new boundaries

- SIBC determines the number of students that will be impacted by a boundary change
- Where possible, minimize the number of existing students impacted by a boundary change

Elementary Students Impacted in Boundary Change (SIBC):		Concept Reside:						
		Carol Stream Elementary	Cloverdale Elementary	Elsie C Johnson Elementary	Heritage Lakes Elementary	Roy DeShane Elementary	Western Trails Elementary	Total Impact:
Current Reside	K-5							
Carol Stream Elementary	415							0 0%
Cloverdale Elementary	434		100					100 23%
Elsie C Johnson Elementary	255							0 0%
Heritage Lakes Elementary	440	50						50 11%
Roy DeShane Elementary	180							0 0%
Western Trails Elementary	299					150		150 50%
Total K-5 SIBC:	2,023	50	0	100	0	150	0	300 15%

Source: RSP & Associates Example Table

Reading left to right indicates an impact on students from their current boundary to the concept boundary.

For example: There are 100 students currently reside in Cloverdale ES that would now reside in Elsie C Johnson ES this example.

Consideration should be given the number of students affected by a potential boundary change, specifically how many students from one particular school could be affected.

ESTUDIANTES AFECTADOS POR EL CAMBIO DE LIMITES (SIBC)

Objetivo: Minimizar cuantos estudiantes se ven afectados por nuevos límites.

SIBC determina el número de estudiantes que cambiarían de límite. Siempre que sea posible, se debe reducir el impacto sobre estudiantes actuales y considerar cuantos estudiantes de una escuela particular se verían afectados.

El ejemplo muestra una matriz de origen-destino. Por ejemplo, 100 estudiantes que actualmente residen en Cloverdale ES pasarían a residir en el límite de Elsie C. Johnson ES. Visual solamente; no representa una propuesta.

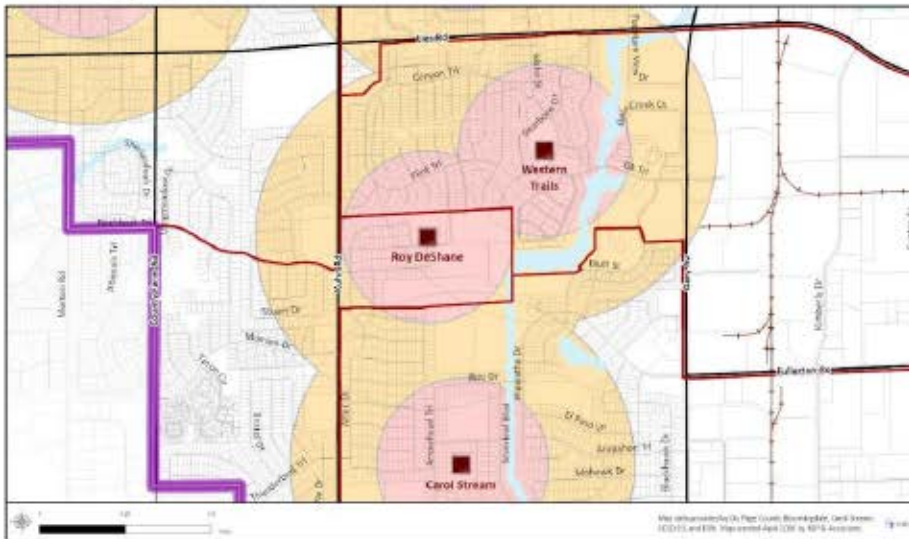
Transportation Considerations

EXAMPLE

Goal: boundaries do not require additional busing expenses and does not result in unreasonable time for a student on a bus

- Proximity to school is an indicator of travel time, need to account for actual travel times
- While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries
- Ability or lack of ability to walk to school should be factored into analyzing attendance boundaries

Transportation Buffers



Road Classifications are the first consideration in transportation planning.

Rings may overlap creating spaces between schools that are equidistant from different schools.

Colored rings indicate proximity to each school:

- **Red:** within 0.25 miles
- **Orange:** within 0.50 mile

Rings may overlap creating spaces between schools that are equidistant from different schools.

CONSIDERACIONES DE TRANSPORTE

Objetivo: Que los limites no generen gastos adicionales de autobuses ni tiempos irrazonables de viaje.

- La proximidad a la escuela es un indicador del tiempo de viaje, aunque deben considerarse rutas reales.
- Distancia, tiempo de transporte y ruteo deben minimizarse cuando sea posible.
- La posibilidad o imposibilidad de caminar a la escuela debe formar parte del analisis.

Los anillos de proximidad del ejemplo indican 0.25 millas (rojo) y 0.50 millas (naranja). Pueden superponerse y crear zonas equidistantes entre escuelas.

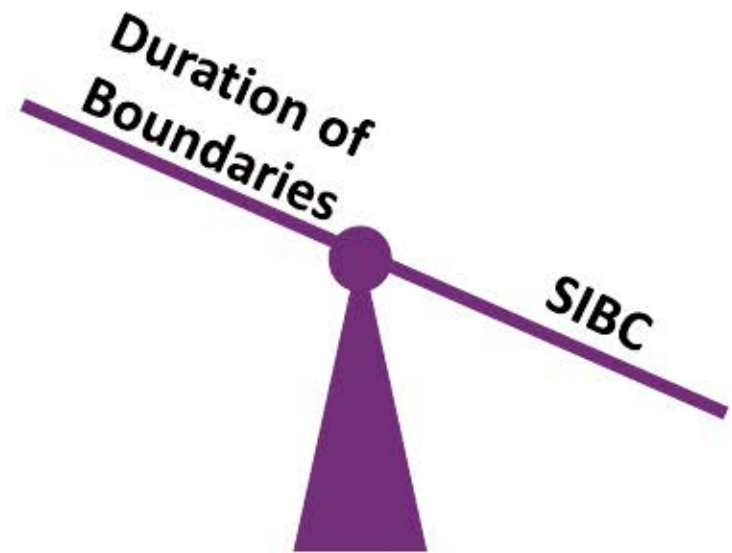
Conflicting Boundary Criteria

In some cases, the Boundary Criteria may contradict one another:

- A solution that may enhance one of the boundary criteria may work against a different one
- For example: Duration of Boundaries vs Students Impacted in Boundary Change



Creating a boundary that impacts the least amount of students possible may not be as durable or long-lasting



Creating a long-lasting boundary that is as durable as possible may impact many students

This is why establishing a **PRIORITIZED LIST OF BOUNDARY CRITERIA** is important. In cases of contradictory criteria, a prioritized list will help the recommendation meet process objectives.

CRITERIOS DE LIMITES EN CONFLICTO

En algunos casos, los criterios pueden contradecirse. Una solución que mejora un criterio puede perjudicar otro.

Ejemplo: Duración de los límites vs. estudiantes afectados. Un límite que afecta al menor número posible de estudiantes puede durar menos; un límite más duradero puede afectar a más estudiantes.

Por eso es importante establecer una LISTA PRIORIZADA DE CRITERIOS DE LIMITES; cuando hay contradicciones, la priorización ayuda a que la recomendación cumpla los objetivos del proceso.



BOE Activity #2: Prioritize Top 3 Boundary Criteria

Purpose: Establish clear priorities to guide trade-offs during boundary scenario development.

- **Reminder:** Not all criteria can be maximized at once—prioritization ensures consistent, transparent decision-making.

Board Task at June 22, 2026 Meeting: Individually or collectively identify the **top 3 criteria** that should carry the most weight.

Discussion Prompts:

- Which criteria best reflect district goals and community values? Where are we willing to make trade-offs?
- What will matter most to families and long-term sustainability?

- | | |
|--|--|
| 1. Boundary Natural Features | 6. Fiscal Considerations (Operational Cost) |
| 2. Demographic Considerations | 7. Neighborhoods Intact |
| 3. Duration of Boundaries | 8. Projected Enrollment/Building Utilization |
| 4. Feeder System | 9. Students Impacted by Boundary Change |
| 5. Fiscal Considerations (Capital Costs) | 10. Transportation Considerations |

RSP may collect Board Member input by either note cards or through Social Pinpoint platform.

Decision:

- ✓ **Select and confirm Top 4 Priority Criteria (June 22, 2026)**

1. Duration of Boundaries
2. Fiscal Consideration (Operational)
3. Demographic Considerations
4. Projected Enrollment/Building Utilization

ACTIVIDAD N.º 2 DE LA JUNTA: PRIORIZAR LOS PRINCIPALES CRITERIOS

Proposito: Establecer prioridades claras para orientar las compensaciones al desarrollar escenarios.

Tarea de la Junta del 22 de junio de 2026: identificar individual o colectivamente los criterios que deben tener mayor peso.

Preguntas: Que criterios reflejan mejor los objetivos del distrito y los valores comunitarios? Donde estamos dispuestos a hacer concesiones? Que sera mas importante para las familias y la sostenibilidad a largo plazo?

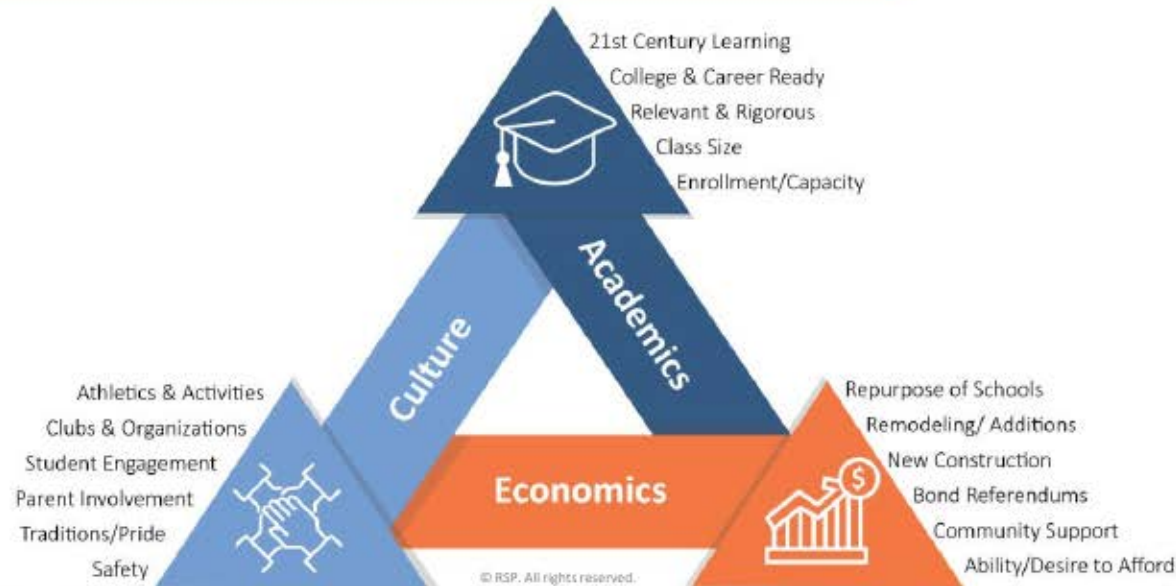
Decision: Seleccionar y confirmar los cuatro criterios prioritarios:

1. Duracion de los limites.
2. Consideraciones fiscales (operativas).
3. Consideraciones demograficas.
4. Matricula proyectada/utilizacion del edificio.

#4: Board Discussion and Wrap Up

N.º 4: DISCUSION DE LA JUNTA Y CIERRE

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**

ACE - CONSIDERACIONES DE PLANIFICACION DE INSTALACIONES

A - Programacion academica y necesidades estudiantiles: alinear instalaciones con instruccion basica, programas especializados y necesidades futuras; considerar educacion especial, estudiantes multilingues y primera infancia.

C - Comunidad y accesibilidad: posibilidad de caminar, conectividad vecinal, tiempos de viaje e identidad comunitaria.

E - Matricula y demografia: tendencias actuales y proyectadas; distribucion por grado y geografia.

Capacidad y utilizacion: comparar utilizacion con capacidad funcional (meta 70-95%) y reducir subutilizacion.

Instalaciones e infraestructura: condicion, antiguedad, mantenimiento a largo plazo, evaluaciones de condicion y prioridades de inversion de capital.

Next Steps

The process will kick off with the Committee on June 23, 2026:

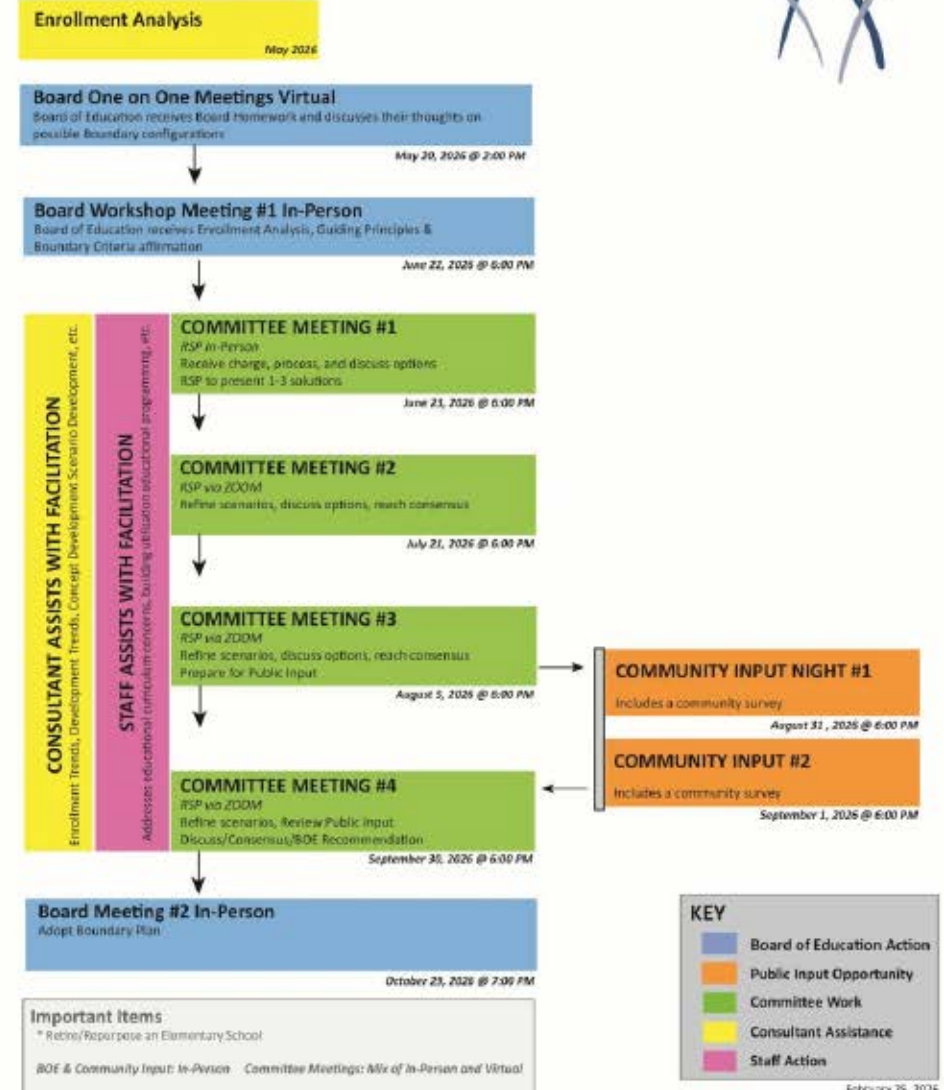
- Includes:
 - 4 Committee meetings
 - 2 public input meetings
 - 3 board meetings
 - 1 RSP enrollment analyses

RSP will present to the full Board on June 22, 2026.

Board will approve:

- Guiding Principles
- Prioritize Top Three Boundary Criteria

2025/26 COMMITTEE BOUNDARY PROCESS Community Consolidated School District 93



PROXIMOS PASOS

El proceso con el comite comienza el 23 de junio de 2026 e incluye 4 reuniones del comite, 2 reuniones de aportes publicos, 3 reuniones de la Junta y 1 analisis de matricula de RSP.

RSP presentara ante la Junta completa el 22 de junio de 2026. La Junta aprobara los principios rectores y priorizara los principales criterios de limites.