



Y115  
**Facilities Master Plan**

Building · Together

**Menu Community Engagement Report**

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# Community Engagement Participation

To date, feedback from 759 community members through:

- Community committee meeting
- Four public engagement sessions
- Online feedback form
- Scientific phone survey



# Feedback Form

We received 259 responses to the feedback form:

- 17 from the Community Committee
- 242 from the Public (four engagement sessions plus online feedback)



This is the latest community feedback phase of Yorkville CUSD 115's community engagement efforts being conducted throughout 2025 to develop a community-driven plan for the future of our schools. Thank you for participating!

**WHAT IS MOST IMPORTANT TO YOU?**  
**PLEASE RANK THE INDIVIDUAL PROJECTS BY PRIORITY FROM 1 – 10**  
**(1 = HIGHEST PRIORITY)**

RANK	POTENTIAL INDIVIDUAL PROJECTS
	<b>CLASSROOM SPACES:</b> Additional classrooms to accommodate current and future growth which will eliminate overcrowding, reduce student transitions, provide more space for student health and movement, and keep class sizes from growing. <i>(Estimated Cost: \$107 million)</i>
	<b>MUSIC &amp; PERFORMING ARTS SPACES:</b> Increased and improved spaces for music and performing arts throughout the district, including a new performing arts center at the high school, to provide dedicated spaces and better opportunities for students in music, theater, and performing arts while providing a cultural venue for school and community use. <i>(Estimated Cost: \$41 million)</i>
	<b>INDOOR PHYSICAL EDUCATION &amp; SPORTS SPACES:</b> Increased gymnasium space at elementary and middle schools and a new fieldhouse at the high school, accommodating year-round use which increases students' wellness and athletic opportunities and potentially allows for community and youth sports use. <i>(Estimated Cost: \$21 million)</i>
	<b>OUTDOOR SPACES:</b> Increased outdoor space at all schools for student learning, co-curricular and extracurricular activities, and athletics, including increased practice space and enhancements to the middle school track. <i>(Estimated Cost: \$15.6 million)</i>
	<b>PROGRAMMING SPACES:</b> Expanded and improved programming spaces for early childhood, accelerated learning, special education, dual language, and collaborative learning as well as expanded multi-use and shared spaces like cafeterias, supporting modern teaching and learning styles and increased opportunities for students. <i>(Estimated Cost: \$10.5 million)</i>
	<b>STUDENT SERVICES &amp; SUPPORTS:</b> Optimized and increased space for student services, specialized instruction, and health services, leading to healthier students with stronger social and emotional skills. <i>(Estimated Cost: \$1.625 million)</i>
	<b>TEACHER &amp; STAFF SUPPORT:</b> Increased and improved dedicated spaces for teachers and staff, including improved teacher workspaces, to support stronger relationships between teachers and students and increase academic performance. <i>(Estimated Cost: \$1.76 million)</i>
	<b>SAFETY:</b> Safer environments for students and teachers including reducing the need to cross the street between high school buildings and providing additional shelter spaces for elementary and middle school students during inclement weather. <i>(Estimated Cost: \$53 million)</i>
	<b>INFRASTRUCTURE &amp; MECHANICALS:</b> More energy efficient and accessible schools through investments in mechanical systems, plumbing, and building infrastructure, including ensuring all early childhood spaces, bathrooms, and playgrounds are ADA compliant and fully inclusive for all students. <i>(Estimated Cost: \$15.7 million)</i>
	<b>PARKING &amp; STUDENT DROP OFF:</b> Significant improvements to crumbling high school parking lots and safer and more efficient traffic flow at elementary schools, reducing backups and increasing safety for everyone. <i>(Estimated Cost: \$16 million)</i>



# Y115 MENU COMMUNITY ENGAGEMENT SUMMARY

## POTENTIAL PROJECTS

### COMMITTEE RANKINGS

### COMMUNITY RANKINGS

CLASSROOM SPACES	1.4	1.6	CLASSROOM SPACES
SAFETY	4.4	4.8	SAFETY
TEACHER & STAFF SUPPORT	5.1	5.1	MUSIC & PERFORMING ARTS SPACES
MUSIC & PERFORMING ARTS SPACES	5.2	5.5	INDOOR PHYSICAL EDUCATION & SPORTS SPACES
PROGRAMMING SPACES	5.4	5.5	INFRASTRUCTURE & MECHANICALS
STUDENT SERVICES & SUPPORTS	5.4	5.6	PROGRAMMING SPACES
INDOOR PHYSICAL EDUCATION & SPORTS SPACES	5.8	5.9	STUDENT SERVICES & SUPPORTS
INFRASTRUCTURE & MECHANICALS	5.8	6.0	TEACHER & STAFF SUPPORT
PARKING & STUDENT DROP OFF	8.0	7.5	PARKING & STUDENT DROP OFF
OUTDOOR SPACES	8.5	7.5	OUTDOOR SPACES

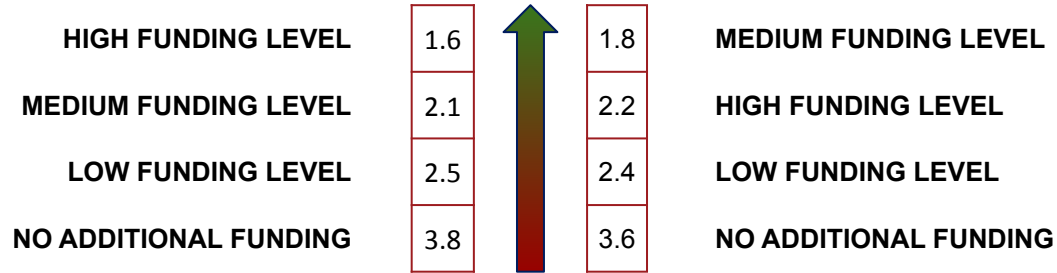


# POTENTIAL FUNDING LEVELS



## COMMITTEE RANKINGS

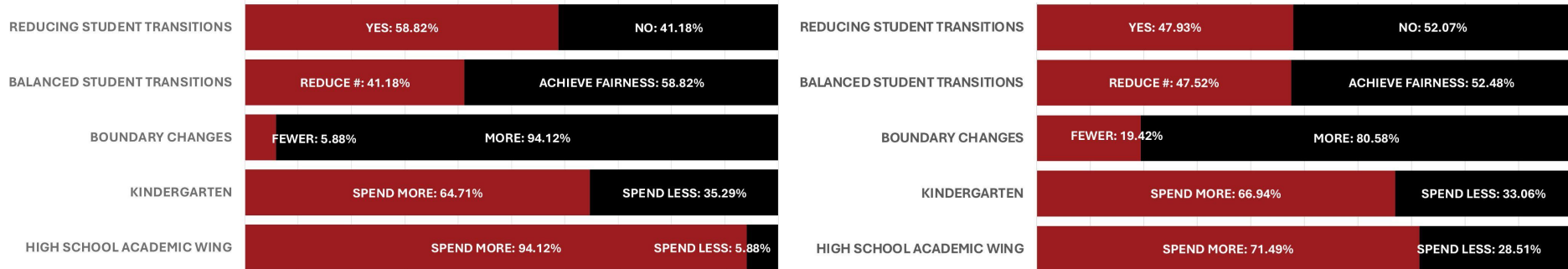
## COMMUNITY RANKINGS



# POTENTIAL INFRASTRUCTURE SOLUTIONS

## COMMITTEE

## COMMUNITY



# Phone Survey

- The district conducted a public phone survey from August 18-23 to gauge support for each potential individual project, potential infrastructure solution, and potential funding level.
- We received 500 completed phone survey responses, which were modeled to represent all demographic groups in the district.

# Phone Survey Results

Yorkville CUSD 115 Menu Survey | EOSullivan Consulting | Field Dates: Monday, August 18 – Saturday, August 23

Age	
≤ 44	50%
45 - 64	35%
65 +	16%

Gender	
Male	47%
Female	53%

Ethnicity	
White	66%
Hispanic	19%
Black	7%
Asian	2%
Other	6%

Ideology	
Conservative	37%
Moderate	40%
Liberal	24%

Yorkville D115 Connection	
Current	41%
Previous	31%
None	28%

Yorkville D115 Opinion	
Very Favorable	27%
Somewhat Favorable	43%
Somewhat Unfavorable	15%
Very Unfavorable	11%
Unsure / No Opinion	4%

Reducing Student Transitions	
Willing to Spend More	30%
Not Willing to Spend More	45%
Unsure / No Opinion	26%

Balanced Student Transitions	
Reduce Number	28%
Achieve Fairness	41%
Unsure / No Opinion	31%

Boundary Changes	
Fewer - No Boundary Changes	28%
More - Yes Boundary Changes	58%
Unsure / No Opinion	14%

Kindergarten Options	
More - Keep K-5	46%
Less - Bus to Kindergarten Center	38%
Unsure / No Opinion	16%

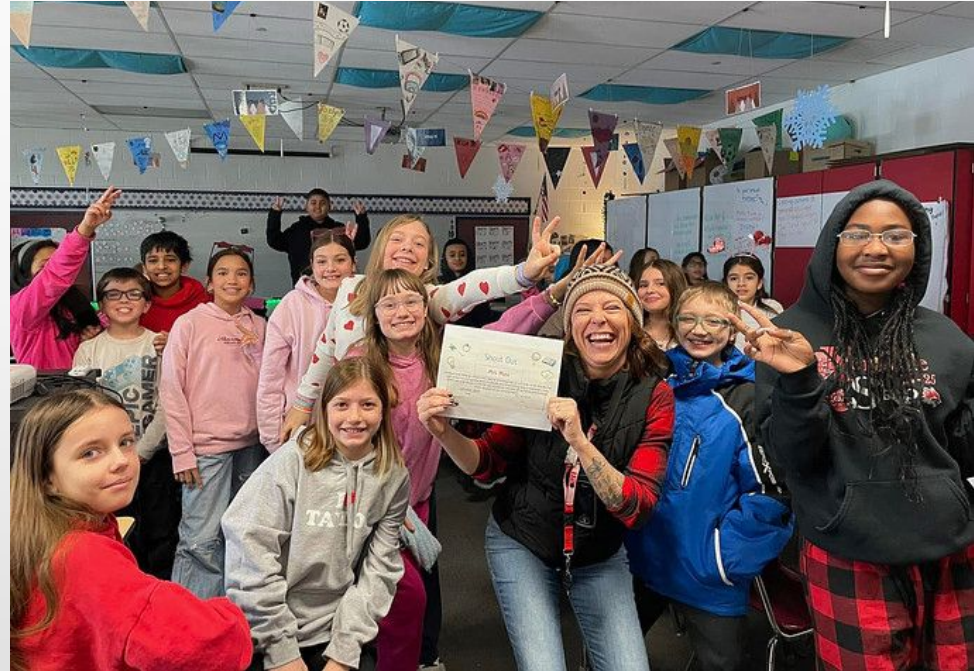
High School Academic Wing	
More - New Academic Wing	53%
Less - Use Two Buildings	40%
Unsure / No Opinion	7%

Potential Individual Projects	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	Rank
Classroom Spaces	54%	21%	8%	16%	2%	1 45%
Music & Performing Arts Spaces	45%	24%	11%	18%	2%	4 8%
Indoor Physical Education & Sports Spaces	40%	25%	12%	21%	2%	7 5%
Outdoor Spaces	29%	28%	18%	22%	3%	10 2%
Programming Spaces	43%	27%	11%	18%	2%	9 3%
Student Services & Supports	44%	25%	10%	18%	2%	3 9%
Teacher & Staff Support	45%	26%	9%	19%	1%	5 7%
Safety	48%	19%	11%	20%	2%	2 14%
Infrastructure & Mechanicals	38%	28%	11%	20%	3%	6 6%
Parking & Student Drop Off	35%	26%	14%	22%	3%	8 3%

Potential Funding Levels	Strongly Support	Somewhat Support	Somewhat Oppose	Strongly Oppose	Unsure / No Opinion	Rank
Low	50%	24%	8%	8%	10%	1 32%
Medium	21%	32%	14%	28%	5%	2 30%
High	20%	19%	15%	41%	5%	3 19%
No Additional Funding						4 15%
Unsure / No Opinion						5 4%

# Favorability

- 70% rate Y115 favorably while 26% rate the district unfavorably.
- Net favorability rating is +44%, which shows solid support for the district and the work that has been done to date.



# Potential Individual Projects

- All individual projects tested are supported overall by the public, including most with strong support. In fact, the average net support for the projects is +36%. This is a very positive sign.
- The community's **top priority is Classroom Spaces**. This project is the clear top priority for every group and has the highest favorability of any project.
- The community's **second priority is Safety**. This project is the second priority for every group and has solid favorability.

# Potential Individual Projects

- The community has similar feelings towards the next six projects. They rank in the following order, though the support for each project is very similar:
  - **Music & Performing Arts Spaces**
  - **Teacher & Staff Support**
  - **Student Services & Supports**
  - **Infrastructure & Mechanicals**
  - **Programming Spaces**
  - **Indoor Physical Education & Sports Spaces.**

# Potential Individual Projects

- **Music & Performing Arts Spaces** ranks highly with all groups, especially public engagement session participants, older residents, and those with no ties to the district. **Teacher & Staff Support** is especially important to the Community Committee. And **Student Services & Supports** is especially important to the general public as well as younger families, moderates, and those with current and previous ties to the district.
- The remaining two projects are supported by the community, but lower priority than the other projects: **Parking & Student Drop Off** and **Outdoor Spaces**.

# Potential Infrastructure Solutions

- In this section, we asked the community to provide their thoughts on direct questions balancing specific priorities as the district works to achieve the improvements discussed during this engagement.
- The community is balanced in their approach towards **transitions**. **They would like to see fewer transitions, but they are split in their willingness to spend more to achieve those reductions.**
- The general public is less willing (net 15% less willing to spend more), public engagement session attendees nearly tied (net 4% less willing to spend more), and the community committee more willing (net 18% more willing to spend more).

# Potential Infrastructure Solutions

- To the community, when it comes to **transitions, the priority is more towards achieving balance and fairness** so all students transition the same amount.
- All groups agree: the general public (by a margin of 13%), public engagement session attendees (by a margin of 5%), and the Community Committee (by a margin of 18%).

# Potential Infrastructure Solutions

- There is no ambiguity in the community's feelings towards boundary changes: they **strongly favor boundary changes if it means more of their desired improvements can be achieved.**
- Again, all three feedback groups agree: the general public (by a margin of 30%), public engagement session attendees (by a margin of 61%), and the Community Committee (by a margin of 88%).

# Potential Infrastructure Solutions

- The community is **willing to spend more to keep kindergarteners in their local K-5 school buildings.**
- The general public somewhat supports this position (by a margin of 8%) while public engagement session attendees and the Community Committee strongly support it (by margins of 34% and 29% respectively).

# Potential Infrastructure Solutions

- The community is also generally **willing to spend more to construct a new academic wing at the high school.**
- The general public supports this position (by a margin of 14% when accounting for rounding), public engagement session attendees strongly support it (by a margin of 43%), and the Community Committee very strongly supports it (by a margin of 88%).

# Potential Funding Levels

- The public shows support for providing additional funding to improve District 115 schools, with **81% supporting one of the funding levels provided and only 15% favoring no additional funding** for the district. This is another sign of positivity around this process.
- In addition, the data shows **the overall funding range tested during this phase is palatable to the District 115 community**, though the High Funding Level is at the top of their range. While people certainly have their preferences, the district is looking at an appropriate range of funding that matches the community's overall appetite.

# Potential Funding Levels

- Taking all responses into account, **the three funding levels receive very similar levels of support**, with all three essentially tied.
- The **general public favors the Low Funding Level** slightly over the Medium Funding Level.
- The **Community Committee favors the High Funding Level**.
- **Public engagement session participants favor the Medium Funding Level**.
- Averaging all the data, the **Medium Funding Level** is ranked highest by the slightest of margins.

# Potential Funding Levels

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- The **general public favors the Low Funding Level** slightly over the Medium Funding Level.
- The **Community Committee favors the High Funding Level**.
- **Public engagement session participants favor the Medium Funding Level**.
- Averaging all the data, the **Medium Funding Level** is ranked highest by the slightest of margins.

# Potential Funding Levels

- It should be noted the **High Funding Level has a net favorability rating of -18%**, which is not insurmountable (only 41% strongly oppose this level), but still a cause for concern.
- This funding level is at **the absolute top of the range** the community is comfortable with.

# Developing Final Solutions

- Overall, the feedback during community engagement has been **strongly positive**.
- The community is **very engaged, understands the challenges created by overcrowding** throughout the district, and **shows a willingness to invest** to overcome that and other significant challenges.

# Developing Final Solutions

- Moving forward, we need to **construct three options** for the community to consider.
- With the overall funding level range proving palatable to the community, and with the projects tested receiving solid support, the good news is **major changes are not needed to the projects** under consideration.

# Developing Final Solutions

- Option 1 should be based on the **Low Funding Level**, achieving as many improvements as possible while maintaining the current tax rate.
- Option 2 should be based on the **Medium Funding Level**, achieving more improvements using additional funding.
- Option 3 should be based on the **High Funding Level**, achieving all improvements using additional funding.

# Developing Final Solutions

- All three options should emphasize how much of the community's top two priorities, **Classroom Spaces** and **Safety**, they are able to achieve.
- As funding is available, especially in the options tied to higher funding levels, the district should also attempt to achieve more of the community's desired improvements, especially **Music & Performing Arts Spaces, Teacher & Staff Support**, and **Student Services & Supports**.

# Developing Final Solutions

- Each option should identify how much improvement that option will be able to achieve when it comes to **transitions**, especially achieving balance and fairness for all students.
- **Boundary changes** are not an impediment, and the community would like to see **kindergarteners kept in their local K-5 school buildings** as much as possible.
- Finally, we should make it clear the major difference between Option 2 and Option 3 is the construction of a **new academic wing** at the high school.

# QUESTIONS?