Phase II- Part B

Meeting #3

July 15, 2026

130 Years | A Legacy of Learning

VISION

Engaging all students in world-class, future-focused learning.

MISSION

We inspire, motivate, and empower all to think critically, act collaboratively, and embrace diversity for a life of intellectual exploration,community engagement, and personal growth.

VALUES

Excellence: *We nurture a growth-minded culture of high expectations, creativity, persistence, and self-discipline.*

Integrity: *We demonstrate honesty, transparency, and reliability through our words and actions.*

Empathy: *We welcome all with kindness, love, compassion, and joy.*

Trust: *We earn the confidence of stakeholders through accountability, openness, and authenticity.*

Inclusion: *We create an equitable environment where everyone is respected, is treated with dignity, and has a sense of belonging.*

Unity: *We connect across communities to advance educational opportunities for all.*

Meeting Dates and Key Topics

~~June 10~~	~~Norms and Updates from Dr. Menzel~~ ~~Programmatic vs. Physical Capacity~~ ~~Survey Study and Analysis Protocol 1~~ ~~Exit Ticket~~
~~June 16~~	~~SWOT Analysis overview~~ ~~Survey Study and Analysis Protocol Part 2~~ ~~HR and Finance Updates~~ ~~Team SWOT work~~
July 15	SWOT completion and carousel Boundary and Transportation conversations SWOT scoring overview
July 29	Boundary and programming convos continued Finalize SWOT models and prepare summaries
TBD	

We will know we are successful when...

- **Stakeholder survey themes, trends, and priorities are clearly identified and documented.**
- **A SWOT analysis is completed for each model option using survey feedback and other supporting data.**
- **Boundary and programming considerations are reflected clearly within each model option.**
- **Team members collaborate effectively, honor established norms, build consensus, and leave the process feeling informed, valued, and proud of their contributions.**

Agenda for our time today

- Review and Recaps of Key Takeaways
- Continued survey review with SWOT processing for remaining models
- Gallery Walk and Talk
- Introduction of SWOT scoring
- Transportation Updates and Info
- Boundary Info and work

Norms to guide our work

- **Engage fully**
  - active participation, start and end on time
- **Respect and seek to understand all perspectives**
  - assume positive intent, listen to understand
- **Collaborate constructively**
  - communicate openly, actively listen, disagree respectfully, stay flexible, be willing to compromise
- **Stay focused on solutions and shared goals**
  - use evidence to guide decisions, keep outcomes in mind
- **Cultivate a safe space for authentic and candid collaboration**
  - agree not to record meetings – nor share or attribute comments shared in confidence outside the group
- **Commit to consensus-based decision making**
  - actively listen to diverse perspectives and support consensus decisions.

Guiding Principles



Student-Centered Decision Making:

- Model considers impact on all students, families, and school communities including geographic access and program integrity (at current site or if relocated).



Financial Viability and Academic Success:

- Model considers facility costs and prioritizes financial viability and a balanced budget to ensure well-resourced, effective schools to uphold academic excellence and the reputation of the Scottsdale Unified experience.



Facility Optimization:

- Model is centered around optimizing school facilities as a key driver of long-term financial and educational sustainability – reflecting enrollment trends and capacities of schools.



Strategic, Future-Focused, and Sustainable:

- Model sets the district up to make the greatest progress towards district goals – maximizing attendance capture and retention.

Key Takeaways and Answered Questions

Phase 2 Schools: K–5 Enrollment & Options

Top: 25–26 school year (May 1) **Bottom:** 26–27 school year (July 2026)

School	K	1st	2nd	3rd	4th	5th	K–5 Total	PS/PK–5 Total	K–8 Total
Anasazi IB · no PK or specialized SPED	40 38	62 46	52 64	59 57	84 66	107 89	404 360	404 360	– –
Cheyenne Traditional Traditional · 1 PK	100 102	104 104	110 105	98 112	103 105	113 105	628 633	652 656	928 956
Copper Ridge K-8 PK, PANDA, Lifeskills, SCA	23 33	34 26	41 29	55 37	31 56	56 30	240 211	270 230	449 380
Desert Canyon Elementary PS, PK SUCCESS · Dual Language Immersion	69 58	86 76	41 87	78 45	74 75	70 74	418 415	455 463	– –
Laguna Prep STEAM · Toddler, PS, PK, PANDA, 2 SCA, ALC	48 46	41 50	52 45	48 51	67 46	55 68	311 306	393 374	– –
Redfield PK, CGP, PANDA, 2 SCA	50 45	62 53	64 68	62 62	70 56	74 66	382 350	408 374	– –
Phase 2 K–5 Total	330 322	389 355	360 398	400 364	429 404	475 432	2,383 2,275	2,582 2,457	– –

Students impacted by option

Option A

2,232	2,126
EOY 25–26	July 2026

Option B

1,740	1,675
EOY 25–26	July 2026

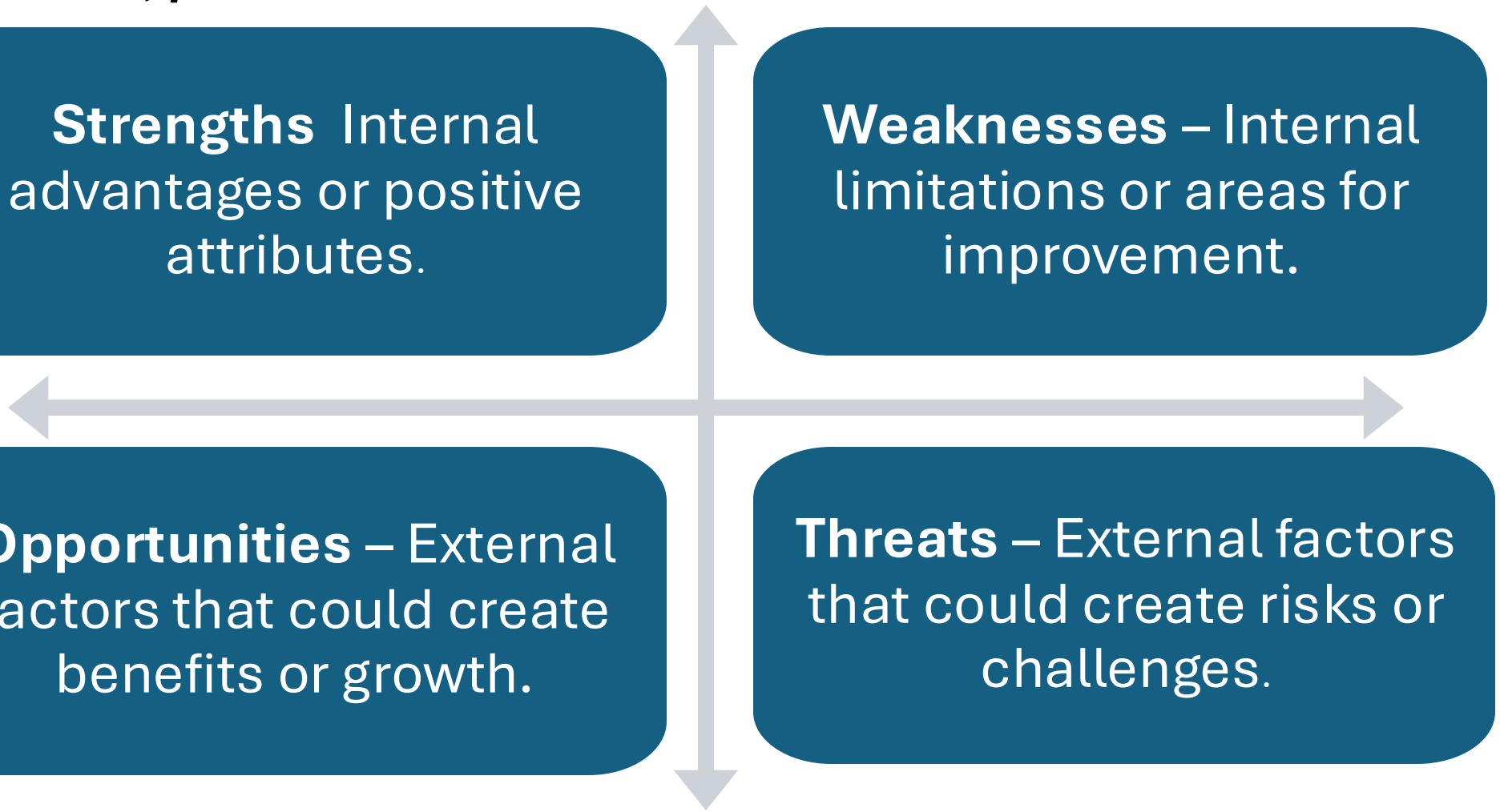
Option C

872	773
EOY 25–26	July 2026

Source: SUSD enrollment data. 25–26 counts as of May 1; 26–27 counts as of July 2026. PS/PK–5 totals include Preschool and Pre-K; K–5 and K–8 totals exclude them. Desert Canyon Middle (grades 6–8) not shown — no K–5 enrollment.

Model SWOT Analysis:

A SWOT analysis is a simple strategic planning tool used to evaluate concepts, ideas, plans.



Team Completion of SWOT for Models A, B, C



Carousel Walk

Take time to circulate and look at the SWOT posters from other teams.

Refine your SWOT based on Gallery Walk

Break

Setting the Frame for scoring and next steps

Scottsdale Unified SCHOOL DISTRICT
A Legacy of Learning

SCHOOL MODEL EVALUATION RUBRIC

SCORING SCALE

5 = EXEMPLARY ALIGNMENT | 4 = STRONG | 3 = ADEQUATE | 2 = LIMITED | 1 = POOR

SCORE	STUDENT-CENTERED DECISION MAKING	FINANCIAL VIABILITY AND ACADEMIC SUCCESS	FACILITY OPTIMIZATION	STRATEGIC, FUTURE-FOCUSED, AND SUSTAINABLE	OVERALL COMMUNITY IMPACT AND IMPLEMENTATION FEASIBILITY
5	Maintains or improves access for the vast majority of students; preserves program integrity; minimizes disruption; equitably serves all communities.	Generates significant sustainable financial benefits while maintaining or enhancing academic opportunities and student outcomes.	Maximizes efficient use of facilities, aligns capacity with enrollment, and significantly reduces underutilization.	Strongly supports long-term district goals, enhances competitiveness, and is likely to increase student enrollment, attendance capture, and retention.	Strong community support, clear implementation pathway, manageable transition, and minimal operational risk.
4	Minor access or transition impacts for some students, but overall student experience remains strong and programs are maintained.	Produces meaningful financial improvements with little to no negative academic impact.	Improves facility utilization and addresses enrollment trends with minor inefficiencies remaining.	Supports strategic priorities and positions the district favorably for future growth and sustainability.	Generally feasible with moderate stakeholder concerns that can be addressed through planning and communication.
3	Moderate impacts on student access, transportation, or program continuity that require mitigation strategies.	Provides moderate financial benefit or cost avoidance with manageable academic tradeoffs.	Some improvement in utilization, but notable capacity mismatches persist.	Adequately supports district goals but has uncertain long-term impacts.	Mixed stakeholder response and implementation challenges requiring substantial mitigation efforts.
2	Significant disruption for multiple student groups or school communities; notable concerns regarding access or program quality.	Limited financial improvement and/or notable risk to academic programming and resources.	Minimal improvement in facility efficiency; underutilization or overcrowding concerns remain.	Provides limited support for future district priorities or creates sustainability concerns.	Significant community concerns and operational challenges that may hinder successful implementation.
1	Creates substantial inequities, loss of program integrity, or major barriers to student access and participation.	Fails to improve financial sustainability or significantly compromises academic quality.	Worsens facility utilization or fails to address enrollment and capacity challenges.	Undermines strategic goals, attendance capture, retention, or long-term sustainability.	Major opposition, high implementation risk, or substantial barriers to execution.

SCORING GUIDANCE

- **21–25 POINTS:** HIGHLY RECOMMENDED
- **16–20 POINTS:** RECOMMENDED WITH MINOR MODIFICATIONS
- **11–15 POINTS:** REQUIRES SIGNIFICANT REFINEMENT
- **5–10 POINTS:** NOT RECOMMENDED

Transportation and Q&A

David Jacobson – Director of Transportation

Considerations re: Transportation & School Boundaries

Q & A

If we don't get to your question – please include it on your table's exit ticket

Boundaries and Transportation Discussions

Review current and proposed boundary model for each option

Time to independently review:

Handouts:

- Note Catcher
  - Review Boundary models and maps for option A
  - Review Boundary models and maps for option B
  - Review Boundary models and maps for option C

Boundary Configuration Options

Review -

Option A – Overview & Maps

- Boundary Model 1
- Boundary Model 2

Option B – Overview & Maps

- Boundary Model 1
- Boundary Model 2

Option C – Overview & Maps

- Boundary Model 1
- Boundary Model 2

SUSD Phase Two – School Repurposing & Closures: Boundary Configuration Options

OPTION A – Cheyenne Traditional moves to current Copper Ridge campus; Laguna & Redfield move to current Cheyenne campus

Option A – Boundary Model 1

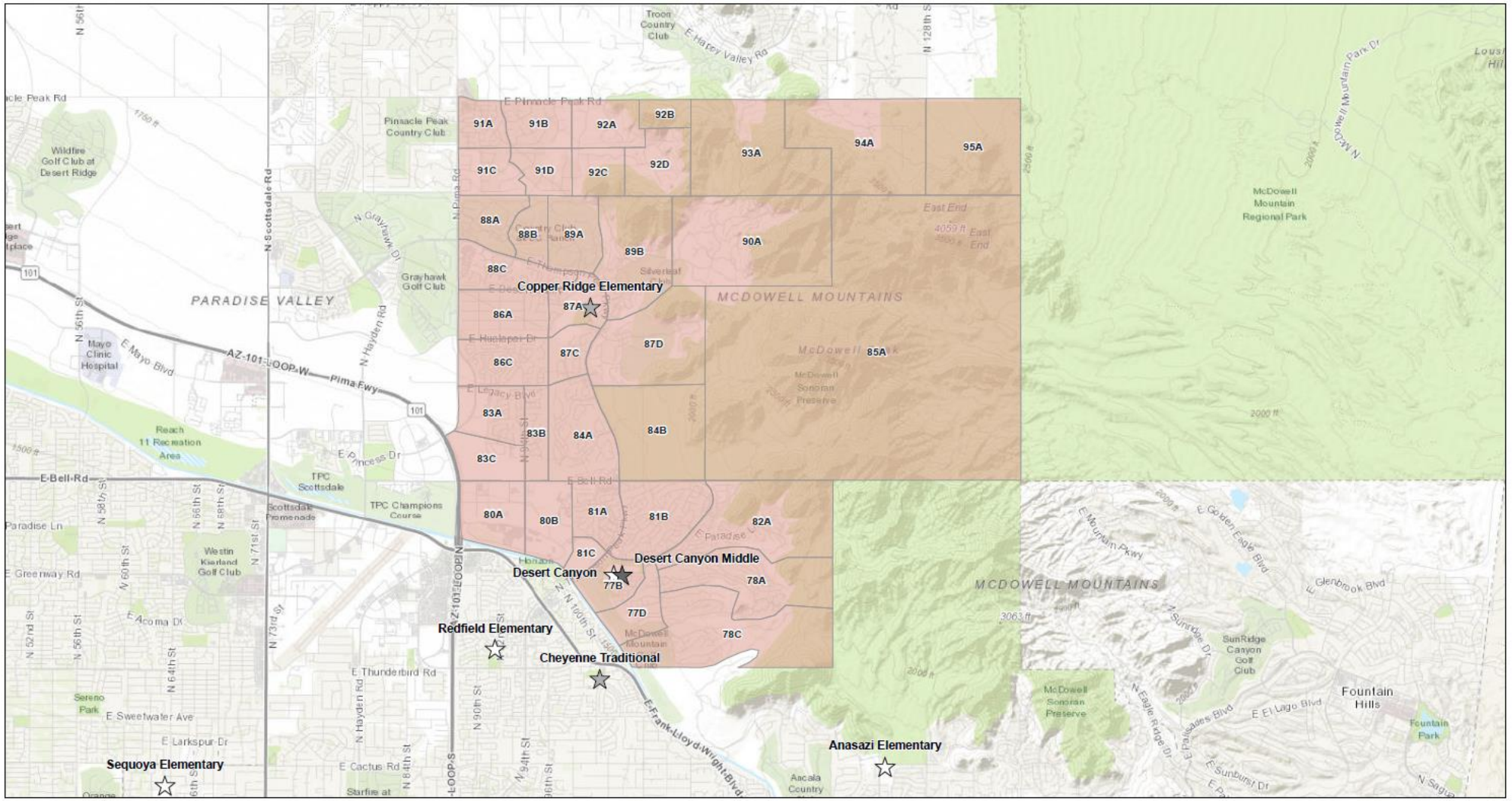
Boundary / Feeder Change	Detail	Grid #s	Notes
Copper Ridge boundary (elementary/middle)	Assigned to Desert Canyon K-8	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DCES and DCMS boundaries	1298 assigned by grid code to Desert Canyon K-8 with this model. 495 K-5, 803 6-8
Copper Ridge boundary (high school)	Assigned to Desert Mountain High School (DMHS)	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DMHS boundary	1857 assigned by grid code to DMHS with this model. Decreases grid code enrollment assigned to Chaparral by 242.
Laguna & Redfield boundaries	Assigned to the "new" Laguna/Redfield at the current Cheyenne campus	49 A,B,C,D; 50 A,B,C,D; 51 A,B,C,D; 52 A,B,C,D; 53 A,B,C,D; 54 A,B,C,D; 55 A,B,C,D; 62 A,B,C,D; 63 A,B,C,D; 69 A,B,C,D; 70 A,B,C,D; 76 A,B,C,D; 77 A,C; 80C	1055 assigned by grid code to the current Cheyenne campus with this model.

Option A – Boundary Model 2

Boundary / Feeder Change	Detail	Grid #s	Notes
Copper Ridge boundary (elementary/middle)	Assigned to Desert Canyon K-8	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DCES and DCMS boundaries	1298 assigned by grid code to Desert Canyon K-8 with this model. 495 K-5, 803 6-8
Copper Ridge boundary (high school)	Assigned to Chaparral High School	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current Chaparral boundaries	1014 assigned by grid code to Chaparral with this model (current progression).
Laguna & Redfield boundaries	Assigned to the "new" Laguna/Redfield at the current Cheyenne campus	49 A,B,C,D; 50 A,B,C,D; 51 A,B,C,D; 52 A,B,C,D; 53 A,B,C,D; 54 A,B,C,D; 55 A,B,C,D; 62 A,B,C,D; 63 A,B,C,D; 69 A,B,C,D; 70 A,B,C,D; 76 A,B,C,D; 77 A,C; 80C	1055 assigned by grid code to the current Cheyenne campus with this model.

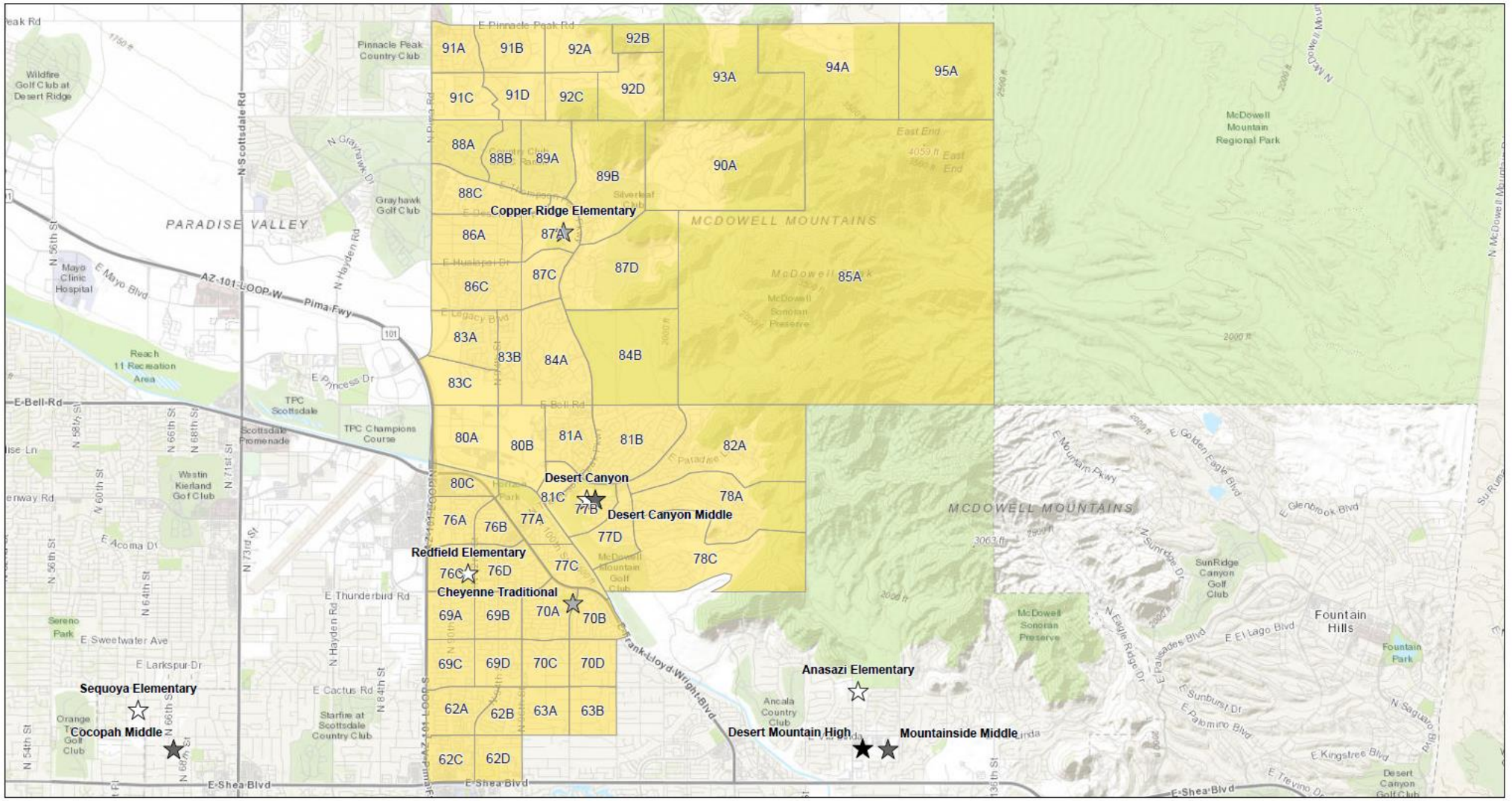
Option A – Boundary Model 1 Maps

Option A Boundary Model 1 Copper Ridge to Desert Canyon K-8, Elementary Boundaries

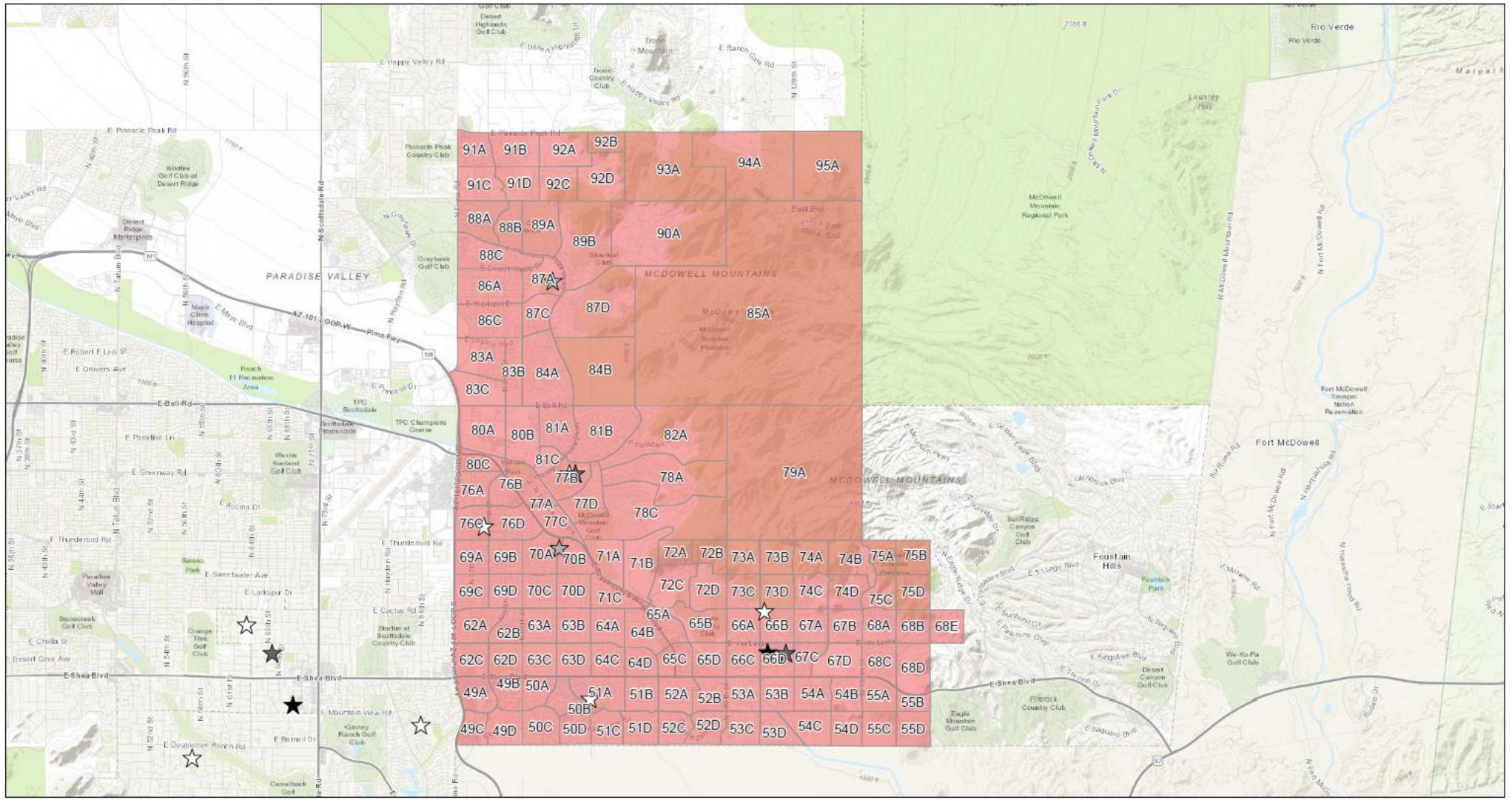


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Option A Boundary Model 1Copper Ridge to Desert Canyon K-8, Middle School Boundaries



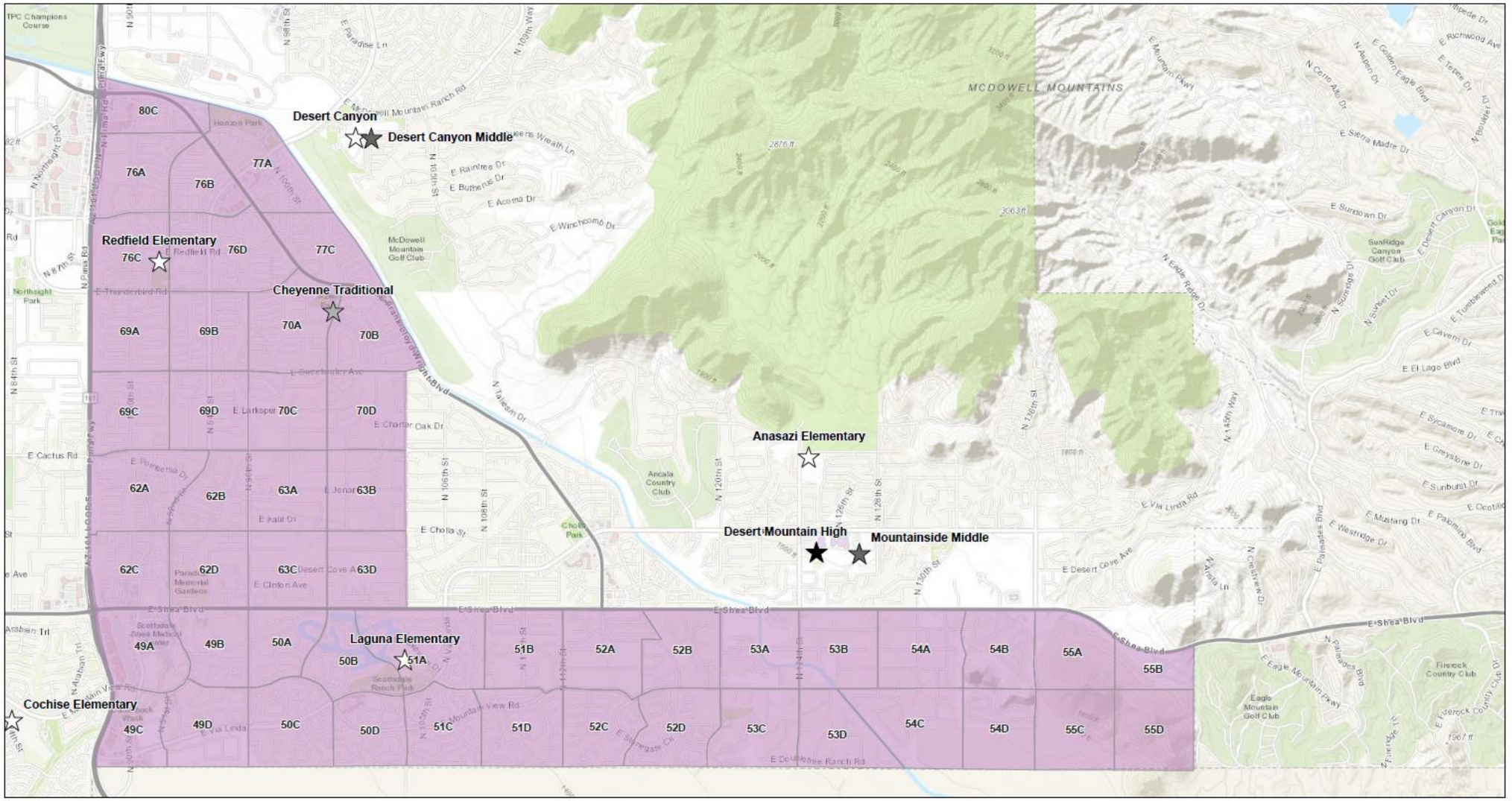
Option A Boundary Model 1 Copper Ridge to Desert Mountain HS boundaries



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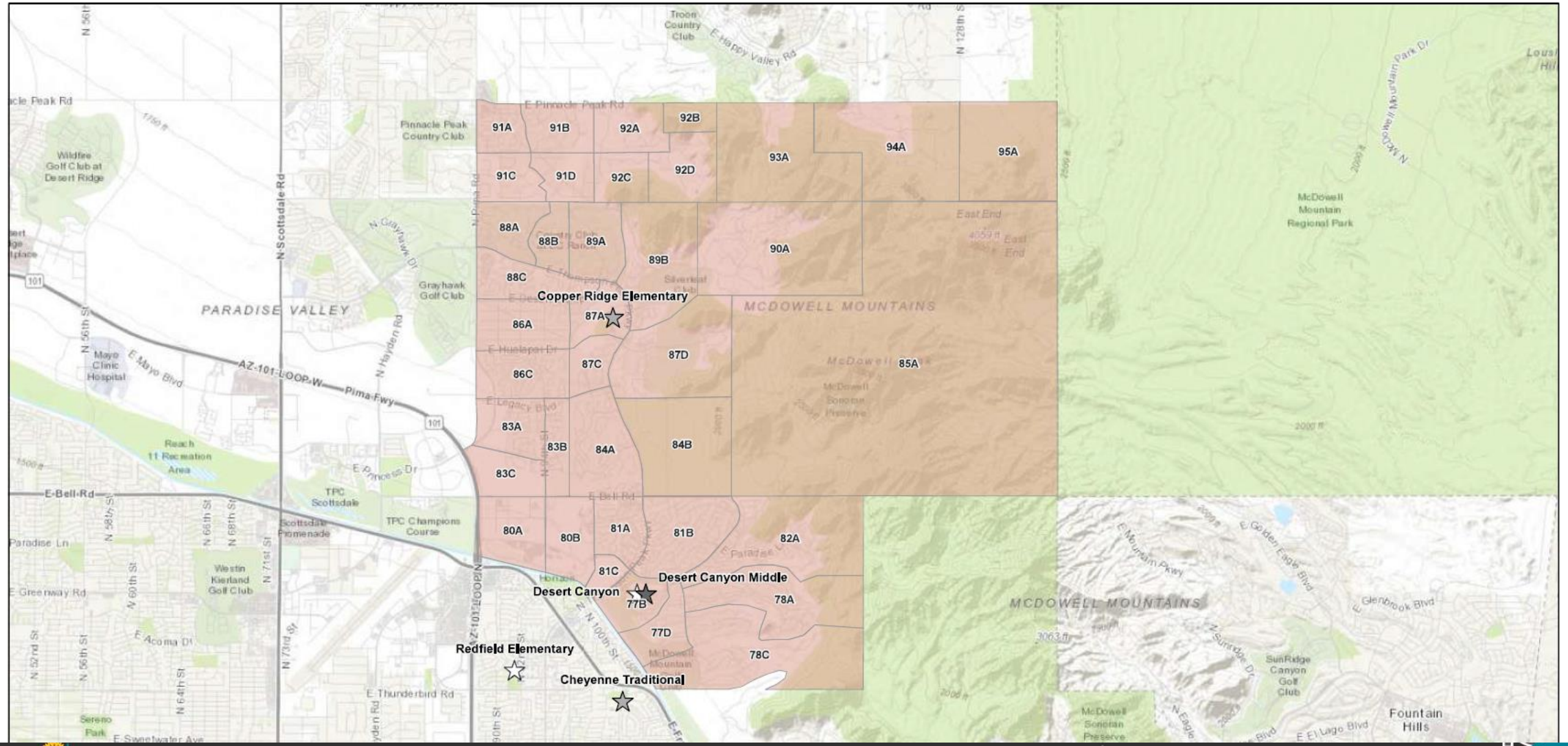
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Option A Boundary Model 1 Laguna and Redfield Combined at Cheyenne

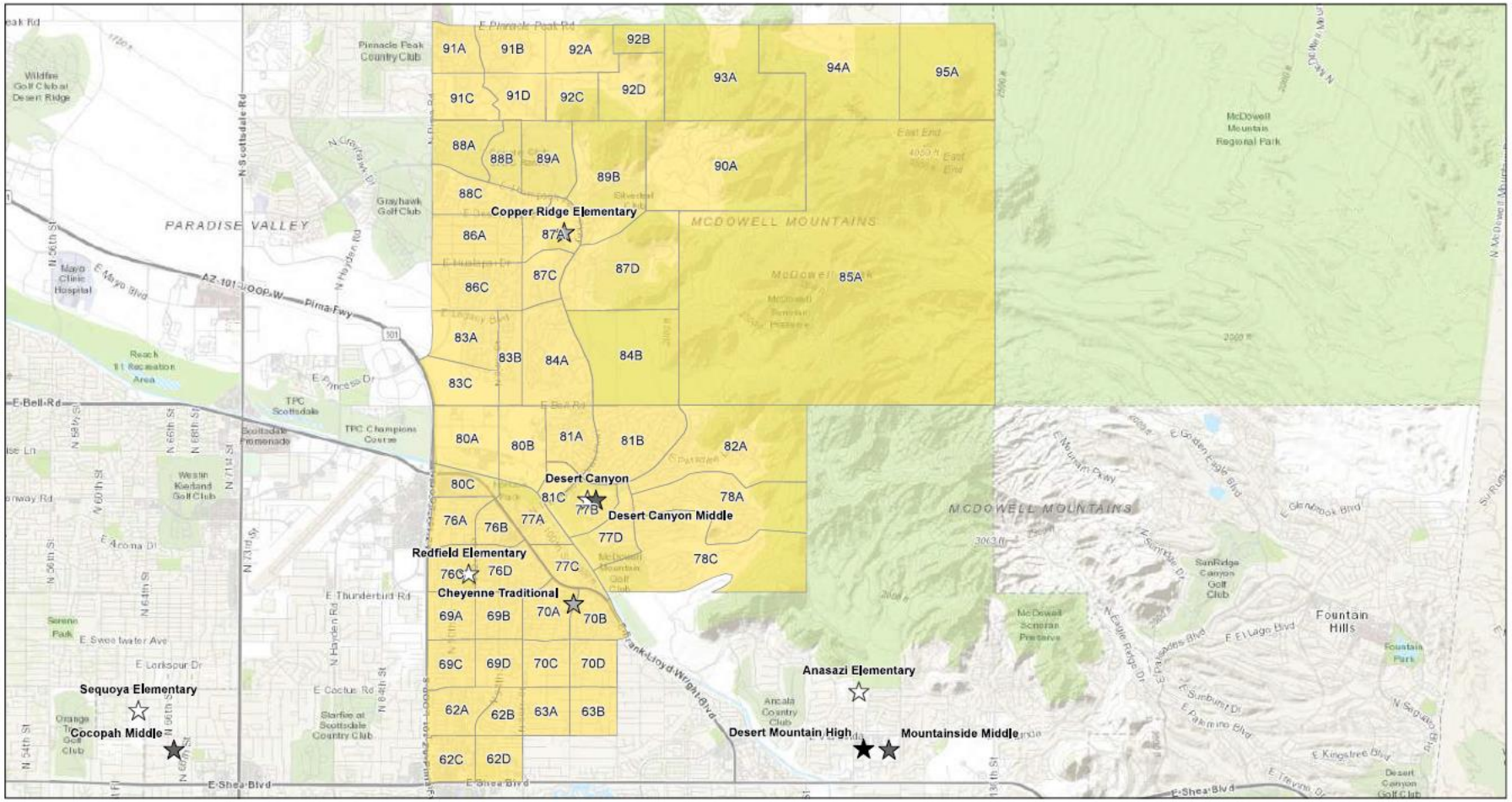


Option A – Boundary Model 2 Maps

Option A Boundary Model 2 Copper Ridge to Desert Canyon K-8, Elementary Boundaries

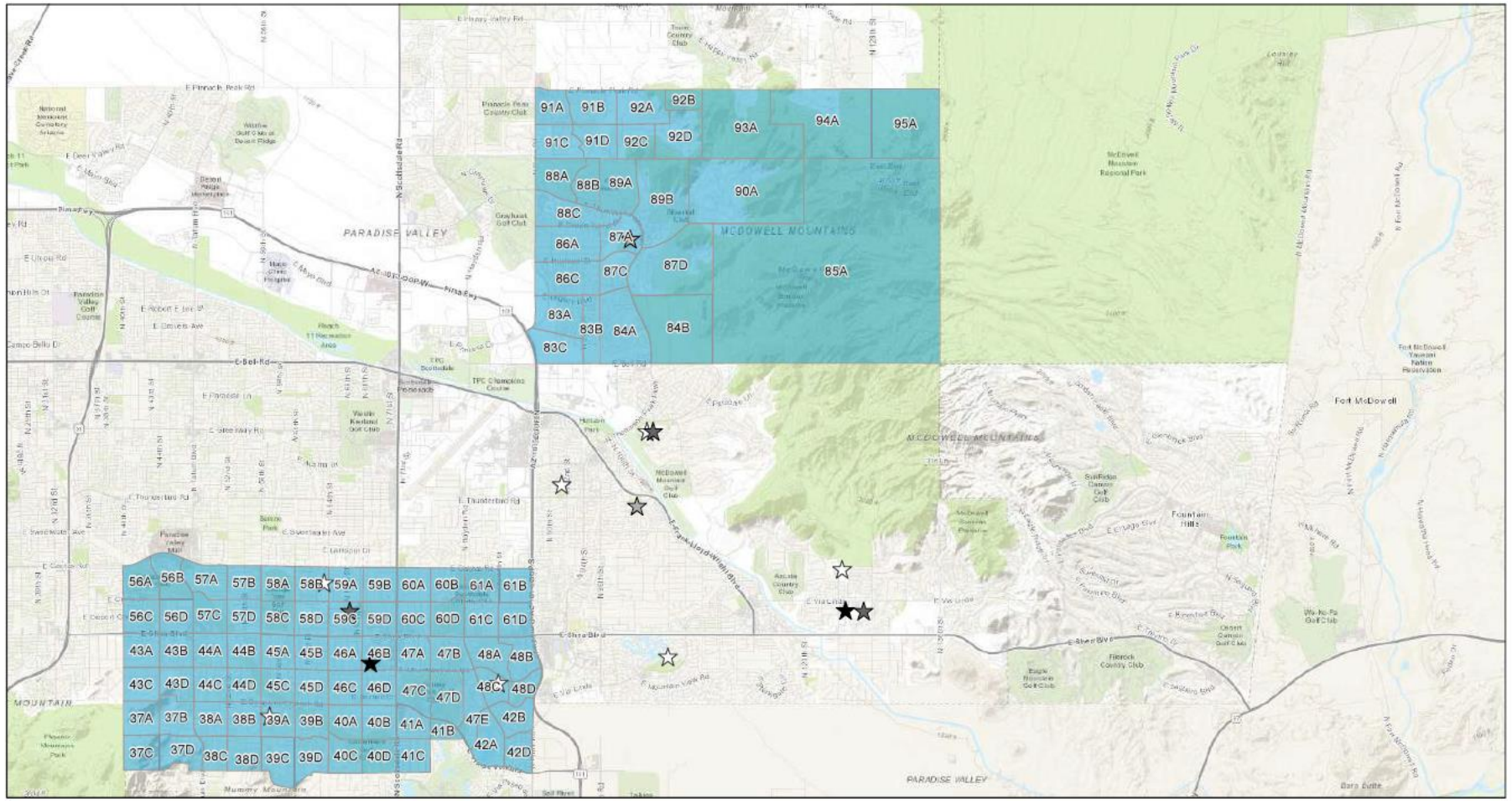


Option A Boundary Model 2 Copper Ridge to Desert Canyon K-8, Middle School Boundaries



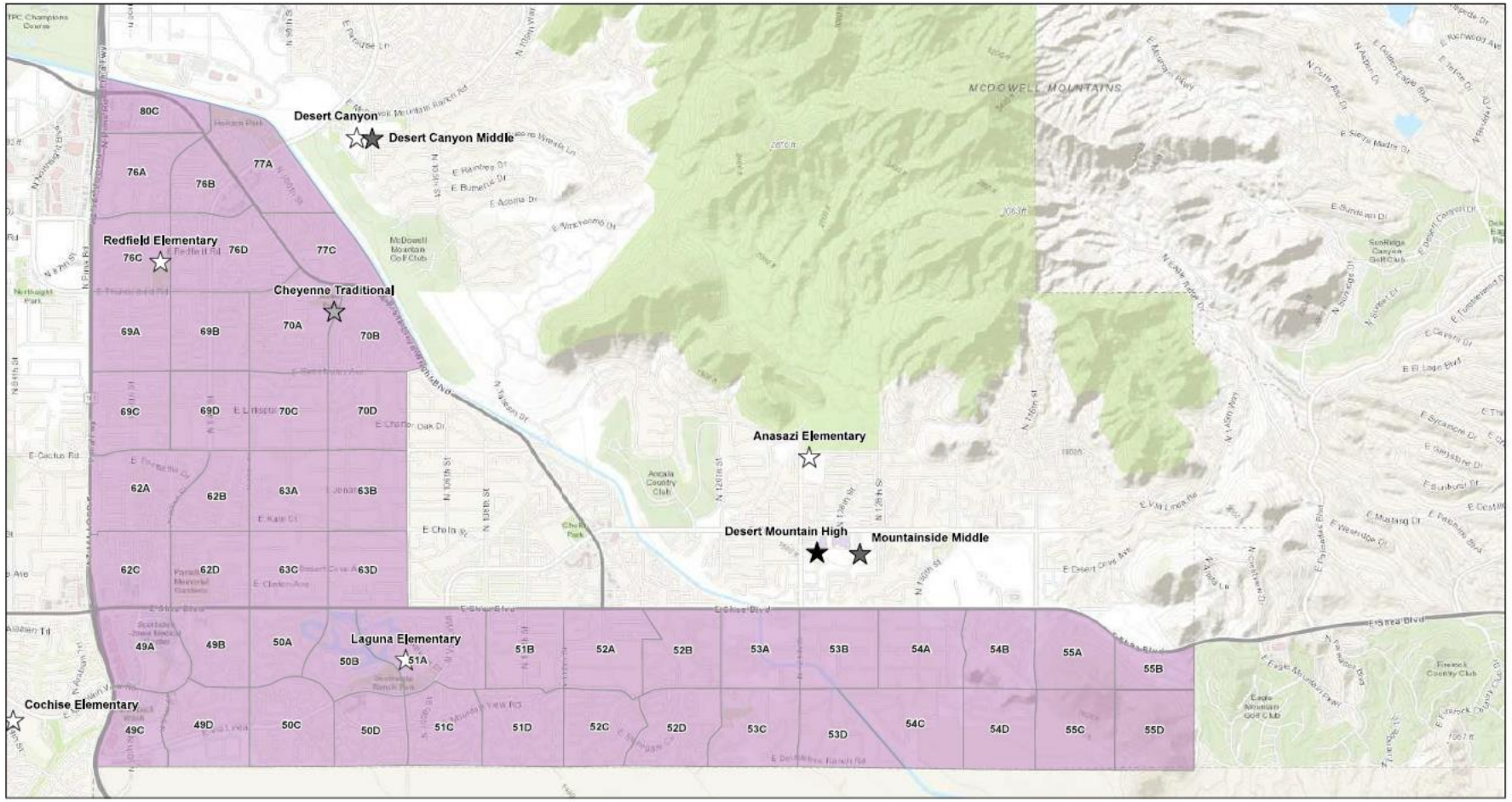
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Option A Boundary Model 2 Chaparral High School Boundary - Current Configuration



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Option A Boundary Model 2 Laguna and Redfield Combined at Cheyenne



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SUSD Phase Two – School Repurposing & Closures: Boundary Configuration Options

OPTION B – Desert Canyon K-8 moves to current Copper Ridge campus; Laguna closes

Option B – Boundary Model 1

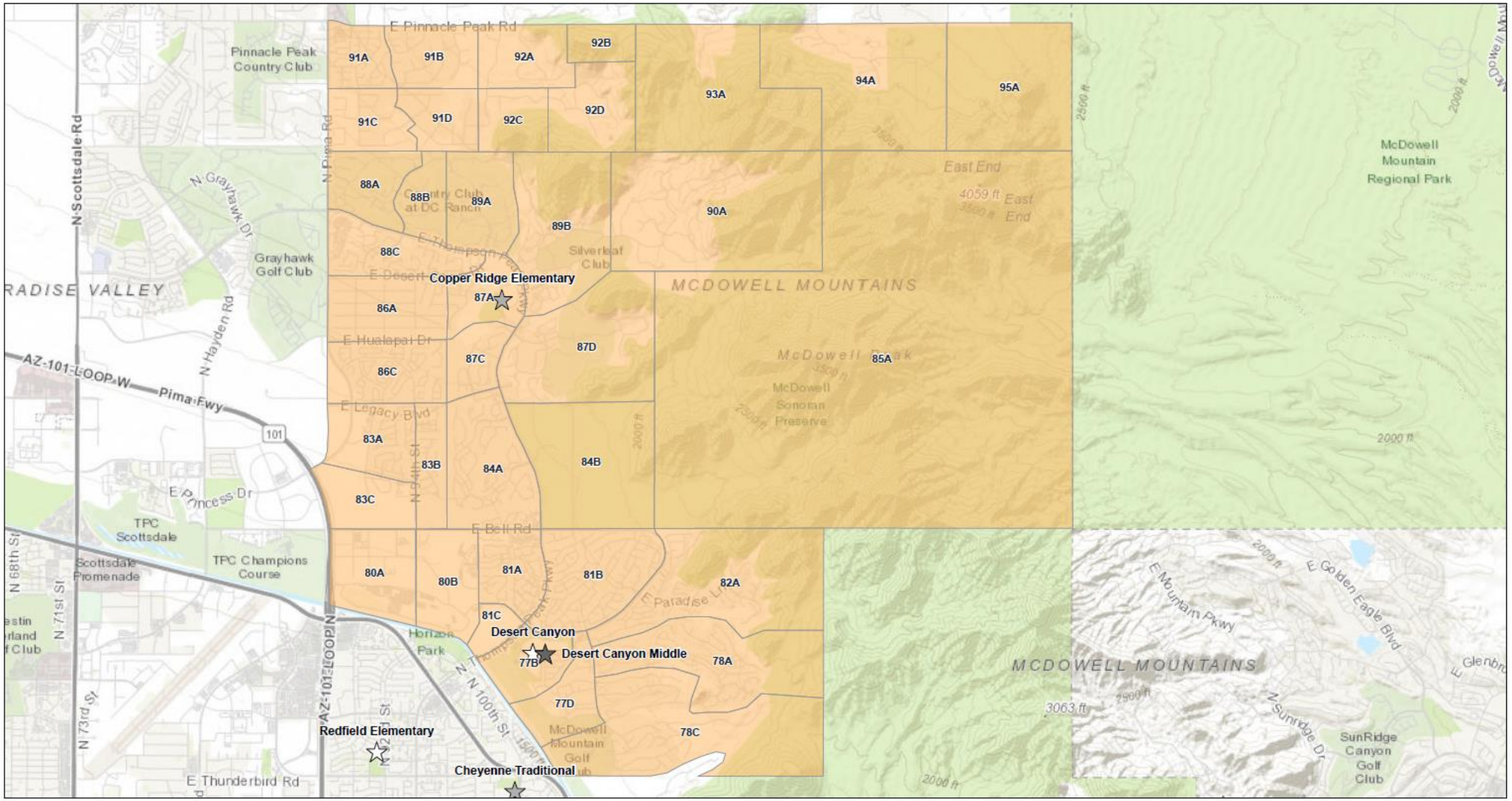
Boundary / Feeder Change	Detail	Grid #s	Notes
DCES/MS boundaries	Assigned to the current Copper Ridge campus	Current Copper Ridge & DCES/MS boundaries	1298 assigned by grid code to Copper Ridge with this model. 495 K-5, 803 6-8
High school matriculation	Students matriculate to Desert Mountain High School (DMHS)	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DMHS boundary	1857 assigned by grid code to DMHS with this model. Decreases grid code enrollment assigned to Chaparral by 242.
Laguna boundary → Redfield	Grids currently assigned to Laguna reassigned to Redfield	49 A, B, C, D; 50 A, B + current Redfield boundary	791 assigned by grid code to Redfield with this model.
Laguna boundary → Anasazi	Grids currently assigned to Laguna reassigned to Anasazi	50 C, D; 51 A, B, C, D; 52 A, B, C, D; 53 A, B, C, D; 54 A, B, C, D; 55 A, B, C, D + current Anasazi boundary	640 assigned by grid code to Anasazi with this model.

Option B – Boundary Model 2

Boundary / Feeder Change	Detail	Grid #s	Notes
DCES/MS boundaries	Assigned to the current Copper Ridge campus	Current Copper Ridge & DCES/MS boundaries	1298 assigned by grid code to Copper Ridge with this model. 495 K-5, 803 6-8
Copper Ridge boundary (high school)	Assigned to Chaparral High School	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current Chaparral boundaries	1014 assigned by grid code to Chaparral with this model (current progression).
Laguna boundary → Cochise	Grids currently assigned to Laguna reassigned to Cochise	49 A, B, C, D; 50 A, B, C, D + Cochise boundaries	507 assigned to Cochise by grid code with this model.
Laguna boundary → Anasazi	Grids currently assigned to Laguna reassigned to Anasazi	51 A, B, C, D; 52 A, B, C, D; 53 A, B, C, D; 54 A, B, C, D; 55 A, B, C, D + Anasazi boundaries	559 assigned by grid code to Anasazi with this model.
Laguna boundary → Redfield	Grids currently assigned to Laguna reassigned to Redfield	63 C, D + Redfield boundaries	775 assigned by grid code to Redfield with this model.

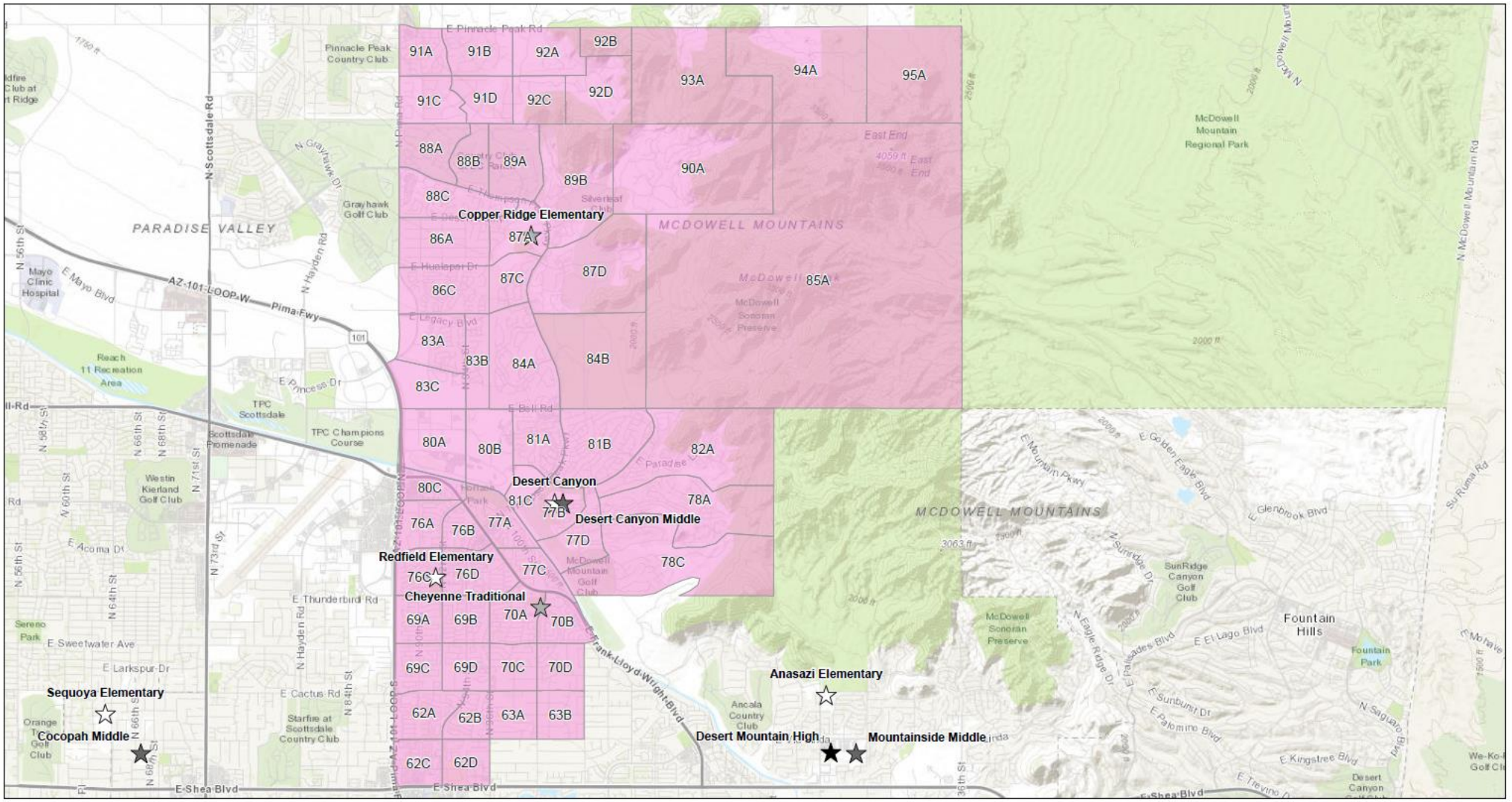
Option B – Boundary Model 1 Maps

Option B Boundary Model 1 Desert Canyon ES to Copper Ridge boundaries



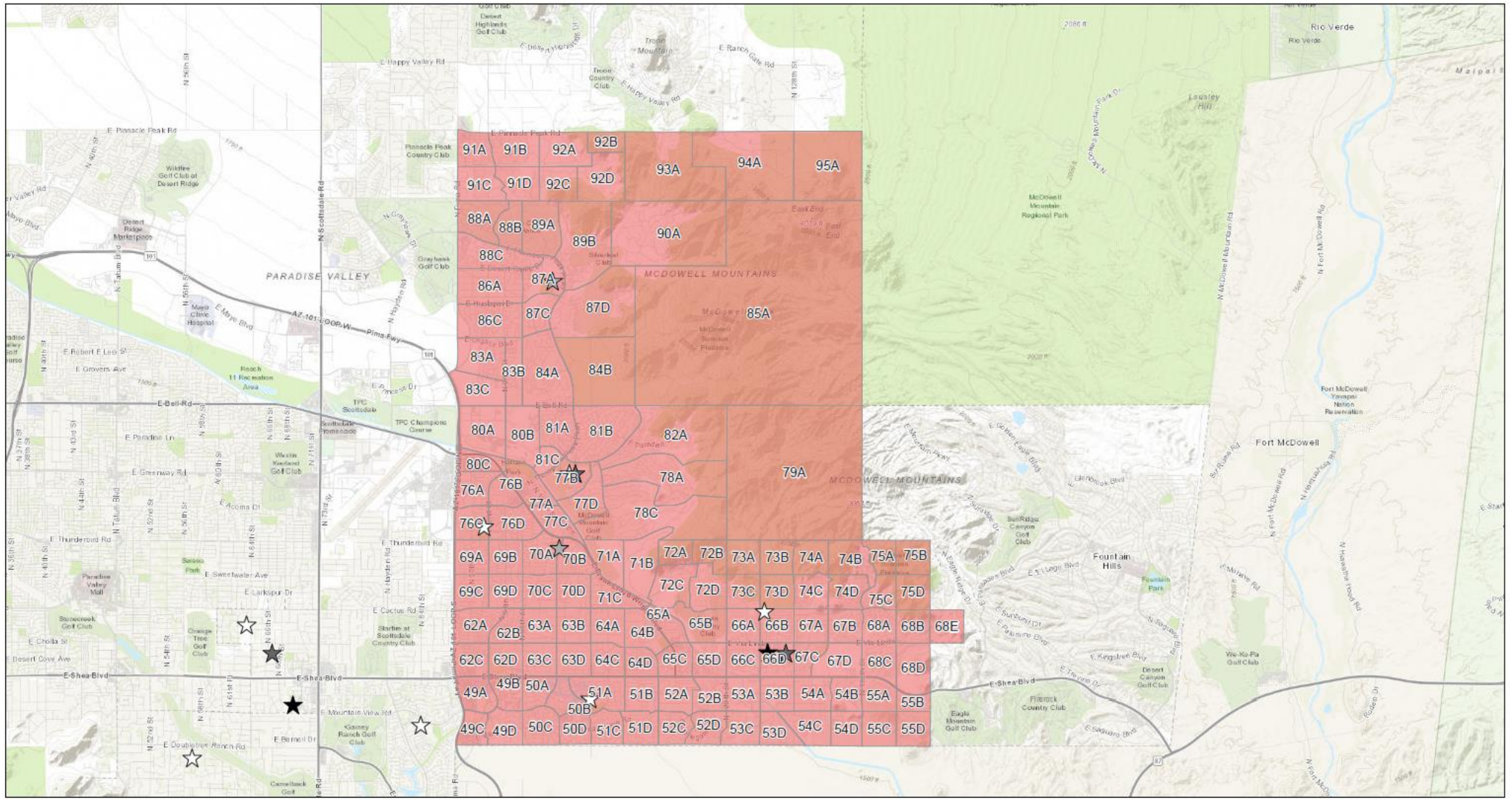
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Option B Boundary Model 1 Desert Canyon MS to Copper Ridge Boundaries



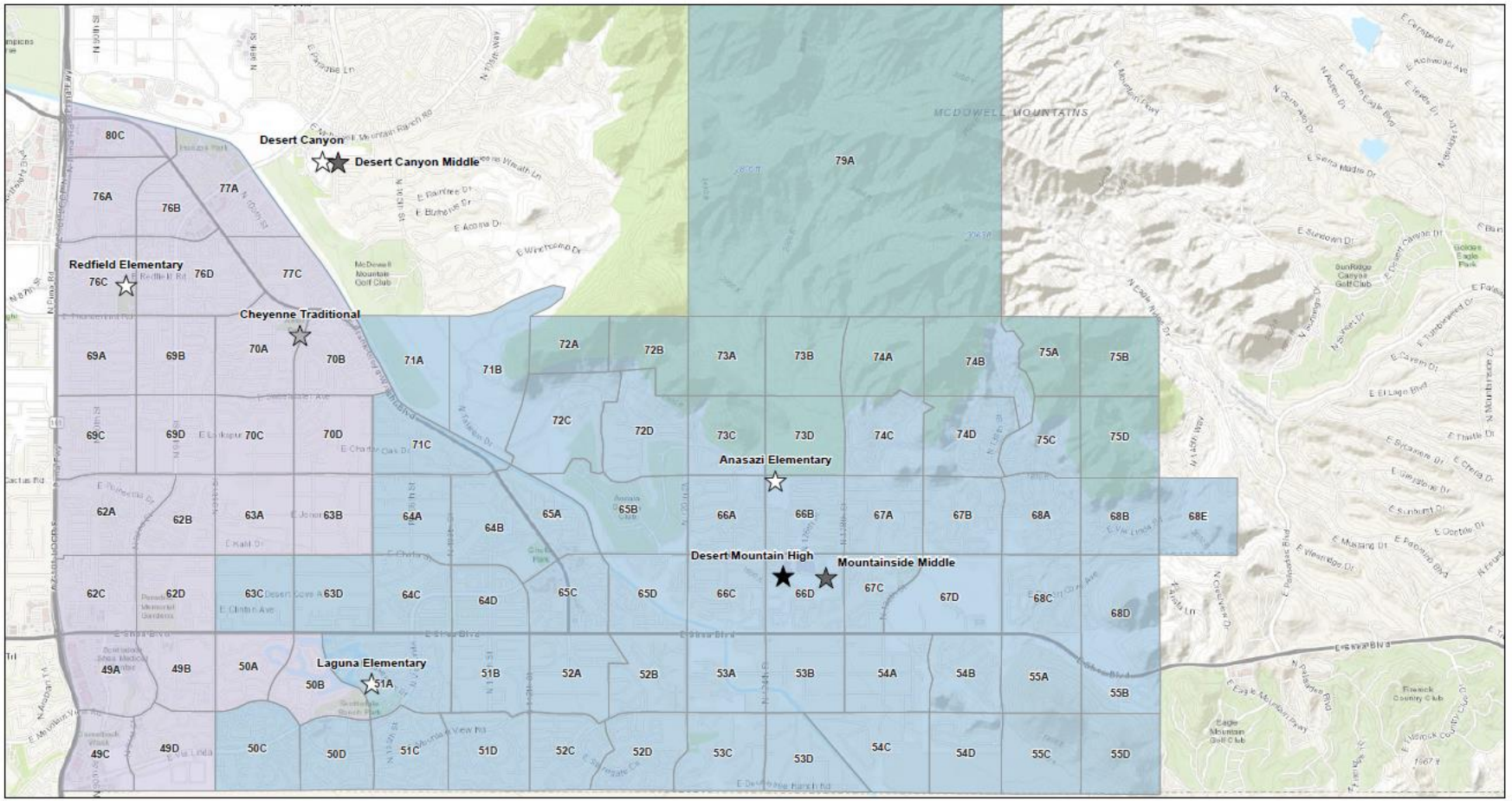
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Option B Boundary Model 1 Copper Ridge to Desert Mountain HS boundaries



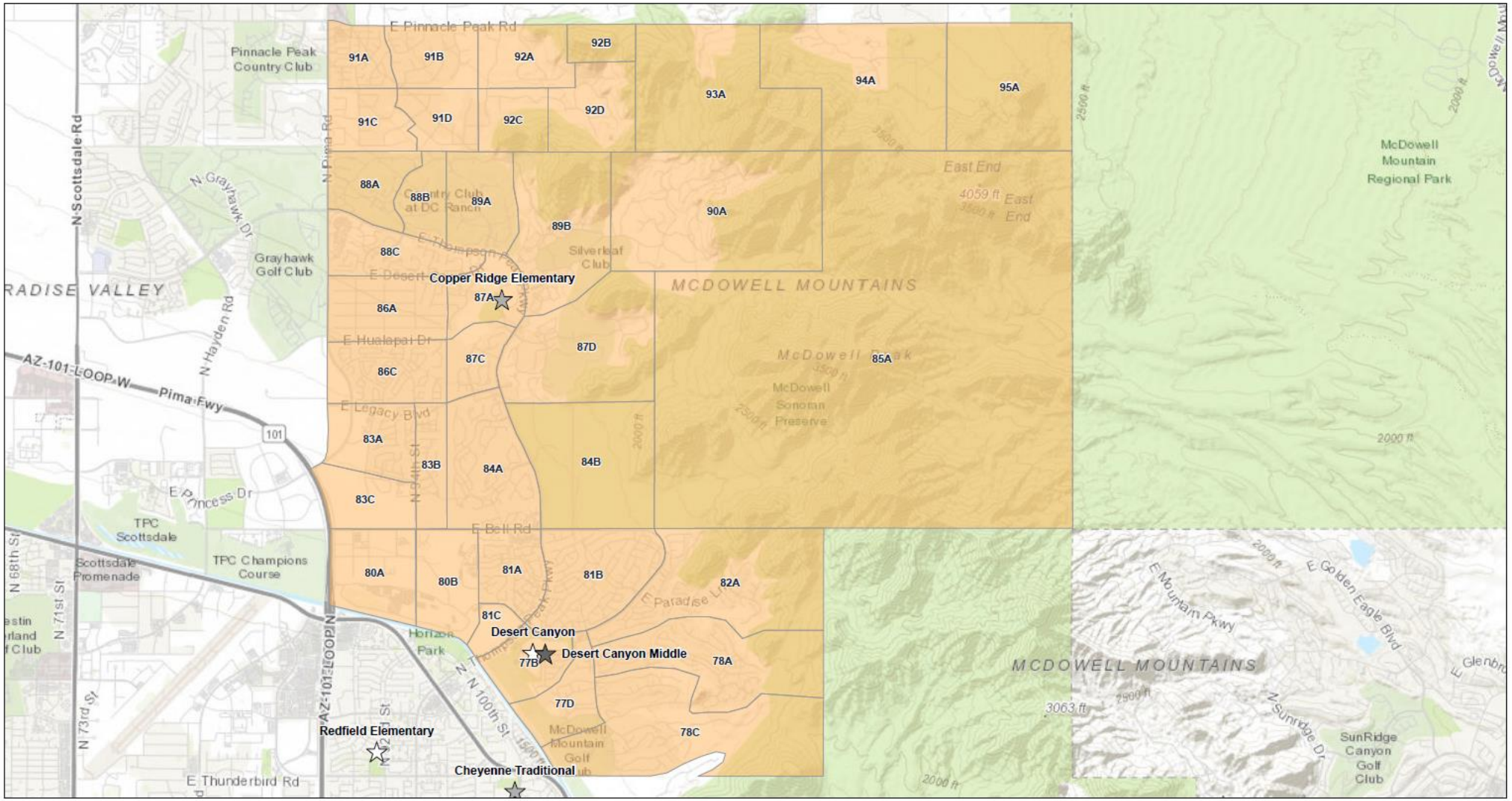
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Option B Boundary Model 1 Laguna to Redfield and Anasazi Boundaries



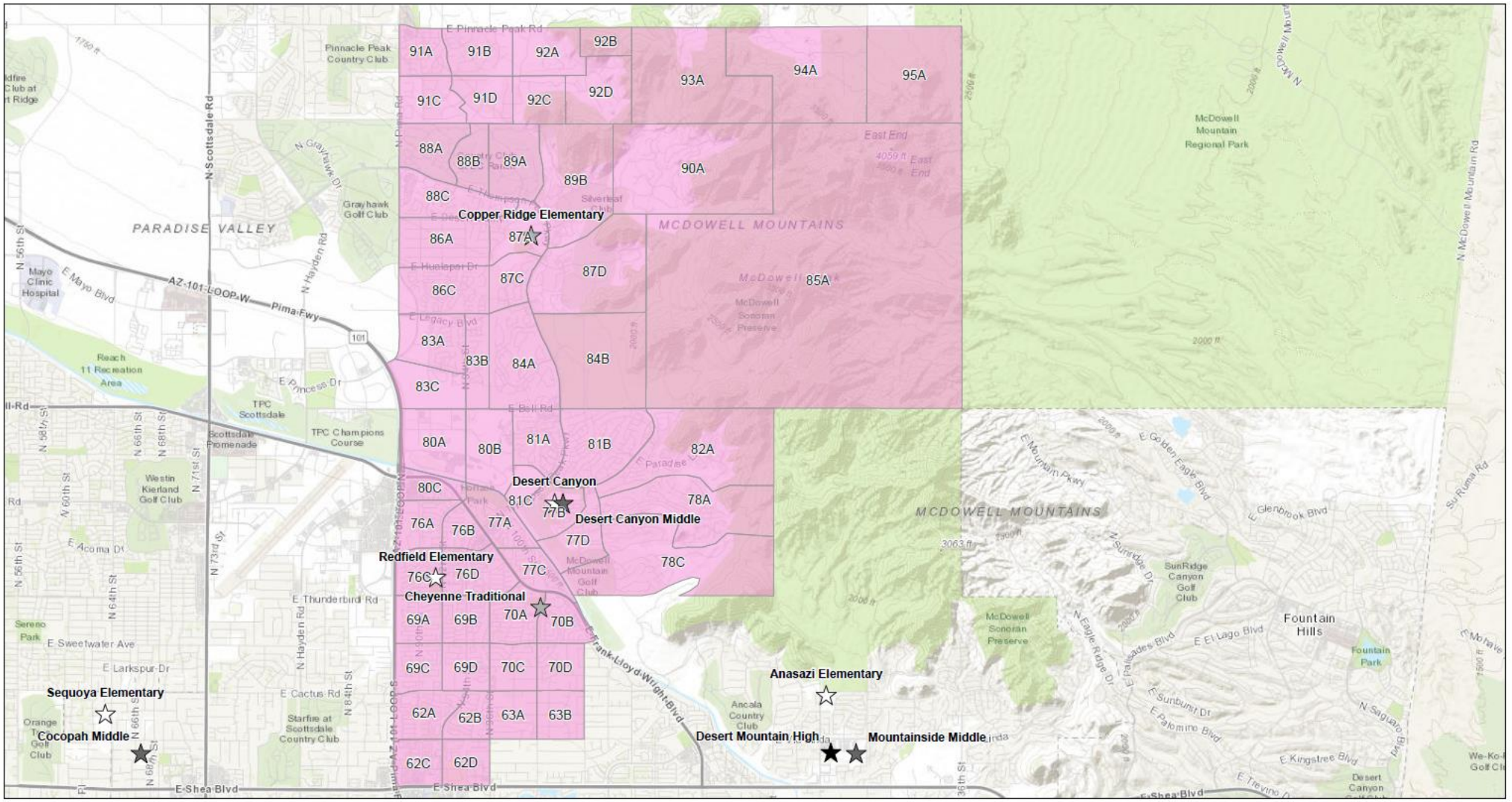
Option B – Boundary Model 2 Maps

Option B Boundary Model 2 Desert Canyon ES to Copper Ridge boundaries



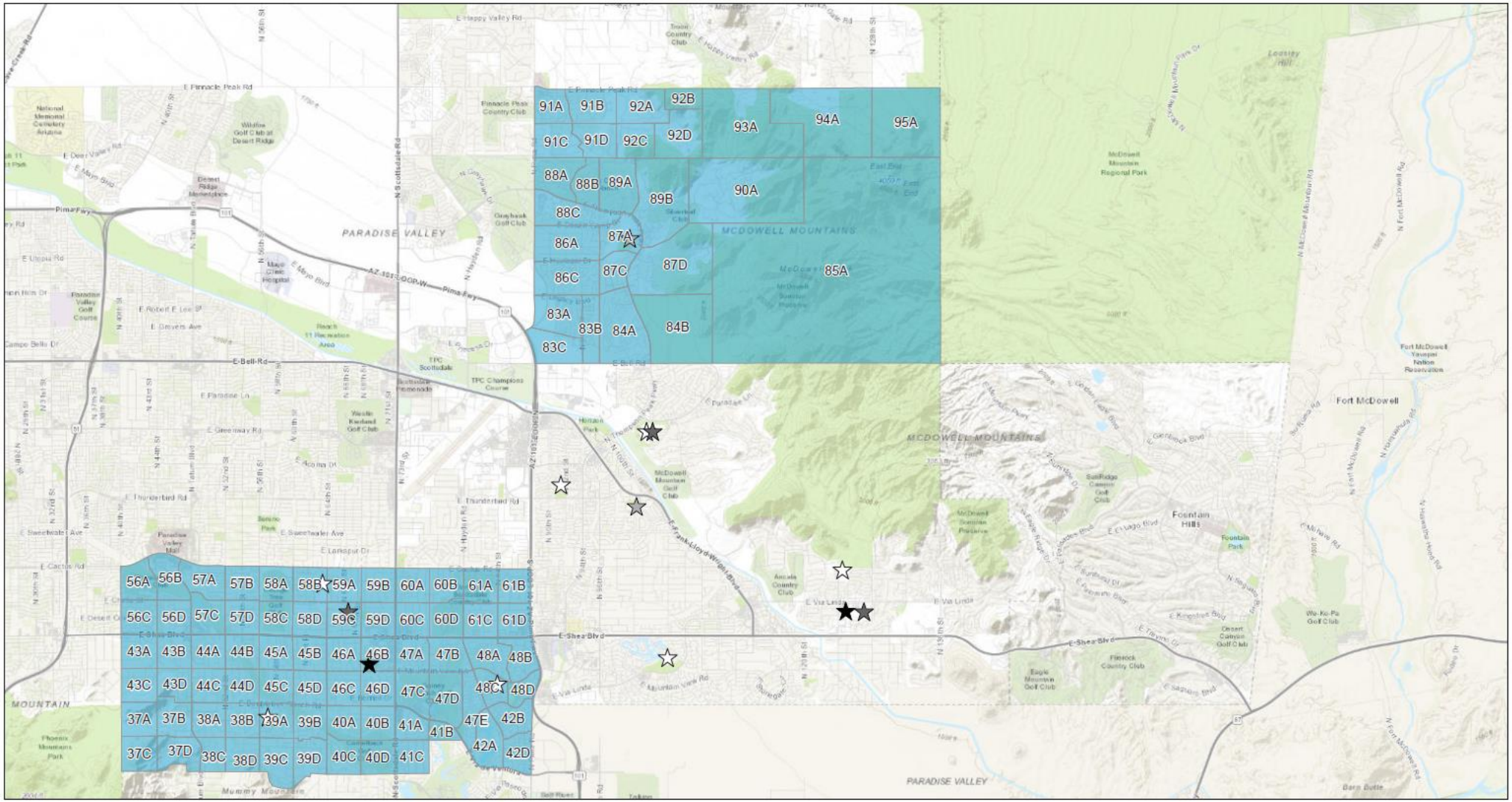
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Option B Boundary Model 2 Desert Canyon MS to Copper Ridge Boundaries



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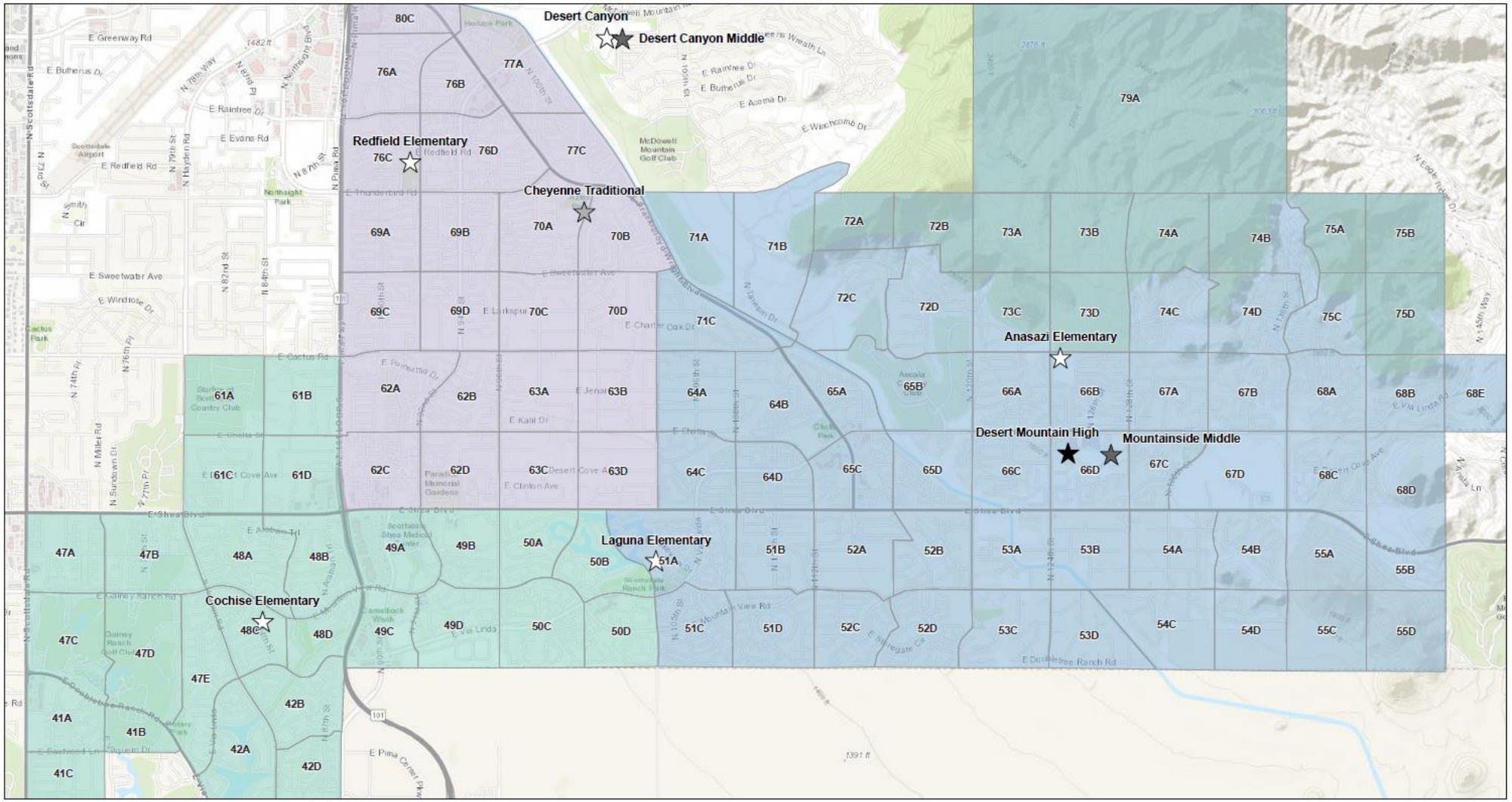
Option B Boundary Model 2 Chaparral High School Boundary - Current Configuration



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Option B Boundary Model 2 Laguna to Cochise, Redfield, and Anasazi



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SUSD Phase Two – School Repurposing & Closures: Boundary Configuration Options

OPTION C – Copper Ridge closes; Laguna closes

Option C – Boundary Model 1

Boundary / Feeder Change	Detail	Grid #s	Notes
Copper Ridge boundary (elementary/middle)	Assigned to Desert Canyon K-8	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DCES and DCMS boundaries	1298 assigned by grid code to Desert Canyon K-8 with this model. 495 K-5, 803 6-8
Copper Ridge boundary (high school)	Assigned to Desert Mountain High School (DMHS)	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DMHS boundary	1857 assigned by grid code to DMHS with this model. Decreases grid code enrollment assigned to Chaparral by 242.
Laguna boundary → Redfield	Grids currently assigned to Laguna reassigned to Redfield	49 A, B, C, D; 50 A, B + current Redfield boundary	791 assigned by grid code to Redfield with this model.
Laguna boundary → Anasazi	Grids currently assigned to Laguna reassigned to Anasazi	50 C, D; 51 A, B, C, D; 52 A, B, C, D; 53 A, B, C, D; 54 A, B, C, D; 55 A, B, C, D + current Anasazi boundary	640 assigned by grid code to Anasazi with this model.

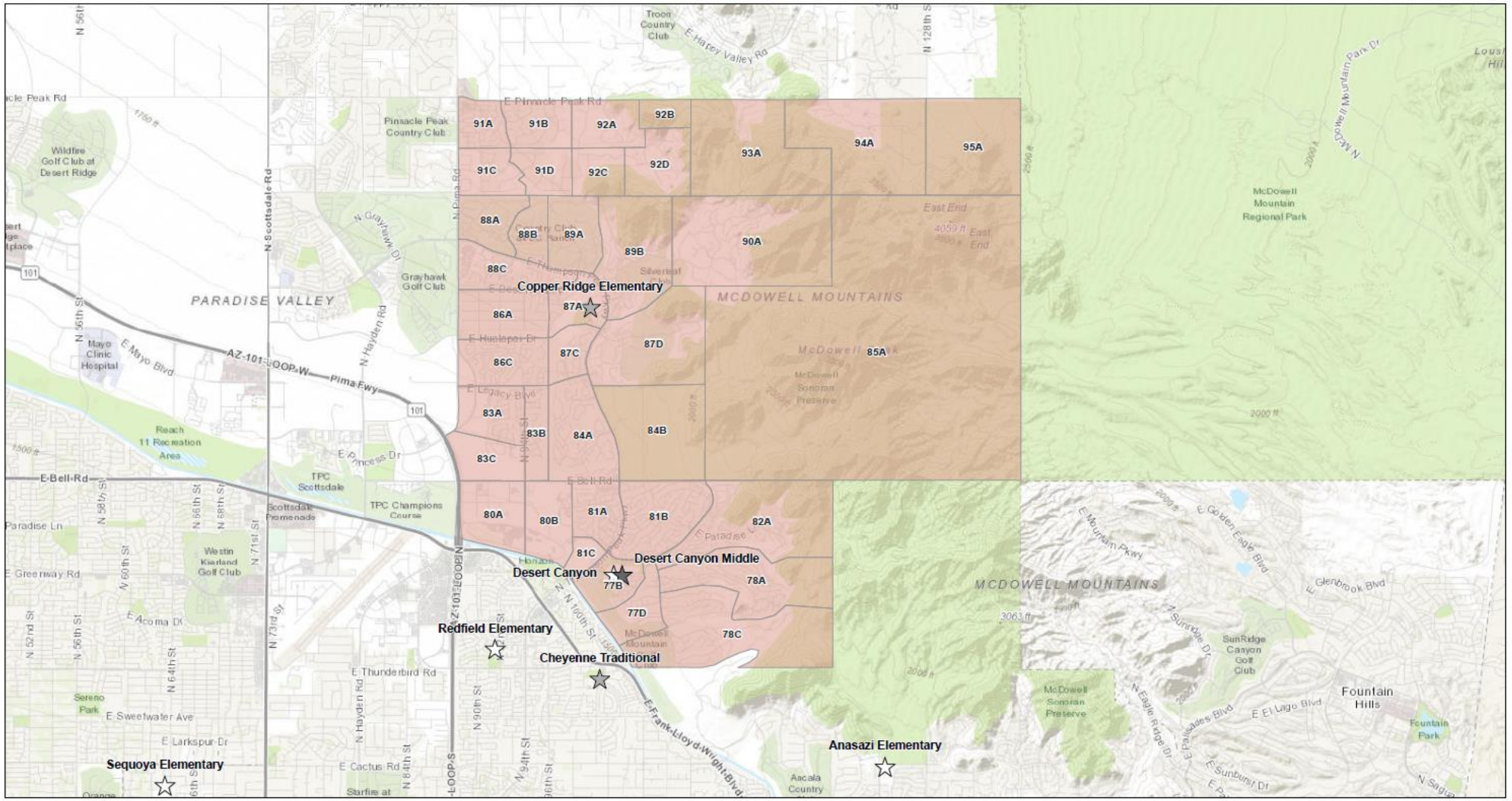
Option C – Boundary Model 2

Boundary / Feeder Change	Detail	Grid #s	Notes
Copper Ridge boundary (elementary/middle)	Assigned to Desert Canyon K-8	83 A,B,C; 84 A,B; 85 A; 86 A,C; 87 A,C,D; 88 A,B,C; 89 A,B; 90A; 91 A,B,C,D; 92 A,B,C,D; 93A; 94A; 95A + current DCES and DCMS boundaries	1298 assigned by grid code to Desert Canyon K-8 with this model. 495 K-5, 803 6-8
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Laguna boundary → Cochise	Grids currently assigned to Laguna reassigned to Cochise	49 A, B, C, D; 50 A, B, C, D + Cochise boundaries	507 assigned to Cochise by grid code with this model.
Laguna boundary → Anasazi	Grids currently assigned to Laguna reassigned to Anasazi	51 A, B, C, D; 52 A, B, C, D; 53 A, B, C, D; 54 A, B, C, D; 55 A, B, C, D + Anasazi boundaries	559 assigned by grid code to Anasazi with this model.
Laguna boundary → Redfield	Grids currently assigned to Laguna reassigned to Redfield	63 C, D + Redfield boundaries	775 assigned by grid code to Redfield with this model.

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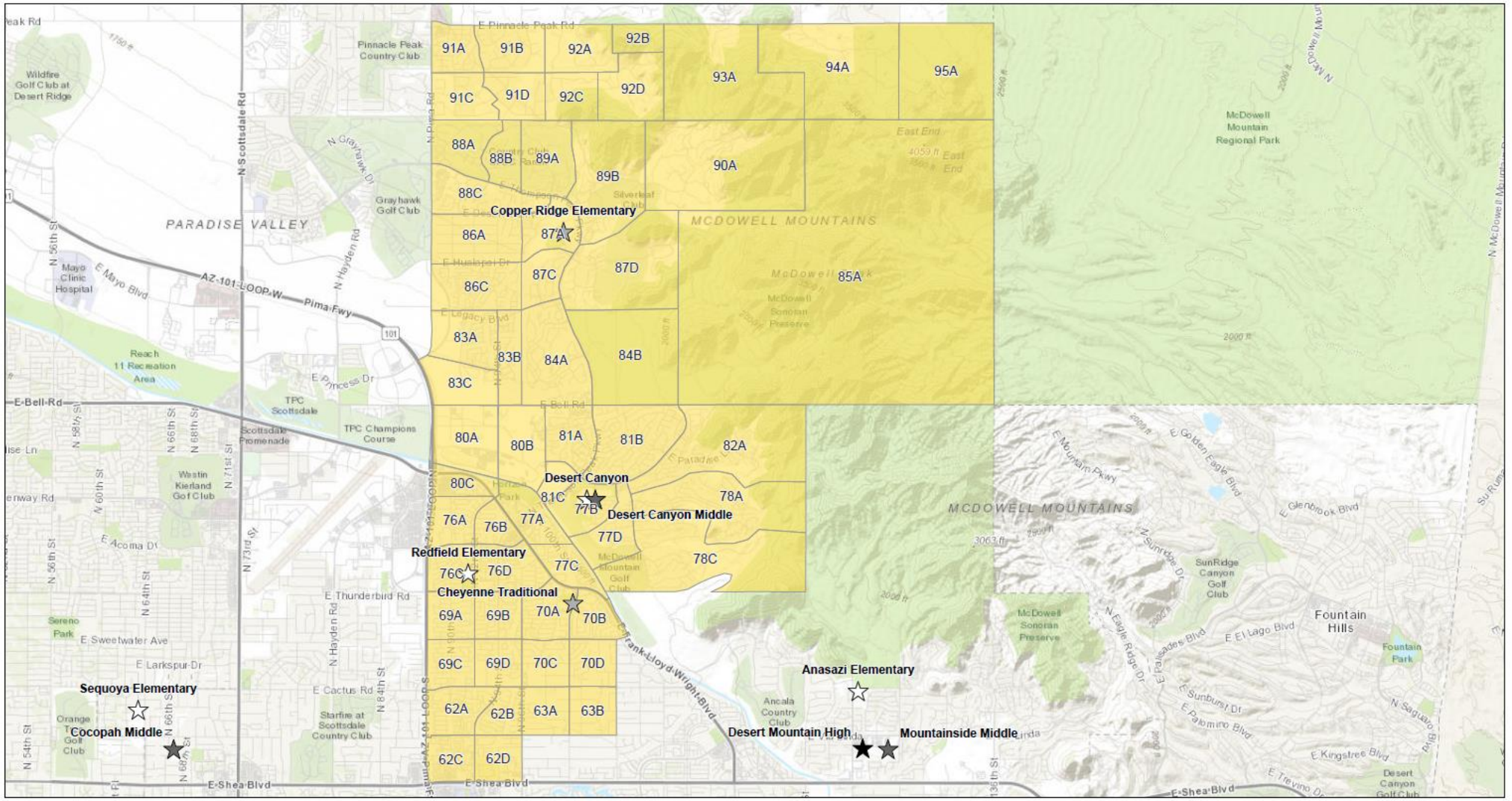
Model C – Boundary Option 1 Maps

Option C Boundary Model 1 Copper Ridge to Desert Canyon K-8, Elementary Boundaries



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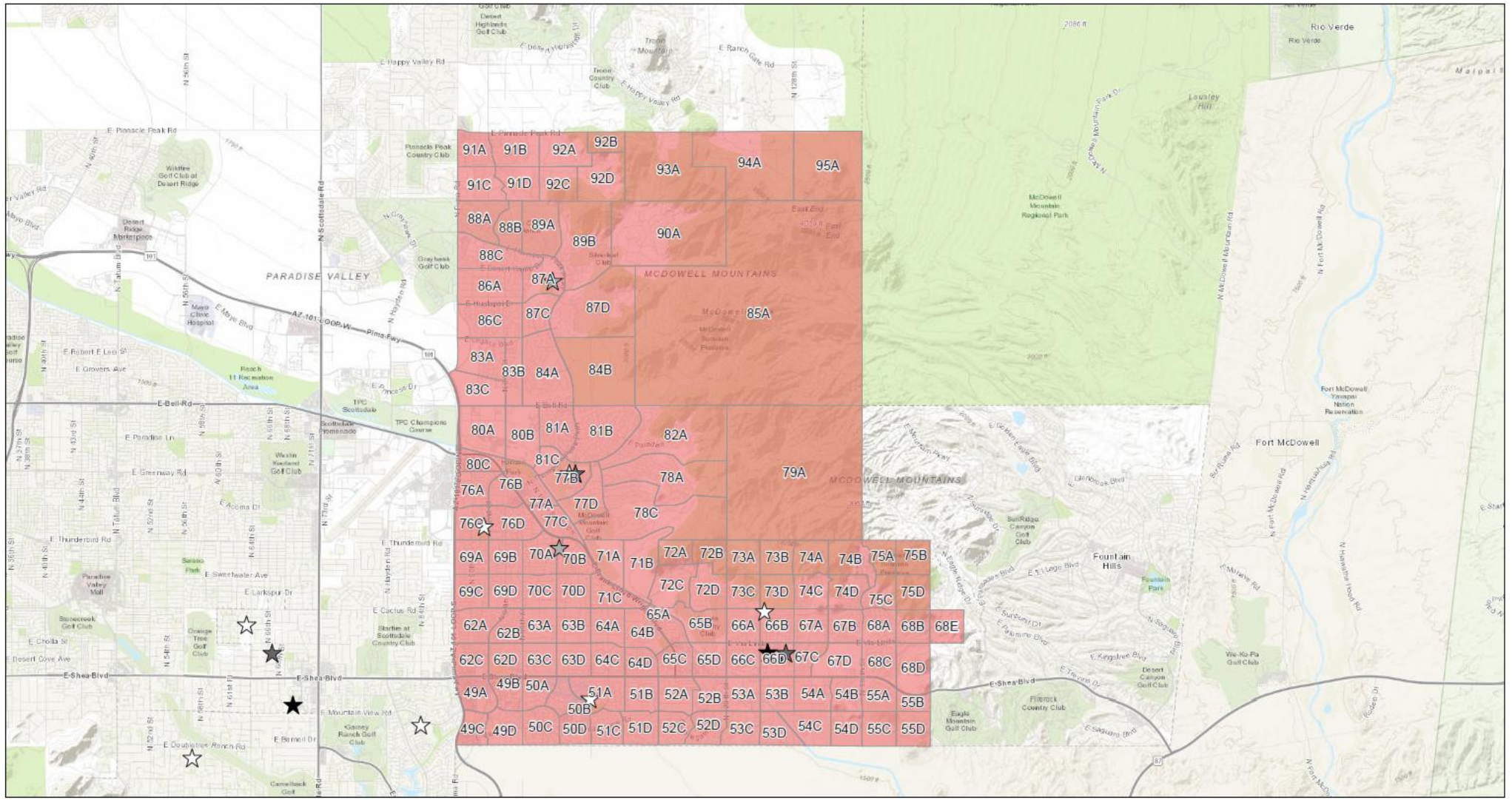
Option C Boundary Model 1 Copper Ridge to Desert Canyon K-8, Middle School Boundaries



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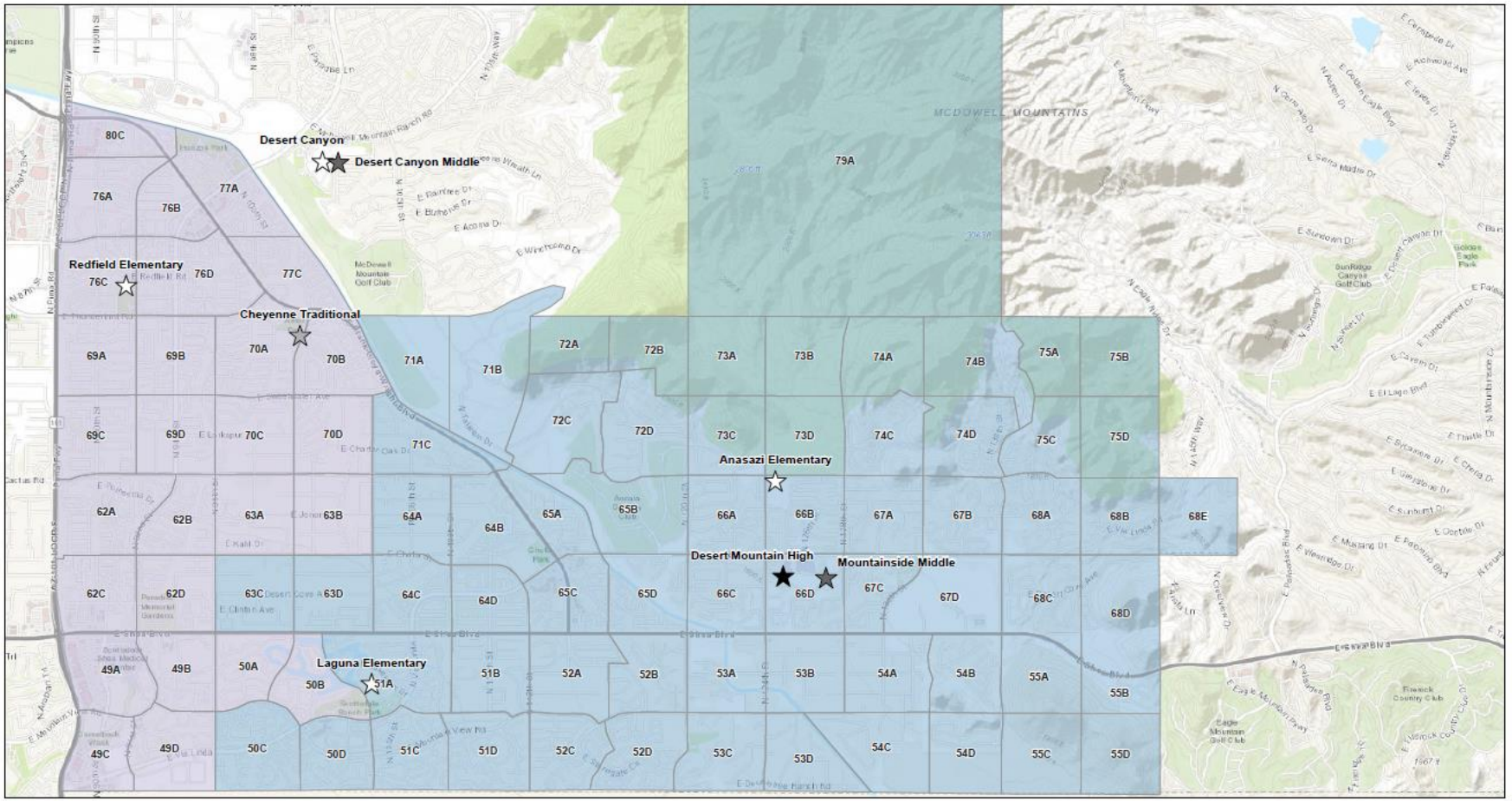
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Option C Boundary Model 1 Copper Ridge to Desert Mountain HS boundaries



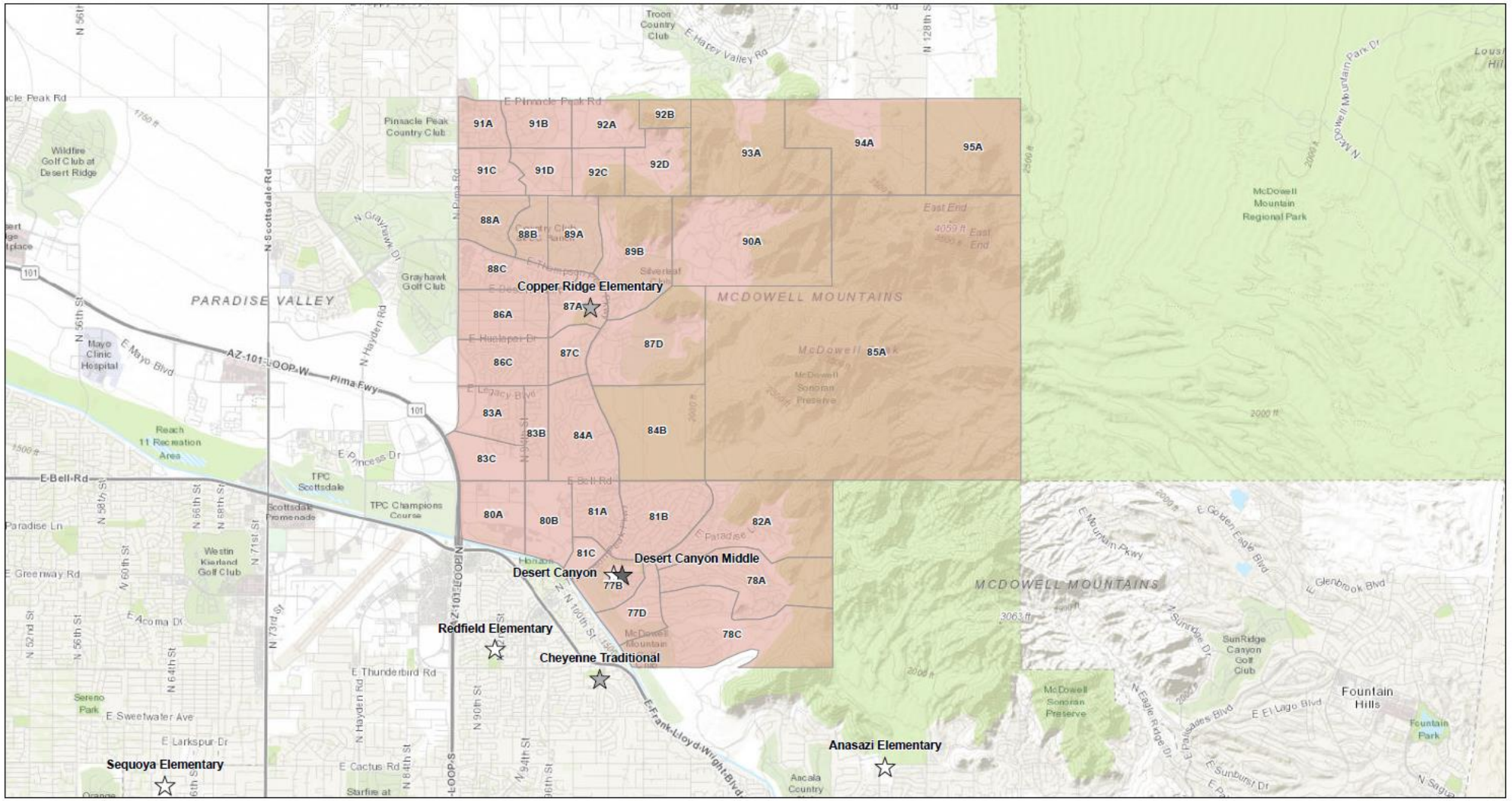
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Option C Boundary Model 1 Laguna to Redfield and Anasazi Boundaries

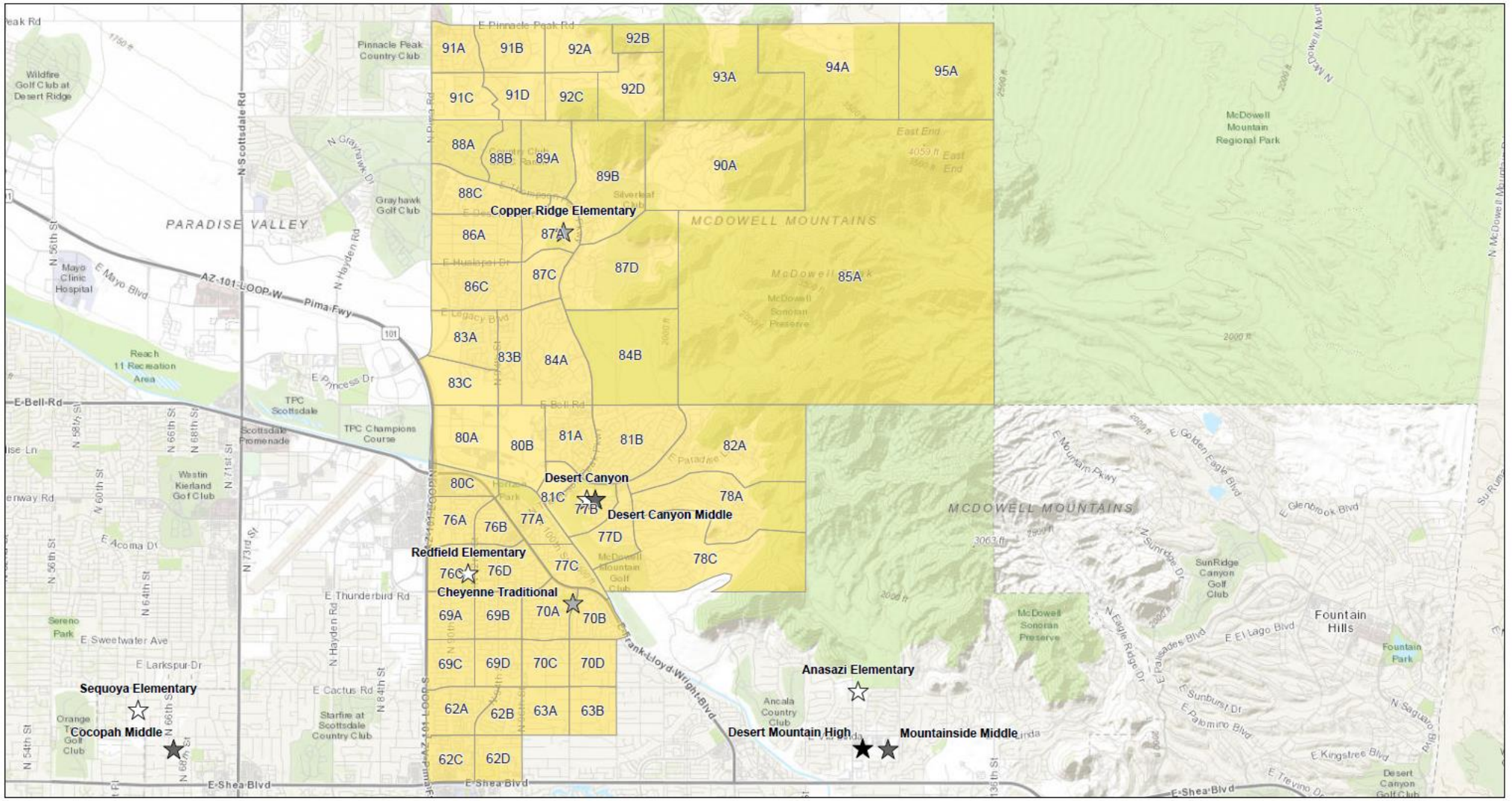


Option C – Model 2 Boundary Maps

Option C Boundary Model 2 Copper Ridge to Desert Canyon K-8, Elementary Boundaries

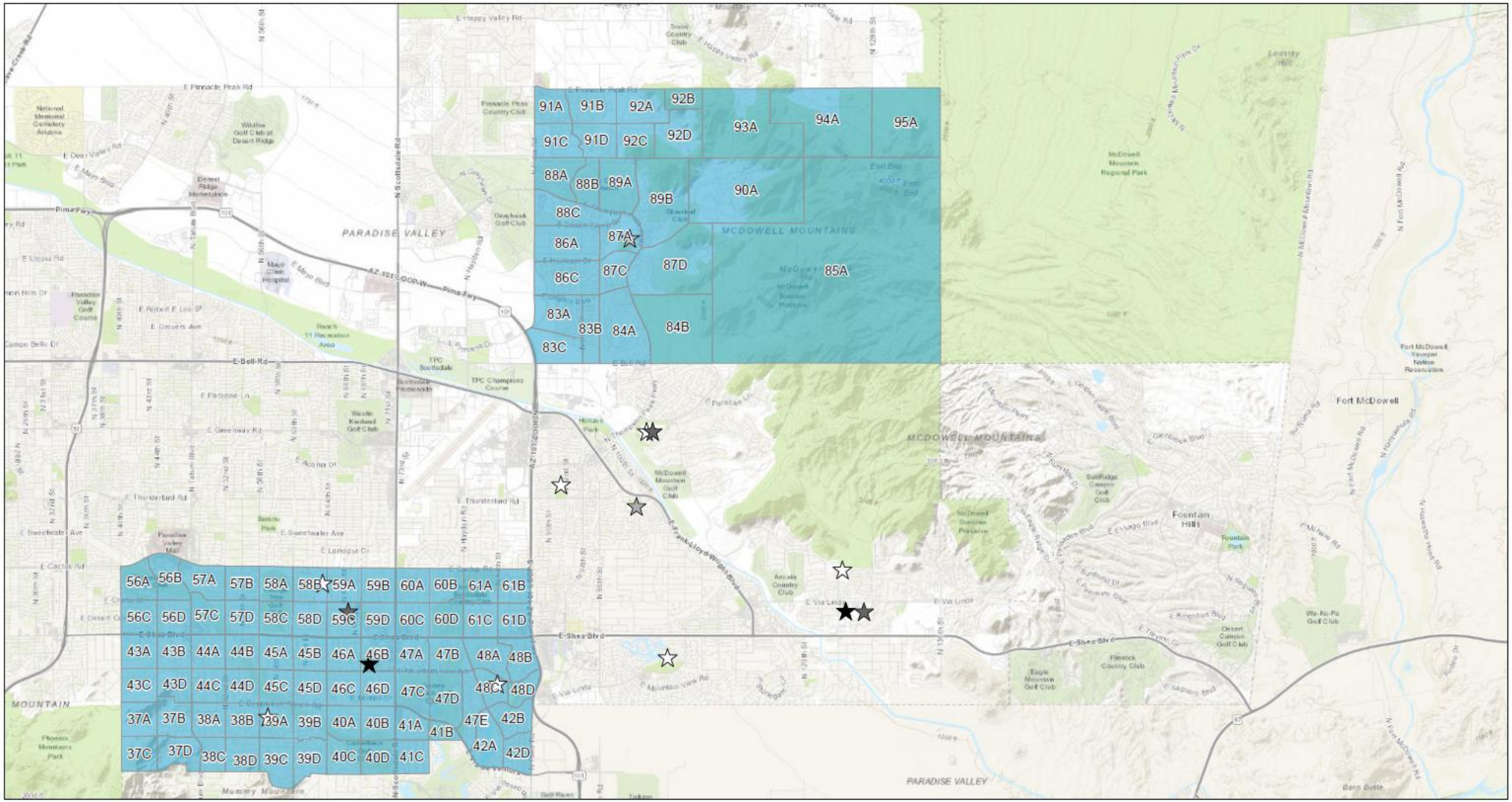


Option C Boundary Model 2 Copper Ridge to Desert Canyon K-8, Middle School Boundaries



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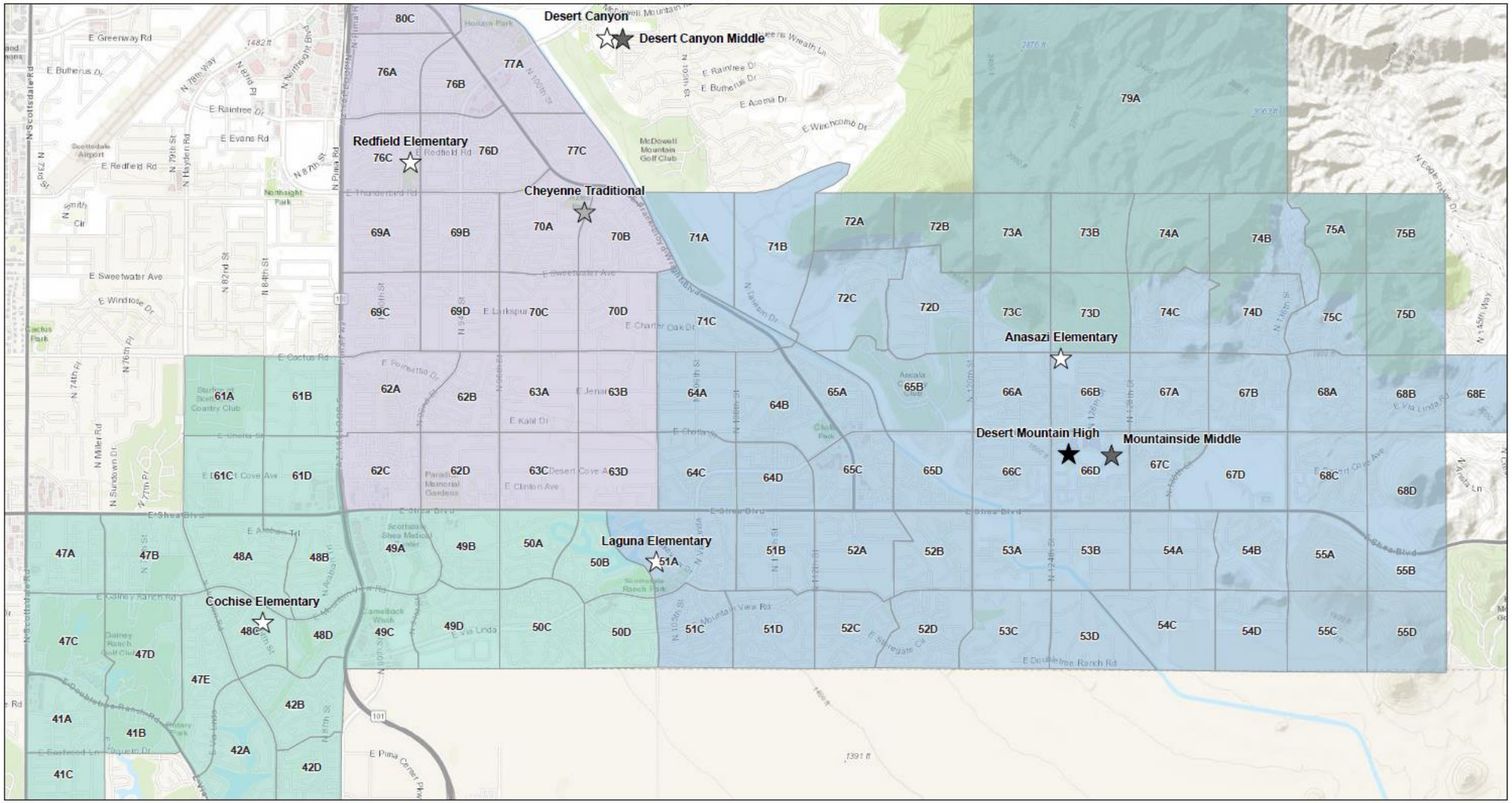
Option C Boundary Model 2 Chaparral High School Boundary - Current Configuration



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Option C Boundary Model 2 Laguna to Cochise, Redfield, and Anasazi



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Homework

- Review Questions and Answers
- Review cost savings spreadsheet
- Further reflection on your SWOT models given the frame of the scoring rubric

Wrapping Up


Table Insights – Exit Ticket
Group/Table Number: _____

Any unanswered/outstanding questions your group has identified to support next steps?

What did your table/group "like" specific to the structure of this meeting…

Suggestions or recommendations for improving your experiences during remaining meetings…



Next Meeting:

- DMHS Library
- July 29

Recommended Homework:

- Study models and think through potential boundary and specialized program considerations
- Review answers to questions that have been posed
- Review/anchor yourself in core documents found on website