



Phase II- Part B

Meeting #4

July 29, 2026



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- FINAL MEETING	Follow-up Q&A, programming locations SWOT Synthesis Boundary option consensus School Model Evaluation and scoring





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

- Superintendent Updates w/ Q&A
- Programming Locations
- SWOT Consensus
- Review boundaries and come to consensus
- Individual SWOT Scoring
- Next Steps and Reflections





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.





Superintendent Update and Q&A

130 Years | A Legacy of Learning





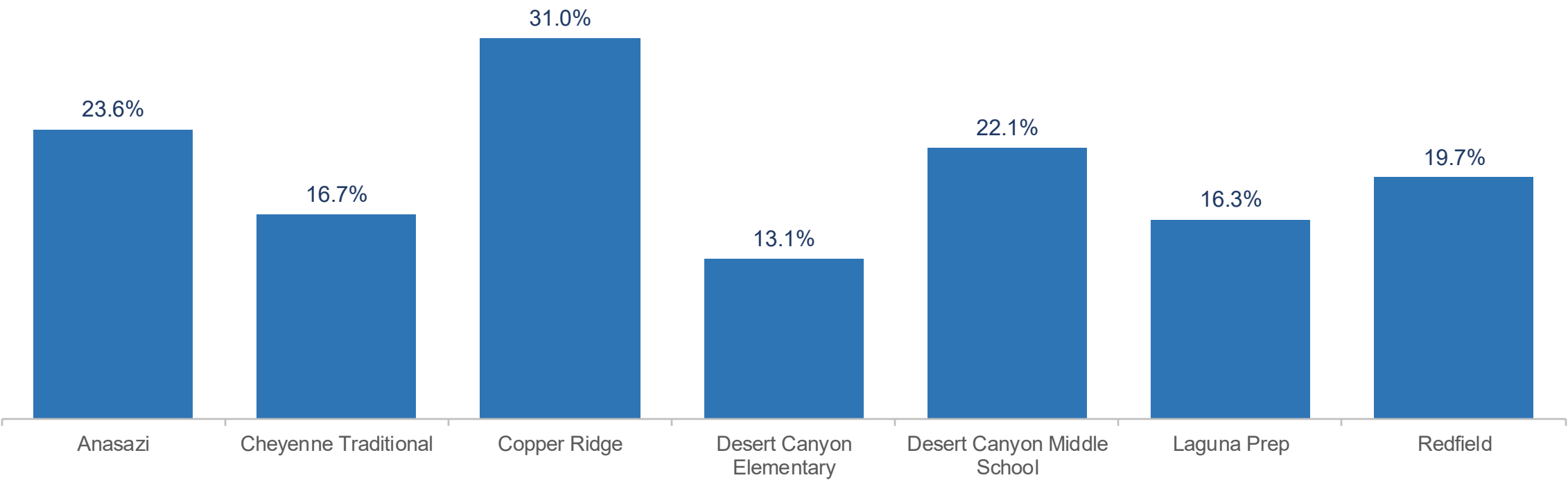
Additional Information to share

- Cost Savings Spreadsheet
- Transportation



Bus Ridership by School

Percentage of students riding the bus, based on 100th-day enrollment (2025-26)



School	Buses	Avg. Riders	100th-Day Enrollment	% Riding Bus
Anasazi	3	95	402	23.6%
Cheyenne Traditional	3	155	929	16.7%
Copper Ridge	5	137	442	31.0%
Desert Canyon Elementary	2	55	419	13.1%
Desert Canyon Middle School	4	92	416	22.1%
Laguna Prep	2	50	306	16.3%
Redfield	2	75	380	19.7%



Programming Locations Info Sharing

- Early Learning- Nick Noonan
- Gifted and Advanced Education- Sarah Torillhon
- Special Education- Dr. Brooke Williams



SWOT Synthesis Consensus

- Circulate, star, concerns, considerations.
- Consensus= Each SWOT Synthesis accurately reflects the sentiments of input provided by each table.

Consensus

A group decision making process where the participants work together to find a solution that achieves broad acceptance – even if not everyone's first choice, and commit to moving forward together once consensus is reached.



Process:

Thumbs (up, side, down)

Practice/Application:

Norms

Thumbs-Up Consensus Overview

The Three Hand Signals

Thumbs Up: Full support and agreement. The voter likes the idea and is ready to move forward.

Thumbs Sideways: Neutral, unsure, or minor reservations, but the voter can live with the choice and will not block it.

Thumbs Down: Serious concern, strong disagreement, or an outright block against moving forward

Consensus Vote

When we vote, if everyone shows a thumbs up or side-ways, consensus has been reached, and we can move ahead.

If there are any thumbs down, those who indicate such are given the opportunity to explain to the rest of the group why they gave the rating and make recommendations to change the alternative in order to make it acceptable to them.

The originator of the alternative has the option to make the change or leave the option as it is and explains the decision to the rest of the group. If a change is made to the recommendation, then it is a new first vote. If no change is made then it goes on to the second vote.



Boundary Review and Consensus

- Review Boundary Options
- Enrollment by boundary Zone for all Phase 2 schools



Grid Code	Boundary School	Desert Mountain High School	Cheyenne Traditional School	Desert Canyon Middle School	Desert Canyon Elementary	Mountainside Middle School	Chaparral High School	Redfield Elementary	Laguna Prep	Copper Ridge School	Anasazi Elementary	Cochise Elementary	Cocopah Middle School	Saguaro High School	Scottsdale Online Learning	Pueblo Elementary	Cherokee Elementary	Sequoya Elementary	Kiva Elementary School	Mohave Middle School	Navajo Elementary	Arcadia High School	Pima Elementary School	Ingleside Middle School	Tonalea Middle School	Hohokam Elementary	Tavan Elementary School	SCORE	Grid Total
49C	Laguna Prep					1	3		1																			1	
49D	Laguna Prep	5				6	1		11	2		2	2		2				2	1								31	
50A	Laguna Prep	14	4			6	1		16	1	1	2		1			2											48	
50B	Laguna Prep	4				3	1		2			2					2											12	
50C	Laguna Prep	20	3	1	2	4	6	4	11			2		1														54	
50D	Laguna Prep	18	2			15	1	3	14			8	1	1		6	1	1	1	1								73	
51A	Laguna Prep	11	14	1		7			9																			42	
51B	Laguna Prep	16	8			7	2		13		2			1														49	
51C	Laguna Prep	29	10	1	3	6	7		32	1	1	2	1	1		3	1		2	1					1			102	
51D	Laguna Prep	31	16		1	9	6	1	28			5	2															99	
52A	Laguna Prep	7	2	1		4	2		4		1			1														22	
52B	Laguna Prep	9	6			8	1	1	3	1	3	1	1															34	
52C	Laguna Prep	28	9	1		8	1	1	8				3				2											61	
52D	Laguna Prep	8	5			5	3		2													1						24	
53A	Laguna Prep	10	6			5			3		1	1			1								1					27	
53B	Laguna Prep	18	1			4	2		1						3													29	
53C	Laguna Prep	13	2			7		1	4						1													28	
53D	Laguna Prep	8	1			2			1		1			1	1													15	
54A	Laguna Prep	14	2			6			5																			27	
54B	Laguna Prep	13	2	1	1	3		2	3		3												1					29	
54C	Laguna Prep	3				3		1																				7	
54D	Laguna Prep	4	2	1	1	4	1				1																	14	
55B	Laguna Prep	4	2			2					1																	9	
63C	Laguna Prep	14	12		2	4	2		4		1		3	1														43	
63D	Laguna Prep	15	10	3		9	1		12	1		4	1	1		1												58	
Laguna Prep Subtotal		316	119	10	10	132	40	14	187	6	16	29	14	9	8	10	6	1	5	3	0	1	1	0	1	0	0	0	938
62A	Redfield Elementary School	28	19	7	6	4	7	8	7		1	6	4	1		1		1	1									101	
62B	Redfield Elementary School	14	10	5	3	4	2	9			1		1	1	1			2										53	
62C	Redfield Elementary School	8		3	2	4	4	6	2			3	1	2										2				37	
62D	Redfield Elementary School	12	6	5	2	5	6	3	3	1	1	3	1	2		1												51	
63A	Redfield Elementary School	14	17	2		2	2			1		2		1			3		1									45	
63B	Redfield Elementary School	12	20	2		1		1	1	1			2	1				3										44	
69A	Redfield Elementary School	29	16	17	11	4	13	18	2	1	2	4	6	3	3	2		2										133	
69B	Redfield Elementary School	38	15	21	12	2	6	32	1		1	4	1	2			2											137	
69C	Redfield Elementary School	18	15	11	3	1	15	17	1	1		5	5			1		2	1									96	
69D	Redfield Elementary School	20	18	10	6	5	1	3				8	3				2	1	1									78	
70A	Redfield Elementary School	19	44	4	3	2	3	8	2	3	5				1					1	2		1					98	
70B	Redfield Elementary School	48	33	18	5	3	2	16	2	1	2	3		2	2					1	2							140	
70C	Redfield Elementary School	11	17	2		3		3			1	4	2															43	
70D	Redfield Elementary School	11	24	1		2	3	4							1													46	
76A	Redfield Elementary School	18	21	10	5	3	6	8	3	1	2	1	1		1	1												81	
76B	Redfield Elementary School	13	3	8	3			5			1		1	2											1	1		38	
76C	Redfield Elementary School	18	5	6	1		5	15	1			2	2	2						1								58	
76D	Redfield Elementary School	60	17	40	6	6	4	60	7	1	2	3	2		4	1	2	1		1	1					1		219	
77A	Redfield Elementary School	46	16	12	14		1	33	4		1	1		2		1		1	1						1			132	
77C	Redfield Elementary School	27	41	10	8	2	2	9	4	3	2			2	1	1	1	1				1						115	
80C	Redfield Elementary School	27		19	10		1	20	1		1				2	1												82	
Redfield Elementary School Subtotal		491	357	213	100	51	82	273	47	13	21	54	32	23	16	10	10	13	4	4	5	0	2	2	1	2	1	0	1827
64A	Anasazi Elementary School	16	17			5	1		3		5	1			2													50	
64B	Anasazi Elementary School	16	19	1		8	2	3	7		10	2	2	5	1			1										77	
64C	Anasazi Elementary School	19	2	3	3	11	3		8	1	9	3	2						1			1						66	
64D	Anasazi Elementary School	29	4	1	2	15		1	10		12	1	1	5	2	2		4										89	
65A	Anasazi Elementary School	29	9	2		20			3		12	1	1		2		1					1						81	
65B	Anasazi Elementary School	4	2			1	1				3				1													12	
65C	Anasazi Elementary School	34	3	1	4	21		3	9	1	34		1	2	2					2								117	

Grid Code	Boundary School	Desert Mountain High School	Cheyenne Traditional School	Desert Canyon Middle School	Desert Canyon Elementary	Mountainside Middle School	Chaparral High School	Redfield Elementary	Laguna Prep	Copper Ridge School	Anasazi Elementary	Cochise Elementary	Cocopah Middle School	Saguaro High School	Scottsdale Online Learning	Pueblo Elementary	Cherokee Elementary	Sequoia Elementary	Kiva Elementary School	Mohave Middle School	Navajo Elementary	Arcadia High School	Pima Elementary School	Ingleside Middle School	Tonalea Middle School	Hohokam Elementary	Tavan Elementary School	SCORE	Grid Total	
65D	Anasazi Elementary Schc	16	2	1		15	1	1	4	1	22			1	2					1			1						68	
66A	Anasazi Elementary Schc	22	9	1		7	1	2	1		18					1													62	
66B	Anasazi Elementary Schc	27		1		10	2		1		21					1													63	
66C	Anasazi Elementary Schc	18	8		1	5	3				5											1							41	
66D	Anasazi Elementary Schc	7	1			4			2		4			1	1														20	
67A	Anasazi Elementary Schc	21	3			3					6	2																	35	
67B	Anasazi Elementary Schc	9				6	1		2		1																		19	
67C	Anasazi Elementary Schc	29	8	1	2	13		1	2	1	21			2	1	1				1									83	
68A	Anasazi Elementary Schc	17	3			1			2		4																		27	
68B	Anasazi Elementary Schc	3																											3	
68C	Anasazi Elementary Schc	8	5		2	5					3																		23	
68D	Anasazi Elementary Schc	8				2					5	1	1																17	
68E	Anasazi Elementary Schc	1				2					1																		4	
71C	Anasazi Elementary Schc	23	5	1		2	3		5		3							1											43	
72C	Anasazi Elementary Schc	10	2	1		1	1	1																			1		16	
72D	Anasazi Elementary Schc	11		1		2			1		3				1														19	
73C	Anasazi Elementary Schc	8	4			1																							13	
74C	Anasazi Elementary Schc	6	3			2		3	1	1																			16	
74D	Anasazi Elementary Schc	4					1				1									1									7	
75C	Anasazi Elementary Schc	3				1																							4	
Anasazi Elementary School Subtotal		398	109	15	14	162	20	15	61	5	203	11	8	16	15	5	1	6	2	4	0	3	1	0	0	0	0	0	1	1075
77B	Desert Canyon Elementai	10	4	11	20	1	2	1																					49	
77D	Desert Canyon Elementai	19	5	15	25	1	4		1	3				1	1	1													76	
78A	Desert Canyon Elementai	18	3	7	6	2	2			2																			41	
78C	Desert Canyon Elementai	31	36	20	32	3	7			3	3	3		1	1														140	
80B	Desert Canyon Elementary School		1	1																									2	
81A	Desert Canyon Elementai	36	8	18	34	3	5	7	2	4				2	1	3											1		124	
81B	Desert Canyon Elementai	57	15	47	87	7	8	7	3	7	1			1	2	1													243	
81C	Desert Canyon Elementary School				1																								1	
82A	Desert Canyon Elementai	9		5	5	1	3	1	1	1					1														27	
Desert Canyon Elementary School St		180	71	124	211	18	31	16	7	20	4	3	4	6	7	0	0	0	0	0	0	0	0	0	0	0	0	1	0	703
83A	Copper Ridge School	8	16	2	9		32	2	1	35			1	2	1			1			1								111	
83B	Copper Ridge School	13	4	3	1		4	1		9				1				1						1					38	
83C	Copper Ridge School					1	3			3																			7	
84A	Copper Ridge School	16	21	6	11	3	60	1		73				3	1	2													197	
86A	Copper Ridge School	2	2		1		8			6																			19	
86C	Copper Ridge School	10	15	1	10	1	14	1		24	1			2															79	
87A	Copper Ridge School						6			11																			17	
87C	Copper Ridge School	4	3	2			7			8																			24	
87D	Copper Ridge School	1		2			3			3																			9	
88B	Copper Ridge School		1				2			1						1													5	
88C	Copper Ridge School	2					9	1		20					2														34	
89A	Copper Ridge School	1	4				3			7																			15	
89B	Copper Ridge School	1		1			7	1		7																			17	
90A	Copper Ridge School	1	2				2			3																			8	
91A	Copper Ridge School	3	4	2	3		10	1		6																			29	
91B	Copper Ridge School	1	10				5			2					1														19	
91C	Copper Ridge School	3	1				3			7					1		2												17	
91D	Copper Ridge School		3				1			2																			6	
92A	Copper Ridge School						2			2																			4	
92C	Copper Ridge School			1		1	1	1		1				2															7	
94A	Copper Ridge School						1																						1	
Copper Ridge School Subtotal		66	86	20	35	6	183	9	1	230	1	1	4	7	8	0	4	0	0	0	1	0	0	1	0	0	0	0	663	
Grand Total		1451	742	382	370	369	356	327	303	274	245	98	62	61	54	25	21	20	11	11	6	4	4	3	2	2	2	1	5206	



Boundaries and Transportation Discussions

Review current and proposed boundary model for each option

Time to complete note catcher from Meeting 3

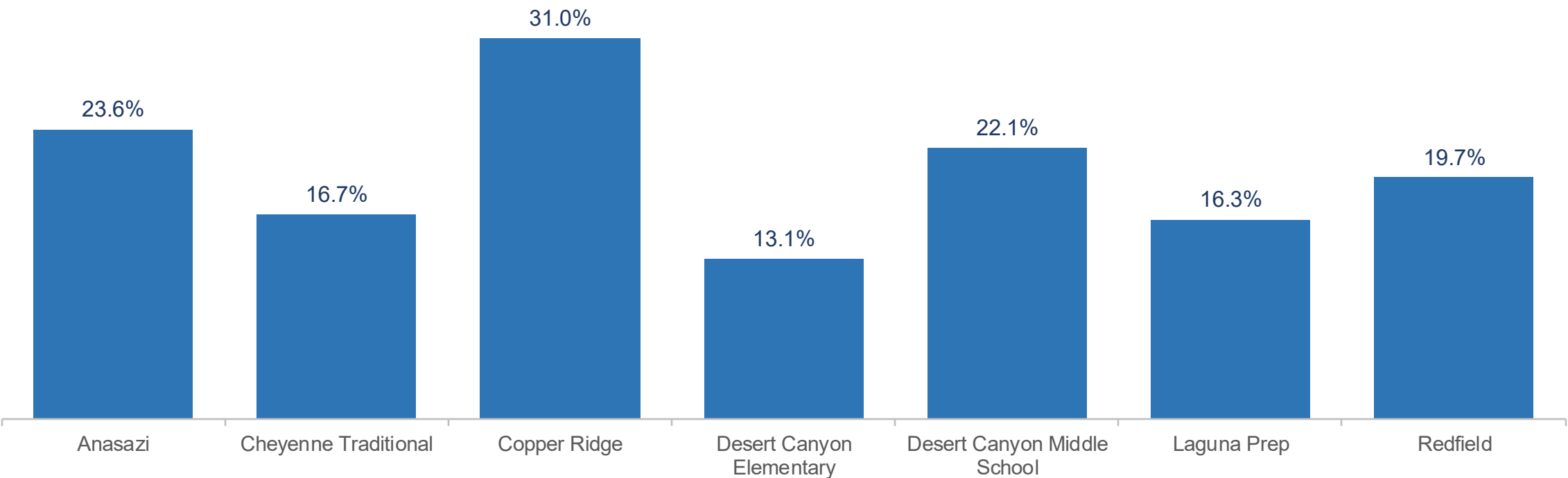
Handouts:

- 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



Bus Ridership by School

Percentage of students riding the bus, based on 100th-day enrollment (2025-26)



School	Buses	Avg. Riders	100th-Day Enrollment	% Riding Bus
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Redfield	2	75	380	19.7%

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.

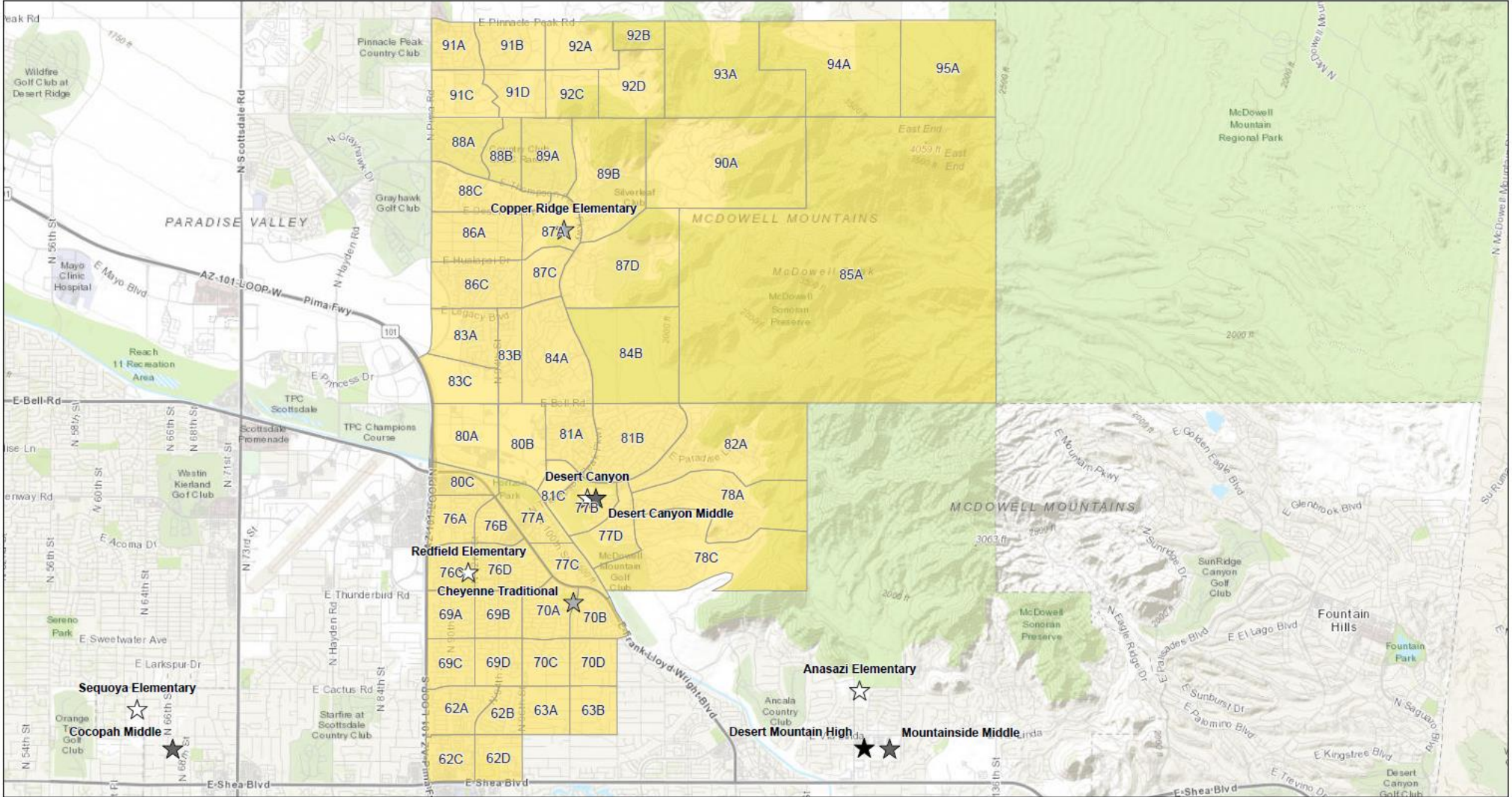


Option A – Boundary Model 1 Maps

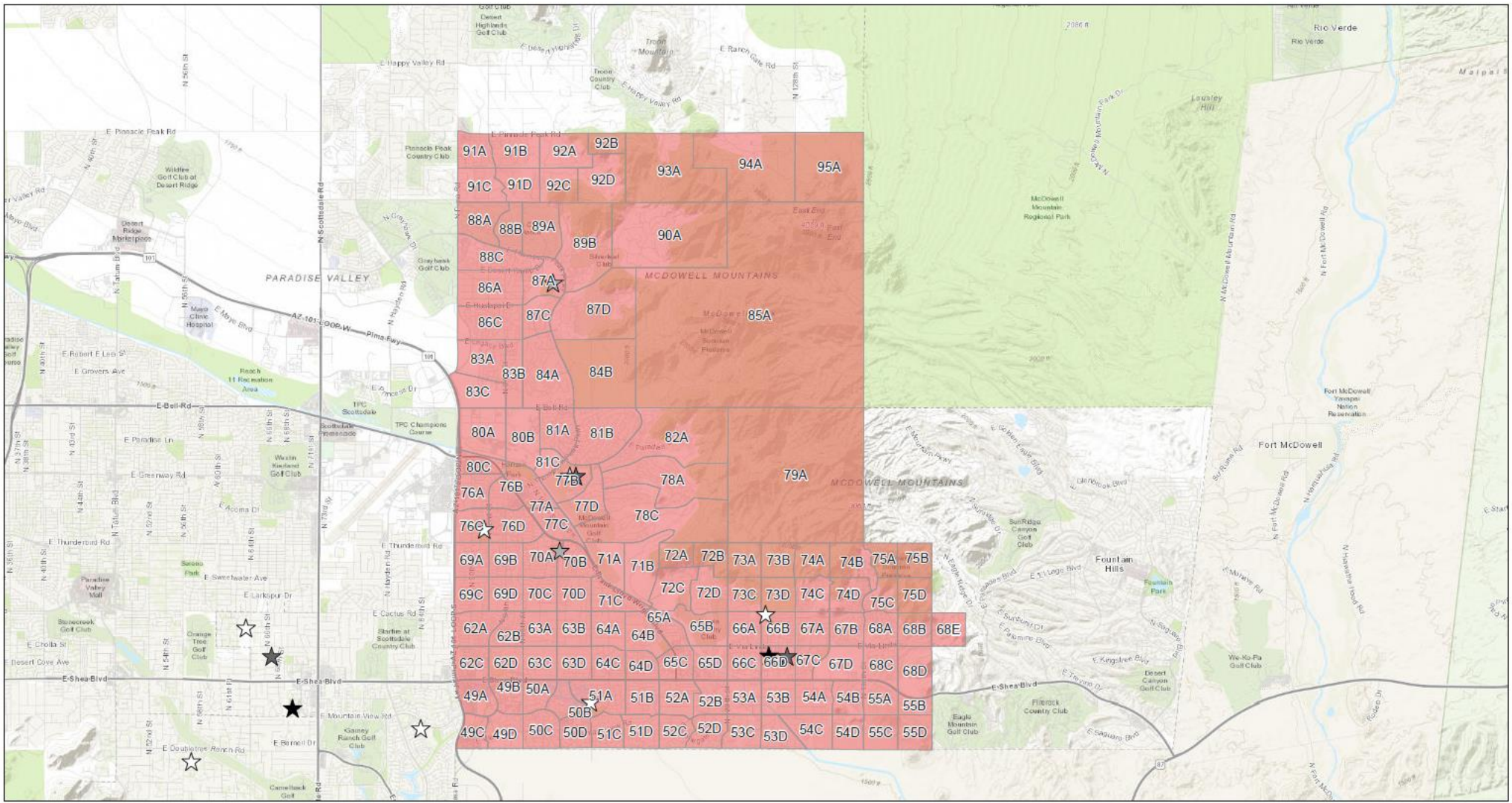




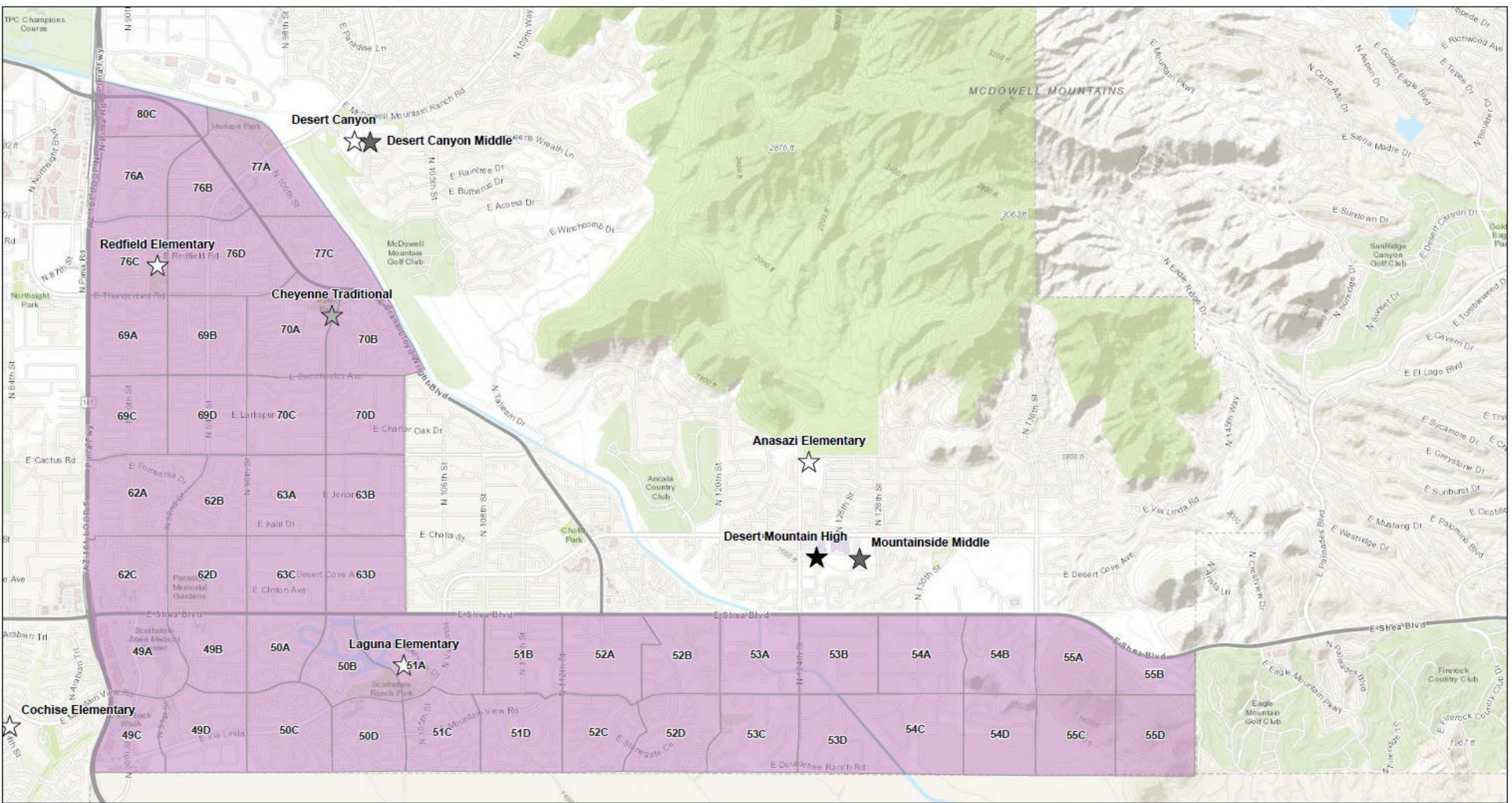
Option A Boundary Model 1Copper Ridge to Desert Canyon K-8, Middle School Boundaries



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



Option A Boundary Model 1 Laguna and Redfield Combined at Cheyenne



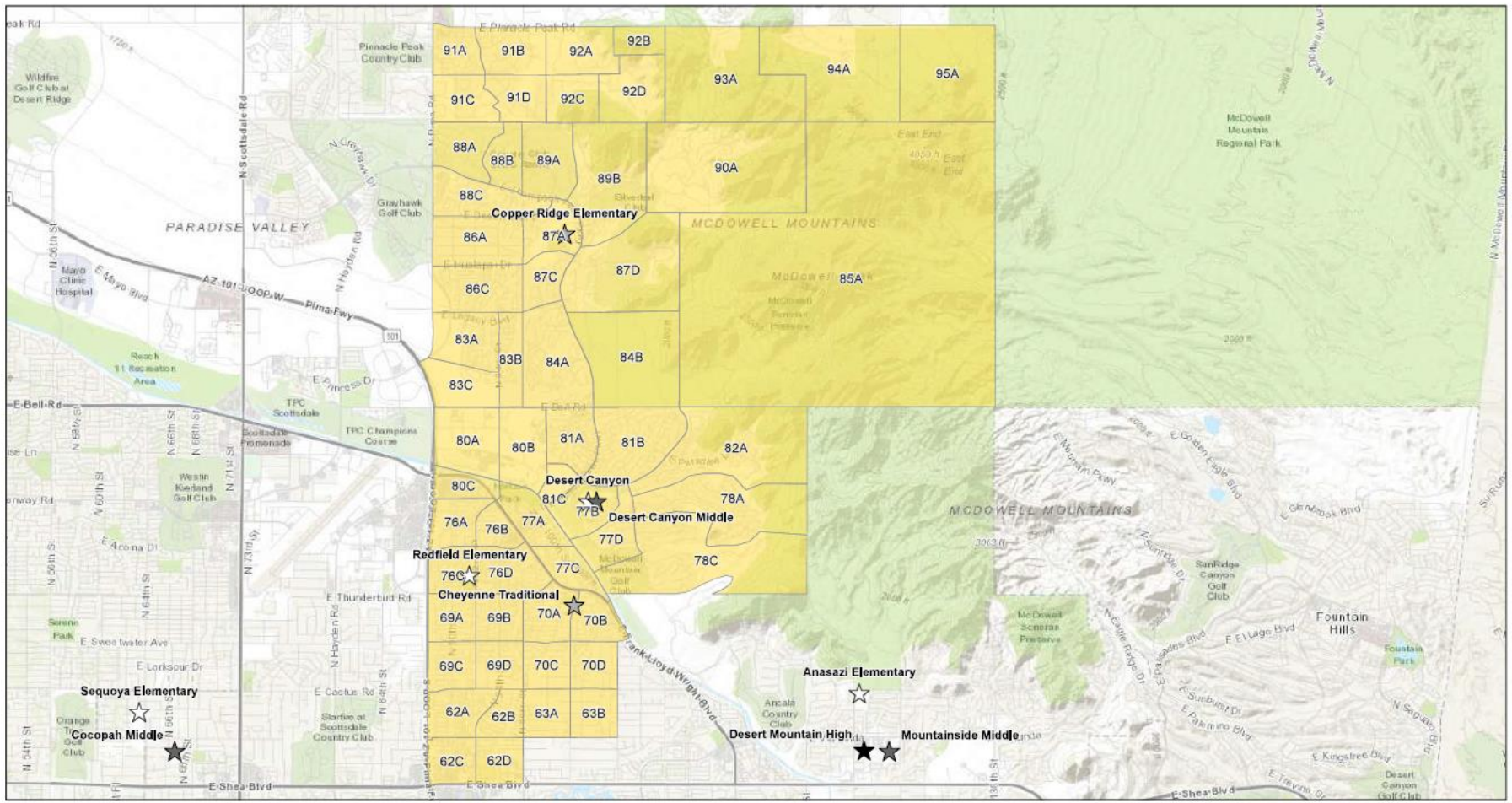


Option A – Boundary Model 2 Maps

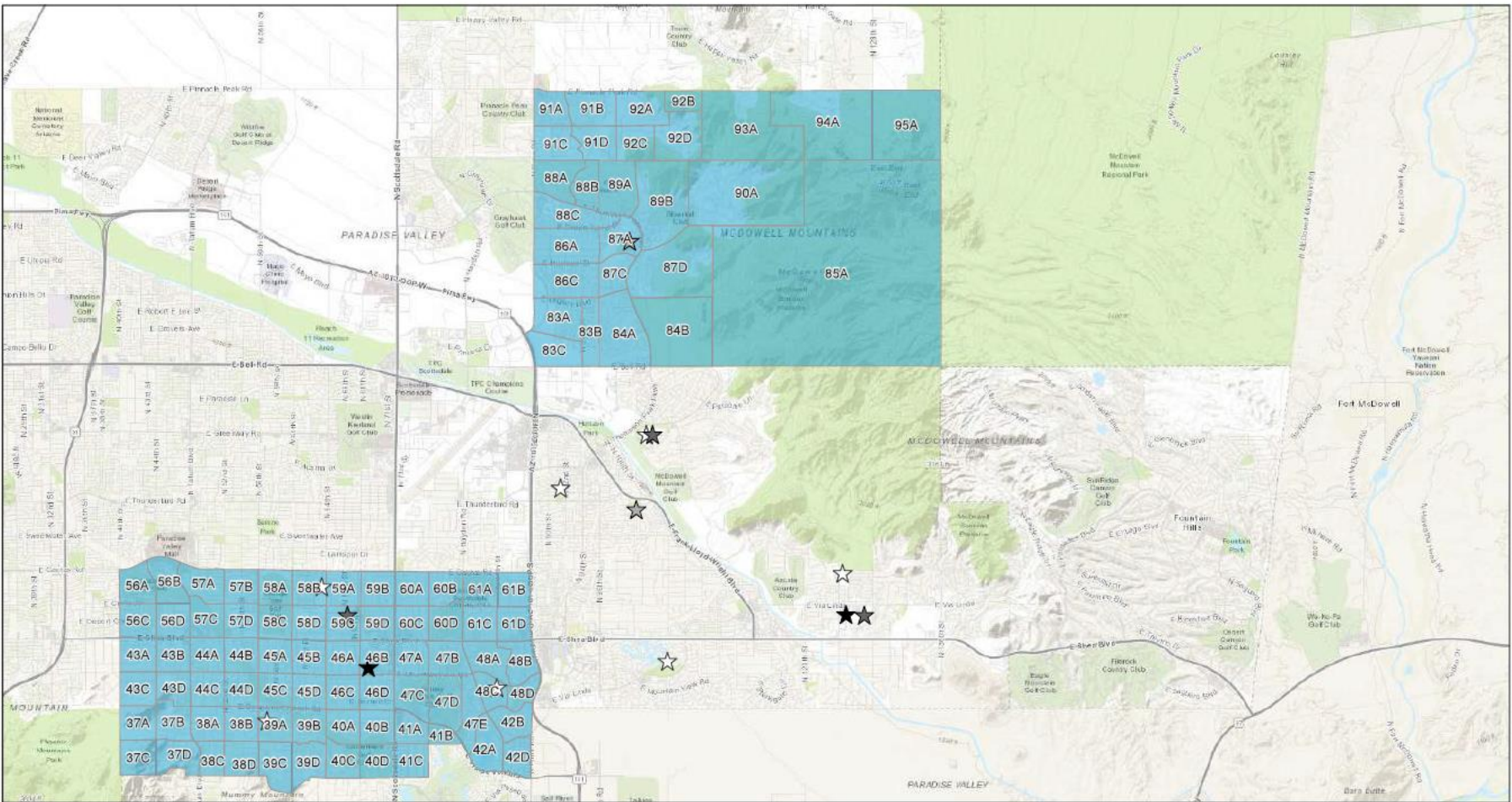




Option A Boundary Model 2 Copper Ridge to Desert Canyon K-8, Middle School Boundaries



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



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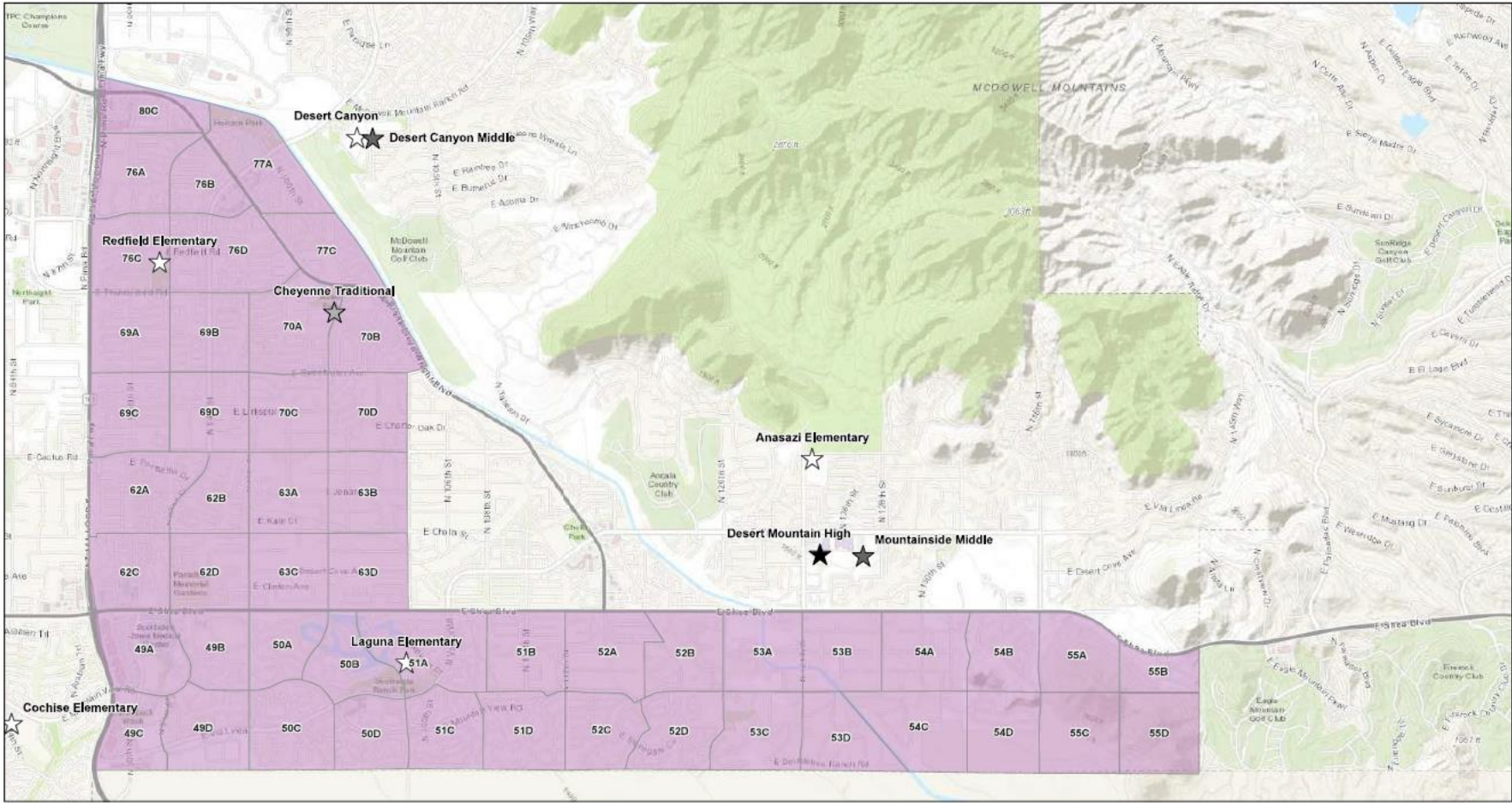
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Option A Boundary Model 2 Laguna and Redfield Combined at Cheyenne



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

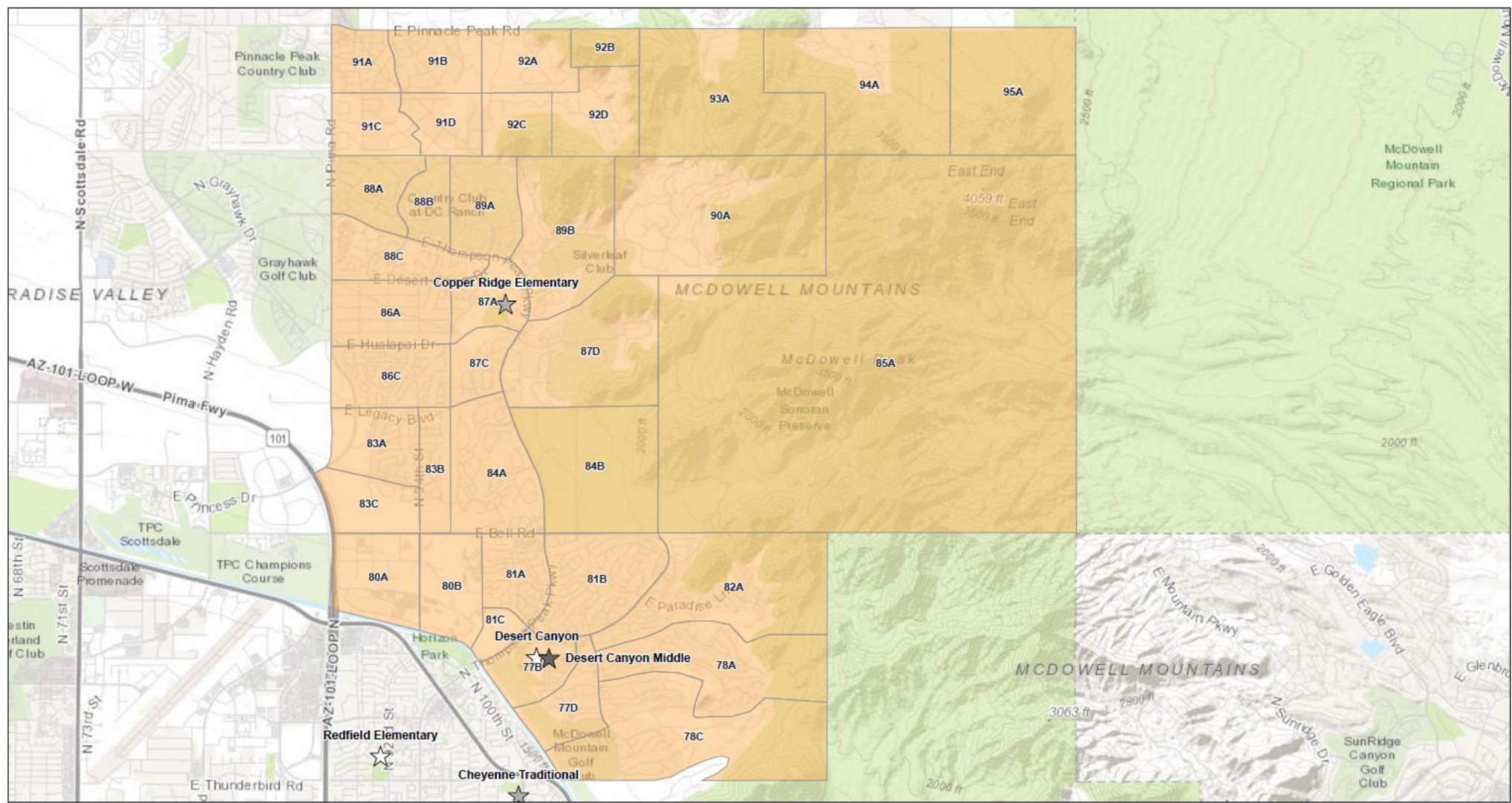
Boundary / Feeder Change	Detail	Grid #s	Notes
DCES/MS boundaries	Assigned to the current Copper Ridge campus	Current Copper Ridge & DCES/MS boundaries	1298 assigned by grid code to Copper Ridge with this model. 495 K-5, 803 6-8
Copper Ridge boundary (high school)	Assigned to Chaparral High School	83 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.



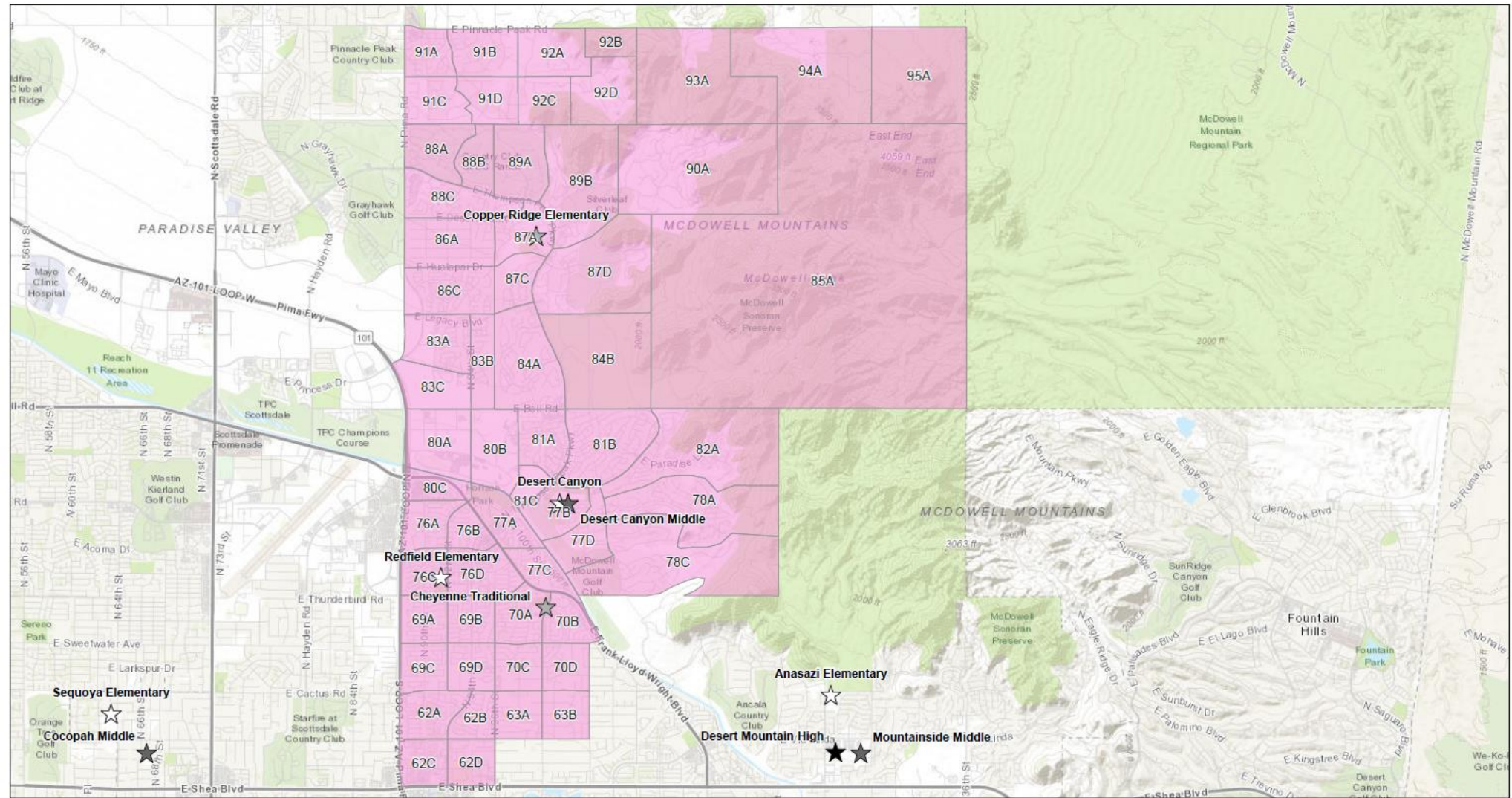
Option B – Boundary Model 1 Maps



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

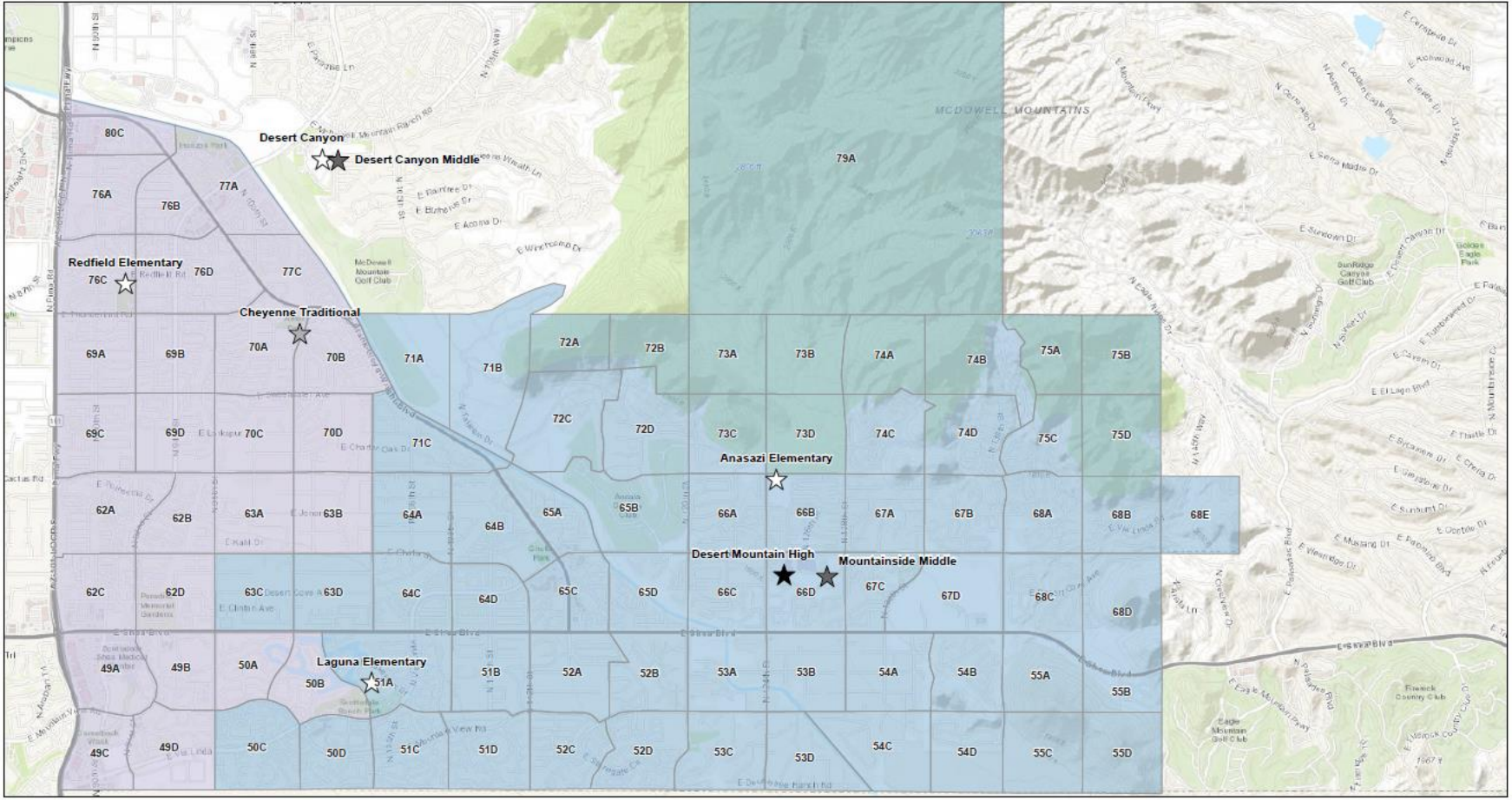


Option B Boundary Model 1 Desert Canyon MS to Copper Ridge Boundaries





Option B Boundary Model 1 Laguna to Redfield and Anasazi Boundaries

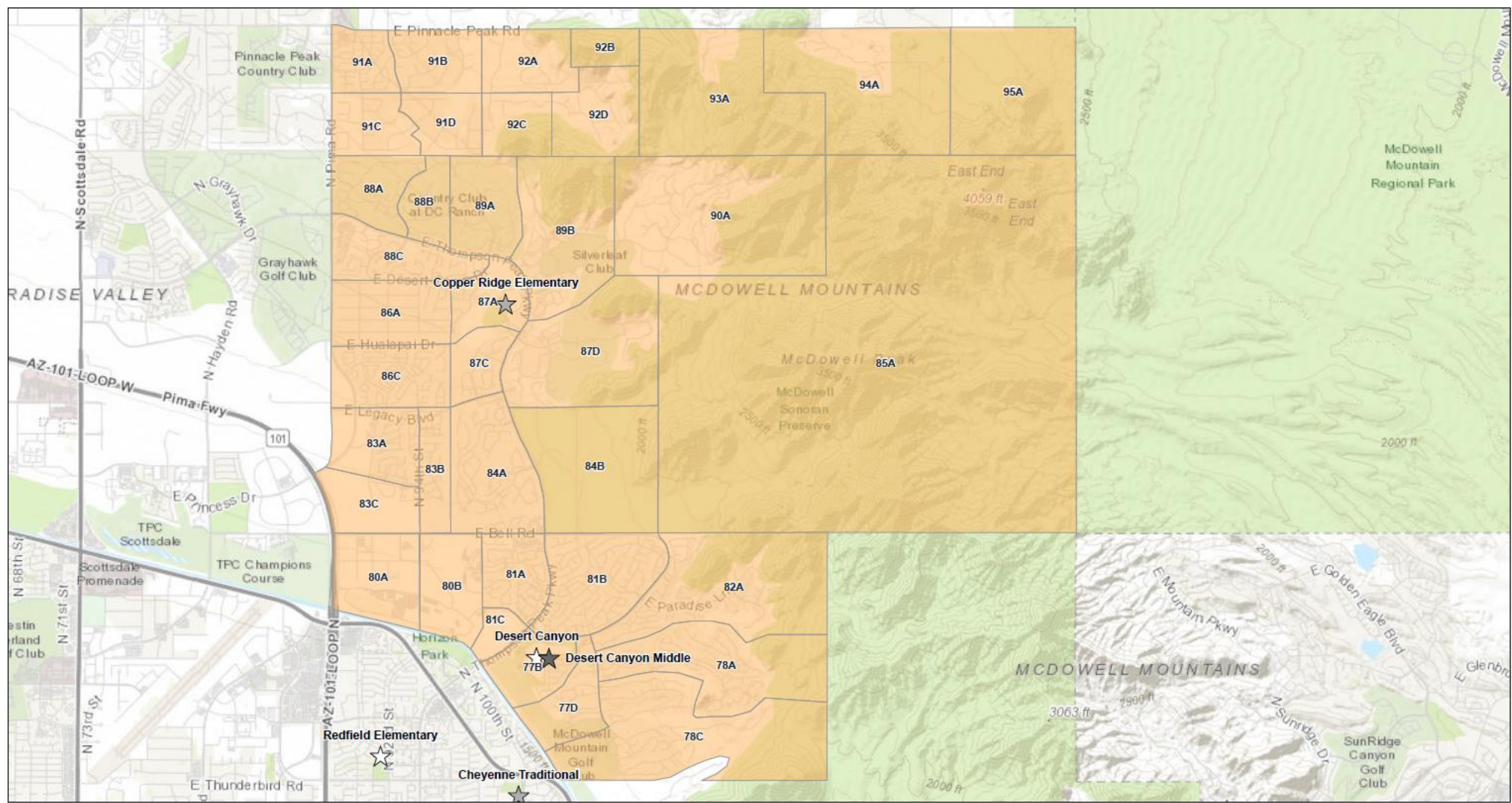




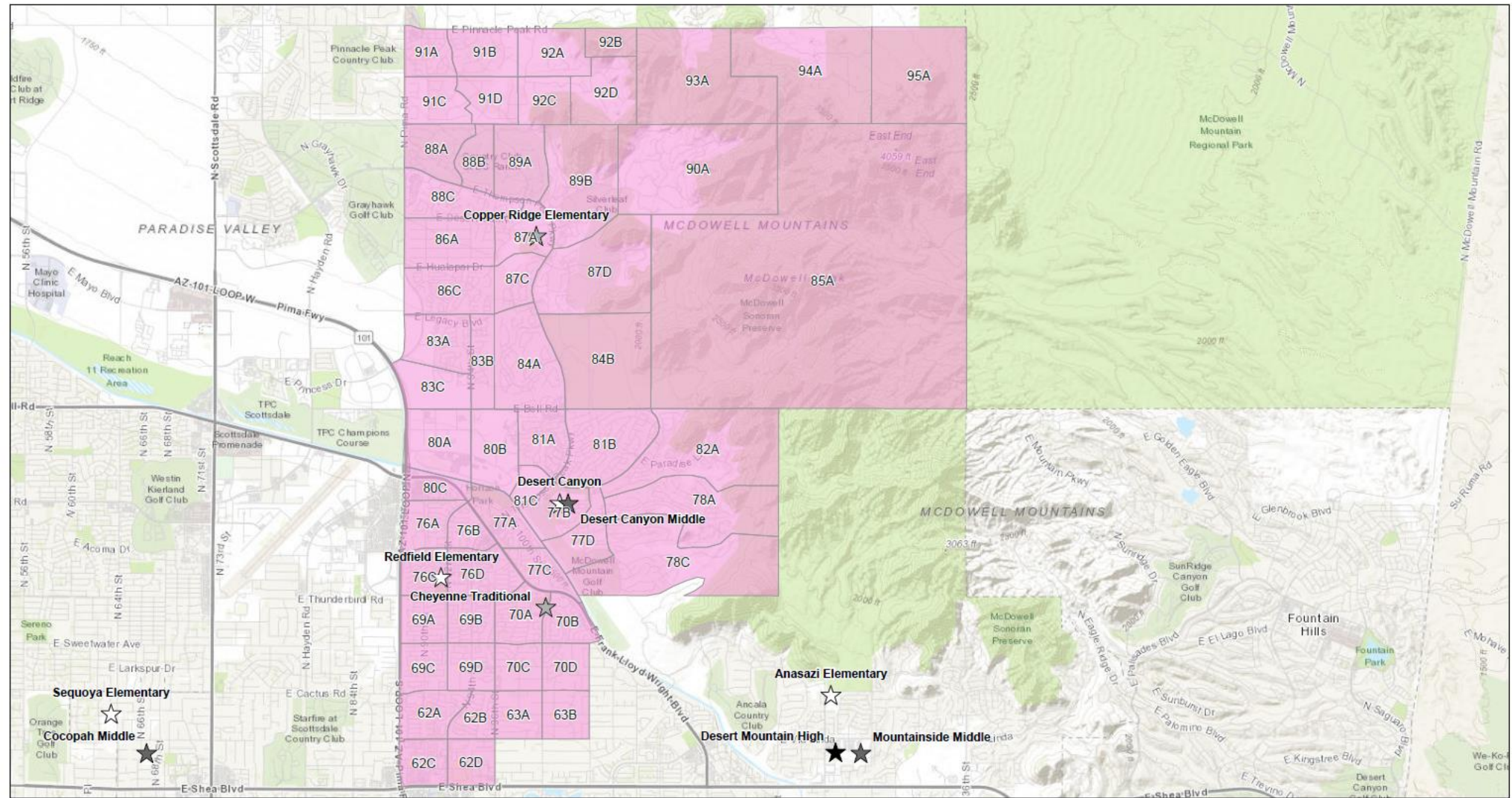
Option B – Boundary Model 2 Maps



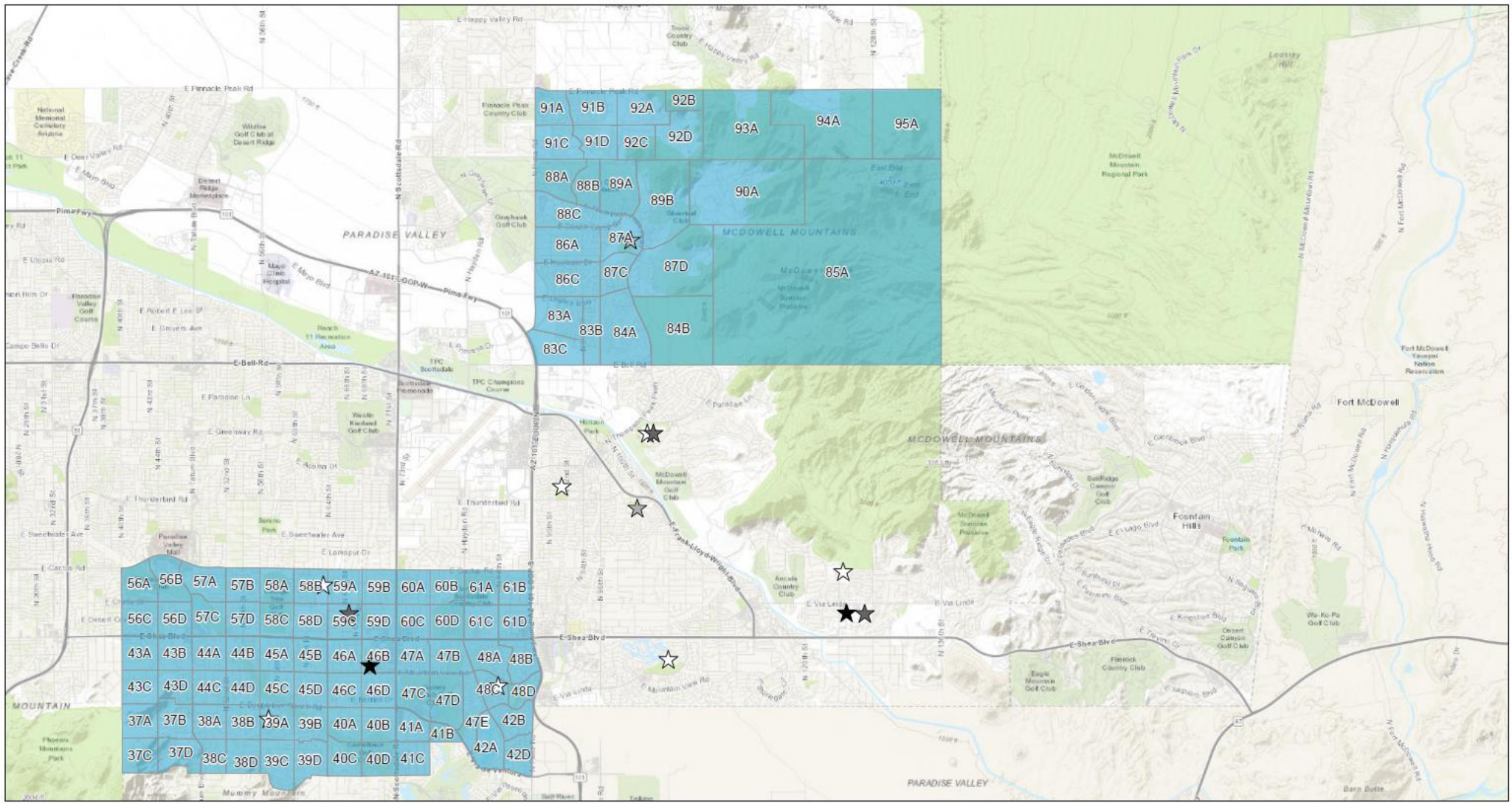
Option B Boundary Model 2 Desert Canyon ES to Copper Ridge boundaries



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



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



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Option C – Boundary Model 1

By using AI Assistant, you agree to [Generative AI User Guidelines](#).

Option C – Boundary Model 2

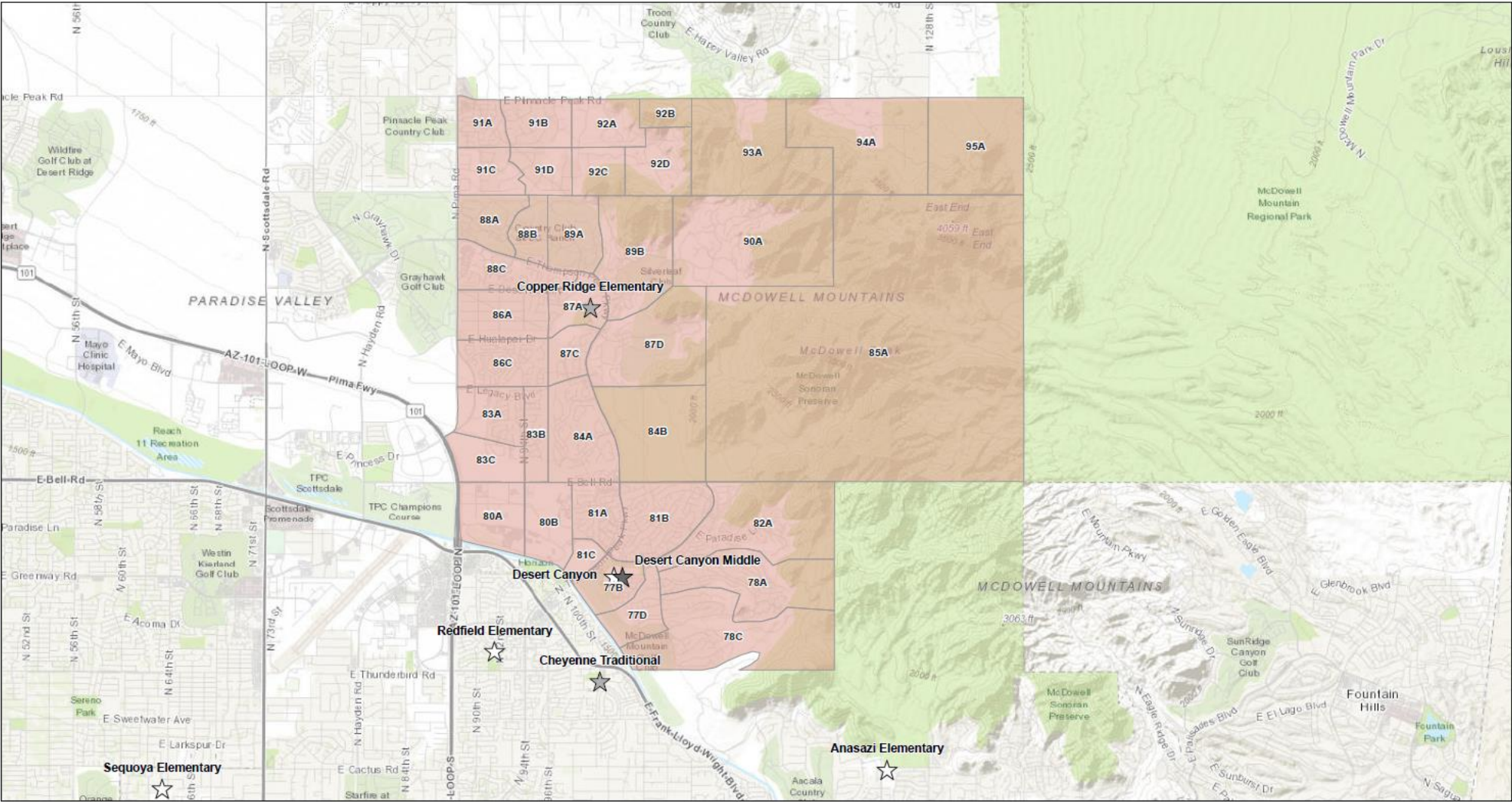
⑤



Model C – Boundary Option 1 Maps

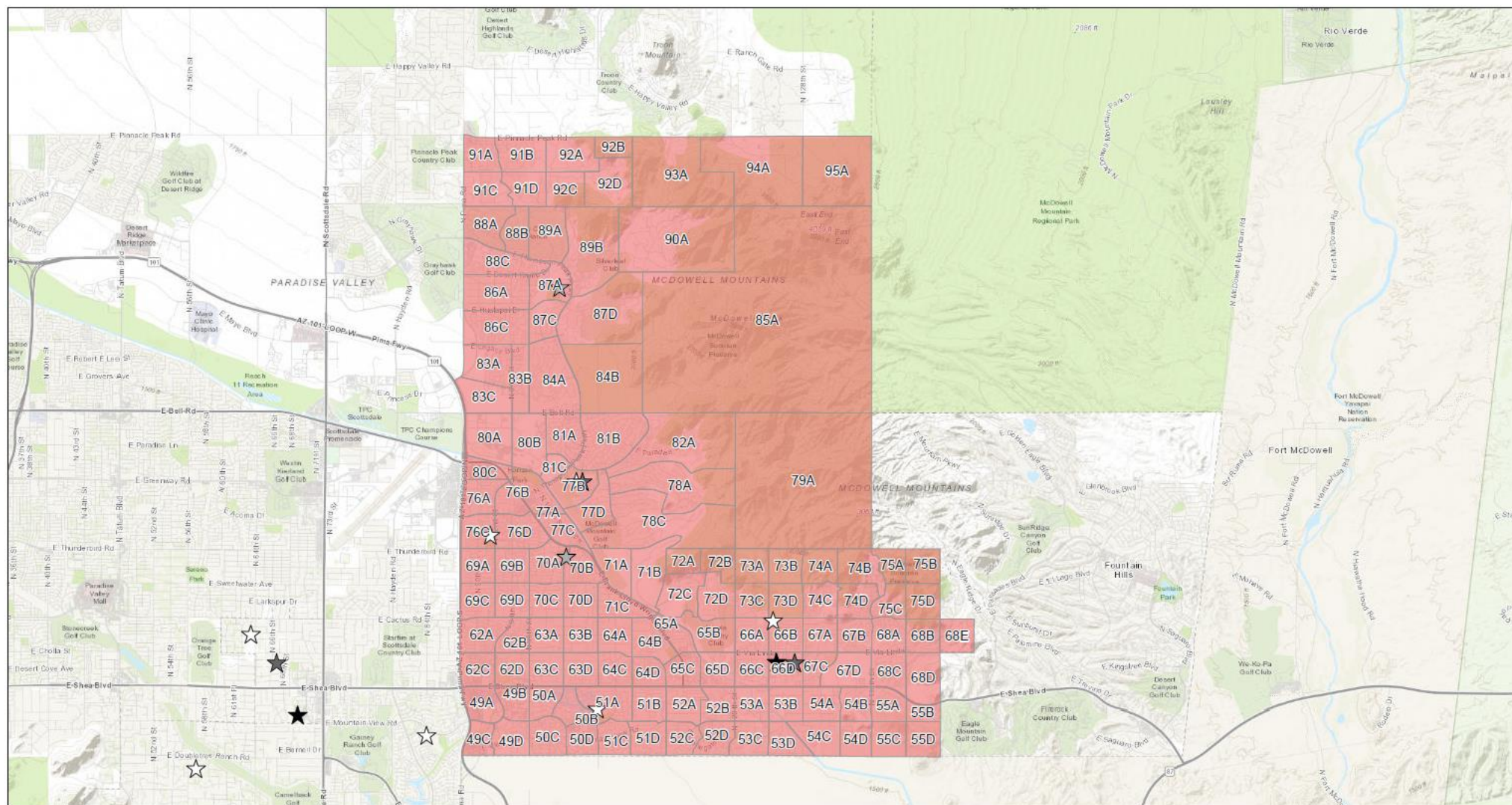


Option C Boundary Model 1 Copper Ridge to Desert Canyon K-8, Elementary Boundaries

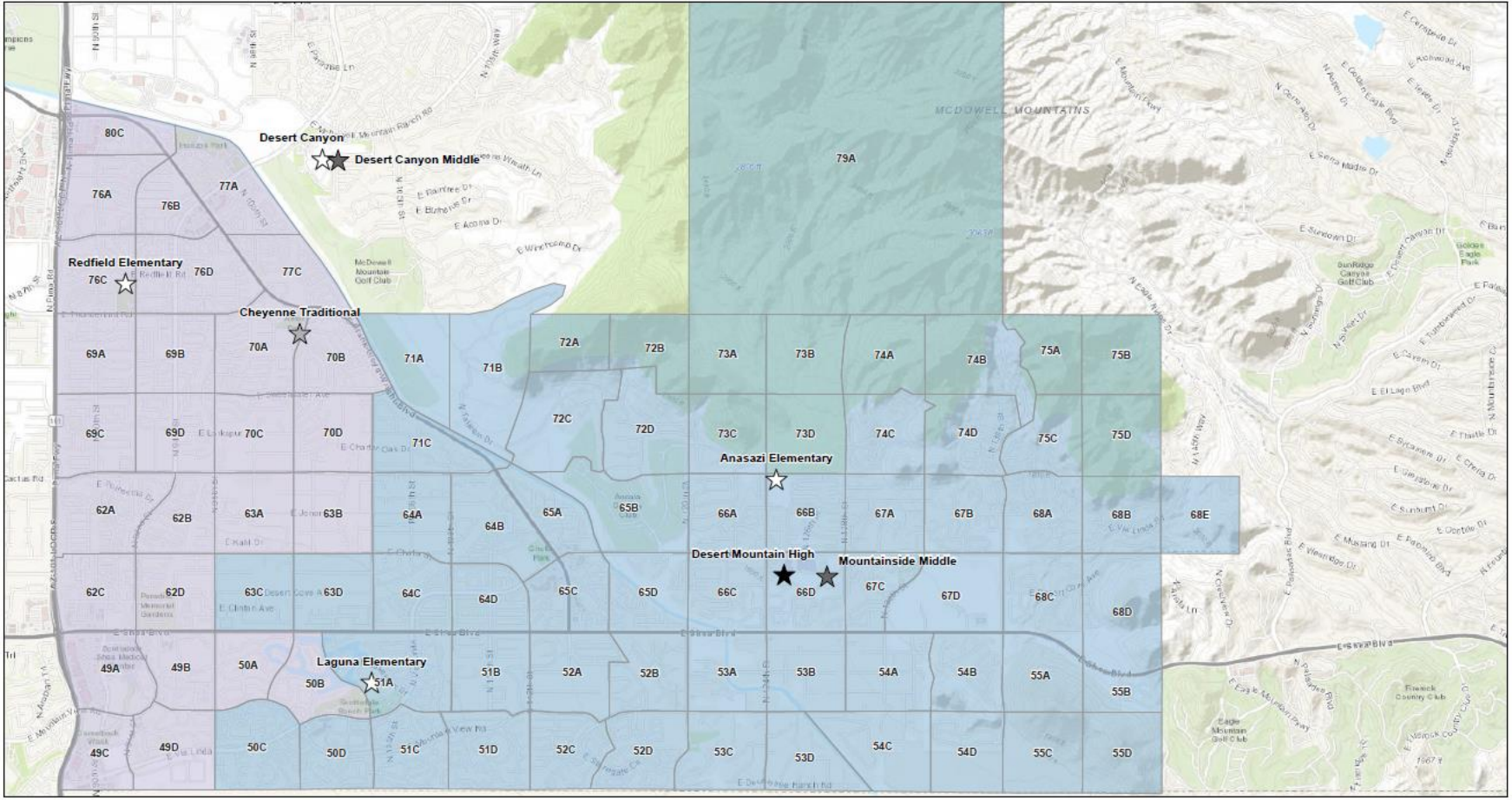




Option C Boundary Model 1 Copper Ridge to Desert Mountain HS boundaries



Option C Boundary Model 1 Laguna to Redfield and Anasazi Boundaries

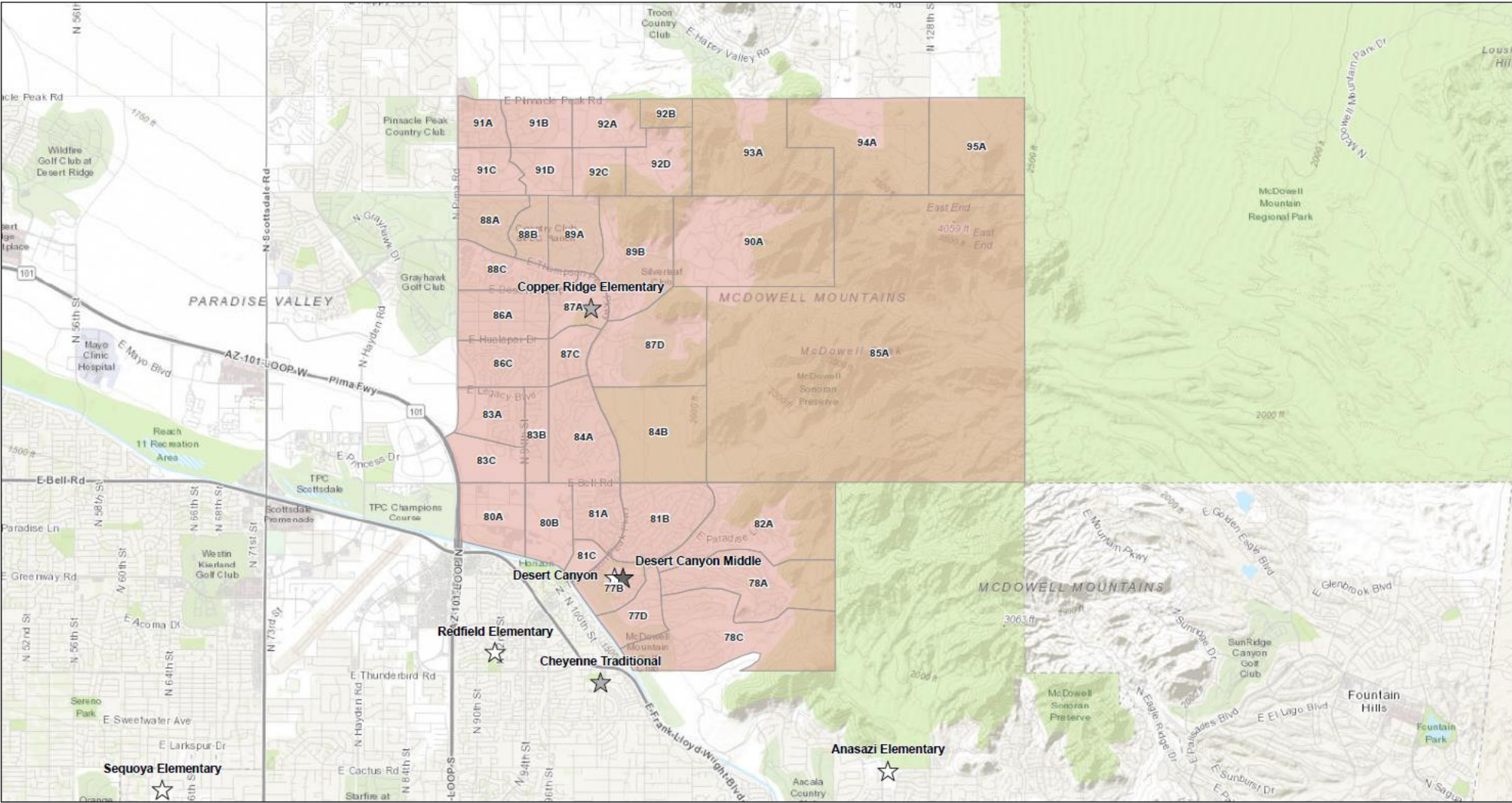




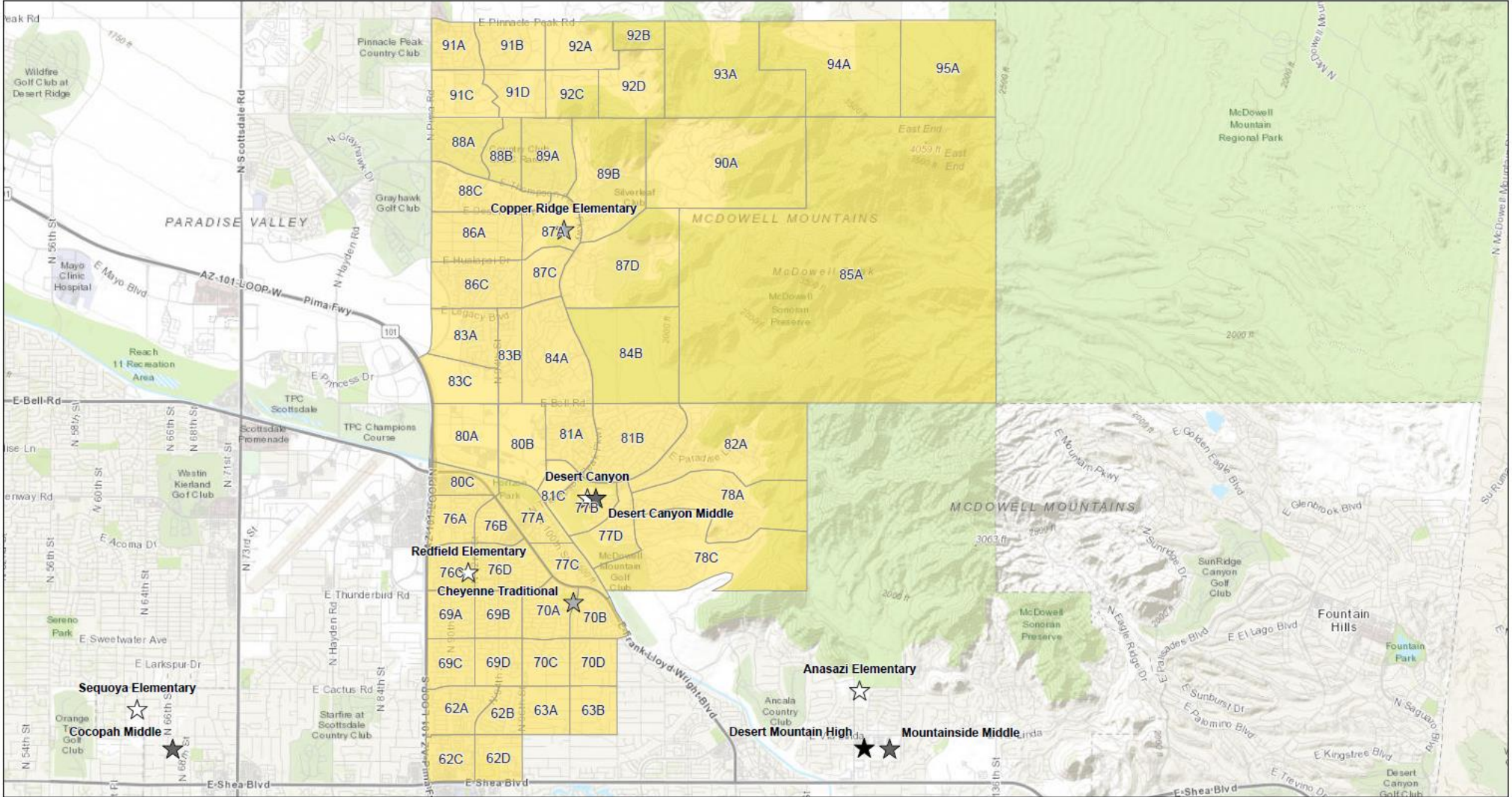
Option C – Model 2 Boundary Maps



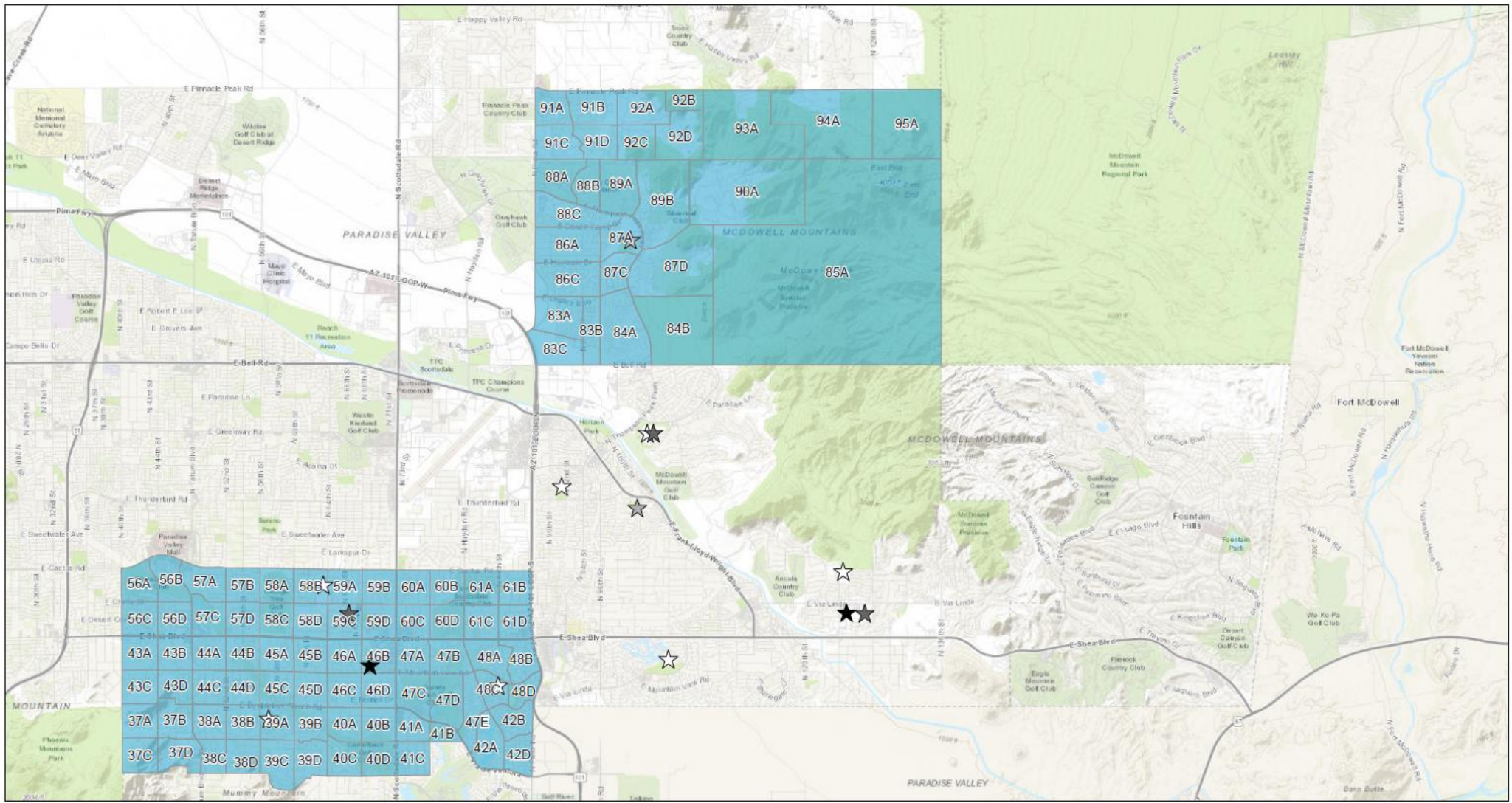
Option C Boundary Model 2 Copper Ridge to Desert Canyon K-8, Elementary Boundaries



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



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



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School Model Evaluation Rubric

Time for individual reflection and independent scoring using the guiding principles established during Phase II Part A.



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.



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



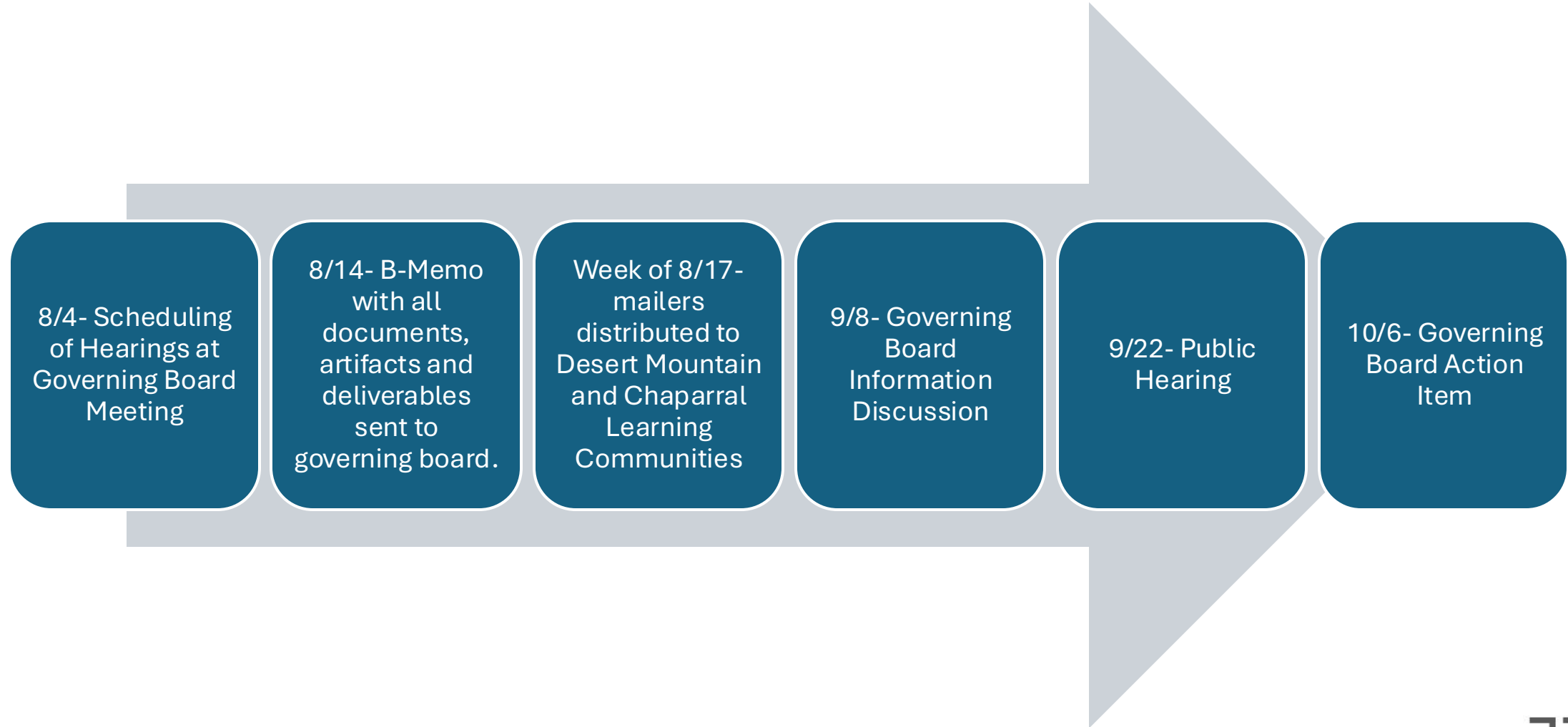
11–15 POINTS:
REQUIRES SIGNIFICANT
REFINEMENT



5–10 POINTS:
NOT RECOMMENDED



Timeline and Next Steps





Wrapping Up

