



Information / Discussion

Phase II Design Advisory Team

Governing Board meeting summary

High-level overview of the committee record, stakeholder input, evaluated options, scoring results, and next steps.



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.*

OUR WHY:

because
kids!



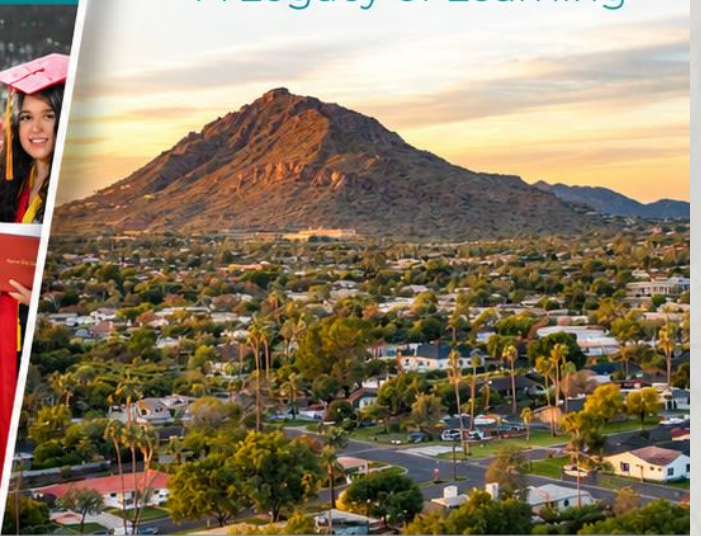
OUR COMMITMENT:



OUR FOCUS:



OUR LEGACY:



Why the process was initiated

District conditions

Declining enrollment

Fewer students challenge long-term school viability.

Rising costs

Financial pressure makes it harder to sustain every campus in its current form.

Competition for students

The district is working to increase capture rate and retention.

Underutilized facilities

SUSD is seeking full and thriving schools.



Superintendent Committee charge

Design long-range options

Develop at least three options for schools in the Desert Mountain Learning Community, including Copper Ridge School.

Enable public input and Board consideration

The process included opportunities for family, staff, and community input before further district and Governing Board review.

The charge centered on optimizing facility use, financial viability, and academic excellence.

Learning community enrollment has declined 23% over ten years

Phase 2 - Desert Mountain Learning Community + Copper Ridge enrollment, SY16/17 to SY26/27.

SY26/27 enrollment

5,523

As of Aug. 14

10-year change

-23.2%

1,668 fewer students

Last 2-year change

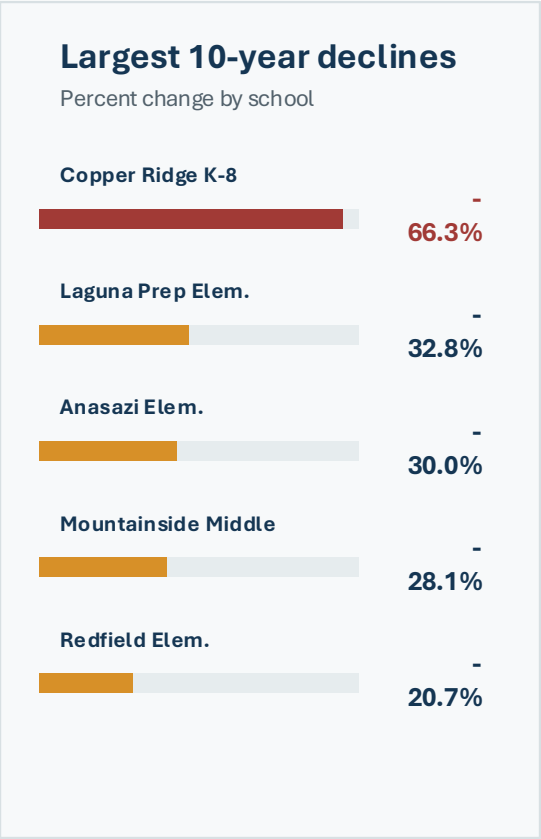
-5.4%

318 fewer students

This year change

-1.7%

93 fewer students



Primary pattern: Copper Ridge shows the steepest long-term decline; total enrollment remains well below SY16/17 even with modest year-over-year growth in SY26/27.



Phase II schools show significant available capacity

Current enrollment compared with updated physical capacity across seven Phase II schools.
Primary pattern: Copper Ridge has the highest excess capacity

Total physical capacity

7,194

Updated May 2026

Current enrollment

3,296

As of Aug. 13, 2026

Available seats

3,898

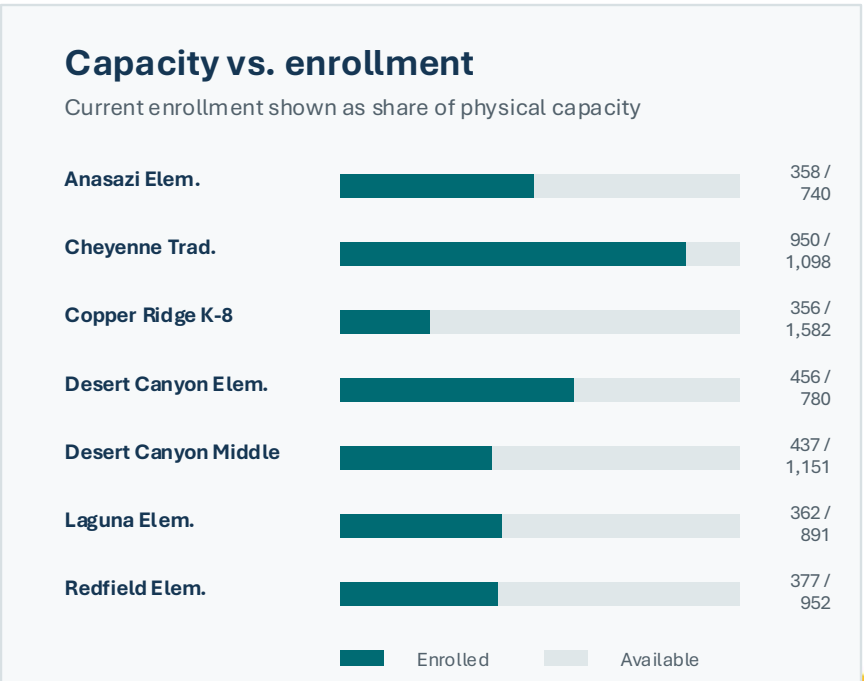
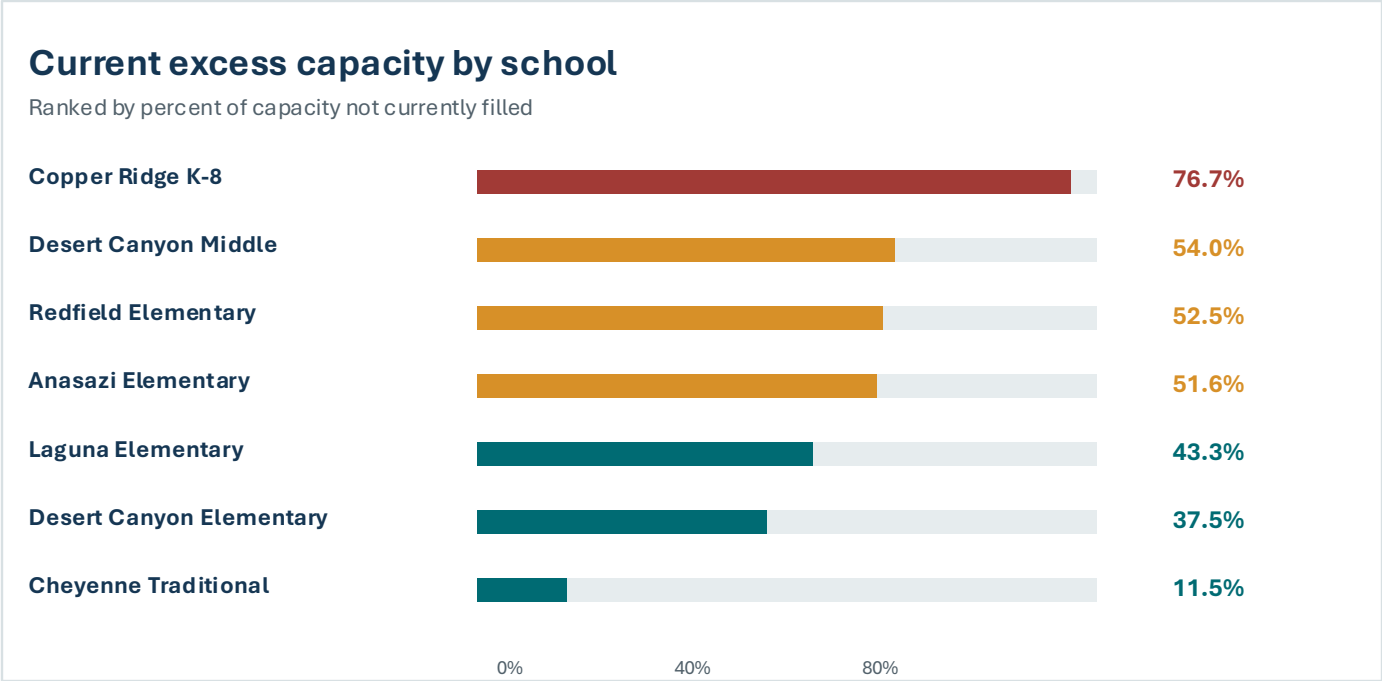
54.2% excess capacity

Overall utilization

45.8%

Across listed schools

130 Years | A Legacy of Learning



Phase II committee participation reflects schools and stakeholder groups

Both panels count one represented school per participant; Part A uses the first school listed and notes itinerant staff service where relevant.



Part A: Participation Pool

First listed school per participant

Itinerant staff note: Sarah Armstrong serves Anasazi, Mountainside + Desert Mountain.

45

participants

Stakeholder groups



Parents/guardians: 28 (62%)

SUSD staff: 8 (18%)

Community/partners: 9 (20%)

School representation

Represented participants



Part B: Committee Makeup

Represented school per participant

36

participants

Stakeholder groups



Parents/guardians: 25 (69%)

SUSD staff: 7 (19%)

Community/partners: 4 (11%)

School representation

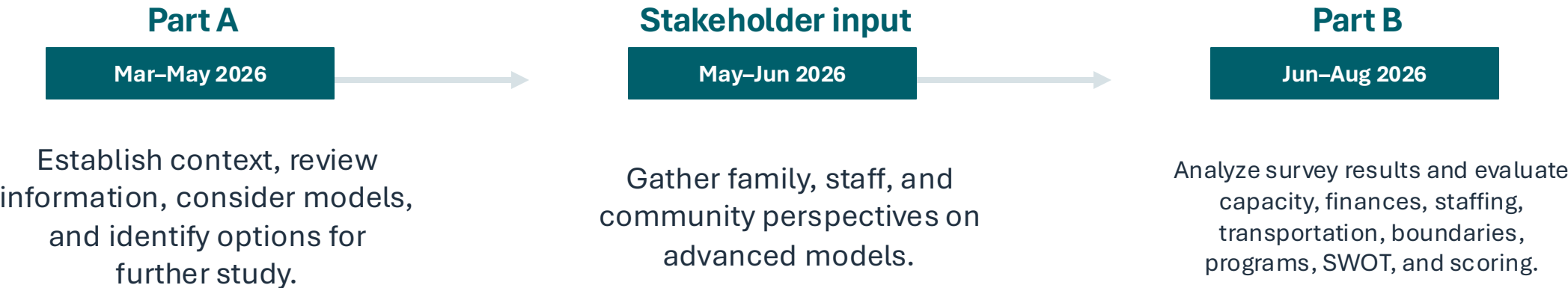
Represented participants



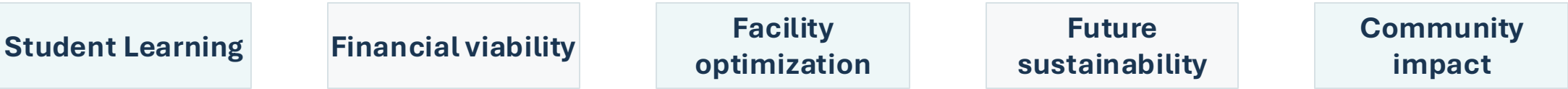


How the committee completed its work

A structured process moved from shared context to option analysis



Evaluation lens



The committee considered data and stakeholder feedback through a consistent set of guiding principles.





Three options advanced for deeper review

Each option reflects different implementation choices and tradeoffs

Option	High-level description	Student impact	Primary tradeoffs raised
A	Move Cheyenne Traditional K–8 to Copper Ridge; move Laguna Prep and Redfield to Cheyenne campus; potential Desert Canyon K–8 merger.	2,126–2,232	Potential for program growth and recruitment; highest disruption, transportation, implementation, and attrition concerns.
B	Merge Desert Canyon schools into K–8 at Copper Ridge; close Laguna Prep; repurpose Desert Canyon campuses and Laguna.	2,132–2,153	Consolidation and facility efficiencies; concerns about moving established communities and incomplete cost information.
C	Close Copper Ridge K–8 and Laguna Prep; redistribute boundaries; possible Desert Canyon K–8 merger.	773–872	Fewer transitions and stronger stability; concerns about closing a newer facility and whether it drives future growth.

Student impact ranges reflect the enrollment snapshots reviewed by the committee.



Six models frame the boundary choices for each option

Each option has a Model 1 and Model 2 structure; lettered sub-models refine middle-school feeder patterns.

OPTION A - MODEL 1

Copper Ridge -> Desert Mountain HS

Cheyenne moves to Copper Ridge; Laguna + Redfield combine at Cheyenne.

OPTION A - MODEL 2

Copper Ridge stays at Chaparral HS

Same campus plan; current Copper Ridge high-school progression remains.

OPTION B - MODEL 1

Copper Ridge -> Desert Mountain HS

Desert Canyon K-8 moves to Copper Ridge; Laguna closes.

OPTION B - MODEL 2

Copper Ridge stays at Chaparral HS

Laguna boundary expands to Cochise, Anasazi and Redfield.

OPTION C - MODEL 1

Copper Ridge -> Desert Mountain HS

Copper Ridge and Laguna campuses close; boundaries redistribute.

OPTION C - MODEL 2

Copper Ridge stays at Chaparral HS

A portion of Laguna shifts into the Chaparral Learning Community.



Option A keeps the campus plan constant and varies feeder assignments

Cheyenne Traditional moves to Copper Ridge; Laguna Prep and Redfield combine at the current Cheyenne campus.

A-1 MODELS - A-1a / A-1b / A-1c

Copper Ridge -> Desert Mountain HS

Changed from Chaparral High School

A-1a: current middle-school split

A-1b: both -> Mountainside Middle

A-1c: both -> Desert Canyon Middle

A-2 MODELS - A-2a / A-2b / A-2c

Copper Ridge stays at Chaparral HS

No change to today's high-school boundary

A-2a: current middle-school split

A-2b: both -> Mountainside Middle

A-2c: both -> Desert Canyon Middle

Key difference: A-1 changes Copper Ridge's high-school assignment; A-2 keeps the current Chaparral progression.



Option A sub-models differ primarily in high-school and middle-school routing

Boundary decision	A-1a	A-1b	A-1c	A-2a	A-2b	A-2c
Copper Ridge K-8	Desert Canyon	Desert Canyon	Desert Canyon	Desert Canyon	Desert Canyon	Desert Canyon
Copper Ridge HS	Desert Mountain	Desert Mountain	Desert Mountain	Chaparral	Chaparral	Chaparral
Laguna + Redfield K-5	Cheyenne campus	Cheyenne campus	Cheyenne campus	Cheyenne campus	Cheyenne campus	Cheyenne campus
Laguna -> middle	Mountainside	Mountainside	Desert Canyon	Mountainside	Mountainside	Desert Canyon
Redfield -> middle	Desert Canyon	Mountainside	Desert Canyon	Desert Canyon	Mountainside	Desert Canyon
Laguna + Redfield HS	Desert Mountain	Desert Mountain	Desert Mountain	Desert Mountain	Desert Mountain	Desert Mountain



Option B creates a Desert Canyon K-8 at the Copper Ridge campus

Laguna Prep closes in every B model; the feeder pattern changes by model and sub-model.

B-1 MODELS - B-1a / B-1b

Copper Ridge -> Desert Mountain HS

Desert Canyon K-8 moves to Copper Ridge
Laguna splits between Redfield and Anasazi

B-1a: Redfield -> Desert Canyon K-8

B-1b: Redfield -> Mountainside Middle

B-2 MODEL

Copper Ridge stays at Chaparral HS

Desert Canyon K-8 moves to Copper Ridge
Laguna splits among Cochise, Anasazi and Redfield

Adds a Cochise/Cocopah/Chaparral pathway

Redfield and Anasazi retain their respective pathways

Key difference: B-2 keeps Chaparral progression and moves part of Laguna into the Chaparral Learning Community.



Option B sub-models vary Laguna pathways and the Copper Ridge high-school assignment

Boundary decision	B-1a	B-1b	B-2
Desert Canyon K-8 campus	Current Copper Ridge	Current Copper Ridge	Current Copper Ridge
Copper Ridge HS	Desert Mountain	Desert Mountain	Chaparral
Laguna -> Redfield	K-5 Redfield; MS Desert Canyon	K-5 Redfield; MS Mountainside	K-5 Redfield; MS Desert Canyon
Laguna -> Anasazi	K-5 Anasazi; MS Mountainside	K-5 Anasazi; MS Mountainside	K-5 Anasazi; MS Mountainside
Laguna -> Cochise	Not used	Not used	K-5 Cochise; MS Cocopah; HS Chaparral
Primary distinction	Current split	Both to Mountainside	Three-way Laguna split



Option C closes both Copper Ridge and Laguna Prep campuses

Copper Ridge K-8 boundaries move to Desert Canyon; model differences center on high-school and Laguna feeder assignments.

C-1 MODELS - C-1a / C-1b

Copper Ridge -> Desert Mountain HS

Copper Ridge campus closes
Laguna splits between Redfield and Anasazi

C-1a: Redfield -> Desert Canyon Middle

C-1b: Redfield -> Mountainside Middle

C-2 MODEL

Copper Ridge stays at Chaparral HS

Copper Ridge campus closes
Laguna splits among Cochise, Anasazi and Redfield

Adds a Cochise/Cocopah/Chaparral pathway

Other portions remain in Desert Mountain pathways

Key difference: C-2 retains Chaparral progression for Copper Ridge and creates a third Laguna pathway.



Option C sub-models vary Laguna pathways and the Copper Ridge high-school assignment

Boundary decision	C-1a	C-1b	C-2
Copper Ridge K-8	Desert Canyon	Desert Canyon	Desert Canyon
Copper Ridge HS	Desert Mountain	Desert Mountain	Chaparral
Laguna -> Redfield	K-5 Redfield; MS Desert Canyon	K-5 Redfield; MS Mountainside	K-5 Redfield; MS Desert Canyon
Laguna -> Anasazi	K-5 Anasazi; MS Mountainside	K-5 Anasazi; MS Mountainside	K-5 Anasazi; MS Mountainside
Laguna -> Cochise	Not used	Not used	K-5 Cochise; MS Cocopah; HS Chaparral
Campus disposition	Copper Ridge + Laguna close	Copper Ridge + Laguna close	Copper Ridge + Laguna close



Potential cost savings by model

Estimated net annual savings before transportation costs

Model A
\$2.59M
All Funds Savings
\$2.48M M&O savings
CR/DC merger + Redfield/Laguna merger
4 sites moved

Model B
\$2.68M
All Funds Savings
\$2.57M M&O savings
Laguna to Redfield + DC to CR
2 sites moved

Model C
\$2.72M
All Funds Savings
\$2.62M M&O savings
Laguna to Redfield + CR to DC
2 sites moved

All funds savings comparison

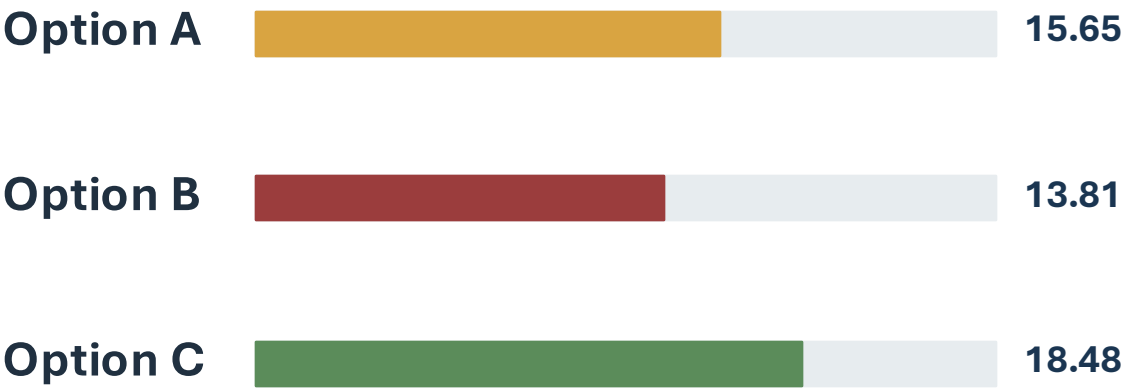
Model C is the highest estimated savings total



Committee scoring: key takeaways

Scores are a record of individual committee evaluations, not a recommendation

Average total score (max 25)



Comparative question leaders

Personal / community preference	Option C	54.8%
Long-term financial viability	Option C	48.4%
Student retention	Option C	58.1%
New enrollment recruitment	Option A	54.8%

Interpretation

Option C showed the broadest support for stability, retention, and lower disruption. Option A was viewed as the strongest recruitment-oriented strategy. Option B reflected a smaller, consistent base of support.

Themes for Board discussion

The record preserves areas of agreement, concerns, and differing viewpoints

Areas of broad agreement

Enrollment, financial, and facility challenges are real. Students and the long-term health of SUSD should remain central.

Core tension

Committee perspectives differed on how to balance stability for current students against potential future growth and recruitment.

Remaining questions

Participants raised concerns about data timing and completeness, opportunity to revise options, representation, and whole-group dialogue.

Next steps in the public process

Aug. 2026

Committee record
delivered to Governing
Board

Sept. 2026

Information discussion /
public hearing

Oct. 2026

Planned Governing Board
action

Board action is not requested with the information/discussion item.



Remaining questions and considerations

A concise set of decision points to clarify before potential action

1 Stability vs. growth

Should the Board prioritize near-term stability and retention, or accept greater disruption for possible enrollment growth?

2 Updated data

What final financial, facility, transportation, capacity, and enrollment updates are needed before action?

3 Long-term strategy

Which option best supports sustainability, facility utilization, student retention, and recruitment?

4 Implementation impact

What transition supports are necessary for students, staff, families, transportation, and school communities?

5 Alternatives or refinements

Should any boundary configurations, program opportunities, or revisions to Options A–C be explored further?

Central choice: stability and retention now | larger change for potential future growth

Additional Information

- [Phase 2 Average Bus Ridership](#)
- [Phase 2 Historical Enrollment](#)
- [Physical and Program Capacity Phase 2](#)
- Travel Time Summary



Additional Information on the Website

<https://www.susd.org/school-repurposing-enrollment-review>

<https://www.susd.org/school-repurposing-phase-ii>