



TO: Governing Board Members and Dr. Menzel
FROM: Cabinet Team
DATE: October 2, 2026
RE: Questions from Governing Board members on Phase II

Topic /Question:	Answers to Board Member Questions																								
What is the anticipated churn rate for each school in each option?	Summary																								
	<table><tr><th>Option</th><th>Central incremental churn</th><th>Range</th><th>Post-churn students</th><th>Displaced students</th><th>Median travel change</th></tr><tr><td>A</td><td>91</td><td>69-114</td><td>3,205</td><td>2,020</td><td>+2.7 min</td></tr><tr><td>B</td><td>60</td><td>45-75</td><td>3,236</td><td>1,244</td><td>+5.0 min</td></tr><tr><td>C</td><td>41</td><td>31-52</td><td>3,255</td><td>700</td><td>+3.0 min</td></tr></table>	Option	Central incremental churn	Range	Post-churn students	Displaced students	Median travel change	A	91	69-114	3,205	2,020	+2.7 min	B	60	45-75	3,236	1,244	+5.0 min	C	41	31-52	3,255	700	+3.0 min
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The central churn build is intentionally calibrated to the historical closure analogs and to school-specific evidence, not to the raw percentage of survey respondents who said they might leave. Echo Canyon retained 81% of its last-day students and Pima retained 91% after the 2026 closures; those outcomes provide a practical outer reference for transition risk. The parent survey is therefore used as a relative risk signal, while travel burden, enrollment/ADM trend and competitive alternatives determine how much of that stated risk is translated into incremental churn.																									
Click HERE for Phase II Churn, Capacity and Financial Update																									
What is the fill rate/capacity for each school in each model given potential churn with early learning included?	Base anticipated churn September 25, 2026 PS & PK-inclusive enrollment																								
	Option A																								
	<table><tr><th>Receiving campus</th><th>Students served</th><th>Post-churn enrollment</th><th>Program fill</th><th>Physical fill</th></tr><tr><td>Anasazi campus</td><td>Open / unchanged</td><td>360</td><td>48.6%</td><td>48.6%</td></tr><tr><td>Copper Ridge campus</td><td>Cheyenne Traditional program</td><td>913</td><td>59.7%</td><td>57.7%</td></tr></table>	Receiving campus	Students served	Post-churn enrollment	Program fill	Physical fill	Anasazi campus	Open / unchanged	360	48.6%	48.6%	Copper Ridge campus	Cheyenne Traditional program	913	59.7%	57.7%									
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Desert Canyon combined campus	DCES + DCMS + retained Copper Ridge	1,218	72.5%	63.1%
Cheyenne campus	Retained Redfield + Laguna	709	66.0%	64.6%

Option B

Receiving campus	Students served	Post-churn enrollment	Program fill	Physical fill
Anasazi campus	Existing Anasazi + redistributed boundary share	572	77.4%	77.4%
Cheyenne campus	Open / unchanged	949	88.4%	86.4%
Copper Ridge campus	Existing CR + retained DCES + retained DCMS	1,207	79.0%	76.3%
Redfield campus	Existing Redfield + redistributed boundary share	692	87.1%	72.6%

Option C

Receiving campus	Students served	Post-churn enrollment	Program fill	Physical fill
Anasazi campus	Existing Anasazi + redistributed boundary share	572	77.4%	77.4%
Cheyenne campus	Open / unchanged	949	88.4%	86.4%
Desert Canyon combined campus	DCES+ DCMS + retained Copper Ridge	1,226	73.0%	63.5%
Redfield campus	Existing Redfield + redistributed boundary share	692	87.1%	72.6%

What is the projected financial implication over 5 years given the projected churn rate?

Option	Central churn students	Low-high churn	5-year funding exposure central	Low-high exposure
A	91.4	68.6-114.3	\$3,093,134	\$2,319,851 - \$3,866,418
B	60.2	45.2-75.3	\$2,036,933	\$1,527,700 - \$2,546,166
C	41.4	31.1-51.8	\$1,401,142	\$1,050,856 - \$1,751,427



Updated model savings with churn and rebranding factored in	The linked spreadsheet updates the financial analysis for Phase II Models A, B, and C to account for projected student departures (“churn”), associated funding losses, staffing adjustments, and moving and rebranding costs. Estimated net savings across all funds are approximately \$2.22 million for Model A, \$2.80 million for Model B, and \$2.83 million for Model C, with projected student losses of 91, 60, and 41, respectively. These estimates provide a comparison of each model’s potential financial and enrollment impacts based on the assumptions outlined in the spreadsheet. Model Option Savings - Churn Models - Governing Board
What is current capacity/fill rate of schools in Phase II?	The current capacity and fill rates have been updated as of the end of September. You can see the current capacity and fill rates for each school in Phase II. SUSD Phase 2 Capacity with Excess Capacity
How will decisions or options be provided for us to vote on?	There will be an action item that lists the options and guidance will be provided to governing board members by legal counsel prior to the meeting. These items will also be published in the agenda.
What is the cost implication of merging DCES and DCMS?	Merging Desert Canyon Elementary and Middle School would save a projected \$369,000, which is factored into the projection savings by model.
What does an analysis of model 6 tell us when looking at the financial and capacity outcomes?	Model 6 Analysis Model 6 Middle Schools.pdf Model 6 Redfield to Laguna.pdf Model 6 Savings with churn
What are the anticipated changes with staffing across the models?	The staffing analysis estimates that Option A would affect all 385 employees across the six schools, including 272 who would be reassigned. Options B and C would each affect 307 employees, with 177 reassigned under B and 128 under C. Options A and C each project a potential reduction of two administrative positions; the administrative impact of B remains undetermined. These are preliminary estimates based on current staffing and will be refined after the October 6, 2026, 40th-day count.



	For a detailed staffing analysis and projection, click here SUSD Staffing Impact Options A B C																		
How many teachers would we lose if all students from Laguna and/or Copper Ridge leave SUSD?	Staffing levels are dependent upon student enrollment. If we were to lose all the students enrolled in both of those schools, then we would not be able to staff for those students. Teachers that cannot be placed during the staffing process go onto the surplus list. If they are on a surplus list, they are guaranteed a position for the next year. We work through the surplus process to place them. We are doing everything we can not to go into a reduction in force process. We may need to do that for some specialized positions.																		
How much does SUSD stand to lose if the % of parents that indicated they would leave, actually leave each school?	It's nuanced – if there is a decrease in enrollment, then there is a decrease in the number of staff needed to serve students. So, a loss of students is a decrease in funding but also a reduction in costs. The analysis related to potential churn provides insight into the financial risk of loss using those models, even though it doesn't reflect the savings from staff reductions.																		
Is the claim that Laguna has grown their enrollment and strengthened more than other campuses true?	K-5 Enrollment at Laguna Over Time <table><tr><th>18-19</th><th>19-20</th><th>20-21</th><th>21-22</th><th>22-23</th><th>23-24</th><th>24-25</th><th>25-26</th><th>26-27</th></tr><tr><td>395</td><td>359</td><td>321</td><td>354</td><td>345</td><td>321</td><td>314</td><td>302</td><td>291</td></tr></table> Source: 40 th day 2018-2019 to 2025-2026, 33 rd Day 2026-2027 We're not seeing an increase in Laguna's K-5 enrollment compared to other campuses. Preschool programming boosts their enrollment but is not a source of M&O funding from ADE. Additionally, not all early learning students enroll in Laguna after Pre-K.	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	395	359	321	354	345	321	314	302	291
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Which elementary school(s) in DM Learning Community do not have a gymnasium?	No elementary schools in the DM learning community have a gymnasium. Cheyenne (as a K-8) has a gym and DCMS has a gym that can be used by DCES students. Laguna uses the gym space at the Boys and Girls club but does not have their own gym.																		
On the bus ridership by school slide in one of the presentations, it shows Cheyenne with 3 buses with 155 riders. How do they have bus transportation? How	These satellite stops were added to help address parent pick-up and drop-off issues many years ago and have continued. If Cheyenne moved to Copper Ridge, we could still transport students to Copper Ridge with existing satellite stops.																		



will this work if they move to Copper Ridge?	
Where are those bus stops and how many students are on each of them? What is the transportation cost for Cheyenne?	Below are the satellite stops for Cheyenne. • Scottsdale Ranch Park • E. Mountainview Rd. & N. 106th Way • E. Mountainview Rd. & Stonegate Circle • Miracle League Parking Lot • E. Mountainview Rd. & N. 111th Street • Rio Montana Park • N. 130th St. And E. Gold Dust Ave • E. Via Linda & N. 128th St. • Raintree E. of Thompson Peak • Horizon Park Turnaround • Thunderbird Park • N. 93rd St. And Desert Trail • 12472 N. 93rd St. • E. Larkspur Dr. And N. 95th Place • N. 92nd St. & Thunderbird Rd. • 12472 N. 93rd St. • Boys and Girls Club Piper Location The number of riders varies by day; the numbers below are an average from last week. Route 400 has 40 students and 5 stops Route 404 has 44 students and 5 stops Route 407 has 65 students and 7 stops It is approximately \$50,000 a year per bus; the total cost would be approximately \$150,000 per year.
In Models A & B, will Copper Ridge staff be considered "surplus" staff and kicked out, or will they be merging both schools and keeping staff by program needs, hire date, endorsements, etc. like it is laid out in	Model A Cheyenne would be placed at Copper Ridge. Copper Ridge teachers would move to Desert Canyon Elementary and Desert Canyon Middle (provided student enrollment allows for all positions to continue). If/when there are openings at Cheyenne, they would be posted internally, and Copper Ridge teachers could apply for the posted position and move through a voluntary transfer process. They would need to interview and be offered the position. Model B Desert Canyon Elementary and Middle would move to Copper Ridge. Depending on staffing levels HR will place certificated surplus staff according to: • Programmatic need



the employee agreement?	• Hire Date • Preference Survey Information • Certification and Endorsements • Qualifications • Experience • Location *Every effort will be made to prioritize the placement of teachers from repurposed schools with their student population. Both of these processes are discussed in the Certified Employee Agreement which can be found here at 2026-2027 Certified Employee Agreement (SEA)
Could you give us the background on what happened with Desert Canyon going to K-8 twice?	The statement that Desert Canyon Elementary and Middle School have tried this twice before is not quite accurate. The two schools have always been separate from a reporting standpoint with two different CTDS numbers. What was tried twice was sharing one principal to oversee both schools given they were on the same campus. When meeting with staff and families last year, they shared reasons why this wasn't successful, including the different start times and separate staff cultures. Whether or not making them a true K-8 would resolve all of the challenges associated with the shared administrative attempts in the past likely depends on the details of the merger.
Do we have 3, 5, 10 year financial forecasting for each of these options?	Multi-Year M&O Projection - Model A Multi-Year M&O Projection - Model B Multi-Year M&O Projection - Model C
What are the current Echo Canyon and Pima savings for 2026-27?	Projected versus actual savings for Echo Canyon and Pima elementary are linked below. Pima Elementary Projected vs. Actual Echo Canyon K8 Projected vs. Actual
How come there was no rubric used for Phase IIA models?	A rubric was not used in Part A because the Phase II committee's early work was structured as a facilitated consensus-building process rather than a scoring or ranking exercise. The committee was first asked to develop a shared understanding of the problem, review information, identify questions, consider alternatives, and work toward options that could achieve broad acceptance. The facilitators used the established guiding principles, priority considerations, structured dialogue, and consensus protocol as the framework for deliberation rather than assigning predetermined numerical scores or weights to the alternatives. This approach allowed members to consider the information collectively, raise concerns, and request additional information



	before narrowing options, while preserving the committee's stated commitment to consensus-based decision-making.
Is it true that Cheyenne does not have current waitlists?	Cheyenne does not have a waitlist for the current school year. As of September 28 th , they are at capacity in first grade so if someone applies, they will be placed on a waitlist.
Several speakers spoke at the public hearing about wanting option C to slow things down, saying that Cheyenne could be moved later. Has this been discussed?	The idea of moving Cheyenne later was not discussed as part of the Phase II committee, and it has not been part of the administration's discussion in preparing for next steps related to repurposing.
Why was Anasazi not chosen to house the SUCCESS program?	Anasazi was not selected for the relocation of the SUCCESS program from Pima because there is already an elementary SUCCESS program serving the students in the DM learning community at Desert Canyon Elementary School. Given all options of the Phase II process, in every scenario Anasazi would receive specialized programming serving special education students.
Why did we remove the preschool programming from Anasazi and is there a plan to bring it back?	Pre-K at Anasazi did not have enough registration to sustain the program. As a tuition-based, self-sustainable program, we need more than 12-15 students to enroll in order to support the costs of the program. In the 2025-2026 and 2026-2027, there were not enough students registered to move forward with the program. We have received feedback from parents that there is interest in bringing the program back Anasazi.
Why was Anasazi excluded from the Phase II process/committee?	Anasazi was not excluded from the Phase II work or committee. They had representation and participation throughout the process. Of the initial six models that were developed by the demographer, Anasazi was listed to close in one of the models. As the options were considered for further review, no model reflecting a closure of Anasazi was moved forward by the committee.



	Discussions specifically about proximity to the middle and high school feeders, boundary location near Fountain Hills, their PYP programming and potential to continue increasing the number of open enrolled students were variables within the conversations that were considered by table groups when moving model forward for further review. It was understood within the committee that while Anasazi was no longer in conversations for closures, they would be included in conversations related to boundary changes given other potential changes.
Could you provide the board with the full costs for Phase II Committee work- including all consultants, technology and any other monies paid out for this work?	Phase II- Part A consultant fees- \$19,200 Phase II Demographer fees- \$12,870
What is going to happen to the SPED students at Laguna and Copper Ridge? Please list all SPED programs and how many students will be affected in each.	Depending on the outcome of the governing board's decision related to Phase II closures there are different relocation plans for programs. Below are the current programs that could potentially be impacted by closures and/or mergers. Laguna- Laguna ALC- 8 students Laguna SCA (K-2)- 11 Students Laguna SCA (3-5)- 6 students Laguna PANDA- 10 students Copper Ridge- Copper Ridge SCA- 10 students Copper Ridge LSC- 5 students Copper Ridge PANDA- 2 students Redfield- Redfield SCA (K-2)- 11 students Redfield SCA (3-5)- 4 students Redfield PANDA- 4 students Desert Canyon Elementary- DCES SUCCESS- 5 students Desert Canyon Middle School- DCMS ALC- 9 students