

## **Performance Impact Analysis: Proposed FY2025-26 Desegregation Budget**

### **I. Introduction**

Since the 2020-21 fiscal year, the district's Desegregation spending has exceeded the statutory budget limit of \$63,711,047. To manage this over-expenditure, the district initially relied on savings from staff turnover and attrition. This contingency was agreed upon between the district and the plaintiffs, as part of previous budgeting processes. However, rising salary and benefit costs, combined with fewer available vacancies, have made it increasingly difficult to remain within the Desegregation budget limit. As a result, excess expenditures have had to be covered by other district funding sources, primarily its Maintenance & Operations budget, significantly reducing the district's ability to carry forward funds into future fiscal years and to the detriment of non-Desegregation funded programs and departments. This approach is no longer sustainable. The district can no longer rely on vacancy savings or absorb these costs through other areas of the district's limited budget. Consequently, departments have been directed to reduce their operating budgets by up to 10% from their FY2024-25 baseline levels. This action is intended to ensure department spending remains within its allocation and that the overall Desegregation budget limit is not exceeded.

Drafts of the budget reductions were presented and discussed over the course of multiple public governing board meetings, beginning on February 25, 2025. With the final draft of the FY2025-26 Desegregation budget anticipated for presentation to and action by the governing board in June,<sup>1</sup> each department impacted by the proposed reductions has been asked to prepare an assessment of the anticipated impact of those reductions on the programs and services offered by the department. Those assessments have been compiled into this document to provide a district-wide view of the anticipated impacts of the Desegregation budget proposal. They are presented below in alphabetical order by department.

### **II. Department-by-Department Impact Analysis**

#### **A. Assessment & Evaluation**

The proposed desegregation reduction is 19% of A&E's budget. This reduction will have an impact on two areas of services including the (1) efficiency of notification to families of UHS admissions status (a reduction of \$9,000) and (2) professional learning/skills development of A&E staff with state accountability systems and data analytics training (a reduction of \$11,000).

Notification to families of UHS admissions status: A&E has hired a consultant whose primary responsibility is to support the time-intensive process of communicating with schools and families to obtain student-level academic information in a timely manner as part of the admissions process. Grade 8 student grades and courses must be obtained from non-TUSD

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<sup>1</sup> The FY2025-26 Proposed Departmental Desegregation Budget is attached for reference as Exhibit A to this PIA.

schools and families (in addition to some TUSD schools and families because of missing data in Synergy) immediately following the end of the fall semester to determine eligibility. Families are notified in February of their student's status. Additionally, smaller batches of notification letters are sent during spring/summer from late testing. The consultant calculates the GPA of non-TUSD grades and matches course titles so that they conform to TUSD's district policy, supports the processing and mailing of letters to families, and uploads the results into a data server. The proposed FY26 Desegregation budget has reduced the annual consultancy fee from \$18,000 to \$9,000.

About half of incoming freshmen at UHS come from non-TUSD schools each year, which increases TUSD enrollment. Post COVID, A&E has worked diligently to send out family notification letters earlier than in prior years to be on a similar timeline as private high schools that are competing for the same students. Because of these efforts, UHS Freshman enrollment has gradually returned to pre-pandemic levels. The consultant's activities are integral in meeting the time-sensitive notification timeline in February. Reduction in the consultant services may affect the quality of education programs (ALE) by a reduced capacity to send timely UHS notification letters to families.

The professional learning/skills development of A&E staff with state accountability systems: A&E sends staff members to state-supported conferences and workshops to develop skills about academic trends/projections and best practices with state data accountability. These conferences and workshops include:

- The Leading Change Conference is hosted by ADE annually and includes an emphasis on school and state accountability, the connection between state standards and instruction, and school improvement models.
- The ACT Conference is hosted by ACT annually for professional skills development in test preparation and improved district-level test coordination.
- The AZ Assessments Conference is hosted by ADE biannually to support system-level organizational skills in school accountability, testing accommodations, and testing reporting and monitoring.

The AZ-sponsored conferences support A&E to be current/informed with state-level accountability expectations of districts. Additionally, these conferences provide an opportunity for A&E staff to learn from other districts about successful practices involving testing and accountability. The online courses and training develop critical data analytical skills to process, manage, and visualize TUSD's multiple data sources in accurate, timely, and easy to understand data reporting. A&E staff members also take advantage of self-paced online classes or workshops that provide critical data analytical skills such as SQL/Python data coding, data sciences (statistics, etc.), platform development to visualize data, and project management.

The proposed FY26 Desegregation budget has reduced the funding for annual conferences, training, or workshops from \$12,000 to \$1,000, which may affect the quality of

education programs and services by reducing capacity to provide quality data reporting and/or to prepare sites adequately with sufficient lead time for state testing protocols and accountability.

## **B. African American Student Services**

The proposed reduction to the Desegregation budget for the African American Student Services Department (AASSD) does not represent any cuts to personnel, materials, or programs. Instead, it reflects an adjustment to meet AASSD's actual costs. As such, AASSD will not see any impacts to its programs or services from the proposed budget revisions.

## **C. Advanced Learning Experiences**

The following summarizes the major reductions to Advanced Learning Experiences reflected in the FY26 Desegregation budget proposal:

1. Limit HS Summer Bootcamp offerings to 6 sites instead of 10 (reduction amount: \$21,000)

*Description:* The ALE department works with high schools to offer an Advanced Placement Summer Boot Camp. Each summer, students can enroll in the two-week boot camp to prepare for the rigors of taking AP and dual credit courses. The camp is available to students at high schools throughout the District. Cholla and University high schools offer separate summer programs aligned to their unique programs that provide similar support for their IB and AP students. The District will provide free transportation for any AP student support program not available on site.

*Rationale:* Some sites have lower enrollment in their summer boot camp programs. Sites who will host summer AP/IB support programs will be Cholla, UHS, Palo Verde, Pueblo, Rincon and Santa Rita. Sites may be adjusted on a case-by-case basis each summer depending on site availability and student interest. Students are welcome to attend boot camp at any site, excluding UHS (due to admissions requirements).

*Programmatic Effectiveness:* These programs have been especially popular at several sites. Student feedback indicates it has provided them with a jumpstart in preparing to take on the rigor of AP, IB and Dual Credit coursework. They also provide a structured, intensive environment that can significantly boost content knowledge, improve exam-taking skills, and foster independent learning habits essential for college success. The value of these camps lies in their ability to provide targeted support and accelerate learning in a way that often isn't possible during the regular school year.

*History or Background:* AP supports such as AP Summer Bootcamp are included in the ALE Policy Manual. This support exemplifies the district's commitment to support students in engaging in the rigorous coursework associated with AP, IB and Dual Credit courses. Since these courses are mostly open-access (with the exception of prerequisites required by the college for some dual credit courses), it's vital to provide students with the support needed to be successful.

2. Reduce number of staff who will attend AVID trainings & leverage AVID Professional Learning Modules (APLM) for more experienced sites (reduction amount: \$50,000)

*Description:* AVID requires professional learning as an essential part of AVID implementation. AVID professional learning is meaningful and engaging for educators with the expectation of useable and applicable strategies. While specific Communities of Practices are required for specific roles (AVID Site coordinator, AVID elective teachers and site administrators), AVID has multiple ways to access professional learning. Site-based AVID Professional Learning Modules (APLM) allow an AVID site to design a professional learning plan and utilize AVID trained educators to deliver professional learning, which builds capacity within the site toward more AVID-trained educators on campus.

*Rationale:* The cost of AVID training registrations and associated travel costs has continued to increase. Although specific roles at each AVID site will still be required to attend trainings, the option of an onsite professional learning model that meets the requirement of AVID implementation saves money and allows for building capacity of the AVID site team as AVID implementation leaders.

*Programmatic Effectiveness:* AVID site teams have the opportunity to design a professional learning plan that utilizes APLMs which align with IAP goals and other site initiatives. Consistent coaching through PLCs is essential for strategy implementation and refinement. The exception to the site-provided APLMs is the AVID-required trainings for AVID administrators, AVID coordinators and AVID elective teachers.

AVID is an internationally recognized college and career readiness system designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. It focuses on average students who are low-income, are underrepresented, and/or would be the first generation in their families to attend college. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed amid a rigorous curriculum. The AVID College Readiness System is also a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face. AVID includes support for students both through an elective class and through assisting sites to create a school-wide AVID implementation plan to improve the academic culture and practices across the school site. This program directly supports student success in rigorous AP, IB, and dual credit classes.

*History or Background:* Continued AVID professional learning is identified in the ALE Policy Manual. This demonstrates a commitment to ongoing, consistent educator professional learning in regard to AVID implementation. On page 54, the ALE Policy Manual states:

Each year, educators from AVID sites attend AVID professional development such as AVID Summer Institute (SI) and/or AVID Path trainings. The objective of these trainings is to deepen the implementation of AVID within classrooms and across campuses to prepare all students for college readiness and success. The District AVID Coordinator supports sites to determine who should attend AVID SI or Path based on history, data, and site/District goals.

3. Replace paid AVID Tutoring by leveraging no-cost tutoring such as cross-age & peer tutoring (reduction amount: \$165,000)

*Description:* The AVID Elective requires students to engage in the 10-step tutorial process at least two hours a week. To meet AVID certification requirements, different models of AVID tutors can be leveraged: paid college students; cross-age students (on site); and peer-to-peer students.

*Rationale:* Given the AVID-provided option of meeting the AVID Elective requirements with a cross-age or peer tutor as of SY24-25, this can be utilized to create an opportunity for student leadership development and foster a culture of academic support, which aligns with the purpose of AVID tutorials. In addition, AVID has created learning modules for students to learn how to implement tutorials as a peer/cross-age tutor.

*Programmatic Effectiveness:* The shift to cross-age or peer tutors is an acceptable form to meet the AVID Elective requirements for tutorials. It will be essential that proper training and continuous coaching is conducted by the AVID Elective teachers.

*History or Background:* The AVID structure and implementation is identified in the ALE Policy Manual. This demonstrates an ongoing commitment to implementing the AVID elective with fidelity.

4. Limit AVID elective student field trips to one per grade level for each site (reduction amount: \$36,500)

*Description:* Students engage in opportunities to learn and experience college and career as part of the AVID Elective and its standards. AVID Elective classes visit a variety of colleges and participate in career exploration experiences.

*Rationale:* With the strategic implementation of a college and career experience pathway, AVID Elective classes will still engage in opportunities; however, it will be a more defined and systematic pathway.

*Programmatic Effectiveness:* The expectation of AVID Elective students engaging in college and career exploration is a requirement and part of the AVID curriculum. With a strategic pathway, the standards and expectations of implementation will still be met. In addition, virtual field trips will allow for creative ways to engage in other experiences beyond the one per grade level.

*History or Background:* The purpose of AVID is to increase the number of underserved students who enroll and succeed in higher education as identified in the ALE Policy Manual. This demonstrates an ongoing commitment to implementing the AVID elective with fidelity. On page 53, the ALE Policy Manual states:

TUSD recognizes students may need supports to prepare them for Advanced Learning Experiences. AVID is a school-wide college and career readiness system that prepares students to take rigorous coursework... AVID strives to increase the number of underserved students who enroll and succeed in higher education and in their lives beyond high school with school-wide support and the AVID Elective. The AVID Elective class specifically targets students who are underrepresented in college enrollment as well as those from low socioeconomic backgrounds and students who would be the first in their family to attend college.

5. Reduction in Instructional Aides (reduction amount: \$14,130)

*Description:* Instructional aide funds used to pay for Turn It In for both UHS and Cholla High Schools.

*Rationale:* The district now covers the cost of this instructional tool, so these sites no longer need these funds to pay for it.

*Programmatic Effectiveness:* Not applicable since sites will continue to use this instructional resource required by the International Baccalaureate Organization and recommended by the College Board.

*History or Background:* This instructional resource is required by the International Baccalaureate Organization and is a useful tool for AP instruction as well.

#### **D. Alternative Education**

The District Alternative Education Program (DAEP) was established in 2015-16, as part of a multi-faceted, comprehensive effort under the USP to reduce the number of days a student is removed from classroom instruction through disciplinary suspension. The program is voluntary: the student and family make the election to enter DAEP as an alternative consequence to a traditional long-term suspension. DAEP operates on a 1:10 teacher-to-student ratio.

A budget reduction of 10% results in decreasing the DAEP budget by two vacant teacher positions for a total of \$126,000 (salary + benefits). There will be minimal impact on DAEP's overall structure. DAEP has functioned well with the four sites currently offered (two middle school and two high school sites). The integrity of the program will remain intact and services to students will not be affected. The budget reduction will hinder DAEP classroom expansion to other district areas.

## **E. Asian Pacific American & Refugee Student Services**

The reductions to the Desegregation budget for the APARSS department will be covered by an alternative funding source, and so there is no anticipated impact on the department's programs or services.

## **F. Communications**

The majority of the Desegregation budget reduction in Communications comes is from the Magnet Deseg Budget lines, including marketing materials, advertising, and room rental for family engagement events. The Magnet program and Magnet Schools will lose funds available for marketing materials. These materials are used to engage with prospective families at enrollment events, tours at the site, open house opportunities, visiting with individual families, etc. All the money used in this line is 100% targeted for enrollment. It will directly affect the district's ability to attract new students and help with the declining numbers seen since the pandemic. The advertising budget for Magnet has been cut by 50%, but with the funds still available Communications will continue to promote the program and schools in a wide variety of ways. Also, the Magnet Department has a specific budget line to enhance the efforts made by the Communications office for both marketing and advertising of their program and schools.

The marketing and advertising budget for Communications has been reduced every year, and the Desegregation budget proposal cuts an additional 35% from the last fiscal year budget. The advertising efforts run throughout the school year, promoting enrollment, individual schools and/or programs, department services, enrollment events, and celebrations such as staff accomplishments and graduations. The average spending is already at the minimum cap to make an impact on enrollment. This cut also affects the quality and quantity of marketing materials to promote the schools, programs, and departments.

The proposed budget will limit Communication's ability to create marketing and advertising content. These cuts will reduce professional development for Communications staff, including training and conference participation. They will also eliminate our capacity to outsource specialized services like video production and voice-overs. Additionally, the cuts will decrease our membership in the Arizona School Public Relations Association (ASPRA), restricting the number of staff who can attend in-state conferences.

Historically, the TUSD Magnet Department and schools have heavily relied on the Communications Department's marketing and advertising budget. This funding has directly supported extensive magnet advertising campaigns across digital, print, radio, and video platforms. It has also been instrumental in providing marketing materials for magnet programs, including table covers, banners, and presentation folders. In response to recent cuts to the Communications budget, our departments started working together last year to absorb some of these responsibilities.

In the past, Communications relied on outsourcing video production and voice-overs. This support was crucial for our production staff, who are busy visiting schools and creating content across the district. With the proposed budget cuts, Communications will lose the ability to outsource these services, limiting the level of video content we can produce.

Communications staff has limited opportunities for training and professional development, with only one organization consistently offering monthly, quarterly, and annual programs. Staff have been active members of ASPRA for many years, but each year has seen a decline in the number of staff who can participate. The proposed budget reductions mean Communications staff will lose that opportunity to engage in professional growth and stay connected with the industry's best practices.

Budget reductions in Communications have impact in other areas, as well. Communications will not only limit the advertising efforts for magnets schools, but also the promotion of open enrollment, as well as events to engage with families to promote open enrollment and student retention. The budget reductions will prevent Communications from allocating funds to promote the new transportation initiative, impacting its potential to boost school enrollment. And the reduced budget limits the number of events Communications can host for family engagement, which impacts TUSD's ability to promote enrollment and showcase the valuable programs we offer students and families.

## **G. Culturally Responsive Pedagogy & Instruction**

The 2026 Fiscal Year proposed reduction of \$27,392 from the \$1,066,727 total from the FY25 level will have no impact on activities and 10 FTE level set in that year. This is due to the change in funding source for employee Supplemental Base Pay. In FY25, 100% of this cost (est. \$9,000) for each CRPI employee was funded from department desegregation allocated funds. In FY26, 50% of this cost will be covered by district Maintenance & Operation (M&O) funds. This lesser financial responsibility on CRPI funds allows for the reduction of the Desegregation budget line item without impacting preapproved desegregation responsibilities.

## **H. Curriculum Development**

Impacts from the reductions to the Desegregation budget for Curriculum Development are reflected in the sections on Multi-Tiered Systems of Support, Professional Development, and Targeted Academic Interventions & Supports.

## **I. EDI**

The proposed budget reductions include:

- A \$294,000 reduction to the central EDI budget;
- Elimination of the Assistant Superintendent of EDI position;
- Elimination of the Inclusivity Coordinator position;



- Reduction of purchased professional services; and
- Reduction of office supplies associated with the EDI department.

While we anticipate some impact from these reductions, it is important to recognize that the district's commitment to equity is deeply embedded across all departments and initiatives. Equity-centered practices have become a shared responsibility, integrated into instructional frameworks, leadership development, student services, and community engagement. As such, the overall impact of these budget changes is expected to be minimal in terms of our ability to uphold the district's core values and strategic priorities.

Although the absence of a centralized EDI department may limit districtwide coordination, the Division of Leadership and Student Success will assume the coordination of equity-related responsibilities and compliance requirements as outlined in the Unitary Status Plan (USP), ensuring continued oversight and alignment. In addition, each department will continue to operationalize and advance TUSD's equity goals within their own scopes. The commitment to Strategic Goal Three—Equity, Diversity, and Inclusion—remains strong and will continue to be a guiding principle across all systems of support. While the proposed budget reductions will result in the elimination or scaling back of a centralized EDI department, equity practices are well integrated throughout TUSD's systems.

The most notable change is the reduction of centralized oversight, coordination, and accountability for equity initiatives. The EDI department played a critical role in unifying the district's vision and aligning performance metrics systemwide. Moving forward, the Division of Leadership and Student Success—which oversees the Mexican American Student Services and African American Student Services departments—will assume responsibility for the internal coordination of EDI efforts. While there is some risk of fragmented implementation, the district has proactively restructured these responsibilities to preserve coherence and ensure strategic alignment. Much of this restructuring is already in place, allowing key equity-focused activities to continue with fidelity and measurable outcomes.

Furthermore, TUSD has robust systems to monitor and address disparities. These include Targeted or Comprehensive School Improvement (TSI/CSI) plans under ESSA, which guide strategic actions for underperforming subgroups; and the Unitary Status Plan and Post-Unitary Plans, which provide a framework for equitable staffing, student assignment, discipline, and program access.

While the organizational structure has changed, the functions of equity oversight remain intact. The impact on the district's equity commitment and compliance capacity is expected to be minimal, given the robust systems and leadership now in place to sustain and advance this critical work.

While departments will continue to pursue equity goals to the best of their ability, there will be a need to strengthen internal quality controls to ensure all activities are effectively carried

out. The Division of Leadership and Student Success will assume this responsibility, providing oversight and quality assurance to ensure alignment with the district's equity objectives and compliance requirements.

For historical context, approximately five years ago, in alignment with federal mandates and the ongoing obligations of the USP, TUSD established a centralized Equity, Diversity, and Inclusion (EDI) Department. This restructuring was approved by the courts as a strategic step to unify and elevate the district's efforts to ensure equitable access, reduce disparity gaps, and support historically underserved student populations.

Previously known as the Desegregation Department, the EDI Department initially consisted of five staff members, all fully funded by 910G desegregation funds. These included a Senior Director, Administrative Assistant, Program Manager, Research Project Manager, and Senior Program Coordinator. The department's primary responsibility was to coordinate districtwide compliance with the USP, its associated plans, and subsequent court orders.

In 2021, the Supplemental Notice of Compliance: Post Unitary Status and Accountability Plan [ECF 2610] elevated the role of the department's Senior Director to Assistant Superintendent of EDI. The staffing structure was maintained, and a Program Coordinator was added to support the expanded oversight. In 2022, the department was further strengthened with the addition of a second Senior Director of EDI, allowing for greater administrative capacity and alignment.

The formation of the EDI Department was designed not only to centralize services but to integrate and align the work of multiple critical support departments, including:

- African American Student Services
- Mexican American Student Services
- Native American Student Services
- Asian Pacific American and Refugee Student Services
- Magnet Programs
- Student Relations
- Family and Community Engagement
- Alternative Education

While these departments continue to operate under the established EDI frameworks—with clear goals, operational manuals, and defined action steps—there has been a recent shift in their organizational reporting structure. Except for the Magnet Programs Department, which has been realigned under the Curriculum and Instruction Division, all other departments now operate under the Division of Leadership and Student Success. This division will oversee the coordination and quality assurance of equity activities, ensuring continued alignment with the USP and Post-Unitary Status obligations.

Despite changes in centralization, the district's core equity responsibilities and commitments remain unchanged. The Division of Leadership and Student Success is well positioned to maintain cohesion and accountability across these departments, supporting the district's strategic efforts to provide equitable opportunities and outcomes for all students.

## **J. Family & Community Engagement**

Effective July 1, 2025, schools without a designated School Community Liaison will no longer receive added duty compensation for staff supporting family engagement. While this compensation will be discontinued, the expectations for reporting and adherence to family engagement guidelines will remain in place for all schools. By embedding family engagement into the daily responsibilities of school teams rather than relying on additional duty compensation, the goal is to make engagement a consistent and normalized part of school culture. Still, schools may fall short of previously expected engagement practices due to lack of time, support, or expertise.

In addition, FACE overtime is being reduced, which will limit the number of after-hours events staff can attend. FACE hosts large-scale events and is regularly invited to support school-based events throughout the year—these reductions may impact FACE's ability to be present at all such opportunities. This may result in lower parent/family participation rates, especially in historically underserved communities. The district remains committed to family engagement and will continue to support schools through guidance, resources, and professional development to ensure expectations are met, even as funding models shift.

FACE will shift focus to a more integrated approach, with the aim of ensuring all schools, regardless of staffing structure, maintain a baseline standard for family engagement. Nevertheless, schools with a full-time School Community Liaison may continue to meet previously existing expectations, while schools without one and now without added duty may struggle, potentially creating or contributing to inequity.

## **K. Finance**

The changes to the Desegregation budget allocated to the Financial Services Department specifically address the salary and benefits costs for the various interventionist positions across the district. Starting in the 2024-25 school year, the Governing Board allocated funding from the Desegregation budget to support all the Reading Intervention, Math Intervention, and Response to Intervention teacher positions that were previously funded with the Elementary and Secondary School Emergency Relief Fund (ESSER). These positions were placed in the Financial Services Department's budget in order to control the funding and full-time equivalent (FTE) allocations across the schools where these positions were placed. This ensures fidelity with the request from the Governing Board. The increased budget allocation "trues up" the funds that are budgeted for the salary, benefits, and the required supplemental stipends for each position. There are no anticipated impacts to the services provided by these positions to students at these sites. The FTE

allocations will remain the same for the 2025-26 school year, while ensuring that sufficient budget capacity is provided to compensate these individuals according to their contracts.

The ESSER Fund was established by Congress to help schools respond to the COVID-19 pandemic. It was distributed through three different relief packages. The basic tenets of the program included addressing learning loss for students. The remote learning process for students caused math scores to decline more sharply than reading scores across all grade levels. Math instruction requires real-time feedback and interaction, which is harder to replicate in a virtual environment. Reading scores also declined, though not as steeply as math. The less pronounced losses were related to the fact that reading can be more easily practiced independently, and families were engaged in more reading-related activities than in math. The learning loss disproportionately affected low-income students, students of color, students with disabilities, and English language learners. The learning loss has long-term implications for high school graduation and post-secondary readiness. The high-quality recovery efforts include providing high-dosage tutoring, extended learning time, summer learning programs, and targeted interventions.

The district conducted an impact study to review the academic growth of students who received intervention services versus those students who did not receive the same level of support. African American and Mexican American students were the specific focus of the review to evaluate the academic impact and growth in reading and math. It was determined that the students who received direct intervention showed increased academic performance. One of the focal points of the district's Unitary Status Plan is to focus on targeted interventions around reading and math with African American and Mexican American students. The district determined that continuing these positions beyond the life of the ESSER funding was pivotal to ensuring that these academic gains moved forward unabated, while focusing on student groups within the scope of the district's Unitary Status Plan. Ensuring that the proper level of financial investment is maintained to continue the success these positions have contributed to student academic success is an important component in addressing the learning loss from the pandemic on a long-term basis.

#### **L. Fine Arts**

The reductions to the Desegregation budget for the Fine Arts department will be covered by an alternative funding source, and so there is no anticipated impact on the department's programs or services.

#### **M. GATE**

The following summarizes the major reductions to GATE reflected in the FY26 Desegregation budget proposal:

1. Eliminate GATE Resource requirements for High Schools (reduction amount: \$71,746)

*Description:* Currently all sites offering grades 6-10 are required to offer at least one GATE Resource class. Typically, there is low student interest in these courses at the high school level since there are so many other classes for students to choose from. There are also less incentives for high school teachers to work on their GATE endorsement since most sites typically offer one section of GATE Resource.

*Rationale:* Initially, these courses were required for middle and high school students due to limited Advanced Learning Experience (ALE) options. Over the past 10 years, high schools have significantly expanded their ALE course offerings, reducing the appeal and necessity of these specific courses. Removing this requirement for high schools will allow student choice to determine the master schedule. Courses will be offered based on sufficient student interest, eliminating the need for additional FTE funding from the ALE budget. Fully enrolled GATE Resource classes will continue to be supported by the district's Maintenance and Operations (M&O) funding formulas. As the chart below illustrates, increased ALE participation reflects the engaging courses now offered at school sites.

Based on 40 <sup>th</sup> Day		2122SY			2223SY			2324SY			2425SY		
ALE Opportunity	Grade	District Students	ALE Student Counts	ALE % of District	District Students	ALE Student Counts	ALE % of District	District Students	ALE Student Counts	ALE % of District	District Students	ALE Student Counts	ALE % of District
AP	9-12	13,874	2,733	19.7%	13,589	2,874	21.1%	13,827	2,816	20.4%	12,581	3,225	25.6%
Dual Credit	9-12	13,874	1,123	8.1%	13,589	1,305	9.6%	13,827	1,387	10.0%	12,581	2,504	19.9%
Honors	6-12	23,048	4,864	21.1%	22,349	5,214	23.3%	22,189	5,009	22.6%	21,884	5,497	25.1%
MS4HS	6-8	9,174	1,648	18.0%	8,760	1,507	17.2%	8,362	1,396	16.7%	8,403	1,392	16.5%
Accelerated	6-10	16,432	1,594	9.7%	15,902	1,741	10.9%	15,528	1,772	11.4%	15,264	1,866	12.2%
IB	9-12	13,874	356	2.3%	13,589	367	2.7%	13,827	383	2.8%	12,581	403	3.2%
GATE Services (Pull Out, Self Contained, Cluster, Resource)	K-12	41,215	3,514	8.5%	40,380	3,505	8.7%	39,927	4,090	10.2%	39,179	3,630	9.3%
AVID	K-12	41,215	2,722	6.6%	40,380	3,340	8.3%	39,927	4,156	10.4%	39,179	3,719	9.5%
Unduplicated Student Counts	K-12	41,215	12,739	30.9%	40,380	13,662	33.8%	39,927	14,179	35.5%	39,179	14,616	37.3%

*Programmatic Effectiveness:* Gifted strategies in high school create a more stimulating and appropriate learning environment for high-ability students. This leads to greater academic achievement, the development of advanced skills, and positive social-emotional growth, ultimately preparing them for future success in college and beyond. Currently, all district high school students have a variety of Advanced Learning Experiences to choose from, such as Advanced Placement (AP), Dual Credit, International Baccalaureate (IB), and Honors courses, which also provide opportunities for students to develop advanced skills.

*History or Background:* The ALE Policy Manual explains the GATE Resource class model. The District offers resource GATE classes at grades 6-10. GATE instruction is provided in enrichment or content-area classes for qualifying students as well as for students enrolled in

those classes through open access. The service model may vary depending on site schedules and programs. The GATE department works with all middle and high schools to provide information and support for one or more GATE resource classes per site. The department also provides professional development, endorsement information, and information about instructional strategies for the class.

2. Strategically reduce GATE Resource FTE from Middle Schools & GATE Self Contained Sites (reduction amount: \$157,841)

*Description & Rationale:* Each GATE Self-Contained site must offer at least one class for grades 1-5. Teacher staffing (measured in Full-Time Equivalents, or FTE) is primarily determined by general Maintenance and Operations (M&O) funding formulas. However, to maintain these GATE programs, sometimes GATE funding is needed to cover teacher FTE. Even when teacher FTE is covered by M&O formulas, sites still offer the GATE program across all grade levels. The need for this additional funding can vary annually based on student enrollment in the GATE self-contained program. This year, a few sites no longer required GATE-funded FTE, resulting in cost savings for the GATE budget.

Not all middle schools require GATE funding to offer GATE Resource classes. Those who do are often smaller schools where this FTE supports them in offering an open-access GATE course in order to meet this ALE requirement for course offerings. This school year, some sites strategically consolidated courses or experienced higher student interest, leading to larger class sizes which are now covered by general M&O funding formulas. This shift has resulted in cost savings for the GATE budget.

*History or Background:* The ALE Policy Manual explains the GATE Self-contained model. Qualifying students attend this program full time, five days per week, at a school that accommodates them using a feeder pattern based on neighborhood schools.

3. Reduce Gifted Endorsement hours provided by district from 180 to 90 hours  
Eliminate GATE Resource requirement for High Schools (reduction amount: \$20,000)

*Description:* The state of Arizona requires that all courses labeled as “gifted” are taught by gifted-endorsed teachers or teachers who are currently pursuing this endorsement. We are a unique district in that, for the last 10 years, we have offered to completely cover the cost of the courses teachers need to take toward this endorsement and pay them added duty compensation to work on their endorsement.

*Rationale:* In years past, teachers had to cover this cost on their own. Even by cutting this down to 90 hours, it is still a huge benefit to our teachers.

*History or Background:* The District offers more GATE opportunities than any other district in Southern Arizona. Since there are so many classes which require GATE endorsed

teachers, the District developed a plan to ensure it was easy for teachers to earn this endorsement required by the state. The ALE Policy Manual explains the structure for supporting teachers with GATE professional development:

The GATE department provides district-wide professional development to any interested teachers throughout the District, with priority given to all currently assigned GATE teachers and prospective GATE teachers who are actively pursuing their gifted endorsement. To support these efforts, GATE staff creates, plans, and teaches select classes focused on aspects of gifted instruction that are aligned to the national gifted standards, Tucson Unified's GATE standards, and Tucson Unified's GATE mission. These include topics such as critical and creative thinking, problem solving, and other targeted areas in gifted instruction, including differentiation, cultural responsiveness, student-centered learning environments, project/problem-based learning, and support for the social and emotional needs of gifted students. Topics also are aligned to the District's approved GATE scope and sequence. In addition, the GATE department hires consultants to lead professional development and works with these consultants to recommend and select relevant topics and review materials before presentations, based on teacher needs.

GATE staff attend all professional development sessions, maintain records of all teachers in attendance through True North Logic, maintain records of teacher hours for the gifted endorsement, and log all professional development hours after each training. GATE staff also provide professional development for teachers through participation at state and regional gifted conferences and trainings. Additionally, the GATE department provides resources for teachers across the District through SharePoint.

The GATE department maintains endorsement support plans for all GATE teachers who are working on obtaining a permanent gifted endorsement; keeps records and works with teachers to submit information to Human Resources verifying hours for the provisional and permanent gifted endorsement; provides verification for teachers who are moving from the provisional to the permanent endorsement; keeps records of teaching certificates and maintains lists of all endorsed teachers; and provides information to teachers about how to receive their endorsement.

## **N. Guidance & Counseling**

The elimination or reduction of mileage reimbursement will limit the ability of the two School Counseling Coordinators to provide direct support to school sites. Currently, each school is visited at least twice per year to ensure consistent implementation of the ASCA National Model and to support counselors and administrators.

With the reduction in mileage funding, site visits will be reduced to once per year, minimizing direct services and support. Coordinators will be unable to attend state-level board

meetings and professional development opportunities throughout Arizona. Coordinators may be forced to eliminate their own professional development, resulting in reduced knowledge of current practices, policies, and state requirements. These limitations will directly impact the quality and consistency of counseling services provided to students and staff across the district.

Since mileage reimbursement has been available, School Counseling Coordinators have significantly expanded their direct support to school sites. This has resulted in: improved implementation of the ASCA National Model with greater consistency and fidelity across the district; stronger collaboration with site administrators, fostering alignment between counseling services and overall school goals; enhanced training and mentoring opportunities for site-based counselors, especially in areas such as student transitions and enrollment processes; and increased coordinator presence at family, community, and professional events, reinforcing district-level support. Removing or reducing mileage funding would undermine these gains and limit the district's capacity to maintain high-quality counseling services.

In addition, the proposed budget reduces the Counseling department's ability to purchase general office or event-related supplies. As a result, staff will have to rely on existing resources and electronic documentation, which may not be practical in all settings. The department will be unable to produce or distribute tangible materials for job fairs and recruiting events, professional development workshops, and family and community engagement activities. This loss of access to supplies will hinder the department's ability to conduct outreach, provide training, and maintain professional visibility.

## **O. Human Resources**

The reduction to the Desegregation budget for Human Resources will be achieved by defunding the Master's Cohort in Educational Leadership. While the Master's Cohort was implemented with good intentions, a recent review of its impact has not demonstrated a clear and measurable return on investment. HR has observed a disconnect between the program's objectives and its tangible contributions to leadership development, succession planning, or overall organizational performance, especially when considering the substantial financial outlay of \$50,000. This lack of quantifiable results makes it challenging to justify continued funding in the current economic climate.

By discontinuing the Master's Cohort in Educational Leadership, HR can redirect resources (both financial and human capital) towards initiatives that have a clearer, more demonstrable impact on our organizational goals. This includes potentially exploring alternative, more cost-effective methods for leadership development, such as Leadership Prep Academy and Principal Boost, that offer a higher return on investment. HR has had more success in securing administrators from both Leadership Prep Academy and Principal Boost compared to the Master's Cohort in Educational Leadership Program.



## **P. Interscholastics**

The only reduction to the Desegregation budget for Interscholastics was the removal of a clerical position that was vacant for the large majority of the 2024-25 school year. As such, Interscholastics anticipates minimal impact on the services it provides to students.

## **Q. Language Acquisition**

### Structured English Immersion

The reduction in Desegregation funding for Structured English Immersion (SEI) programs will compromise TUSD's capacity to deliver equitable and effective language instruction for English Learners (ELs). SEI is a foundational instructional model that serves a large percentage of the district's linguistically diverse student population. Key areas of impact include:

*Curriculum Writing Stipends:* Loss of funding for teacher stipends to develop SEI-aligned curriculum reduces our ability to provide culturally and linguistically responsive curriculum development that meets the needs of second language learners. SEI teachers are required to plan and adapt content to meet the diverse needs of students with varying levels of language proficiency, a time-intensive process that extends beyond typical planning duties. Curriculum writing by SEI practitioners is essential for meeting Arizona State English Language Proficiency Standards while accommodating the language and content needs of English Language Learners. Without this investment, instructional quality and consistency across schools will decline.

*Technology Resources:* Many SEI classrooms rely on technology for core language acquisition platforms and assessment resources, interactive visual supports, digital scaffolds, and access to leveled readers. Funding cuts will limit access to these tools, diminishing the quality of instruction, especially for students who benefit from multimodal input to reinforce English development. Limited access to technology resources also negatively impacts the department's ability to provide professional development for SEI teachers.

*Mileage for Coaches and Itinerant Teachers:* SEI coaches and itinerant EL support staff, DL itinerant teachers, District Testing Technicians, and Meaningful Access interpreters serve multiple school sites across the district. Reducing mileage reimbursement will limit their reach and availability, particularly at high-need or geographically distant schools, affecting the support and instructional modeling they provide to SEI teachers, AZELLA testing and compliance support testers provide to sites, and interpretation and translation services provided for families across the district.

*Substitute Coverage and Added Duty for Professional Development:* Without funding for substitutes or added-duty pay, teachers will be unable to attend training sessions during school hours or outside contract time. This limits ongoing professional development necessary to

maintain fidelity to the SEI model and keep educators current with research-based practices, an essential component to ensure that pedagogy and practice aligns with second language acquisition. Limiting professional development will diminish instructional quality and fidelity to best practices in language development.

*Contractors/Consultants:* Desegregation funding allows the district to hire national experts in language acquisition to train and coach SEI teachers. These consultants provide research-based strategies, programmatic guidance, and instructional models aligned with federal and state EL requirements. Their loss will diminish instructional quality and fidelity to best practices in language development.

*Instructional Aids and Textbooks:* SEI teachers require scaffolded, language-rich materials that are differentiated by English proficiency levels. Budget reductions will hinder our ability to purchase district adopted core curriculum materials and platforms, content-area support resources, and resources aligned to both ELP and content standards, leading to instructional gaps and reduced access to grade-level content.

*Interpretation and Translation Services:* TUSD currently serves families who speak over 100 different languages. Reducing interpretation and translation staff will reduce the district's ability to communicate with families about student learning, school events, and services, particularly in languages other than Spanish. This creates barriers to family engagement.

*Program History and Background:* SEI has been the primary model for instructing English Learners in TUSD since the adoption of Arizona's English-only mandates. While recent legislative changes have allowed greater flexibility, Arizona's ADE approved LDA Models for SEI continue to serve the majority of TUSD's EL population, particularly in non-dual language schools.

SEI instruction is built on providing targeted English language development and scaffolding English language development within core content instruction to meet requirements outlined by the Arizona Department of Education. The district has invested heavily in:

- Professional development for SEI teachers.
- Instructional coaching and support.
- Monitoring and ensuring compliance with state and federal requirements with instruction and documentation.
- Language assessment training, administration and appropriate student placement.
- Interpretation and translation services to ensure meaningful family communication.

These investments were made possible by desegregation funding and have been critical to the academic growth and reclassification of ELs.

## Two-Way Dual Language

The proposed reductions in the FY26 Desegregation budget will negatively impact the effectiveness, sustainability, and continued growth of TUSD's Two-Way Dual Language (TWDL) programs. These cuts undermine our district's ability to provide equitable access to high-quality, linguistically responsive programming for racially and linguistically diverse students. Key areas of impact include:

*Stipends for Curriculum Writing:* The loss of stipends to compensate teachers for curriculum development limits our ability to provide high-quality, standards-aligned bilingual curricular units. TWDL teachers are required to plan and adapt content in two languages, a time-intensive process that extends beyond typical planning duties. Teachers write/create curriculum resources that align with Arizona State Standards and ensure an equitable alignment with the instructional resources that the district creates/provides for English Language Arts and math in the target language (Spanish). Without compensation, fewer teachers will participate, leading to inconsistent curricular materials and inequities in access to rigorous content across sites in the target language.

*Expert Teachers Providing Professional Development:* TWDL's success depends on capacity-building within our teaching workforce. Expert classroom teachers currently lead site- and district-level professional development tailored to dual language pedagogy during the school year and during the summer Language Learning Symposium. Loss of stipends for these teacher-leaders eliminates peer-to-peer learning and weakens professional learning communities that have contributed to program improvements and academic gains.

*Funding for Substitutes and Added Duty for PD Attendance:* Without funding for substitutes or added-duty pay, teachers will be unable to attend essential training sessions during school hours or outside contract time. This limits ongoing professional development necessary to maintain fidelity to the TWDL model and keep educators current with research-based practices in bilingual education, components that ensure pedagogy and practice align with second language acquisition.

*Expert Consultants and Program Alignment Support:* The district relies on expert consultants with national dual language expertise to support program alignment, fidelity monitoring, and high-leverage pedagogical practices. Loss of this guidance will impede districtwide implementation of cohesive dual language strategies and limit our ability to provide differentiated support to TWDL schools for both teachers and site leadership.

*Instructional Aids and Textbooks:* TWDL classrooms require dual sets of instructional materials, one for each program language. Eliminating funding for bilingual instructional resources, Spanish-language textbooks, and language-specific assessments will negatively impact the quality of content delivery and limit access to core curriculum materials aligned with grade-level standards in both languages.

*Registration Fees and Out-of-State Travel for Professional Conferences:* Attendance at national conferences (e.g., NABE, La Cosecha, ATDLE) provides teachers with access to current research, model programs, and innovative practices in dual language instruction. Cuts to this funding reduce professional growth opportunities that have contributed to teacher efficacy, retention, and fidelity of implementation.

*Communications, Advertising, and Program Promotion:* TWDL recruitment efforts are rooted in targeted, culturally responsive outreach to families across the district. Elimination of communication funding hampers our ability to promote program offerings, conduct bilingual informational sessions, and produce materials that encourage integration and enrollment among diverse families. This impacts student assignment goals, the growth and expansion of the program, and district integration efforts.

The district recognizes TWDL as an ALE and it is a program of choice for families. Despite declining enrollment in the district overall, enrollment in TWDL has been steadily increasing:

<b>SY</b>	<b>40<sup>th</sup> Day Enrollment</b>
2021-22	2321
2022-23	2424
2023-24	2468
2024-25	2499

Language Acquisition fears that the FY26 budget reductions will impede or reverse this progress.

*Program History and Background:* TUSD's TWDL program has grown significantly over the past two decades and remains one of the district's most important strategies to address linguistic equity and integration. Rooted in national research and supported by the USP, the program is intentionally designed to serve both English Learners and native English speakers in integrated classrooms. The goals are:

- Bilingualism and biliteracy;
- High academic achievement in both program languages; and
- Cross-cultural competency.

Since the implementation of the USP, TUSD has invested in expanding TWDL offerings to meet growing community demand and to reduce racial and linguistic isolation. TWDL programs currently operate at 12 schools and serve approximately 2,400 students. These programs were strengthened through targeted desegregation funding to provide:

- Recruitment and retention of bilingual teachers;
- Ongoing training and coaching for dual language educators;
- Language-specific instructional materials;
- Consistency in program quality across sites; and

- Equitable access to rigorous academic content in both English and Spanish.

TWDL has become a cornerstone strategy for closing opportunity gaps for Latino students and supporting diversity in student assignment.

## **R. Magnet**

The FY25 Desegregation budget allocation for the Magnet Department is just over \$7.5 million. The proposed FY26 budget includes reducing that amount by \$120,553.13, specifically from the central allocation. The proposed action includes the following components:

1. To reduce the milage line item in the central allocation to \$2500.
2. To reduce the consultant (purchased professional services) line item to \$20,000.
3. To reduce the after school added duty line item to zero.
4. To reduce the out of state travel line item to \$44,605.
5. To reduce the registration line item to \$20,000.

Magnet programming and references to Magnet Schools can be identified in multiple parts of the Unitary Status Plan and the Post Unitary Status Plan. References to Magnet Schools frequently speak to the intersection between Magnet Schools and their role to help integrate the district by providing rich, thematic learning experiences for students. The Unitary Status Plan also speaks to the budgetary process specific to goals Magnet education. Those include:

1. Purpose of Magnet Schools under the USP:
  - Magnet schools are designed to promote racial integration and educational equity.
  - The district is required to align magnet programs with integration goals through theme development, lottery criteria, and school boundaries.
2. Planning and Oversight Requirements:
  - TUSD must develop and maintain a Magnet School Plan as part of its obligations under the USP.
  - The plan must include:
    - Evaluation and adjustment of magnet themes and programs.
    - Action steps and strategies to engage, support, and increase outcomes for African American and Latino students.
    - Provision of training and resources for magnet school staff.
    - Action steps and strategies to increase academic outcomes for all students.
    - Action steps and strategies to reduce racial isolation.
3. Funding Sources and Strategies:
  - TUSD is encouraged to pursue external funding (e.g., Magnet Schools Assistance Program – MSAP) to supplement magnet programming. Note that the continuance of the MSAP grant is undetermined because of federal budget reductions. Also note the district does not have the financial strength to sustain programming under the MSAP, which is a requirement of the grant.

- Magnet programs are largely supported through the Desegregation Budget.
4. Ongoing Compliance and Adjustment:
- Even after achieving unitary status, TUSD must continue implementing the USP.
  - The district regularly monitors and adjusts magnet programming to ensure continued progress toward USP goals.

These considerations, action steps, and responsibilities will not change the core tasks of the magnet program under the proposed objective outlined in this Performance Impact Analysis.

The district does anticipate impact on Magnet programming as a result of the proposed budget reduction to the central allocation:

- Instructional efficacy.
- Instructional leadership team efficacy.
- Academic outcomes as measured by state assessments.
- Educational equity retraction is measured by the possible reversal of gaps among subgroup populations.
- A-F letter grades drop.
- Student enrollment decreases.
- The design of value propositions to inform school marketing efforts.

This impact is directly tied to the role and responsibilities of external consultants, who play a key part in building the capacity of Magnet site instructional leadership teams. Their support focuses on thematic integration, curriculum expertise, instructional observation and feedback, data literacy, Response to Intervention (RTI), and educational equity.

The reduction in funding for external consultants is expected to negatively impact the quality of education. External consultants play a critical role in supporting instructional effectiveness by leading structured cycles of improvement that include instructional observations, job-embedded instructional coaching, and follow-up visits to ensure that coaching strategies are implemented with fidelity. These services are instrumental in building leader and teacher capacity and improving collective teacher efficacy. With fewer opportunities for this level of support, schools may struggle to maintain the same level of instructional rigor and continuous improvement. As a result, the progress made in improving academic outcomes, particularly for subgroup populations, may be slowed, potentially widening existing achievement gaps.

## **S. Mexican American Student Services**

1. Strategically reduce College Mentor supplemental positions from 10 to 9 (reduction amount: \$21,867)

Beginning with a department reorganization in SY2018-19, MASSD has had 10 College Mentor supplemental positions to provide direct services in identified Culturally Relevant

Curriculum courses. These positions support classrooms leveraging internships from University of Arizona partners. With this reduction intended as a temporary measure, the anticipated impact will be fewer students mentored as contact hours will be dependent on University of Arizona partners. Additionally, college mentors support the department through outreach efforts. Other college mentors will support in attending additional outreach events, as each average 20 events each semester.

2. Reduction on out-of-state travel (reduction amount: \$500)

This budget line item reflects staff attending and presenting at out-of-state conferences for job-related professional learning, which is part of developing staff expertise in culturally relevant strategies, as outlined in the MASSD Operating Plan. With the reduction, MASSD will temporarily seek no-cost in-person or virtual trainings and present locally. This will decrease the number of staff members attending out-of-state conferences.

3. Reduction of purchased professional services (reduction amount: \$1,500)

This budget line item reflects classified and certified staff attending trainings and presenting at conferences for job-related professional learning as outlined in the department operating plan. The department will temporarily seek in-person or virtual trainings and conferences at no cost to the district. Training effectiveness will be measured through staff surveys and evaluation of strategies gained at trainings to continue professional learning goals for the department.

4. Strategically reduce expert panel contractors/consultants (reduction amount: \$3,000)

Since the department reorganization in SY2018-19, expert panel contractors/consultants have been used to help guide the strategic plan, with annual review of the plan in subsequent years. Following this budget reduction, MASSD will be able to continue incorporating guidance and recommendations from expert panel members while focusing on parent and student advisory councils' direction temporarily. As a temporary measure, recommendations from the parent and student advisory councils will suffice to meet the commitments of the MASSD Operating Plan.

5. Decrease in instructional aids (reduction amount: \$1,000)

This budget line item is for instructional aid funds used to pay for Academia Huitzilin Summer STEM program and supplemental materials for MAS 165 courses. Following the reduction, the department will seek instructional tools at a lower cost and utilize existing materials as MAS 165 courses have been developed in the past three years. Both summer program and dual enrollment support are outlined in MASSD Status Report and Plans. More efficient approaches will be applied to carry out the decrease in funding due to the deficit in Desegregation funds.

## **T. Multi-Tiered Systems of Support**

The proposed MTSS Desegregation budget for FY26 totals \$2,884,797. This is a reduction of \$239,291 from the FY25 MTSS Desegregation budget total. The MTSS Department's programs and services are impacted by the budget changes in the following ways: Elimination of 6.0 full time MTSS positions; assignments of MTSS Leads, or reduction to partial MTSS support at selected sites; and impact to the Central MTSS Facilitator's role and responsibilities.

The budget change eliminates 6.0 full-time MTSS Facilitator positions from the MTSS Desegregation budget. This reduction of 6.0 full-time MTSS Facilitator positions directly impacts the effectiveness of the MTSS process. All TUSD schools are required to implement the MTSS framework; sites losing an MTSS Facilitator may not be able to complete the MTSS processes with fidelity. To ensure the fidelity of the MTSS Process, it is necessary to have the MTSS Facilitator review and track the plans and facilitate team meetings that provide the most effective interventions to students with MTSS plans. The number of MTSS plans has increased significantly over the past five years, as shown in the table below:

School Year	Number of Students with MTSS Plans
20-21	4,224
21-22	5,159
22-23	5,570
23-24	14,135
24-25	19,608

The reduction of full-time MTSS Facilitators reduces sites' ability to identify at-risk students, deliver timely, targeted support, and maintain the integrity of intervention systems. The reduction of MTSS Facilitators places additional strain on existing staff and increases the risk of fragmented services, inconsistent implementation, and missed opportunities for early intervention. Schools may see declines in student attendance, the effectiveness of academic and behavioral interventions, and the equitable application of disciplinary practices. These setbacks hinder efforts to support the whole child and jeopardize the district's ability to meet the goals outlined in the USP—including closing achievement gaps and improving outcomes for historically underserved student groups.

As a result of the budget cuts, the following changes will occur in the MTSS Program: Sites losing full-time MTSS Facilitators must decide if they will assign an MTSS Lead or work to secure a partial MTSS Facilitator (e.g., 0.5 FTE at two sites). MTSS Leads are typically certified staff members with existing full-time responsibilities. Leads are limited in their time and capacity to fully support students, compared to a dedicated full-time MTSS Facilitator. To implement the MTSS processes with fidelity, the additional MTSS process responsibilities fall



upon the site administration and staff. Sites with partial Facilitators will experience many of the same challenges as sites with MTSS Leads.

The increased number of sites with Leads and partial Facilitators will have an impact on the Program's ability to complete District-wide responsibilities, which are completed by our Program's Central MTSS Facilitator. The Program's Central MTSS Facilitator will be providing additional support to the increased number of sites with Leads and partial Facilitators, and will have reduced time to complete District-wide tasks, including: training Facilitators and Leads in the District's Intervention Management Data system; evaluating District-wide data to improve identified areas of need; making data-informed and evidence-based suggestions and solutions; and providing professional development to all Facilitators and Leads, while ensuring the District's overall goal of creating an inclusive and supportive environment when considering its student academic achievement and behavior practices, and the fair and equitable treatment of students of color in the District.

The MTSS department anticipates impacts to several specific USP areas from the reductions to its budget.

Quality of Education: The 6.0 full-time MTSS Facilitators at the identified sites are instrumental in identifying students within these subgroups who require academic interventions, ensuring they receive appropriate, data-driven support, and monitoring their progress over time. These Facilitators play a critical role not only in closing academic learning gaps, but also in supporting student behavior, social-emotional learning (SEL), and attendance—key components of whole-child success.

In addition, MTSS Facilitators provide essential coaching and support to staff members, helping them implement effective intervention strategies and make data-informed decisions. They also strengthen communication with parents and guardians, building meaningful school-family partnerships that are vital to student achievement. These relationships help students “climb the wall” to academic success by creating a more supportive and connected learning environment.

Additionally, MTSS Facilitators are essential to the district's Programs to Improve English Language Acquisition for Targeted Subgroups. They help identify English Language Learner (ELL) students who need additional language support, coordinate targeted interventions, and monitor their progress. With fewer MTSS Facilitators, schools will face a reduced capacity to deliver timely and tailored support, potentially slowing the language acquisition of ELL students and creating further barriers to academic achievement. The absence of this dedicated support also places additional strain on existing staff, making coordinated, effective strategies harder to implement and sustain.

Programs to Increase Graduation Rates and Lower Dropout Rates for Targeted Subgroups: MTSS Facilitators are critical in identifying at-risk students, providing academic and

behavioral interventions, and ensuring these students receive the support necessary to stay engaged and on track for graduation. Without these dedicated staff members, schools may struggle to provide consistent, targeted support to students facing barriers to graduation, leading to higher dropout rates and fewer opportunities for academic recovery. This reduction in capacity will especially impact high-need students, exacerbating existing disparities and undermining efforts to improve graduation outcomes for historically underserved subgroups.

Discipline: MTSS Facilitators play a vital role in both academic and behavioral support systems across the district. Academically, they are instrumental in identifying students in need of targeted interventions, coordinating support services, and monitoring progress to ensure those interventions are effective. Their work is especially critical at schools serving high numbers of African American, Latinx, and English Learner (EL) students, where timely and consistent support can help prevent the widening of achievement gaps. Without these dedicated staff members, schools may struggle to identify at-risk students effectively, leading to delays in intervention and increased strain on existing staff. This can result in inconsistencies in implementation and a decline in the overall effectiveness of academic support services, hindering the district's ability to meet the goals outlined in the USP.

In addition to academic support, MTSS Facilitators are central to fostering positive student behavior. They help identify students in need of behavioral interventions and ensure those interventions align with TUSD's progressive discipline policy as outlined in the Student Code of Conduct. MTSS Facilitators work to ensure that students who receive repeated disciplinary actions are also supported with proactive, structured interventions aimed at addressing the root causes of behavior. Currently, over 1,400 MTSS Student Support Plans for behavior are active across the district. Without full-time MTSS Facilitators, schools will face limited capacity to implement and monitor these plans effectively. This reduction may lead to missed opportunities for restorative, educational approaches to discipline, resulting in increased repeat offenses and reduced support for students who need it most.

Family and Community Engagement: MTSS Facilitators play an important role in strengthening family and community engagement by connecting families to support services through the MTSS process. This often includes referrals to programs such as FACE, HEART, and Youth on Their Own, which provide critical resources to students and their families. Without a full-time MTSS Facilitator, schools may struggle to maintain these connections, reducing their ability to support families effectively and limiting access to the resources that contribute to student success.

## **U. Operations**

The reductions to the Desegregation budget for the Operations department will be covered by an alternative funding source, and so there is no anticipated impact on the department's programs or services.

## **V. Professional Development**

The Professional Development budget has been reduced by \$236,595. The impact of this reduction will affect the activities of the New Teacher Induction (NTI) Program, as well as the district's effort to improve teacher efficacy through Professional Learning Communities. The NTI Program reduction will directly affect staffing and workload distribution. This, in turn, will negatively impact the quality and accessibility of our programs and services during a critical time for our educators.

The NTI Program is facing a reduction in full-time staff from 28 positions to 24. This reduction means that the remaining mentors will be tasked with higher caseloads, impacting their ability to provide meaningful support. Specifically, for high-needs schools the USP identifies that mentors manage only 10 teachers to ensure focused, individualized assistance. Due to budget constraints, mentors will now be required to oversee 15 teachers, the same standard set for regular schools. Although this falls within the established threshold, it is below the ideal for high-needs environments, where teachers often require more intensive support.

This increased caseload means that mentors will face challenges in effectively supporting teachers, as they will have less time to dedicate to each individual. This heightened workload not only leads to increased travel time between multiple school sites but also means that mentors will have reduced opportunities for direct interaction with teachers in their classrooms. The result is a diminished capacity to foster the professional growth and development of new teachers.

Moreover, the strain on mentors will likely lead to burnout, adversely affecting their effectiveness and the overall morale of the team. As they juggle larger caseloads and logistical challenges, the quality of mentorship may suffer, potentially undermining the purpose of the induction program.

The NTI Program is also part of TUSD's strategy to retain teachers. The NTI Program provides teachers the support needed within the first two years of teaching in order to retain teachers in the profession, and so cuts to the program may impact TUSD's retention of new teachers.

The Professional Learning Community reduction of \$72K from \$100K to just \$28K will limit the opportunities to train Principals, CSPs (Coaches), Professional Development staff, and teacher teams. This funding supports professional development in areas of Curriculum and Instruction through PLCs. In addition to the training, the budget for resources provided with the training has been cut from \$18,514 to \$5,000. These resources include PLC Playbooks for PLC Teams and training.

## **W. Project Management**

The proposed reduction to the Desegregation budget for Project Management is \$80,000 for construction services. This reduction will decrease the Project Management Department's

ability to perform infrastructure and safety improvements to qualifying District sites that need repair. These funds had not yet been allotted for use at any identified site, but would have been available as needs arose.

## **X. Region 1**

Region 1 did not experience any changes in activity implementation as outlined in the Post-Unitary Status Plan. All programs and initiatives continued as planned, with no deviations from the original scope or objectives. However, adjustments were made to the budgeted salary allocations to ensure alignment with actual expenditures. These corrections reflect updated personnel costs based on the actual salaries of staff assigned to the associated activities. This revision was necessary to maintain fiscal accuracy and transparency in reporting, and it does not represent a change in staffing levels or the nature of the work being performed.

## **Y. Region 2**

Region 2 did not experience any changes in activity implementation as outlined in the Post-Unitary Status Plan. All programs and initiatives continued as planned, with no deviations from the original scope or objectives. However, adjustments were made to the budgeted salary allocations to better align with actual expenditures. These updates reflect revised personnel costs based on the actual salaries of staff assigned to the respective activities. This revision was undertaken to ensure fiscal accuracy and transparency in financial reporting. It is important to note that these changes do not represent any modifications to staffing levels or the nature of the work being performed.

## **Z. Region 3**

Region 3 eliminated the line item Room Rental, \$8600, for the proposed Desegregation budget cuts. This allocation was used to pay for the Tucson Convention Center Exhibit Hall room rental. Region 5 also contributed to the other portion for room rental.

This budget has been used to rent the TCC for the annual High School Expo/Level Up, a community event to showcase our schools and programs in an effort to attract new families to the District and/or provide an opportunity for families who were moving up to the next level to select their school (e.g., 5th or 6th grader moving to a middle school).

In 2018, middle schoolers were brought to Catalina for our “High School Expo” for exposure to our high school’s programs, with an emphasis on our Career and Technical Education programs. This was cumbersome on all schools and required a two-day window. Later, 5th graders were bused to their feeder school’s middle school for a short tour. This took six weeks and much coordination, and the focus was on the student, not on the parent who was selecting. The District then developed High School Expo/Level Up and moved it to the TCC for a one-evening event.

Communications has added an option on every school's website to schedule a tour, which should offset the impact of eliminating the High School Expo/Level Up program. With this addition, TUSD can keep our schools accessible for any family who would like to learn more about the school or the unique programs it offers. It is a positive that the family is seeing the actual school grounds and interfacing with staff to understand how the CTE programs may be a good fit for their child.

#### **AA. Region 4**

Arcadia Region 4 did not experience any impact or changes in activity implementation as outlined in the Post-Unitary Status Plan. Within Region 4, there are no programs or services that were affected, and there is no foreseeable impact for the upcoming year.

Within Region 4, financial adjustments were imposed; adjustments were made to the budgeted salary allocations (Admin/Certificated Staff) to ensure alignment with actual expenditures. Updated personnel costs are based on the actual salaries of staff assigned to the associated activities, which are reflected in the three-year budget summary. This revision was necessary to maintain fiscal accuracy and transparency in reporting, and it does not represent a change in staffing levels or the nature of the work being performed.

#### **BB. Region 5**

Region 5 eliminated the line item Room Rental, \$7591, for the proposed Desegregation budget cuts. This allocation was used to pay for the Tucson Convention Center Exhibit Hall room rental. Region 3 also contributed to the other portion for room rental. The section on Region 3 above contains more information about this program and the impact of its loss.

#### **CC. Student Placement & Enrollment**

A 1.0 FTE for a Student Services Associate was cut from the FY26 Desegregation budget for Student Placement & Enrollment. This cut will have no impact on the services provided. Due to using the increased electronic functionality of the lottery system (Smart Choice), Student Placement can continue providing excellent customer service, even with the decrease in staff.

At one point, all applications were on paper and had to be manually entered into the lottery system. TUSD no longer provides paper applications; parents are required to apply through [applytUSD1.org](http://applytUSD1.org). This allows the parent to create an account and to also receive lottery and placement updates online as well as accept/decline a placement online. Student Placement has seen an increase in acceptances/declines since implementing the all-electronic process.

Even though the reduction isn't formally in effect until FY26, the person who was in the cut position has already transferred to a lateral position within the district. With the decrease in general enrollment and in open enrollment applications, Student Placement is not observing any impact to its services, even with its reduced staff.

## **DD. Student Relations**

The Student Relations department will be eliminating two restorative practice facilitators (RPFs) to meet the 10% reallocation to its budget. The reason for eliminating two RPFs is because the majority of the student relations budget is allocated for FTE (positions). If all of the additional funding for Student Relations was put together and cut, it would still not meet the 10% obligation. Therefore, the department must eliminate positions.

In eliminating two RPFs, Student Relations is eliminating site support for two schools that have traditionally had RPFs. Student Relations has historically employed 10 RPFs. These RPFs have served the 10 schools with the highest disciplinary rate of violations and highest risk ratios for African American and Hispanic students. The RPFs work on direct support of students in restorative practices, de-escalation, PIC room supervision, and the management of school-wide PBIS systems. In addition, they run the weekly behavior management team meetings, complete the monthly discipline reports for the school site, and participate and lead training with the other RPFs with the Deans and ISI teachers on a monthly basis.

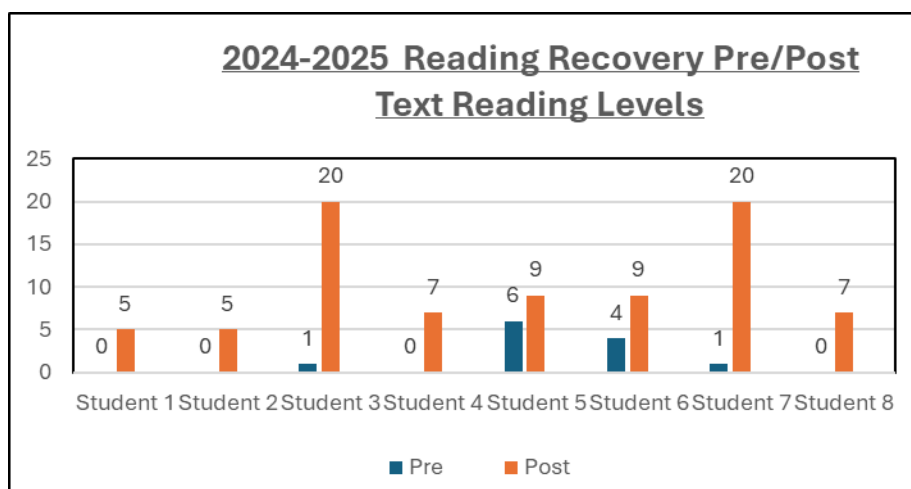
For the two schools with eliminated RPF positions, those services will be scaled back or unavailable. Student Relations will provide support for those schools by assigning a program specialist to attend the bi-weekly behavior management meetings, by helping to prepare the monthly discipline reports, and by providing additional support with restorative practices upon request.

## **EE. Targeted Academic Interventions & Supports**

Reading Recovery® is an intense 12-20-week Tier 3 intervention program designed for first-graders identified as well below benchmark on the end-of-year DIBELS 8 universal screener and who continue to struggle in their literacy development after receiving Tier 2 instruction. The program delivers individualized lessons on a one-on-one pull-out basis to accelerate reading and writing development with the goal of increasing students' literacy gains towards reaching the average band of the classroom.

The budget reduction eliminates a .5 certified Reading Recovery® teacher who has received extensive training to deliver Tier 3 services at a site that has proven program need. This teacher provides the 1:1 intensive instruction to accelerate literacy skill development to our most vulnerable first graders at a site. Reading Recovery® sites are identified by end-of-year DIBELS 8 results. For the 2024-25 school year, the DIBELS 8 assessment data resulted in a Composite Score of 29% of first graders who scored "Well Below" Benchmark. This percentage increased to a DIBELS 8 Composite Score of 43% of first graders at "Well Below" Benchmark by the middle of the year. In most cases, first-grade students who fall in the "Well Below" category require Tier 2 or Tier 3 interventions. Reading Recovery® services provide specialized support as a method of Tier 3 intervention to accelerate literacy learning in the early foundational skills that are essential to future successes in reading and writing development.

The principal assessment tool used in first grade is the DIBELS 8 universal screener for reading. In addition, the *Observation Survey of Early Literacy Achievement (OS)* is the authorized Reading Recovery® assessment tool for additional data to determine student selection. One of the subtasks of the OS is a text reading assessment to identify the student's text reading level. Benchmark texts begin at Level 0 (Readiness or Pre-Primer text) and end at Level 30 (3rd grade text) for this subtask. Six of the participating students started the program at a Readiness or Pre-Primer reading level. Upon exiting the program, some students jumped three text levels to nineteen text levels. In some cases, it was determined that a student required a full evaluation and was recommended to the MTSS team.



## FF. Technology Services

The Desegregation budget reduction will impact Technology Services in a variety of ways. The most pertinent being that an FTE position was reduced, which included associated benefits as well. This elimination was the biggest impact of the Desegregation budget reduction. TS reduced the position because it was currently vacant, and that would mean that all current personnel would not be directly impacted.

A different funding source was used for several software licenses. This allowed TS to reduce funds without losing the software license.

The next largest effected area is the portion of the budget dedicated to technology-related repairs. The Technology Related Repairs budget is a cache of funds set aside specifically to repair both student and staff devices. This helps TUSD achieve and maintain its 1:1 device status as a district. The fund was established around 2020 with the pandemic and implementation of remote schooling and work. TS reduced the budget allotted to purchasing replacement pieces/parts used to fix student and staff devices. This budget section was reduced by just over half, and will make maintaining district devices more difficult—the impact will be felt around the inventory of backstock devices and turnaround time of repairs. Technology Services,

however, remains committed to improving the district's technology resources and supporting the continued integration of technology.

The last reduction area comes in the form of reducing Professional Development (PD) for TUSD teachers. In previous years, TUSD has offered summer PD days for our teachers to help them better serve our students. These PD days have covered topics such as Promethean panel essentials, iPad Instruction basics, how to use Google Slides, and more. These trainings directly benefited teachers by helping them in the classroom. The Desegregation budget reduction means TS will no longer be able to offer training and development to teachers over summer break, but the department had a very difficult time finding other areas to reduce when compared to other essentials like employee salaries/benefits, licensing for software used district-wide, and more. While teachers will not be able to attend PD over the summer, TS will continue to support teacher development throughout the school year.

### **GG. Transportation**

The proposed FY26 Desegregation budget reduces Transportation Department FTE by 26.75, specifically affecting driver availability. Simultaneously, Transportation has been requested to renovate and modernize the department by creating greater availability for the district's students. The 're-envision' of Transportation estimates an 87% increase in eligibility for students. Additionally, an increase in coverage and availability will be implemented across the district. As per the district's commitment to increasing enrollment, a reduction in walk zone and expanding open enrollment is an incentive to increase school enrollment and attendance across the district. A budget reduction will impact on the district's commitment to provide access to more students across the district.

The current budget reduction directly affects a decrease in transportation capacity. Of the 26.75 FTE reduced in the budget, 17 are critical driver roles, equating to 22 potential drivers no longer available. This comes at a time when student ridership is projected to significantly increase. TUSD currently has 18,891 transportation-eligible students, and an additional 16,609 students are expected to become eligible for the 2025-26 school year, bringing our total to 35,500 eligible students.

Limited driver availability will cap route capacity. This means TUSD will have to restrict stops to hub locations, and parents will be responsible for getting students to the nearest available stop. In the event TUSD reaches capacity of available buses, and is not able to accommodate the remaining students, Transportation will need to contract additional third-party transportation services, reducing the effectiveness of the transportation goals set forth by the district.

TUSD's student transportation system was originally built to serve families with children attending community schools configured in defined feeder patterns. The addition of magnet schools and accompanying lotteries, district-wide open enrollment for non-magnet schools, alternative schools, an ever-increasing exceptional education population, and the national driver



shortage have created circumstances for the Transportation Department that create a negative impact on its services. The re-envision of student transportation services to attract and retain families that depend on transportation services may now be negatively impacted by the coming year budget reductions.

Open enrollment transportation that supports programs like Magnet, Dual Language, and GATE will be impacted by these budget cuts as routing availability may not be as flexible with a limited driver pool. The constrained driver availability will reduce routing flexibility, reducing individual neighborhood stops and moving towards an increased implementation of hub stops.

Currently, 16% of the students being transported are designated as Exceptional Education. In accordance with A.R.S. §15-764, transportation services are required for these students, making their transportation a high priority. McKinney-Vento Homeless Education students only make up 6% of the current routed population, but their circumstances create opportunities for Transportation to ensure their safe transportation. English Learning Development (ELD) students and refugees are another 6% of the students being serviced by the Transportation Department. Since these students may have ever-changing circumstances and severe disadvantages, Transportation prioritizes the routing of these students. With fewer drivers available, Transportation may be forced to outsource these routes to third-party services.

### **III. Conclusion**

The proposed reductions to the FY26 Desegregation budget are unfortunate but nevertheless necessary to keep TUSD within statutory budget limits. There will inevitably be impacts on previously existing programs and services, but each department has worked hard to mitigate negative impacts, whether by working with Finance on alternative funding sources, restructuring programs to minimize gaps in services, or otherwise choosing to reduce areas of their budgets that limit the negative impact on students. TUSD remains committed to the principles underpinning the USP, and will assess the actual impacts of these budgetary changes and consider future revisions as necessary to best meet our obligations to our students.

# Exhibit A

## FISCAL YEAR 2025-26 PROPOSED DEPARTMENTAL DESEGREGATION BUDGETS

Department	FY26 Proposed Budget	FY25 Adjusted Budget	FY26 Proposed FTE	FY25 Adjusted FTE	Budget Difference	FTE Difference
African American	1,203,524	1,293,025	18.00	17.99	(89,501)	0.01
ALE	2,997,471	2,981,560	26.80	26.20	15,910	0.60
Alternative to Suspension	1,147,570	1,068,516	20.50	21.50	79,054	(1.00)
Asian Pacific Refugee Stu Svcs	153,298	155,756	2.00	2.00	(2,458)	0.00
Assessment & Evaluation	467,586	465,237	4.50	4.50	2,349	0.00
Comm & Media Outreach	758,518	833,868	6.88	7.25	(75,349)	(0.38)
Culturally Responsive Pedagogy & Instruction	1,039,335	1,021,038	12.00	13.00	18,298	(1.00)
Curriculum & Instruction	0	3,600	0.00	0.00	(3,600)	0.00
Curriculum Development	1,349,998	1,454,924	17.26	17.76	(104,926)	(0.50)
Desegregation - Turnover & Attrition	(2,137,868)	(818,017)	0.00	0.00	(1,319,850)	0.00
Engineering	169,816	212,090	2.00	2.00	(42,275)	0.00
Equity & Diversity	199,258	337,900	2.00	4.00	(138,642)	(2.00)
Family Engagement & Outreach	530,288	627,328	9.00	10.00	(97,040)	(1.00)
Financial Services	4,644,475	4,056,739	67.35	67.35	587,736	0.00
Fine Arts	904,321	974,755	11.70	17.00	(70,434)	(5.30)
GATE	2,721,724	2,976,921	30.92	37.20	(255,196)	(6.28)
Guidance, Counsel & Student Prev	570,852	622,643	8.40	9.05	(51,791)	(0.65)
Human Resources	1,672,861	1,758,966	5.60	5.60	(86,104)	0.00
Interscholastics	150,978	216,681	2.00	3.00	(65,703)	(1.00)
Language Acquisition	14,146,254	13,769,955	210.80	222.45	376,299	(11.65)
Leadership & Stu. Success	0	94,072	0.00	0.00	(94,072)	0.00
Magnet Department	7,205,530	7,338,927	100.29	106.36	(133,397)	(6.07)
Mexican American	977,603	939,124	12.00	12.00	38,479	0.00
MTSS	2,833,930	3,021,907	35.00	41.00	(187,978)	(6.00)
Multicultural Curriculum	351,811	324,632	4.00	3.00	27,179	1.00
Office of Legal Services	0	0	0.00	0.00	0	0.00
Operations	40,837	39,817	0.50	0.50	1,020	0.00
Professional Development	2,268,818	2,517,549	28.20	32.20	(248,732)	(4.00)
Project More	50,294	0	1.00	0.00	50,294	1.00

## FISCAL YEAR 2025-26 PROPOSED DEPARTMENTAL DESEGREGATION BUDGETS

Department	FY26 Proposed Budget	FY25 Adjusted Budget	FY26 Proposed FTE	FY25 Adjusted FTE	Budget Difference	FTE Difference
Purchasing	0	0	0.00	0.00	0	0.00
Region 1	1,371,502	929,458	20.10	15.00	442,045	5.10
Region 2	1,546,080	1,287,305	25.40	23.40	258,775	2.00
Region 3	1,222,456	1,097,618	18.90	19.00	124,838	(0.10)
Region 4	1,145,678	893,278	16.70	15.00	252,400	1.70
Region 5	754,440	539,558	11.20	9.00	214,882	2.20
School/Community Development	300,817	350,212	4.00	5.00	(49,395)	(1.00)
Student Relations	1,004,345	1,059,636	13.06	15.00	(55,291)	(1.94)
Superintendent	40,000	40,000	0.00	0.00	0	0.00
Technology Services	869,950	1,475,726	10.10	11.10	(605,775)	(1.00)
Transportation	9,036,695	7,748,747	146.59	150.78	1,287,948	(4.20)
<b>Grand Total</b>	<b>63,711,047</b>	<b>63,711,047</b>	<b>904.74</b>	<b>946.20</b>	<b>(0)</b>	<b>(41.46)</b>