

**Performance Impact Analysis (PIA): Realignment of the Multicultural Curriculum
Department Under the Culturally Responsive Pedagogy & Instruction (CRPI)
Department**

I. Overview

In this Performance Impact Analysis, the District proposes to **merge the Multicultural Curriculum (MC) Department under the umbrella of the Culturally Responsive Pedagogy & Instruction (CRPI) Department**. Under this structure, the Director of CRPI will assume responsibility for the functions previously assigned to the MC Department.

This realignment will:

- Eliminate the MC Director position
- Eliminate the MC Coordinator position
- Eliminate the MC Administrative Assistant position
- Reassign the MC Professional Development and Academic Trainer (PDAT) to CRPI
- Merge the MC resource library with the CRPI resource library

The intent of this proposal is to create a **unified, coherent system of culturally responsive and multicultural instructional support** aligned to the district's instructional priorities and the SPARKS framework. This consolidation reduces administrative overhead while maintaining and strengthening services to schools and teachers.

II. Issues

The Multicultural Curriculum Department and the CRPI Department have historically performed closely aligned and overlapping functions, including:

- Professional development for culturally responsive practices
- Integration of diverse cultural perspectives into instruction
- Resource development and distribution
- Support for equitable teaching practices
- Collaboration with schools on instructional strategies

The MC action plan emphasized:

- Inclusive curriculum development
- Multicultural integration across content areas
- Professional development aligned to a multicultural framework

Similarly, the CRPI action plan focused on:

- SPARKS framework implementation
- Culturally responsive teacher certification
- Equitable grading practices
- Tier I instructional improvement through culturally responsive strategies

CRPI

The SPARKS framework emphasized:

- Centering students' cultural backgrounds and lived experiences
- Dialogic instructional practices
- Academic risk-taking environments
- Reflective assessment and growth

Because both departments shared similar goals, frameworks, and professional learning structures, maintaining two separate administrative structures resulted in:

- Duplication of leadership functions
- Fragmented professional development messaging
- Overlapping resource systems
- Inefficient use of staffing and budget

III. Objectives

The objectives of this realignment are to:

1. Establish a single, unified department for culturally responsive and multicultural instructional support.
2. Align all multicultural and culturally responsive work under the SPARKS instructional framework.
3. Reduce administrative overhead while preserving direct services to schools.
4. Maintain and expand professional development and instructional support for teachers.
5. Provide a single, coherent system for:
 - a. Curriculum integration
 - b. Professional development
 - c. Resource development
 - d. Culturally responsive instructional practices

IV. Program Background

A. Unitary Status Plan Context

The Tucson Unified School District previously operated under the court-ordered Unitary Status Plan (USP), which established requirements for eliminating the vestiges of prior segregation and

ensuring equitable access, culturally responsive instruction, and improved outcomes for African American and Latino students.

The USP required the District to:

- Eliminate the effects of prior segregation.
- Demonstrate good-faith compliance with desegregation obligations.
- Avoid actions that would impede integration or equity efforts.

The USP Plan also established districtwide expectations for:

- Culturally responsive pedagogy
- Professional development aligned to equity goals
- Inclusive school environments
- Equitable access to advanced learning opportunities
- Engagement of diverse student populations

The USP further required coordinated professional development and instructional support through district leadership structures responsible for culturally responsive pedagogy and instruction.

B. Role of Culturally Responsive Pedagogy Under the USP

The USP called for:

- Districtwide professional development in culturally responsive pedagogy
- Training that engaged students from diverse racial, ethnic, cultural, and linguistic backgrounds
- Coordination of this work through district leadership structures

The order also required:

- Ongoing professional development organized through leadership responsible for culturally responsive pedagogy
- Practical, research-based strategies to support diverse learners
- Integration of culturally responsive practices into classroom instruction and school leadership

These requirements established culturally responsive pedagogy as a central component of the district's desegregation obligations during the period of court oversight.

C. Multicultural Curriculum Department

During the period of the USP, the Multicultural Curriculum Department supported the district's desegregation and equity goals through:

- Development of a multicultural curriculum framework
- Professional development for teachers
- Integration of diverse cultural perspectives across content areas
- Development of teaching guides, book baskets, and resource materials
- Community engagement through multicultural events

MC Action Plan

Its major goals included:

- Curriculum development and review
- Professional development aligned to a multicultural framework
- Resource development and distribution
- Cross-curricular multicultural integration

D. Culturally Responsive Pedagogy & Instruction (CRPI) Department

The CRPI Department was developed to implement culturally responsive instructional practices aligned to the expectations of the USP.

The department focused on:

- Implementation of the SPARKS culturally responsive instructional framework
- Teacher certification in culturally responsive practices
- Tier I instructional improvement
- Data-driven professional development

CRPI

Its goals included:

- Districtwide SPARKS framework implementation
- Site-based professional development
- New teacher induction training
- Differentiated professional learning aligned to district priorities

E. Alignment Through the SPARKS Framework

The SPARKS framework served as the district's primary model for culturally responsive instruction. It emphasized:

- Centering students' cultural backgrounds, languages, and experiences
- Dialogic, collaborative instructional practices
- Academic risk-taking environments
- Assessment of growth through reflection and feedback

This framework operationalized the USP's expectations for culturally responsive pedagogy and professional development.

F. Rationale for Departmental Realignment

Both the Multicultural Curriculum Department and the CRPI Department historically:

- Provided professional development related to culturally responsive instruction
- Supported integration of diverse perspectives into curriculum
- Developed instructional resources
- Collaborated with schools to improve equity and engagement

Because these functions were closely aligned and grounded in the same USP mandates and SPARKS instructional framework, the District proposes to consolidate these efforts under a single department.

This realignment:

- Aligns all culturally responsive and multicultural work under one leadership structure
- Reduces duplication of administrative roles
- Strengthens coherence of professional development and instructional supports
- Maintains the district's ongoing commitment to equitable and culturally responsive instruction following the conclusion of court oversight

V. Impact Analysis: Impact on Protected Classes: *African American, Latinx, including EL students*

A. Impact on Effectiveness of Programs Serving Protected Classes

The proposed realignment will have **no adverse impact** on services to protected classes.

Instead, the merger is expected to:

- Create a unified instructional vision aligned to SPARKS
- Reduce fragmentation in culturally responsive initiatives

- Improve coherence of professional development
- Increase alignment between curriculum, instruction, and engagement strategies

Combining the departments will:

- Streamline support to schools
- Provide clearer messaging to teachers
- Increase efficiency in resource distribution
- Strengthen implementation of culturally responsive practices

B. Impact on Other District Programs or USP Obligations – B. Impact on Other District Programs or USP Obligations

The proposed realignment of the Multicultural Curriculum Department under the Culturally Responsive Pedagogy & Instruction (CRPI) Department is not expected to have a negative impact on any of the ten areas identified in the Unitary Status Plan. The functions of the two departments are closely aligned, and instructional services to schools will be preserved through the reassignment of the MC PDAT position to CRPI.

Below is the impact analysis by each of the ten USP areas:

1. Compliance

The proposed merger maintains the district's ongoing commitment to equitable and culturally responsive instruction. All services previously provided by the Multicultural Department will continue under CRPI, ensuring continued alignment with equity-focused instructional practices

2. Student Assignment

The realignment does not affect student assignment processes, boundaries, magnet programs, or enrollment procedures. No changes to student placement or access to programs are proposed as part of this reorganization.

3. Transportation

The merger does not affect transportation services, eligibility, or access. Transportation structures and services will remain unchanged.

4. Administrative/Certificated Staffing

The proposal reduces duplicative central administrative positions while preserving direct instructional support through the reassignment of the MC PDAT to CRPI.

No site-based certificated positions will be affected.

Mitigation: Instructional services to schools will continue through the CRPI structure, ensuring continuity of support.

5. Quality of Education

The merger is expected to improve instructional coherence by aligning multicultural curriculum efforts with culturally responsive pedagogy under a single framework (SPARKS).

This alignment is anticipated to:

- Reduce fragmentation in professional development
- Provide clearer instructional guidance to schools
- Strengthen Tier I instructional practices
- No reduction in classroom-level supports is anticipated.

6. Discipline

The realignment does not change district discipline policies, practices, or student behavior supports.

CRPI's focus on culturally responsive practices may continue to support positive school climates and equitable discipline outcomes.

7. Family and Community Engagement

Multicultural events, resources, and partnerships will continue under CRPI.

Mitigation: Community engagement functions previously coordinated by the MC Department will be incorporated into CRPI's outreach and professional learning structures to ensure continuity.

8. Extracurricular Activities

The merger does not affect extracurricular offerings, participation, or access.

No changes to student activities are proposed as part of this realignment.

9. Facilities and Technology

The merger will not affect school facilities or technology access.

The MC resource library will be merged with the CRPI library, creating a single, centralized resource system for teachers.

This consolidation is expected to improve access and efficiency without reducing available materials.

10. Accountability and Transparency

Program monitoring, professional development tracking, and reporting will continue under the CRPI department.

Centralizing these functions under one department is expected to:

- Improve clarity in reporting structures
- Reduce duplication of monitoring systems
- Strengthen alignment with district instructional priorities

C. Data Sources

- MC Department action plan goals and commitments
- CRPI Department action plan goals and commitments
- SPARKS framework instructional principles

D. Assumptions

- The functions of the MC Department align closely with CRPI's instructional focus.
- A unified structure will reduce duplication and improve clarity for schools.
- Instructional support positions will be preserved to maintain services.
- Central office administrative reductions will not negatively impact classroom-level supports.

E. Research-Based Sources

This proposal reflects established best practices in culturally responsive instruction, including:

- Centering student identity and lived experiences in instruction
- Dialogic and collaborative learning models
- Reflective assessment and growth practices
- Integration of culturally relevant content into core curriculum

These practices are reflected in the SPARKS framework, which serves as the instructional foundation for CRPI.

VI. Conclusion

The proposed merger of the Multicultural Curriculum Department into the CRPI Department creates a **coherent, aligned, and efficient structure** for culturally responsive and multicultural instructional support.

This realignment:

- Eliminates duplicative administrative positions
- Preserves direct instructional support through the PDAT under the CRPI department.
- Integrates multicultural resources into a unified system
- Aligns all work under the SPARKS instructional framework
- Strengthens coherence across professional development and curriculum integration

The change is expected to maintain or improve services to protected classes while increasing organizational efficiency and instructional alignment.

Date: 2/5/26

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