

**PERFORMANCE IMPACT ANALYSIS: DESEGREGATION PROPOSED BUDGET FOR
TUCSON UNIFIED SCHOOL DISTRICT FOR THE 2026-27 FISCAL YEAR**

I. PROPOSED ACTION

Under the *Post Unitary Status Reporting and Accountability Plan (PUSP)*, the District is committed to publishing its proposed budget for expenditures under A.R.S. §15-910, Paragraph G, for the 2026-27 fiscal year. The commitment is to publish the proposed budget by May 15, provided that the Arizona Legislature has finalized its own budget by May 1 of that year. However, as of the date of this Performance Impact Analysis (PIA), the Arizona Legislature **has not** finalized its budget proposal for approval by the Governor.

The 2026-27 fiscal year proposed budget incorporates changes to the current operations of various programs and departments in Tucson Unified School District. Some of the proposed actions have been previously reviewed by the Governing Board as part of a larger districtwide budget readjustment and reallocation package and were approved on February 24, 2026, and March 31, 2026.

Although the changes will affect specific departmental operations, the programs and activities authorized under the Unitary Status Plan (USP) will not be affected as part of the proposed budget.

II. ISSUES

The District continues to address long-term fiscal challenges while maintaining its commitment to implementing the requirements of the Unitary Status Plan (USP). As part of its financial planning efforts, the Governing Board has approved a series of budget actions intended to reduce the District's projected structural deficit and improve long-term fiscal sustainability through June 30, 2030.

In November 2025, District voters approved a 15% Maintenance & Operations Override, providing an additional funding source for instructional and student support services. The availability of Override funding creates an opportunity to transition certain positions and activities currently funded through the Desegregation Fund to an alternative funding source while maintaining service levels. This includes academic interventionists, counselors, and other student support positions that directly support the educational needs of students across the District.

Because Arizona law limits Desegregation Fund expenditures to the amount authorized in fiscal year 2009-10, the District must continuously evaluate the allocation

of available resources to ensure ongoing compliance with the USP while maintaining sound fiscal stewardship. The proposed budget reflects a strategic realignment of funding sources that preserves existing services and creates additional flexibility within the Desegregation budget to address future USP-related needs.

Based on current projections, the proposed 2026-27 Desegregation budget is structurally balanced and does not anticipate expenditures exceeding available budget capacity. The proposed budget maintains the District's ability to continue supporting USP-authorized programs and activities while improving the long-term financial stability of the fund.

III. OBJECTIVES

The proposed 2026-27 Desegregation budget does not include any material reductions to USP-authorized programs or services. Instead, the proposed budget primarily reflects organizational restructuring, funding source realignments, and operational adjustments intended to maintain services while improving fiscal sustainability.

The most significant organizational change involves the integration of the Multicultural Curriculum Department into the Culturally Relevant Pedagogy and Instruction (CRPI) Department. Under this restructuring, multicultural curriculum initiatives and related instructional support activities will continue under the leadership of the CRPI Department. The reorganization is intended to strengthen coordination between culturally relevant instructional practices, curriculum development, and professional learning opportunities. As part of this restructuring, the separate Multicultural Curriculum Department will be eliminated, resulting in the elimination of three administrative positions. The remaining Professional Development Academic Trainer position and associated operating budget will be transferred to CRPI, ensuring continuity of services and support.

The second notable change involves the transition of Responsive to Intervention (Rtl) and Teacher Interventionist positions from Desegregation funding to Maintenance & Operations Override funding. Approximately 64 FTE positions, representing approximately \$4.4 million in expenditures, will be funded through the Override beginning in fiscal year 2026-27. This change does not reduce staffing levels, service delivery, or student access to intervention services. Rather, it represents a funding source reallocation that preserves these supports while creating additional budget capacity within the Desegregation Fund.

Additional budget adjustments reflect changes in operational needs, staffing allocations, salary adjustments approved by the Governing Board, and the reallocation

of resources among departments. The District anticipates that all core USP services and activities will continue during the 2026-27 fiscal year.

IV. USP PROGRAM BACKGROUND

As part of the district's budgeting process for the 2026-27 fiscal year each department administrator identified the necessary budget capacity for Desegregation expenditures that will be needed to move forward with the initiatives approved in the USP.

The following is a detailed listing of departments whose Desegregation-supported budgets changed by more than 5% from the prior fiscal year:

1. **Advanced Learning Experiences (ALE):** The Governing Board approved a \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher in ALE courses is approximately \$1,320. The overall change is approximately \$163,000, or 5% of the current year's budget capacity.
2. **Assessment and Evaluation:** The increase comes from the addition of a Research Project Manager to support the District's efforts at developing an Desegregation Impact Study to evaluate the impact of the Desegregation-funded activities across TUSD. Also, the cost for the CogAT test for admission to University High School has increased in cost and required additional funding. The increase is an 18% increase from the prior fiscal year, or \$105,000.
3. **Curriculum Development:** The decrease comes from reallocation of Reading Recovery teachers across the district with commensurate changes in salary and benefits costs for these positions. The department has also eliminated an administrative assistant for the next fiscal year. The total reduction for the department is approximately \$106,000, or 9% of the current year's budgeted capacity.
4. **Fine Arts:** The department has reduced its budgeted capacity for salary and benefits needed to fund 8.5-FTE Design Team Artists across the district. There is no reduction or elimination in positions or services, but rather a budget adjustment to meet the budget needs for these positions. The overall decrease is approximately \$93,000, or 11% of the current year's budget.
5. **Gifted and Talented Education (GATE):** The Governing Board approved a \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible

teacher in GATE courses is approximately \$1,320. The overall change is approximately \$235,000, or 8% of the current year's budget capacity.

6. **Interscholastics:** The department eliminated a 1-FTE Office Assistant for the next fiscal year. The savings from the salary and benefits results in a budget decrease of \$40,000, or 43% of the total department's Desegregation budget.
7. **Multicultural Curriculum:** The department was folded into the Culturally Relevant Pedagogy and Instruction (CRPI) department beginning in the 2026-27 fiscal year. By closing the Multicultural Curriculum Department, the district also closed a full-time department director, administrative assistant, and program coordinator. The remaining PDAT and operating budget were absorbed in to CRPI. A portion of the savings was also used to a portion of the Professional Development Director in the Curriculum & Instruction Department. The budget decrease is approximately \$281,000, or 74% from the prior fiscal year.
8. **Region 1:** Based on enrollment capacity, there was a reduction of 3-FTE teachers to support 7th period courses at Cholla High School. The school will go from 8.7-FTE to 5.7-FTE. The reduction was offset the Governing Board approved of a \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher is \$1,320. The net change in the budget from Region 1 is a reduction of \$63,000, or approximately 5%.
9. **Region 2:** The Maintenance & Operations Override will now fund all Social Worker positions across the District. The loss of 2-FTE is a result of moving a position from Tucson High Magnet School and another from Pueblo High School. Based on enrollment capacity, there was a reduction of 2.2-FTE teachers to support 7th period courses at Safford K-8 School and Pueblo High School. The reduction was offset the Governing Board approved of a \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher is \$1,320. The net change in the budget from Region 2 is a reduction of \$164,000, or approximately 12%.
10. **Region 3:** The increase is a result of the Governing Board approved \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher is \$1,320. The net change in the budget from Region 3 is an increase of \$123,000, or approximately 9%.

11. **Region 4:** Based on enrollment capacity, there was a reduction of 3.1-FTE across 4 schools in the region: Alice Vail Middle School, Roberts-Naylor K-8 Schools, Booth-Fickett K-8 School, and Dodge Middle Magnet School. The reduction was offset the Governing Board approved of a \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher is \$1,320. The net change in the budget from Region 4 is a reduction of \$110,000, or approximately 11%.
12. **Region 5:** The increase is a result of the Governing Board approved \$1,000 increase in the Supplemental Base Pay for all certified teachers. With added cost for benefits, the total amount of the increase for every eligible teacher is \$1,320. The net change in the budget from Region 5 is an increase of \$91,000, or approximately 11%.
13. **Technology Services:** The decrease is a result of the closure of the Customer Support Center (CSC) and the elimination of 2-FTE Customer Support Specialist positions that were funded using the department's Desegregation allocation. The net change in the budget for the department is a decrease of \$140,000, or approximately 19%.
14. **Transportation:** Although there is a decrease in 9.65-FTE due to a realignment of the department's needs for Transportation Bus Drivers, the overall budget is increase by approximately \$195,000, or 2%, due a Governing Board-approved salary increase for all bus drivers in the 2025-26 fiscal year, which is a permanent raise for these positions.

V. IMPACT ANALYSIS: IMPACT ON PROTECTED CLASSES (AFRICAN AMERICAN, LATINO/A, INCLUDING ENGLISH LANGUAGE LEARNER STUDENTS)

A. Impact on Effectiveness of USP Program or Activity

District staff reviewed the proposed budget adjustments to evaluate whether the changes would reduce access, participation, staffing, instructional supports, transportation services, or educational opportunities for African American and Latino/a students, including English Language Learners.

Based on this review, the District did not identify any disproportionate adverse impacts on protected student groups. The proposed budget does not eliminate any core USP-authorized programs or services. Services that are

proposed for reallocation from Desegregation funding to Maintenance & Operations Override funding will continue to be provided at substantially the same service levels.

The integration of the Multicultural Curriculum Department into the Culturally Relevant Pedagogy and Instruction Department is not expected to reduce the availability of multicultural curriculum supports, instructional resources, or professional development activities. These functions will continue under the organizational structure of the CRPI Department.

Similarly, the transition of academic interventionist positions from Desegregation funding to Override funding will not reduce the availability of literacy or mathematics intervention services provided to students. These positions will continue serving schools and students during the 2026-27 fiscal year.

B. Impact on Other District Programs or Obligations under the USP

Below are the anticipated impacts, if any, on the effectiveness of any other USP activity:

- 1. Compliance and Good Faith:** No expected impact. Compliance and monitoring requirements will continue unchanged.
- 2. Student Assignment:** No expected impact on school boundaries, magnet schools, and applications.
- 3. Transportation:** No expected impact on student transportation services. While there is a reduction in the number of positions, these are vacant positions that do not have any routes assigned.
- 4. Administrative and Certified Staff:** Rtl and academic interventionist positions represent much of the shift from Desegregation to Override funding. The number of positions will not be reduced for the 2026-27 fiscal year.
- 5. Quality of Education:** While Rtl and academic interventionist positions will be shifted to another district funding source, these positions will continue their work to provide support in core content areas with students identified as minimally proficient.

6. **Discipline:** No expected impact on discipline-related outcomes. All support for the disciplinary process remains in place.
7. **Family and Community Engagement (FACE):** No expected impact on FACE structures or programs.
8. **Extracurricular Activities:** No expected impact on participation in extracurricular activities.
9. **Facilities and Technology:** No expected impact on the ability for the district to respond to educational technology, technology expansion, and facilities management needs. Two Customer Support Center (CSC) positions will continue in Technology Services, Transportation, and

Facilities. The Facilities Management Department will continue to focus on the growing demands of the district's infrastructure using an increased availability of Unrestricted Capital Outlay and Bond Program funds.

C. Data Sources & Assumptions

The District's analysis relied upon proposed staffing allocations, departmental budget requests, service delivery models, enrollment projections, organizational restructuring plans, and planned program operations for the 2026-27 fiscal year.

Because the proposed budget primarily involves funding source reallocations, organizational restructuring, staffing realignments, and operational adjustments rather than reductions in student services or program availability, the District determined that a separate student achievement analysis was not necessary to evaluate the anticipated impact of the proposed actions.

District staff reviewed the proposed changes to determine whether they would result in reduced access to services, diminished educational opportunities, or disproportionate impacts on African American, Latino/a, or English Language Learner students. No such impacts were identified.

VI. ANTICIPATED OUTCOMES

The District anticipates that USP-supported services and activities will continue at substantially the same service levels during the 2026-27 fiscal year. The proposed budget does not include the elimination of any core USP-authorized programs and does not anticipate reductions in student access to educational supports funded through the Desegregation budget.

The proposed reallocation of certain positions and activities to Maintenance & Operations Override funding is expected to preserve services while increasing the financial flexibility and sustainability of the Desegregation Fund. The organizational restructuring associated with the integration of the Multicultural Curriculum Department into the Culturally Relevant Pedagogy and Instruction Department is expected to maintain continuity of services while improving alignment between curriculum, instruction, and professional learning initiatives.

Based on the District's review, the proposed 2026-27 Desegregation budget maintains the District's capacity to implement the requirements of the USP. The District did not identify any disproportionate adverse impacts on African American, Latino/a, or English Language Learner students and anticipates continued delivery of USP-supported programs and services throughout the 2026-27 fiscal year.

VII. CONCLUSION

The District reviewed the proposed 2026-27 Desegregation budget to assess whether the recommended budget adjustments would result in reduced access to services, diminished educational opportunities, or disproportionate adverse impacts on African American, Latino/a, or English Language Learner students. Based on that review, the District determined that the proposed budget primarily reflects funding source reallocations, organizational restructuring, staffing realignments, and operational adjustments rather than reductions in USP-authorized programs or services.

The District does not anticipate any material adverse impact on the implementation of the Unitary Status Plan or the educational opportunities available to protected student groups. Services currently funded through the Desegregation budget that are proposed for transition to Maintenance & Operations Override funding will continue to be provided at the same service levels. Likewise, the integration of the Multicultural Curriculum Department into the Culturally Relevant Pedagogy and Instruction Department is intended to maintain

continuity of services while improving organizational alignment and operational efficiency.

Based on the information available at the time of this analysis, the District concludes that the proposed 2026-27 Desegregation budget maintains its capacity to fulfill the requirements of the Unitary Status Plan, continue supporting USP-authorized activities, and advance the District's commitment to providing equitable educational opportunities for all students.