

Performance Impact Analysis: Magnet Program Leadership Structure Adjustment

I. Overview

In this PIA, the District proposes that the Magnet Program be overseen by a **Program Manager** rather than a director-level position. The district's Magnet Program will continue to be supported through appropriate leadership structures, cross-departmental collaboration, and site-based coordination to ensure that all programmatic requirements of the Comprehensive Magnet Plan (CMP) are met.

Magnet programs are a central component of the district's efforts to support racial and ethnic integration and improve academic achievement and graduation rates, which are the two primary pillars of the CMP.

Recent magnet activities demonstrate that the quality of the Magnet Program has largely remained stable under the Program Manager model. In SY2024–25, six magnet schools earned an A or B letter grade, while six schools earned a C; however, those six schools qualified for a Magnet Merit B designation under the guidelines of the Comprehensive Magnet Plan. In addition, nine of the district's 12 magnet schools were recognized with 2026 Magnet Schools of America Merit Awards, including three Top Magnet Schools of Excellence, three Magnet Schools of Excellence, and three Magnet Schools of Distinction.

These outcomes indicate that, despite some fluctuations in letter grades, overall program quality, implementation of magnet benchmarks, and national recognition have remained strong under the Program Manager's focused oversight.

II. Issues

The USP specifically required a director-level position for Magnet oversight. The Comprehensive Magnet Plan (CMP) also refers to the position as "Magnet Director," the title used during the initial years of USP implementation.

As the District continues to evaluate organizational structures to improve efficiency and effectiveness, current operations demonstrate that the core functions of the Magnet Program can be effectively carried out under a Program Manager model, supported by cross-departmental leadership and site-based teams.

III. Objectives

Continue the Program Manager role to oversee the Magnet Program and coordinate the implementation of the Comprehensive Magnet Plan.

Ensure the Program Manager and magnet coordinators, who are assigned at each magnet school implement and maintain the goals of the magnet program, continue to collaborate directly with magnet principals, assistant principals, and site-based leadership teams.

Maintain oversight of the implementation of the CMP and individual Magnet School Plans (MSPs), including monitoring, adjusting, resourcing, and revising annually, consistent with the Magnet School Plan support cycle.

Strengthen implementation fidelity by focusing on action plans, commitments, integration goals, and measurable program benchmarks aligned to the CMP's two primary criteria: integration and student achievement.

IV. USP Program Background

February 2013

The Court adopted the Unitary Status Plan (USP). Section II.C.2 states:

“The District shall hire or designate a director-level employee who shall be responsible for developing and implementing a comprehensive magnet school and program strategy for the District to enhance the integrative and educational quality of magnet schools and programs, and who shall periodically, at minimum on an annual basis, assess these schools and programs.”

SY2013–2014 to SY2021–2022

A full-time Magnet Director was hired to oversee the Magnet Program.

SY2022–2024

The title of Magnet Director was changed to Senior Director of EDI/Magnet, reporting to the Assistant Superintendent of EDI.

Plaintiff Concerns

Plaintiffs raised concerns that the Senior Director was dividing time between EDI and Magnet responsibilities.

Legal Response

Outside counsel responded:

“The EDI Director’s primary responsibility will continue to be to the magnet program, and the director will spend as much time as is needed, up to and including full time, in addressing the needs of that program. The director will take on additional projects only when the needs of the magnet program permit.”

SY2024-2025

During the 2024–2025 school year, the Senior Director of EDI/Magnet position became vacant, and the Program Manager assumed the associated roles and responsibilities.

Current Context

The District has operated under a structure in which day-to-day magnet program functions have been coordinated at the program management level. During this period, the District has continued to:

- Monitor magnet action plans and program commitments
- Support thematic integration across magnet programs
- Conduct regular site visits and coaching cycles
- Provide targeted professional development
- Implement strategic enrollment and outreach efforts
- Maintain collaboration with key district departments
- Provide targeted support to schools in need of improvement

These activities align with the CMP’s required support cycle, which includes implementation, monitoring, and adjustment of Magnet School Plans, as well as district-level strategies to improve integration and academic achievement.

Internal monitoring indicates that the quality of magnet program implementation has been maintained or improved under this structure.

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

A. Impact on Effectiveness of USP Program or Activity

The district does not anticipate that transitioning to a Program Manager model will adversely impact the implementation of the Comprehensive Magnet Plan or other USP-related activities.

Under the current structure, the Program Manager has:

- Ensured consistent monitoring of magnet school plans
- Maintained alignment with program commitments and CMP benchmarks
- Conducted regular site visits and coaching cycles based on support levels
- Provided targeted professional development for magnet coordinators and site staff
- Supported thematic integration and instructional improvements
- Coordinated outreach to underrepresented student populations

These actions have supported stable or improved program quality, and the functions required by the CMP and USP have continued to be carried out effectively. The change is expected to maintain the District's efforts in supporting integration, academic achievement, and graduation rates.

B. Impact on Other District Programs or USP Obligations

Compliance – The District will continue to meet all USP and CMP obligations through appropriate leadership designation and cross-departmental oversight.

Student Assignment – The Program Manager will continue to participate in the Coordinated Student Assignment Committee to coordinate integration efforts.

Transportation – Transportation will remain available as an incentive to attend magnet programs.

Administrative/Certificated Staffing – The Program Manager will continue to collaborate with HR on staffing, recruitment, and job fairs.

Quality of Education – The Program Manager will continue to use cross-departmental strategies and continuous improvement cycles to support academic achievement. For schools identified for improvement, the Program Manager will coordinate targeted support, including focused site visits, coaching cycles, data reviews, and differentiated professional development aligned to magnet action plans. This approach is intended to mitigate potential challenges and support continuous program improvement.

Discipline – The Program Manager collaborates with Student Relations to support behavior interventions in magnet schools.

Family and Community Engagement (FACE) – The Program Manager works with FACE to promote programs, assist families with applications, and provide essential resources.

Extracurricular Activities – Late buses and access to after-school programming will continue to support student participation.

Facilities and Technology – The Program Manager will continue to work with Facilities and Technology to ensure schools have the support needed for learning environments.

Accountability and Transparency – The Program Manager oversees updates to Magnet School Plans and ensures public posting for transparency.

C. Data Sources

- Magnet site visit protocols and data trackers
- Enrollment data disaggregated by race/ethnicity
- Magnet application and acceptance reports
- School accountability ratings
- Magnet Coordinator PLC participation records
- Instructional coaching and thematic integration data
- Magnet School Plan (MSP) monitoring data and support-level classifications
- Integration and achievement metrics used by the Magnet Oversight Committee

D. Assumptions

- The Magnet Program has maintained implementation quality under a Program Manager model, with support from a Professional Development and Academic Trainer (PDAT) to assist with site-based coaching, professional development, and program implementation.
- Core USP functions can be effectively carried out through a Program Manager supported by cross-departmental leadership.
- With the current number of magnet schools (12), the workload remains appropriate for a Program Manager supported by a PDAT.
- Cross-departmental collaboration provides sufficient leadership capacity to support integration and academic goals.

E. Research-Based Sources

This analysis reflects established best practices in magnet school implementation, including:

- Continuous improvement cycles
- Thematic integration with core curriculum

- Instructional coaching models
- Targeted outreach for diverse enrollment

Recent magnet activities demonstrate that the quality of the Magnet Program has largely remained stable under the program manager model. These outcomes indicate that, despite some fluctuations in letter grades, overall program quality, implementation of magnet benchmarks, and national recognition have remained strong under the Program Manager's focused oversight.

VI. Conclusion

The TUSD Magnet Program will continue to operate effectively under the oversight of a Program Manager, supported by a Professional Development and Academic Trainer (PDAT), cross-departmental collaboration, and site-based leadership.

This model maintains program integrity, supports integration goals, and provides focused, practical oversight that promotes student achievement and equitable access to high-quality magnet programs. It continues to support the two core pillars of the Comprehensive Magnet Plan, racial and ethnic integration and student achievement while providing efficient and focused program leadership.

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