



Mountain View
Whisman
School District

Road to Equitable Access to Choice Schools: *A Process and a Plan*

Mountain View Whisman School District





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Connections to our SP2027

Connections to SP2027

- Goal Area #5: Equitable distribution of resources that support student success
 - Ensure facilities and resources equitably serve all students
- Goal Area #3: Inclusive and Supportive Culture
 - Expand stakeholders' access to the systems and strategies used to support student learning

An Equity Challenge

Diminish the underrepresentation of our underserved student populations* at our choice schools while considering the legal, social, logistical, and fiscal implications.

(* Particularly with regards to students who are classified as EL and/or SED)



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Choice Schools in MVWSD

Population Comparisons

Demographic	Stevenson 2021-22	Mistral 2021-22	District 2021-22
SED	7%	48%	29%
Hispanic/Latino	10%	69%	34%
White	33%	18%	32%
Asian	39%	3%	24%

Trends in Enrollment Over Time

Stevenson Elementary School

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	388	391	391	427	430	432	435
% Asian	19	28	26	30	32	37	39
% Hispanic/Latino	12	11	11	10	11	12	10
% White	48	42	41	40	37	34	33
% Students with Disabilities	4	4	3	7	7	6	6
% English Language Learners	14	9	10	9	7	6	4
% Socioeconomically Disadvantaged	9	6	7	6	6	6	7

Trends in Enrollment Over Time

Mistral Elementary School

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Enrollment	394	389	373	378	358	347
% Asian	4	4	3	4	3	3
% Hispanic/Latino	59	59	60	61	65	69
% White	27	24	25	24	22	18
% Students with Disabilities	4	4	4	6	8	7
% English Language Learners	33	37	39	38	34	34
% Socioeconomically Disadvantaged	41	42	45	43	35	48

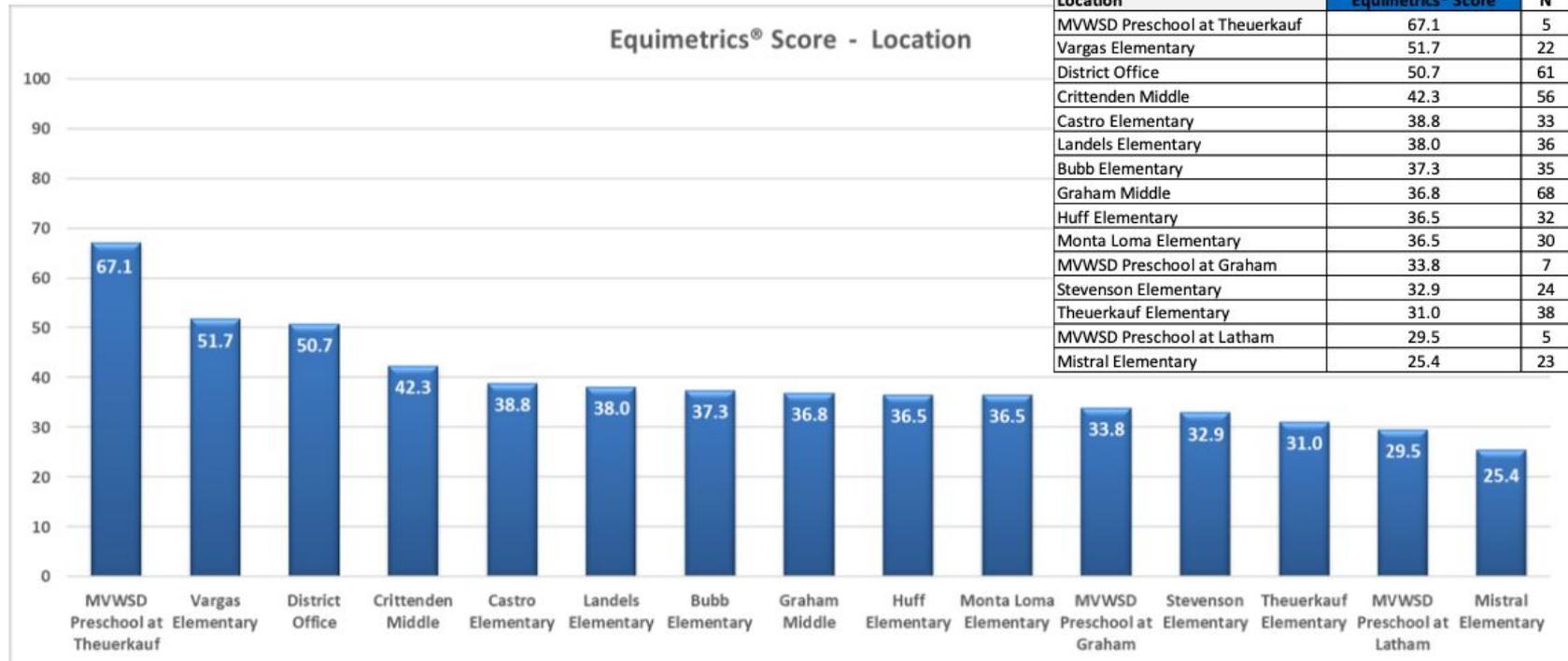
Perception of Equity as a Priority

May 2019

Equimetrics® Data Review - Comparison Report



Demographic Comparisons



Perceptions of Equity as a Priority

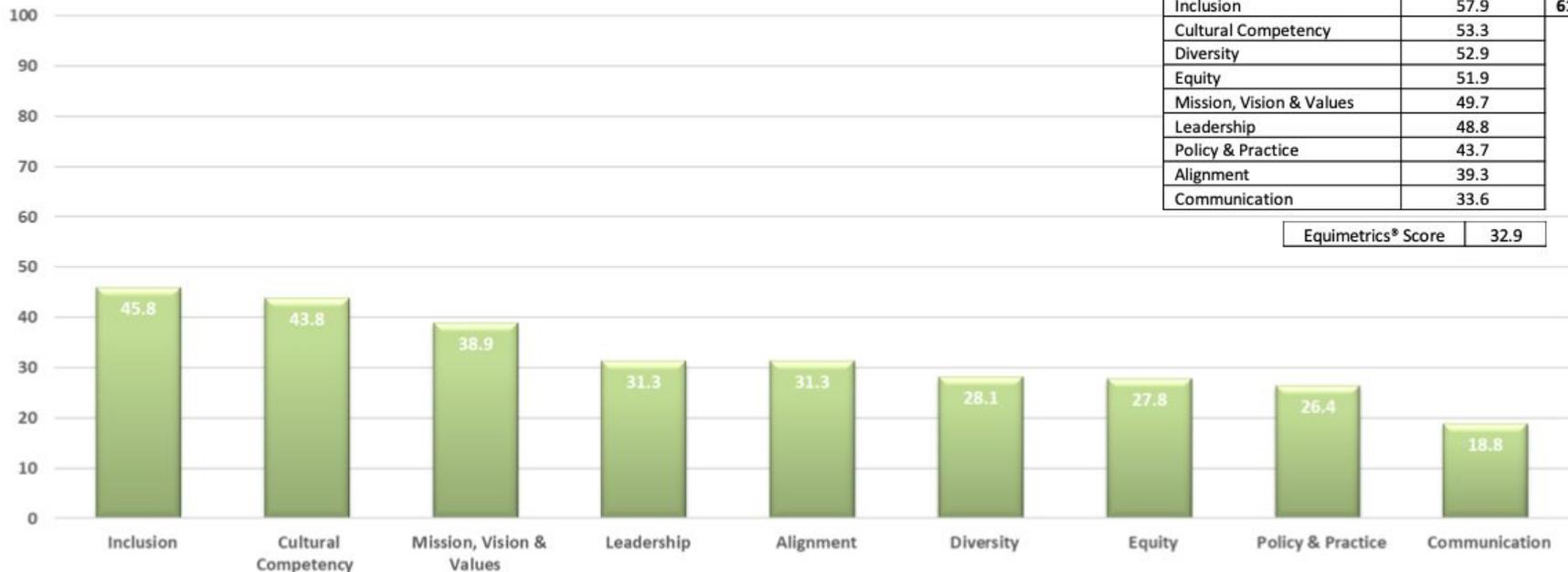
May 2019

Equimetrics® Data Review - Comparison Report



Demographic Comparisons - By Location

Equimetrics® Scale Scores - Stevenson Elementary



Perceptions of Equity as a Priority

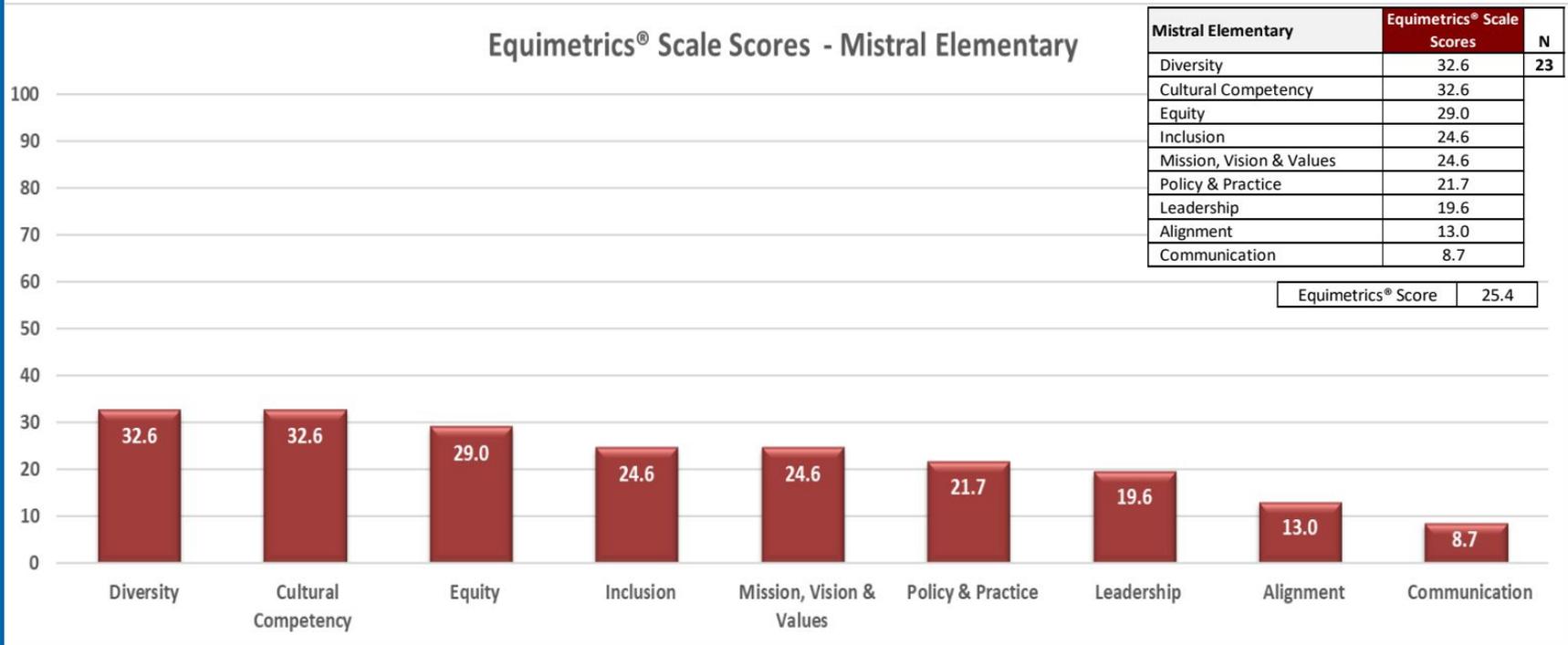
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Equimetrics® Data Review - Comparison Report



Demographic Comparisons - By Location

Equimetrics® Scale Scores - Mistral Elementary



Choice Schools v. Neighborhood Schools

Neighborhood Schools

- Determined by address reported to the district
- Admission is guaranteed
- Subject to boundaries determined by the Board of Trustees
- Guaranteed readmission if moving within boundary zone

Choice Schools

- Determined by availability and position on priority list
- Waitlist available
- Admission not guaranteed
- Not subject to boundaries
- Once you leave, you are not guaranteed readmission

MVWSD Enrollment Priorities for Choice Schools

- 1** - Students who reside in district and were enrolled in the same program during the prior school year
- 2** - Children of salaried district employees and were enrolled in same program during prior school year
- 3** - Students from interdistrict transfer who were enrolled in same program during prior school year
- 4** - Students who live in the district who have siblings enrolled in program during prior school year
- 5** - Children of salaried district employees (site specific) who live within the district and are new to the program
- 6** - Children of salaried district employees (site specific), interdistrict transfers, are new to the program

Enrollment Priorities (cont.)

7 - Children of salaried district employees (not site-specific), live within the district, and are new to the program

8 - Children of salaried district employees (not site-specific), interdistrict transfers, and are new to the program (don't live in district)

9 - All other students who live in district and new to the program

10 - All other students who are interdistrict transfers and are new to the program

Sibling Prevalence

		2018-19	2019-20	2020-21
ST	% Siblings in K	36%	51%	56%
	% Siblings in 1-8	59%	58%	62%
	% Siblings TOTAL	54%	57%	61%
MI	% Siblings in K	44%	47%	41%
	% Siblings in 1-8	52%	55%	49%
	% Siblings TOTAL	51%	53%	48%
CA	% Siblings in K	45%	33%	42%
	% Siblings in 1-8	42%	41%	37%
	% Siblings TOTAL	43%	40%	38%
IM	% Siblings in K	46%	43%	47%
	% Siblings in 1-8	57%	58%	53%
	% Siblings TOTAL	55%	55%	53%

Neighborhood School Analysis

STEVENSON ELEMENTARY SCHOOL			
	2018-19	2019-20	2020-21
% from BB	4%	3%	4%
% from CA	8%	7%	8%
% from AI	4%	4%	4%
% LN	19%	17%	17%
% ML	15%	14%	14%
% TH	32%	33%	31%
% VA	17%	20%	20%

Neighborhood School Analysis

MISTRAL ELEMENTARY SCHOOL			
	2018-19	2019-20	2020-21
% from BB	7%	10%	10%
% from CA	37%	36%	38%
% from AI	4%	4%	3%
% INTER	3%	2%	2%
% LN	21%	21%	21%
% ML	12%	10%	8%
% TH	9%	10%	10%
% VA	7%	8%	7%

Waitlist Analysis

Stevenson Elementary School, 2021

Grade Level	Total	% Asian	% Hisp/Latino	% White	ELA status (%)	% SED	Enroll. Zone
K	49	55%	10%	35%	EO 51% TBD 43% IFEP 4%	N/A	LN 27% VA 18% ML 16%
1	62	47%	3%	45%	EO 52% TBD 10% IFEP 18% RFEP 8% EL 10%	11%	TH 31% VA 21% LN 19%
2	21	67%	0%	29%	EO 57% TBD 0% IFEP 38% RFEP 0% EL 5%	5%	ML 29% VA 29% TH 19%

Similarities and Differences Between MVWSD Choice Schools

Similarities:

- Both ST and MI use the Choice School priorities to determine enrollment lottery
- Both offer specialization in educational philosophy
- Both receive majority of applicants from nearby schools

Differences:

- Trends in enrollment for underserved populations
- Enrollment demographics relative to the district
- Capacity and waitlist characteristics
- ST has a waitlist (176), whereas MI has not reached capacity



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Understanding the Problem

Meta-Analysis on Choice and Magnet Schools

Policy Issues

- selective policies (limit choice school eligibility)
- complex policies (complicated application process)
- priority policies (admissions preferences)

Information Issues

- finding information
- understanding various options
- navigating the application process

Transportation Issues

- safe, reliable, affordable, and convenient transportation to and from the building relative to other schools

Stakeholder Input

- Focus group questions **informed** by Thought Exchange done with Stevenson parents
- **Audience:** Pre-school parents, Stevenson parents [current], Stevenson teachers/staff, members from DELAC, SCEFs, members from DAC
- **Questions:** Related to parenting/logistics, community perceptions, and looking ahead

Focus Group Data Theme Clusters

- Issues around registration
- Issues around communication
- Support structures for families
- Cultural and language barriers
- Community perceptions

Issues around Registration

- Participants reported being discouraged to apply because of the waitlist
- Participants reported that sibling priority dominates enrollment priorities and limits 'outside' families
- Participants reported that Kinder admission is mostly likely chance to enroll in ST

Issues around Communication

- Participants reported a lack of understanding about details related to PACT, PBL, and SEL
- Participants reported that information about choice schools only came from ‘word of mouth’
- Participants reported that they had to go out of their way to seek info. about choice schools

Support Structures for Families

- Participants reported that lack of low-cost after-school options may hinder participation at ST
- Participants reported that lack of transportation to school from outside neighborhood zone hinders participation

Cultural and Language Barriers

- Participants reported that they choose schools where they feel ‘in community’ with other adults/families with which they identify
- Participants reported that experiences with schooling in other countries may fuel community misperceptions (i.e. ‘tuition’)
- Participants reported that although there are many languages spoken at ST, there is a language barrier for Spanish-speaking families

Community Perceptions

- Participants reported that ST is more of a “private school” for the “elite”
- Participants reported that there is a lot of pressure put on families to participate in the classroom and to give money (perception that volunteering and donating are *mandatory*)
- Participants reported that Latino families don’t feel welcomed to apply to ST



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Barriers to Equitable Access

Barriers to Equitable Access

- Issues around registration:
 - Enrollment priorities, including priority 4 (the sibling priority) limit enrollment for MVWSD families wanting to attend ST and continue to reproduce inequitable access

Barriers to Equitable Access

- Communication
 - What is communicated only reinforces what families already know or perceive -- lack of intentionality with communication
 - Lack of clarity and education regarding PBL and/or SEL
 - Lack of intentionality around communication coming from district about choice schools

Barriers to Equitable Access

- Support structures for families
 - Lack of transportation may render choice school enrollment unrealistic for families not in proximity of ST or MI
 - Lack of affordable after school care for students of working families may create and reproduce barrier of enrollment at ST

Possible Barriers to Equitable Access

- Cultural and language barriers
 - Lack of Spanish-speaking families at ST may be a deterrent for Spanish-speaking families, who comprise approximately 32% of the district's population, currently underrepresented at ST

Possible Barriers to Equitable Access

- Community Perception
 - perception of centrality of PACT (i.e. “Stevenson PACT”) may fuel misperceptions about access and demands of parent participation (of which all are optional)
 - perception of formalities (i.e. forms/tracking) involving parent participation hours/donations may contribute to misperceptions about perceived requirements for enrollment in ST
 - lack of intentionality to combat misperceptions may fuel their reproduction and ST “otherness”



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Taking Action

Road to Equitable Access

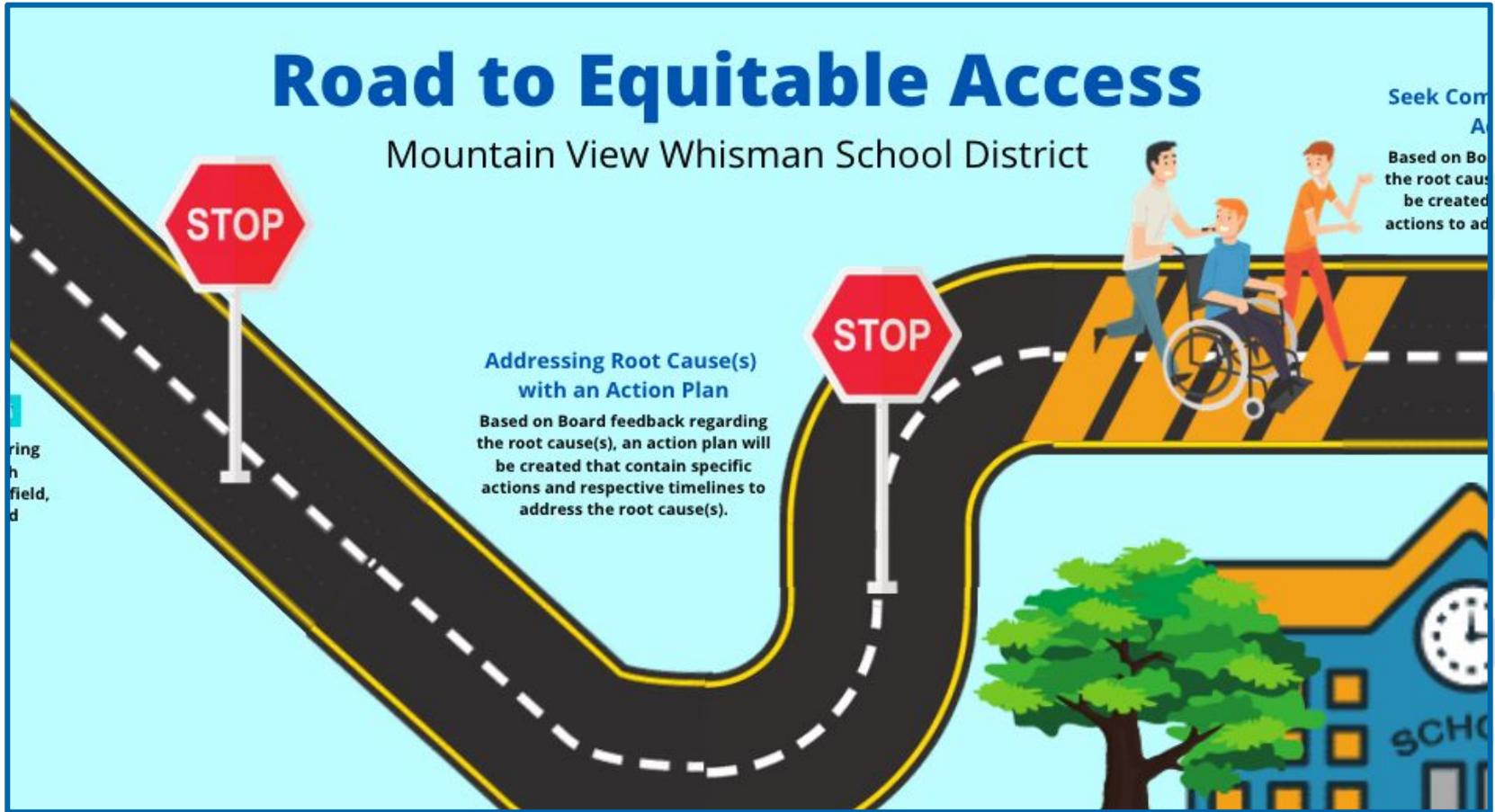
	Activity	Timeframe
Pre-Engagement	Superintendent Coffee w/Stevenson	October 2020
	Meeting with Stevenson PACT Foundation Leaders	October 2020
	Meeting with Stevenson Equity Group	December 2020
	Initiate Choice School Inquiry	November 2020
	Board Presentation on Equitable Access to Choice Schools	February 2021
School and Community Engagement	Thought Exchange: Stevenson	March 2021
	Parent Engagement: Focus Groups	March 2021
	Staff Engagement: Focus Groups	March 2021
	Leadership Engagement: Focus Group	March 2021
	Focus Group Data Synthesis	April 2021
Board Engagement	Update to BOT about Focus Group Analysis	October 2021
Root-Cause Analysis	Conduct a collaborative root-cause analysis using all data collected	November 2021
*work with committees		
Board Engagement	Update to BOT about root-cause analysis and possible actions to gain Board input	January 2022



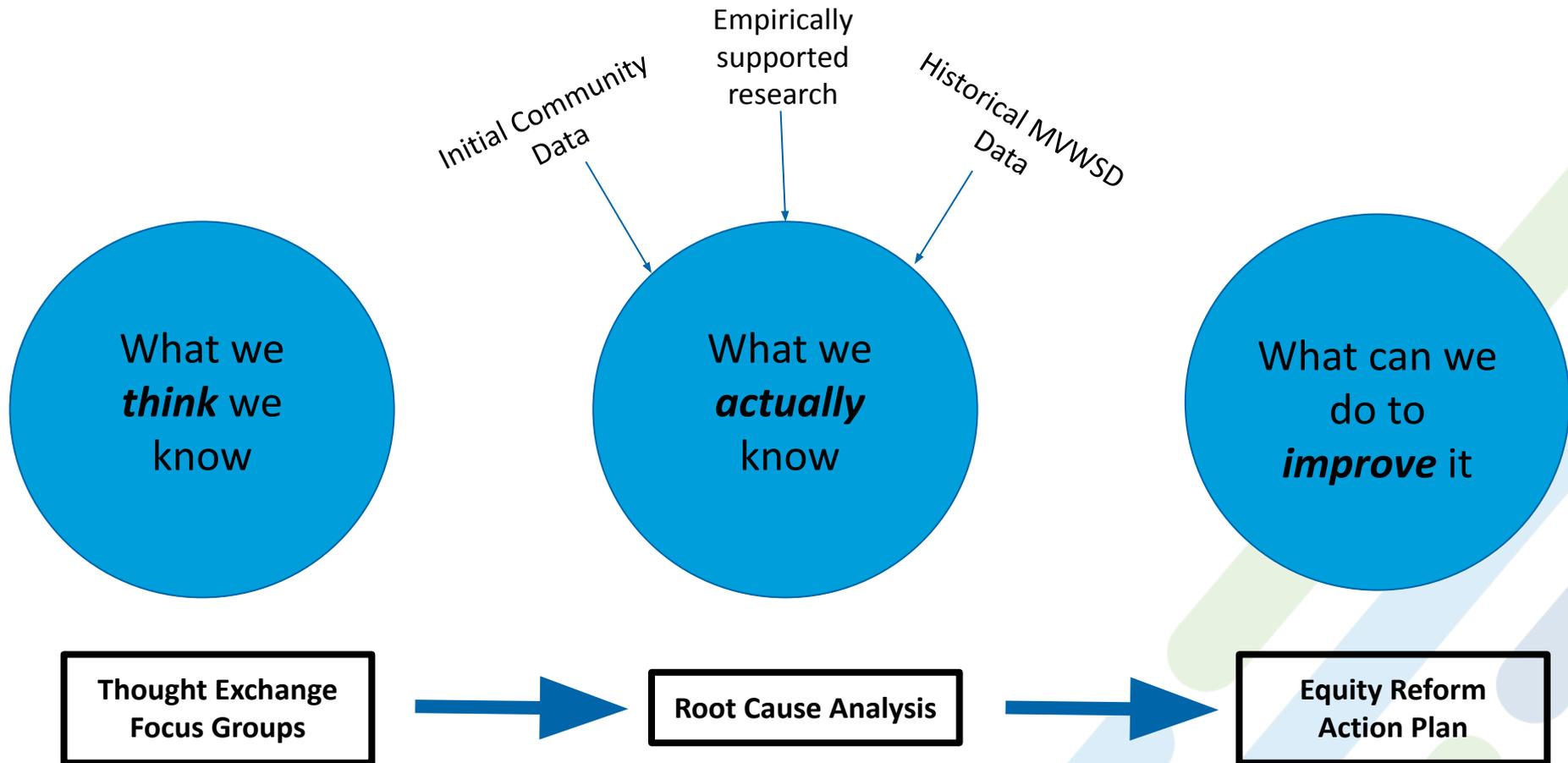
Road to Equitable Access (cont.)

School and Community Engagement	Parent Engagement: Focus Groups	March 2022
	Staff Engagement: Focus Groups	March 2022
	Leadership Engagement: Focus Group	March 2022
	Focus Group Data Synthesis	March 2022
Board Engagement	Update to BOT about school and community engagement surrounding possible actions	April 2022
Solidify Approach	Using research and counsel from experts, an action plan will be solidified -- intended/unintended consequences considered and vetted	May - June 2022
Board Engagement	Board takes possible action	June 2022
Communication and Reporting	Communications around change in policies and practices prepared and disseminated	June/July 2022
	Staff trained on new policy/procedure	September 2022

Road to Equitable Access



Next Step: Root-Cause Analysis



Board Feedback Requested

Should the focus extend to the diversification of non-choice schools?

What are the parameters for any other schools to be included in this?

What else should we take into consideration?