



Mountain View
Whisman
School District

Equitable Access to Choice Schools

Enrollment Lottery Policy Changes and Implications





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Choice Schools in MVWSD

An Equity Challenge

Address 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)

Connections to SP2027 and Equitable Access

- 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

Goals and Objectives:

Today's Objectives:

- ❑ Re-orient ourselves to the purpose and goals of this equitable access project using historical data, current policies, and new insight from experts
- ❑ Examine demonstrated need for enrollment policy changes using enrollment data over time
- ❑ Examine current application trends and lottery policies
- ❑ Examine possible actions for changing enrollment lottery policy
- ❑ Consider implications for moving forward and next steps regarding logistics, policy language, and communication



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What We Know So Far

Work done so far

	Activity	Timeframe
Pre-Engagement	Superintendent Coffee w/Stevenson	October 2020
	Meeting with Stevenson PACT	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
	Parent Engagement: Focus Groups	March 2021
	Staff Engagement: Focus Groups	March 2021
	Leadership Engagement: Focus Group	March 2021
	Focus Group Data Synthesis	April 2021
	1:1 with Principal Santiago and Director Henderson bi-monthly	Ongoing
Board Engagement		
	Update to BOT about Focus Group Analysis	October 2021
	Update to BOT about timeline and ramifications	November 2021
Explore Options		
*work with DEAC subcommittee	Conduct a root-cause analysis using all data collected	
	Match root-causes to possible equity reforms	
Board Engagement		
	BOT Study Session on Enrollment Lotteries	January 2022

Work done so far

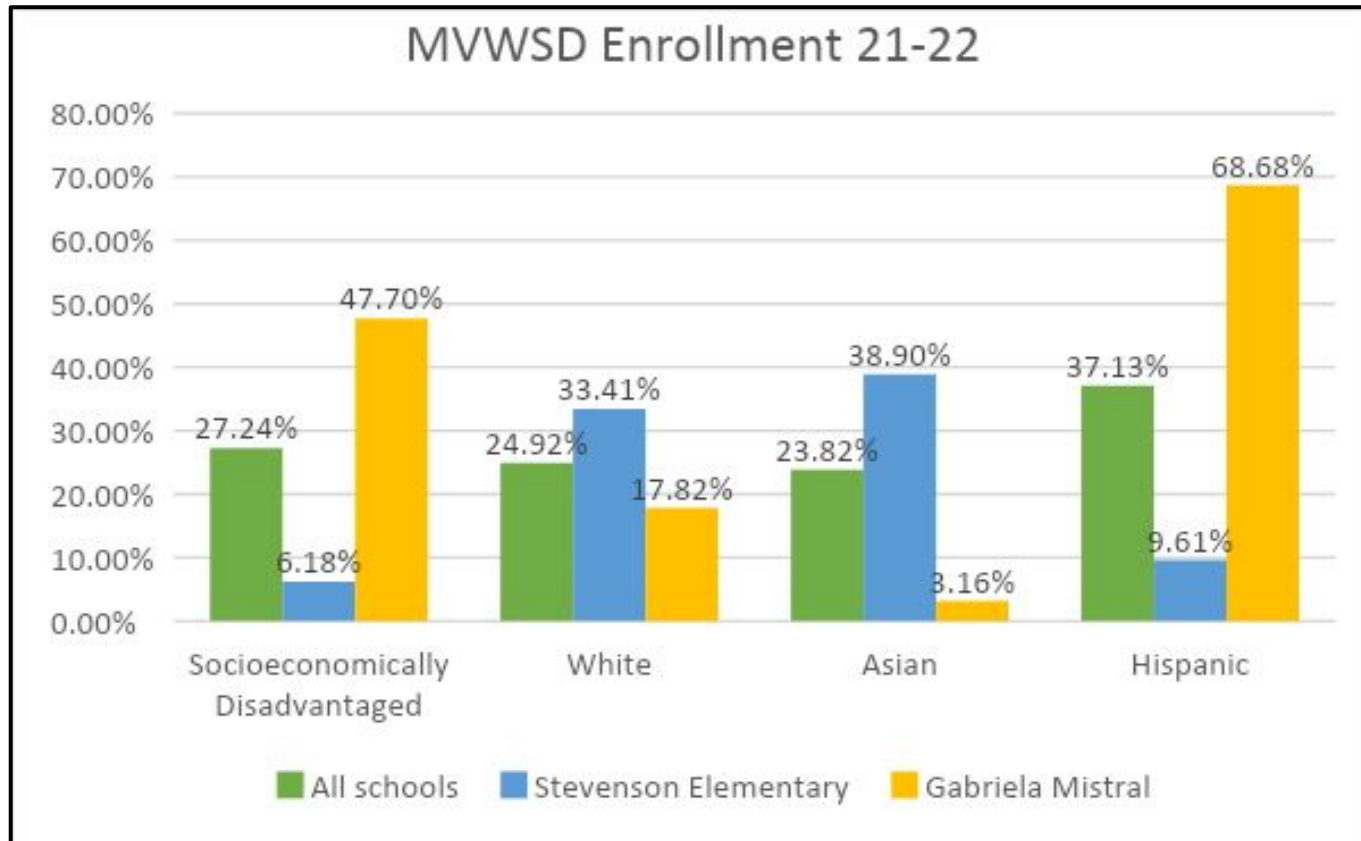
Solidify Approach	Using research and counsel from experts, an action plan will be solidified -- intended/unintended consequences considered and vetted	March 2022
Board Engagement	Board determines consensus and takes action to shift policy and procedure (review/discussion + review/action)	June 2022
Communication and Reporting	Communications around change in policies and practices prepared and disseminated	June/July 2022
	Staff trained on new policy/procedure	August 2022
School and Community Engagement	Engagement with Choice School Communities: - Establish working definitions and shared visions - Preparing adults to lead - Communicating these changes to the broader community 1:1 with Principal Santiago and Director Henderson bi-monthly	September 2022 Ongoing
Addressing Tertiary Needs	Using research and counsel from experts, an action plan will be solidified to address the 4 remaining areas of concern along with needs that may have changed as a result in the shift in policy at both choice schools	October 2022
Board Engagement	Update to BOT about policy implementation along with school and community engagement surrounding taken actions in other 4 concern areas	November 2022



5 Areas of Concern:

- **Issues around registration/enrollment policy**
- Issues around communication
- Support structures for families
- Cultural and language barriers
- Community perceptions

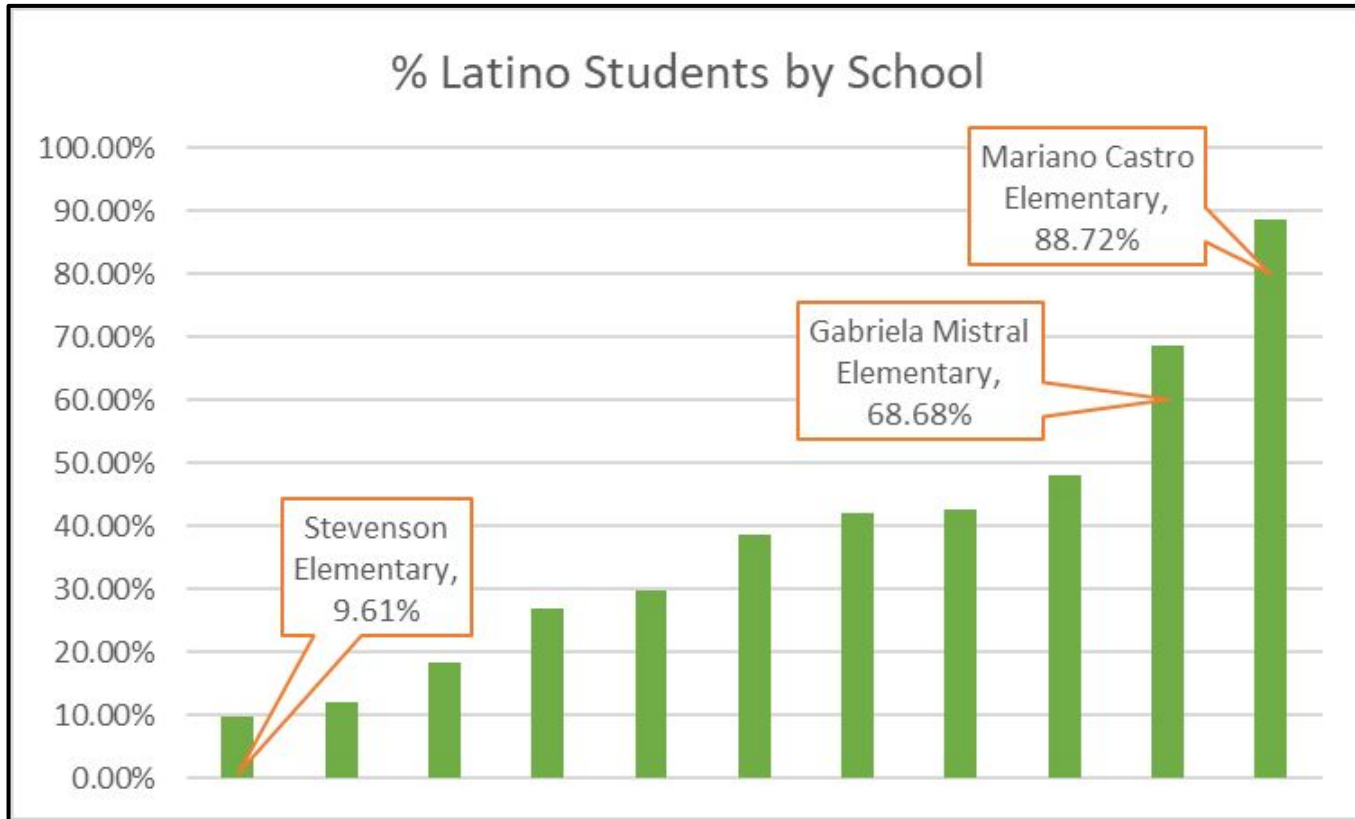
Demographics of Choice Schools



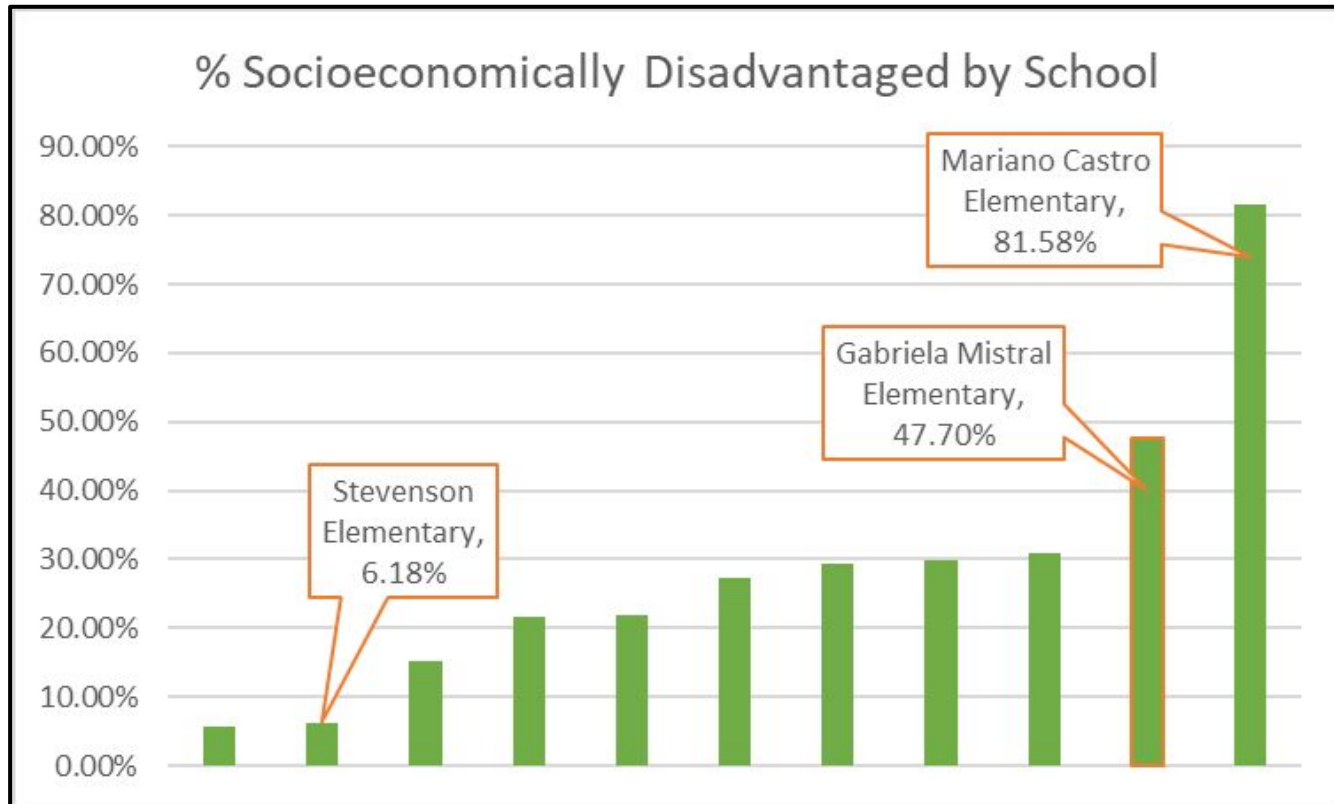
Demographics of Choice Schools

- ST serves a much lower proportion of Latino students and SED students than MVWSD overall
- MI serves an overrepresentation of these same groups, by contrast.
- While our focus is to address inequitable enrollment at ST, for any option or change, we will assess impact on MI

Latino Students by School



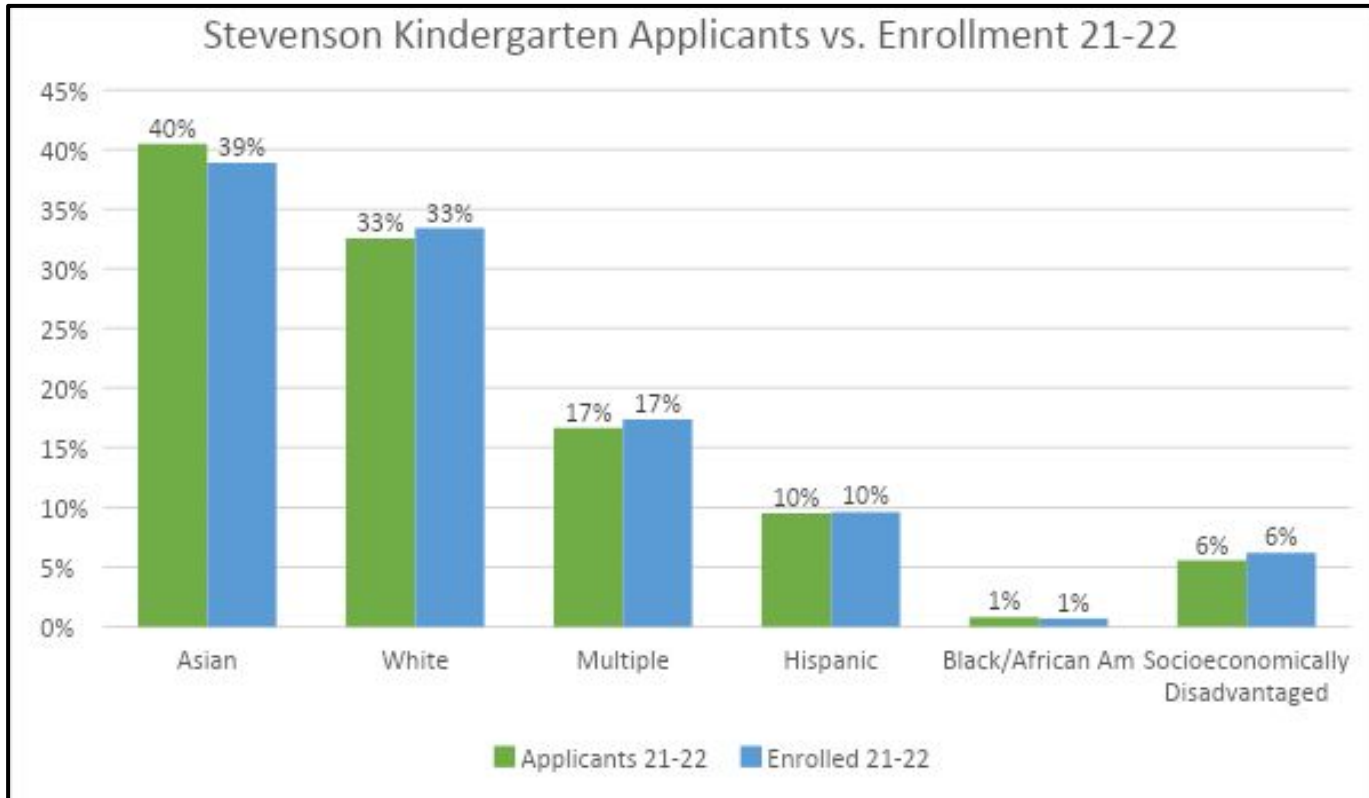
SED by School



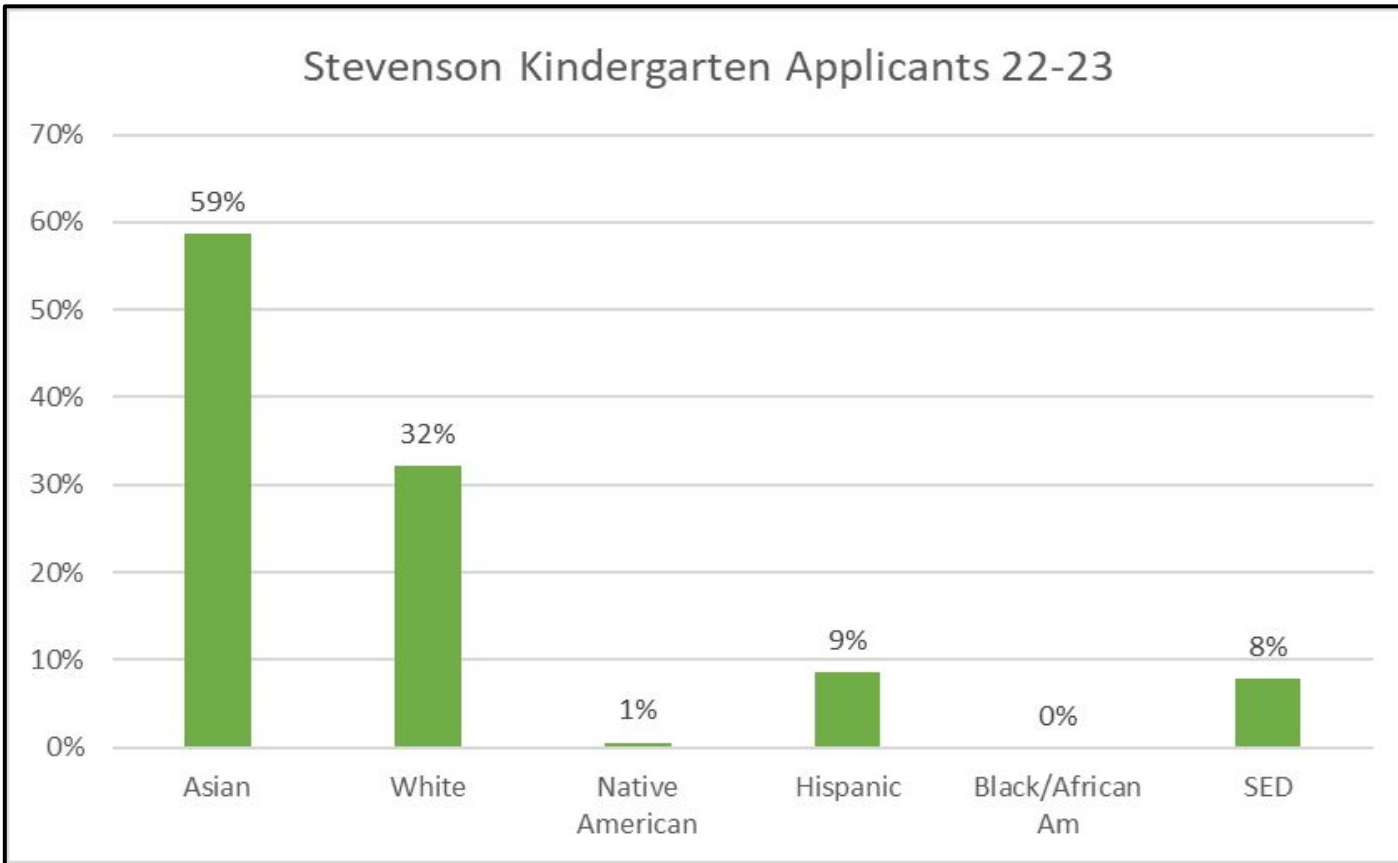
Trends over time

- While socioeconomic and racial segregation is present throughout MVWSD, choice schools enrollment is directly tied to district policy
- Trends have been consistent over time
- While SED population in district appears to be declining overall, there is a need for a more nuanced measure of disadvantage considering high median household income (\$180,000) and cost of living

Application Trends



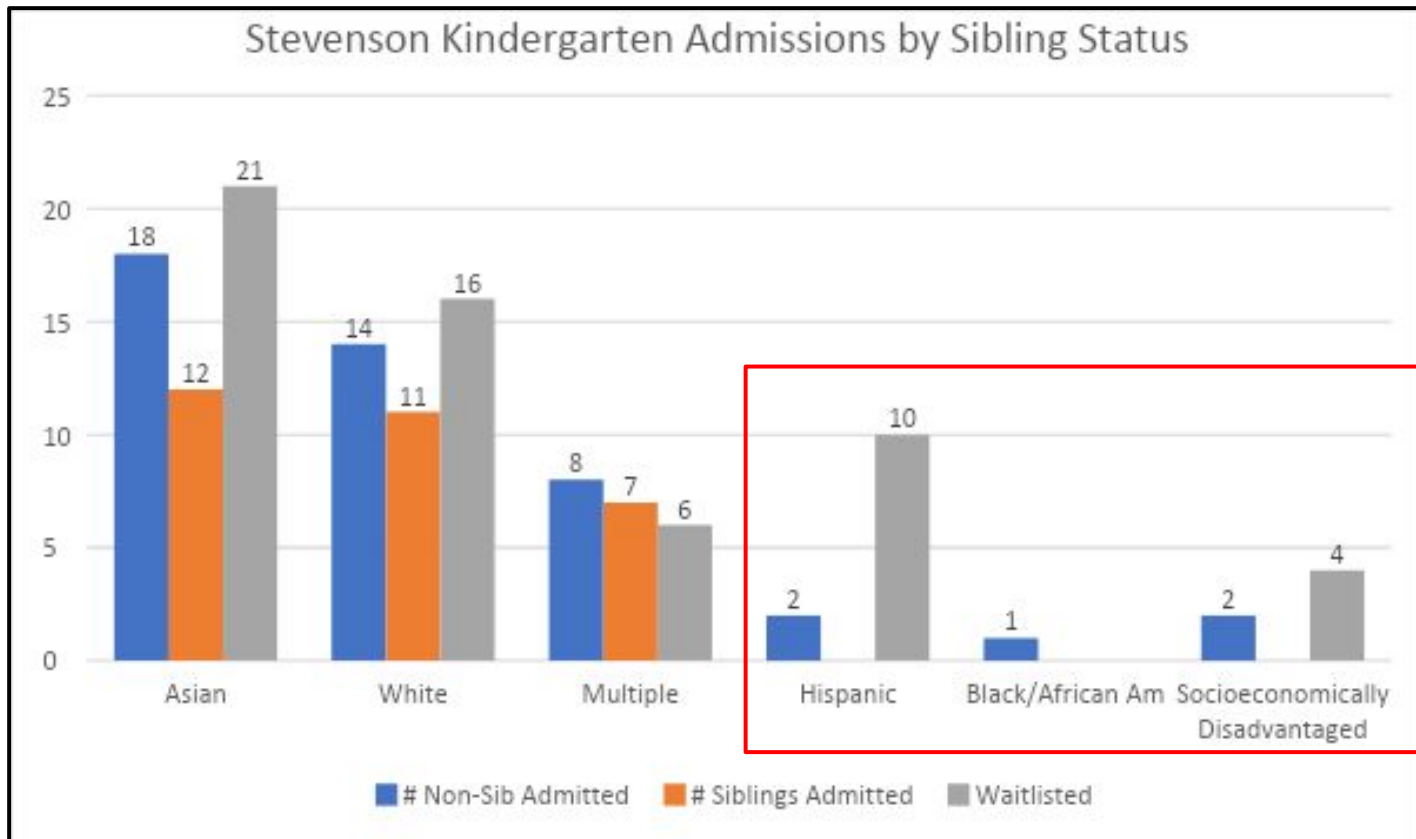
Application Trends: Kindergarten



Application Trends Takeaway

- In the 21-22 school year (using available data), only 10% of applicants to ST K were Latino and only 6% were SED – this closely reflects enrollment suggesting that group applying is a major factor in under-enrollment of Latino and SED students
- These trends hold true for the 22-23 school year

Sibling Admission Trends



Study Session Revisited: Feedback

- Ensure equitable access to choice programs for all families, placing special emphasis on populations current underrepresented
- Implement a policy that can adjust for changes in the composition of the applicant pool over time
- Retain sibling policy



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MVWSD Lottery Policy

MVWSD Current Enrollment Priorities for Choice Schools [Tiered Lottery]

- 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
- 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

Considerations for New Policy

- SED and Latino students are underrepresented in applicant pool, MVWSD's lottery must provide a "boost" for underrepresented students (in addition to efforts to encourage broader group of students to apply)
- Use proxies of race/ethnicity to have an impact on racial/ethnic composition
- Adjust for changes in the composition of the applicant pool over time and at different choice schools (e.g. the weights or number of seats are prioritized/adjusted annually based on how well applicant pool reflects district's population)

Race-Neutral Proxy: SED Indicator

Defining Socioeconomic Need:

- **SED Level 1:** Currently using a combination of SED flag, income data based on SED flag criteria, students without internet, and students with parents who have not graduated high school. Students meeting any of those criteria are considered SED Level 1. *(confirm how to handle handful of students where “SED = No” but income data indicates otherwise)*
- **SED Level 2:** Currently using students earning half or less of Mountain View’s median family income (\$180,000) and/or students whose parents are not high school or college graduates.
- Using a combination of the income collected and SED data from the application, we now have data for 87 % of applicants overall and 73% of Stevenson K applicants.

Areas of Possible Customization

- SED Tier 1
 - can pick/choose components
 - Should we have such a dichotomous trigger such as internet access?
- SED Tier 2
 - can determine threshold of income
- Considerations on state v. self-reported (we can monitor as we go along)

Option A: Tiered Lottery w/additions

Option A: Tiered lottery with additional tiers (*current tiered system is the basis, but add categories to prioritize underrepresented students*)

- Maintain current tiered priorities numbers 1-8 to prioritize siblings and children of school and district staff
- Add additional priorities:
 - Priority 9: Socioeconomically disadvantaged Level 1
 - Priority 10: Socioeconomically disadvantaged Level 2
 - Priority 11: All other students

Option A: Pros and Cons

Advantages:

- Similar to current process
- Straightforward to explain and operationalize
- Maximizes potential for socioeconomically disadvantaged students to be admitted

Implications and potential challenges:

- Aside from siblings, all socioeconomically disadvantaged applicants are admitted before any non-socioeconomically disadvantaged applicants.
- This does not take into account the applicant pool so could potentially lead to an overrepresentation of socioeconomically disadvantaged students (if the applicant pool changes or if applied to Gabriela Mistral Elementary or other schools)

Option B: Modified Tiered Lottery

Option B: Modified tiered lottery (*Current tiered system is the basis, but add categories to prioritize underrepresented students. Additionally, determine the number of seats to be prioritized for socioeconomically disadvantaged students annually based on the applicant pool*)

- Maintain current tiered priorities numbers 1-8 to prioritize siblings and children of school and district staff
- Add additional priorities below. Rather than applying these priorities to all seats, determine the number of seats “tagged” with this priority based on the applicant pool and equity goals (see example below).
 - Priority 9: Socioeconomically disadvantaged Level 1
 - Priority 10: Socioeconomically disadvantaged Level 2
 - Priority 11: All other students

Option B Example using 22-23 Data

- 10% of applicants are socioeconomically disadvantaged
- 27% of district is socioeconomically disadvantaged
- Out of 72 open Kindergarten seats, the target is 20 seats to be filled by socioeconomically disadvantaged students
 - Based on the applicant pool, **4 socioeconomically disadvantaged students would be admitted without the priority**
 - Therefore, **16 seats should be prioritized for socioeconomically disadvantaged students**
- **This approach does not rely on quotas; there is no ceiling nor floor for admission of socioeconomically disadvantaged students.**

Option B: Pros and Cons

Advantages:

- Fairly similar to current process
- Targeted changes that promote more equitable enrollment for socioeconomically disadvantaged students
- Responsive to annual changes in the applicant pool and district enrollment, can be applied to any school

Implications and potential challenges:

- Somewhat more complex to explain and execute

Option C: Weighted Lottery

- **Option C:** Tiered and weighted lottery (*maintain sibling and staff priorities, but provide a boost for socioeconomically disadvantaged students for all remaining seats by giving these students additional entries into the lottery*)
 - All siblings are prioritized for admission, followed by school and district staff, in line with current priorities.
 - For all remaining seats students who are socioeconomically disadvantaged receive additional "lottery tickets" to boost their chances of admission.
 - Similar to the tiered system, the district would calculate annually how much weight to provide to socioeconomically disadvantaged applicants based on the applicant pool and goal for enrollment of this group

Establishing mathematical justification for weights (Example)

Formula to assist in determining a mathematical rationale for weights utilized

Calculating Mathematical Justification:

x= # of educationally disadvantaged students estimated

y= # of expected total applicants

z= % chance in lottery

a= # of additional chances
(weight minus one)

b= revised % chance in lottery

$$\frac{x+(ax)}{y+(ax)} = b$$

Example: 22% educationally disadvantaged applied, seeking target of 50% enrollment. Consider weight of 3.

$$\frac{22}{100} = 22\% \text{ chance}$$

100

3 chances would mean an additional 2 chances, so $ax = (2)(22) = 44$

$$\frac{22+(44)}{100+(44)} = \frac{66}{144} = 45.8\%$$

100+(44) 144

Option C: Pros and Cons

Advantages:

- Promotes more equitable enrollment for socioeconomically disadvantaged students
- Responsive to annual changes in the applicant pool, can be applied to any school

Implications and potential challenges:

- Somewhat more complex to explain and execute, though may be easier to explain than the modified tiered
- **Less immediate predictability, though over time we can expect that enrollment of socioeconomically disadvantaged students will increase and move towards the district average**



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Next Steps

Next Steps: Review and Action

- Review and Action: June 16, 2022
 - Decision: tiered or weighted option
 - Possible customizations
 - Feedback on AR 5115 language
- Update to the BOT (October 2022):
 - Actions taken to address remaining 4 areas
 - Logistics of lottery implementation (algorithm, process, and communication thereof)

AR Language Change Considerations

Pending Board vote, staff will revise language of AR and address the following:

- Categories and Sets/Subsets of students to receive weights or priorities in lottery
- Amount of weights to be applied to each category/set/subset
- Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified)
- Description of mechanisms and/or processes that will be utilized to carry out weighted lottery, including district oversight of process

Next Step: Logistics

- Issues around registration/enrollment policy
- **Issues around communication**
- **Support structures for families**
- **Cultural and language barriers**
- **Community perceptions**

Next Steps: Stakeholder Engagement

At both choice schools:

- Establish shared vision with equitable access at the center*
- Prepare/Engage adults (families and staff) to lead an integrated, anti-bias experience*
- Establish a communication plan to share this work with the larger community

*"Fostering Intergroup Contact in Diverse Schools: Strategies for Educators", The Century Foundation

Next Steps Timeline

Board Engagement	Board determines consensus and takes action to shift policy and procedure (review/discussion + review/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	August 2022
School and Community Engagement	Engagement with Choice School Communities: <ul style="list-style-type: none"> - Establish working definitions and shared visions - Preparing adults to lead - Communicating these changes to the broader community 	September 2022
	1:1 with Principal Santiago and Director Henderson bi-monthly	Ongoing
Addressing Tertiary Needs	Using research and counsel from experts, an action plan will be solidified to address the 4 remaining areas of concern along with needs that may have changed as a result in the shift in policy at both choice schools	October 2022
Board Engagement	Update to BOT about policy implementation along with school and community engagement surrounding taken actions in other 4 concern areas	November 2022
INFO/REGISTRATION FOR 2023-24 SCHOOL YEAR		
Explore Impact	Compare self-reported data to confirmed data in order to monitor the efficacy and fairness of lottery	May 2023

Board Direction Needed

- Feedback on areas of customization for SED indicator
- Based on the information presented today, what more would you need to know to make an informed decision about the type of **lottery policy** that would best accommodate the district's needs and values?