

Outline: MVWSD Board Briefing #1 – Choice School Enrollment Analysis and Policy Options

High Level Outline

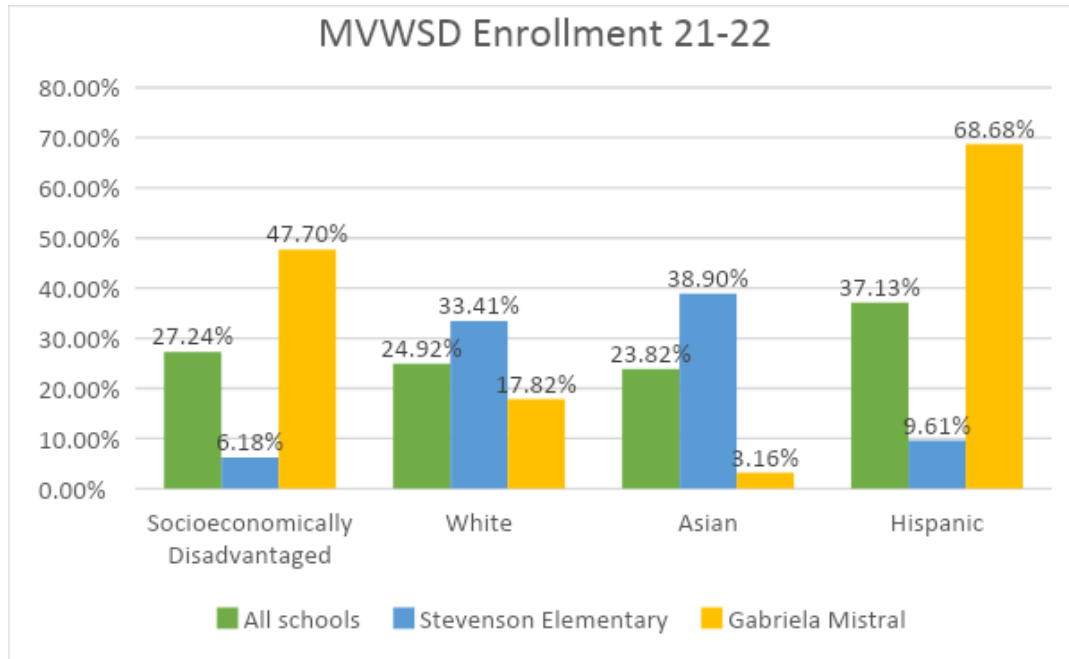
- Section 1: Goals, Background, and Project Milestones
 - Summary of findings
- Section 2: Examining MVWSD Enrollment Over Time Demonstrates the need for Enrollment Policy Changes
- Section 3: Consequences of Current Application Trends and Lottery Policies
- Section 4: Implications for Lottery Policy Changes
- Section 5: Lottery Policy Options
- Section 6: Next Steps and Plan for Next Board Meeting

Section 1: Goals, Background, and Project Milestones:

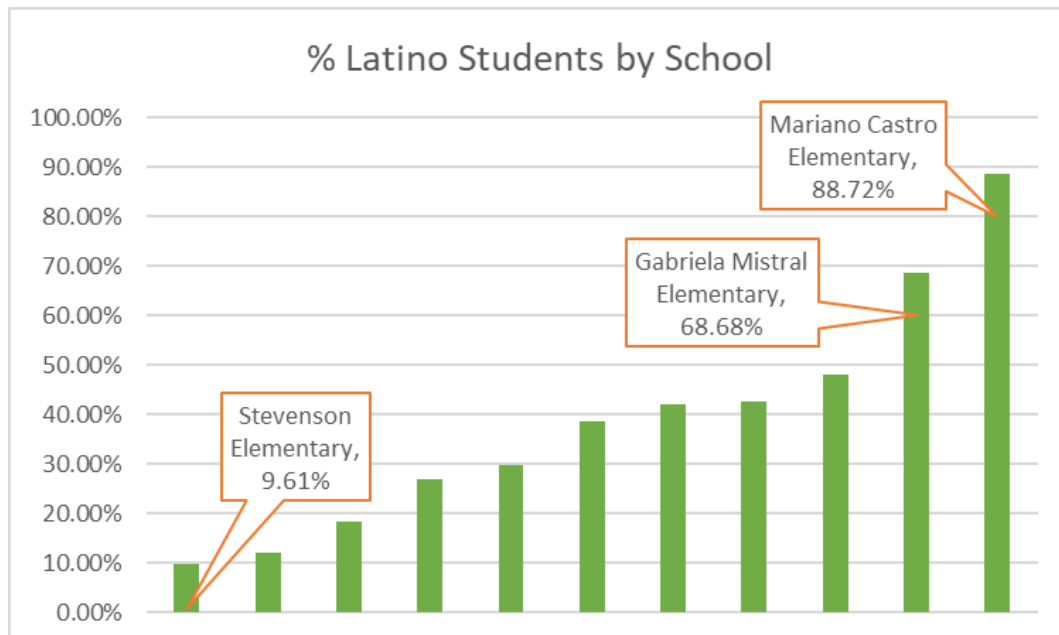
- Purpose and goals of the project:
 - Project background (*Megan to add*)
 - Provide recommendations for new enrollment policies for choice elementary schools that will lead to equitable enrollment, beginning in the 22-23 school year, as well as lottery design to implement those policies.
- Today's goal:
 - Get board feedback on lottery policy options, so that the board can make a final decision at the second June board meeting.
- Plan for this work and where we are now:
 - Analyze historical data and current policies (for discussion today)
 - Options and recommendations for new enrollment policies and lottery (for discussion today)
 - Provide final recommendations and board decision and June 16th meeting

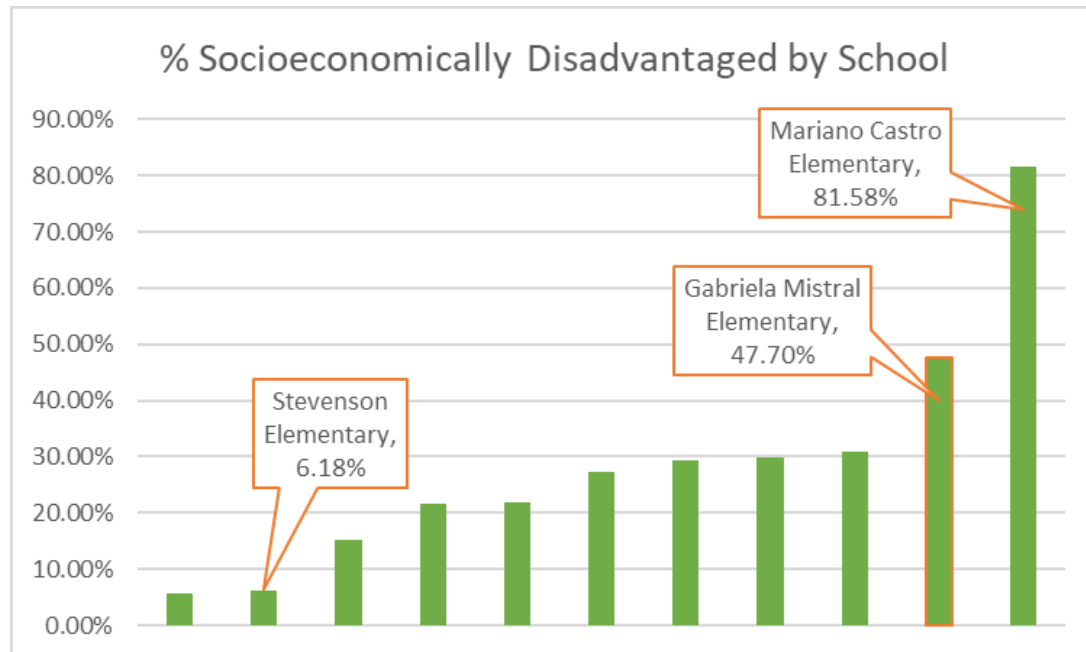
Section 2: Examining MVWSD Enrollment Over Time Demonstrates the need for Enrollment Policy Changes

- Stevenson Elementary, one of two Choice elementary schools, serves a **much lower proportion of Latino students and low-income students than MVWSD overall**. By contrast, these groups are overrepresented at Gabriela Mistral compared to MVWSD overall.
 - Note: While our focus is to address inequitable enrollment at Stevenson, for any option or change considered we will also assess the impact on Gabriela Mistral.



- While the school is intended to serve students across the community, **Stevenson has the lowest percent of Latino students and the second lowest percent of socioeconomically disadvantaged students in the district.**
 - While socioeconomic and racial segregation is an issue throughout the district and visible at other schools because of neighborhood segregation, MVWSD's choice schools provide an opportunity to address this issue.

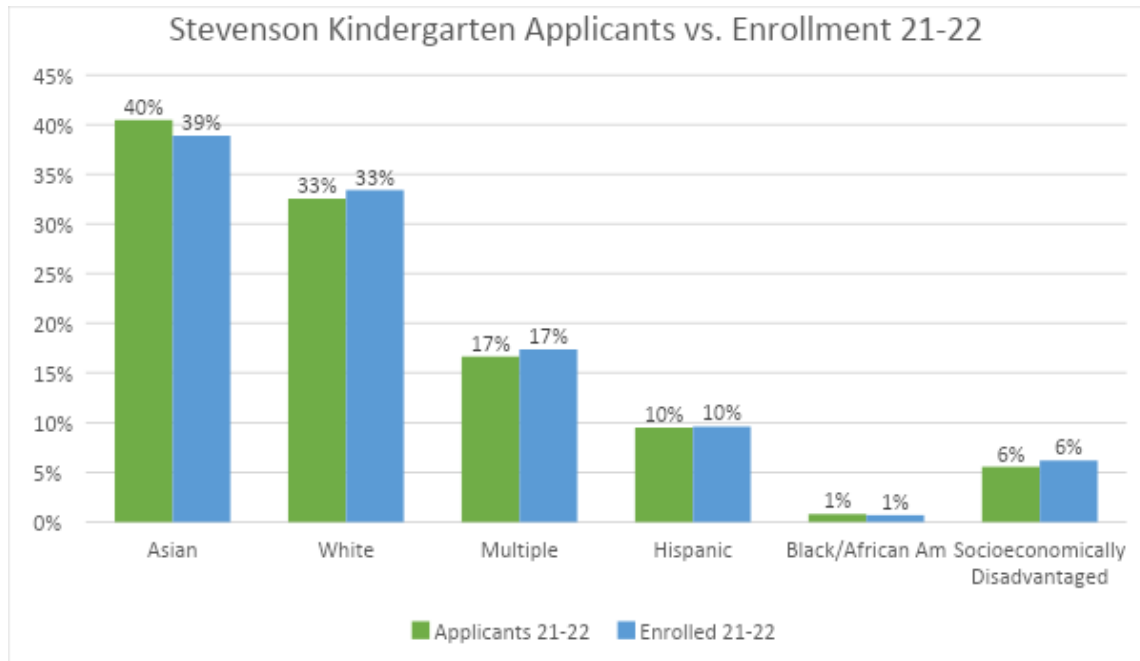




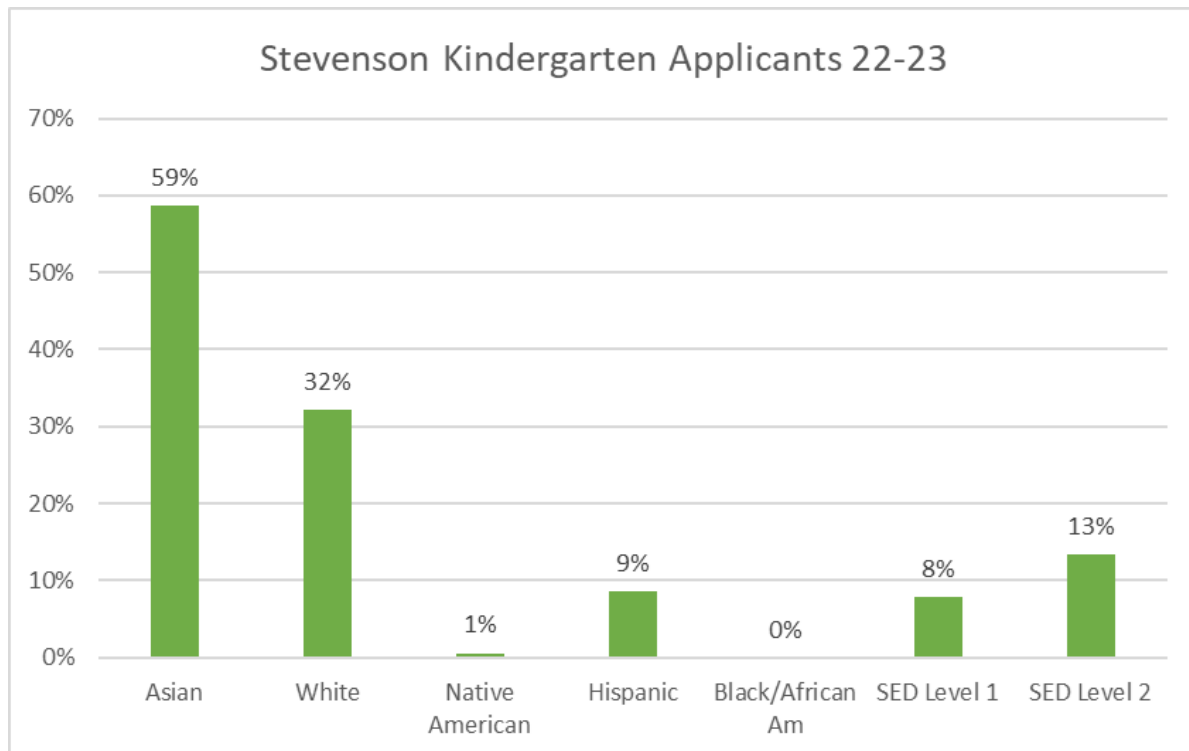
- These trends have been consistent over time, with the proportion of Latino students at Stevenson declining slightly over the last five years as the overall % of Latino students in the district remains stable.
- While the % of socioeconomically disadvantaged students appears to be declining over time in the district (35% in 17-18 to 27% in 21-22) as well as at Stevenson, **there is a need for a more nuanced measure of disadvantage considering the high median family income (\$180,000) and cost of living in the area.**

Section 3: Application Trends and Lottery Policies

- In the 21-22 school year, for the students where data is available, **only 10% of applicants to Stevenson kindergarten were Latino and only 6% were low-income. This closely reflects the school's 21-22 enrollment**, suggesting that the group applying is a major factor in the under-enrollment of Latino and low-income students.



- These trends hold true for applicants to the 22-23 school year. Even considering a MVWSD-specific definition of economic disadvantage, there are relatively few applicants.

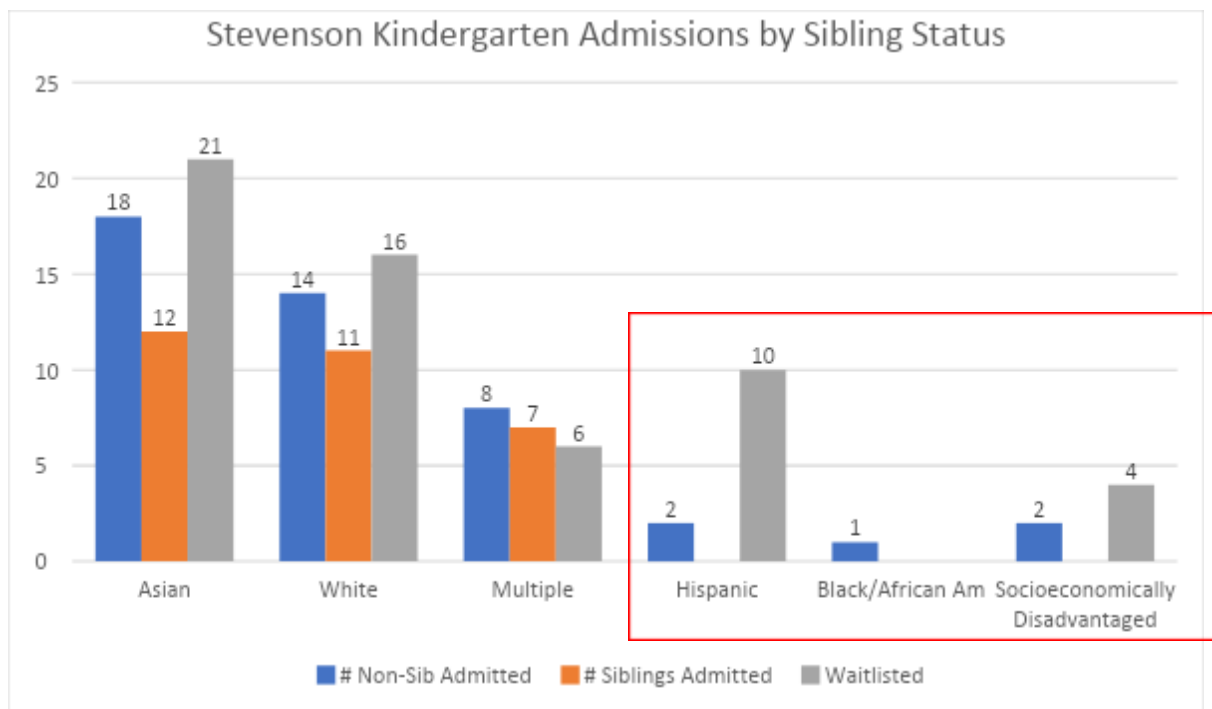


Defining socioeconomic disadvantage:

- 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.
- There is still some data missing (e.g. of 211 of 546 students have income listed as \$0). However, 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.

Role of Siblings

- Each year, between 30-40 students are admitted for kindergarten under the sibling priority. These students are largely White or Asian, and almost none are low-income. **Siblings represent ~40% of admitted students so the sibling priority has the potential to contribute to inequitable enrollment. However, based on the applicant pool the group of students admitted outside of sibling priority also does not come close to mirroring the district overall.**
 - Also note that the school/district employee priority has a relatively small impact on Stevenson admissions, with 0-3 applicants over the last four years.



- These trends hold true for applicants to the 22-23 school year

- There is **ample space to impact the distribution of students even if sibling priority remains the same**, with ~40 non-sibling seats filled each year. Given this, I would recommend maintaining the current sibling priority and focusing on boosting underrepresented students in non-sibling admissions. Over time, the sibling group will also begin to mirror the district population.

Section 4: Implications for Lottery Policy Changes

- Because low-income and Latino students are **underrepresented in the applicant pool**, **MVWSD's lottery must provide a "boost" for underrepresented students to be admitted** (in addition, separate efforts are underway to encourage a broader group of students to apply).
- While changes to the sibling policy could open additional seats for a broader group of students, **substantial change is possible even with the current sibling policy**. Given that, recommend leaving the sibling priority in place.
- While MVWSD's admissions policy will not directly include race/ethnicity as a factor, 84% of MVWSD's **socioeconomically disadvantaged students are Latino**, so **focusing lottery changes here will also have an impact on the racial/ethnic composition of the school**.
- I'd recommend that **lottery policies take the applicant pool into account** (e.g. the weights or number of seats prioritized are adjusted annually based on how well the applicant pool reflects the district's population). This will allow MVWSD to prioritize groups that are underrepresented while ensuring that the **lottery adjusts for changes in the composition of the applicant pool over time and at different choice schools**.

Section 5: Lottery Policy Options

Option 1: 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

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 2: 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

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.** Rather, it modifies the lottery to prioritize underrepresented students and **increase the chances of Stevenson’s incoming class mirroring the district overall.** If there are not 16 applicants who meet this criteria, non-socioeconomically disadvantaged students could fill those 16 seats. If there are more than 16 socioeconomically disadvantaged applicants, those students could be admitted and would have equal chance

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 3:** 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

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 certainty in outcome since chance/lottery is still a factor, though over time we can expect that enrollment of socioeconomically disadvantaged students will increase and move towards the district average**