



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:

- ❑ Take action and choose between *Modified Tiered Lottery* or *Weighted Lottery* for MVWSD enrollment policy for choice programs
 - ❑ Keeping in mind:
 - ❑ policies should promote enrollment of SED students in choice schools where they are underrepresented
 - ❑ policies should be flexible enough to adapt to changes in district enrollment and applicant pool
 - ❑ policies should maintain sibling priority
 - ❑ policies should be easy to understand and communicate to parents and stakeholders



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What We Know So Far

5 Areas of Concern:

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

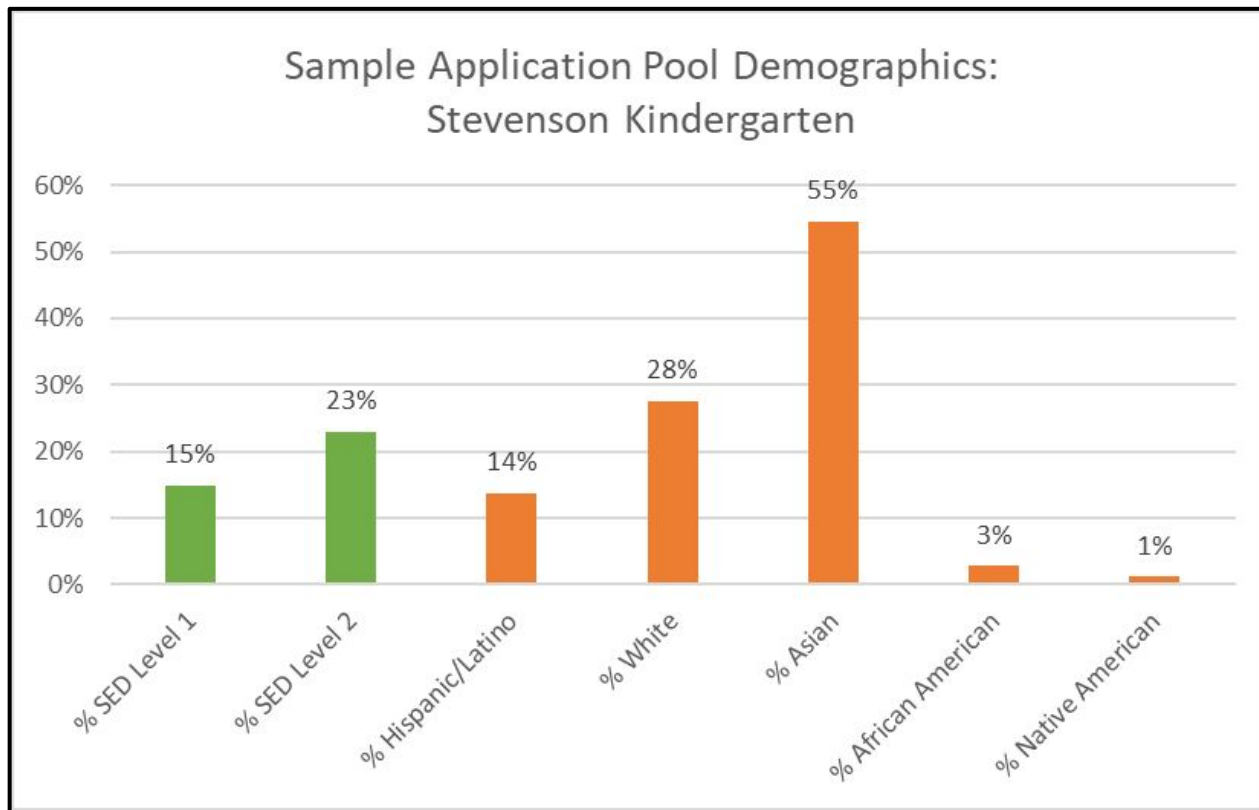
Race-Neutral Proxy: SED Indicator

Defining Socioeconomic Need:

- **SED Level 1:** Classified as SED by CDE (family income, direct CERT or parent education) OR family income below 185% of federal poverty level OR students with parents who have not graduated high school (students may qualify under any above flag, or all, but do not receive 'extra' weight for meeting more criteria for Level 1)
- **SED Level 2:** Family income half or less of Mountain View's median family income (\$180,000) OR students whose parents are not high school or college graduates (students may qualify under either flag, or both, but do not receive 'extra' weight for meeting both criteria for Level 2)

Sample Mock Lottery

Sample lottery application pool: More SED and Hispanic/Latino students than currently enrolled/applying to ST K

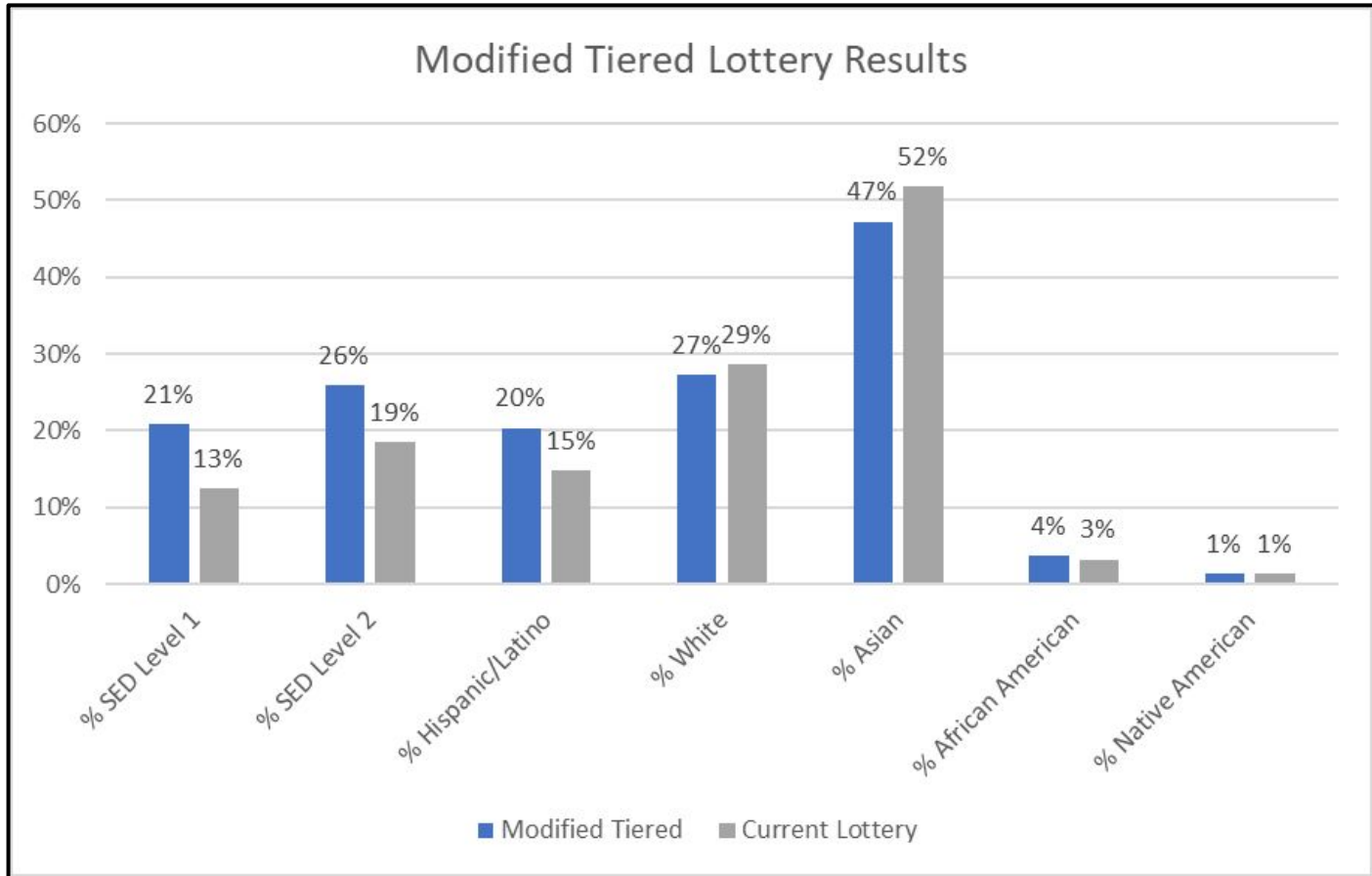


Option 1: Modified Tiered Lottery

Option 1: 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. However, rather than applying the priority for socioeconomically disadvantaged students to all seats, prioritize socioeconomically disadvantaged students for a portion of open seats, determined based on the applicant pool and district demographics.
 - Priority 9: Socioeconomically disadvantaged Level 1
 - Priority 10: Socioeconomically disadvantaged Level 2
 - Priority 11: All other students

Option 1: Mock Lottery Results



Option 1 Takeaways

- Mock lottery run multiple times
- On average, more SED and Hispanic/Latino students were seated than would be with current policy
- Each time mock lottery was run:
 - % SED level 1 was 21% (by design, no fewer than 13 SED students can be admitted, as long as 13 apply)
 - % SED level 2 varied between 25-28%
 - % Hispanic/Latino varied between 19-22%

Option 1 Waitlist

- Students are ordered on waitlist according to random number
- SED students not prioritized on waitlist over others, which means no guarantee that a SED who leaves will be replaced by another SED student
- In mock lottery, 1 of students in first 10 on waitlist were SED

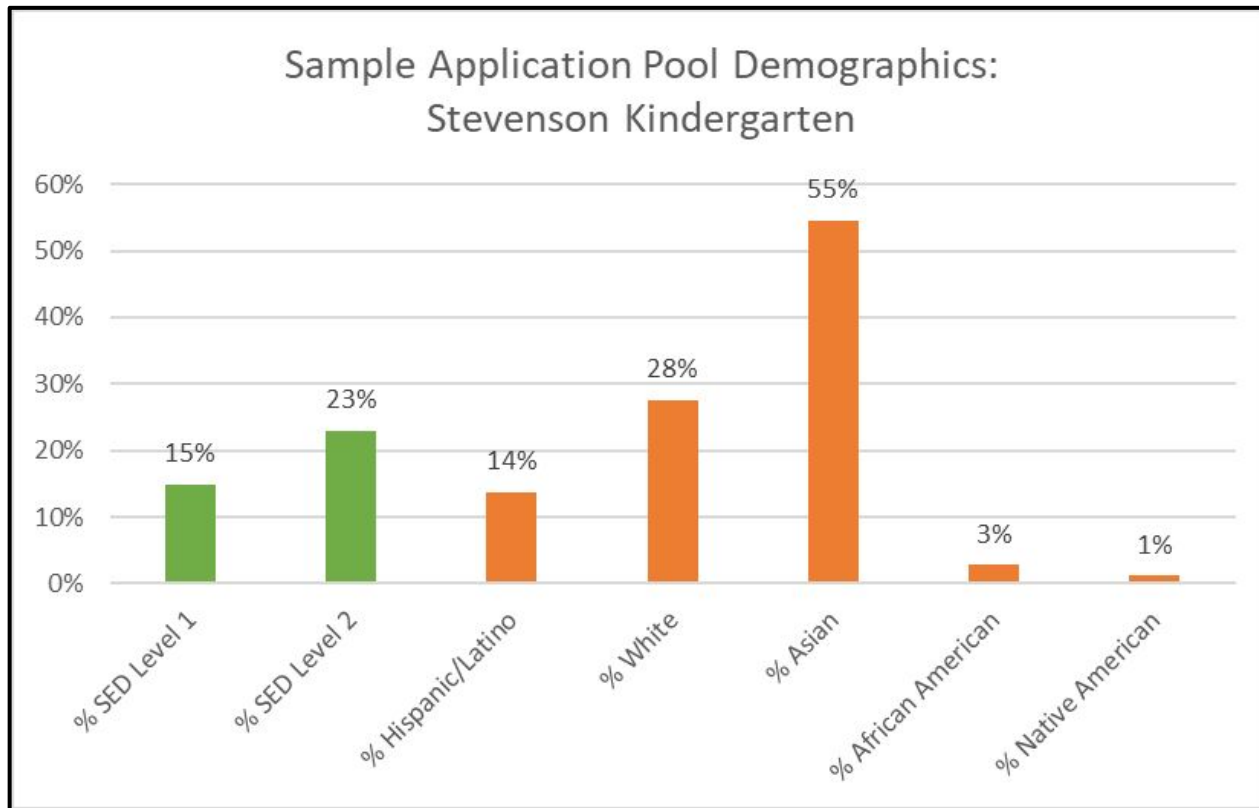
Option 2: Weighted Lottery

Option 2: 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*)

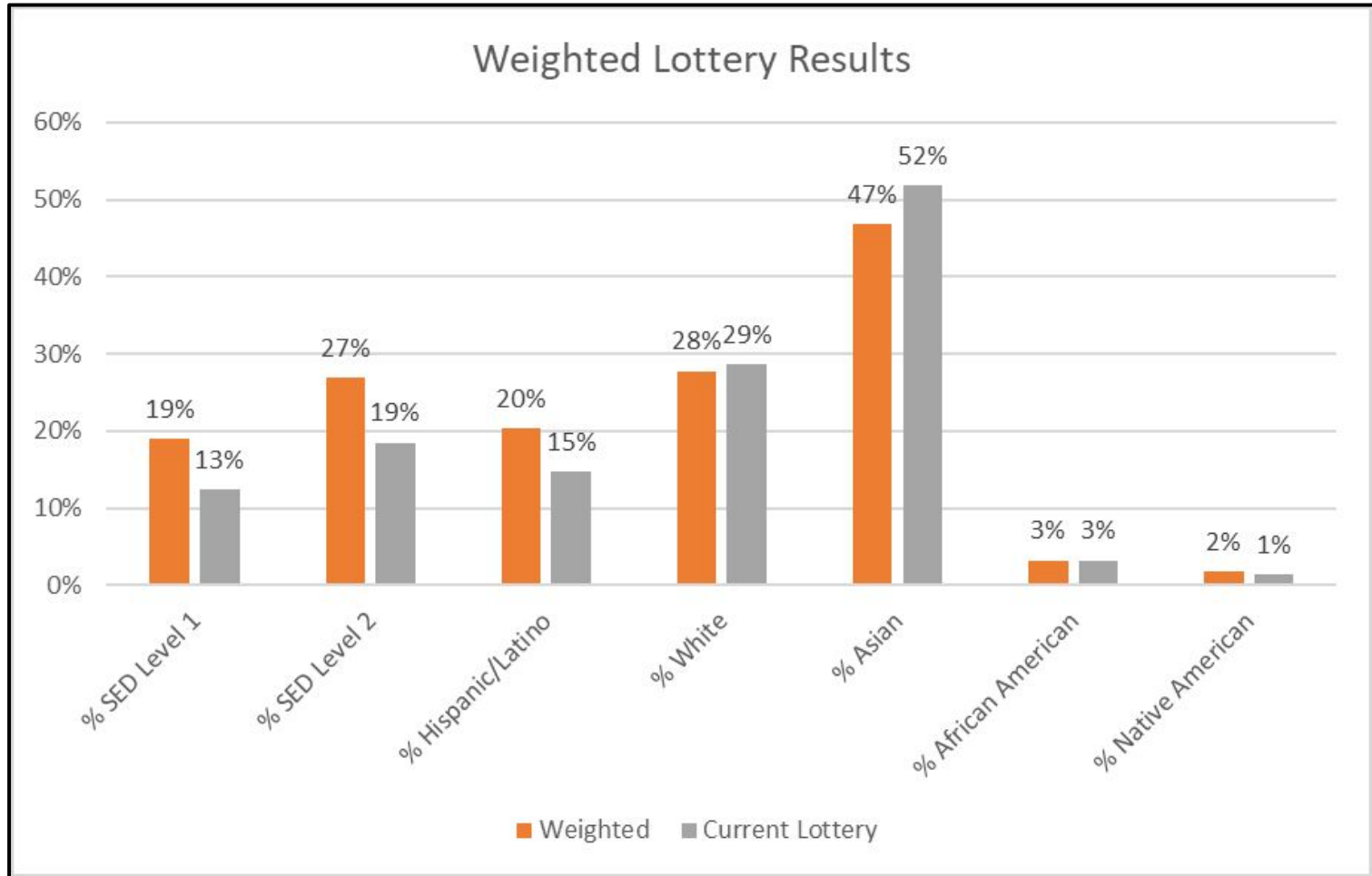
- All siblings are prioritized for admission, followed by school and district staff, in line with current priorities.
- For all remaining seats students who are socioeconomically disadvantaged receive additional "lottery tickets" to boost their chances of admission.
 - Similar to the tiered system, the 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

Sample Mock Lottery

Sample lottery application pool: More SED and Hispanic/Latino students than currently enrolled/applying to ST K



Option 2 Mock Lottery Results



Option 2 Takeaways

- Mock lottery run multiple times
- On average, more SED and Hispanic/Latino students were seated than would be with current policy
- Each time mock lottery was run:
 - % SED level 1 was 14-22% (more variability than modified tiered due to randomization factor)
 - % SED level 2 varied between 24-29%
 - % Hispanic/Latino varied between 15-25%

Option 2 Waitlist

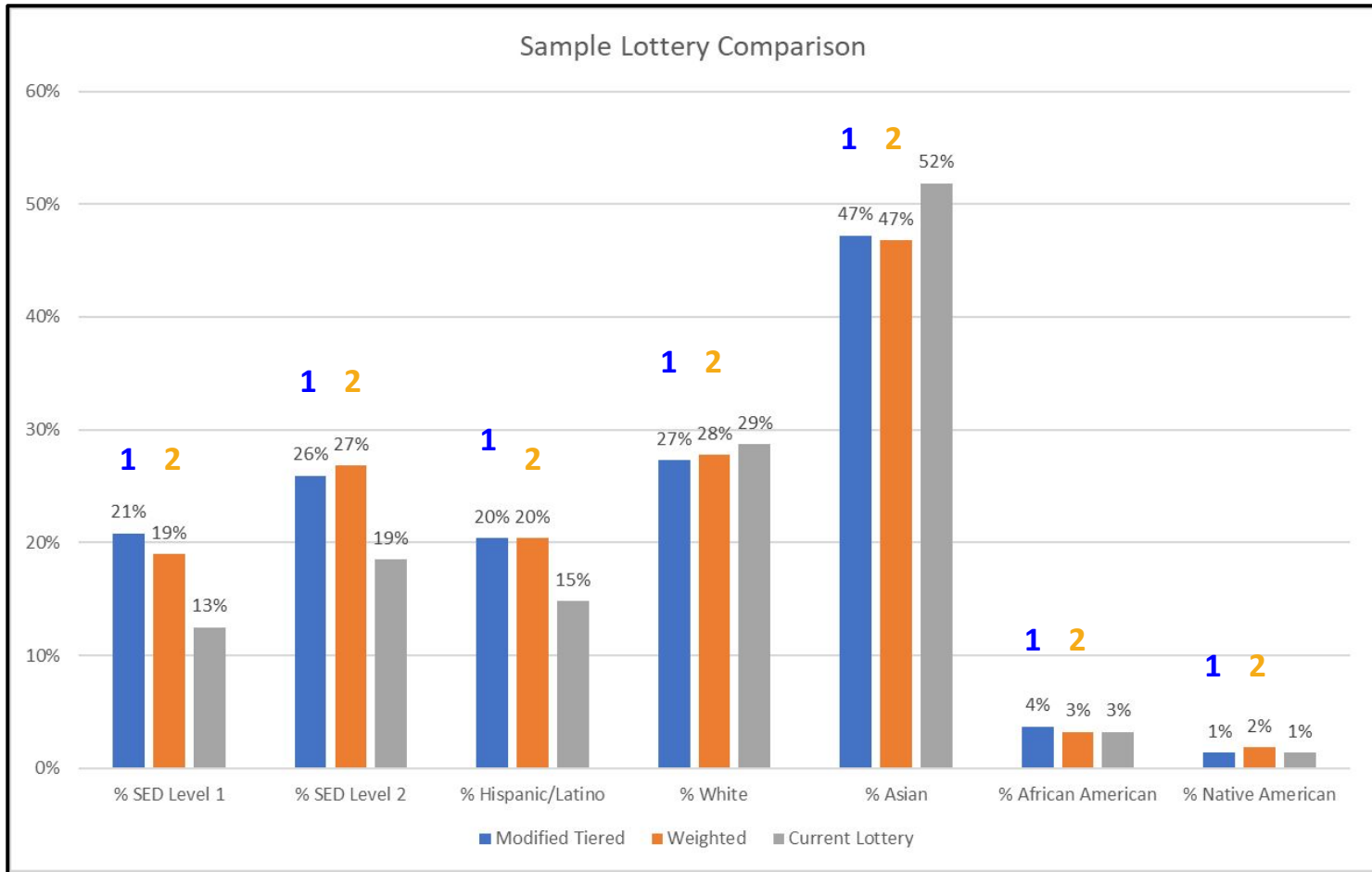
- Since SED students receive additional weight, they have additional opportunities to receive a higher lottery number, which can mean a placement at school or high order on waitlist
- In mock lottery, 4 of first 10 students on waitlist were SED



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Summary Comparison of Two Lottery Options

Comparison of Two Lottery Options



Comparison Side-by-Side

	Option 1: Tiered Modified	Option 2: Weighted
Communications and transparency	Will need to explain how the portion of seats prioritized is determined	Will need to explain how weights are determined
Lottery Structure	A portion of seats are prioritized for socioeconomically disadvantaged students.	Socioeconomically disadvantaged students receive additional weight, which acts as additional entries into the lottery and top spots on waitlist
Waitlist	Priority for socioeconomically disadvantaged students does not impact the waitlist	Priority for socioeconomically disadvantaged students does impact the waitlist
Results (sample lottery)	<ul style="list-style-type: none"> -Resulted in +8% of socioeconomically disadvantaged students, on average (+7% for Level 2) -Somewhat more predictability and consistency compared to the weighted approach. 	<ul style="list-style-type: none"> -Resulted in +6% of socioeconomically disadvantaged students, on average (+8% for Level 2) -Somewhat more variation in results compared to the tiered approach.

The Choice

- **BOTH** lottery options will increase representation of seated SED students at ST
- **BOTH** lottery options will likely not impact enrollment at MI given current climate
- **Option 1** resulted in less variability across mock lottery runs than Weighted b/c of decrease in effect of randomization of lottery
- **Option 2** resulted in favorable impact for SED students on waitlist unlike Modified Tiered

Considerations Between Choices

	Option 1: Modified Tiered	Option 2: Weighted
Variability and Randomization	<ul style="list-style-type: none"> ● Less randomization ● May create more predictability for families 	<ul style="list-style-type: none"> ● More randomization ● May serve to preserve the 'chance-effect' for those who elect schools for programmatic reasons
Waitlist	<ul style="list-style-type: none"> ● No considerations given to SED students ● May serve to preserve the 'chance-effect' on waitlist 	<ul style="list-style-type: none"> ● Extra consideration given to SED students ● May help bolster SED population when turnover happens at ST

Recommendation

Option 2: **Weighted Lottery**

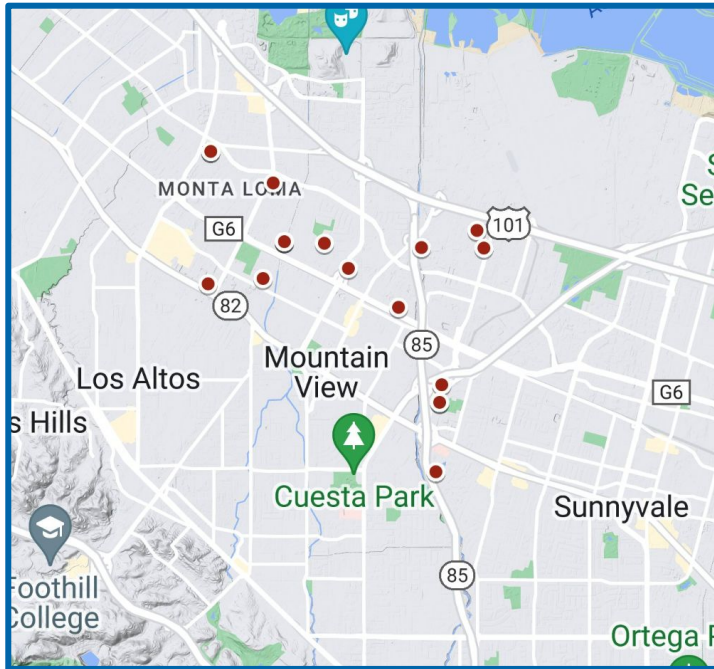
- Increases SED students at ST overall
- Increases likelihood of SED students on waitlist getting favorable ranking due to extra weight (important for when seated students decline in K before enrollment)
- Adapts annually to changes in applicant pool and district demographics
- Preserves chance element considering choice school enrollment is also based on program



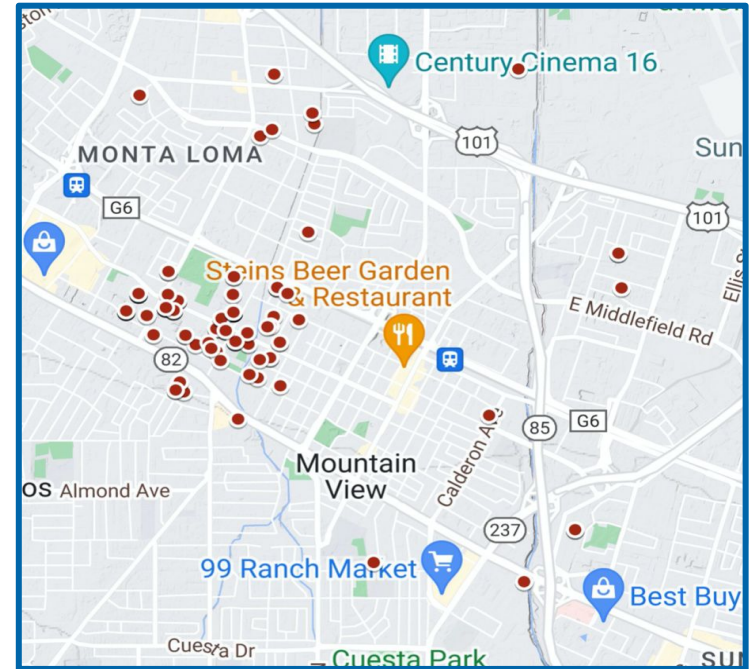
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Next Steps

Remaining Concerns: Transportation



Stevenson, 21-22, students who are SED



Mistral, 21-22, students who are SED

Remaining Concerns: Transportation

Summary:

- Students who are SED are not clustered in one specific area (ST)
- Proximity is important to families considering choice programs along with programmatic elements (MI)

Plan of Action:

- Before start of next enrollment cycle, consider changes to access to transportation along with consequences and impacts
- (OCT) Deliver Scope of Work to BOT

Remaining Concerns: Marketing

Summary:

- Analysis needed on effective ways to communicate to underrepresented groups
- Work needed on crafting marketing strategies for enrollment periods, streamline communications/training

Plan of Action:

- Before start of next enrollment cycle, consider changes to marketing/communication along with consequences and impacts
- (OCT) Deliver Scope of Work to BOT

Remaining Concerns: Inclusive Climate

Summary:

- Inclusive and supportive climate for students important district-wide to nurture cross-cultural relationships with kids and families
- Resources and best practices are available for consideration as ST welcome more diverse families

Plan of Action:

- Work collaboratively with both schools and ST Equity Group to develop Scope of Work
- (OCT) Deliver Scope of Work to BOT

Remaining Concerns: After-school Care

Summary:

- Support structures needed to support shifting population of choice programs and to support students already there
- After-school care is a driver for parents when considering choice programs
- ELOP grant presents opportunity to provide after-school care for unduplicated pupils district-wide by 2023-24

Plan of Action:

- Support choice programs in communicating opportunities available through ELOP grant

Next Steps: Policy Language Review

- August 18, 2022
 - Provide feedback/Pass updated BP Language based on guidance issued today
- Update to the BOT (October 2022):
 - Actions taken to address remaining 4 areas
 - Logistics of lottery implementation (algorithm, process, and communication thereof)