

MVWSD Weighted Lottery Overview

How does the new weighted lottery work?

- *What is staying the same?* The sibling and staff priorities that have always been part of the lottery will remain the same. All siblings are prioritized for admission, followed by school and district staff, in line with current priorities.
- *What is new?* Once applicants of siblings and staff have been placed, the weighted lottery will provide a boost for socioeconomically disadvantaged and relatively socioeconomically disadvantaged students by giving these students additional entries into the lottery. The number of additional “lottery tickets” socioeconomically disadvantaged and relatively socioeconomically disadvantaged students will receive is calculated annually based on the applicant pool to support the goal of parity with the district’s overall population of socioeconomically disadvantaged students.
- *How does this impact the waitlist?* Socioeconomically disadvantaged and relatively socioeconomically disadvantaged students also receive a boost on the waitlist. The additional entries into the lottery mean additional opportunities to receive a higher lottery number which can mean a placement in the school or a higher order on the waitlist. However, this does not mean that if a socioeconomically disadvantaged student leaves the school, the seat will go to a socioeconomically disadvantaged student.
- *How do we define socioeconomically disadvantaged students?* The lottery will prioritize socioeconomically disadvantaged students in two categories. SED students will have a higher priority for admission compared to RSED students.
 - Socioeconomically Disadvantaged (SED Level 1): Students classified as SED by the California Department of Education, or students who meet the income or education criteria for CDE’s definition based on the family-provided information in the student’s enrollment application (below 185% of the federal poverty level for their household size, or parents are not high school graduates).
 - Relatively Socioeconomically Disadvantaged (SED Level 2): To account for the high median income and cost of living in Mountain View, this includes families earning half or less of Mountain View’s median family income and/or students whose parents are not high school or college graduates. For 2023-24 applicants, the income cutoff is \$104,000 based on the most recent data on median income for families with children¹.

Proposed Board Policy Language: Revised Section B in 5115 AR - Enrollment Priorities

B. For Choice schools (Gabriela Mistral and Stevenson) the enrollment priorities shall be the following:

Language from sections 1-3 remains the same. These sections detail enrollment policies for returning students, siblings, and children of MVWSD staff.

4. Ninth priority for all other students who live within the District and are new to the program.

5. Within priority group nine, socioeconomically disadvantaged students will be weighted with a goal of achieving parity with the district. Socioeconomically disadvantaged students are defined as:

a. Level 1 Socioeconomically disadvantaged students are defined as (1) students classified as SED by the California Department of Education, or (2) Students who meet the income or education criteria for CDE’s definition based on the family-provided information in the enrollment application.

¹ Based on 2021 median income for families with children (1-year ACS data available here: <https://data.census.gov/>)

b. Level 2 socioeconomically disadvantaged students are defined as families earning half or less of Mountain View’s median family income and/or students whose parents are not high school or college graduates.

6. The weights used for these groups are calculated annually by the district based on the proportion of socioeconomically disadvantaged students in the applicant pool compared to the district overall:

a. If socioeconomically disadvantaged students are overrepresented in the applicant pool compared to the district average, or if the proportion of socioeconomically disadvantaged students in the applicant pool is equal to the district average, no weights are provided to socioeconomically disadvantaged students.

b. If socioeconomically disadvantaged students are underrepresented in the applicant pool compared to the district overall, weights are used in the lottery. The weight to be provided to Level 1 socioeconomically disadvantaged students is calculated annually based on the goal of achieving parity with the district. The weight to be provided to Level 2 socioeconomically disadvantaged students is determined annually as the greater of these two weights: (1) The weight for Level 1 socioeconomically disadvantaged students minus 100 percentage points; or (2) Weight of 100%.

6. Tenth priority to all other students who attend pursuant to an interdistrict transfer agreement and are new to the program.

Weight Calculations for 2023-24 Enrollment

To calculate weights for the coming year, we will use the enrollment and applicant data from the prior school year (the 2021-2022 school year in this case).

- *Step 1: Determine enrollment target for socioeconomically disadvantaged students:* We would like to target 27% enrollment of socioeconomically disadvantaged students at choice schools since this is the district percentage of socioeconomically disadvantaged students².
 - At Mistral, there are 54 socioeconomically disadvantaged applicants out of 109 applicants. This represents about 50% of the applicant pool. Because socioeconomically disadvantaged students are not underrepresented, no weights are provided.
 - At Stevenson, there are 33 socioeconomically disadvantaged applicants out of 437 total applicants. This represents 8% of the applicant pool, and demonstrates that socioeconomically disadvantaged students are underrepresented by a large margin.
- *Step 2: For Stevenson, use the appropriate weight for the enrollment target above. Set weights so that socioeconomically disadvantaged students (Level 1) are no longer underrepresented in the applicant pool compared to the district’s population.*
 - A weight of 5 would mean adding 4 entries into the lottery for each socioeconomically disadvantaged applicant. In PowerSchool terms, this is a weight of 400%.
 - Four additional “tickets” for each socioeconomically disadvantaged student means 132 additional entries in total (33 x 4). Because each socioeconomically disadvantaged applicant now has 5 chances in the lottery, there are 165 socioeconomically disadvantaged entries into the lottery in total rather than 33.
 - We have 437 total applicants and have now added 132 additional lottery entries so there are now 569 total entries into our lottery. This means that socioeconomically disadvantaged applicants

² Based on school year 2021-2022 data from the California Department of Education: <https://www.cde.ca.gov/ds/>

now represent 29% of entries into the lottery ($165 / 569 = 29\%$), a proportion much closer to our target of 27%.

- o For Level 2 socioeconomically disadvantaged students, use the weight for socioeconomically disadvantaged students minus 100 percentage points. This means that Level 2 socioeconomically disadvantaged students should be weighted at 300%.