

MVWSD Weighted Lottery Year 2 Overview & Calculations

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Introduction

The first year of MVWSD's weighted lottery produced promising results for equitable enrollment at choice schools.

- At Stevenson,¹ socioeconomically disadvantaged students made up 9% of the applicant pool, and 12% of students offered seats, an improvement from last year when 8% of applicants and only 5% of students offered seats were socioeconomically disadvantaged.
- Kindergarten trends are particularly important because 77% of all offered seats are in Kindergarten. Amongst Kindergarten applicants, all socioeconomically disadvantaged students who applied were offered seats at Stevenson (8 students, with one applicant removing their application).
- The same was true in 4th grade where 19 seats were available and all three socioeconomically disadvantaged students were offered seats. Across all other grades only three seats were available at Stevenson.

While the board may decide to make changes to continue improving enrollment policies, year 1 results indicate that MVWSD is making progress toward their goals. This memo first outlines current enrollment lottery policies for choice schools and explains the weighted lottery calculations that would be used for the 2023-2024 school year lottery if no further policy changes are made. The memo then explores three possible changes for the board to consider for year 2.

Reminder: What is MVWSD's Weighted Lottery?

MVWSD's weighted lottery provides a boost to socioeconomically disadvantaged students when they are underrepresented in MVWSD's choice school applicant pool, compared to the district's population overall. The goal is to ensure MVWSD's choice schools serve all students and reflect the district's demographics.

- *What is staying the same as prior to the weighted lottery?* 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 different now that MVWSD has a weighted lottery?* 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

¹ Socioeconomically disadvantaged students were not weighted for admission at Mistral because they are not underrepresented in the applicant pool.

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 lower number on the waitlist. However, this does not mean that if a socioeconomically disadvantaged student leaves the school, the seat will automatically 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: 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: 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 was \$104,000 based on the most recent data on median income for families with children².

Current 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.

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.

² Based on 2021 median income for families with children (1-year ACS data available here: <https://data.census.gov/>)

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%.

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

Weight Calculations for 2024-25 Enrollment

To calculate weights for the coming year, we will use the enrollment and applicant data from the prior school year (the 2022-2023 school year in this case).

- *Step 1: Determine enrollment target for socioeconomically disadvantaged students:* We would like to target **31% enrollment of socioeconomically disadvantaged students** at choice schools since this is the district percentage of socioeconomically disadvantaged students³.
 - At Mistral, there were 43 socioeconomically disadvantaged applicants out of 105 applicants. This represents **41%** of the applicant pool (a decline from 50% last year). Because socioeconomically disadvantaged students are not underrepresented, no weights are provided for socioeconomically disadvantaged applicants.
 - At Stevenson, there were 47 socioeconomically disadvantaged applicants out of 506 total applicants. This represents **9%** of the applicant pool, (a slight uptick from 8% last year) and demonstrates that socioeconomically disadvantaged students are still 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 are no longer underrepresented in the applicant pool compared to the district's population.*
 - A **weight of 5** would mean adding 4 more 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 188 additional entries in total (47 x 4). Because each socioeconomically disadvantaged applicant now has 5 chances in the lottery, there are 235 socioeconomically disadvantaged entries into the lottery in total rather than 47.
 - We have 506 total applicants and have now added 188 additional lottery entries, so there are now 694 total entries into our lottery. This means that socioeconomically disadvantaged applicants now represent 34% of entries into the lottery (235 / 694 = 34%), a proportion slightly above our target of 31%.
 - For relatively socioeconomically disadvantaged students, use the weight for socioeconomically disadvantaged students minus 1 (or 100 percentage points in PowerSchool terms). This means that Level 2 socioeconomically disadvantaged students should receive a **weight of 4 (300% in PowerSchool terms)**.

³ Based on school year 2022-2023 data from the California Department of Education: <https://www.cde.ca.gov/ds/>

Potential Changes to Weighted Lottery for Year 2

- *Definition of Relatively Socioeconomically Disadvantaged:* To determine which students qualified as relatively socioeconomically disadvantaged in year 1, we used a threshold of \$104,000 which is half the median family income for the city of Mountain View, based on the 2021 American Community Survey. However, the census bureau also provides this information at the school district level on the American Community Survey, meaning that the median income is based on district’s geographic boundaries, rather than city, so should more accurately reflect MVWSD families.

In 2022, the most recent year for which data is available, the median income for families with children in the Mountain View district was \$210,654. Using this revised definition with data updated to 2022, we would now set the income threshold for relatively socioeconomically disadvantaged at \$105,327. For comparison, the city of Mountain View’s median income for families with children is \$231,581, based on 2022 data, so half the median income is \$115,790. Using last year’s applicant data as an example, this means that between 1-14 fewer students would qualify as relatively socioeconomically disadvantaged if we use the district, rather than city, income data as our point of reference.

- *Sibling Priority:* Currently, siblings are not a major factor in lower SED enrollment at Stevenson. For Kindergarten, there was space for all SED families in addition to all 23 siblings. In other grade levels there were only 5 sibling applicants, 2 of whom were seated and 3 were waitlisted. While this is not an issue now, it could potentially limit SED enrollment in the future if there was a substantial increase in the number of SED applicants to Stevenson.
- *Lottery Weight for Relatively Socioeconomically Disadvantaged Students:* Board members suggested adjusting the lottery weight for relatively socioeconomically disadvantaged students to ensure that weights for these applicants won’t limit the chances of enrollment for more acutely disadvantaged families (see appendix for examples of how this could happen). While previously we did not have data about the representation of relatively socioeconomically disadvantaged students in the applicant pool, and at the district overall, MVWSD is now collecting this information for all students.
 - Approximately 51% of students districtwide meet the RSED income criteria, including those who also meet the SED criteria. Of these students, 31% are SED and 20% are RSED.
 - In year 1 of the weighted lottery, 90 applicants to Stevenson were RSED, representing an additional 18% of the applicant pool. In total, 27% of the applicant pool was either SED or RSED. At Mistral, 41% of the applicant pool is SED and another 27% is RSED, so 68% of applicants meet at least the RSED criteria.

Because we have information on the proportion of RSED students in the district and in the applicant pool (see table below), we recommend using the same process for determining weights as we now do for SED weights—calculate the RSED weight based on the percentage of RSED students in the applicant pool compared to RSED students in the district, with the aim of achieving parity with the district.

MVWSD Students and Choice School Applicants: 2022-2023 School Year

	MVWSD Overall	Stevenson Applicants	Mistral Applicants
SED	31%	9%	41%
RSED	20%	18%	27%
Total SED + RSED	51%	27%	68%

Revised Weights for RSED Students

- As with the SED population, RSED students are overrepresented at Mistral compared to the district overall, so we do not need to apply a weight in the lottery for RSED applicants.
- For Stevenson, RSED students are slightly underrepresented compared to the district overall.
 - A **weight of 2** would mean adding 1 more entry into the lottery for each RSED applicant. In PowerSchool terms, this is a **weight of 100%**.
 - One additional “ticket” per student means 90 additional entries in total. Because each RSED applicant now has 2 chances in the lottery, there are 180 RSED entries into the lottery in total rather than 90. **Taken together, with the SED weighting, this weight most closely approximates the targets for each group, as outlined below.** As shown below, the weights selected based on this revised policy more closely match MVWSD’s targets for SED and RSED (31% and 20% respectively) than the weights that would be used if last year’s policy is applied.

Calculation of SED and RSED Weights at Stevenson - **NEW POLICY**

- *Step 1: Weight SED applicants*
 - 47 SED applicants
 - Weight of 5: $47 \times 5 = 235$ entries into the lottery, rather than 47
- *Step 2: Weight RSED applicants*
 - 90 RSED applicants
 - Weight of 2: $90 \times 2 = 180$ entries into the lottery, rather than 90
- *Step 3: Count non-RSED/SED applicants*
 - **369 other applicants** who do not meet the criteria for SED or RSED

- *Step 4: Determine proportions of SED and RSED applicants in the weighted applicant pool*
 - 235 (SED) + 180 (RSED) + 369 (Other) = 784 total entries into lottery
 - $235 / 784 = 30\%$ **SED**
 - $180 / 784 = 23\%$ **RSED**

Calculation of SED and RSED Weights at Stevenson - **UNCHANGED**

- *Step 1: Weight SED applicants*
 - 47 SED applicants
 - Weight of 5: $47 \times 5 = 235$ entries into the lottery, rather than 47
- *Step 2: Weight RSED applicants*
 - 90 RSED applicants
 - Weight of SED minus 1 (weight of 4) $90 \times 4 = 360$ entries into the lottery, rather than 90
- *Step 3: Count non-RSED/SED applicants*
 - **369 other applicants** who do not meet the criteria for SED or RSED

- *Step 4: Determine proportions of SED and RSED applicants in the weighted applicant pool*
 - 235 (SED) + 360 (RSED) + 369 (Other) = 964 total entries into lottery
 - $235 / 964 = 24\%$ **SED**
 - $360 / 964 = 37\%$ **RSED**

Summary of Potential Changes

Summary of Potential Changes	Pros	Cons	Recommendation
<p>Change to RSED Definition</p> <p><i>Change source of income target to use median family income for MV School District as opposed to City of MV.</i></p>	<ul style="list-style-type: none"> • More accurately reflects family incomes below the median for MVWSD 	<ul style="list-style-type: none"> • Some students who previously qualified would no longer qualify (based on last year’s data, a maximum of 14 applicants would no longer qualify) 	<p>Adopt revised definition for improved accuracy</p>
<p>Change to RSED Weight</p> <p>Calculate RSED weight based on the % of RSED students in the applicant pool compared to RSED students in the district overall</p>	<ul style="list-style-type: none"> • Weights are based on the district population and applicant pool, as with SED weights, so they can vary as the population and applicant pool changes • Ensures RSED students are not overrepresented in the applicant pool • Straightforward change because we already use this process for calculating SED weights 	<ul style="list-style-type: none"> • Adds an additional calculation/layer of complexity 	<p>Adopt revised policy to improve the precision of the weights used, and ensure SED students are represented as intended in the lottery</p>

Draft: Updated Board Policy

New language or text that has been edited is in red below:

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.

- b. Level 2 socioeconomically disadvantaged students (**relatively 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 **or relatively socioeconomically disadvantaged students (Level 1 or Level 2)**.
 - 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 and Level 2 socioeconomically disadvantaged students is calculated annually based on the goal of achieving parity with the district.**
7. Tenth priority to all other students who attend pursuant to an interdistrict transfer agreement and are new to the program.

Appendix: Examples if RSED Policy is Unchanged

To demonstrate why adjusting the policy for RSED weights is needed, we can consider the implications for next year’s lottery. **As shown in step 4, without adjusting the weight for RSED students, we are not close to our target representation of SED students in the applicant pool of 31%**, which means that it is less likely that we will reach our goals for representation at Stevenson. Updating the weighted lottery policy to consider *both* the SED and RSED weights relative to the size of each group in the district and applicant pool better supports the goals of the weighted lottery. Below this example are two screenshots which further demonstrate this risk, if there is an increase in RSED applicants.

Calculation of SED and RSED Weights at Stevenson - UNCHANGED

- *Step 1: Weight SED applicants*
 - 47 SED applicants
 - Weight of 5: $47 \times 5 = 235$ entries into the lottery, rather than 47

 - *Step 2: Weight RSED applicants*
 - 90 RSED applicants
 - Weight of SED minus 1 (weight of 4) $90 \times 4 = 360$ entries into the lottery, rather than 90

 - *Step 3: Count non-RSED/SED applicants*
 - **369 other applicants** who do not meet the criteria for SED or RSED
- *Step 4: Determine proportions of SED and RSED applicants in the weighted applicant pool*
 - $235 \text{ (SED)} + 360 \text{ (RSED)} + 369 \text{ (Other)} = 964$ total entries into lottery
 - $235 / 784 = 24\%$ **SED**
 - $180 / 784 = 37\%$ **RSED**

Calculation of SED and RSED Weights at Stevenson - UNCHANGED POLICY, INCREASE IN RSED APPLICANTS

As shown in the examples below, if we see an increase in the number and proportion of RSED students applying next year, we will be even further from our SED lottery target of 31%.

Example 1: RSED applications increase from 90 to 125 (with the same total number of applicants)

	Current Apps	Current % of Applicants	Weight	Weighted Apps	Weighted % of Applicants
SED Apps	47	9%	5	235	22%
RSED Apps	125	25%	4	500	47%
Other Apps	334	66%	1	334	31%

Example 2: RSED applications increase from 90 to 200 (with the same total number of applicants)

	Current Apps	Current % of Applicants	Weight	Weighted Apps	Weighted % of Applicants
SED Apps	47	9%	5	235	18%
RSED Apps	200	40%	4	800	62%
Other Apps	259	51%	1	259	20%