



Memorandum

TO: Dr. Jeff Arnett, Superintendent
FROM: Blend Committee Administrators
DATE: December 6, 2024
SUBJECT: Consensus Options for Managing Enrollment at the Blended Elementary School

Background and Objectives

The district is considering a blended elementary campus with a desired enrollment of fewer than 700 students by the 2025-26 school year, adhering to the 22:1 student-teacher ratio in the core learning spaces. This initiative will save costs, optimize resources and staffing, sustain educational quality and support long-term enrollment-based efficiencies.

Based on consensus options identified by the Blend Committee, below are potential strategies, considerations and implications to achieve the adjusted enrollment goal.

Adjusting Out-of-District Transfers

- **Description:** Offer current out-of-district transfer students at BCE and VVE a seat at another Eanes campus, depending on capacity at the receiving campus.
- **Benefits:**
 - Reduces enrollment and increases capacity at the blended campus.
 - Retains districtwide enrollment if students accept placements at other campuses.
- **Challenges:**
 - If families decline transfer options, students and associated funding could be affected.
 - Potential limitations on new transfers at the receiving campuses.
 - No “grandfathering” could be allowed.
- **Community Impact:**
 - Affects families’ access to preferred campuses.
 - Requires proactive communication to ensure clarity and manage expectations.

Adjusting In-District Transfers

- **Description:** Relocate all BCE and VVE in-district transfer students to their home campuses.
- **Benefits:**
 - Reduces enrollment and increases capacity at the blended campus while supporting home schools.
- **Challenges:**
 - Receiving campuses must have adequate space to accommodate returning students.
 - No “grandfathering” could be allowed.
- **Community Impact:**
 - May disrupt existing routines for students and families.
 - Requires proactive communication to ensure clarity and manage expectations.

Relocating the Spanish Immersion (SI) Program

- **Description:** If the program continues (pending Board considerations), move SI program participants (both resident and out-of-district) to Bridge Point, Eanes and Cedar Creek elementary schools, depending on available space.
- **Benefits:**
 - Further reduction in enrollment at the blended campus.
 - Aligns SI choice program at schools feeding into one middle school.
- **Challenges:**
 - Receiving campuses may need to reallocate space or staffing to accommodate new SI students.
 - Creates uneven programming between the two middle school feeder patterns.
- **Community Impact:**
 - Families may face longer commutes or changes in daily routines.
 - May necessitate students attending a middle school outside their resident feeder pattern.
 - Requires detailed planning to minimize disruption.

Relocating the Child Development Center (CDC)

- **Description:** Relocate the CDC to another site in proximity to Barton Creek and West Ridge Middle School.
- **Benefits:**
 - Frees up significant capacity at the blended campus.
 - Allows the elementary school to focus exclusively on K-5 education within the building.
 - Consistent with facility usage at other CDC sites.
- **Challenges:**
 - Identifying a suitable alternative location for the CDC.
 - Maintaining continuity of services for affected families.
- **Community Impact:**
 - Requires change in family drop-off and pick-up routines.
 - Requires assurances regarding program quality and continuity.

Rezoning Attendance Boundaries

- **Description:** Adjust boundaries to move the Seven Oaks and Rob Roy on the Lake neighborhoods to Bridge Point Elementary.
- **Benefits:**
 - Promotes equitable enrollment distribution and better balances campus capacities.
 - Addresses long-term demographic trends.
- **Challenges:**
 - Requires transportation planning and possible rerouting of buses.
 - Would assign students to a different middle school than their present designation.
- **Community Impact:**
 - The potential disruption for families affected by boundary changes.
 - Necessitates thorough stakeholder communication and planning.

Summary of The Blend Committee's Consensus Options

After analysis and collaboration by the Blend Committee, the consensus options are to [1] adjust out-of-district transfers, [2] adjust in-district transfers, [3] relocate the Spanish Immersion (SI) program contingent on Board considerations, [4] relocate the Child Development Center (CDC), and [5] rezone attendance boundaries.

The consensus of the Blend Committee is that these comprise the most balanced and effective strategies for achieving the target enrollment of fewer than 700 students. This combination aligns enrollment while maximizing campus capacity, is the least disruptive for resident families and staff, and supports long-term sustainability while maintaining the integrity of core (or non-enrichment) academic programs.

This collective strategy involves relocating SI students to campuses within the HCMS feeder pattern, specifically Eanes Elementary (EE), Cedar Creek Elementary (CCE) and Bridge Point Elementary (BPE). Simultaneously, the CDC would be moved outside the Barton Creek Elementary (BCE) campus, freeing up substantial capacity. Additionally, three to four attendance zones within the BCE and VVE current boundaries would be redrawn to redistribute students to Bridge Point Elementary (BPE).

These components work together to achieve a projected enrollment of 664 students with 33 class sections at the blended elementary campus.

Admittedly, not all Spanish Immersion (SI) families may choose to relocate to one of the designated campuses in the HCMS feeder pattern to remain in the program, should the opportunity exist. Some families could opt out of SI and instead stay at the new blended campus, prioritizing convenience, proximity or continuity for their children over participation in the program. This possibility could result in a smaller-than-predicted reduction in enrollment at the blended campus; although the anticipated population would likely still be less than 700 students.