

# Relocation Strategy and Implementation Plan

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## Final Report

April 26, 2022

*Fiesta Gardens International School*



*College Park Elementary School*



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Prepared for:  
San Mateo-Foster City School District  
Board of Trustees

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# FIESTA GARDENS AND COLLEGE PARK RELOCATION STRATEGY AND IMPLEMENTATION PLAN FINAL REPORT

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## I. INTRODUCTION

For numerous years, the San Mateo-Foster City School District Board of Trustees have requested an actionable path forward related to the establishment of a school in the North Central San Mateo neighborhood. As will be detailed in this report, the district has discussed and analyzed possible school scenarios in publicly agendized meetings over the course of six school years.

Measure X (approved in 2015) called for the construction of a new small school in the North Central San Mateo community, which did not have a neighborhood school. The San Mateo-Foster City School District announced in November 2016 that the School Board unanimously approved an agreement to purchase a fourth elementary school in Foster City on the Charter Square Shopping Center site. Community members clearly expressed their desire to see an additional elementary school built in Foster City by supporting the Measure X facilities bond, which passed in November 2015. The District's acquisition of a fourth school would provide additional classroom space to address anticipated increased enrollment at the District's existing Foster City school campuses. The new campus site was slated to be located on the corner of Beach Park and Shell Boulevard.

The School Board announced in March of 2017 that PHASE II of Measure X would involve adding classrooms and replacing the administration/support services building at Bowditch Middle School in Foster City, adding classrooms and new multipurpose rooms to George Hall and Sunnybrae Elementary Schools in San Mateo, and building a new elementary neighborhood school on the College Park/Turnbull Center campus. No further discussion or update was given regarding plans to build a school in North Central San Mateo.

In January 2018, September 2018, and March 2019, the school district published multiple press releases and received multiple presentations at Board meetings pertaining to other Measure X projects. No update was given regarding plans to build a school in North Central San Mateo.

In November 2020, the Board engaged in a contract with PAN consultants to implement a Project Proposal: Program Options for a New Elementary School in North Central San Mateo. The proposal identified strong teaching and learning as the greatest tools and metrics for measuring the impact of equity in schools. If schools were to be designed to eliminate social barriers and provide greater access

## I. INTRODUCTION (CONTINUED)

to resources, PAN argued that those efforts should be demonstrated through student learning. The proposal argued that opportunity gaps, teacher/student gaps, and the unmet needs of students and families must be analyzed to support an equity agenda. The PAN proposal explained that by creating a community-responsive school environment in NCSM, the district could center relationships and humanizing practices, minimize threats, foster healthy relationships, demonstrate that student and family knowledge are valued, and that the school takes the work of systematically and courageously addressing inequities, both cultural and structural, seriously. The process included 11 focus Groups and Interviews, 4 Interviews with more than 90 participants, and a survey distributed to families in zip code 94401. More than 800 individuals participated in a meeting or responded to the survey.

On February 18, 2021, the school district presented a summary of actions that would be taken to construct the new school in North Central San Mateo. The consultation services provided by PAN were discussed. It was mentioned that the recommendations for North Central School Vision and Program were projected for late spring 2021. The report indicated that the original budget (250 student school) was \$23 million.

In June 2021, the PAN Ltd. report was completed and presented to the Board of Trustees. The report found that 93% of respondents strongly or somewhat agree that families must have a voice in what students learn. Additionally, families agreed or strongly agreed that it is important for schools to include them in decisions about after-school programs, hiring administrators/teachers, and setting budget priorities. Families reported being less concerned with a "school theme" and more concerned with structures and practices that shape student experiences and enable them to contribute to decisions. Families reported the need for teachers and leaders to be multilingual. They also expressed that the school should be a culturally and linguistically responsive school. Families specifically called for a bilingual program or immersion program with strong ELD programming.

The PAN team recommended that the College Park Mandarin Immersion School, located at the site of the former Turnbull Elementary School, be moved and that the space be used to house the new North Central community school. They also recommended that families from NCSM be involved in the design of the new school so that the vision, mission, and educational program of the





## I. INTRODUCTION (CONTINUED)

school reflects the needs and hopes of families from NCSM, and thus exist as a project of self-determination in education for a community that has historically been marginalized within the district. After assessing viable options for operationalizing PAN's recommendation, as well as the costs of moving College Park Elementary School, district administration began exploring ways to ensure that school construction funds would remain committed to serving the NCSM community given the structural constraints and infrastructure needs of the new school initiative. It soon became clear that switching College Park Elementary School with another school in the district would be the most feasible option. Superintendent Diego Ochoa began the process of meeting with community leaders, district staff, and elected officials to identify potential schools. Fiesta Gardens (FG) elementary school, a Spanish immersion school with many students living in NCSM, was identified as a promising possibility.

After engaging site staff and families from the NCSM community, Superintendent Ochoa instructed district staff to begin developing possible plans for this move. The parents of College Park Elementary School and Fiesta Gardens International School were consulted through a variety of online and in-person meetings. Staff from College Park Elementary School and Fiesta Gardens International School were also consulted using these strategies.

**After much consideration and analysis, the district administration requests that the Board approve the recommendation to:**

- 1. Relocate the College Park to Fiesta Gardens and vice-versa, effective August 2025.**
- 2. Allow both schools to house their own pre-K programs once the move is made.**
- 3. Allow both programs to retain their respective dual language/language immersion programs.**
- 4. Allow Fiesta Gardens International School to expand to include grades 6-8 in future years.**
- 5.**



## II. PAN CONSULTATIVE PROCESS & RECOMMENDATIONS

The San Mateo-Foster City School District received a report from Superintendent Dr. Joan Rosas at the November 19, 2020 meeting titled, "**8.2. Consultant for the New School in North Central San Mateo.**"

During the 2020-21 school year, SMFCSD sought the support of PAN LTD to examine the social and cultural environment of the North Central San Mateo (NCSM) community, review the literature on successful schooling for similar populations, and engage community stakeholders from NCSM and those within the district who serve their students and families in order to provide the district with recommendations and guidance on the creation of a new school in NCSM.

The result of the study led to recommendations that were presented to the SMFCSD Board of Trustees in June 2021 for a culturally and linguistically responsive community school with wrap-around services and included descriptions of the desired characteristics of school leadership as well as learning and teaching. The PAN team recommended that the College Park Mandarin Immersion School, located at the site of the former Turnbull Elementary School, be moved and that the space be used to house the new North Central community school. In addition, PAN recommended that additional space be created (by expanding the building or constructing a new one) so that twice the number of students currently served by College Park be served by the future school.

PAN also recommended that families from NCSM be involved in the design of the new school so that the vision, mission, and educational program of the school reflects the needs and hopes of families from NCSM, and thus exist as a project of self-determination in education for a community that has historically been marginalized within the district.



II. PAN CONSULTATIVE PROCESS & RECOMMENDATIONS (CONTINUED)

PROCESS	Workscope	Timeframe	Activity Detail	Cost
	Project Design & Management	December 7-11, 2020	<ul style="list-style-type: none"> <li>Initial meetings with San Mateo-Foster City district leadership                             <ul style="list-style-type: none"> <li>Clarification on vision and long-term goals</li> <li>Overview of past work</li> <li>District status discussions</li> </ul> </li> <li>Coordinate data collection, research and analyses</li> <li>Ongoing communication with Superintendent</li> </ul>	
	Presentation of Program Options & Stakeholder Involvement	December 14-18, 2020	<ul style="list-style-type: none"> <li>Program options devised from initial meetings, data review, research</li> <li>Organization of stakeholder involvement</li> </ul>	
	<b>Phase 1</b>	<b>December, 2020</b>	<b>Research and Program Design</b>	<b>\$18,400</b>
	Advisory Committee Presentation	January 11, 2021	<ul style="list-style-type: none"> <li>Initial findings/needs</li> <li>Potential program solutions</li> </ul>	
	Organize Stakeholder Participation	January 12-15, 2021	<ul style="list-style-type: none"> <li>Remote arrangements and communications</li> </ul>	
	Implementation of Stakeholder Involvement Plan	January 18 - February 5, 2021	<ul style="list-style-type: none"> <li>12 to 18 facilitated meetings</li> <li>Collate stakeholder feedback findings</li> </ul>	
	<b>Phase 2</b>	<b>January-February, 2021</b>	<b>Stakeholder Engagement</b>	<b>\$26,400</b>
	Advisory Board Consultation	February 8-12, 2021	<ul style="list-style-type: none"> <li>Present findings</li> <li>Prioritize input</li> <li>Develop recommendations</li> </ul>	
	Draft Report Presentation	By March 19, 2021	<ul style="list-style-type: none"> <li>Presentation to Board of Trustees</li> </ul>	
	Final Report	By March 31, 2021	<ul style="list-style-type: none"> <li>Delivery of final written report</li> </ul>	
	<b>Phase 3</b>	<b>February-March, 2021</b>	<b>Recommendations and Final Report</b>	<b>\$22,400</b>
	<b>Total Budget*</b>			<b>\$67,200</b>



## II. PAN CONSULTATIVE PROCESS & RECOMMENDATIONS (CONTINUED)

On June 10, 2021, the School Board 7.2. Pedro A. Noguera, PAN Ltd. Consulting Team – Report on the New School in North Central San Mateo. Findings of the work were as follows:

**Highlights:** NC families want to have a voice in their children’s education and be included in important decisions about a) what they learn, b) after school programming, and who is hired to teach and lead

### **Survey Data:**

93% of respondents strongly or somewhat agree that families must have a voice in what students learn

Additionally, families agreed or strongly agreed that it is important for schools to include them in decisions about:

- What students learn (90%)
- Afterschool (89%)
- Hiring administrators (81%)
- Hiring teachers (77%)
- Budget priorities (73%)

Families are less concerned with a “school theme” and more concerned with structures and practices that shape student experiences and enable them to contribute to decisions

- Themes of interest include: 1) STEM (49.4%), 2) Language & Culture (21.8%), 3) Arts & Music (19.4%)

### **Teaching and Learning**

- Will need staff (teachers and leaders) who are multilingual
- Should be a culturally and linguistically responsive school
  - Bilingual program or immersion program
  - Strong ELD programming and pedagogy
  - Skilled literacy teachers
- Collaborate with and open classroom to families – build trusting relationships
- Whole-child approach to learning
- Deficit thinking (about students and families) is a barrier
  - Low expectations of students and families
  - Little attempt to involve families – think they don’t care
  - Lack of accommodation for need to travel

## II. PAN CONSULTATIVE PROCESS & RECOMMENDATIONS

### **Vision for the New School**

Across stakeholder groups, participants expressed a desire to see the new school function as a “community hub”:

- Should be co-envisioned with community members
  - Families should be involved in determining the name and school themes
- Should be culturally and linguistically responsive (bilingual leaders and staff)
- Wrap-around services and whole child approach to learning
  - Before and afterschool programming
  - Social workers and school psychologists needed
  - Open-door policy for families
- Year-round programming
  - Adult education and learning enrichment opportunities for students in the summer
  - Language classes for family members
  - Internet access
  - Health services
  - Food access
  - Tutoring

### **NC Community:**

- Perception that the NC community has been displaced and disempowered
  - NC has the greatest socioeconomic need and largest EL population in the district
  - Largely Latinx population with many Spanish speakers
  - Disconnect with the community is normalized and the community is not well understood (numerous Indigenous language speakers, for example)
  - Misunderstood and stigmatized in the district (e.g., “Bus children”; perception that families are “illiterate” and/or don’t care about education)
  - In fact, it is a tight-knit community, parents care deeply about their children and their success in school

## II. PAN CONSULTATIVE PROCESS & RECOMMENDATIONS (CONTINUED)

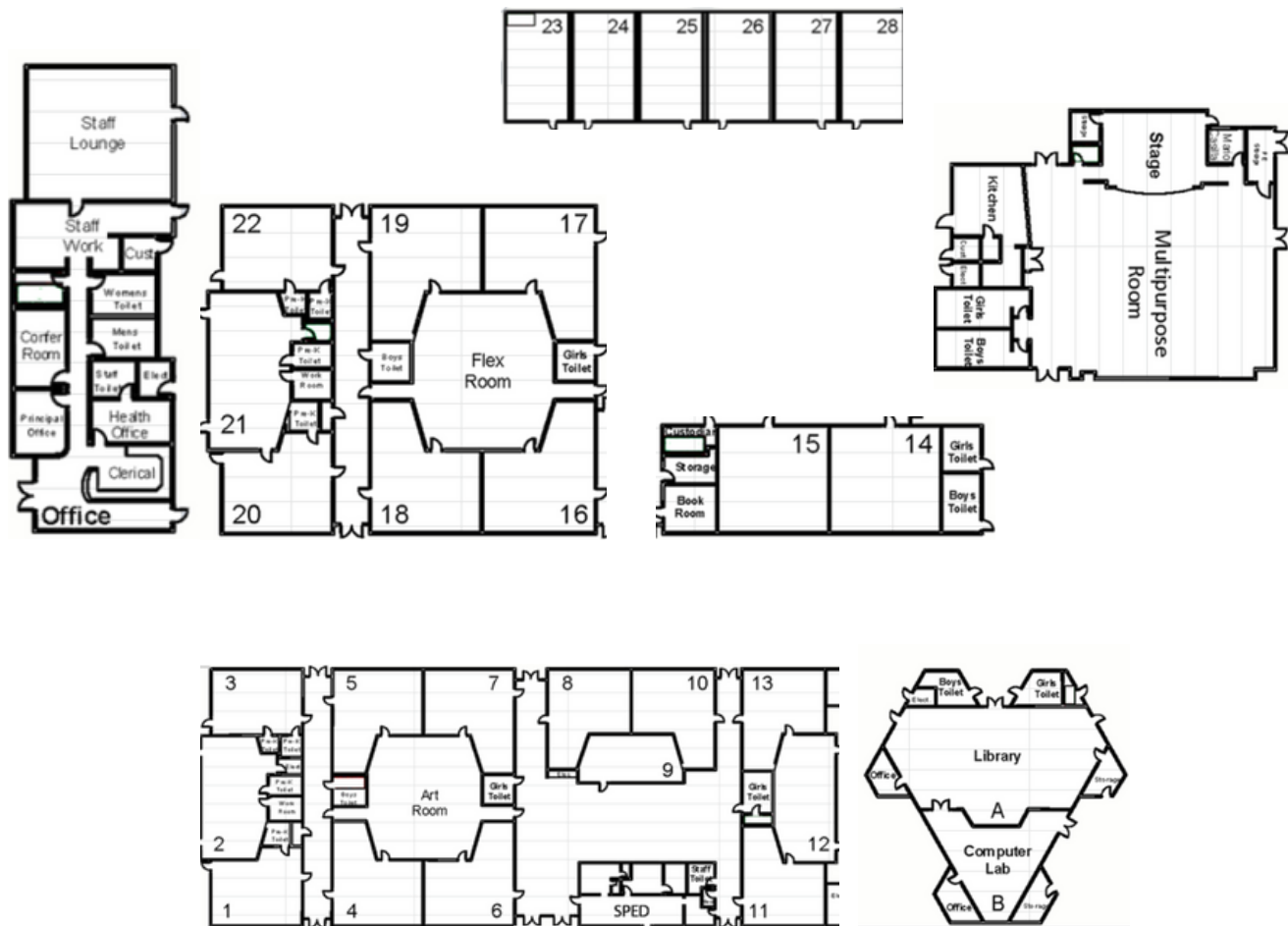




### III. EXISTING FACILITIES



## FIESTA GARDENS INTERNATIONAL SCHOOL



### III. EXISTING FACILITIES



#### COLLEGE PARK ELEMENTARY SCHOOL



#### IV. RECOMMENDED STRATEGY

**Timeline: Implement campus relocations effective August 2025.**



#### FIESTA GARDENS INTERNATIONAL SCHOOL

Category	Recommendation	Notes
Grade Spans	PK-8	The dual-language Immersion preschool classes should follow the K-5 program. The school should add 6th grade in 2025-2026, 7th grade in 2026-2027, and 8th grade in 2027-2028.
Academic Program	Dual Language Immersion	Keep a rigorous academic environment focusing on biliterate, bilingual, and critical thinkers. Teach respect for the cultural aspects of the Spanish language. Students continue to develop a sense of self and an appreciation of diversity.
Enrollment	Magnet Program	Establish neighborhood priority for the NCSM neighborhood and grandfather priority for those currently residing in FGIS vicinity.
Community Engagement	PAN partnership	Engage in the school design process. Involve PAN in the facilities design process to ensure community input is embedded in the outcome. Engage with PAN to develop responsive approaches relative to the 4 pillars of community responsive school grounded in the four pillars of 1) integrated student supports, 2) expanded and enriched learning time and opportunities, 3) collaborative leadership and practices, and 4) active family and community engagement. Integrate many of the healthy and effective aspects of FGIS into this school and leverage those qualities through a community school framework, while grounding them in the desires, needs, and aspirations of the families from NCSM.

#### IV. RECOMMENDED STRATEGY

##### COLLEGE PARK ELEMENTARY SCHOOL



Category	Recommendation	Notes
Grade Spans	PK-5	The Mandarin Immersion preschool classes should follow the K-5 program.
Academic Program	Mandarin Immersion	Provide a nurturing and academically challenging environment that promotes students as powerful learners, capable of recognizing their unique talents and gifts. Foster a deep love of languages and cultures around the world with an emphasis on Mandarin Chinese.
Enrollment	Magnet Program	Establish neighborhood priority for new neighbors and grandfather priority for those currently residing in NCSM.

## VI. IMPLEMENTATION PLAN

### PREPARATION OF COLLEGE PARK CAMPUS – REMEDIATION AND CLEAN UP OF BUILDING SITE



### COMPLETION OF PAN/COMMUNITY INPUT FOR NCSM PROGRAM

SPRING & SUMMER 2022	- PAN leads the process of community meetings in developing school design and engagement.
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### CONSTRUCTION TIMELINE FOR NCSM MIDDLE SCHOOL CLASSROOMS/COMMUNITY BUILDINGS

December 2022	Finalize architectural contract for NCSM
Jan 2023 – June 2023	Engage with architects and the NCSM school community for construction design.
July 2023 – December 2023	Submit plans to Division of the State Architect (DSA)
January 2024	Announce bid for construction firms to build NCSM school facilities
February 2024 – July 2025	Engage in construction 18 Months

### MOVEMENT OF DUAL IMMERSION SPANISH AND MANDARIN PROGRAMS

October 2024	Meet with Principals to review site layouts – discussion and analysis of classrooms
November 2024	Meet with College Park & Fiesta Gardens staff regarding procedures for moving campuses. Identify issues of concern.
February 2025	Sign contract with contractor for site movement (e.g. Montrose Moving)
Summer 2025	Implement movement of College Park & Fiesta Gardens





## VI. IMPLEMENTATION PLAN (CONTINUED)

The new NCSM school will inherit the Spanish two-way bilingual immersion program currently known as Fiesta Gardens International School (FGIS). The move of the FGIS program to the NCSM campus will enable the District to strengthen and expand this school's powerful dual language instructional services to NCSM families specifically and district families overall.

Currently, the FGIS staff and community are implementing improvements as called for in the school's master plan, developed over the last two years in consultation with nationally-renowned bilingual experts. Locating the FGIS program at the NCSM campus will enhance those improvement efforts in the following ways:

The two-way bilingual immersion program will have the opportunity to reach and include a greater number of families from North Central San Mateo neighborhoods and draw on the rich language and cultural assets of these communities to strengthen its services.

The FGIS program will continue to be a magnet program, drawing students from across the district interested in dual language instruction. And, because the district will build more classrooms and the NCSM campus will serve more students, the school will be able to respond to the strong demand from NCSM families wanting a program that will develop their children's bilingualism and biliteracy. The NCSM campus also enables the dual language program to offer an onsite a robust, opt-in middle school program (6th to 8th grades), which creates greater continuity and more opportunities for its services to students (e.g., middle school students tutoring in the elementary grades). As a K-8 school, the district expects to dramatically increase the number of students earning the CA Certificate of Biliteracy in 8th grade.

In locating the Spanish immersion program at the NCSM campus, the district also creates the opportunity, as called for in the 2022-27 Strategic Plan, to create a full-service community school in NCSM. The linguistic and cultural responsiveness of the FGIS program, coupled with additional physical space, serves as the perfect foundation on which to build a community school with expanded academic supports outside the school day (before and after-school; weekends), integrated health and social services, youth and community development resources, and the engagement activities of a community center.





## VI. IMPLEMENTATION PLAN (CONTINUED)

### Student Services

Student Services will annually review the enrollment capacity at all school sites to determine space availability for purposes of enrollment and transfer requests. Available space is determined by program capacity, staffing entitlement, program considerations, and facilities. Transfer Requests are approved based on the following descending order of priorities:

Continuing 5th and 8th Grade Students – former residents of the school’s attendance area who have moved into another school’s attendance area within the district, provided space is available. District Employees – children of district employees who have requested attendance through the Employee Preference transfer process. Siblings – siblings of students concurrently enrolled on an approved intradistrict transfer.

Continuing Students – students who move to another attendance area within the district and wish to remain at their current school. Preschool Students – preschool students who live within the district and attend a feeder SMFCSD preschool program five days a week.

Neighborhood Students - 1/3 of the seats for the incoming Kindergarten classes at College Park, Fiesta Gardens International School, North Shoreview Montessori, and Parkside Montessori shall be set aside for in-district students from the historic neighborhood

Board adopted on 11/14/19

#### College Park Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2021-22	436	74	72	68	58	95	69
2020-21	445	75	69	69	70	73	89
2019-20	451	72	72	70	65	96	76
2018-19	452	75	77	68	73	81	78
2017-18	450	79	74	75	67	80	75
2016-17	451	73	75	72	63	79	89
2015-16	455	75	75	69	69	93	74

#### Fiesta Gardens Enrollment Data

Academic Year	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2021-22	423	62	66	88	69	70	68
2020-21	465	71	92	73	75	76	78
2019-20	503	97	76	86	83	82	79
2018-19	511	76	90	87	90	84	84
2017-18	535	97	92	91	87	88	80
2016-17	547	95	99	93	94	83	83
2015-16	544	100	100	95	87	88	74