



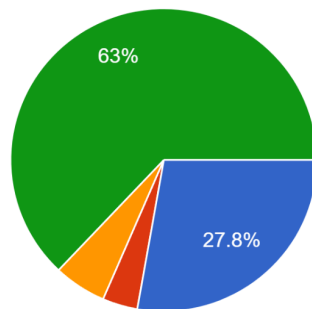
Executive Summaries FGIS Multi-stakeholder Survey on Campus Relocation & Expansion

Survey Administration Timeline: *December 2023 through January 2024*
Total Number of survey responses: 72

English Survey Data:

Please select if you are:

54 responses

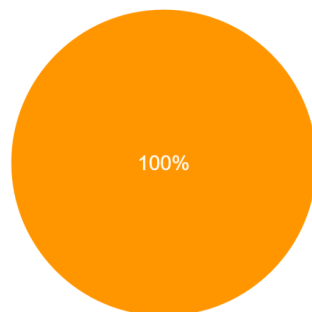


- a classroom teacher
- a classified staff member
- an out-of-classroom teacher / education specialist
- a parent
- an administrator
- a community partner
- a current FGIS student
- an FGIS alumni & current Abbott student
- other

Spanish Survey Data:

Por favor seleccione si usted es:

18 responses



- Una profesor(a) de aula
- Un miembro del personal clasificado
- Un Padre de familia y/o Guardian
- Un Administrador
- Un Socio comunitario
- Un estudiante actual de FGIS
- Un ex alumno de FGIS y actual estudiante de Abbott



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Executive Summary for TOPIC #1 Grade Level Expansion

The survey responses regarding the proposed expansion of grade levels to 8th grade at FGIS reflect a diverse range of opinions within the school community. Overall, there is a mixture of excitement and concerns. Positive sentiments highlight the potential benefits of an extended tight-knit community, support for continuing Spanish immersion until 8th grade, and the concept of a TK-8 school. However, several notable concerns have been raised including worries about the construction timeline and logistics during the campus swap, uncertainties about the availability and retention of qualified bilingual teachers, and questions regarding the language program's structure, subject-specific teachers, and curriculum for 6th-8th grades. The responses underscore the importance of addressing logistical challenges, ensuring effective communication, and fostering community engagement to navigate the successful implementation of the proposed expansion.

Executive Summary for TOPIC #2 Dual Spanish Immersion Program

Overall, there is a positive reception, with several parents expressing enthusiasm for the program's benefits in providing a valuable cultural education and language immersion. Concerns, however, range from logistical issues such as the potential split with Abbott, uncertainties about sixth-grade class availability, and worries about campus changes before construction completion. Some parents emphasize the importance of strong bilingual staff, safety considerations, and the need for enhanced cultural and social experiences. Feedback also touches on the immersion program's positive impact, with parents praising its ability to immerse children not only in language but also in diverse cultural experiences. Some respondents express concern about potential changes in curriculum or program structure with the school site swap. Additionally, there are comments about the need for sufficient bilingual teachers, concerns about safety at the new location, and questions about how the immersion program will evolve in the middle school grades. Several responses highlight the success of the immersion program and emphasize the importance of maintaining its integrity, advocating for continued 90/10 language ratios and comprehensive professional development for teachers.



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Executive Summary for TOPIC #3 Enrollment and Recruitment

Several respondents express challenges in recruiting and retaining teachers. There are questions about potential changes in enrollment with the move to a new campus, particularly from South San Mateo, and whether busing will be provided. Concerns are raised about the impact of Abbott remaining open on FGIS's ability to attract educators and maintain current families. The desire for a balanced mix of native English and Spanish-speaking students is emphasized, with hopes that monolingual Spanish-speaking children will continue to be invited, ensuring diversity. Questions arise about the enrollment process, neighborhood preferences, and the potential shift from a magnet to a neighborhood school. Cultural sensitivity and racial biases are noted as important considerations, with a call for bilingual staff, recruitment from Latin American countries, and competitive salaries. Several responses stress the need for ongoing community support, bilingual educators, and marketing efforts to promote the program to a broader audience. In summary, the responses express the need for clear communication, community involvement, cultural sensitivity, and strategic efforts to ensure the continued success of FGIS in its new location. Addressing these areas will be crucial in maintaining the school's unique identity and fostering a positive learning environment.

Executive Summary for TOPIC #4 Parent Empowerment / Participation

Survey responses on parent empowerment and participation at FGIS express a mix of concerns and suggestions. Some parents express dissatisfaction with communication platforms like ParentSquare, proposing more direct email and improved sharing of parent emails with the PTA for better outreach. There's a desire to bridge the gap between PTA-led volunteering and community school meetings. Clear expectations for parental contributions and efforts to survey parents' interests are suggested. Challenges for working parents and a call for support rather than mere involvement are highlighted. Recommendations include varied meeting times, incentives, and continued successful initiatives for community building. Strategies for involving diverse parents and making volunteer opportunities more visible are emphasized. Overall, the responses underscore the importance of tailored and inclusive approaches



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to enhance parent engagement at FGIS.

Executive Summary for TOPIC #5 Extended/Expanded Learning

The responses regarding parent concerns on after-school programs and support at FGIS highlight various issues. Parents express uncertainty about the continuity of the current after-school programs, particularly the YMCA and Annex. Concerns include the limited availability of after-school support, affordability, and lack of information on summer programs. Some emphasize the importance of well-rounded, age-appropriate, and language-specific academic support. Questions arise about staffing, program design, and the potential shift from Annex to Boys and Girls Club. There's a call for programs to be district-designed for safety and compliance with school rules. The cost, accessibility, and expansion of after-school care and summer academic supports are major points of discussion. Additionally, suggestions include leveraging community resources, like the King Center Pool, and ensuring equitable access to these programs for all students.

Executive Summary for TOPIC #6 Social Emotional Support

Survey responses on social-emotional support at FGIS reflect a mix of satisfaction with existing efforts, concerns about bullying, and a desire for enhanced support. Parents commend figures like Miss Cynthia but express worries about the adequacy of supervision during recess. Some responses suggest involving external organizations for mental health services. There's a call for increased training on social-emotional topics for staff and parents, additional therapists, and meaningful extracurricular activities. Concerns about meeting post-COVID mental health demands are evident, with requests for more clinicians and bilingual staff. Questions arise about middle school sports, parent involvement in social activities, and the availability of counselors and a school nurse. Overall, respondents emphasize the importance of comprehensive, proactive social-emotional support, proposing various measures to address the diverse needs of students and families at FGIS.