



**College &  
Career for  
All Fund**

Established by Measure N



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Fremont High School

## 2025-2026 Measure N and H Education Improvement Plan Presentation



Presented to Measures N and H Commission

**April 23, 2025**

[www.ousd.org](http://www.ousd.org)



@OUSDnews

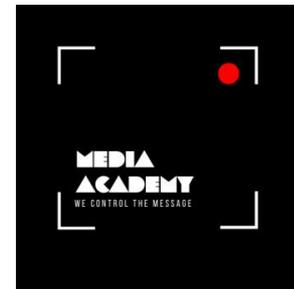
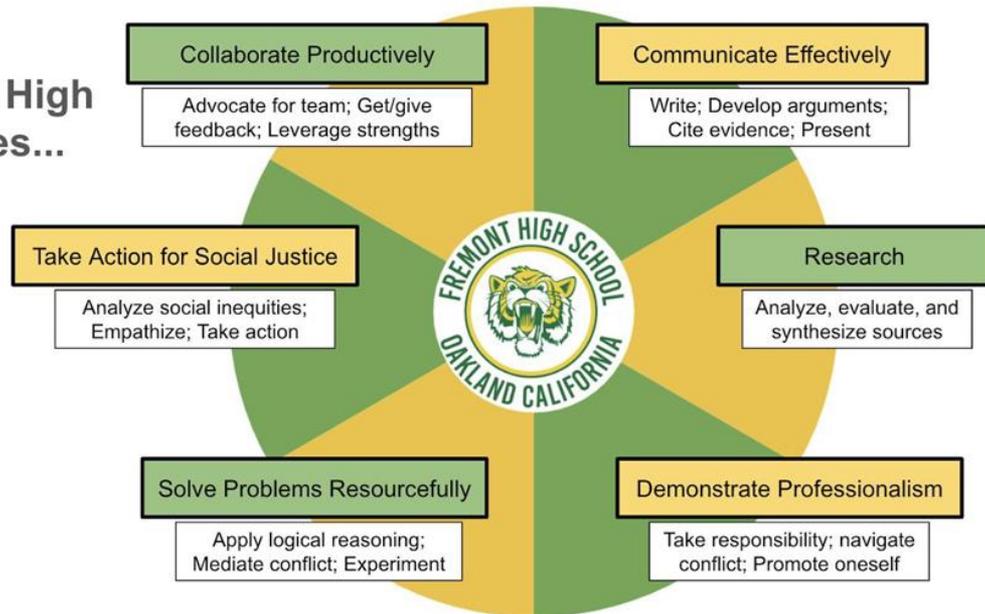
## Fremont High School, Home of the Tigers

**School Mission:** Fremont High School is a 9th-12th grade school dedicated to providing a rigorous, inclusive, and equitable education to our diverse student body. We strive to instill collaboration, critical thinking, and literacy, while developing students technological, social-emotional, and leadership skills. In addition to college and career readiness for all our students, we value civic engagement and empowering students to act as agents of change throughout our school and local community.

**School Vision:** Our school is a welcoming place where all students, families, and teachers feel their needs are met and their voices are heard. Our students graduate prepared for the colleges and careers of their choice through rigorous academic coursework and through equitable opportunities in career pathways, industry certifications, work-based learning, early college, and advisory.



Fremont High  
Graduates...



# Fremont - TK-12 Enrollment on February 28, 2025

Enrollment data includes only OUSD district-run schools. For any comments or questions about this dashboard, email [kevin.smith@ousd.org](mailto:kevin.smith@ousd.org)

View by Ntwk/Sch  
School

Select Net/Sch  
Fremont

Select Grade(s)  
All

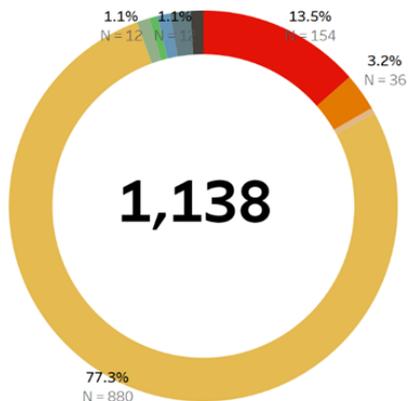
View by Subgroup  
Ethnicity

Select Subgroup  
All

- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Pacific Islander
- White
- Not Reported



## Subgroup Donut



**1,138**

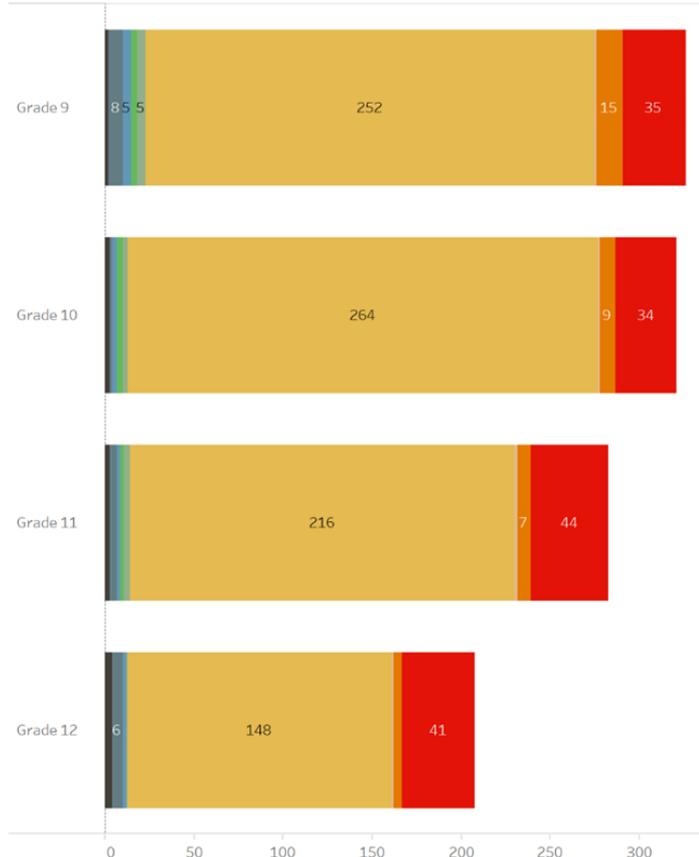


## Home Language Table

Spanish	624	54.8%
English	238	20.9%
Mam (Guatemalan)	196	17.2%
Other Non-English (Language)	20	1.8%
Arabic	18	1.6%
Vietnamese	9	0.8%
Khmer (Cambodian)	8	0.7%
Tongan	7	0.6%
Mayan Languages include W..	4	0.4%
Cantonese	2	0.2%
Farsi (Persian)	2	0.2%
Ilocano	2	0.2%
Pashto	2	0.2%
Burmese	1	0.1%



## Grade Levels Bar by Subgroup



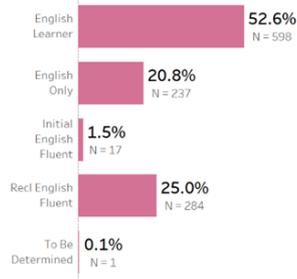
# Focal Group for 2023-26: English Learners

## ELL Progress Monitoring for Central Office and School Leadership

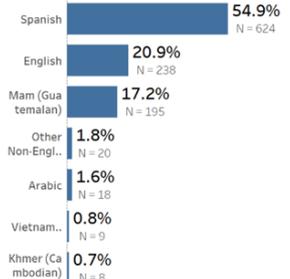
Total number of students: 1,137. Data is based on currently enrolled students. Last updated on 3/3/2025. Email questions to rattana.yeang@ousd.org

- Network All
- School Fremont
- Pathway All
- Teacher All
- Country All
- EL Year All
- Ethnicity All
- Gender All
- Grade Gr.. All
- Grade All
- Home Language All
- Newcomer All
- SPED All
- Individual Reclss. All
- Immediate Next Steps All
- ELPAC Record Type All
- ELPAC Criteria All
- ELPAC Growth All
- ELPI All
- Basic Skills Criteria All
- Approaching Basic Skills All
- Teacher Evaluation Crit.. All
- EfEd ELD All

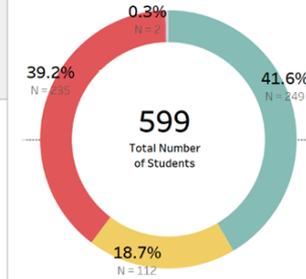
### Percent by Fluency Overall



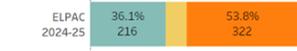
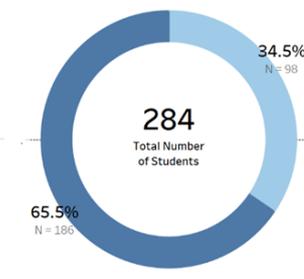
### Percent by Home Language



### Percent by ELL and TBD Subgroup



### Percent by RFEP Subgroup



### ELPAC Performance Level



### iReady Growth



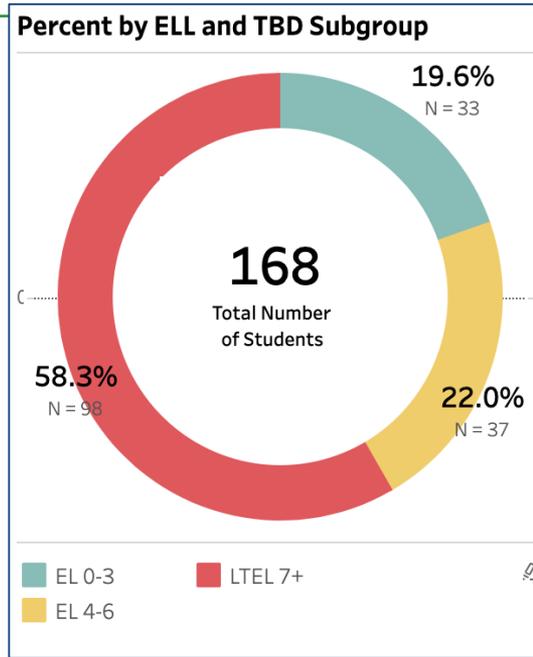
### ELPAC vs Basic Skills



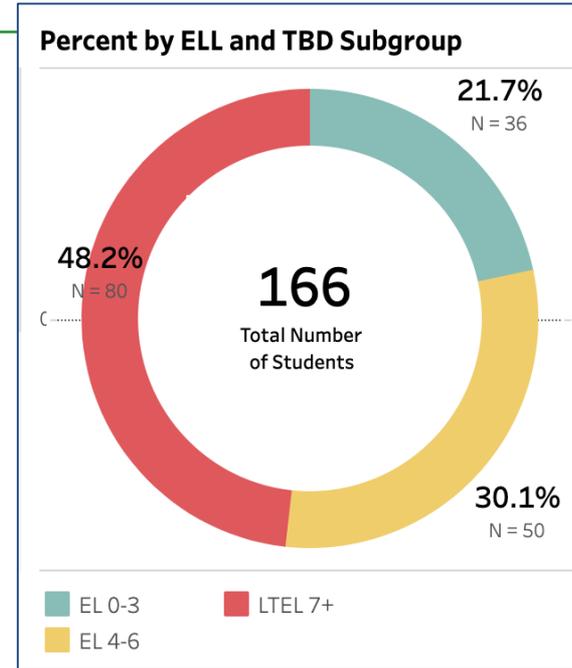
### Reclassification Rates

Level	2023-24	2022-23	2021-22	2020-21	2019-20
OUSD	7.4%	11.4%	12.2%	2.4%	5.6%
N2	7.6%	10.3%	11.8%	3.1%	8.5%
N3	8.4%	11.8%	13.2%	2.4%	5.5%
N4	8.4%	14.0%	15.0%	4.0%	7.8%
Middle	7.4%	16.3%	16.3%	1.9%	6.0%
High	4.2%	7.7%	7.5%	1.0%	2.2%
School	1.7%	3.5%	4.1%	1.0%	1.1%

# Focal Group for 2023-26: English Learners



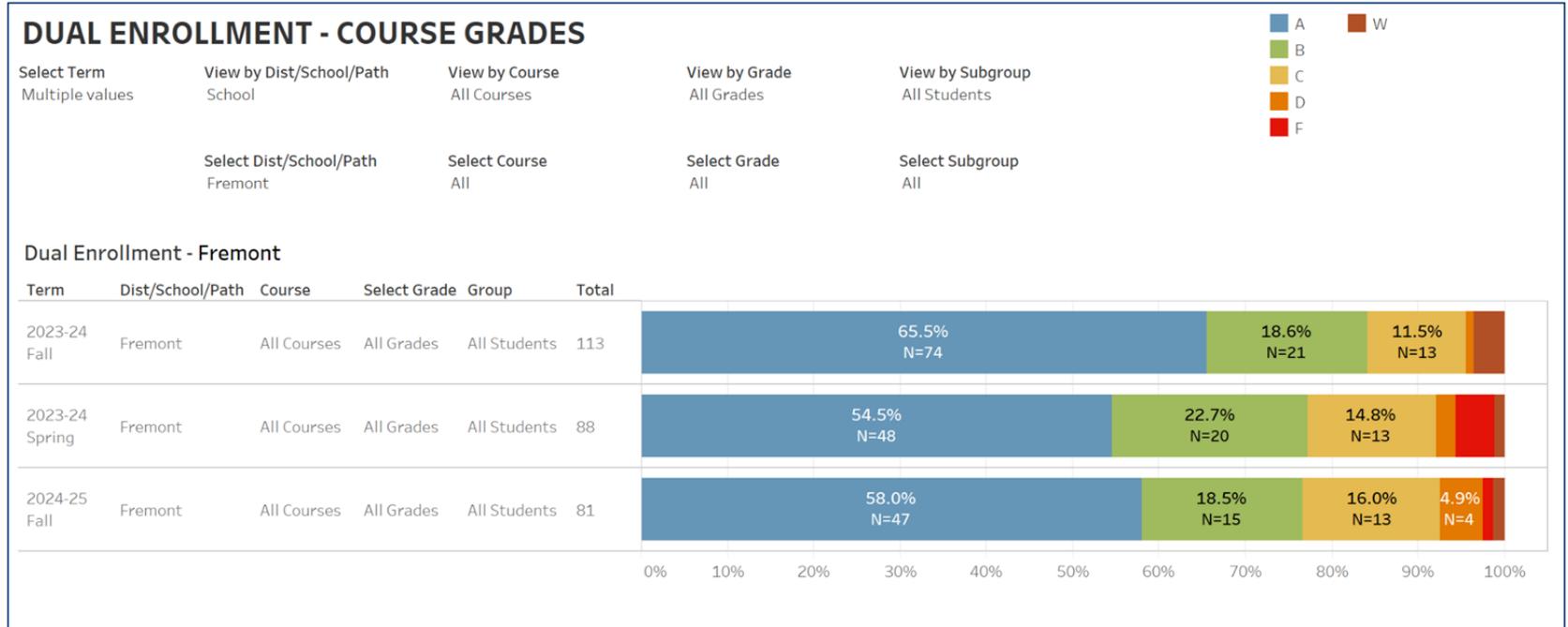
Architecture Academy  
367 students



Media Academy  
341 students

# Dual Enrollment

YR	Dist/School..	Group	Total Stude..		
2023-24	Fremont	All Students	1,121	9.8% N=110	
2024-25	Fremont	All Students	1,139	8.6% N=98	



# Dual Enrollment by Ethnicity

YR	Dist/School..	Group	Total Stude..		
2023-24	Fremont	African American	176	15.9% N=28	
		Asian	29	24.1% N=7	
		Filipino	6		
		Latino	825	7.8% N=64	
		Multiple Ethnicity	8	12.5% N=1	
		Native American	7		
		Not Reported	13		
		Pacific Islander	20	15.0% N=3	
		White	37	18.9% N=7	

Fall  
2023  
and  
Spring  
2024

YR	Dist/School..	Group	Total Stude..		
2024-25	Fremont	African American	155	8.4% N=13	
		Asian	36	8.3% N=3	
		Filipino	5	20.0% N=1	
		Latino	879	8.4% N=74	
		Multiple Ethnicity	12	16.7% N=2	
		Native American	8		
		Not Reported	12	8.3% N=1	
		Pacific Islander	13	7.7% N=1	
		White	19	15.8% N=3	

Fall  
2024

# Fremont High School's Graduation Improvement

## OUSD Four-Year Cohort Graduation Rate - 10 Year Growth Comparison

School	2014-2015**	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Growth over the last 10 years:
Fremont	53.20%	58.60%	65.20%	71.90%	68.70%	76%	81%	27.80%

## A-G Completion Rate - 10 Year Growth Comparison

School	2014-2015**	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Growth over the last 10 years:
Fremont	22.40%	31.30%	42.90%	37.30%	36.60%	48.40%	48.40%	26%



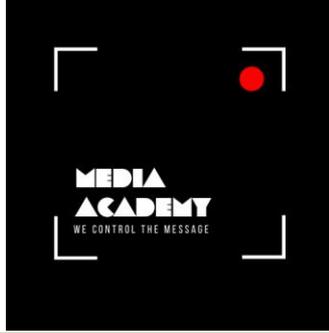
# Reflections on 2024-2025 so far

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## Progress:

- Collaborative Projects - On Track:
  - 12th grade capstone team has been working with pathway coach and Literacy coordinator to include CTE and core academic into the Capstone project. CTE Media coach has also supported integrated projects in the Media academy. Pathway directors lead SLCs and within those teams cohorted teams by grade level are separated to focus on specific outcomes.
  - 10th grade teacher teams in both Media and Architecture have planned and executed an integrated project involving, CTE + 2 core classes. Teachers were able to plan together during a collaboration period that was allotted in the Master Schedule. Each 10th grade team completed a project for the Fall semester and the 12th grade Capstone teams are continuing to support students for their April 30, 2025 presentations.
- Adult Teams - Making progress: Teams have looked at data consistently for students of concern that are approaching a 2.0 GPA. Case managers join those meetings with the pathway teacher teams and they look at it monthly. The teams are providing feedback for a schoolwide scope and sequence.

# Reflections from Academy Teams



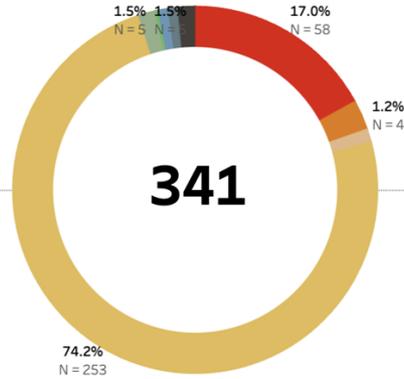
# Media Academy



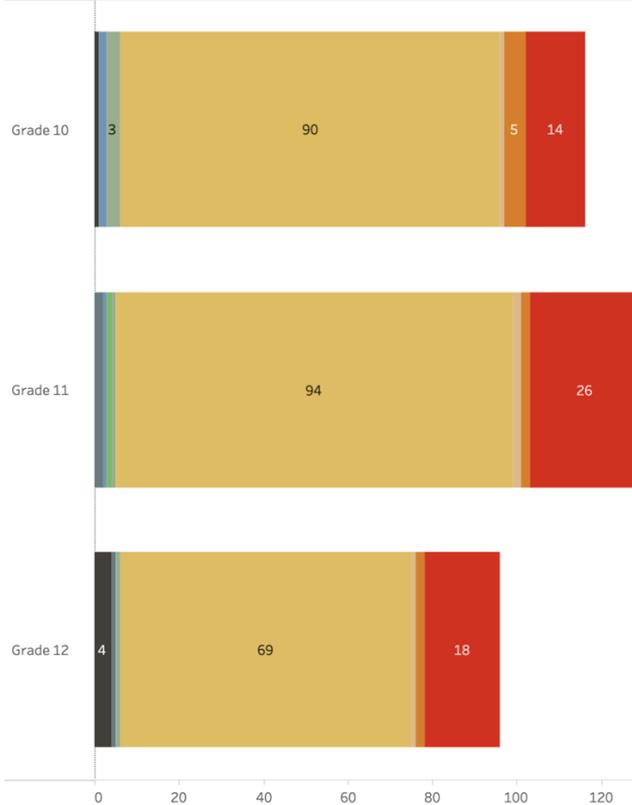
# Focal Student Population - English Learner

## Media Academy - Media Arts & Entertainment

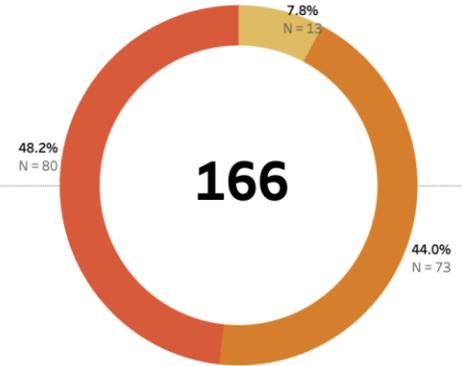
Subgroup Donut



Grade Levels Bar by Subgroup



Subgroup Donut



Home Language Table

Spanish	188	55.1%
English	82	24.0%
Mam (Guatemalan)	45	13.2%
Other Non-English (Language)	8	2.3%
Khmer (Cambodian)	4	1.2%
Arabic	3	0.9%
Tongan	3	0.9%
Cantonese	2	0.6%
Ilocano	2	0.6%
Farsi (Persian)	1	0.3%
Filipino (Tagalog or Pilipino)	1	0.3%
Lao	1	0.3%
Vietnamese	1	0.3%

Home Language Table

Spanish	111	66.9%
Mam (Guatemalan)	39	23.5%
Other Non-English (Language)	7	4.2%
Tongan	3	1.8%
Arabic	2	1.2%
Khmer (Cambodian)	2	1.2%
Farsi (Persian)	1	0.6%
Lao	1	0.6%

\*Student Focal Population - English Learners

# Pathway Name: Media Academy

## Reflections on 2024-2025 so far

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### Progress:

- Funds were allocated to fund a pre-apprenticeship initiative in collaboration with the Handy Foundation.
- The Advanced filmmaking class now has a linkage agreement with the Handy Foundation, we are in the process of being registered by the State of California as a pre apprenticeship class. By the end of the year, we will finalize the partnership with the Handy Foundation, ensuring that students are exposed to a wide range of apprenticeship roles. This initiative will allow students to explore various career pathways aligned with their interests. Additionally, we will implement the pre-apprenticeship program, offering students hands-on experience and mentorship opportunities.
- In March 2025, the CTE teacher team presented at the Educating for Careers Conference on the topic "Transforming Academy Culture: Inspiring Educators, Honoring Students, and Creating Routes to Achievement." Additionally, the team has already shared their career alignment during the FAME district-hosted professional development session, further showcasing their achievements.
- The 10th-grade team completed the integrated project that combines a humanities course with a media project. They held a public exhibition in the school Library, allowing students to showcase their work. Additionally, the CTE team has developed a strategy for shared practices, which is now being implemented across non-CTE content areas and grade levels, providing a foundation for future integrated projects.



**10th Grade Media Exhibition,  
December 2024**



**CTE Media Team at Educating for  
Careers Conference, Sacramento,  
March 2025**

# Pathway Name: Media Academy

## Reflections on 2024-25 so far

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- **Challenges:**

Limited Participation in Internships and Dual Enrollment:

- Internship participation among 12th graders decreased sharply for all students from 32.7% (2023-24) to 14.3% (2024-25 mid-year).
- Dual enrollment success rates for English Learners dropped dramatically from 46.2% (2021-22) to just 3.4% (2024-25 mid-year).

Off-Track Students:

- 9th and 10th graders struggle with A-G requirements and staying on track to graduate, possibly due to a lack of foundational skills, language barriers (for EL students), or inadequate academic support. The drastic drop in CTE completion rates indicates that students may struggle with coursework rigor, scheduling conflicts, or support structures. With 30.7% of students qualifying for LCFF (low-income funding), economic hardships could impact student engagement, access to technology, and time available for internships or college-prep activities.

# Pathway Name: Media Academy

## Looking Ahead to 25-26

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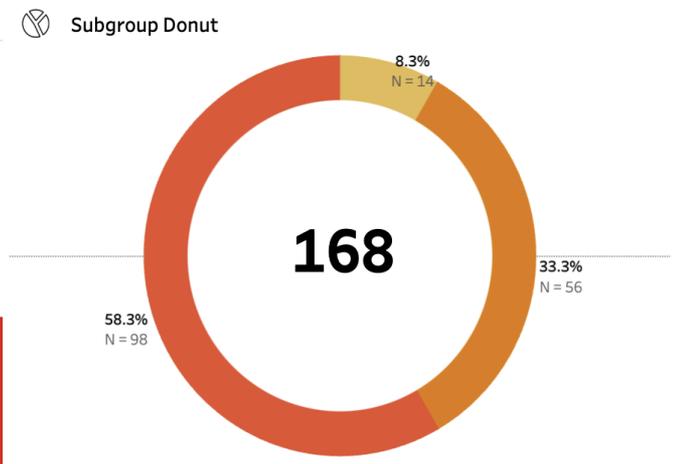
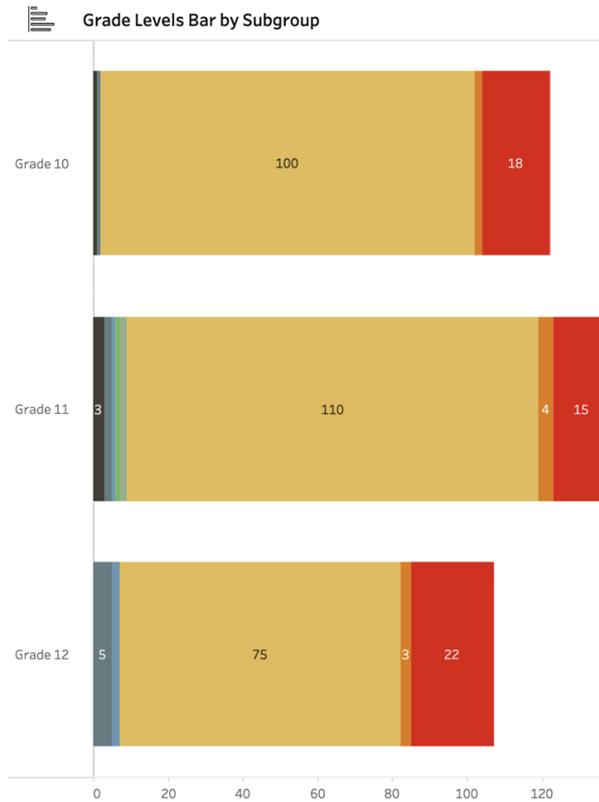
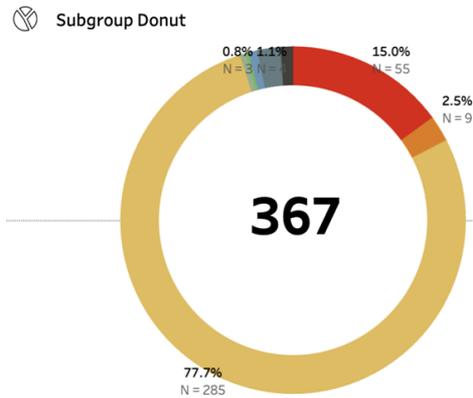


- Use more data for continuous improvement: By 2026 we will have data from our school year based WBL positions for at promise students and English Language Learners to train as communication managers for student, community members, and partners facing media content as a strategy for promoting equity and inclusion.
- Continue planning and designing assessments to ensure equitable opportunities for all students to demonstrate expected knowledge and skills in CTE.
- Continue to plan and design integrated projects in specific courses and grade levels to promote a more holistic and well rounded experience for students.



# Architecture Academy

# Architecture Academy, Building and Construction Trades



**Home Language Table**

Spanish	206	56.1%
English	77	21.0%
Mam (Guatemalan)	57	15.5%
Arabic	9	2.5%
Other Non-English (Language)	8	2.2%
Vietnamese	3	0.8%
Khmer (Cambodian)	2	0.5%
Tongan	2	0.5%
Mayan Languages include W..	1	0.3%
Mien (Yao)	1	0.3%
Pashto	1	0.3%

**\*Student Focal Population - English Learners**

**Home Language Table**

Spanish	98	58.3%
Mam (Guatemalan)	50	29.8%
Arabic	7	4.2%
Other Non-English (Language)	7	4.2%
Vietnamese	2	1.2%
Khmer (Cambodian)	1	0.6%
Mien (Yao)	1	0.6%
Pashto	1	0.6%
Tongan	1	0.6%

# Pathway Name: Architecture Academy

## Reflections on 2024-2025 so far

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### Progress:

- Grade level integrated projects: Common prep periods, Cohorted students, support cross-curricular alignment
  - 10th: Dream House Project: CTE + Geometry + Chemistry
  - 11th (in development, considering skill gaps in 12th graders) arch/english/history
  - 12th: community projects (benches, playhouses), English + History + CTE
    - Senior capstone project had a higher engagement and completion, which is a result of cohorting and multi-discipline curriculum
- Next Step: Focusing on vertical alignment on skill development



## SkillsUSA

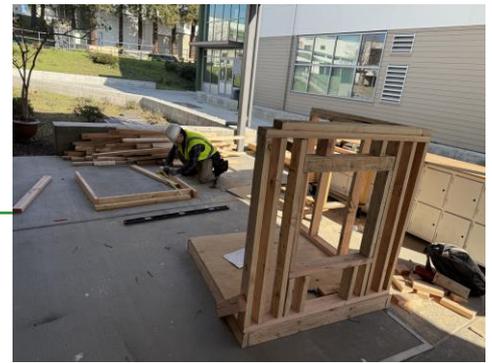
We couldn't be prouder of our students' incredible achievements at the SkillsUSA regional competition in Cabinetmaking and Woodworking. Their journey to success was paved with countless hours of practice, perseverance, and an unyielding passion for their craft. Watching them transform their dedication into well-deserved victories has been nothing short of inspiring.

Our congratulations go to Angelica Pablo-Mattias, who earned 1st place for our region, and to Sebastian Mateo Lorenzo, who secured 2nd place in Cabinetmaking. Their precision, creativity, and attention to detail were truly unmatched. In Woodworking, we celebrate Brenda Pablo Lorenzo's 1st place triumph, Brenda Perez's remarkable 2nd place finish, and Casvaldo Carrasco's impressive 3rd place achievement. Each of them poured their hearts into their work, and it showed in every piece they crafted.

Behind every great achievement is a mentor who believes, guides, and inspires. We owe a special debt of gratitude to Mr. Prober, whose unwavering dedication to our students played a pivotal role in their success. Your commitment to nurturing their talents and preparing them not only for this competition but also for the upcoming state competition is beyond words. You've given your time, energy, and heart to help our students believe in themselves and reach new heights. Our students, our academy, and our community are endlessly grateful for your passion and leadership.

These students have shown us the power of hard work, resilience, and teamwork. They've inspired their peers with their determination and courage. We couldn't be prouder of their accomplishments, and we can't wait to see how they continue to grow and make a difference.

Congratulations once again to all our talented competitors! And to Mr. Prober—thank you for being the guiding light that helped their dreams take shape.



**Dream House Project**

**Senior Capstone;  
Community Project**

# Pathway Name: Architecture Academy

## Reflections on 2024-25 so far

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- Applicant recruitment for a new CTE Architecture teacher was difficult last year, but a longer process allowed for better outcomes. We are currently engaged with 3 potential applicants because space limitations for new hire.
- Length of purchasing process (skillsUSA) is too cumbersome to meet dynamic needs
  - Capital requirements for legacy shop safety improvements

# Pathway Name: Architecture Academy

## Looking Ahead to 25-26

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- There needs better data tracking of graduate outcomes (1 year, 5 year)
- There is a challenge of “sustained growth/continual improvement” mindset; fixing something that isn’t broken
- The 10% pay cut will interfere with teacher retention
- The Recruitment for ECCCO needs to be stronger; there has been a lack of continuity with staffing/messaging and consistent practices haven’t been placed.

# Looking Ahead: Whole School

# Whole School Looking Ahead to 25-26

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- Continue investment in collaboration and alignment work. This will help all stakeholders have an awareness of academy milestones/projects.
- Continue investment in teacher leaders to hold adult teams. Our focus will be to improve quality and efficiency of meetings that take place after contractual hours.
- Continue work with industry partners to determine capstone projects.
- Improve documentation and internal tracking to have more relevant data to then improve systems. Increase use of Aeries data upload.

# Questions?

# EVERY STUDENT THRIVES!



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