



**College &  
Career for  
All Fund**

Established by Measure N

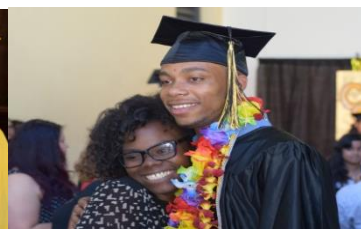


**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Fremont High School

## 2024-2025 Measure N Education Improvement Plan Presentation



Presented to Measure N Commission

April 24, 2024

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



@OUSDnews

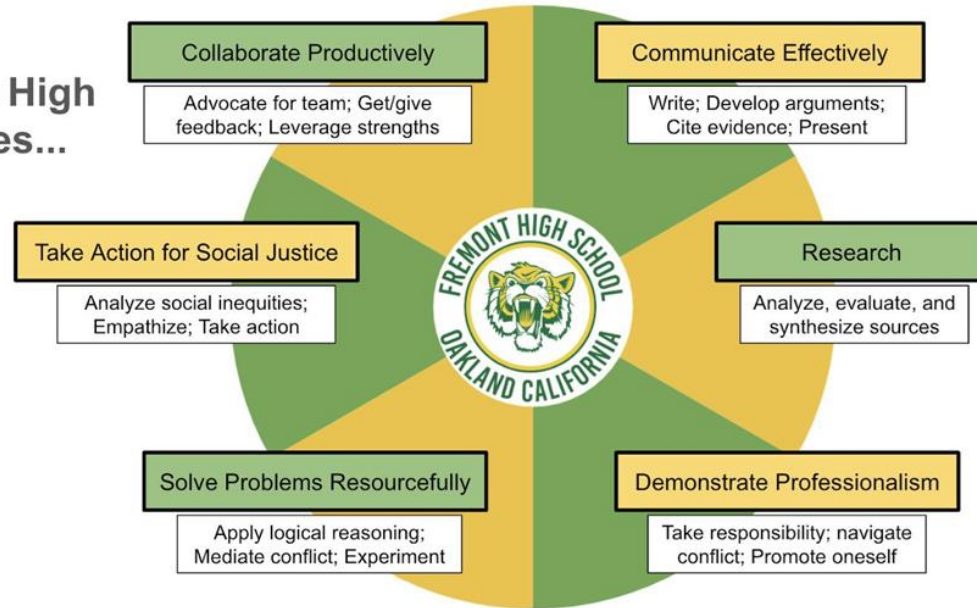
## Fremont High School, Home of the Tigers

**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...**

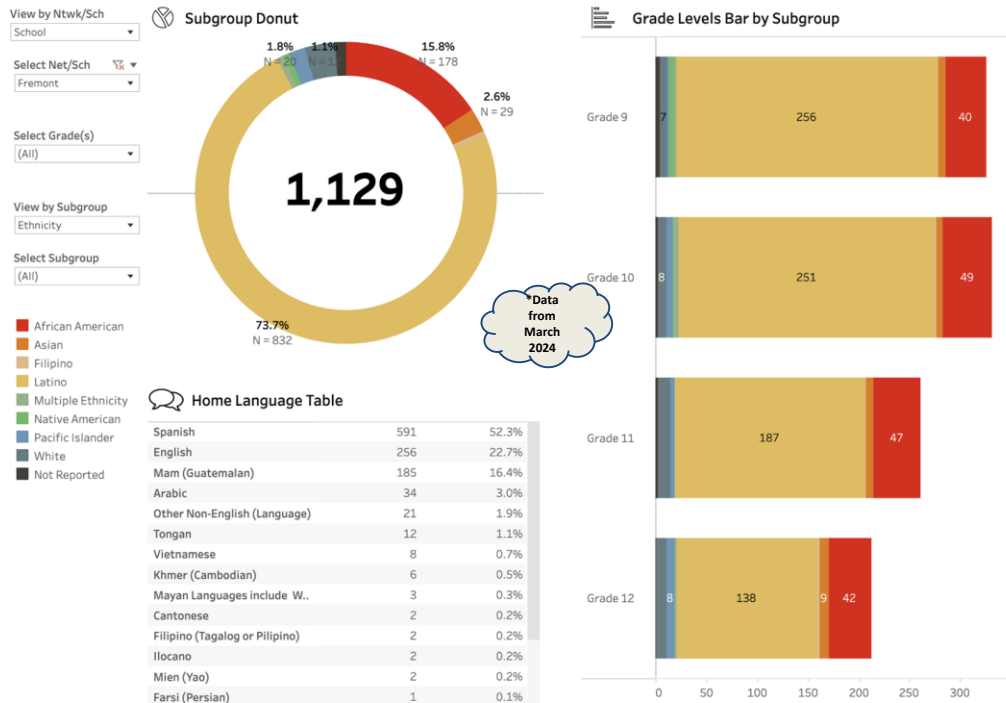


# Overview of Fremont High School

- Largest Mayan Mam community in OUSD (15.5% reported)
- Only school to grow its enrollment by 30% in the past 5 years without a merger in OUSD
- More non-Newcomer students are choosing to attend, reducing our newcomer percentage (2018=33% to 2022 = 17%) but program maintained size (~280-300)
- 1 in 4 teachers are OUSD grads

## Fremont - TK-12 Enrollment on March 21, 2024

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



# Historical Aeries TK-12 Enrollment

**Data Source:** Aeries, Grades TK - 12. **Network/School:** Fremont. **Grade(s):** All

**Notes:** Preliminary enrollment data extracted from Aeries SIS immediately on Fall Census Days (first Wednesday of each October). Enrollment data includes only OUSD district-run schools. For any comments or questions about this dashboard, email [james.tharp@ousd.org](mailto:james.tharp@ousd.org)

View by Ntwk/Sch

School

Select Ntwk/Sch

Fremont

Select Grade(s)

(All)

View by Subgroup

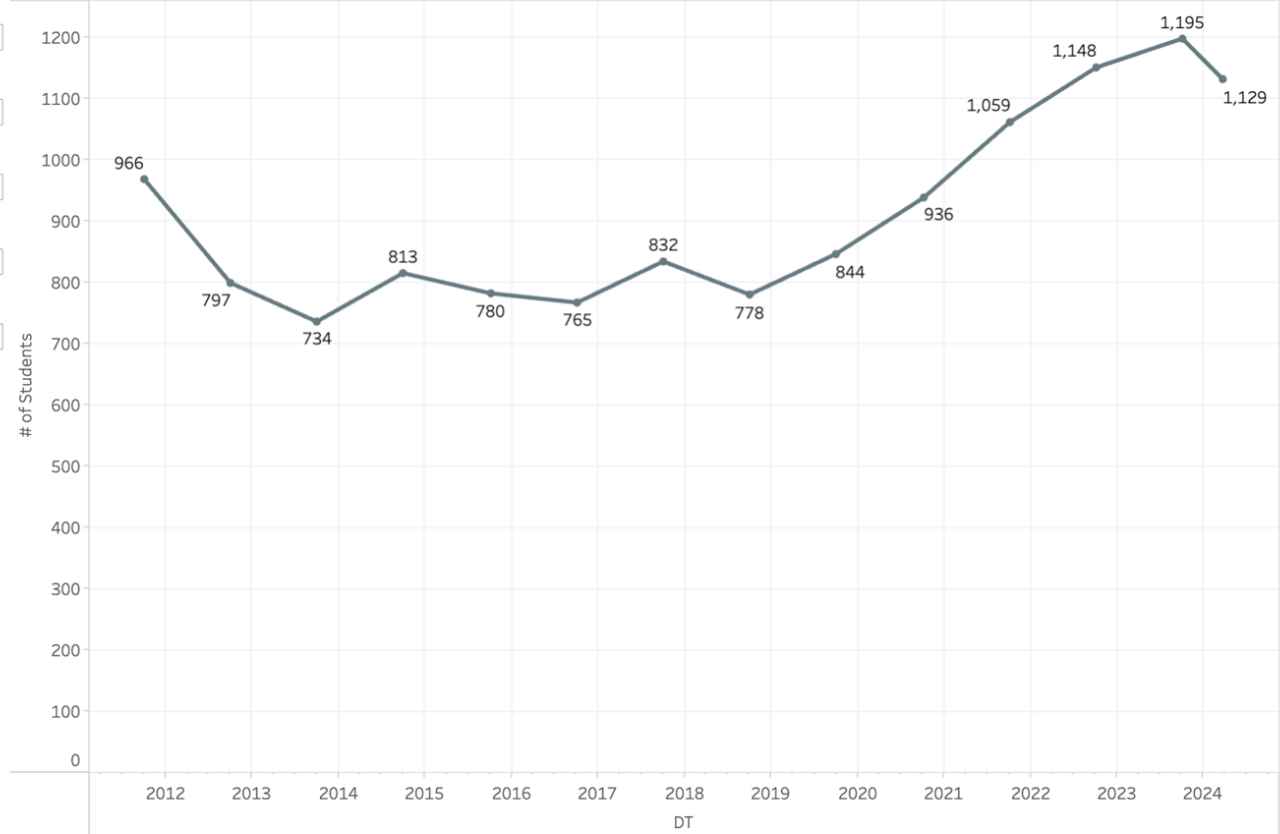
All Students

Select Subgroup

All Students

All Students

Data from March 2024

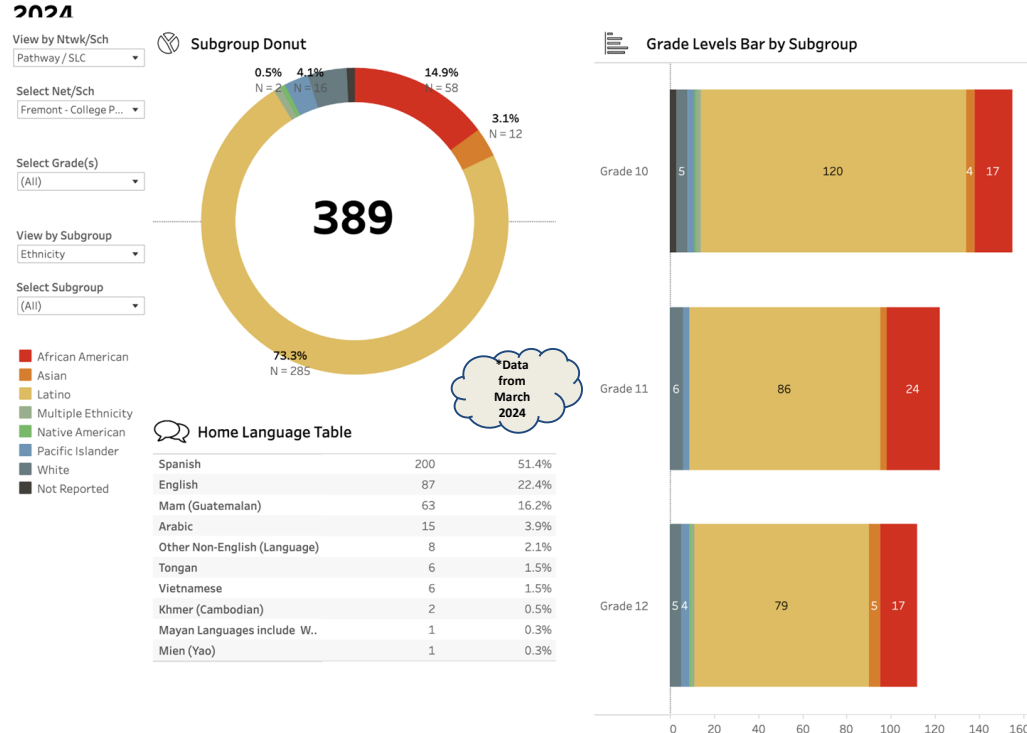


# Our Pathways: The Architecture Academy

*“Think. Design. Create.”*

**Building trades, construction, engineering, architecture, design pathway**

## Fremont - College Prep & Architecture Academy - TK-12 Enrol



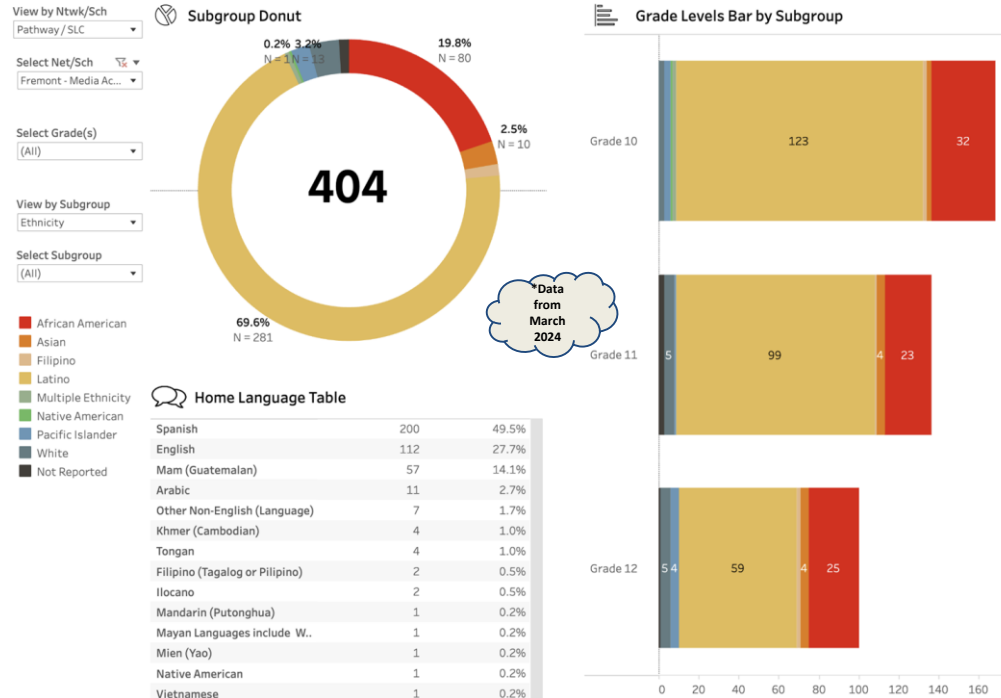
The Architecture Academy has been at Fremont since 1996 as a CPA. Its mission states: *“The Architecture Academy challenges students to become independent, creative, and critical thinkers with the skills to succeed and excel in careers or college after graduation. Students develop an understanding of how design can affect people and their experiences, and use the design thinking process to improve their environment and lives.”*

The Architecture Academy team has 15 teachers, a case manager, and has a counselor that also has a caseload of the Special Education students. Our 3 CTE staff is stable and has continued to collaborate to provide students with access to industry partners and trades unions. The CTE courses require teachers to specialized in the career foci of Construction and Architecture. The team is co-lead by two of the CTE teachers and one of them manages student internships. There is also a strong partnership with OUSD’s Coordinator of CTE Trades and Apprenticeships

# Our Pathways: The Media Academy

## Fremont - Media Academy - TK-12 Enrollment on March 21, 2024

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



The Media Academy has been at Fremont since 1986 as a CPA. In 2024 it became a Distinguished Academy recognized by the California Department of Education. Its mission states, *"We aim to provide youth with the skills, resources, and opportunities to create and share their own media content, fostering a community of young media makers who are informed, engaged, and empowered."*

The Media Academy team has 14 teachers, a case manager, and has a shared counselor with the NEST Program and 9th Grade House. There are various industry mentors that participate in the CTE courses. Due to increase in enrollment and upgrades in facilities, there was an increase from 3 CTE teachers to 4, all of whom provide access to industry visits. All four CTE teachers have industry experience and one of them manages the student internships. There is a strong relationship with OUSD's Arts Media and Entertainment Coach.

# Reflections on Past 3 Years

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## What are you most proud of in terms of Pathway development?

- Talent Retention and Adult Teaming: Stability and continuity of Career Technical Education teachers, supported the facilities design and implementation of Measure N goals, expansion of Work-based learning and career readiness, and counseling teams
- Work-Based Learning: Student products and community impact
  - Mock Interview Day for all 11th graders
  - Work Permits (~40) and consistent employment opportunities
  - Summer Internships with ECCCO and others
  - Publications: KQED Youth Take Over (Podcasts), The New York Times Op-Ed and Lesson Plan, The Oaklandside, MZine
  - Collaborations with Castlemont High School, Ruidsdale Newcomer
  - Community Project Examples: Wahpepah Kitchen, Melrose Garden Improvements, Community Playhouses
  - SkillsUSA Carpentry competitions: Cabinetmaking, Carpentry, Electrical Trades
  - Business of Music Internship and Mentoring Program
  - Pathway collaboration in the Art, Media and Entertainment Expos
- Rigorous Academics, Student Supports: Graduation Rates have increased for most groups, especially for Black students (21-22: 94.1%, 22-23 91.7%)





- GRADUATES MET A-G REQS
- GRADS NOT MEETING A-G
- SPEC ED CERT
- STILL ENROLL
- DROPOUT

# Cohort Graduation & Dropout

Include NPS?

no

Select Year

(Multiple values)

View by School/Pathway

School

Select School/Pathway(s)

Fremont

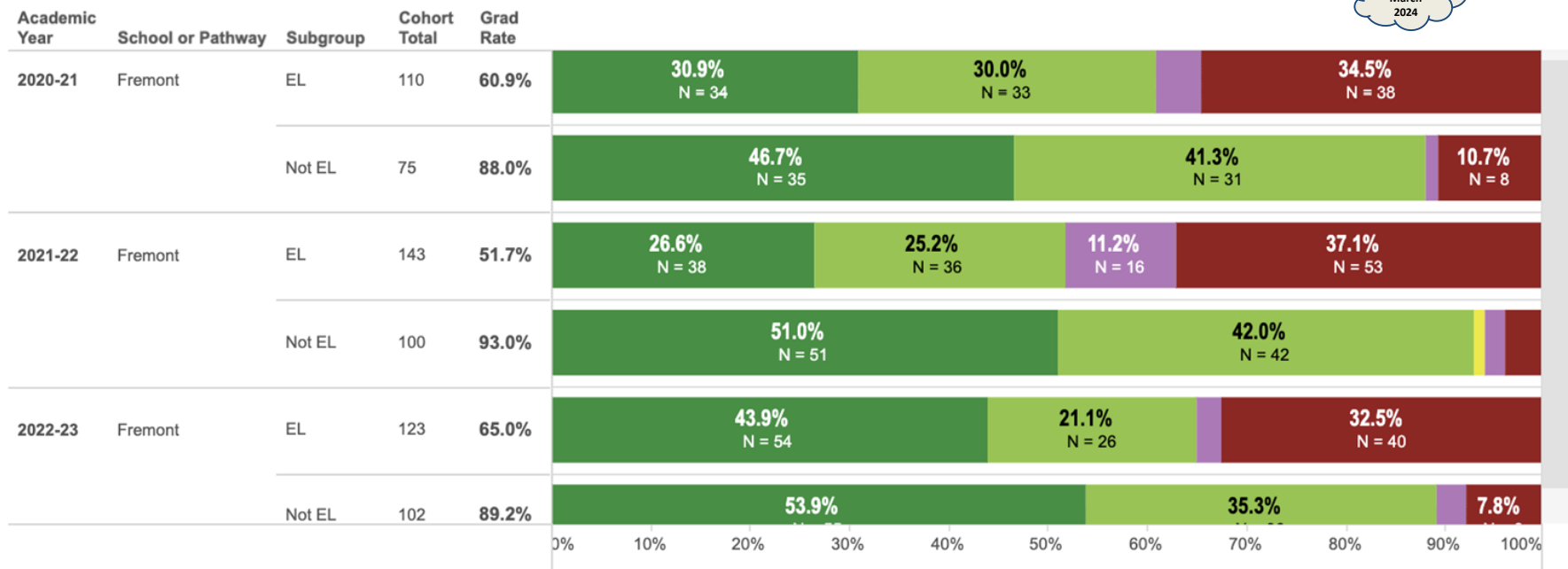
View by Group

Fluency

Select Group(s)

(All)

\*Data from March 2024



Data for cohorts 2017-18 through 2021-22 is from CALPADS "15.2 - Cohort Outcome - Student Details" accountability snapshot report retrieved in late September.

Notes: Outcomes data for Oakland students with disabilities who were enrolled at non-public schools (NPS) is not available prior to 2017-18.

For 2018-19 CCPA and Life Academy graduates, the "A-G" indicator data is instead from Aeries.

For more information about the data in this report, please contact **Jay Tharp** at [James.Tharp@ousd.org](mailto:James.Tharp@ousd.org).



# College Enrollment

View by  
Enrollment Period  
Enrolled within 1  
Semester

HS Grad  
Year  
Multiple values

View by  
Dist/School/Path  
School

Select  
Dist/School/Path  
Fremont

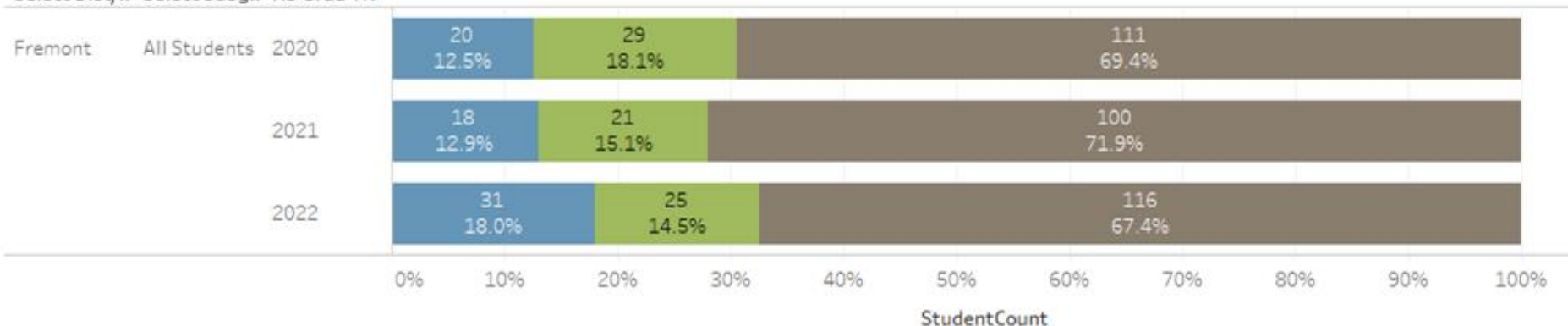
View by  
Subgroup  
All Students

Select  
Subgroup  
All

Enrollment Type  
Not Enrolled  
2-year  
4-year

## HS Graduates Enrolling in College Within Enrolled within 1 Semester of HS Graduation

Select Dist/.. Select Subg.. HS Grad YR



# Reflections on 2023-24

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**Criterion 1: Measures N and H Pathway Improvement Progress Reflection: What has your reflection revealed about progress toward your strategic goals? What progress is evident in your school's reflection on Year 1 (2022-23) strategic actions?**

- Getting clear on program of study
- Importance of teams
  - Cohorted Scheduling for Teachers
  - Project/ Curriculum Integration

# Reflections on 2023-24

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**Criterion 2: Measures N and H Pathway Improvement Plan (Actions): What new or revised strategic actions will the school and pathways undertake in the coming year to continue to make progress toward three-year goals? How will these actions impact student achievement and experience to improve school-wide goals?**

- **Alignment:** Work with OUSD leadership to align district initiatives and site plans to help all department chairs and Pathway directors lead their teams to define mastery (grade-level achievement + standards-aligned content).
- **Inclusion:** Increase college and career exploration visits that are supported by non CTE teachers and increase access to visits SpEd and newcomer students.
- **Collaboration:** Design of smaller teacher teams that will then design smaller scaled projects (pathway specific project/or a literacy focused project) before the capstone.
- **Adult Teaming:** Implement a scope and sequence for teams to analyze and monitor student achievement data.
- **Work-Readiness:** Support students in finding, securing, and keeping a job, as well as preparing them for interviews and applications.

# Reflections on 2023-24

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**Criterion 3: How will Measures N and H funds support strategic actions and progress toward goals?**

**Growth of site team's capacity:**

- College visits and tours
- Industry partner engagement: Advisory Boards, Mock Interview volunteers
- Promotion of employment opportunities
- Data analysis

**Integrated Program of Study:**

- Cohorted teacher teams to focus on student products while supporting literacy skills
- Capstone redesign in the next three years to become a portfolio-based assessment with CTE component

# Looking Ahead

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**What have you learned through creating this new plan for the next 3-year cycle?**

- Investing in our talent and teacher collaboration built into their schedule
- Building coherence
- Teaching and learning for mastery based grading by 2026
- Addressing the literacy needs of our English Learners and low level readers, especially our Long-Term English Learners which often include our “native English speakers”

# Questions?