



ARTS IN SCHOOLS

Annual Program Report
2024 - 2025



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→ INTRODUCTION

Overview



In 2024–2025, ARTogether expanded its Arts in Schools program at Fremont High School, embedding arts integration into biology and physiology classes. Partnering with Ms. Priestly, teaching artist Olivia Eng **co-taught five periods per week, blending visual art, movement, storytelling, and wellness practices into science lessons**, engaging 89 students for a total attendance of 2400.

Our Mission Statement:

“Through the arts, newcomer students at Fremont High engage more deeply with academic subjects while also building confidence, supporting their wellness, and fostering a sense of belonging.”

This year at Fremont High School, our work proved to us that creativity is more than just art-making, it is a pathway to connection, healing, and belonging.

In classrooms where science meets storytelling, and wellness meets movement, newcomer students discover new ways to express themselves while strengthening their academic learning. Each project, whether a food collage or a breathing exercise, carries a deeper message: your knowledge, your culture, and your voice matter here. For students navigating the challenges of resettlement, these moments become anchors of self-worth and confidence. Together with our school partners, **ARTogether continues to affirm one message to every newcomer youth who walks through the door: you are seen, you are valued, and you belong.**

89

Students engaged

2'400

Total attendance across all programs

Program Reach

Fremont High School During School Fall/Spring 2024 - 2025

Our teaching artist, Olivia Eng, provided in-class support to the biology and physiology teacher at Fremont High School throughout the year. Working alongside lead teacher Ms. Priestley, Olivia co-taught lessons and integrated art projects that supported newcomer students in better understanding and engaging with complex scientific material. **Both teachers reported greater student engagement, with students becoming more involved in assignments and class projects and taking greater ownership of their learning.** In addition, Olivia offered vital translation support, ensuring language was never a barrier to learning. From August through May, ARTogether supported five biology classes each week, creating a classroom environment where students could learn, understand, and thrive.

Regular Events: Alternating Tuesdays and Fridays, period 1 (8:30-9:20), period 3 (11:23-11:15), period 4 (11:20-12:10), period 6 (1:45-2:35), period 7 (2:40-3:30)



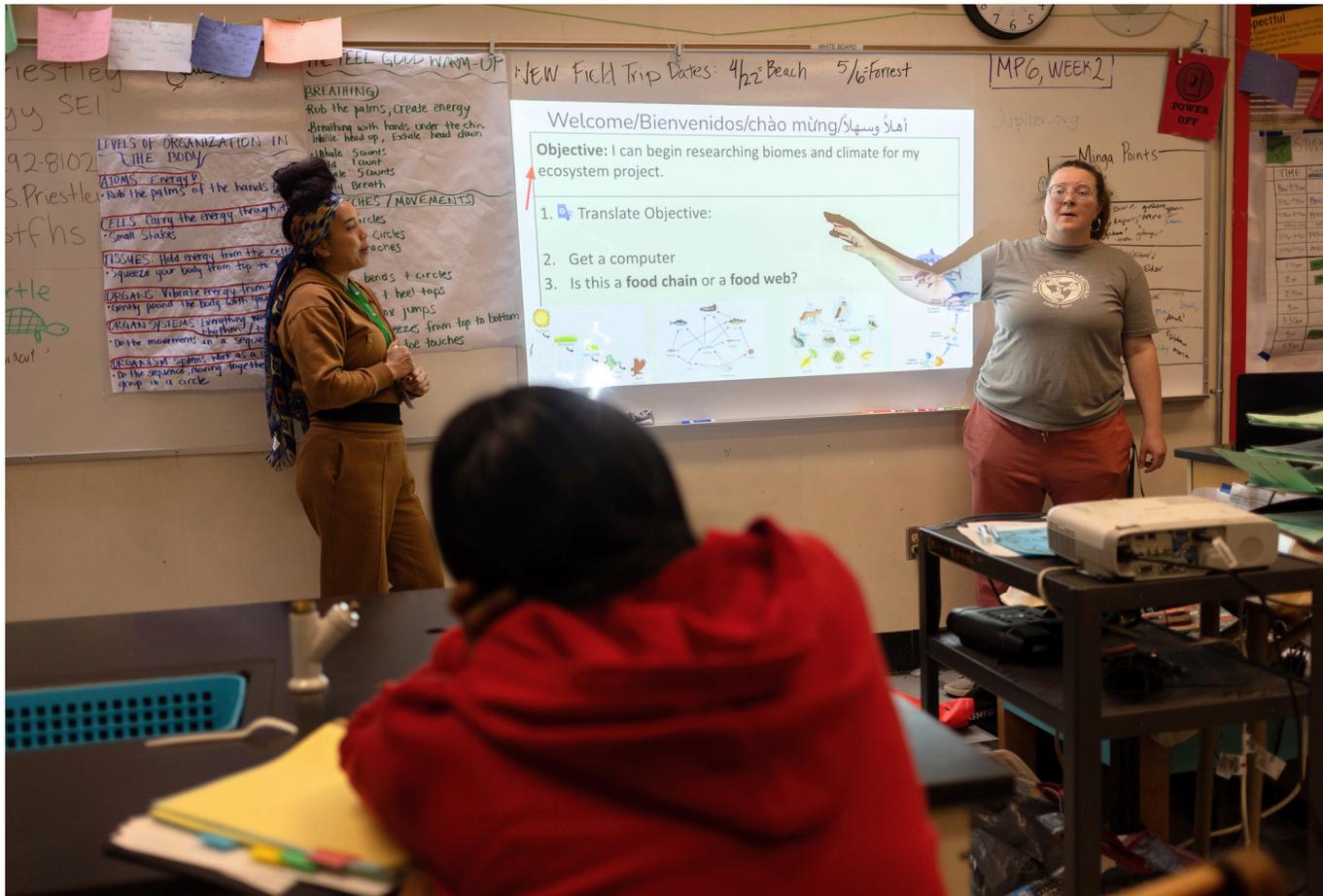
→ ATTENDANCE NUMBERS

Program Reach

Months	Age Range	Demographic	Total Attendance
September (4 weeks / 20 classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	204 Students
October (5 Weeks / 25 classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	427 Students
November (3 Weeks / 25 classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	430 Students
December (1 Week / 5 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	76 Students
January (1 Week / 5 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	86 Students
February (3 Weeks / 25 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	421 Students
March (3 Weeks / 15 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	256 Students
April (2 Weeks / 15 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	258 Students
May (2 Weeks / 15 Classes)	14-18	100% Newcomer Students/ Central/South America/Southeast Asia/SWANA	242 Students
		TOTAL UNIQUE STUDENTS	89
		TOTAL ENGAGEMENTS	2,400

→ ARTS INTEGRATION

Fremont High School Community

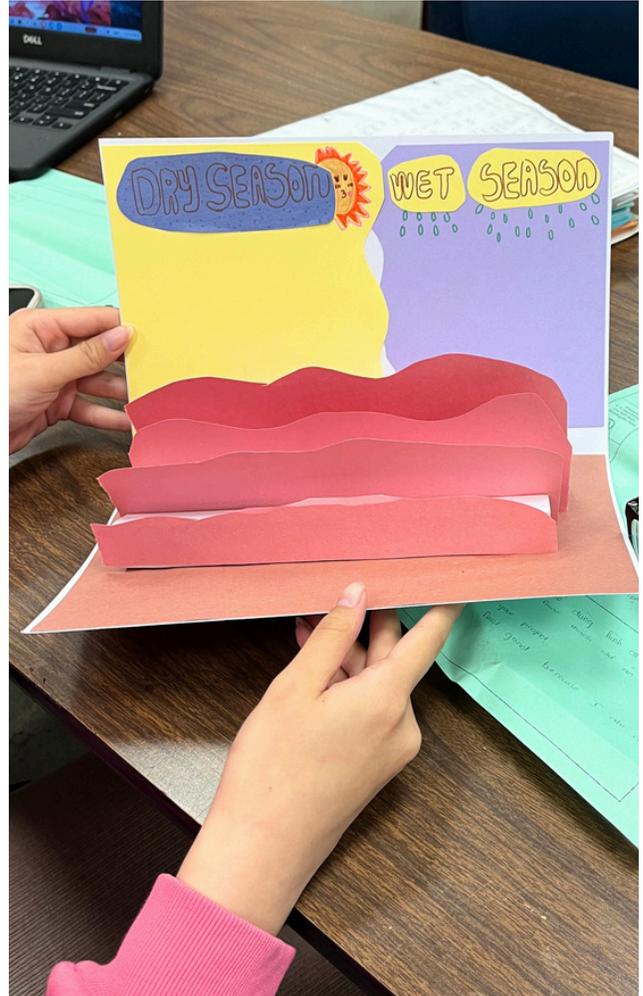


Fremont High serves a diverse newcomer population with students arriving primarily from **Central & South America and also Southeast Asia, SWANA**. Nearly all are from low-income households, with limited access to creative resources. Arts integration provides:

- Opportunities for creative expression
- Social-emotional learning support
- Reinforcement of science curriculum
- Pathways to wellness and stress relief
- A stronger sense of belonging and community in the classroom
- Learning concepts in a creative, artistic, and engaging way, building multiple skills through active participation
- Capture students' full attention and inspire meaningful engagement

→ ACTIVITIES

Program Activities



- **Art Integration in Science:** Recipe books (nutrition unit), cultural food collages, ecosystem illustrations.
- **Movement & Wellness:** Breathing exercises, stretching, dance warm-ups.
- **Cultural Connection:** Sharing family traditions, environmental knowledge, and heritage stories.
- **Student Voice & Leadership:** Students leading wellness routines and presenting projects.



→ QUOTES FROM PARTICIPANTS

Testimonials

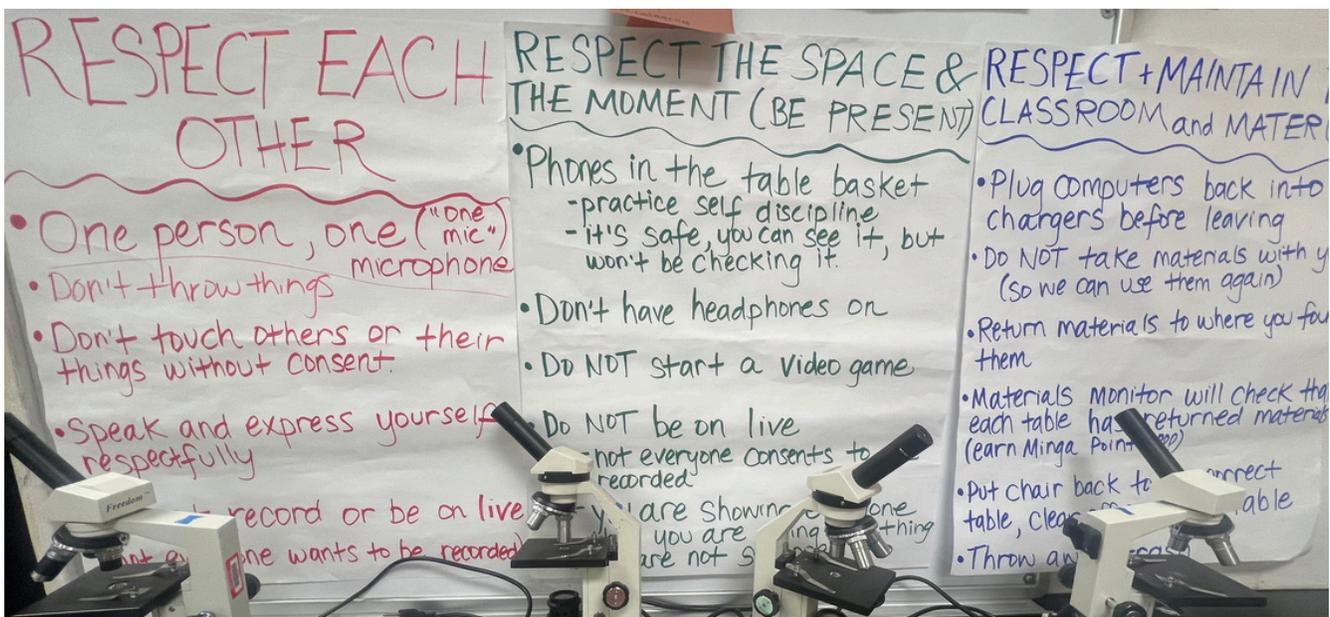


"They encourage me to do exercises to de-stress and that motivates me." - Student

"I like that they listen to my opinions." - Student

"The art projects remind me of my family back home." - Student

"My most memorable moment was when we shared things about ourselves." - Student



→ STORIES FROM THE CLASSROOM

Stories of Impact



- **From Silence to Voice**

A student from El Salvador, who rarely spoke in class, found her voice during an art-and-science project. Asked to illustrate the digestive system through collage, she incorporated foods from her childhood and proudly presented them to the class. For the first time, her peers applauded her, and that moment helped spark her confidence.

- **Leading with Confidence**

One student, who had struggled with discipline issues earlier in the year, surprised everyone when he volunteered to lead the daily breathing exercise. Standing at the front of the classroom, he guided his peers through the wellness routine. His teacher later shared that this was the first time she had seen him step into a leadership role in such a positive way.

- **Healing Through Movement**

During a stressful exam week, Olivia invited students to try a short stretching and movement activity. A group of Afghan students began laughing and joining in, and soon the whole class was participating. The shared laughter eased the tension in the room. Afterward, one student said, *“I feel lighter. I didn’t know we could do this at school.”*

- **Connecting Cultures Through Art**

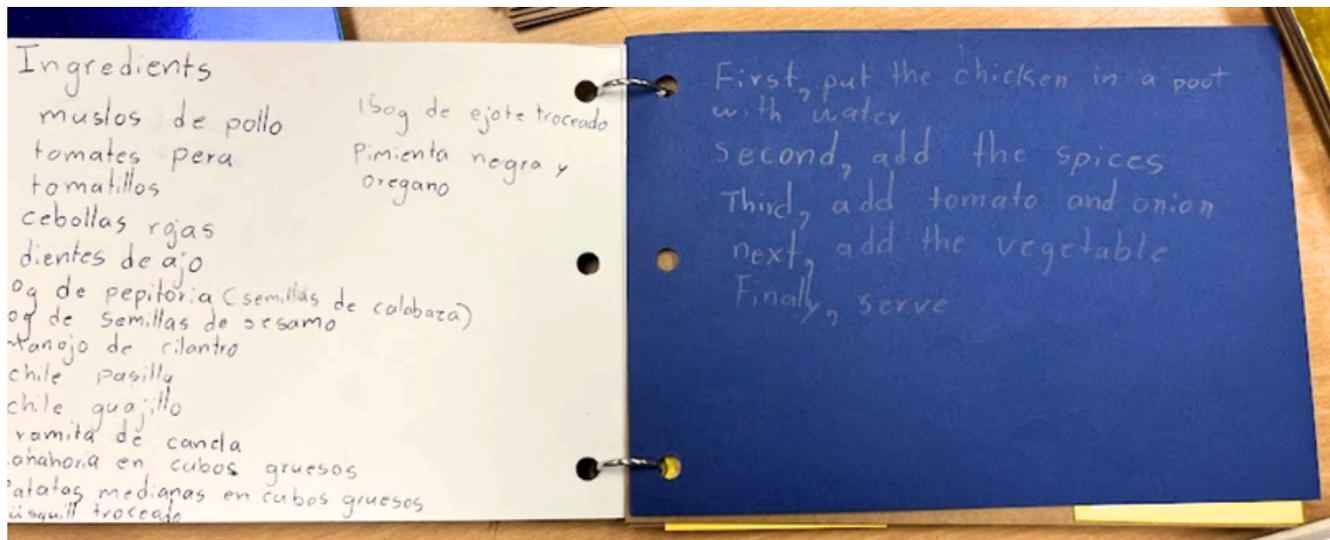
In an ecosystem illustration project, a Yemeni student drew the rainforest assigned in class alongside plants and animals from his family’s farm back home. When he shared his work, other students quickly recognized similarities with their own countries. His drawing became a bridge across cultures, sparking connections between students and reminding them that their knowledge and heritage matter.

→ QUOTES FROM THE SCHOOL ADMINISTRATION

Feedback from Ms. Priestley

“This art program has been hugely beneficial for me as a teacher—it’s given me a thought partner to help create a curriculum that blends multiple levels of language, science content, creativity, and social-emotional learning. It’s transformed my past materials into more interactive and relevant projects for students.”

“The students have benefited most from this program because it’s not just about memorizing facts or taking tests—it immerses them in the content. Through projects like recipe books, they’ve explored nutrition, shared family stories, and connected deeply with their learning.”



→ PLANS FOR 2025 - 2026

Looking Ahead

In 2025–26, ARTogether will:

- Deepen arts integration in science curriculum
- Expand opportunities for newcomer students to see themselves reflected in the classroom
- Build stronger partnerships with teachers for co-facilitation and student-centered learning



→ FUNDERS

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THE NICHOLSON
FAMILY FOUNDATION



CITY OF OAKLAND

THE BARRIOS TRUST



The
JOSEPH & VERA
LONG
Foundation