



2022 Annual Report

including the 2022-23 school year

Prepared by

Sharon Rose

Susan Wollowitz



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MESSAGE FROM OUR CHAIR

Dear friends,

This has been a year of major growth for our volunteer-led non-profit organization, and I imagine that when we look back a few years from now we will see this year as a turning point in accomplishing our mission.

While this is the 2022 Annual Report, so many changes have occurred at Oakland Serves this year that we have included an update through the end of the 2022 - 23 school year.

Up until this last year, our strategy for achieving our mission has been to connect mentors to schools, where they are matched with students to provide in-class academic support. This year we have had the opportunity to fulfill our mission in alternate ways and to expand into broader mentoring within the classroom.

We are excited to report on the success of this strategic development, especially with completion of our first contract with OUSD's Central Academic Recovery team for support of multiple academic recovery classes in the spring and summer semesters.

Most importantly, the additional experience has deepened our understanding of our mission and provided an important lesson that we have begun to implement – that our mentors can make a difference to many more students within a class by going where the need is greatest.

Thanks to our talented volunteer mentors and our committed staff, partners, and board members, we are continuing to scale up to serve more OUSD students in more schools. As you read the details provided below, I hope you come to share my conviction that our Oakland community can put its arms around our young people who are in need of extra support to succeed in high school.

Sincerely,
Sharon Rose, Co-founder and Board Chair

Graduation For All

***When we look back a few years from now we will see
this year as a turning point in accomplishing our mission.***

WHO WE ARE

Our mission is to improve the future of high school youth by increasing success in high school today

Since 2018, we have been placing volunteer mentors from Oakland and the wider community into Oakland's high school classrooms to help students that have fallen behind.

In 2022, about 17% of Oakland high school students dropped out of school before graduation (ref 1). Less than 20% of 11th graders were at or above proficiency in math and less than 56% were at or above proficiency in English language skills. Among immigrant families, the problems are exacerbated. For Oakland's Latinx students, 26% dropped out before expected graduation in Spring 2022.

Teenagers drop out of school for a multitude of reasons but the majority leave because of failure to progress academically: the repeating cycle of academic failure, loss of confidence in success, loss of commitment. According to one study, 70% of high school dropouts left because of problems at school such as failing classes, not tracking to graduation and not keeping up with schoolwork (ref 2).

Who are our mentors

Oakland Serves' mentors are some of the more dedicated volunteers we know. They commit to showing up in person, every week, during the school day, and providing support for students that may or may not be eager to have assistance. We recruit from many sources. This year our mentors included college students, retirees, parents of OUSD students, members of fraternal organizations, and working adults that could take a few hours away from their job during the day.

1. OUSD's dashboard, available to the public at: <http://www.ousddata.org/public-dashboard-list.html>
2. National Dropout Prevention Center summary (<http://dropoutprevention.org/resources/statistics/quick-facts/why-students-drop-out/>) of 2013 report.

2022 ACHIEVEMENTS

Focus Areas	Achievements
School Engagement	<ul style="list-style-type: none">Continued our program at Oakland High SchoolExpanded our program to Dewey AcademyInitiated engagement with OUSD's CAR team
Student Engagement	<ul style="list-style-type: none">Interacted with 10x the number of students relative to previous school yearGreater interaction with teachers to target students that can benefit from support
Mentor Engagement	<ul style="list-style-type: none">50% increase in active mentors50% retention of mentors from prior school yearSimplified our mentor accountability and feedback processSuccessfully recruited for summer school mentors
Organizational Development	<ul style="list-style-type: none">Initiated first contract with OUSD for CAR support

In the Spring of 2022, virtual mentoring remained ~50% of our student interactions. For reluctant students, virtual mentoring in off-school hours is a significant challenge due to poor attendance and inability of the mentors to have access to the class information.

During the Fall semester of the 2022-23 school year, we were back to almost 100% in-person attendance. Many students were reluctant to engage with their assigned mentors in the classroom but willing to work with "classroom mentors" thus avoiding the stigma of being targeted for help. The value of classroom mentoring became apparent.

Also in the fall, we were approached by Gina Hill, Asst Principal of OUSD's Central Academic Recovery team about how we could support their effort. Which led to 2023...

"[I am] definitely appreciative of the work you all did with our students this past school year and look forward to continuing to work with you all. The classroom mentoring model this year should be great as I believe it really helps our students." - Robert White Jr., Community School Manager, Dewey Academy

2023 SO FAR

Working in the regular classroom

To help give your audience an overview, this section can include a brief description of the goal, its relevance to your sector or industry, and the specific sub-targets your organization is addressing.

*"...definitely appreciative of the work you all did with our students this past school year and look forward to continuing to work with you all. The classroom mentoring model this year sounds great as I believe it really helps our students."
Robert White Jr., Community School Manager, Dewey Academy*

Our partnership with OUSD's Central Academic Recovery Team

Our reputation for working in classrooms garnered the attention of the OUSD's Central Academic Recovery (CAR) team's Asst Principal Gina Hill who understood the value of our program to their mission. The CAR team, started at the beginning of 2022, has responsibility for identifying students not on track to graduate in four years due to missing credits, and setting up academic recovery (AR) classes to help them obtain credits in required subjects.

Our mentors provided support in several subjects in Spring 2023 for the team's classes at Castlemont High School as well as their virtual classrooms for students when other options were not available. The success of many of the students in the classes could not have been possible without the attention of Oakland Serves mentors who worked with them weekly to comprehend the subjects and complete assignments. Students, teachers and mentors enjoyed the feeling of success.

"I deeply appreciate all of my mentors! My class was created for high-needs students and would not have been successful without the OS Mentors. There were up to 4 subjects being taught at any given moment. OS mentors were highly skilled and knowledgeable and were able to serve the diverse needs of our student population!" Emmanuel Medina, CAR Math Teacher

Summer HAcK '23

OUSD's official school year cycle goes through the summer sessions and this year we had the opportunity (and challenge) of participating in CAR's second Summer HAcK (Healing and Academics 4 Kids). This unique summer school program combined academic recovery classes in English, History, Algebra, Geometry and Biology (also PE) with stimulating projects developed by various Oakland community-based organizations. We sent 17 mentors into classrooms, helping ~130 students to understand material, do written projects, improve math comprehension, and complete assignments needed to recover credits and be ready to start the Fall semester looking forward.

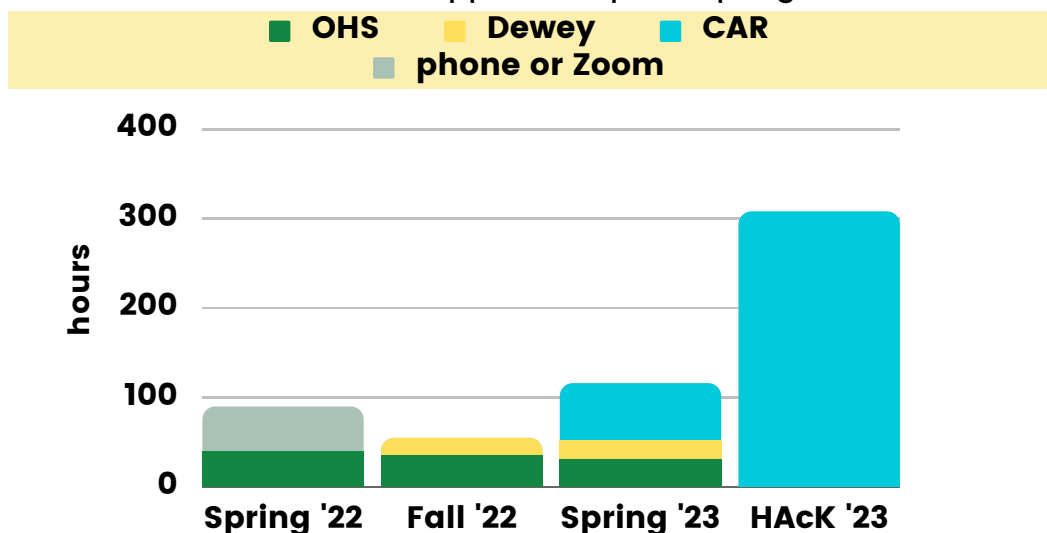
MEETING OUR GOALS

Some examples of who we worked with and what we did in the classrooms:

- students writing scripts for podcasts
- newcomer students in math classes, learning math vocabulary
- Special Education students working on history projects
- newcomers student in history classes, conversing to increase their fluency in English and to encourage project completion
- virtual breakout rooms with students from multiple schools in a virtual math class

Mentoring Hours

All hours are for in-school support except for spring 2022 virtual interactions



100% of Summer HAcK teachers agreed that OS mentors played a meaningful role in their students' understanding of material and/or meeting class objectives

"I was a little leery of how the students would react at first. However, I could see the students could eventually see and understand that the mentors were there for the support. The mentors did well developing relationships with the students. They weren't afraid to get up close and personal. This was wonderful to see and the students responded accordingly."

- D.E., English teacher at HAcK'23

LOOKING FORWARD

Planning for the 2023-24 School Year

In addition to continuing our current plans in the upcoming year, in May 2023 we began talking to schools about our “Start Right to End Right” initiative to get more mentors into Algebra 1 and Geometry classes as soon as possible for the 2023-24 school year. This initiative recognizes the heavy toll that is paid for stumbling in 9th and 10th grade math classes: putting students behind in math comprehension and off track to graduating on time as well generally demoralizing the students and requiring remedial classes. The initiative garnered support from high school leaders before the new school year started and we’ll report on our success in the 2023 update report.

Building a stronger Oakland Serves

Oakland Serves is committed to becoming an organization that represents the communities we serve. To that end we will continue to seek mentors, staff and board members that not only understand the importance of youth education in underserved communities, but also share identity with the students, families and educators that we serve.

What happened to 1:1 mentoring?

There is nothing like the success of a well-matched mentor / mentee pair. In fact, several of our mentors are still in contact with their former mentees even after high school graduation. Yet, making matches that benefit students is not easy. We leave open the opportunity for 1:1 mentoring on a case-by-case basis as we work with the schools, however adopting our classroom mentor model has allowed us to reach many more students and has brought accolades from teachers and administrators alike over the last year. Oakland Serves will continue to evaluate how we can have the most meaningful impact for Oakland's students in the coming years.

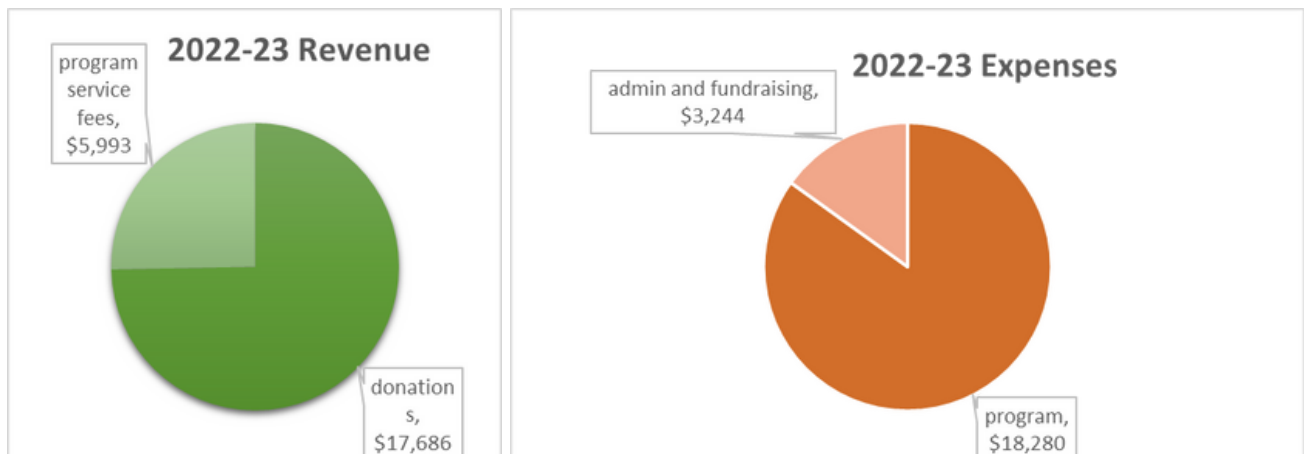
FINANCIALS

In 2023 we signed a contract with OUSD to provide mentors for CAR – run programs through end of the full school year. OUSD contracts follow the school year, not the typical fiscal year. Therefore for this report we are providing financials from the start of the 2022 fiscal year (1/1/22) through the end of the OUSD contract year (7/31/23).

Revenue: is primarily donations, including individuals, trusts and corporation matching programs but program service fees were a significant contributor.

Expenses: **All of our mentors are volunteers as is our leadership.** Program costs are primarily for program staff and represent ~85% of our total expenses. Administrative and fundraising costs represent ~15% of all our expenses.

Revenue and Expenses from January 2022 to July 2023



OUR WONDERFUL DONORS

Without our donors, our work would not be possible. Today, there is increasing recognition of what we can do in in the classroom to make student success possible. But with that recognition and demand for more mentors, our costs go up and cannot be completely supported by OUSD.

Continued generosity of our donors is essential to Oakland Serves making a difference. Oakland Serves is open to discussing options for donations of funds or services.

ACKNOWLEDGEMENTS

So many things are required to place trained mentors into classrooms. We are grateful to all the people who make our work possible and spread the word:

- First, our growing corps of volunteer mentors whose generosity and community spirit is the heart of Oakland Serves;
- Our staff, June Pangelinan and Jennifer Pantoja, who are dedicated to supporting the mentors;
- Our board members, John Anyosa, Ingrid Bran, Maya Friedman, Sam Lu, Sharon Rose, Sue Wollowitz, who are passionate in their support of our project;
- We Lead Ours, the organization that recruited members of Alpha Phi Alpha Fraternity Inc. Omicron Theta Lambda Graduate Chapter and other professional mentors not associated with the fraternity;
- OUSD's Central Academic Recovery team led by Assistant Principal Gina Hill
- Staff of Be a Mentor, Inc. -- they graciously handle the Department of Justice clearances of our volunteers;
- All the school administrators, counselors and teachers who welcome us and facilitate our helping students.
- And of course, all our donors who have given generously.

*We are grateful to all the people who make
our work possible*



Contact Oakland Serves

www.oaklandserves.org
info@oaklandserves.org