



IMPACT REPORT 2023-2024

making

CONNECTIONS

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Letter from our Chair

Dear Friends,

The 2023-24 school year has been another one of growth for us. While looking back at our success over the last year, we realized that **making connections is what Oakland Serves is all about.**

We don't just let things happen, we make them happen. Reaching out, listening to our community and creating solutions.

- Our priorities are based on feedback from school leaders. *Read about that on page 3.*
- Our successful mentoring model is based on feedback from our mentors and teachers. *Read about our impact on page 4*
- Our responsiveness to need is what makes us a trustworthy partner. *Read about it on page 5*

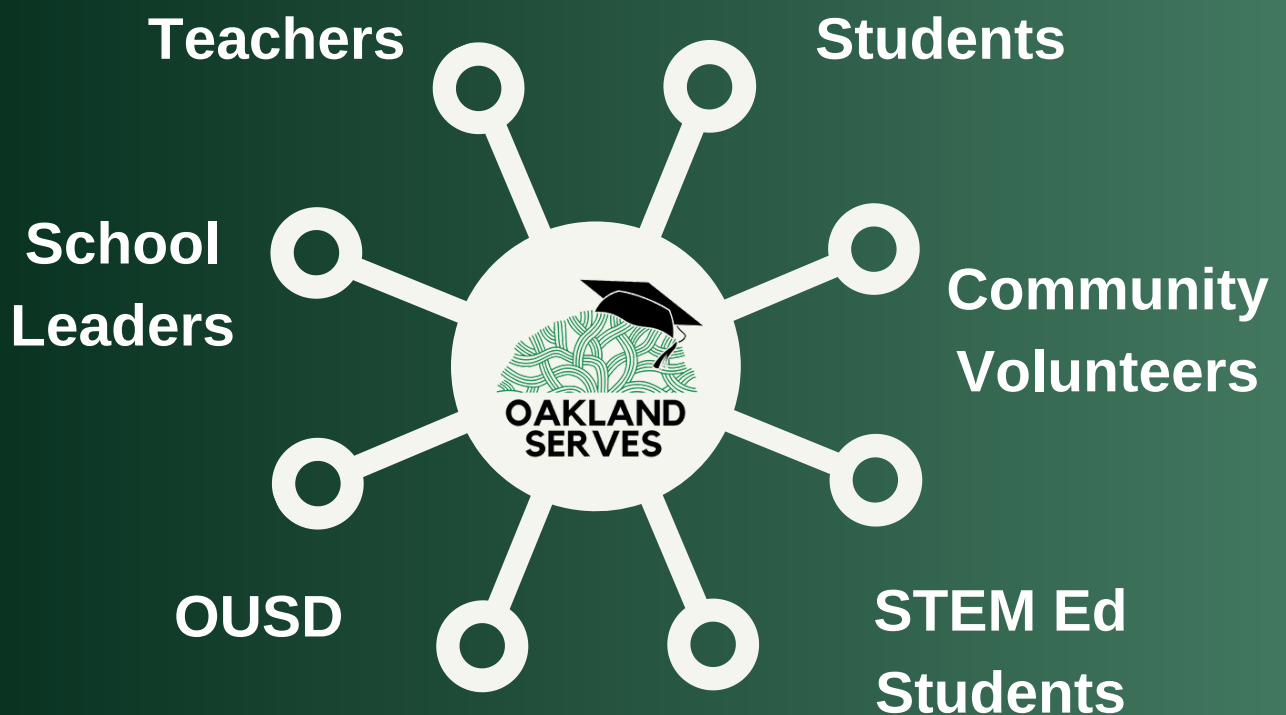
We are proud of what we have accomplished so far! Our dedicated volunteers and generous donors make it possible for us to continue serving Oakland's young people.

We hope reading our report will inspire you to join us in forwarding our mission!

Warm Regards,

Sharon Rose, Chair

WE MAKE CONNECTIONS



OUR CLASSROOMS

- identified by school leaders as subjects that are stumbling blocks to graduation
- requested by teachers for student support
- created by OUSD's Linked Learning for academic recovery

OUR ACADEMIC MENTORS

- volunteers from the Oakland area community, or
- UC Berkeley CalTeach STEM education students fulfilling field credit
- matched with classrooms based on subject, schedules, locations

OUR 2023-24 STRATEGY

FOCUS ON NEED

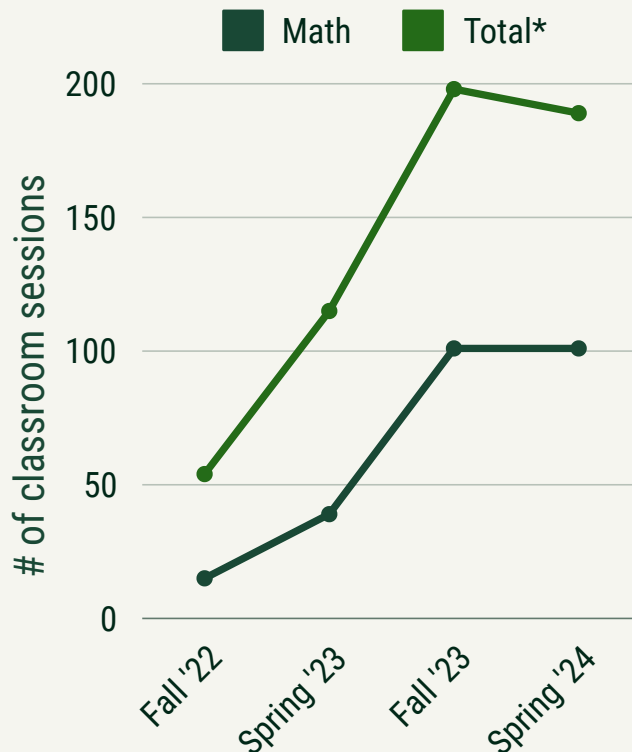
THE NEED

“Algebra I grades were an important predictor of whether students drop out or graduate; students who failed this course were 4.1 times more likely to drop out than those who passed the course.” (ref 1)

THE GOAL

In 2023, Oakland Serves launched our “Start Right to End Right” initiative. It recognized the critical part Algebra 1 plays in the path to high school success and the impact of failure. Discussions initiated by us and by new school partners led to early placement of mentors in math classes.

THE OUTCOME



6

Students impacted by each mentor**

202

Math classes attended this year

387

Total classes attended this year

*Other classes included history, senior seminars, English Language Development, and History and English recovery classes

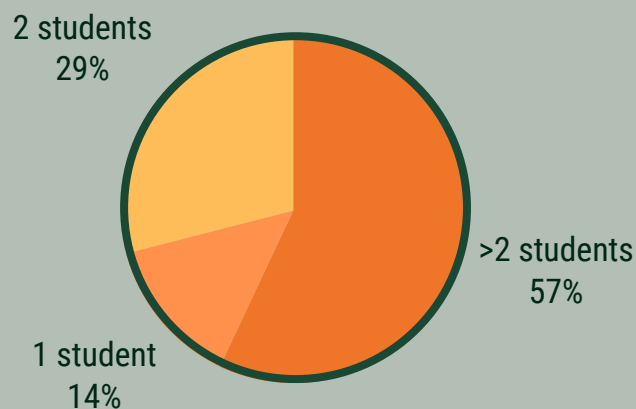
** Average number of students that were helped by each mentor as reported by mentors themselves

(1) Orihuela, Yuria R, "Algebra I and other predictors of high school dropout" (2006). <https://digitalcommons.fiu.edu/dissertations/AAI3249717>

OUR 2023-24 IMPACT

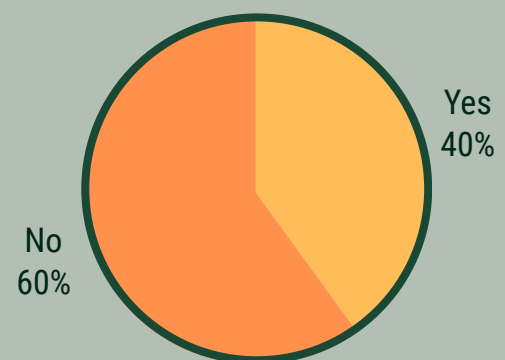
86% of Teachers...

said that at least two additional students in each class passed or improved their grade because of the presence of a mentor



A significant portion of teachers...

said class attendance was better because of the presence of a mentor



Teacher feedback

- “Mr__ worked 1-1 with two of my students who had some significant gaps in their foundational math skills. He was really patient, thoughtful, and supportive of these two students and formed a close relationship with them throughout the year.”
- “[The mentors] had a tremendous impact on the overall functioning of the classes ... They were able to help my Spanish-speaking students navigate the spaces they were in to make sure there were learning and appropriately challenged... I am actually able to take the time to address the needs of the class while others are able to help students individually. For that, I am incredibly grateful to have [the mentors] in my classroom.”
- “Ms__ is awesome and a great force in our class.”
- The number of students with a grade of C or better more than doubled from the prior period. The number of students with a grade F fell by more than half.

RESPONDING TO NEED

More Connections

Oakland Serves prides itself in listening to our constituency and finding solutions. In 2023-24, schools, teachers and students asked for our help in closing learning inequities and we rose to the challenge.



- Castlemont created an Algebra 2 recovery class after the Spring semester had begun. They reached out to us for support and we found a mentor for the class.
- An Oakland High School student wanted individual support to help with a repeat math class. School staff asked for our help. We were able to provide a mentor that worked outside of class with the student, who passed the class.
- An Oakland High School teacher saw the success in another classroom and asked for the same support for their students. We were able to provide it.

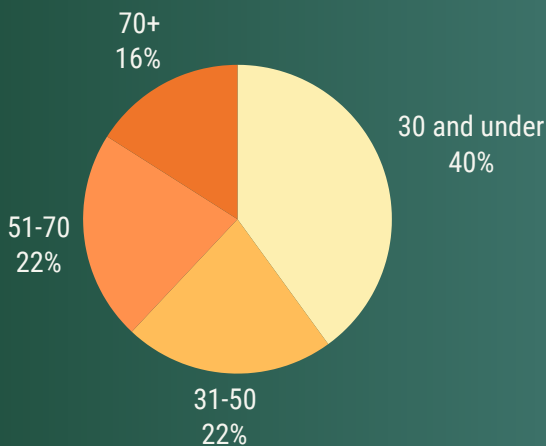
COMMUNITY GROWTH

DIVERSE VOLUNTEERS

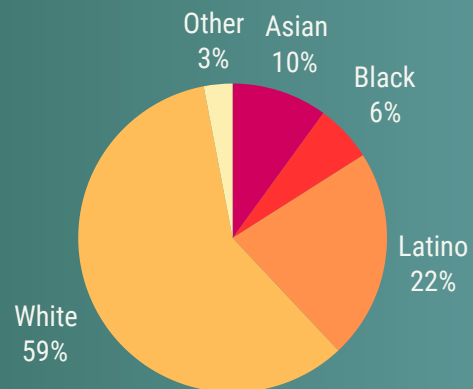
Oakland Serves continues to expand and diversify its community of mentors*

- 33% more mentors worked during the regular school year relative to last year
- Regardless of age, our mentors are highly valued by the teachers and students they work with.
- We prioritize inclusivity and continue to seek people of color to join us.

MENTOR AGE RANGE



MENTOR RACE/ ETHNICITY



PARTNERSHIP WITH CALTEACH

This year we initiated a partnership with CalTeach at UC Berkeley to place Cal students as mentors to meet their field work requirements for credit. We are proud to support these STEM majors working towards their teaching credentials.

Eleven CalTeach students worked in math and science classes with us at five different locations this school year.

*Demographic information includes all mentors for Fall, Spring and Summer

Future GOALS

2024-25 is another year for growth

Despite our growth, we are far from reaching every Oakland high school student in need of mentoring support. In the spirit of that vision, we've set our goals for the next academic year.

1

More mentors to more schools, classrooms and students

Oakland Serves will be working with Oakland Technical High School starting in Fall 2024.

Oakland Tech is the largest school in the city and we are eager to see how we can play a role increasing the success of their students. To support the increase in demand, we expect to expand our mentor roster by 20% this year.

2

Increase support for English Language Learners

Oakland schools have a high percentage of students who have limited fluency in English. Learning advanced subject material is doubly challenging for them. This year, an additional focus will be supporting programs focused on increasing English fluency and comprehension for ELL students..

3

Expand opportunities for STEM teachers in training

CalTeach represents a wealth of STEM college students interested in becoming teachers. The dearth of math teachers makes these students important for the future of education. We will again be including CalTeach students in our roster.

4

Recruit more Black and Latino mentors

The schools we work in have a high percentage of Black and Latino students. Mentors that share a common culture with students add value to the mentor-student relationship. They may better understand the student experience and be more easily approachable.

ACKNOWLEDGEMENTS

Our **dedicated mentors** who go into schools every week

Alba
Alison
Andraus
Andres
Ashley
Carlie
Charles
Charlotte
Daniel
Deborah
Dylan
Eli
Emily
Gean
Ingrid
Itzel
Jasmine
Kai
Laura
Maiya
Margaret
Margarite
Nancy
Nick
Peter
Prashant
Sharon
Steven
Teddy
William
Ysabelle

Our **2023-24 staff** who worked recruiting new mentors and supporting all mentors throughout the year.

Our **operations volunteers** who provided their time and expertise to keep Oakland Serves moving forward.

Our **colleagues** at our Partner organizations that share our goals and help us meet ours.

The **teachers and staff** at Castlemont High School, Dewey Academy, Madison Park Academy, Oakland High School, OUSD's Central Academic Recovery, and McClymonds High School. They welcome OS mentors into their classrooms.

Our **Board of Directors** who continue to support us.

The **Oakland Unified School District** for financial support.

Our **generous donors** for their financial support. They understand how integral graduating high school can be to the success of Oakland's young people.

WE THANK YOU
FOR YOUR CONTINUED SUPPORT OF
OUR PROGRAMS

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