

School Program Report

School Year 2022-2023



HOSC's evidence-based School Programs provided equitable opportunities for high school success to underserved elementary and middle school students. Programs improved grades, attendance, and the social well-being of high-risk students, many whom had limited English proficiency and received special education, leading to successful transitions to high school. The Programs provided a web of support to address academic needs, behavioral health, and dropout risk factors by removing barriers and addressing racial inequities.

Total Students Served
4th-8th Grade



263

Total Program Hours Attended



3979

Total Sessions Attended



2816

Total Community Volunteers

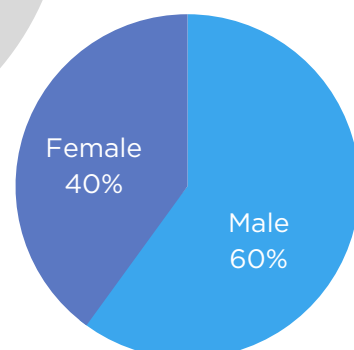
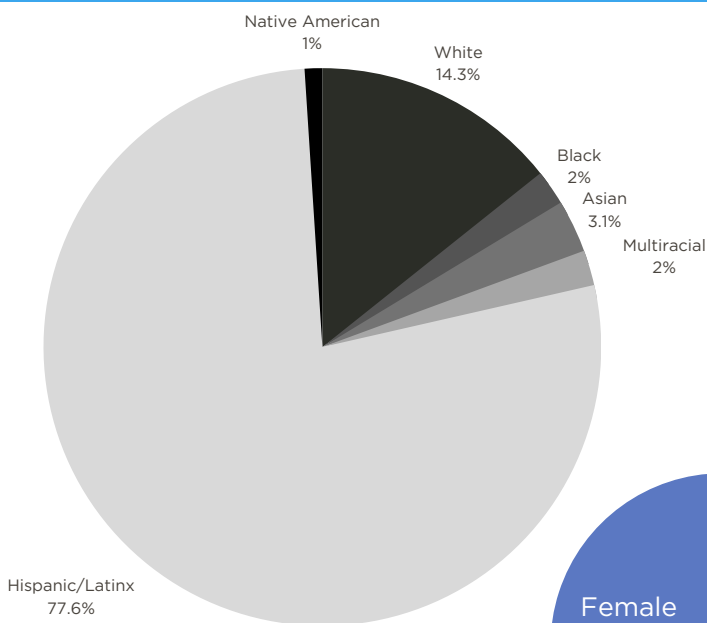
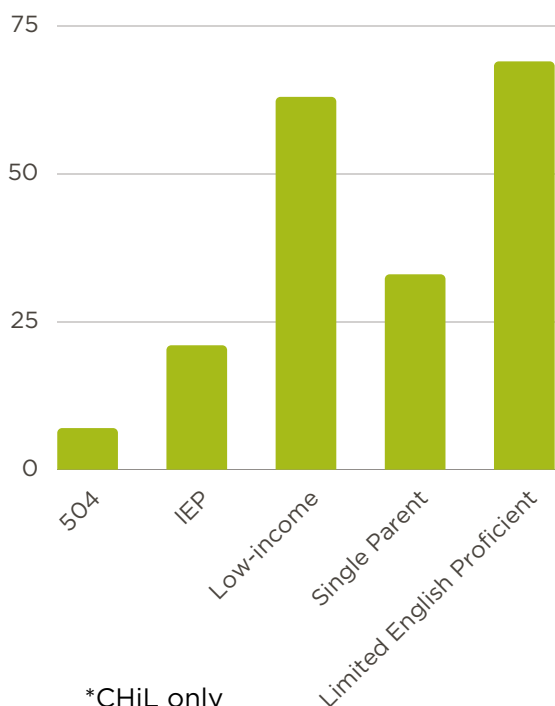


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Resulting in...

- Increased engagement with peers.
- Improved confidence in the classroom.
- Increased academic engagement and social-emotional skills.
- Enhanced social skills and mental health.
- Confidence to ask for help from mentor/tutor.
- Developed a trusting relationship with a non-family adult.

SY22-23 Demographics



Students Served



4th-8th grade students

Programming Received



tutoring, mentoring, group therapy

CHiL Sessions Attended



2044

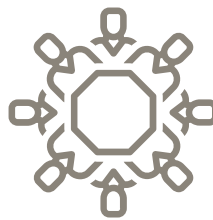
Tutoring/Mentoring SEL Instruction



2300+ hours

received of volunteer led tutoring, mentoring, and SEL instruction

Group Therapy



900+ hours

received of counselor led group therapy

Community Volunteers



58

trained community tutor-mentors provided academic support

- 2 HOSC staff and 6+ OMNI staff provided academic, mental health, SEL, and case management support.
- 97 students were educated on life skills, responsible decision-making, and coping strategies.

Resulting in:

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- Improved confidence in the classroom.
- Increased academic engagement and social-emotional skills.
- Enhanced social skills and mental health.
- Confidence to ask for help from mentor/tutor.
- Developed a trusting relationship with a non-family adult.

Satisfactory Academic Grades



"Satisfactory academic grades" is defined as a "C" average or better.

Satisfactory SEL Grades



"Satisfactory SEL grades" is defined as greater than or equal to 2.5 on the Learner Quality Scale (1.0-3.0 scale).

Satisfactory Attendance



"Satisfactory attendance" is defined as being absent less than 10% of school days per trimester.

SY22-23 Lunch Buddies Outcomes

Students Served



4th-6th grade students

Programming Received



tutoring and mentoring

Sessions Attended



772

Community Volunteers



trained community tutor-mentors provided academic support

Resulting in:

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- Improved confidence in the classroom.
- Increased academic engagement and social-emotional skills.
- Enhanced social skills and mental health.
- Confidence to ask for help from mentor/tutor.
- Developed a trusting relationship with a non-family adult.

Increased Academic Engagement and Social Emotional Skills



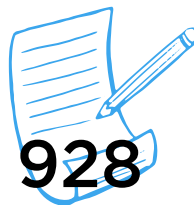
SY22-23 Pen Pals Outcomes

Students Served



4th-6th grade students

Total Letters Exchanged



between students and pen pals

Total Community Volunteers



trained community pen pals

Resulting in:

- Increased engagement with peers.
- Improved confidence in the classroom.
- Increased academic engagement and social-emotional skills.
- Developed a trusting relationship with a non-family adult.

SY 22-23 Survey Results and Testimonials



End of Year Student Survey

- 82% would recommend CHiL to a friend.
- 90% found the therapy group valuable and worthwhile.
- 89% felt comfortable asking their mentors for advice, up 16% from the beginning of the year.
- 91% felt comfortable asking their tutors for help with schoolwork, up 10% from the beginning of the year.

“This program has helped me a lot since I don’t know English well, and I can’t help my son enough with homework. This program has helped him improve his grades and showing up and me and my family a lot. - CHiL Parent.”



Volunteer Testimonials and Impact Statements

- "Thank you so much for choosing me to mentor at CHiL. I had a wonderful time working with the middle schoolers at Jack London and I loved being able to help them succeed with homework and their everyday life. Your passion for helping students and giving back to the community is extremely inspiring, and I will use that in my future career."
- "I like helping kids learn and improve their interest in school to unlock their potential."
- "I enjoy being with [the students]; they have such unique and interesting personalities and such active minds. And I appreciate the training and support from the program supervisors and teachers; it's fun working with them too!"
- "Becoming a mentor gave me the chance to hold out a helping hand to students, connect with them, teach, and guide them to enjoy and see the positive in the learning process."

- "Being able to experience this internship really helped me in solidifying my passion for developmental psychology because having the chance to work with the students was amazing. It reminded me of the reason why I decided to go into this career path originally, and it brings me joy to be able to work with youth."

- "I enjoyed [CHiL] last year. I thought the SEL (Social Emotional Learning) program was very beneficial for the students plus I learned a lot from it too."



“It has helped me in school to learn more and to better do my homework. My tutor has a good way to explain things that makes me get it - CHiL student”