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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

From Middle School Network

Meeting Date March 28, 2023

Subject KIPP Bridge Charter Academy 2023-24 Measure G1 Proposal

Ask of the Commission Approve the KIPP Bridge Charter Academy 2023-24 Measure G1 Proposal

Discussion Middle School Network is open to questions from the commission regarding the KIPP Bridge Charter Academy 2023-24 Measure G1 Proposal.

Fiscal Impact The recommended amount is **\$99,233.91**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





**2023-24
 Measure G1 Proposal**

Due: March 17, 2023

School Information & Student Data

| | | | |
|---|-----------------------------|---|---|
| School | KIPP Bridge Charter Academy | School Address | 1700 Market Street Oakland, CA 94607 |
| Contact | John Petersen | Contact Email | rosie.allen@kipbridge.org |
| Principal | John Petersen | Principal Email | rosie.allen@kipbridge.org |
| School Phone | 510-543-0078 | 2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only) | 190 |
| Recommended Grant Amount¹ | \$99,233.91 | 2023-23 LCFF Enrollment | 160 |

| Student Demographics (%) | | | | Measure G1 Team | |
|-------------------------------|-----|---------------------------|---------------------------------------|-----------------|---|
| English Learners | 22% | Asian/Pacific Islander | 2% | Name | Position |
| LCFF | 92% | Latinx | 23% | Rosie Allen | School Leader |
| SPED | 9% | Black or African-American | 55% | Daisy Padilla | Director of School Operations |
| Indigenous or Native American | 3% | White | 9% majority identify as Arab American | Sarah Sanchez | Director of Public Accountability and Compliance |
| Multiracial | 6% | | | D'Voya Tatum | KIPP Bridge Parent and KIPP Employee |
| | | | | Roshad Lewis | Associate Director of Finance and Former Bridge Student |
| | | | | Charles Mintz | Advocacy and Community Engagement Lead |

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

| Chronic Absence | | | | |
|-------------------------------|-----------------------|-----------------------|--|---------------------------------|
| Metric | 2020-21 | 2021-22 | 2022-23 (data for current year still in progress) | 2023-24 Goal |
| Student Population Overall | 22.1% | 56.5% | 42% 14.5% decrease | 10% decrease in chronic absence |
| Asian/Pacific Islander | 5.6% | NA - too few students | NA - too few students | NA - too few students |
| Latinx | 16.9% | 49.7% | TBD | 10% decrease in chronic absence |
| Black or African-American | 25.9% | 61.9% | 44% 17.9% decrease | 10% decrease in chronic absence |
| White | 15.3% | 61.6% | TBD | 10% decrease in chronic absence |
| Indigenous or Native American | NA - too few students | NA - too few students | NA - too few students | NA - too few students |
| English Learners | 16.2% | 51.6% | 34% 17.6% decrease | 10% decrease in chronic absence |
| Students w/ IEPs | 18.7% | 73.6% | 41% 32.6% decrease | 10% decrease in chronic absence |
| Free/ Reduced Lunch Students | 24.7% | 58.9% | 44% 14.9% decrease | 10% decrease in chronic absence |

Metrics

(all data points are required)

Other electives during the school day at KIPP Bridge Academy include - Physical Education and Financial Literacy. After school programming will be further increased by leveraging ELO-P grant funding; hiring and staffing plans have been implemented to increase access and options for after school services. "Art" below includes both *Therapeutic Art*, *West African Dance*, and contemporary dance through *Cheer Team*.

| Electives | | | | | |
|---|----------|---------|---------|---------|---------------|
| Metric | Area | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| Number of students taking elective courses. | Art | 0 | 110 | 0 | TBD - prop 28 |
| | Language | 0 | 0 | 0 | 0 |

| | | | | | |
|--|----------|----|----|-----|---------------|
| | Music | 0 | 0 | 0 | TBD - prop 28 |
| Number of students participating in non-course experiences (e.g. after-school program) | Art | 66 | 0 | 105 | 120 |
| | Language | 0 | 0 | 0 | 0 |
| | Music | 66 | 58 | 0 | 120 |

KIPP has an internal (local indicator) to report school connectedness: the Student Pulse Survey. This survey is a short student survey given every 2-3 weeks with rotations of questions by domain that provides live data and preliminary data analysis, allowing for a shorter data cycle and quicker responses to address students' needs.

| Positive & Safe Culture | | | | |
|--|-----------------------|-----------------------|--|--------------|
| Metric | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| Connectedness on CHKS Survey | | | | |
| Asian/Pacific Islander | 93% (small sample) | 100% (small sample) | 50% (small sample) | 75%+ |
| Latinx | 70% | 72% | 74% 2% increase | 75%+ |
| Black or African-American | 73% | 67% | 71% 3% increase | 75%+ |
| White | 44% | 62% | 70% 8% increase | 75%+ |
| Indigenous or Native American | NA - too few students | NA - too few students | 91% (small sample) | 75%+ |
| English Learners | 62% | 69% | 80% 11% increase | 75%+ |
| Students w/ IEPs | 81% | 78% | 69% 9% decrease | 75%+ |
| Free / Reduced Lunch | 68% | 58% | 72% 14% increase | 75%+ |
| Suspension Incidents - Student Rate CA Dashboard | | | | |
| Metric | 2020-21 | 2021-22 | 2022-23 (data for current year still in progress) | 2023-24 Goal |
| Asian/Pacific Islander | NA | NA - too few students | NA - too few students | 3% or below |
| Latinx | NA | 5.8% | 0.0% 5.8% decrease | 3% or below |

| | | | | |
|-------------------------------|----|-----------------------|-----------------------|-------------|
| Black or African-American | NA | 12.5% | 8.1% 4.4% decrease | 3% or below |
| White | NA | 10.7% | 4.5% 6.2% decrease | 3% or below |
| Indigenous or Native American | NA | NA - too few students | NA - too few students | 3% or below |
| English Learners | NA | 7.5% | 2.6% 4.9% decrease | 3% or below |
| Students w/ IEPs | NA | 16.3% | 13.3% 3% decrease | 3% or below |
| Free/ Reduced Lunch | NA | 9.4% | 5.2% 4.2% decrease | 3% or below |

| Student Retention from 5th Grade to 6th Grade | | | | |
|---|---------|---------|---------|--------------|
| Metric | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| 6th Grade Enrollment | 80% | 73% | 95% | 95% |

Community and Staff Engagement

| Community Engagement Meeting(s) | |
|--------------------------------------|----------------|
| Community Group | Date |
| KIPP Bridge Family Association (KFA) | March 13, 2023 |
| | |

| Staff Engagement Meeting(s) | |
|-----------------------------|----------------|
| Staff Group | Date |
| KIPP Teacher Staff Meeting | March 15, 2023 |
| | |

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2023-24 Proposed Expenditures

| All Proposed Expenditures (from sections below) | | Budget Amount |
|---|--|---------------|
| 1 | Mental Health Counselor Salary + Bonus: \$81,425 Benefits: \$17,810 | \$99,233.91 |
| Budget Total (must add up to Recommended Grant Amount) | | \$99,233.91 |

Proposed Expenditures By Focus Area

| Proposed Expenditures for Electives (Art, Language, and Music only) | | | |
|---|---|---|---------------|
| Description of Proposed Expenditures | Number of students taking a course in art, language, or music (based on the specific investment). | Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity. | Budget Amount |
| KIPP Bridge does not currently offer a scheduled middle school world language, art or music course in the regular school day, although other electives such as financial literacy and physical education are available to students. The financial literacy elective course was added in the 21-22 school year due to parent and community demand. We believe that music, art and world language elective programs could be valuable to students and may choose to implement classes into our schedule at a later time, especially given proposition 28 funds. However, the biggest need identified through data (student, teacher and families) as well as through community conversations is creating a positive and safe middle school environment. | NA | NA | NA |

Proposed Expenditures for Positive & Safe Culture

| Description of Proposed Expenditures | Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site? | Budget Amount |
|---|---|-----------------------------------|
| <p>Mental Health Counselor: The mental health counselor supports the following work to create a strong middle school culture:</p> <p>All scholars need support in social and emotional development. As children grow from year-to-year, they experience new challenges, new emotions, and new situations. Navigating these various experiences is difficult for anyone, and we all must understand that this is a process of growing and learning for all children. Like our academic approach, we infuse the bulk of our social emotional support into the general education curriculum through community circles and teaching children how to respond to situations that arise in class. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports:</p> <ul style="list-style-type: none"> - Morning or community circles to get to know classmates through sharing and greeting, learn and practice Cool Tools (SEL skills) by introducing one cool tool per week, experience stories and lessons related to our values and SEL competencies, share morning messages using values language. - Closing community circles where there is time to show appreciation of teammates through shoutouts and to talk about what they are excited to learn about the next day. - Restorative Practices, At KIPP Bridge, we recognize that all people make mistakes and that these are actually opportunities to grow and learn. We hold scholars accountable to high expectations and provide a high level of support for our scholars to grow. Examples of this in practice at the school, where the Mental Health Counselor is adding additional supports and/or leading: <ul style="list-style-type: none"> - Logical Consequences and Restorative Practices where consequences are meaningful for children; they cannot be abstract, extrinsic ideas that do not attach to the behavior. Depending on the root of the problem, one or both scholars may write a reflection about what happened and then return to the group after sharing their reflection with their teammate and apologizing, which may include other classmates, family members, coaches, and more, depending on the circumstance and impact. - Restorative chats where staff members at KIPP Bridge use restorative chats to support KIPPsters when harm has been done to a teammate (i.e. saying something mean) or to themselves (i.e. giving up on a task). A restorative chat guides the scholar to repair the harm and better the situation. - Restorative attendance conferences where families are invited to discuss attendance concerns. The goals of these restorative conferences are to better understand why a student may not be attending school regularly and for the student, family and administrator to produce a plan of action to ensure that the student’s attendance is in accordance with school and state requirements. <p>Mental Health Supports: The Mental Health Counselor leads work around Mental</p> | <p>Our desired outcomes are based around two goals that support building a positive middle school culture:</p> <p>1) students spending more time in school and; 2) a school environment that is safe and productive so that all students can learn.</p> <p>Suspensions (-) YOY suspensions for middle school students. Decrease to 3% or lower in the 23-24 SY</p> <p>Attendance (-) YOY chronic absence for middle school students. Decrease of 10% or greater in 23-24 SY</p> <p>Surveys (+) YOY school culture survey results regarding school safety. Increase to 75%</p> | <p align="center">\$99,233.91</p> |

| | | |
|--|--|--|
| <p>Health Intervention Services:</p> <ul style="list-style-type: none"> - CARE Teams: (CT) is an academic support structure that brings together all support service providers at a school site. The CT provides the opportunity for early identification, assessment, referral, support, and service coordination for students experiencing academic, attendance, behavioral, social, emotional, or health problems that impact their academic and learning success. The CT focuses on referred students and coordinates respective programs and services to promote their academic success. In addition, the CT provides a forum for identification and addressing of school-wide issues. The MHC facilitates the CT and leads coordination with external providers who engage with the CT. - Student Support: The MHC runs individual and small group sessions with students who have mental health concerns and builds social-emotional skills with targeted groups of students. The MHC also liaises with the Special Education Team to ensure students who need IEPs are identified and are offered appropriate support. Developing these skills, especially in students with intense needs, is essential to having a healthy school culture that supports effective use of SEL and RP. - Teachers modeling healthy responses: the KIPP Bridge staff consistently models healthy interactions and reactions, especially in times when they may be frustrated or tired. - Teachers receive support in these strategies through both the school culture team, of which the Mental Health Counselor is a member, and through regional professional development. MHC-led trainings include, but are not limited to: Trauma Informed Care, Non-violent Communication, Mindfulness, Classroom-based SEL Strategies, Psychology of Restorative Practices and Suicide Prevention. In addition the MHC supports teachers in having restorative conversations or building plans to infuse SEL competencies into their lessons. The Mental Health Counselors' support in developing and implementing these supports is an essential piece in improving the SEL and restorative practices program at the middle school level. The data indicates that this work needs a particular focus for these grade levels. This work will further be supported through classroom Second Step Curriculum, and The Complete Restorative Practices Implementation Guidebook." | | |
|--|--|--|

| Proposed Expenditures for Retention of 6th Graders | |
|--|---------------|
| Description of Proposed Expenditures | Budget Amount |
| Not applicable - KIPP Bridge is a TK-8 school. | NA |

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



KIPP BRIDGE
ACADEMY

KIPP Bridge KFA Meeting - 3/15/23

[Slides](#)

Families Present:

- **Tamera Allums**
- **Chelsea Jones**
- **Jose Hernandez**
- **Jamila Bowling**
- **Beatriz Rodriguez**

Agenda:

Ice Breaker

School Updates

Measure G

Guest Presenters

Notes for Measure G:

Rosie Allen, KIPP Bridge Academy School Leader presents

- Overview of G1 requirements
- Share the options for funds - enrichments, school culture, 5th to 6th transition

Shares results aligned with spending

- Staff and student connection on campus
- Attendance improvement from last year
- Mental health focus for tier 1 students (circles, etc.)

Family Discussion and Questions:

- Having a counselor is great, that helps teachers focus on teaching
- I am wondering how much of mental health goes directly to parent services, can we extend access to our families?
- I was concerned about the neighborhood we are in.
- I love that you all have safety protocols - able to do lockdowns quickly
- I love that our staff knows the kids names, they take the time to know them personally
- We find that mental health does need to be extended to families, we have seen that its systemic, it starts at home

- ◆ Family support:if a student qualifies, our MHC do offer family therapy. And that supporting our community is something we are always thinking about including.
- How many counselors do we have and how many more could we hire?



**KIPP Bridge Measure G1 Staff Meeting
3/15/23**

Staff Present:

| | | | | | |
|----------|---------|---------|----------|---------|--------|
| Authi | G | Coleman | Williams | Julia | Phae |
| Hill | Walters | S | Sabin | Evans | Handie |
| Moira | Bowling | Tatum | Padilla | Gillard | Hayes |
| R. Allen | | | | | |

Agenda:

- G1 Overview
- G1 Results
- G1 Discussion

Rosie Allen, KIPP Bridge Academy School Leader

- Share the G1 presentation / slides with staff
- Options for spending - enrichments, school culture, matriculation

G1 Results demonstrate some success with the current way of spending

- Connection with students on campus
- Attendance growth
- MHC Tier 1 supports

G1 questions / ideas from staff:

- KIPP does not have enrichment programs like music, etc. PE and Financial Literacy are the current focus. I would like for us to expand other enrichment programs. To do things like this during the school day, would be nice. It's not only educational driven.

- I do agree a lot of our kids do need mental health support. Art and music can serve all of our students, rather than targeting specific students. Sometimes we are not able to service all kids because their caseloads are full.
- When things are happening more than just academics, students are able to be incentivized.
- Could we add an enrichment class?
- Could we invest in athletics? It's something students and families look forward to.
- The only enrichment class we offer is financial literacy.
- How can we tie music/art and make it therapeutic? How can we tie both of those together?
- Could we cycle every other year?
- I am concerned about not being able to have another MHC on campus, they're already swamped. Our kids really need this.
- Could we keep our MHC # now?
- I wonder if we can get a guidance counselor (conflicts and identity), we would need someone like this to support our MHC and administration.
 - PCP - Guidance counseling
- Creating a SafeER environment is important. When kids are trying to fight during an assembly, showing pornography, or bringing things to school. Can we hire a staff to focus on safety? We need to get creative on how we can make this school safe. We don't even have enough teachers to support kids.
- I am thinking beyond a person. There needs to be unlearning and learning. What does it mean to be a member of a safe community?
- I think we can do some of this during team and family and SEL - how to be a decent human being.
- We need a behavior specialist
- Could we balance and have 2 ppl, half of a week it's a MHC and the other half its art?
- Would hiring a music teacher actually cover a music program?

Bienvenidos a
la asociación
familiar KIPP

مرحبا بكم في جمعية
KIPP عائلة



Welcome to
***KIPP FAMILY
ASSOCIATION***

March 13th, 2023



AGENDA

March 13th, 2023

Ice Breaker

Rompehielos

قواطع الجليد

School updates

Actualizaciones de la escuela

تحديثات المدرسة

Measure G
Presentation

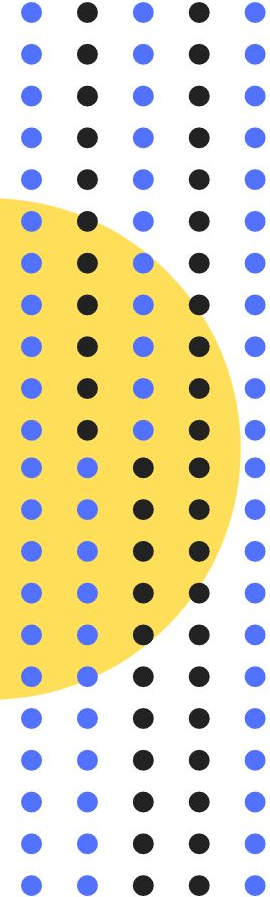
Presentación de la
Medida G

G قياس العرض

Guest Presenters

Presentadores
invitados

مقدمو العروض الضيوف



si necesita traducción, haga clic en "interpretación" en el zoom
español = español
alemán = árabe

إذا كنت بحاجة إلى ترجمة ، فانقر على "ترجمة فورية" عند التكبير
الأسبانية = الأسبانية
ألماني = عربي

Ice Breaker Question

What community resource would you most like to see brought to KIPP Bridge?

¿Qué recurso de la comunidad le gustaría más ver en KIPP Bridge?

KIPP Bridge ما هو المورد المجتمعي الذي تود أن تراه قد تم إحضاره إلى

Bridge Rising March Theme: Women's Herstory Month

Female leaders - women can do anything and do it well

- Diversity, intersectionality, & unity
- Highlighting women's contributions to our society
- Centering BIPOC women (i.e. AOC, Stacey Abrams, Kamala Harris)
- Trans women (i.e. Sylvia Rivera, Marsha P. Johnson, Parinya Charoenphol)

The power of Women - "women hold up more than half the sky"

- Raising family, creating humanity
- Uncompensated & undercompensated work
- Combating overrepresentation of "strong Black woman" and "adultification" of young Black girl
- Athletes, first generation, occupation,
- Resilience - thriving in spaces that are male dominated

Women of Oakland - women have changed, shaped, and created our community

- Examples: Cat Brooks, Mothers, Ericka Huggins, Fredrika Newton
- Mothers of Bridge Rising

March 2023 KBUS Updates

Student/Family Events

- Moms & Muffins
 - Tentative: Wed 3/15 at 8:30AM
- Cesar Chavez Day Celebration
 - Wed, 3/29



Academic Events

- Parent-Teacher conferences
 - Mon-Wed, 3/27-2/29



NO School (both schools)

- Thurs-Fri, 3/30-3/31



Your School Needs YOU

Tu Escuela TE Necesita



Dozens of KIPP Bridge parents have already spoken up for their school. You can join them by:

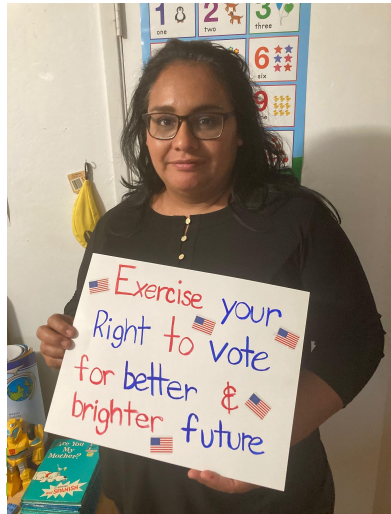
Docenas de padres de KIPP Bridge ya se han pronunciado por su escuela. Puedes unirte a ellos por:

Telling other parents about our charter renewal // *Contarles a otros padres sobre nuestra renovación de estatutos*

Posting positive stories about us on social media // *Publicar historias positivas sobre nosotros en las redes sociales.*

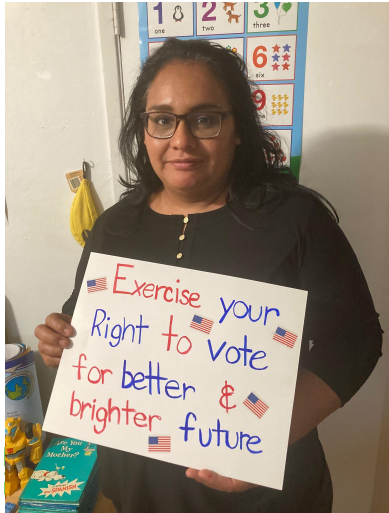
Sharing your testimony at the board meetings // *Compartir su testimonio en las reuniones de la junta*

Email charles.mintz@kipppnorcal.org if you are interested in any of these opportunities // *Envíe un correo electrónico a charles.mintz@kipppnorcal.org si está interesado en alguna de estas oportunidades*



Your School Needs YOU

Tu Escuela TE Necesita



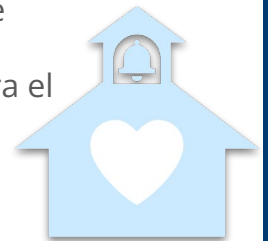
KIPP Bridge Academy Measure G1

KIPP:Public Schools

NORTHERN CALIFORNIA

Measure G1

- Local Oakland ballot measure passed in 2016 for education funding
 - Oakland middle schools are eligible for funding
 - Focus to improve middle school student experience by...
 - Providing a safe school environment for middle school students
 - Investing in programs such as art, music or world language
 - Investing in student retention from elementary to middle school
- This is restricted funding, meaning that it has to meet very specific requirements and outcomes for spending.*
- La medida electoral local de Oakland aprobada en 2016 para la financiación de la educación
 - Las escuelas intermedias de Oakland son elegibles para recibir fondos
 - Enfoque para mejorar la experiencia de los estudiantes de secundaria al...
 - Proporcionar un entorno escolar seguro para los estudiantes de secundaria
 - Invertir en programas como arte, música o idiomas del mundo
 - Invertir en la retención de estudiantes desde la escuela primaria hasta la secundaria
 - Esta es una financiación restringida, lo que significa que tiene que cumplir requisitos y resultados muy específicos para el gasto.



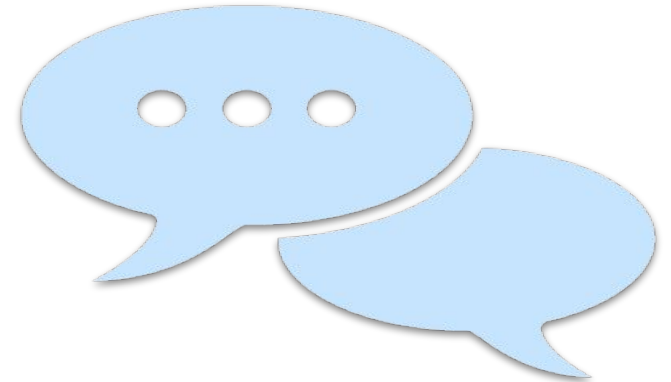
Measure G1

Today we will...

1. Revisit our current school year G1 plan and outcomes (so far!)
2. Engage with families and staff regarding funds for next school year
3. Submit a 2023-24 plan to the Measure G1 Commission

Hoy vamos a...

1. Revise nuestro plan y resultados G1 del año escolar actual (¡hasta ahora!)
2. Involucrarse con las familias y el personal con respecto a los fondos para el próximo año escolar
3. Presentar un plan 2023-24 a la Comisión de la Medida G1



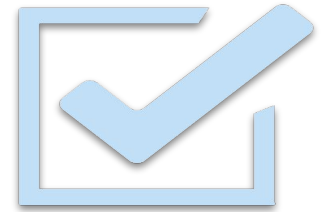
Reflection: Measure G1

In 2022, KIPP...

1. engaged with KFA and staff to assess school needs and determined how to spend the potential funds;
2. it was determined that providing a safe school environment for middle school students was the priority;
3. and the school drafted a plan to hire a mental health counselor to support student needs;
4. the plan approved by the Oakland Measure G1 Commission and funded a large portion of the mental health counselor role.

En 2022, KIPP...

1. se comprometió con KFA y el personal para evaluar las necesidades escolares y determinó cómo gastar los fondos potenciales;
2. se determinó que la prioridad era proporcionar un entorno escolar seguro para los estudiantes de secundaria;
3. y la escuela redactó un plan para contratar a un consejero de salud mental para apoyar las necesidades de los estudiantes;
4. el plan fue aprobado por la Comisión de la Medida G1 de Oakland y financió una gran parte de la función de consejero de salud mental.



Safe School Environment: Measure G1

Mental Health Counselor:

- Social Emotional Learning & Restorative Practices
- Mental Health Supports
- Trauma Informed Care

Metrics to Review:

Student Connectedness/Belonging Results:

- 87% of students say there is staff member on our campus who wants them to do their best. Highest in the Region!

Average Daily Attendance: Goal of 95%

- Our campus average is 89.5% (3% growth from last year!)

MHC Tier 1 6th Grade Support:

- Weekly Community Circles with MHC staff to promote socio-emotional development

Family Discussion: Measure G1

Where else could funds be spent to support our students?

What role has the Mental Health Counselor played this school year?

What are some additional ways that the Mental Health Counselor can support you and your scholar at KIPP Middle School?

Is a safe school environment still a focus for our middle school scholars?

Questions & Discussion:

¿Dónde más se podrían gastar los fondos para apoyar a nuestros estudiantes?

¿Qué papel ha jugado el Consejero de Salud Mental este año escolar?

¿Cuáles son algunas formas adicionales en que el Consejero de Salud Mental puede apoyarlo a usted y a su estudiante en la Escuela Intermedia KIPP?

¿Sigue siendo un ambiente escolar seguro un enfoque para nuestros estudiantes de secundaria?

Preguntas y Discusión:

Thank you!
¡Gracias!

KIPP:Public Schools

NORTHERN CALIFORNIA

Guest Speakers Oradores invitados

KIPP:Public Schools
NORTHERN CALIFORNIA

Community Partners

Socios de la comunidad

Akilah Lesley - Willie Keyes Rec Center

Greg McClain - DeFremery Park

Jacqueline Hunt-Willis - Jion Academy



Rubies
Emeralds
Diamonds
Sapphires

REDS
girls

Jacqueline Hunt-Willis,
Executive Program Director

REDS Girls

*Powered by
Jion Academy*

- Located at DeFremery Recreation Center – 2nd Floor
- 7 YEARS & 72 Girls
- College Scholarships
- Mentorship Program



Core Program

Science

Technology

Engineering

Arts

Math



LIFE SKILLS

BOOK CLUBS

DANCE

FINANCIAL LITERACY

COOKING

PHYSICAL FITNESS

FUN PROJECTS
&
FIELD TRIPS



Cooking





PHYSICAL FITNESS & BOXING





