

**SOCIAL JUSTICE PUBLIC CHARTER SCHOOL SY21-22 ANNUAL REPORT**

**5450 3rd Street NE, Washington, DC 20011 202-968-5380**

**Board Chair: Derrick Johnson**

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**I. ANNUAL REPORT NARRATIVE**

**School Description: Mission Statement:**

Social Justice Public Charter School (SJS) will catalyze an integrated community of middle school students, 5th-8th grade, to be scholar-activists who are designers of a more just world.

**School Program:**

The Social Justice School is rooted in three Core Beliefs:

**Core Belief #1: We believe that students, staff, and families are F.R.E.E.**

At SJS, we believe that a more just world requires that well-informed, caring, and activated individuals are:

**Fearless**—in the face of injustice;

**Relentless**— in the pursuit of justice;

**Empathetic**—to the feelings, thoughts and experiences of others; and

**Engaged**—with heart and mind.

**Core Belief #2: We believe in providing every student with an inclusive learning environment.**

SJS is an inclusive educational space where students build deep relationships across differences. The culture of the students, families, and teachers are reﬂected in the curriculum of our school—cultural differences are celebrated, and we are intentionally integrated. A key structure that we use to cultivate these community bonds is Crew, the advisory program at the core of the EL Education model. Crews are diverse teams of students and teachers who work together during daily sessions to build and sustain the relationships and habits that are the strong foundation of a social-emotional learning environment. Crew creates an intentional culture where every student is known, and where every member of the community is a vital part of the whole—EL Education describes this interconnected support by saying that “there are no passengers, only crew.”

**Core Belief #3: We believe that effective educational systems are design-oriented and iterative.**

SJS believes that students should engage in work that is meaningful, active, and rooted in problem-solving that contributes to a better world. Students engage with the world as active learners. They see the world as a process and not a product. As such, they feel more empowered to change their reality. To do this, the process through which students learn must be centered around problem-solving.

**Academic Approach:** SJS uses an educational model that uniquely blends rigorous academic instruction with learning expeditions that are rooted in social justice and liberatory design thinking. The Social Justice School creates an educational space where students engage critically across differences with the world and interrupt systems of inequality toward designing equitable systems with equal outcomes: liberation for all and a non-hierarchical society. Our instructional approach is rooted in four key elements:

* **Crew:** We are Crew, not passengers. Crew is a highly-successful advisory component of EL Education (an expeditionary learning curriculum based on projects and

hands-on application of learning). A crucial part of our program is that “every student is known.” We know students are more likely to be successful if they have an adult they feel they can trust to guide them with academics, social, and emotional challenges. Every scholar-activist is paired with an educator who is their Crew leader until they graduate. Crew leaders are responsible for making connections with the children and their families and monitoring their academic, social, and emotional progress. To ensure this, Crew leaders serve as the primary point of contact for families. Crews are intentionally diverse based on gender, race, disability, and language. Students view their Crew as their team working together to achieve collective liberation. Crews meet daily to support their learning and growth.

* **Rigorous Academic Instruction:** The cornerstone of our instructional model is the adoption of standards-aligned curricula that is evidence-based and focuses on problem-solving, application of learning, and the production of high-quality work. We begin with adopting Common Core standards and craft instruction that explicitly teaches students the skills needed to become successful graduates, disruptors of inequity, and social change agents. In this learning environment, students are supported to do far more than they think they can. Teachers expect and demand excellence and teach in ways that enable students to learn deeply, surpass standards, grow intellectually, and produce high-quality work.
* **Learning Expeditions focused on Social Justice:** All of our students participate in Learning Expeditions rooted in social justice. Students gain knowledge and skills by working for an extended period to investigate and respond to an engaging and complex question, problem, or challenge. The sustained, interdisciplinary exploration of a complex problem that is the hallmark of expeditionary learning is ideal for understanding social justice. It allows students to examine real social issues through multiple lenses and develop open-ended solutions that meet real people's needs. The problems we explore are speciﬁc to our local community.
* **Liberatory Design Thinking Class:** In our Liberatory Design Thinking class, our scholar-activists can identify and challenge power, privilege, and inequity. Drawing on civil rights leaders' experiences, they imagine what is possible using our Liberatory Design Lab, our social justice makerspace, to prototype and test solutions in our local community. The Liberation Design Lab incorporates the philosophy of liberatory design thinking. Liberatory Design Thinking (LDT) is an innovation on

traditional design thinking that adds in the notion that design should be for liberation, design should be collective, and design should address issues of bias and prejudice that are often in the minds of those who see themselves as designers. Our scholar-activists tackle real-world problems of equity and social justice in their communities using the LDT process. Currently, our physical Social Justice Makerspace includes two 3D printers, a screen-printing/cutting station, and a button maker lab. When it fully comes to fruition, the Lab will also have a podcasting station, woodcutting tools, digital cameras, and various other tech tools to allow students to build prototypes of solutions they design.

**Family Engagement**

The Social Justice School believes that family and community engagement are at the heart of our mission and our deep commitment to social justice. At our core, we choose to intentionally engage our families in a variety of different ways.

* **Dream Collaborative:** Last school year, we launched the Dream Collaborative. The Dream Collaborative is an intergenerational approach to family engagement that is rooted in a sense of belonging, healing and advocacy. Parents, students, and teachers met monthly in order to engage in SEL lessons and the liberatory design thinking process to problem solve issues that emerged in our founding year. This group led the charge in revising our virtual learning schedule through a series of meetings with teachers and administrators.
* **Audre Lorde Therapy Program:** In Spring 2021, we launched the Audre Lorde Therapy Program - a whole-person, whole-family approach to mental health support. This program is offered to students, their caregivers, and any other family member who might need mental health support. We offer a tiered approach to support the mental health of our community. Tier I is psychotherapy sessions that are aimed to support the development of trauma-informed parenting skills. The second tier is our group therapy which creates collective spaces for participants to receive mental health support based on common needs. Tier III is our therapy that is tailored to meet the individual needs of participants. We also hosted a variety of

monthly family engagement workshops for students and families to participate in.

* **Town Hall Meetings:** Throughout the course of the 2021-2022 School Year, we held several town hall meetings to address the needs of our scholars, families, and larger community.
* **Celebrations:** SJS coordinated events in celebration of Black History Month, Latinx Heritage Month, Women's History Month, and Asian-Paciﬁc Islander History Month.
* **Whole Family Supports:** SJS secured several partnerships to provide healthy meals to families throughout the school year, and during the Thanksgiving and Winter Holidays.
* **Empathy Interviews:** SJS conducted weekly wellness checks for all of our families. We asked families to provide input and feedback on our summer programming, and asked them how SJS should support students given the increase in funding because of the COVID-19 pandemic.
* **Weekly Newsletter:** SJS sent home a weekly newsletter to all families. The newsletters contained critical information regarding upcoming events, and assessments.

**School Performance:**

For the SY21-22 The Social Justice School was measured across multiple mission-oriented goals. The

 Social Justice School met all of the goals and the breakdown of each goal can be found below.

**Performance and Progress:**

**Performance Management Framework (PMF):** DC PCSB’s Performance Management Framework (PMF) was used as goals as outlined in our charter. DCPSB did not produce PMF scores for SY21-22.

**Student Led Conferences:** Self-Advocacy is an essential component of our instructional model. One way in which we measure our progress towards increasing the capacity of our scholar-activists to become self-advocates is through our Student Led Conferences (SLCs). SLCs are held three times a year. SLCs center students, not teachers. Students are expected to bring several artifacts that demonstrate their successes and challenges in the following areas: knowledge and skills, and habits of character. Students articulate their strengths and weaknesses and work with their families to make a plan to improve their performance in those areas.

SJS set a goal of having 80% of our scholar-activists participating in a SLC. Last school year, SJS incorporated SLC preparation into our Crew lessons to provide ample time for scholars to design and execute their artifacts. Of 104 scholars, 97 participated in SLC resulting in a 93% participation rate meeting our 80% participation target.

**Student Led Learning Expeditions:** Problem solving is another essential component of our instructional model. One way in which we measure our progress towards increasing the capacity of our students to become problem solvers is through our learning expeditions that are rooted in social justice. The theme of last school year’s learning expedition was Liberation Movements. The guiding question was “How have hidden figures shaped history and created social change?”

SJS set a goal of having 80% of our scholar-activists participate in a Social Justice Learning Expedition. Last school year, SJS met our goal with 94 scholar-activist participating in an expedition, resulting in a 90% participation rate.

**Other Data Measured:** Our scholar-activists took part in the NWEA MAP Assessment during the 2022 school year. Our goal was to have at least 60% of all students achieve at or above the 50th percentile or meet or exceed their typical growth goal target. In 2022, 64% of our scholar-activists scored at 50th percentile or met their growth goal in English Language Arts (ELA). In addition, SJS’ reading growth was 5% higher than the national pre-pandemic average. SJS also saw growth in Math and ELA over time. Lastly, our scholar-activists with disabilities had more reading growth than their non-disabled peers. And, our Hispanic scholar-activists had a significant increase in their growth scores on the NWEA MAP Assessment. SJS met our NWEA MAP assessment during 2021-2022.

**Unique Accomplishments:**

During the 2021-2022 school year, SJS earned several awards and recognitions this school year.

* SJS was awarded several grants to support the development and expansion of their innovative programming. Speciﬁcally, SJS has won grants from the following organizations: New Leaders Roberts Award, New Schools Venture Fund and the Vela Education Fund.

**List of Donors:**

The following individuals or organizations have donated $500 or more to Social Justice PCS between July 1, 2021 and June 30, 2022:

* New Schools Venture Fund
* Education Forward
* CityBridge Education
* Camelback Ventures Inc.
* Roberts Foundation
* Aaron Stallworth
* Raël Nelson James
* Brittany Erickson
* Caroline Hill
* Charles Moore
* Patrcia Brantley
* Brittany Erickson

**DATA REPORT**

**School Year (SY) 2021-22 Annual Report: Campus Data Report**

|  |  |
| --- | --- |
| **Source** | **Data Point** |
| PCSB | LEA Name: Social Justice PCS |
| PCSB | Campus Name: Social JusticePCS |
| PCSB | Ages served: 9-13 |
| PCSB | Grades served: 5-7 |
| PCSB | Overall Audited Enrollment:102 |

**Enrollment by grade level according to OSSE’s Audited Enrollment Report**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | 5 | 6 | 7 |
| **Student Count** | 15 | 46 | 41 |

**Student Data Points**

|  |  |
| --- | --- |
| **Source** | **Student Data Points** |
| School | Total Number of InstructionalDays: 178 |
| PCSB | Suspension Rate:. 12.7% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspensions:0.27% |
| PCSB | In-Seat Attendance: 88.10%\* |
| PCSB | Average Daily Attendance: 90 |
| PCSB | Midyear Withdrawals: 2.9% (3students) |
| PCSB | Midyear Entries: 4.9% (5students) |
| PCSB | Promotion Rate (LEA): 100% |

**Teacher/Admi Data Points**

|  |  |
| --- | --- |
| **Source** | **Faculty and Staff Data Points** |
| School | Teacher Attrition Rate: 38% |
| School | Number of Teachers: 15 |
| School | Average Teacher Salary:$66,145.64 |
| School | Teacher Salary Range:$48,630 - $90,000 |

|  |  |
| --- | --- |
| School | Salaries (including bonuses) of the ﬁve mosthighly-compensated individuals in the organization, if over $100,000 for SY 2021-22. **Myron Long,****Executive Director - $** 149,040 |

**Appendices**

**2021 - 2022 Staff Roster**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Last Name** | **First Name** | **Title** | **Federal Role** | **Qualiﬁcations** |
| Ain | Rebecca | ELA Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Master’s |
| Alston | Lakeitha | PE Teacher | Teacher, Elementary (grades1-6) Secondary (7-12) | Bachelor’s |
| Alston | Shaquita | Liberatory Design Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Bachelor’s |
| Berry | Winnifred | ELA InclusionTeacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Bachelor’s |
| Asher | Laura | Urban TeachersFellow | Teacher, Elementary (grades 1-6), Secondary (7-12) | Bachelor’s |
| D'Costa | Diane | Liberatory DesignTeacher | Teacher, Elementary (grades 1-6), Secondary (7-12) | Bachelor’s |
| Doan | Kaleigh | French Teacher | Teacher, Elementary (grades 1-6), Secondary (7-12) | Bachelor’s |
| Diggs | Dominique | OperationsManager | LEA Administrative SupportStaff | Bachelor’s |
| Figuero | Johanna | Math Teacher | Teacher, Elementary (grades 1-6), Secondary (7-12) | Bachelor’s |
| Galloway | Reginald | Director ofOperations | School Administrator - Other | Bachelor’s |
| Gray | Michele | Director of StudentSupports | School Administrator - Other | Bachelor’s |
| Jackson | Ondrae | Math Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Master’s |
| Johnson | Brandon | Principal | School Administrator -Principal/School Leader | Master’s |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Long | Myron | ExecutiveDirector | LEA Administrator | Master’s |
| Odoms | Symone | ELA Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Bachelor’s |
| Omana | Carlos | Math InclusionTeacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Master’s |
| Perry | Linice  | Math Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Bachelor’s |
| Smith | Danyelle | ELA InclusionTeacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Bachelor’s |
| Stevens | Courtney | Social Worker | Special Education SupportStaff, Social Worker | PhD |
| Wade | Bria | Family EngagementSpecialist | LEA Administrative Support Staff | Bachelor’s |
| Queenan | Ahmad | Science Teacher | Teacher, Elementary (grades1-6), Secondary (7-12) | Teacher, Elementary (grades1-6) |

**2021 - 2022 Board Roster**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Role on SJS Board** | **DC Resident** | **Parent of Student** |
| Samantha Abrams | Committee Member | Yes | No |
| Patricia Brantley | Committee Member | Yes | No |
| Tiffany Clemmons | Committee Member | No | No |
| Eric Goldstein | Committee Member | Yes | No |
| Raël Nelson James | Board Chair, and ParentComplaint Liaison for PCSB | Yes | No |
| Derrick Johnson | Governance CommitteeChair | Yes | No |
| Justin Jones | School Performance Committee Chair | Yes | No |

|  |  |  |  |
| --- | --- | --- | --- |
| Meena Nankani | Treasurer and Finance & Facilities Committee Chair | Yes | No |
| Lorraine Ramos | Committee Member | No | No |
| Ashley McMichaels | Committee Member, andParent Member | Yes | Yes |
| Maia Shanklin-Roberts | Committee Member, andParent Member | Yes | Yes |
| Aaron Stallworth | Committee Member | Yes | No |
| Jhae Thompson | Committee Member | No | No |
| Tammy Tuck | Vice Board Chair | No | No |

**Unaudited Year-end 2021-2022 Financial Statement**

|  |
| --- |
| **Social Justice Public Charter School Inc.** |
| **Profit and Loss** |
| **July 2021 - June 2022** |
|  |  |
|  | **Total** |
| **Income** |  |
| **400 Per-Pupil Operating Revenue** |  |
| **4000 Per-pupil alloc** | 1,278,100.44 |
| **4010 Per-pupil SpEd alloc** | 537,700.02 |
| **4011 Per-pupil SpEd ESY** | 13,673.00 |
| **4020 Per-pupil LEP/NEP alloc** | 58,650.04 |
| **4040 Per-pupil At Risk** | 174,542.00 |
| **Total 400 Per-Pupil Operating Revenue** | **$ 2,062,665.50** |
| **410 Per-Pupil Facility Revenue** |  |
| **4100 Per-pupil facility alloc** | 347,616.00 |
| **Total 410 Per-Pupil Facility Revenue** | **$ 347,616.00** |
| **420 Other Local Revenue** |  |
| **4200 Local grants** | 76,263.79 |
| **4210 Local programs** | 2,168.79 |
| **Total 420 Other Local Revenue** | **$ 78,432.58** |
| **500 Federal Grants Revenue** |  |
| **5000 ESEA Title 1** | 99,694.90 |
| **5003 IDEA 611** | 23,048.05 |
| **5003.1 IDEA 611-ARP** | 5,108.92 |
| **5006 CARES Act Funds** | 0.00 |
| **5007 ESSER II** | 125,866.60 |
| **5009 ARP Facilities Grant** | 90,909.09 |
| **5010 Title Vb grants** | 239,247.06 |
| **5030 Competitive federal grants** | 55,368.33 |
| **Total 500 Federal Grants Revenue** | **$ 639,242.95** |
| **510 Federal Program Revenue** |  |
| **5100 National school lunch prog** | 46,847.78 |
| **Total 510 Federal Program Revenue** | **$ 46,847.78** |
| **600 Private Grants** |  |
| **6020 Foundation grants** | 294,740.01 |
| **Total 600 Private Grants** | **$ 294,740.01** |
| **620 Private Contributions** |  |
| **6200 Individual contributions** | 7,011.39 |
| **6210 Corporate contributions** | 2,039.82 |
| **6220 Foundation contributions** | 1,150.00 |
| **Total 620 Private Contributions** | **$ 10,201.21** |
| **640 School Sales** |  |
| **6430 Student uniform sales** | 12,776.65 |
| **Total 640 School Sales** | **$ 12,776.65** |
| **650 Additional Revenue** |  |
| **6560 Miscellaneous revenue** | 978.47 |
| **Total 650 Additional Revenue** | **$ 978.47** |
| **Total Income** | **$ 3,493,501.15** |
| **Gross Profit** | **$ 3,493,501.15** |
| **Expenses** |  |
| **7 Staff Related Expenses** |  |
| **700 Curricular Salaries** |  |
| **7000 Leadership salaries** | 97,849.92 |
| **7010 Teacher salaries** | 320,168.45 |
| **7011 SpEd salaries** | 384,653.17 |
| **7012 ELL teacher salaries** | 8,707.05 |
| **7013 Specials salaries** | 218,947.43 |
| **7080 Curricular stipends** | 5,500.00 |
| **Total 700 Curricular Salaries** | **$ 1,035,826.02** |
| **710 Supplemental Service Salaries** |  |
| **7100 Student support salaries** | 101,112.53 |
| **7130 Business, operations salaries** | 191,575.70 |
| **7191 Before and After Care Salaries** | 5,525.00 |
| **Total 710 Supplemental Service Salaries** | **$ 298,213.23** |
| **720 Supplemental Program Salaries** |  |
| **7212 Summer school salaries** | 10,809.82 |
| **7280 Program stipends** | 33,612.50 |
| **Total 720 Supplemental Program Salaries** | **$ 44,422.32** |
| **730 Management/Development Salaries** |  |
| **7300 Executive salaries** | 149,040.00 |
| **Total 730 Management/Development Salaries** | **$ 149,040.00** |
| **740 Employee Benefits** |  |
| **7400 Retirement plan contrib** | 23,933.90 |
| **7410 Health insurance** | 58,858.66 |
| **7420 Life and disability insurance** | 8,082.55 |
| **7460 Workers' comp insurance** | 6,041.16 |
| **Total 740 Employee Benefits** | **$ 96,916.27** |
| **750 Payroll Taxes** |  |
| **7500 Social security & medicare** | 115,878.09 |
| **7510 State unemployment tax** | 9,280.99 |
| **7520 Universal paid leave tax** | 9,252.66 |
| **Total 750 Payroll Taxes** | **$ 134,411.74** |
| **760 Professional Development** |  |
| **7600 Staff development (non-travel)** | 34,486.79 |
| **Total 760 Professional Development** | **$ 34,486.79** |
| **780 Other Staff Expense** |  |
| **7800 Staff recruiting** | 8,577.93 |
| **7810 Staff background checks** | 378.00 |
| **7820 Staff meals, events & awards** | 15,613.14 |
| **7830 Staff travel (non-development)** | 2,812.41 |
| **Total 780 Other Staff Expense** | **$ 27,381.48** |
| **Total 7 Staff Related Expenses** | **$ 1,820,697.85** |
| **770 Contracted Staff** |  |
| **7700 Substitute contract staff** | 36,661.04 |
| **Total 770 Contracted Staff** | **$ 36,661.04** |
| **800 Occupancy Rent Expense** |  |
| **8000 Rent** | 408,960.01 |
| **8001 Deferred Rent Expense** | 11,550.00 |
| **Total 800 Occupancy Rent Expense** | **$ 420,510.01** |
| **810 Occupancy Service Expense** |  |
| **8120 Maintenance and repairs** | 750.00 |
| **Total 810 Occupancy Service Expense** | **$ 750.00** |
| **900 Direct Student Expense** |  |
| **9000 student supplies, snacks** | 51,667.78 |
| **9020 Student textbooks** | 26,239.92 |
| **9030 Student uniforms** | 13,854.61 |
| **9050 Contracted instruction fees** | 10,589.69 |
| **9051 Contracted SpEd instruction** | 74,402.77 |
| **9060 Food service fees** | 39,803.41 |
| **9070 Student field trips** | 8,675.52 |
| **9080 Student recruiting** | 27,657.89 |
| **9085 Student events** | 21,826.29 |
| **9090 Other student expenses** | 5,650.54 |
| **9092 After Care** | 13,891.50 |
| **Total 900 Direct Student Expense** | **$ 294,259.92** |
| **910 Office Expense** |  |
| **9100 Office supplies** | 34,962.01 |
| **9110 Copier rental & services** | 3,660.03 |
| **9120 Telephone & telecommunications** | 11,979.19 |
| **9130 Postage, shipping, delivery** | 228.29 |
| **9150 Non-capitalized technology** | 4,069.15 |
| **Total 910 Office Expense** | **$ 54,898.67** |
| **920 Business Expense** |  |
| **9200 Business insurance** | 10,398.84 |
| **9210 Authorizer fees** | 26,232.18 |
| **9230 Accounting, auditing, payroll** | 82,443.38 |
| **9240 Legal fees** | 15,942.50 |
| **9260 Computer support fees** | 19,471.01 |
| **9280 Other professional fees** | 114,163.97 |
| **Total 920 Business Expense** | **$ 268,651.88** |
| **930 Dues, Fees & Losses** |  |
| **9300 Dues, fees, and fines** | 3,669.04 |
| **Total 930 Dues, Fees & Losses** | **$ 3,669.04** |
| **Total Expenses** | **$ 2,900,098.41** |
| **Net Operating Income** | **$ 593,402.74** |
| **Other Expenses** |  |
| **11 Depreciation** |  |
| **11000 Operating asset depreciation** | 50,051.91 |
| **11010 Facility asset amortization & depreciation** | 739.80 |
| **Total 11 Depreciation** | **$ 50,791.71** |
| **Total Other Expenses** | **$ 50,791.71** |
| **Net Other Income** | **-$ 50,791.71** |
| **Net Income** | **$ 542,611.03** |
|  |  |
|  |  |
|  |  |
| Wednesday, Oct 05, 2022 11:57:15 AM GMT-7 - Accrual Basis |

**Approved 2021-2022 Budget**

