



**SOCIAL JUSTICE PUBLIC CHARTER SCHOOL SY 24-25  
ANNUAL REPORT**

**333 Kennedy Street, NE**

**202-968-5380**

**Board Chair: Yinnie Tse**

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## I. School Description

### **Mission Statement:**

Our mission is to catalyze an integrated community of middle-school learners to be scholar-activists who are designers of a more just world. In order to design a more just world, our students require an education that embraces and lives out a set of core beliefs about what it means to be human.

Using an educational model that 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 across difference engage critically with the world and interrupt systems of inequality toward designing equitable systems with equal outcomes: liberation for all and a non-hierarchical society.

### **School Program:**

#### **EXPEDITIONARY LEARNING**

Life also happens outside of the classroom and we believe that learning should too. We explore real world issues by reading texts and studying social justice issues that matter to our students. Classes will relate themes to topical issues and projects relate to matters facing our communities right now, such as gun violence or environmental justice.

#### **CREW**

We believe that every child should belong to a tight-knit family and that's your CREW -- it's like home room but way better. Each CREW features an adult mentor and no more than six students. Students meet with their CREW once a day discussing everything from politics, social issues, school projects and pop culture.

#### **LIBERATORY DESIGN THINKING**

In their Liberation Design Lab class, we teach our students how to tackle real-world problems using a problem-solving process called design thinking. It involves research, experimentation and hands-on work with raw materials to develop prototypes that will deliver cutting edge solutions to issues that we see in our community.

#### **SOCIAL JUSTICE**

We are building a culture of inclusiveness where the cultures of students and families are represented in the schools' curriculum and are valued by every member of the school community. Our community is intentionally integrated across ethnicity, class, and home language.

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 screenprinting/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.

## II. School Performance and Progress

### **Mission, Goals, and Academic Achievements:**

The mission of Social Justice School is to catalyze an integrated community of scholar-activists who are designers of a more just world. To that end, we measure our progress towards our mission in two ways that are essential to our school. The first is our Student Led Conferences and the second is Social Justice Learning Expeditions. SJS is meeting our goals as measured by our progress towards our mission specific goals.

SJS has adopted DC PCSB's Annual School Performance Index Report & Evaluation (ASPIRE) as its goals and academic achievement expectations, and DC PCSB will publicly report the school's performance on ASPIRE each year.

### **A. Performance and Progress:**

GOAL	MET/NOT MET	EVIDENCE
<b>80% of scholar-activists will participate in a Student Led Conference.</b>	Met	<b>100% of scholar-activists participated in a Student Led Conference.</b>
<b>80% of scholar-activists will participate in a Social Justice Learning Expedition</b>	Met	<b>100% of scholar-activists participated in a Student Led Conference.</b>
<b>Social Justice PCS has adopted DC PCSB's Annual School Performance Index Report &amp; Evaluation (ASPIRE) as its goals and achievement expectations</b>		<b>DC PCSB will publicly report the school's performance on ASPIRE annually.</b>

**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.

**Social Justice 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

SJS set a goal of having 80% of our scholar-activists participate in a Social Justice Learning Expedition. Last school year, 100% of our scholar-activists participated in a Social Justice Learning Expedition.

**All Student DC CAPE:**

SJS - All Students	SY2324	SY2425	SY2324 to 2425 delta
ELA 3+	48.4%	58.2%	+9.9%
ELA 4+	22.6%	35.2%	+12.6%
Math 3+	25.2%	44.4%	+19.3%
Math 4+	9.0%	14.4%	+5.4%

**Other Data Measured:** During the 2024–25 school year, end-of-year (EOY) spring assessment data showed that 70% of scholar-activists met their individual growth goals or scored at or above the 60th percentile in Math, while 67% met their growth goals or scored at or above the 60th percentile in Reading.

**B. Unique Accomplishments:**

At the Social Justice School, our scholar-activists are proving what we've always known to be true: with the right conditions, love, and support, young people can and will exceed

expectations.

In English Language Arts (ELA), our students made remarkable strides. Nearly 10% more scholars scored a Level 3 or higher compared to last year, and an impressive 12.6% more reached Level 4.

In Math, the growth was just as exciting. We saw 19.3% more scholars score a Level 3 or higher, with an additional 5.4% more achieving Level 4.

What makes this even more powerful?

- Our scholars outperformed last year's projections and pushed beyond DC averages in both ELA and Math.
- Students who are considered at-risk, as well as students with disabilities, made some of the biggest gains across the board and across the city.
- We are not just growing—we are accelerating on the path toward proficiency and liberation.

## **ELA**

- Median Growth Percentile (MGP): **54%**
- Growth to Proficiency (GTP): **59.2%**

## **Math**

- Median Growth Percentile (MGP): **71%**
- Growth to Proficiency (GTP): **59.2%**

At SJS, we unapologetically believe in the infinite capacity of young people. These results are a testament to their brilliance and the collective work of our educators, families, and community.

During the 2024-2025 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. SJS has been awarded grants from the following organizations: New Leaders Roberts Award, Summer Boost Grant, Ed Forward, Clarke Foundation, Trout Lily Initiative, Greater Health Equity Fund, and the Department of Recreation.

## **C. List of Donors:**

The following individuals or organizations have donated \$500 or more to Social Justice PCS between July 1, 2024 and June 30, 2025:

- 50CAN, Inc.
- Department of Parks and Recreation
- Aaron Stallworth
- Caitlin Campbell-Hahn
- Clark Foundation
- Greater Washington Community Foundation
- Joel Goering
- Lillian Ain
- Open Impact Real Estate
- The Roberts Foundation
- Trout Lily Initiative
- Ed Forward

#### **D. Conditions**

Social Justice PCS must fully or substantially meet a Charter Goals Policy pathway in SY 2024 – 25. If Social Justice PCS neither fully nor substantially meets a Charter Goals Policy pathway in

SY 2024 – 25, then the school agrees to relinquish its charter, effective at the end of SY 2025 – 26.

- ii. Provided Social Justice PCS meets the above expectations for SY 2024 – 25 academic performance, then Social Justice PCS must fully meet a Charter Goals Policy pathway in SY 2025 – 26. If Social Justice PCS does not fully meet a Charter Goals Policy pathway in SY 2025 – 26, then the school agrees to relinquish its charter, effective at the end of SY 2026 – 27.
- iii. Provided Social Justice PCS meets the above expectations for SY 2025 – 26 academic performance, then Social Justice PCS must earn a Level 3 or higher on the ASPIRE Middle Sub-framework in SY 2026 – 27. If Social Justice PCS does not earn a Level 3 or higher in SY 2026 – 27, then the school agrees to relinquish its charter, effective at the end of SY 2027 – 28.
- iv. If Social Justice PCS fails to meet any target required by subparagraphs (i) – (iii) above, and the Social PCS Board does not submit to DC PCSB, within 10 calendar days of receiving notice from DC PCSB that it failed to meet the target, a written notice of its intent to relinquish its charter at the end of the school year, the DC PCSB Board will initiate revocation of the charter.

### III. Data Report

#### A. DC PCSB-Provided Data

<b>Grades Served</b>	Grades: 5, 6, 7, 8
<b>Overall Audited Enrollment</b>	97
<b>Grade 5 Enrollment</b>	6
<b>Grade 6 Enrollment</b>	22
<b>Grade 7 Enrollment</b>	35
<b>Grade 8 Enrollment</b>	34
<b>Suspension Rate</b>	7.22%
<b>Expulsion Rate</b>	0.00%
<b>Instructional Time Lost to Discipline</b>	0.11%
<b>In-Seat Attendance Rate</b>	88.43%
<b>Mid-Year Withdrawal Rate</b>	6.19%
<b>Mid-Year Entry Rate</b>	7.22%
<b>Promotion Rate (SY 2023-2024 Data)</b>	100.00%

#### B. School Year (SY) 2023–24 Annual Report: Campus Data Report

Data Point	SJS 2024-2025 Data
<b>Total Number of Instructional Days:</b>	<b>181 Instructional Days</b>
<b>Number of Teachers:</b>	<b>16 Teachers</b>
<b>Teacher Demographics</b>	<b>Race:</b> Black /African American- 75% American Indian- 6.25% White-12.5% Other-6.25%  <b>Gender:</b> Female -62.50% Male-25% Non-binary- 12.5%

<b>Years of Teaching Experience</b>																																											
<b>Teacher Attrition Rate</b>	Teacher Attrition Rate: 12.5% (2/16) x 100																																										
<b>Teacher Salary Schedules</b> <a href="#"><u>Link to Teacher Pay Scale</u></a>	<table border="1"> <thead> <tr> <th>Step/ Year's of Experience</th><th>Amount</th></tr> </thead> <tbody> <tr><td>1</td><td>\$65,000 - \$68,000</td></tr> <tr><td>2</td><td>\$68,000 - \$70,000</td></tr> <tr><td>3</td><td>\$71,000- \$72,000</td></tr> <tr><td>4</td><td>\$73,000 - \$74 ,000</td></tr> <tr><td>5</td><td>\$75,000 - \$76,000</td></tr> <tr><td>6</td><td>\$76,000 - \$77,000</td></tr> <tr><td>7</td><td>\$78,000 - \$79,000</td></tr> <tr><td>8</td><td>\$80,000 - \$81,000</td></tr> <tr><td>9</td><td>\$82,000 - \$83,000</td></tr> <tr><td>10</td><td>\$84,000 - \$90,000</td></tr> <tr><td>11</td><td>\$90,000 - \$91,000</td></tr> <tr><td>12</td><td>\$92,000 - \$93,000</td></tr> <tr><td>13</td><td>\$94,000 - \$95,000</td></tr> <tr><td>14</td><td>\$95,000 - \$96,000</td></tr> <tr><td>15</td><td>\$96,000 - \$97,000</td></tr> <tr><td>16</td><td>\$97,000 - \$98,000</td></tr> <tr><td>17</td><td>\$98,000 - \$99,000</td></tr> <tr><td>18</td><td>\$100,000 - \$101,000</td></tr> <tr><td>19</td><td>\$102,000 - \$103,000</td></tr> <tr><td>20</td><td>\$104,000 - \$108,000</td></tr> </tbody> </table>	Step/ Year's of Experience	Amount	1	\$65,000 - \$68,000	2	\$68,000 - \$70,000	3	\$71,000- \$72,000	4	\$73,000 - \$74 ,000	5	\$75,000 - \$76,000	6	\$76,000 - \$77,000	7	\$78,000 - \$79,000	8	\$80,000 - \$81,000	9	\$82,000 - \$83,000	10	\$84,000 - \$90,000	11	\$90,000 - \$91,000	12	\$92,000 - \$93,000	13	\$94,000 - \$95,000	14	\$95,000 - \$96,000	15	\$96,000 - \$97,000	16	\$97,000 - \$98,000	17	\$98,000 - \$99,000	18	\$100,000 - \$101,000	19	\$102,000 - \$103,000	20	\$104,000 - \$108,000
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	21+	\$108,000 +
<b>Compensation Over \$100,000</b>		Executive Compensation
<p>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2024-25.</p> <p>1) Salary paid \$175,780.35 2) Salary paid \$103,485.01</p>		

## Appendices

### A. 2024 - 2025 Staff Roster

Last Name	First Name	Title	Federal Role	Qualifications
Ain	Rebecca	ELA Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Alston	Lakeitha	PE Teacher	Teacher, Elementary (grades 1-6) Secondary (7-12)	Bachelor's
Butler	Katrina	Enrollment Coordinator	School Administrator- Other	Associates
Feria-Avila	Lizbeth	English Language Learner Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Long	Myron	Executive Director	LEA Administrator	Master's
Martina-Hood	Emily	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Odoms	Symone	ELA Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Ramos	Amber	Director of Operations	LEA Administrative Support Staff	Master's
Smith	Danyelle	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's

Woods	Karen	ELA	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Lowe	Teandre	ELA	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Stewart	Sean	Math	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Williams	Holly	ELA	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Boone	Jennifer	Math	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Tejeda	Raymond	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Sheckles	Amerra	Inclusion	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Pleasant	Bahiya	Inclusion	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Anderson	Jakiyah	Liberatory Design Laboratory	Teacher, Elementary (grades 1-6) Secondary (7-12)	Bachelor's
Boone	Jennifer	Math Teacher	Teacher, Elementary (grades 1-6) Secondary (7-12)	Master's
James	Delvin	Inclusion	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Harley	Antwain	Social Studies	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Sedden	Tiera	Principal	School Administrator-Principal	Master's

Radden	Christina	School Admin	School Administrator- Other	Associate's
Morris	Danyelle	School Admin	School Administrator- Other	Master's
Davalos	Monica	School Admin	Special Education Support Staff, Social Worker	Master's
Kelly	Alexis	Assistant Principal	School Administrator- Other	Master's
Perry	Linice	Assistant Principal	School Administrator- Other	Master's
Polly	Jade	Dean	School Administrator- Other	Master's
Holley	Kavon	Dean	School Administrator- Other	Master's
Davis	Lamar	MTSS Coordinator	School Administrator- Other	Bachelor's

**B. 2024-2025 Board Roster**

Name	Role on SJS Board	DC Resident	Parent of Student
Tiffany Gillis-Brown	Committee Member	Yes	No
Eric Goldstein	Committee Member	Yes	No
Marcus Dantley	Committee Member	Yes	No
Caitlin Campbell	Secretary, Committee Member	Yes	No
Joel Goering	Co-Treasurer and Finance & Facilities Committee Chair	Yes	No
Shannon Hodge	Committee Member	No	No
Neils Ribeiro-Yemofio	Board Chair	Yes	Yes
Yinne Tse	Co-Treasurer and Finance & Facilities Committee Chair	Yes	Yes
Aaron Stallworth	Committee Member	Yes	No
Shannon Wright	Committee Member	No	No
Joseph Speight	Committee Member	No	No

## C. Finances

- D. Latest Audited Financial Statements:** Social Justice's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub:  
<https://dcpcsb.org/school-fiscal-audits>.
- E. Other Financial Information, including Budgets** Social Justice's additional financial Information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link:  
<https://dcpcsb.org/transparency-hub>.