



SOCIAL JUSTICE PUBLIC CHARTER SCHOOL SY22-23 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 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.

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.

- **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 several wellness checks for all of our families. We used the results of our empathy interviews in order to engage families and to get their feedback.
- **Weekly Newsletter:** SJS sent home a weekly newsletter to all families. The newsletters contained critical information regarding upcoming events, and assessments.

School Performance:

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 adopted the PMF as goals. However, DC PCSB did not produce PMD results in the 2022-2023 SY.

Performance and Progress:

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 participate in a SLC. Last school year, 100% of our scholar-activists participated in a SLC.

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.

PARCC Performance (ELA)

3+

In ELA, 52% of our scholar-activists scored a 3+ on the PARCC Assessment. In 5th Grade, 30% of our scholar-activists scored a 3+ on the PARCC Assessment. In 6th grade, 64% of our scholar-activists earned a 3+ on the PARCC Assessment. In 7th grade, 57% of our scholar-activists earned a 3+ on the PARCC Assessment. In 8th grade, 49% of our scholar-activists earned a 3+ on the PARCC Assessment.

4+

In ELA, 16% of our scholar-activists scored a 4+ on the PARCC Assessment. In 5th Grade, none of our scholar-activists scored a 4+ on the PARCC Assessment. In 6th grade, 41% of our scholar-activists earned a 4+ on the PARCC Assessment. In 7th grade, 30% of our scholar-activists earned a 4+ on the PARCC Assessment. In 8th grade, 14% of our scholar-activists earned a 4+ on the PARCC Assessment.

PARCC Performance (Math)

3+

In Math, 25% of our scholar-activists scored a 3+ on the PARCC Assessment. In 5th Grade, 30% of our scholar-activists scored a 3+ on the PARCC Assessment. In 6th grade, 21% of our scholar-activists earned a 3+ on the PARCC Assessment. In 7th grade, 30% of our scholar-activists earned a 3+ on the PARCC Assessment. In 8th grade, 22% of our scholar-activists earned a 3+ on the PARCC Assessment.

4+

In Math, 3% of our scholar-activists scored a 4+ on the PARCC Assessment. In 5th Grade, 10% of our scholar-activists scored a 4+ on the PARCC Assessment. In 6th grade, 8% of our scholar-activists earned a 4+ on the PARCC Assessment. In 7th grade, 7% of our scholar-activists earned a 4+ on the PARCC Assessment. In 8th grade, 8 % of our scholar-activists earned a 4+ on the PARCC Assessment.

Other Data Measured: Our scholar-activists took part in the NWEA MAP Assessment during the 2022 school year. 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.

Unique Accomplishments:

Key Performance Highlights:

During the academic years 2021-2022 and 2022-2023, we have witnessed remarkable growth and achievement among our scholar-activists:

ELA

- The Social Justice School achieved a remarkable 15-point increase in the percentage of students scoring at Level 3 or higher from SY21-22 to SY22-23.
- We are equally proud of the 11-point increase in the percentage of students achieving Level 4 or higher during the same period.

Students who took the PARCC Assessment in both SY21-22 and SY22-23 demonstrated improvement in both ELA and Math scores compared to the previous year. Across all student groups, students at the Social Justice School who tested in both SY21-22 and SY22-23 improved their score from the previous year in both ELA and in Math. Social Justice School had the second highest growth (3+) in MS (6-8) for students designated at-risk. And, Social Justice School had the third highest growth (4+) in MS (charter sector) for scholar-activists designated at risk. Notably, Growth-to-Proficiency scores are particularly high in both ELA and Math, underscoring our scholar-activists' continuous growth and progress toward higher proficiency levels. In addition, our scholar-activists made more growth in Math and ELA than their peers across both sectors.

During the 2022-2023 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 been awarded grants from the following organizations: New Leaders Roberts Award, New Schools Venture Fund, Summer Boost Grant, and Department of Recreation grant

List of Donors:

The following individuals or organizations have donated \$500 or more to Social Justice PCS between July 1, 2022 and June 30, 2023:

- New Schools Venture Fund
- Education Forward
- CityBridge Education
- Aaron Stallworth
- Tammy Tuck
- Charles Moore

DATA REPORT**School Year (SY) 2022-23 Annual Report: Campus Data Report**

Source	Data Point
PCSB	LEA Name: Social Justice PCS
PCSB	Campus Name: Social Justice PCS
PCSB	Ages served: 9-13
PCSB	Grades served: 5-8
PCSB	Overall Audited Enrollment: 150

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	5	6	7	8
Student Count	15	43	51	41

Student Data Points

Source	Student Data Points
School	Total Number of Instructional Days: 180
PCSB	Suspension Rate: 27.33%
PCSB	Expulsion Rate: 0.67%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.87%
PCSB	In-Seat Attendance: 86.94%*
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: 10.67%
PCSB	Midyear Entries: 4%
PCSB	Promotion Rate (LEA): 100%

Teacher/Admi Data Points

Source	Faculty and Staff Data Points
School	Teacher Attrition Rate: 77%
School	Number of Teachers: 13
School	Average Teacher Salary: \$66,292.70
School	Teacher Salary Range: \$48,630 - \$93,150
School	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000 for SY 2022-23. Myron Long, Executive Director - \$154256.4 Brandon Johnson , Principal- \$113,000

Appendices

2022 - 2023 Staff Roster

Last Name	First Name	Title	Federal Role	Qualifications
Ain	Rebecca	ELA Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Allen	Corderius	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
Asher	Laura	ELA Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Berry	Winnifred	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Butler	Katrina	ELA Teacher	Office Manager	Associates
Cole	Sarah	AP of ELA	School Administrator - Other	Master's
Davis	Lamar	Social Worker	Social Worker	Bachelor's
Feria-Avila	Lizbeth	English Language Learner Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's

Figueroa	Johanna	Math Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Freeman	J'TA	Student Aid	Teacher, Elementary (grades 1-6), Secondary (7-12)	
Green	Alexus	Family Engagement Specialist	LEA Administrative Support Staff	Bachelor's
Henderson	Kyeko	Director of Student Supports	School Administrator - Other	Master's
Holley	Kavon	Dean of Culture	School Administrator - Other	Bachelor's
Jackson	Ondrae	Dean of Culture	School Administrator -Support Staff	Master's
Johnson	Brandon	Principal	School Administrator - Principal/School Leader	Master's
Kelly	Alexis	Math Teacher	Teacher, Elementary (grades 1-6),	Master's
Leftwich	Shadonne	Student & Family Wellness Specialist	School Administrator -Support Staff	Master's
Long	Myron	Executive Director	LEA Administrator	Master's

Marshall	Shannon	Liberatory Design Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Martina-Hood	Emily	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Johnson	Patience	Operations Manager	LEA Administrative Support Staff	Master's
McCormick	Dani	5TH Grade General Education Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Odoms	Symone	ELA Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Omana	Carlos	Coding and Robotics	Teacher, Elementary (grades 1-6), Secondary (7-12)	Master's
Perry	Linice	Math Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Bachelor's
Queenan	Ahmad	Science Teacher	Teacher, Elementary (grades 1-6), Secondary (7-12)	Teacher, Elementary (grades 1-6)
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
Smith-Jones	Nicole	AP of Mathematics	LEA Administrative Support Staff	Master's
Stewart	Sean	Math Teacher	Secondary (7-12)	Master's

Turner	Iyana	Operations Manager	LEA Administrative Support Staff	Bachelor's
Williams	Holly	5th Grade Teacher	Teacher, Elementary (grades 1-6)	Associates
Woods	Karen	ELA Teacher	Secondary (7-12)	Bachelor's

2022 - 2023 Board Roster

Name	Role on SJS Board	DC Resident	Parent of Student
Patricia Brantley	Committee Member	Yes	No
Eric Goldstein	Committee Member	Yes	No
Raël Nelson James	Committee Member	Yes	No
Derrick Johnson	Board Chair, and Parent Complaint Liaison for PCS	Yes	No
Meena Nankani	Treasurer and Finance & Facilities Committee Chair	Yes	No
Lorraine Ramos	Committee Member	No	No
Dionne Mc Donald	Committee Member, and Parent Member	Yes	Yes
Maia Shanklin-Roberts	Committee Member, and Parent 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 2022-2023 Financial Statement

Social Justice Public Charter School Inc.

Profit and Loss

July 2022 - June 2023

	Total
Income	
400 Per-Pupil Operating Revenue	
4000 Per-pupil alloc	1,996,975.20
4010 Per-pupil SpEd alloc	846,829.95
4011 Per-pupil SpEd ESY	37,523.00
4020 Per-pupil LEP/NEP alloc	96,247.50
4040 Per-pupil At Risk	339,536.34
4050 Per-pupil adjustment	0.91
4060 Pandemic Supplemental Funding	27,561.60
Total 400 Per-Pupil Operating Revenue	\$ 3,344,674.50
410 Per-Pupil Facility Revenue	
4100 Per-pupil facility alloc	526,950.00
Total 410 Per-Pupil Facility Revenue	\$ 526,950.00
420 Other Local Revenue	
4200 Local grants	785.61
4210 Local programs	7,527.11
Total 420 Other Local Revenue	\$ 8,312.72
500 Federal Grants Revenue	
5000 ESEA Title 1	161,883.08
5003 IDEA 611	45,358.72
5007 ESSER II	126,115.64
5030 Competitive federal grants	81,139.79
Total 500 Federal Grants Revenue	\$ 414,497.23
510 Federal Program Revenue	
5100 National school lunch prog	113,004.26
5101 Federal COVID-19 Food Grants	10,150.02
5111 Emergency Connectivity Fund	17,215.20
Total 510 Federal Program Revenue	\$ 140,369.48
600 Private Grants	
6020 Foundation grants	246,250.00
Total 600 Private Grants	\$ 246,250.00
620 Private Contributions	
6200 Individual contributions	5,900.00
6210 Corporate contributions	250.00
6220 Foundation contributions	50.00
Total 620 Private Contributions	\$ 6,200.00
630 Activity Fees	

6300 Before care after care fees	1,273.00
6305 Other program fees	2,175.02
Total 630 Activity Fees	\$ 3,448.02
640 School Sales	
6430 Student uniform sales	13,015.75
Total 640 School Sales	\$ 13,015.75
650 Additional Revenue	
6560 Miscellaneous revenue	0.00
Total 650 Additional Revenue	\$ 0.00
Total Income	\$ 4,703,717.70
Gross Profit	\$ 4,703,717.70
Expenses	
7 Staff Related Expenses	
700 Curricular Salaries	
7000 Leadership salaries	315,654.04
7010 Teacher salaries	517,275.55
7011 SpEd salaries	459,411.89
7012 ELL teacher salaries	47,188.82
7013 Specials salaries	154,244.87
7080 Curricular stipends	71.00
7090 Curricular bonuses	5,500.00
Total 700 Curricular Salaries	\$ 1,499,346.17
710 Supplemental Service Salaries	
7100 Student support salaries	253,383.15
7130 Business, operations salaries	230,457.56
7180 Supplemental service stipends	150.00
7190 Supplemental service bonuses	6,500.00
Total 710 Supplemental Service Salaries	\$ 490,490.71
720 Supplemental Program Salaries	
7211 Before and After Care Salaries	6,650.00
7212 Summer school salaries	28,611.00
7280 Program stipends	18,112.00
Total 720 Supplemental Program Salaries	\$ 53,373.00
730 Management/Development Salaries	
7300 Executive salaries	166,156.14
7390 Exec, dev bonuses	2,500.00
Total 730 Management/Development Salaries	\$ 168,656.14
740 Employee Benefits	
7400 Retirement plan contrib	21,546.03
7410 Health insurance	57,326.14
7420 Life and disability insurance	5,707.74
7460 Workers' comp insurance	4,144.43
Total 740 Employee Benefits	\$ 88,724.34
750 Payroll Taxes	
7500 Social security & medicare	162,712.90
7510 State unemployment tax	12,600.30
7520 Universal paid leave tax	5,622.91
Total 750 Payroll Taxes	\$ 180,936.11
760 Professional Development	
7600 Staff development (non-travel)	38,261.00

7610 Staff development travel	12,312.92
Total 760 Professional Development	\$ 50,573.92
780 Other Staff Expense	
7800 Staff recruiting	598.72
7810 Staff background checks	1,097.00
7820 Staff meals, events & awards	9,345.53
7830 Staff travel (non-development)	17,846.30
Total 780 Other Staff Expense	\$ 28,887.55
Total 7 Staff Related Expenses	\$ 2,560,987.94
770 Contracted Staff	
7700 Substitute contract staff	41,319.99
7711 Curricular contract staff	5,000.00
Total 770 Contracted Staff	\$ 46,319.99
800 Occupancy Rent Expense	
8000 Rent	632,340.00
8001 Deferred Rent Expense	0.00
8010 Supplemental rent	499.45
8011 Non-Cash Lease Expense	-64,125.00
Total 800 Occupancy Rent Expense	\$ 568,714.45
810 Occupancy Service Expense	
8120 Maintenance and repairs	933.05
Total 810 Occupancy Service Expense	\$ 933.05
900 Direct Student Expense	
9000 student supplies, snacks	37,475.41
9020 Student textbooks	24,122.65
9030 Student uniforms	31,675.68
9050 Contracted instruction fees	1,000.00
9051 Contracted SpEd instruction	201,197.54
9060 Food service fees	100,162.97
9070 Student field trips	9,385.65
9080 Student recruiting	30,507.66
9085 Student events	14,360.08
9090 Other student expenses	4,448.83
9092 After Care	13,553.42
Total 900 Direct Student Expense	\$ 467,889.89
910 Office Expense	
9100 Office supplies	29,011.67
9110 Copier rental & services	8,841.80
9120 Telephone & telecommunications	22,950.60
9130 Postage, shipping, delivery	115.60
Total 910 Office Expense	\$ 60,919.67
920 Business Expense	
9200 Business insurance	12,768.59
9210 Authorizer fees	41,799.37
9230 Accounting, auditing, payroll	103,123.16
9240 Legal fees	8,361.50
9260 Computer support fees	27,815.21
9280 Other professional fees	84,017.67
Total 920 Business Expense	\$ 277,885.50
930 Dues, Fees & Losses	
9300 Dues, fees, and fines	7,048.51

Total 930 Dues, Fees & Losses	\$ 7,048.51
9320 Bad debts, pledges	1,885.72
Total Expenses	\$ 3,992,584.72
Net Operating Income	\$ 711,132.98
Other Expenses	
11 Depreciation	
11000 Operating asset depreciation	71,972.11
11010 Facility asset amortization & depreciation	739.80
Total 11 Depreciation	\$ 72,711.91
Total Other Expenses	\$ 72,711.91
Net Other Income	-\$ 72,711.91
Net Income	\$ 638,421.07
Saturday, Nov 04, 2023 10:41:31 AM GMT-7 - Accrual Basis	

Approved 2022-2023 Budget

		SY23-24
Revenue		
	State and Local Revenue	3,902,893
	Federal Revenue	847,446
	Private Grants and Donations	148,314
	Earned Fees	14,277
	Revenue Total	4,912,929
Expenses		
	Salaries	2,526,705
	Benefits and Taxes	431,171
	Contracted Staff	39,565
	Staff-Related Costs	42,000
	Rent	655,285
	Occupancy Service	5,000
	Direct Student Expense	545,869
	Office & Business Expense	508,542
	Contingency	50,000
	Expenses Total	4,804,136
NET ORDINARY INCOME		108,793
Extraordinary Expenses		
	Depreciation and Amortization	61,995
	Extraordinary Expenses Total	61,995
TOTAL EXPENSES		4,866,131
NET INCOME		46,798