



SOCIAL JUSTICE PUBLIC CHARTER SCHOOL SY20-21 ANNUAL REPORT

5450 3rd Street NE, Washington, DC 20011

202-968-5380

Board Chair: Raël Nelson James

TABLE OF CONTENTS

- I. School Description - Page 2
 - A. Mission Statement - Page 2
 - B. School Program - Page 2

- II. School Performance - Page 6
 - A. Performance and Progress - Page 6
 - B. Unique Accomplishments - Page - 7
 - C. List of Donors - Page 8

- III. Data Report - Page 8

- IV. Appendices - Page 10
 - A. 2020 - 2021 Staff Roster - Page 10
 - B. 2020 - 2021 Board Roster - Page 11
 - C. Unaudited Year-end 2020-2021 Financial Statement - Page 13
 - D. Approved 2021-2022 Budget - Page 15

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.

- **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 2020-2021 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 reopening plan, summer programming, and asked them how SJS should support students given the increase in funding because of the COVID-19 pandemic.
- **Monthly Newsletter:** SJS sent home a monthly newsletter to all families. The newsletters contained critical information regarding upcoming events, and assessments.

School Performance:

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, 84% of our scholar-activists participated in a SLC.

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 liberation movements shaped the world today?"

SJS set a goal of having 80% of our scholar-activists participate in a Social Justice Learning Expedition. Last school year, 92% of our scholar-activists participated in a Social Justice Learning Expedition.

Other Data Measured: Our scholar-activists took part in the NWEA MAP Assessment during the 2021 school year. In 2021, 59% of our scholar-activists scored about the 50th percentile or met their growth goal in English Language Arts (ELA). In addition, there is no substantial difference in ELA performance between our Students with Disabilities (SPED) and their non-disabled peers.

Unique Accomplishments:

During the 2020-2021 school year, SJS earned several awards and recognitions this school year.

- Transcend, a national nonprofit organization focused on innovation in school design, recognized SJS in its 2021 "Pathway to Liberatory Education" Report. This report recognized the Social Justice School as a school that has a liberatory pedagogy and liberatory culture.
- 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.

- Our Founder and Executive Director, Myron Long, was named as a member of the inaugural Fellowship Cohort of the Black Voices for Black Justice DMV Fund.

List of Donors:

The following individuals or organizations have donated \$500 or more to Social Justice PCS between July 1, 2020 and June 30, 2020:

- New Schools Venture Fund
- Education Forward
- CityBridge Education
- Camelback Ventures Inc.
- Roberts Foundation
- Aaron Stallworth
- Raël Nelson James
- Allen & Overy LLP
- Caroline Hill
- Charles Moore
- Patricia Brantley
- Brittany Erickson

DATA REPORT

School Year (SY) 2020-21 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: 5-6
PCSB	Overall Audited Enrollment: 48

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

Grade	5	6
Student Count	14	34

Student Data Points

Source	Student Data Points
School	Total Number of Instructional Days: 182
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 88.9%*
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: 2.1% (1 student)
PCSB	Midyear Entries: 6.3% (3 students)
PCSB	Promotion Rate (LEA): Not Applicable

Faculty and Staff Data Points

Source	Faculty and Staff Data Points
School	Teacher Attrition Rate: 0%
School	Number of Teachers: 7
School	Average Teacher Salary: \$64,004.50
School	Teacher Salary Range: \$59,208 - \$68,000

School	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. Myron Long, Executive Director - \$129,000
--------	--

Appendices

2020 - 2021 Staff Roster

Last Name	First Name	Title	Federal Role	Qualifications
Ain	Rebecca	ELA Teacher	Teacher, Elementary (grades 1-6)	Master's
Asher	Laura	Urban Teachers Fellow	N/A	Bachelor's
D'Costa	Diane	Liberatory Design Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Diggs	Dominique	Operations Manager	LEA Administrative Support Staff	Bachelor's
Galloway	Reginald	Director of Operations	School Administrator - Other	Bachelor's
Gray	Michele	Director of Student Supports	School Administrator - Other	Bachelor's
Jackson	Ondrae	Math Teacher	Teacher, Elementary (grades 1-6)	Master's
Johnson	Brandon	Principal	School Administrator - Principal/School Leader	Master's

Long	Myron	Executive Director	LEA Administrator	Master's
Odoms	Symone	Science Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Omana	Carlos	Math Inclusion Teacher	Teacher, Elementary (grades 1-6)	Master's
Smith	Danyelle	ELA Inclusion Teacher	Teacher, Elementary (grades 1-6)	Bachelor's
Stevens	Courtney	Social Worker	Special Education Support Staff, Social Worker	PhD
Wade	Bria	Family Engagement Specialist	LEA Administrative Support Staff	Bachelor's

2020 - 2021 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 Parent Complaint Liaison for PCSB	Yes	No
Derrick Johnson	Governance Committee Chair	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
Negest Rucker	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 2020-2021 Financial Statement

Income Statement		FY21
		Actual
Revenue		
	State and Local Revenue	1,055,831
	Federal Revenue	540,865
	Private Grants and Donations	389,829
	Earned Fees	1,820
	Total Revenue	1,988,346
Expenses		
	Salaries	966,775
	Benefits and Taxes	173,713
	Contracted Staff	25,003
	Staff-Related Costs	20,867
	Rent	204,480
	Occupancy Service	2,755
	Direct Student Expense	165,470
	Office & Business Expense	206,998
	Contingency	0
	Total Expenses	1,766,061
Operating Income		222,285
Extraordinary Expenses		
	Depreciation and Amortization	20,805
	Total Extraordinary Expenses	20,805
Net Income		201,479

Balance Sheet		6/30/2021
Current Assets		
	Cash	657,028
	Accounts Receivable	81,271
	Other Current Assets	48,324
	Intercompany Transfers	0
	Total Current Assets	786,623
Noncurrent Assets		
	Operating Fixed Assets, Net	102,701
	Facilities, Net	2,219
	Total Noncurrent Assets	104,920
	Total Assets	891,543
		Year End
Current Liabilities		
	Accounts Payable	36,682
	Other Current Liabilities	0
	Accrued Salaries and Benefits	39,981
	Total Current Liabilities	76,663
Equity		
	Unrestricted Net Assets	613,401
	Net Income	201,479
	Total Equity	814,881
	Total Liabilities and Equity	891,543

Approved 2021-2022 Budget

	FY22
	Annual Budget
REVENUE	
Per Pupil Charter Payments - General Education	1,265,980
Per Pupil Charter Payments - Categorical Enhancements	450,755
Per Pupil Facilities Allowance	372,678
Federal Funding	517,812
Other Government Funding/Grants	103,128
Private Grants and Donations	175,000
Activity Fees	-
In-kind revenue	-
Other Income	-
TOTAL REVENUES	2,885,354
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	96,900
Teachers Salaries	476,335
Special Education Salaries	398,952
Other Education Professionals Salaries	61,200
Business/Operations Salaries	219,800
Administrative/Other Staff Salaries	149,040
Employee Benefits and Payroll Taxes	242,311
Subtotal: Personnel Expense	1,644,538
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	71,427
Student Assessment Materials/Program Evaluation	12,000
Contracted Student Services	93,645
Food Service	88,596
Other Direct Student Expense	83,160
Subtotal: Direct Student Expense	348,828
<i>Occupancy Expenses</i>	
Rent	417,960
Depreciation (facilities only)	10,000
Interest (facilities only)	-
Building Maintenance and Repairs	-
Contracted Building Services	-
Other Occupancy Expenses	-
Subtotal: Occupancy Expenses	427,960
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	29,099
Office Equipment Rental and Maintenance	21,636
Telephone/Telecommunications	15,634
Legal, Accounting and Payroll Services	88,848
Insurance	35,000
Transportation	-
Professional Development	39,835
PCSB Administrative Fee	24,393
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	73,691
Other General Expense	112,480
Subtotal: General Expenses	440,616
TOTAL EXPENSES	2,861,942
OPERATING INCOME (LOSS)	23,412
CHANGE IN NET ASSETS	23,412