






CHICAGO JESUIT ACADEMY

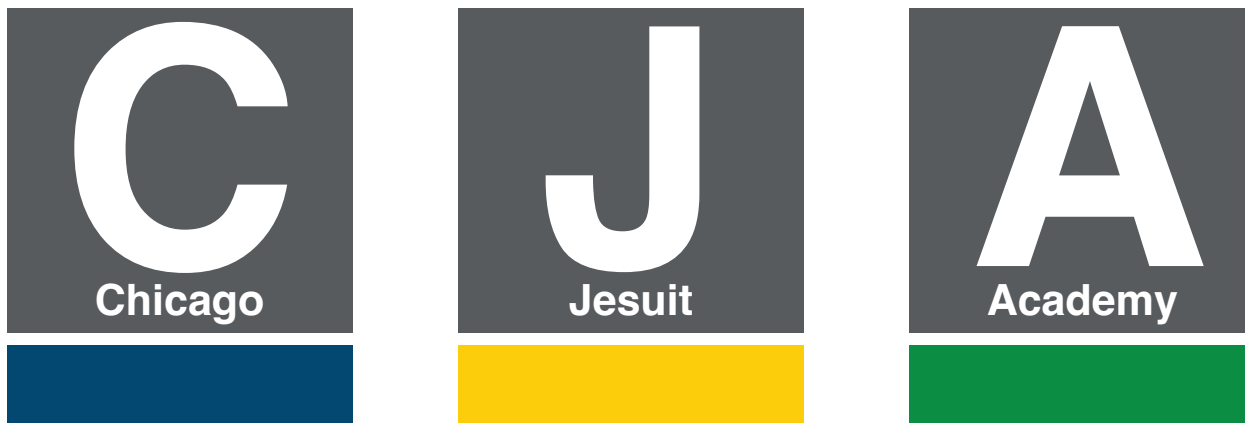
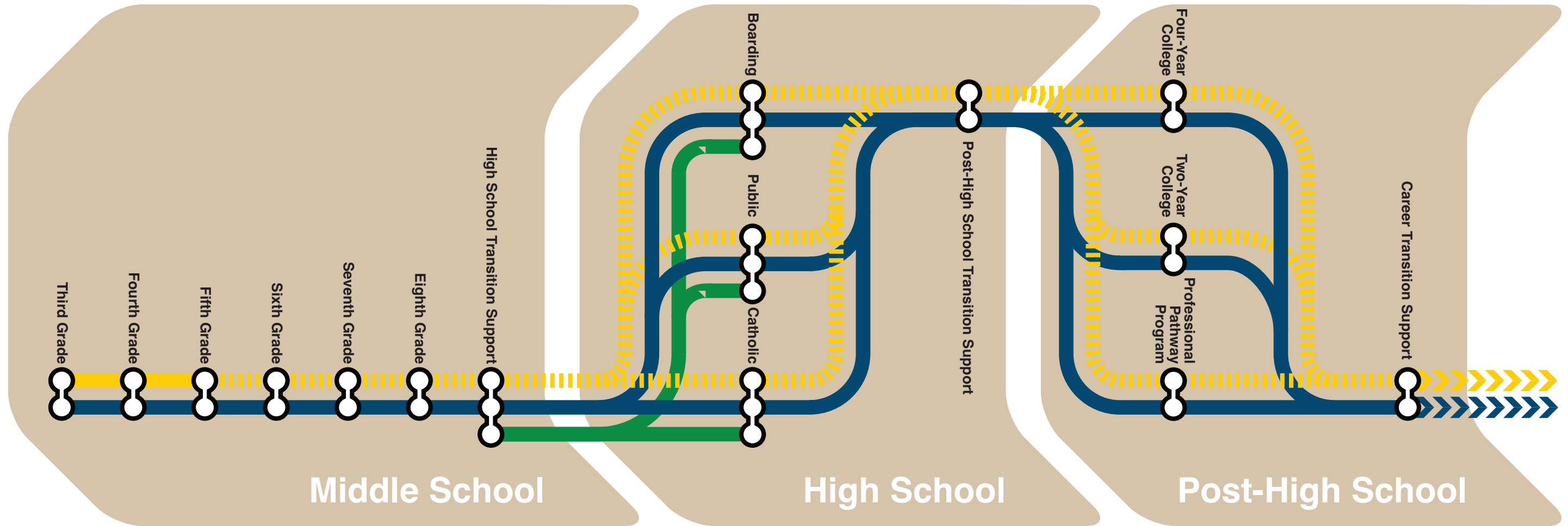


Planning Your Journey

CJA Annual Report 2022

When CJA first opened our doors, we envisioned our students' paths to success as a straight and simple track: CJA → college-prep high school → four-year college. Now, we realize that there are as many routes to success as there are students, and we are prepared to accompany our students and alumni however they chart their paths to meaningful employment. With our High School Bridge Program, we are now able to offer that guidance to children and families at our partner schools across the Chicagoland area. Finally, with the addition of our inaugural class of girls this summer, we cannot wait to see which paths they take!

-  Chicago Jesuit Academy Boys' Program
-  Chicago Jesuit Academy Girls' Program
-  High School Bridge Program



A.M.D.G.

Summer 2022

Dear Friends,

As you read the pages that follow, I hope you enjoy each story about our students, alumni, families and friends. The stories embody our mission and capture essential elements of our shared work. As a CJA community, we all strive to grow as men and women for others as our students and alumni chart their unique paths from CJA through high school, their post-secondary education and the start of meaningful careers.

The following pages celebrate:

- The wise counsel that Jason, a recent 8th-grade graduate, gave to Austin, a rising 4th grader, about the **importance of asking for help** and working hard.
- Jermaine, Jermell (CJA '12) and Jahari's (CJA '10) **unique journeys after CJA**.
- Lauren Fessler's work with Truth and Peacejourney, two of the hundreds of students who benefit from our **High School Bridge** program, which is growing to serve 18 elementary schools throughout Chicago in partnership with the University of Notre Dame.
- Robret Simpson's reflections about being the **parent of an alumnus, the leader of a nonprofit and a member of CJA's Board of Directors**.
- Kelly Tyson and Tom Van Grinsven's thoughts about **launching our girls' program** and doubling our enrollment as we become a co-institutional school for boys *and* girls.

Amidst all this good news, I can only say thank you again for your help and support on behalf of our students and alumni. I remain grateful for all that you do in partnership with us.

Throughout CJA's existence, you've often asked, "How can I help?" It is a wonderful question. Today, more than ever, we need your help sharing the story of CJA. As we expand our campus and double our enrollment, we need our friends to not only sustain their existing commitments to our students, but also **to help us find other generous people who might help us give the opportunity of a CJA education to more children – especially our newly enrolled girls**.

After you've read this year's annual report, may I please ask you to give it to a friend who doesn't yet know our story? Then, may I please ask you to invite them to come to CJA for a tour? They might say no, but I have great hope they will say yes – and in so doing, you'll have helped us find our next great volunteer, teacher, parent, staff member or scholarship benefactor.

Thank you for considering this request, and thank you once again for believing in the great promise of each of our students and alumni.

In gratitude,



Matthew Lynch





Arrivals & Departures

As a school with students in 3rd - 8th grade, CJA serves students as young as 8 and as old as 14. Here, two students, third grader Austin and eighth grader Jason, speak about their growth at CJA and their paths forward.

Austin: What was it like for you when you first came to CJA?

Jason: It was a little challenging because I was moving from the suburbs. I had to really learn how to fit in. So, it was kind of hard when I first moved here. But after a minute, I got used to it, and I got good at being a student here.

Austin: What's your favorite memory from CJA?

Jason: My favorite memory is fifth-grade camp because we got to go to Michigan, and it was really fun. We got to do a lot of things - we got to swim, play darts, bunk in cabins together. We went to the beach. I hope you guys have that same experience.

Austin: It seems like you have a lot of work in 8th grade, which is sort of scary. What do you do when you have to do really hard things in school?

Jason: I always ask for help, because I know all my teachers are there to help me, and I know that they

can help me anytime I need it. Also, when I get home, I try to set out a time to do my hard work.

Austin: How do you calm down when you're mad or sad?

Jason: When I'm mad, I take deep breaths, and I also count to 10 because that helps me a lot. And then when I'm sad, I like to listen to music, not sad music, but music that gives me hype. So, that's how I calm myself down.

Austin: My mom told me to count backwards to one if I get mad. When I get sad, I lay down in my bed with my dog. He's really soft.

Jason: Do you have advice about being a third grader?

Austin: Work hard and do your best work. And don't hit anybody or kick anybody.

Austin: Is there anything I should know about growing up?

Jason: So, something I think you should know is always respect all your teachers and get a good connection with all of your teachers because those are the people who are going to help you throughout your whole journey here.

Austin: Do you have any advice for me at CJA?

Jason: My advice for you is to have as much fun as you can while you can because your time is going to fly. You don't think it will, but it does. Some more advice: do not have any missing assignments. Stay on your work and do your work.





Different Routes

The road to meaningful employment looks different for each of our alumni, and our College & Career Persistence Counselors walk with them every step of the way. Here, Jahari, Jermell and Jermaine speak to their career paths, what they learned at CJA and how they define success.

What is your current role? Can you describe a typical work day?

Jahari: I start early at 4:00 am, inspect my truck, and head downtown with my first load. I'm typically hauling tar for new pavement on streets and construction sites.

Jermell: I'm a Financial Coordinator at HUB International. I compose and operate a budget for clients to monitor their efficiency. There is a lot of personal ownership and integrity that you have to manage, but there is also a lot of mentorship.

Jermaine: Revolution [Workshop] was waking up at 6:00 am to be there before 7:30. The hardest part is the time. Once you are there on time, the rest flows. They helped me gain construction skills through hands-on and book work for OSHA certifications. You get out of the program what you are willing to grasp.

What do you carry with you from your time at CJA?

Jermaine: CJA made me think about my life skills as far as being a young man. It taught me about how to be respectful and have fun when appropriate. There is a time and a place for everything.

Jermell: I did not realize how monumental the grad-at-grads would be, especially open-to-growth. They showed face at pivotal times. CJA prepared me through its rigorous academic day. We were there from 7:30 am - 6:00 pm. The intensity behind that prepared me to succeed because my days were never that long after that.

Jahari: I learned the importance of relationships with people like Mr. Kemper and Mr. Diehl and the idea that we could help each other. I worked with Mr. Diehl during high school when I needed support with Math. He opened his door to me, and I was able to go to his house on the weekends to get help.

You're CJA's first alumnus to run his own commercial trucking business. How did you go about accomplishing this?

Jahari: Getting my first truck was difficult. I couldn't get financing for the truck since I was new to the industry. I was denied financing but saved and bought a truck in cash, partly my own, and partly through my network, which I started paying back immediately. I bet on myself to make it happen.

What role did your CP Counselor have in supporting you to get to this point?

Jermaine: My CP Counselor [Ms. Mortensen] has everything to do with this. I have the drive, but I don't have the means to get there. I am basically [Ms. Mortensen's] child away from home.

Jermell: CP supported me during my time at Loyola Academy and then in college at Marquette. They set up mock interviews and helped with the resume building. Every summer job I have had has come through CJA one way or the other, so CP played a

huge role in my professional career.

Jahari: CJA is the only grammar school in the city that I know of that still follows up, supports, helps, and just checks in randomly. I know that I can rely on Mr. Kemper versus others whose advice or intentions I might not be sure about.

What are you most proud about?

Jermaine: I am most proud of my progression, especially in the last 3 years. I have grown into a young man. I have a union job and my own apartment. To get a position that the union offers is a major step for me.

Jermell: I was resilient in places that were unfamiliar, uncharted, and it has been the difference.

Jahari: I'm proud of my mindset: focusing on the essentials and what I can control versus the challenges I face. I have grown and want to keep improving.

How do you define success?

Jermaine: As long as you are going in a positive direction, you are successful. Using each new experience as a stepping stone to the next thing. As long as you don't give up and do everything in your power to reach your goal, you are successful.



Jahari, Commercial Truck Driver, Owner (shown here with his new truck title) and Operator

Jermell: I think the definition of success means something different for everyone - but I measure it through growth and impact. I think if you're evolving and growing constantly, as well as having a positive impact on those around you, then you've found your niche, and that is the ultimate success.

Jahari: Being able to provide for my family and have financial freedom. Going outside of my comfort zone to make things happen. I also care about helping others get to where they want to go. Success is not quitting even when I wanted to. I've even wanted to quit trucking at times when I was working long days without support, but I kept going and pushed through. Now, I help friends who are going through what I did, and I'm proud of that.

What are your aspirations from here?

Jahari: I'm always open to trying to help people who are interested in this path and helping people think about a different path. College isn't the only option.

Jermaine: My end goal is to have my own business and manage my own properties.

Jermell: I would either look for a more direct path to finance, or I would go back to law school or a master's in finance or supply chain. I want to have a career progression that is upwards trending.



Jermell (left), Financial Coordinator at HUB International



Jermaine, Demolition Assistant



Changing Seats

Robret Simpson has been involved with CJA since her son, Victor, enrolled as a student in 2010. Her relationship with CJA has evolved over the years, and she currently sits on the Board of Directors. Here, she speaks to that journey and her hopes for CJA.

Could you tell me a little bit about yourself?

I'm Robret Simpson. I am married with 2 children. My son, Victor Austin II, is 23 and a CJA alum who graduated in 2013. My daughter, Kimorai Simpson, is 15. I am the Deputy Director at Franciscan Outreach, a non-profit emergency shelter that provides shelter and support to homeless men and women.

What does Chicago Jesuit Academy mean to you and your family?

CJA was an opportunity to obtain a more personalized and intensive education for my son. CJA supported him through college and high school and provided a strong foundation for his career in accounting.

My son had a team of experts [from CJA] behind him for every step of his education. He has a support system that allows him to think outside the box and create lifelong learning habits while also developing into a gentleman. I cannot tell you how many times I have been told he is a wonderful conversationalist and a gentleman.

My son said CJA meant increased opportunity. It allowed him to dream big and helped him to have more of an impact for our family, in school and for others.

What was your journey like at CJA from being a parent to being on the Board of Directors?

I was already an involved parent, but I became more involved. I volunteered while my son was in high school and attended Parent-Alum meetings.

When asked to assist the committee reviewing the Mission Statement, I jumped at the opportunity to provide a parental perspective.

Being on the Board now, I am seeing the school from a different lens. I see how much the staff advocates for a healthy and safe environment for students. How much they advocate and acknowledge a need for more racial diversity, equity and inclusivity and for the spiritual, emotional and mental well-being for the children. I am impressed by the dedication of the staff to be better and do more.

Why do you think it is important for CJA to serve young women?

I think it is important that the values, structure and mission of CJA encompass all youth. CJA ensures children are taught to be proud of themselves, to be strong and to dream. This is needed for both young men and women.

I wish this were an option when my daughter was in grammar school. Providing young people with a safe, healthy, supportive, understanding, flexible environment to learn is critical to ensuring that no child is left without proper education.

What do you think is on the road ahead for CJA? What are your hopes?

My hope is that CJA continues to grow its College & Career Persistence program, and that it becomes a social enterprise that can be implemented throughout Chicago.





Laying New Tracks



We welcomed our inaugural class of girls this summer, and we are thrilled to be opening the doors of our campus expansion in June of 2023. Here, Head of School, Kelly Tyson, and Vice President of Operations, Tom Van Grinsven, speak to how both our school model and school building evolve as we expand to serve young women.

Why is it important for the school to have young women?

Tom: We're fortunate to have the resources to be able to give our students small class sizes, a long school day and year, social workers and a full-time school nurse. It's really a disservice to not offer something like this to young women. Young women tend to be the foundation of communities. We know how strong and talented the young women in our neighborhood are, and they deserve this education

in the same way that our young men do.

Kelly: I love that we are able to more fully serve families by allowing both young men and young women within our school community.

What does "co-institutional" mean? How have families played a role in evolving to a co-institutional model and in the campus expansion?

Kelly: The CJA campus expansion will allow both



North Facade



New Welcome Center

young men and women to share communal spaces and have some intentional joint educational and cultural experiences. What we heard from families is that they chose CJA for their sons because they believed that the single-sex environment allowed for their sons to develop into confident and loving young men without the pressures and distractions that may be present in a co-educational setting. They wanted a similar experience for their daughters and the daughters of other families without changing the experience of their sons. It's important for all families in all communities to have choices for their children that align with their core values and beliefs.

Tom: Parents were able to weigh in on not only what they wanted in the building, but how they wanted the building to feel. What they really value as parents is a welcoming environment for their students. They looked at everything from paint colors to furniture. Parents and families have driven a lot of the decisions we've made around how we've chosen to

grow as a school, and we really wanted to respect and listen to that.

Why did CJA choose to implement a co-institutional model?

Kelly: Alumni shared that they felt safe and encouraged to be themselves at CJA, and they attributed these feelings to the brotherhood formed in a single-sex environment. They believed that the single-sex model allowed for them to explore more deeply their spiritual and intellectual selves.

Sharing communal spaces and experiences while keeping academic classes single-sex allows for students to be exposed to and interact with the other sex in meaningful ways, such as through extra-curriculars, project-based learning, small learning communities and social events, while experiencing the bulk of their day in a single-sex environment. Most importantly though, the overall benefit of a co-institutional model is that we are providing families in our community the opportunity



to choose what they feel is best for their son or daughter.

How did students' needs and interest drive new academic changes and the new building's design?

Kelly: We redesigned some aspects of how we serve students and families. Having co-taught classroom spaces is one example of these changes. This allows for teachers to partner together to serve a cohort of students. Students have more contact with the same teaching partners throughout the school day, and these teachers are the primary contacts for parents, support services, etc.

This approach lessens transitions for students in order to promote community and belonging during a critical period in child development. As students reach the middle school level (7th/8th grade), they will have more practice with transitions and building relationships with a wider variety of adults.

Tom: Our philosophy has always been that the

most powerful thing in our school is relationships. So, we've tried to build the building knowing that that's going to continue to be the driving force. Part of that is the small group spaces where either volunteers, CP Counselors, social workers or learning interventionists can really spend time with students one on one or in small groups, because we know that will push students forward, both in their learning and in their connection to the school. We really wanted the classrooms to be adaptable, and part of this is furniture and the way that the classrooms are laid out. We wanted to be able to manage both a traditional classroom format and creative classroom arrangements.

Resources are best diverted to areas where we know students are passionate. The multi-purpose space is going to allow us to do a lot of really exciting things, both from a kinesthetic-movement perspective for things like recess, but also theater, music ensemble, etc. We want to find those things that students are passionate about and build on that so that when they get to high school, they can

push forward and continue developing their talents.

How did CJA's relationship with the community influence the new building's design? What are you excited about?

Tom: We have been so fortunate that our neighbors and Christ the King have been incredibly generous, supportive and flexible.

From a design perspective, currently, our entrance is back off the street and hidden. Our next entrance is going to be right on the street. We really want to make this accessible for everyone. It's going to have access from both Quincy and Jackson.

What I'm really excited about is the building is going to allow us to have CJA grow even more into a community resource. For example, we're going to have a multi-purpose room that will be able to host musical performances, community meals and theater. We're going to continue to host sporting events, community organizations and faith-based community meetings here.

What other changes are you looking forward to?

Kelly: It's not so much the changes that inspire me as it is the people. CJA has an amazing group of students, families, teachers, administrators, support

staff and volunteers. Jim Colins states in *Good to Great*: "If we spend the vast majority of our time with people who we love and respect - people we really enjoy being on the bus with and who will never disappoint us - then we will almost certainly have a great life, no matter where the bus goes." That's CJA in a nutshell.

What is the journey you have seen CJA take since you started working here 10 years ago?

Tom: When I started here, there were a little more than 80 students. It was very much a feeling of a very tight knit community. I'm so excited to continue to grow this community and to build on the amazing foundation that students, alumni and their families have started.

What does the road ahead look like?

Tom: In the first 17 years of the school, we built this amazing foundation. The people who have worked here, gone to school here, sent their child here, shared their financial resources, every student, every alum and family, every benefactor has allowed us to get to a point where we can do more in the service of our students, families and alumni.

Kelly: I'm not sure, but I expect it will be exciting!





Making a Connection

Our High School Bridge (HSB) Program works with 7th - 10th graders at our partner schools as they explore, apply to, enroll in and persist at their best-fit high schools. Here, two students who have participated in HSB, Truth (St. Ignatius '26) and Peacejourney (Holy Trinity '24) and their mother, Coquie Hughes, speak with HSB Director, Lauren Fessler, about their paths to high school.

Lauren: What do you think is important for families to know about the high school process?

Coquie: They should trust guidance from individuals like yourself. I've been out of school a long time, so I appreciate when Dr. Green and you were doing these programs. I don't even think I had support like this. Trust the guidance of those that know the process. Seek out that support, because you guys are here to help. You were very thorough and made sure that I took the initiative.

Lauren: From when you first started having High School Bridge classes in seventh grade to now, what have you learned?

Truth: I learned a lot. Going through the journey of "here are some things you need to do, how you can prepare for tests, here's some scholarships that you

can use to your advantage if you're going to private high school."

Lauren: What has allowed you to be so successful at Holy Trinity?

Peacejourney: Academics-wise, focusing a lot and staying organized. I get a lot of work and having a set goal of what I want to do helps a lot.

Lauren: Tell me about your relationship with your HSB Counselor, Jacquan Grier (CJA '09) and what it's like to have him around your CP class.

Truth: He's always willing to help with the admission process. He's a great help to me and a lot of the kids in my class that aren't as far along the admission process. He's there to guide them along, and he's also very kind, very friendly.



Lauren: What have you learned about yourself?

Truth: I set goals, and I achieve them. St. Ignatius was the goal I had set, and that was all the way back from fourth grade. Since fourth grade, I've been mastering my work ethic. I've been practicing my executive functioning. I've been doing what I have to in order to achieve my goals, and that was getting into St. Ignatius.

Lauren: What do you think would be important for students to know about the process and about high schools?

Truth: I'd say that you shouldn't stress over the whole high school admission process. It's gonna be a challenge. But you just gotta make sure that you're staying proactive and doing everything you can to achieve whatever goals that you're setting for your high school.

Peacejourney: I would say if you didn't get into the school you wanted, to not feel like you didn't achieve anything, because you definitely did. It's just that, you know, maybe at that moment, what the school needed you didn't have, but that doesn't mean that five other schools [don't] need what you have. So, I would say to not give up.

Lauren: Truth, what are you looking forward to in high school and Peacejourney after high school?

Truth: I really want to get to experience the full high school process. I think that going to school at St. Ignatius, I'll really be able to do that.

Peacejourney: College. I know that I want to go to a HBCU (Historically Black College or University). I've always wanted to be a teacher.



Truth (left), Coquie Hughes and Peacejourney



The Class of 2022

The Class of 2022 will attend the following high schools:

Noble Network of Charter Schools

- Chicago Bulls College Prep
- DRW College Prep
- ITW David Speer Academy
- Muchin College Prep
- UIC College Prep

Private Catholic

- Christ the King Jesuit College Prep
- Cristo Rey Jesuit High School
- De La Salle Institute
- Loyola Academy
- Saint Ignatius College Prep

Other Private

- Bennett Day School

Selective Enrollment Public

- Lindblom Math & Science Academy
- Westinghouse College Prep
- Whitney Young Magnet High School

Other Public and Public Charter

- Bolingbrook High School
- Evanston Township High School
- Hampton High School (Hampton, VA)
- Intrinsic Charter School
- Kenwood Academy High School
- Lyons Township High School
- Woodstock North High School

Grad-at-Grad Award Winners



Seeking Intellectual Excellence

Awarded to Yael

“Yael is an unrelenting intellect, unperturbed by circumstance. He is active, thoughtful and hungry for knowledge in a way I almost can’t believe. He was locked in, diligent and self-reflective in his reading and writing and a collaborative partner in the classroom.”

– Mr. Houlihan



Open to Growth

Awarded to Xayvion

“Xayvion consistently seeks out opportunities to learn outside of the classroom. His openness to growth has instilled a sense of confidence in him that ultimately helped him achieve his goal of being a model for the younger students at CJA.”

– Ms. Geerts-Melaniphy



Religious

Awarded to Kaiden

“When he started, Kaiden thought that being Religious meant leading prayer. As he grew, he volunteered to read at Chapel. Then lead Chapel. He took those challenges on with seriousness and courage and an open mind. He treats his classmates with love and finds ways to uplift their voices.”

– Mr. Klooster



Loving

Awarded to Mekhi and Mark

“Over the past three years, Mekhi consistently brightened my day with a smile, a hug or a thoughtful question. Thank you for your empathy and for treating others the way that they want to be treated... Mark unconditionally loves his classmates, his teachers, and most of all, his family.”

– Ms. Duhaney and Mr. Van Grinsven



Committed to Doing Justice

Awarded to Jason and Ameer

“Jason and Ameer used their light to help build a community rooted in inclusivity and love, and at the end of the day, you want these two in your corner because you know with them on your side, you have allies who will join you on that daily grind to better yourself and your community.”

– Mr. Mason





In Gratitude for Our Parents & Families

This speech isn't just about this year - it's for everything that you all did for us to be in this position right now. You chose to put us in this private school to develop better social awareness and emotional intelligence. You made sure your students weren't struggling, checking in on us and helping us know our own mindsets.

– Morteza '22



In Gratitude for Our Benefactors

We are so grateful for what all of our benefactors have done to support us. Your generosity has helped us attend a private and safe school that provides all the resources that we need. It was a joyous relief for our families not having to worry about the financial contributions that private schools require.

– Ameer '22



In Gratitude for Our Faculty & Staff

They are the ones who are willing to help us and push us along the hard process to get on this very stage. They work countless hours to ensure that we receive the proper education and foundation that'll help us in the future.

– Kaiden '22



Graduation Speaker for the Class of 2022

Why is it wrong to wear my hair like this? Why can't I become a neurosurgeon? I didn't see any difference between me and anyone else. Be yourself. Love yourself. Love your skin. Your hair. Your voice. Don't be afraid to be different.

– Dr. Aaron Palmer
Neurosurgery Resident
Northwestern University

The Class of 2022





Our Financials

Benefactors who choose to support CJA are investing in the long-term future of our students. That investment signals a belief in our students' promise - not only academically, but also as people who are committed to doing justice in the service of others.

If you are interested in learning more about becoming a scholarship benefactor, please contact Mary Grawe, Vice President of Development, at (773) 629-8600 or grawe@cjademy.org.

Scholarship Levels

Full Cost \$29,500/year

A Full-Cost Scholarship takes into account the approximate true cost per student per year at CJA before any fundraising expenses. This cost is in line with the amount spent by many suburban public-school districts whose average school day is three hours shorter and whose school year is two months shorter than CJA's.

Half Cost \$14,750/year

A Half-Cost Scholarship covers half of the cost of the extended school year, extended school day, full-time school nurse, social workers, reading and math interventionists and extra-curricular programming that make a CJA education unique and exceptional.



Quarter Cost \$7,375/year

A Quarter-Cost Scholarship covers one quarter of the cost of a student's education throughout their time at Chicago Jesuit Academy.

Four-Year Sustainable Scholarship

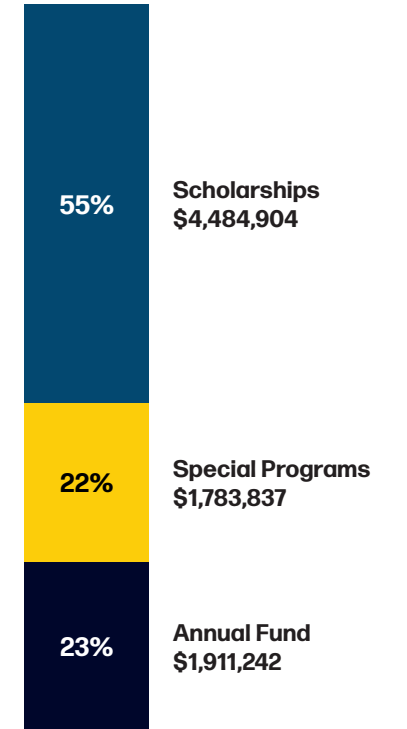
More important than the amount of a scholarship commitment is a benefactor's commitment to support a student throughout their fifth- through eighth-grade years at CJA. We invite our benefactor community to consider a four-year commitment of an amount that is the best fit for them.



Annual Fundraising by Program

The majority of CJA's annual fundraising is in support of student scholarships. Scholarship fundraising is essential to CJA's continued growth. By raising students' scholarships in four-year pledges, we are able to ensure we have the funds necessary to serve each student through their eighth-grade graduation. Over 80% of scholarship benefactors choose to renew their four-year commitment in support of the incoming fifth-grade class. Some benefactors choose to support specific programs such as our Healthy Students Program, our College & Career Persistence Program or our Arts & Music Program. Others give to our General Operating Fund, which directs contributions to areas of the school that need it most.

Each year, we aim to raise more than our operating budget so we can continue to grow our enrollment responsibly while growing our reserves. Currently, we have 190 students, and when we finish our campus expansion, our capacity will double to allow us to serve 400 students. Additionally, our goal is to have a four-year scholarship raised for each student entering our fifth-grade class before they enroll with us in June. Our third- and fourth-grade classes are funded separately, and we have received several generous gifts that will fund these classes for years to come.



Spending by Department

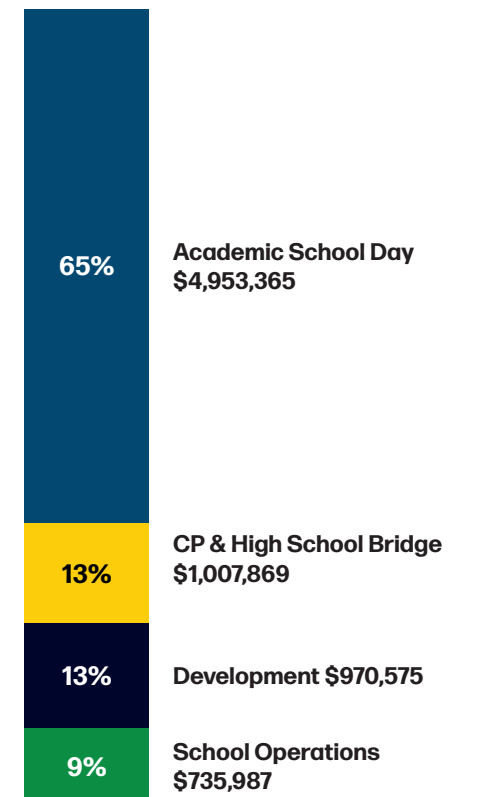
The majority of spending at CJA during the 2021-22 school year directly supported the Academic School Day, ensuring a low student-to-teacher ratio and funding for five social workers, four specialists in our Learning Resource Center and a full-time school nurse. This holistic approach addresses the needs of each student through the Jesuit tenet of *cura personalis*, care for the whole person.

The College & Career Persistence Team worked with our students and their families starting in sixth grade to help them prepare for the transition to high school. They continue this work with our alumni in high school, post-secondary education and in their careers through the age of 25. The High School Bridge team worked with hundreds of our partner-school students in 7th-10th grade as they navigated their transitions to high school.

The Development Team accounted for 13% of our expenses and raised \$8.1 million for our current operating expenses. Additionally, this fiscal year, the Development Team raised \$20.3 million for the capital campaign bringing the total dollars raised to \$34.4 million towards the \$40 million goal for our campus expansion and new girls' program.

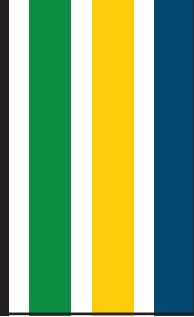
The Operations Team managed technology, campus safety and the buildings and grounds for our students and alumni.

These data were unaudited at the time of publication. For a copy of CJA's audited financials, please contact Mary Grawe.





Our Benefactors



Founders Circle

The following donors have generously contributed over \$400,000 in support of our students since the founding of CJA in 2005.

Anonymous (3)	John J. and Virginia B. Gearen Family
Matthew J. and Christine C. Botica	Paul Gearen
Helen Brach Foundation	The Gies Foundation
CA Student Living/Scott Family Foundation	Brian and Christina Greviskes
Chicago Blackhawks Foundation	Joel and Stacy Hock
Conway Family Foundation	Bob and Patty Huffman
James and Catherine Denny Foundation	IMC
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Mission

Chicago Jesuit Academy is a loving and academically rigorous tuition-free Catholic elementary school for students and families from resilient communities impacted by historical disinvestment. We accompany our students and alumni from enrollment through the start of their careers as they develop their gifts and grow as men and women for others.

Means

Located in Austin on Chicago's West Side, CJA admits students to all grades in our lower and middle school without regard for their race, ethnicity or religion, and CJA enrolls 3rd-, 4th- and 5th-grade students without regard for their past levels of academic achievement.

We use small class sizes, extended school days and an 11-month school year to give personal care to our

students and help them develop as whole persons.

We accompany our alumni on their unique paths to meaningful employment and support them throughout high school, their post-secondary education and the start of their careers, always welcoming them back as leaders at CJA and in the broader community.

CJA students, alumni, parents, faculty, staff, volunteers and benefactors listen to and learn from one another and make disciplined sacrifices to

accomplish our shared mission.

We partner with other schools and the broader community to create access to better educational resources, confront systemic racism and remove obstacles to educational equity.

We call one another to find God in all things and be men and women for others who seek intellectual excellence and are open to growth, loving, religious, and committed to doing justice.

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