



Annual Report 2018–19

Creative Minds International Public Charter School

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“Creative Minds is a school that teaches my children to be tolerant, respectful, and appreciative of others. There is so much genuine love at the school. I knew that it would be a perfect fit for our family.”

—CMI Parent

Annual Report Narrative

I. School Description

A. Our Mission

Creative Minds International Public Charter School (CMI) offers early childhood, elementary, and middle school DC public school students a highly engaging, rigorous, international, and inclusive education plan that provides them with the knowledge and skills required for successful participation in a global society through a project- and arts-based international curriculum that fosters creativity, self-motivation, social/emotional development, and academic excellence.

“I appreciate that they don’t focus the curriculum on teaching to the test, that they realize that kids being excited to learn, being exposed to many ways of learning, and being introduced to the arts and world culture and language is as important as excelling in math and English.”

—CMI Parent

B. School Program

At CMI, we strike a unique balance in education by taking a global approach to learning, while always maintaining focus and attention on the development of the individual student. We encourage and respect individuality, supporting our students to build on their strengths and talents. Through the lens of our accredited international curricula, our students gain an understanding of, and an appreciation and respect for, differences

of all kinds, making them confident, culturally aware individuals capable of succeeding in a diverse and global society.

CMI's unique and child-centered program is based on the three pillars of International Education, Inclusion, and Arts Education and Integration.

International Education

- We implement the research-based International Early Years Curriculum (IEYC), the International Primary Curriculum (IPC), and the International Middle Years Curriculum (IMYC). In addition to presenting rigorous academic goals, the curricula foster international awareness.
- CMI has earned accreditation from Fieldwork Education to implement the IPC. We will be seeking IEYC accreditation and IPC re-accreditation in April 2020. We will be seeking IMYC accreditation in April 2021.
- All students in preschool through 4rd grade received Spanish- and Mandarin-language instruction during 2018–19. Students in 5th through 8th grades selected one language in which to specialize, in order to work toward the goal of proficiency.

Inclusion

- We support each child's unique development to create inclusive learning opportunities that prepare students for future academic and personal success and well-being.
- In addition to presenting academic goals, our curricula incorporate social and emotional goals.
- Our program incorporates Dr. Stanley Greenspan's developmental approach to education, supporting individual learning styles that are explained by differences in the ways children process information.
- We offer sensory rooms where specialists work with students to provide the sensory input that children need to learn.

Arts Integration

- Curricular units feature arts integration at all grade levels.
- We provide our students with opportunities for music, movement, visual arts, and drama learning during the school day and in our extended-day programs.

In addition to their IEYC, IPC, or IMYC learning, students in kindergarten through eighth grade learn Common Core Standards–based English language arts and mathematics. Technology is an integrated part of our curricula and helps students become critical and creative thinkers. We address students' wellness through opportunities for movement and exercise in physical education classes and throughout the school day. Creative exploration, movement, and exercise continue into the after-school hours through our Extended Creative Day program.

C. Parent and Family Involvement

Creative Minds families are our partners in children's education and the growth of our school. Meaningful opportunities for family engagement improve student academic performance and sustain CMI's vibrant community life.

Family Events

In 2018–19, we promoted sharing and thoughtful exchange through various activities. Family members joined us for these events:

- Demonstrations of students' learning at the end of each curricular cycle (Exit Point)
- End-of-semester learning demonstrations from students in our after-school Creative Clubs
- Three days of parent-teacher conferences
- Student performances
- Community Meeting, our school-wide assembly
- A town-hall meeting about the DC School Report Card

- A Coffee Talk about our evolving middle school program
- Back-to-School Night
- High School Transition Fair

Creative Families Association

The dynamic and active Creative Families Association (CFA), our parent-teacher association, hosts events, rallies volunteers, and organizes campaigns that provide year-round support and bring together our staff, students, and families as a community.

In the 2018–19 school year, the CFA hosted nearly 20 events, including the following:

- Morning coffee meetings where families could learn about the CFA
- A coat swap, a Thanksgiving potluck, and a last-day-of-school picnic
- Student activities, such as movies and arts-and-crafts events
- Teacher Appreciation Week and lunches for teachers and staff

Last year, the CFA raised money for field trips, art supplies, the 8th-grade promotion ceremony, and to help support our robotics team's trip to the VEX World Championship competition. The CFA's 2018–19 fundraising was bookended by two events: the Fall Fundraising Campaign and the Taste of DC Auction.

Parent Liaison

CMI's dedicated parent liaison helps families navigate school processes and procedures; access needed resources, such as translation or social services; and communicate questions and concerns to school leadership.

Board of Trustees

In 2018–19, two parent members served on the Creative Minds Board of Trustees, helping to guide the future of our school.

Communication

Communication with families is an important aspect of engaging parents and caregivers in their children’s learning and promoting transparency about school operations and activities. Our online communication includes the following:

- **Email Newsletter:** Sent every other week during the school year; in 2018–19, we sent 21 issues of the newsletter.
- **Other School-wide Emails:** More than 40 additional, school-wide emails were sent in 2018–19.
- **Teacher Emails:** Teachers sent weekly updates to the parents of the children in their classes.
- **Social Media:** We post news and information to Facebook, Twitter, and Instagram.
- **Website:** A dedicated families page shares policies and procedures and links to forms and documents that are relevant to families. Other pages throughout the site, including a calendar page, provide additional information.

II. School Performance

A. Performance and Progress

Meeting Our Mission

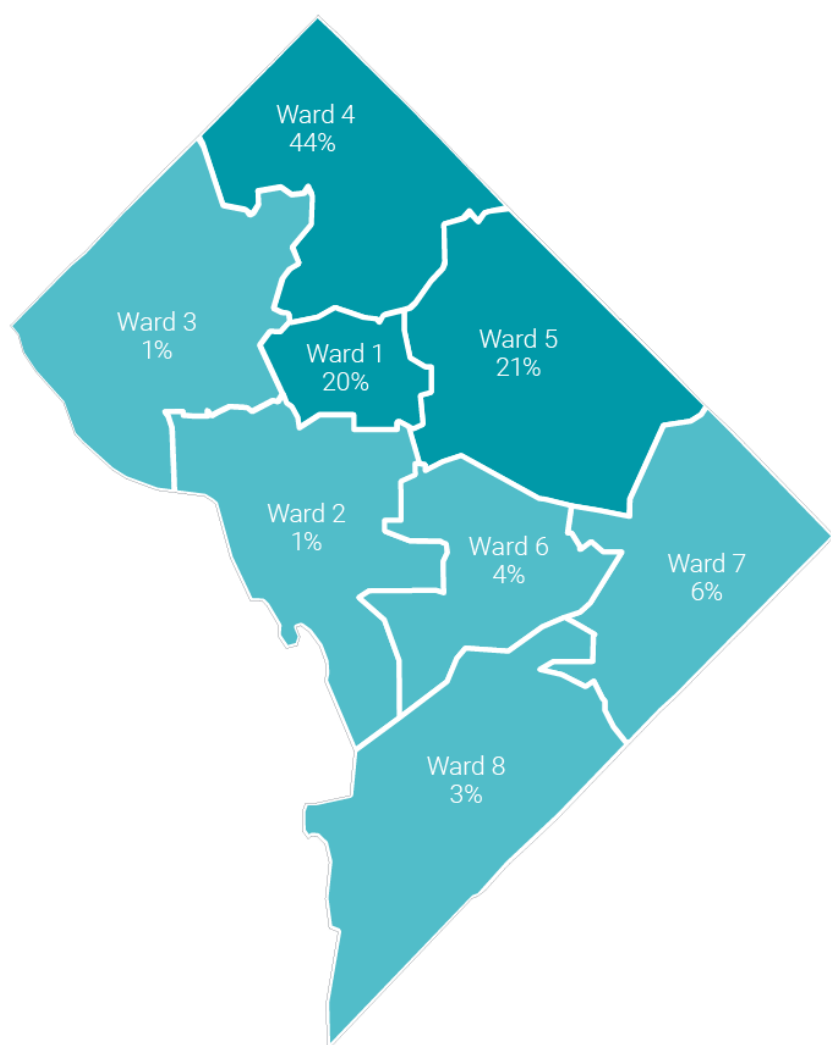
For the seventh year in a row, we accomplished our mission to provide students with a highly engaging, rigorous, international, and inclusive education.

- Our rich, well-rounded international educational program included instruction in global languages (Spanish and Madarin), music and performing arts, visual arts, and physical education.
- To support differentiated and individualized instruction, we maintained small class sizes, with a less than 10:1 ratio, on average, of students to teachers.
- To nurture social and emotional growth of all students, we emphasized personal goals tailored to each student.
- We fostered an inclusive learning environment that was responsive to each student's individual learning profile and social-emotional needs.
- Extensive use of small-group work and the station model provided opportunities for differentiation.
- Collaborative teamwork supported students in practicing respect, communication, and cooperation.
- Global languages (Spanish and Mandarin) provided students with skills required to engage successfully in a globalized world.
- Technology continued to be integrated into classroom learning to foster 21st-century learners.
- Reader's and Writer's Workshops promoted a lifelong passion for communication and language.

- Math instruction focused on hands-on exploration, problem solving, and conceptual understanding, beyond carrying out math procedures.
- After-school Creative Clubs, a part of our Extended Creative Day Program, provided opportunities for students to spark individual curiosity and creativity and engage in deep learning that complemented the rigorous instruction of our school day.

Ward Information

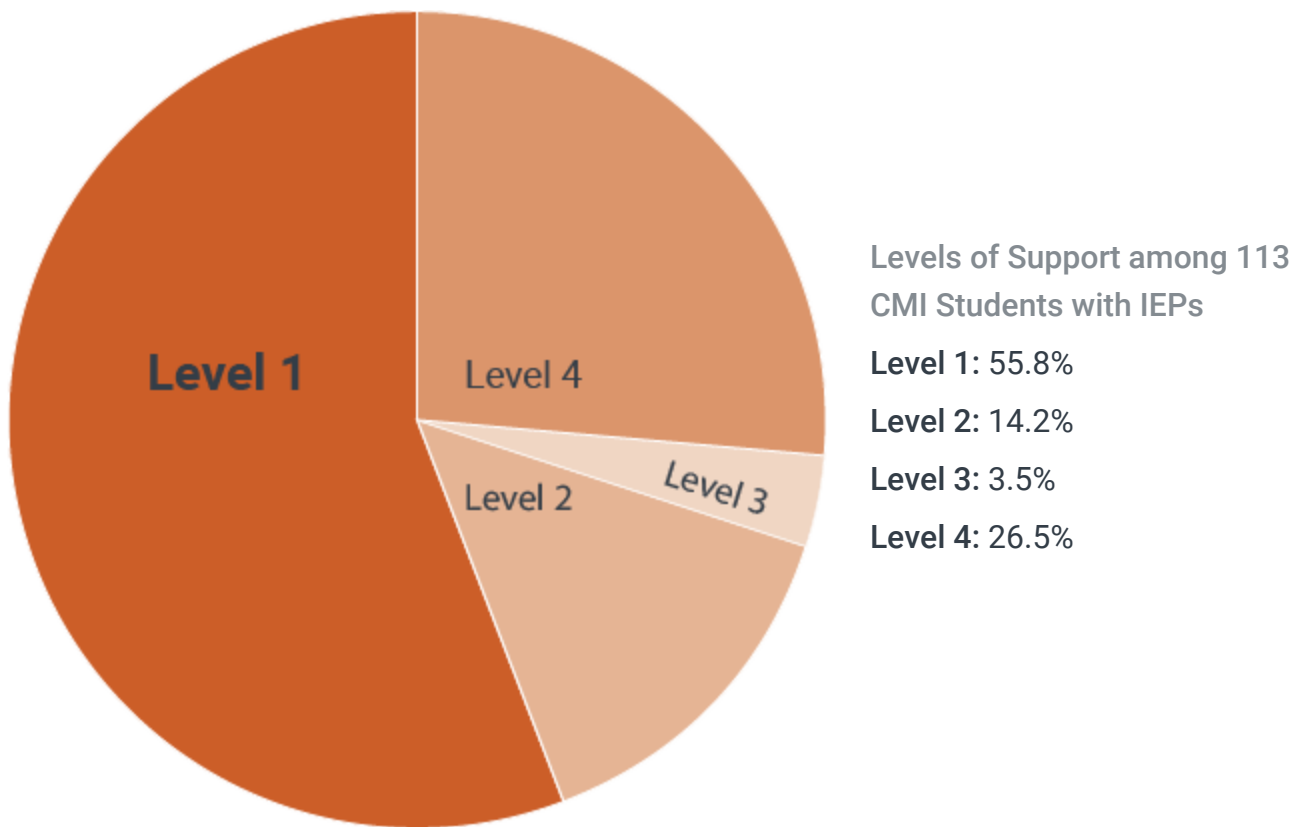
In 2018–19, CMI served 496 students from all eight wards in Washington, DC. The majority of our students (85%) came from Wards 1, 4, and 5.



Individualized Education Plans

Of the 496 students attending CMI in 2018–19, 113, or 22.8%, had Individualized Education Plans (IEPs).

Of the students who qualified for special education services, 26.5% required high levels of support (Level 4 IEPs). The CMI model emphasizes full inclusion, and our students with special needs benefit from our holistic, child-centered approach, which values students' individual learning profiles. Within this inclusive setting, our students with special needs flourish.



Attainment of Charter Goals

Creative Minds International Public Charter School: Goal and Academic-Achievement Expectations	Goal Met or Unmet	Progress Toward Goal						
ENGLISH LANGUAGE ARTS								
At least 80% of prekindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Exceeded Goal	89% of preschool and prekindergarten students met this goal.						
On a yearly basis, at least 75% of kindergarten through 2nd-grade students will either demonstrate one year of progress (instructional levels) between fall and spring administrations of the Developmental Reading assessment as determined by the score on grade level or higher (instructional level) on the Developmental Reading Assessment (K = Level 3; 1st grade = Level 16; 2nd grade = Level 28).	Not met	71% of students in kindergarten–2nd grade met this goal.						
The percentage of students scoring proficient or advanced on the state assessment in reading in tested grades will meet or exceed the state average in English Language Arts.	Not Met	<p>CMI did not meet this goal: 35% of CMI students in 3rd–8th grades scored 4+ on the PARCC ELA assessment, compared with a citywide average of 37% for the same grades.</p> <p>2018–19 PARCC Results: ELA Percentage of Students Scoring 4+</p> <table border="1"> <tr> <td></td><td>CMI %</td><td>DC %</td></tr> <tr> <td>3rd–8th Grades</td><td>35%</td><td>37%</td></tr> </table>		CMI %	DC %	3rd–8th Grades	35%	37%
	CMI %	DC %						
3rd–8th Grades	35%	37%						
If 50% or more of students qualify as special education the following two targets will apply in place of the previous target: (1) The percentage of special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for Special	Not Applicable							

Education in English Language Arts. (2) The percentage of non–special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for non–special education students in English Language Arts.								
MATHEMATICS								
At least 80% of prekindergarten students will meet or exceed widely held expectations per the growth report from the fall to the spring administration of the GOLD assessment.	Exceeded Goal	94% of students in preschool and prekindergarten met this goal.						
At least 70% of all students in grades K–5 will achieve at or above the 40th percentile or meet/exceed their spring growth target in math on the basis of NWEA MAP national norms by June of each year.	Met Goal	73% of students in kindergarten–5th grade met this goal.						
The percentage of students scoring proficient or advanced on the state assessment in Math in tested grades will meet or exceed the state average in Math.	Exceeded Goal	<p>CMI met this goal. 41% of CMI students in 3rd–8th grades scored 4+ on the PARCC Math assessment, compared with a citywide average of 31% for the same grades.</p> <p>2018–19 PARCC Results: Math Percentage of Students Scoring 4+</p> <table border="1"> <tr> <td></td><td>CMI %</td><td>DC %</td></tr> <tr> <td>3rd–8th Grades</td><td>41%</td><td>31%</td></tr> </table>		CMI %	DC %	3rd–8th Grades	41%	31%
	CMI %	DC %						
3rd–8th Grades	41%	31%						
If 50% or more of students qualify as special education the following two targets will apply in place of the previous target: (1) The percentage of special education students scoring proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for Special Education in Math. (2) The percentage of non–special education students scoring	Not Applicable							

proficient or advanced on the state assessment in reading in grades 3–8 will meet or exceed the state average for non–special education students in Math.		
FOREIGN LANGUAGE		
Students in all grade levels served at Creative Minds International PCS will spend at least 10% of instructional time each year in visual, performing arts, and foreign-language-based activities.	Met Goal	<p>CMI met this goal. Every week, students in preschool–3rd grade had 60 minutes of instruction in each of these subjects: Mandarin, Spanish, and art. They also received at least 60 minutes of instruction each day related to the IPC and spent at least 15 minutes of that time making or creating art or discussing international mindedness. Students spent 35 hours in school each week. Students spent 3 of those hours studying Mandarin, Spanish, and art and 30–75 minutes per week doing art-related activities in IPC; this makes for 3.5–4.25 hours per week, or 10%–12% of a student’s time in school, in which students studied Mandarin, Spanish, and art.</p> <p>Students in 4th–8th grades had 60 minutes of language instruction daily, for a total of 5 hours per week, or 14% of their time in school; this does not include the time they spent receiving art instruction.</p>
INTERNATIONAL		
Creative Minds International PCS will start the accreditation process in its third year of operation (school year 2014–15) with the goal of completing the accreditation process by the school's sixth year of operation, school year 2017–18.	Met Goal	<p>CMI met this goal.</p> <p>CMI achieved accreditation by Fieldwork Education for its implementation of the International Primary Curriculum in April 2017. Reaccreditation process begins in April 2020.</p>

PMF Framework

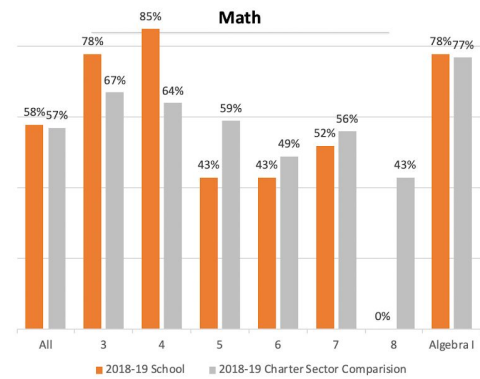
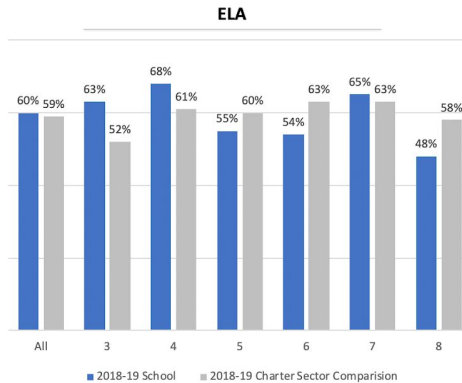
- CMI has adopted the PMF framework.
- Data will be released in the DC Public Charter School Board’s annual publication of PMF results.

PARCC Results

Overall, CMI outperformed the Charter sector average in both ELA and Math.

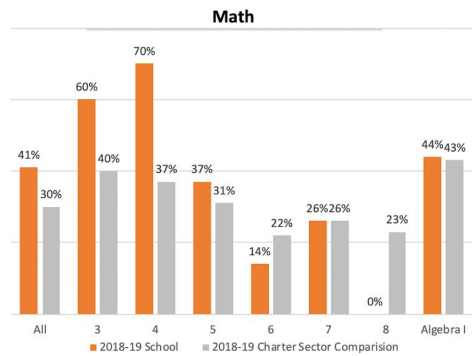
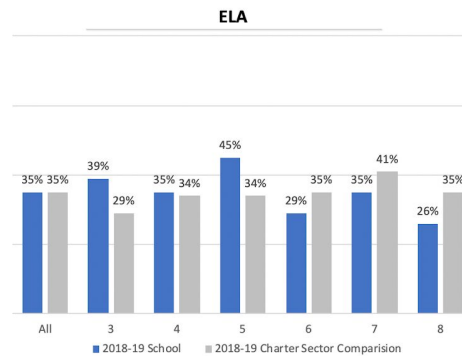
PARCC - Earning Level 3+ by grade/subject

The percentages below include students approaching college and career readiness, in addition to those meeting or exceeding expectations, in comparison with students across the D.C. public charter sector. In ELA, CMI performance is within 10% points of the sector average in every grade, performing above the sector in Grades 3, 4, and 7. In Math, Grades 3 and 4 significantly outperformed the sector.



PARCC - Earning Level 4+ by grade/subject

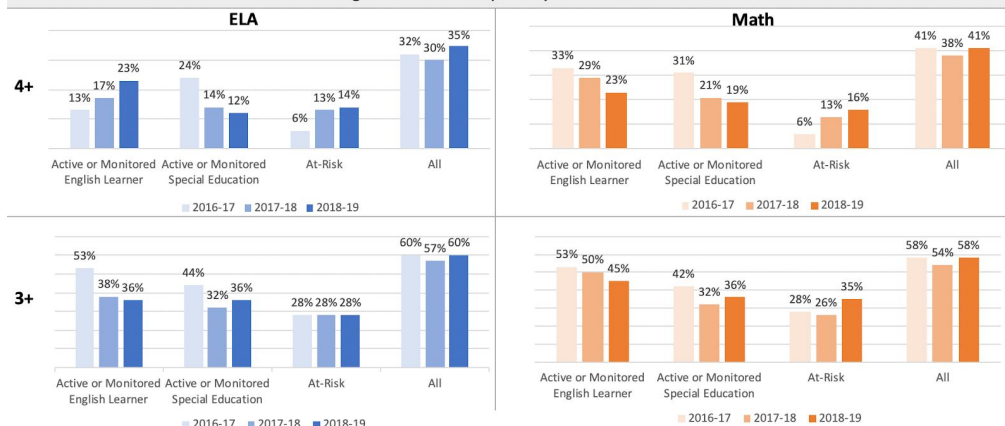
Below are the percentages of students meeting or exceeding expectations of college and career readiness, in comparison with students across the D.C. public charter sector. In both ELA and Math, Grades 3-5 outperformed the sector average. Grade 4 Math shows the largest outperformance with a 33% higher rate than the sector, with 70% of students earning Level 4+. Of the 28 Grade 8 students who took PARCC, 9 took the Algebra section, and these students are on par with the sector.



The at-risk student population scores in ELA and Math have grown or held steady since school year 2016–17, with 35% of at-risk students earning a Level 3+ in Math.

PARCC - Level 3+ & 4+ year over year, by subgroup

ELL students show steady decline over the past 3 years in ELA and Math. The exception is ELL students achieving a 4+ in ELA. **SpEd student** Level 4+ rates in ELA and Math show decline over the past 3 years. At Level 3+, both subjects have shown a slight increase from the 17-18 SY, though are still below the 16-17 SY rate. **At-Risk student** performance has either stayed at the same rate or increased. The 18-19 SY shows the highest rates in the past 3 years.



Twenty percent of grade-3 students earned a Level 5 in Math, as did 10% of grade 4 students, with over half of these grades achieving at least a Level 4+.

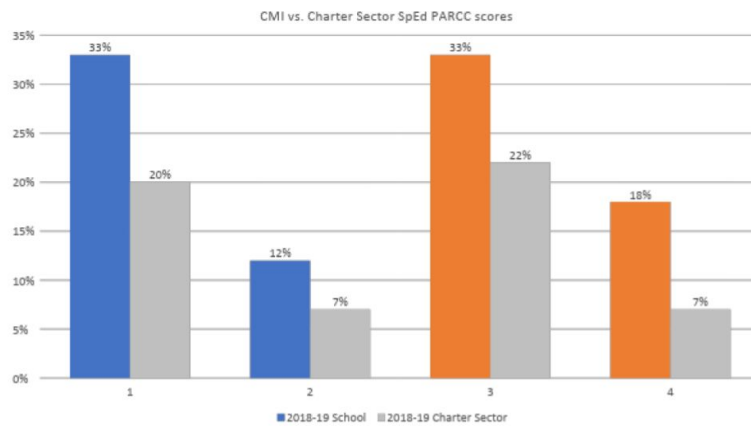
PARCC - 2018-19 Distribution across levels, by grade/subject

Below are the percentages of students by their PARCC Level, for each grade/subject. Grade 8 ELA has the highest percentage of students earning a Level 5. Grade 5 ELA has the highest percentage of students meeting proficiency, but also has the highest percentage of students, of students at Level 1. In Math, Grade 5 also has the highest number of students at Level 1.



Special-education students performed approximately 15% higher than their Charter sector peers on Levels 3+ and Level 4+ Math.

PARCC - Level 3+ & 4+ SpEd: School vs. Sector Comparison



Disclaimer: CMI acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

B. Unique Accomplishments

First 8th-Grade Promotion Ceremony

Creative Minds was proud to promote its first class of 8th-grade students in June 2019. Some members of our 2019 graduating class had been with us since preschool; others had joined us in later years. It was a milestone for all of these students and an expression of our school's growth—from serving preschool through 2nd grade in 2012, when we opened our doors, to expanding to 6th grade in the fall of 2016 to inaugurating our first, full middle school program in the 2018–19 school year.

VEX Robotics World Championship

In April 2019, nine members of the Creative Minds robotics teams and their coach, CMI parent Thomas Peng, traveled to Louisville, Kentucky, to compete and collaborate in the VEX Robotics World Championship. The CMI team was one of only three lower-school teams from the United States to qualify for the event. In all, four hundred teams attended the VEX championship, giving CMI students the chance to meet, work with, and learn about people from around the world and practice the international goals put forth by the International Primary Curriculum.

Confucius Institute Conference

In the fall of 2018, CMI's director of lower school (now our chief academic officer), Nayamka Long, attended the Confucius Institute Conference in Chengdu, China. Through our partnership with Asia Society, she was one of 10 school leaders in the United States chosen to attend the conference.

C. List of Donors

- Asia Society
- Creative Minds Creative Families Association
- Ornella Napolitano
- Prita Patel
- Eric Reese
- Matt Walker
- Meghan VerGow

Data Report

SY 2018–19 Campus Data

Source	Data Point
PCSB	LEA Name: Creative Minds International PCS
PCSB	Campus Name: Creative Minds International PCS
PCSB	Grades served: PK3–8
PCSB	Overall Audited Enrollment: 496

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	54	63	64	63	41	42	40	34	35
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	32	28	0	0	0	0	0	0	0

**Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.*

Student Data Points

School	Total number of instructional days: 178
PCSB	Suspension Rate: 1.2%
PCSB	Expulsion Rate: 0.20%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 93.9%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

PCSB	Midyear Withdrawals: 2.8% (14 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY18–19)	College Acceptance Rates: Not Applicable
PCSB (SY18–19)	College Admission Test Scores: Not Applicable
PCSB (SY18–19)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 30%
School	Number of Teachers: 50 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ \$52,245.14 2. Range: Minimum: \$42,000 Maximum: \$70,000
School	Executive Salary 1. Average: \$ \$127,620.00 2. Range: Minimum: \$100,000 Maximum: \$176,000 3. Salaries of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 18–19. \$124,999.92 \$135,000.00 \$176,000.00 \$100,000.08 \$103,000.08

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018–19 Data Validation Application as of August 2019. However, the validated rates that OSSE

will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018–19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Appendix A: Staff Roster

Name	Position	Highest Degree
Golnar Abedin	Principal / Head Of School	Doctorate
Nina Abelson	7th-/8th-Grade Inclusion Teacher	Master's
Ramona Akridge	Dedicated Aide	
Erica Alexander	Dedicated Aide	
Angelina Anton	1st-Grade Teacher	Bachelor's
Luz Aponte	Dedicated Aide	
Maria Avila De Guevara	Dedicated Aide	
Vitna Bailey	3rd-Grade Teacher	Master's
Claudia Barbosa	Prekindergarten Teacher	Bachelor's
Aidan Bardos	Middle School Art Teacher	Bachelor's
Anita Barnes	Special Education Resource Teacher	Master's
Eddie Bennett	Teacher Assistant	
Deborah Blake	5th-/6th-Grade Inclusion Teacher	Master's
Janki Boghara	Speech Therapist	Master's
Lauren Bonomini	7th-/8th-Grade Inclusion Teacher	Master's
Julie Bowes	2nd-Grade Teacher	Master's
Harold Boyd	5th-/6th-Grade Inclusion Teacher	Master's
Brianna Brown	Dedicated Aide	
Christina Brown	2nd-Grade Inclusion Teacher	Master's
Devonne Brown	Middle School PE Teacher	Bachelor's
Kareema Brown	Dedicated Aide	
Britta Buchanan	Teacher Assistant	Bachelor's
Athena Burkett	Instructional Coach	Master's
Nicole Calhoun	Teacher Assistant	
Anna Cammayo	5th-/6th-Grade ELA Teacher	Bachelor's
John Caraway	Dedicated Aide	
Latierra Carter	Dedicated Aide	
Catherine Chandler	ELL Specialist	Bachelor's
Ruth Chavarria	Teacher Assistant	

Karen Chipman	Prekindergarten Teacher	Master's
Zonetta Cisco	Teacher Assistant	Bachelor's
Kevin Colbert	Aftercare Instructor	
Blakeley Collins	Kindergarten Inclusion Teacher	Master's
Scott Colman	4th-Grade Math Teacher	Master's
Jamilia Council	Dedicated Aide	Bachelor's
Tiffany Craig	Dedicated Aide	
Kimberly Crooks	Kindergarten Teacher	Bachelor's
Asha Crumlin	Teacher Assistant	Bachelor's
Deanna Degregois	Speech Therapist	Master's
Dora Duvisac	Dedicated Aide	Master's
Lindsay Elcano	Prekindergarten Teacher	Master's
Dominic Elliot	Middle School Music Teacher	
Jeffrey Fleming	Prekindergarten Inclusion Teacher	Master's
Maribel Flores	Dedicated Aide	
Mostafa Foda	5th-/6th-Grade Social Studies Teacher	Master's
Jeremy Gadarowski	Student Aide	Bachelor's
Jamaica Gainey	Dedicated Aide	
Shavonne Green	Teacher Assistant	Bachelor's
Maureen Guerra	Dedicated Aide	Bachelor's
Rosalynd Harris	Middle School Drama Teacher	Bachelor's
Natalie Harrison	Teacher Assistant	Bachelor's
Chantel Hawkins	Dedicated Aide	
Kathleen Healy	Dedicated Aide	Master's
Stephen Henderson	Teacher Assistant	
Marcia Higgins	7th-/8th-Grade Inclusion Teacher	Bachelor's
Maura Hoyson	Special Education Coordinator	Master's
Shea Jackson	1st-Grade Teacher	Master's
Stephanie Jarvais	Prekindergarten Teacher	Master's
Sarah Jennings	7th-/8th-Grade Grade Science Teacher	Bachelor's
Jasia Johnson	Dedicated Aide	
Anna Jones	1st-Grade Inclusion Teacher	Master's

Miriam Kahn	School Social Worker	Master's
Costa Karolinski	5th-/6th-Grade Inclusion Teacher	Bachelor's
Keia Kelly	Dedicated Aide	
Madelyn Kenworthy	Dedicated Aide	Bachelor's
Tara Lacroix	Counselor	Master's
Matthew Larkin	4th-Grade ELA Teacher	Master's
Amita Lathigra	Inclusion Director	Master's
Chen Li	Middle School Mandarin Teacher	Master's
Nayamka Long	Lower School Director	Master's
Yuxiao Long	Elementary Mandarin Teacher	Master's
Kayann McCalla	Dedicated Aide	
Arthur MCGahee	Aftercare Instructor	
Damu Musawwir	6th-Grade Math Teacher	Bachelor's
Sandra Nance	Teacher Assistant	Bachelor's
Brittany Nelson	Teacher Assistant	
Antone Neugass	Kindergarten Teacher	Master's
Amy Nicholson	7th-/8th-Grade Inclusion Teacher	Master's
Kiwaski Nix	7th-/8th-Grade Math Teacher	Bachelor's
Elizabeth Orfaly	Kindergarten Teacher	Master's
Willis Palleschi	Elementary PE Teacher	Bachelor's
Lauren Patterson	Dedicated Aide	
Hasan Payne	Teacher Assistant	
Merideth Piggott-Tooke	Prekindergarten Teacher	Bachelor's
Yendry Quesada	4th-Grade Inclusion Teacher	Bachelor's
Holly Reynolds	7th-/8th-Grade ELA Teacher	Master's
Lamel Roberson	Aftercare Instructor	
Jaime Rodriguez Monzon	Teacher, Elementary	Master's
Christian Roman	3rd-Grade Inclusion Teacher	master's
Alicia Ronquillo	Teacher, Elementary	Master's
Brooke Shafer	Middle School Counselor	Master's
Cecily Slater	2nd-Grade Teacher	Bachelor's
Shaunte Stephens	Dedicated Aide	

Stephawn Stephens	Elementary Music Teacher	
Carmen Stewart	Elementary Art Teacher	Bachelor's
Markeya Taylor	Dedicated Aide	
Valarie Upton	Behavior Coach	
Titus Upton	Dedicated Aide	
Rachel Veclotch	2nd-Grade Teacher	
Kelly Vergamini	Special Education Coordinator	Master's
Anthony Washington	Director of Middle School	Bachelor's
Tashira Watson	Student Support Staff	
Joan Wernett	3rd-Grade Teacher	Bachelor's
Erin Weymer	Occupational Therapist	Master's
Rodney Williams	Dedicated Aide	
Ashley Williams	7th-/8th-Grade Social Studies Teacher	Bachelor's
Chardae Williams	Dedicated Aide	
Omari Williams	Dedicated Aide	
Phillip Williams	Prekindergarten Teacher	Master's
Kierra Wilson	Student Aide	

Appendix B: 2018–19 Board Roster

Name (Position)	DC Resident?	Committees
Ornella Napolitano <i>Chair</i>	Yes	Governance Facilities Finance
Eric Reese <i>Vice Chair</i> <i>Acting Secretary</i>	Yes	Development (Co-chair) Governance
Prita Patel <i>Treasurer</i>	No	Finance (Chair) Development
Dionne Tyus Garvin	No	Development (Co-chair)
Lynn Jennings, PhD	Yes	Academic Excellence
Jeanelle Johnson	No	Finance
Rahul Sinha	Yes	Academic Excellence
Matt Walker	Yes	Academic Excellence (Chair); Board Policy Manual
Dr. Valaida Wise	No	Academic Excellence
Kelly Young <i>Parent</i>	Yes	CFA Liaison Development Facilities
Jerry Zayets <i>Parent</i>	Yes	Facilities (Chair) Finance
John Zakrajsek	Yes	Finance
EX-OFFICIO Golnar Abedin <i>Parent</i>	Yes	Academic Excellence Development

Appendix C: Unaudited Financial Statement

Creative Minds International Public School

2018-2019 Unaudited Financials

Revenue	
State and Local Revenue	10,580,058
Federal Revenue	371,633
Private Grants and Donations	16,335
Earned Fees	539,919
Donated Revenue	16,060
Total Revenue	11,524,006
Expenses	
Salaries	5,849,857
Benefits and Taxes	1,130,474
Contracted Staff	409,982
Staff-Related Costs	108,460
Rent	2,010,179
Occupancy Service	335,268
Direct Student Expense	1,022,451
Office & Business Expense	802,368
Total Expenses	11,669,038
Operating Income	(145,032)
Extraordinary Expenses	
Interest	80,331
Depreciation and Amortization	540,121
Total Extraordinary Expenses	620,451
Net Income	(765,484)

Appendix D: Board Approved 2019–20 Budget

Creative Minds International Public School

2019-2020 Budget

Revenue	
State and Local Revenue	11,337,470
Federal Revenue	407,313
Private Grants and Donations	16,000
Earned Fees	550,619
Donated Revenue	16,504
Revenue Total	12,327,907
Expenses	
Salaries	6,960,410
Benefits and Taxes	1,409,032
Contracted Staff	402,500
Staff-Related Costs	90,307
Rent	1,998,555
Occupancy Service	363,672
Direct Student Expense	784,137
Office & Business Expense	926,292
Expenses Total	12,934,906
NET ORDINARY INCOME	(606,999)
Extraordinary Expenses	
Depreciation and Amortization	536,652
Interest	95,858
Extraordinary Expenses Total	632,511
TOTAL EXPENSES	13,567,416
NET INCOME	(1,239,510)