



Annual Report 2019–20

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.”

—Creative Minds 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.

“Creative Minds International has set a great foundation for our kids’ educational future. . . . In my personal experience, Creative Minds has a great team of educators, which is a direct reflection of the leadership that the school has directing it. They are caring, knowledgeable, and proactive. One of the most important attributes to me is that they communicate extremely well, which is critical during these times of change.”

—Creative Minds Parent

B. School Program

1. Curriculum Design & Instructional Approach

Creative Minds International offers an education model that promotes high levels of engagement in learning, with the goal of maximizing each child's learning opportunities, taking into account their skill levels and depth of understanding. Our program includes social-emotional and international curricula, which create a positive and inclusive environment for all members of the school community.

There are several unique components of the Creative Minds program:

- We implement the research-based International Early Years Curriculum (IEYC), International Primary Curriculum (IPC), and International Middle Years Curriculum (IMYC). In addition to presenting rigorous academic goals, the curricula foster international awareness.
- All students in preschool through 4th grade receive Spanish- and Mandarin-language instruction. Students in 5th through 8th grades select one language in which to specialize, in order to work toward proficiency.
- 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.

In addition to their IEYC, IPC, or IMYC learning, students in kindergarten through 8th 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.

2. Parent & 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 Creative Minds’ vibrant community life.

Family Events

In 2019–20, we promoted sharing and thoughtful exchange through various activities. Family members joined us for these events:

- Exit Points: demonstrations of students’ learning at the end of each curricular cycle
- End-of-semester learning demonstrations from students in our after-school Creative Clubs
- Three days of parent-teacher conferences
- Winter and spring student performances, in which students shared their learning from art, music, Spanish, and Mandarin classes
- Weekly Community Meetings, our school-wide assembly
- A Coffee Talk about our evolving middle school program
- Back-to-School Night
- Math Night and Literacy Night
- High School Transition Fair

Creative Families Association

The Creative Families Association (CFA) is the independent family organization that helps promote the education and culture of Creative Minds. In the 2019–20 school year, the CFA hosted nearly 20 events, including the following:

- Tea and Tissues meetings for new families

- Monthly coffee meetings in the lobby
- A coat swap
- Movie nights with social area for parents
- Politics & Prose book drive and fundraiser
- Fall Fest pumpkin sales and bake sale
- Holiday cards for the veterans who reside at the Armed Forces Retirement Home, Creative Minds' neighbor
- Teacher Appreciation Week activities
- Catering for staff professional development
- Support for weekly popcorn sales with the Creative Minds Student Council
- Food drive for families

Throughout the year, the CFA raised money for field trips, club scholarships, teacher gifts, technology, and books. Initial funding priorities for the Fall Campaign, such as a playground survey, were pushed aside to allow the CFA to address more urgent COVID-related concerns. Funding went to 8th-grade gift cards, family meal programs, technology, and books.

Parent Liaison

Creative Minds' 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 2019–20, 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 2019–20, we sent 12 issues of the newsletter. On March 6, 2020, our newsletters were preempted by weekly COVID-19 updates, with additional COVID emails sent as needed. We sent 19 of these messages.
- **Other School-wide Emails:** Seventy-six additional school-wide emails were sent in 2019–20.
- **Teacher Emails:** Teachers sent weekly updates to the parents of the students in their classes.
- **Social Media:** We post news and information to Facebook, Twitter, and Instagram.
- **Website:** A dedicated families section shares policies and procedures, as well as links to forms and documents that are relevant to families. Other pages throughout the site, including a calendar page, provide additional information.

3. Response to COVID-19

In response to the COVID-19 pandemic, Creative Minds switched to distance learning on March 16, 2020. We stayed on an all-remote schedule for the rest of the 2019–20 school year.

To make sure that all students would be able to engage in classes online, we provided laptops and WiFi hotspots to families that needed them.

Description of Distance-Learning Program

Our distance-learning program stayed true to Creative Minds’ holistic curriculum and student-centered approach by focusing on both academic and social-emotional learning. Student schedules included a blend of synchronous and asynchronous lessons, large- and small-group sessions, and core and elective classes:

Distance-Learning Schedule: Preschool & Prekindergarten

9:00 a.m.–9:30 a.m.	Morning Meeting	Monday–Friday	Live on Zoom
9:30 a.m.–10:00 a.m.	Learning Center 1: Music & Movement, Art, Math, Science, Read-Aloud and Literacy	Monday–Friday	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded
10:00 a.m.–10:30 a.m.	Learning Center 2	Monday–Friday	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded
10:30 a.m.–11:30 a.m.	Social Groups & Independent Play	Monday–Friday	<ul style="list-style-type: none"> • Social Groups: 20 minutes, teacher facilitated, live on Zoom
11:30 a.m.–1:00 p.m.	Lunch & Nap Time	Monday–Friday	
1:00 p.m.–1:30 p.m.	Learning Center 3	Monday, Tuesday, Thursday & Friday*	<ul style="list-style-type: none"> • Teacher facilitated • Live on Zoom and recorded • Wednesday: option to participate in a recorded session
1:30 p.m.–2:00 p.m.	Enrichment Classes: Art, PE, Languages	Monday, Tuesday, Thursday & Friday*	<ul style="list-style-type: none"> • Recorded
<i>*Teacher professional development on Wednesday afternoon</i>			

Distance-Learning Schedule: Kindergarten–4th grade

9:00 a.m.–9:30 a.m.	Morning Meeting	Monday–Friday	Live on Zoom
9:30 a.m.–11:30 a.m.	Live: Small Groups or Recorded: Math, IPC & Literacy or Office Hours	Monday–Friday	<ul style="list-style-type: none"> • Small Groups: teacher facilitated • Office Hours: teaching assistants available for extra academic support
11:30 a.m.–12:00 p.m.	Social Groups & Enrichment Classes	Monday–Friday	<ul style="list-style-type: none"> • Social Groups: live on Zoom, facilitated by teaching assistants • Enrichment: recorded

12:00 p.m.–1:00 p.m.	Lunch	Monday–Friday	Optional: live language lunches, movement break, or art exploration with E-Team teachers
1:00 p.m.–2:00 p.m.	Live: Small Groups or Recorded: Math, IPC & Literacy or Office Hours	Monday, Tuesday, Thursday & Friday*	<ul style="list-style-type: none"> • Small Groups: teacher facilitated • Office Hours: teaching assistants available for extra academic support
2:00 p.m.–2:30 p.m.	Live Share	Monday, Tuesday & Thursday*	<ul style="list-style-type: none"> • Live on Zoom

**Teacher professional development on Wednesday afternoon*

Distance-Learning Schedule: 5th–8th Grades

Monday, Tuesday, Thursday & Friday

9:00 a.m.–9:45 a.m.	Period 1	Live on Zoom
9:50 a.m.–10:20 a.m.	Advisory: Focus on Social-Emotional Development	Live on Zoom
10:30 a.m.–11:15 a.m.	Period 2	Live on Zoom
11:20 a.m.–12:10 p.m.	Lunch	Option for teacher-facilitated live lunch on Zoom
12:15 p.m.–1:00 p.m.	Period 3	Live on Zoom
1:15 p.m.–2:00 p.m.	Period 4	Live on Zoom
2:00 p.m.–2:45 p.m.	Independent Work	Offline

Wednesday

Time	5th & 6th Grades	7th & 8th Grades	
10:00 a.m.	Mandarin or Spanish	Music	Live on Zoom
11:00 a.m.	PE	Mandarin or Spanish	Live on Zoom
2:00 p.m.	Music	PE	Live on Zoom

Art, music, PE, and language teachers also offered recorded lessons for students to complete throughout the week.

Monitoring Student Progress

We monitored student progress by reviewing projects, I-Ready data, video submissions, written and small-group work, and anecdotal notes from class discussions, as well as through conversations with students and families. Teachers also provided feedback on assignments.

When students weren't making progress, teachers and members of our Student Wellness team contacted families and discussed additional school supports that would help students be successful.

II. School Performance

A. Performance and Progress

1. Meeting Our Mission

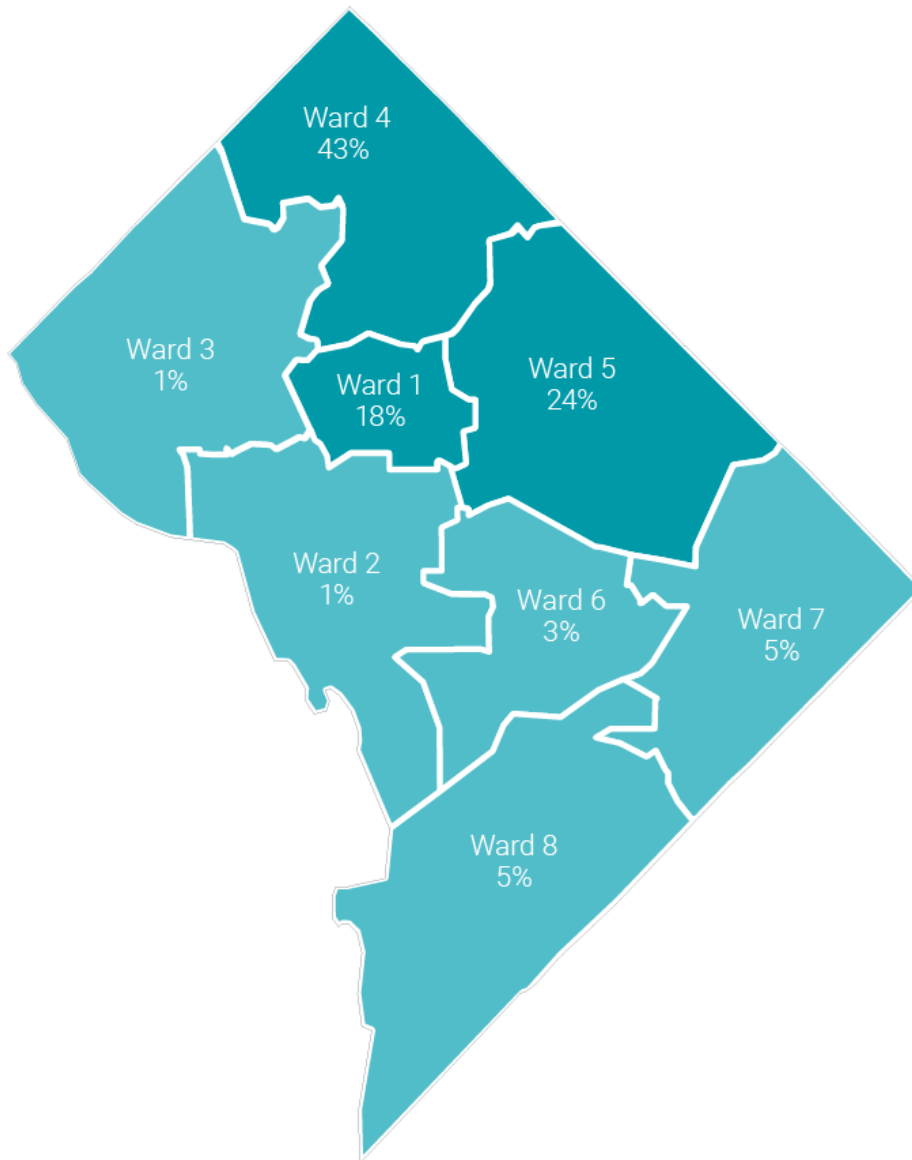
We continued to accomplish our mission to provide students with a highly engaging, rigorous, international, and inclusive education.

- 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 ratio lower than 10:1, on average, of students to teachers.
- To nurture social and emotional growth, 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-language (Spanish and Mandarin) instruction provided students with skills for engaging successfully in a globalized world.
- Technology continued to be integrated into classroom learning to foster 21st-century learners.
- 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 follow their curiosity, spark their creativity,

and engage in deep learning that complemented the rigorous instruction of our school day.

Ward Information

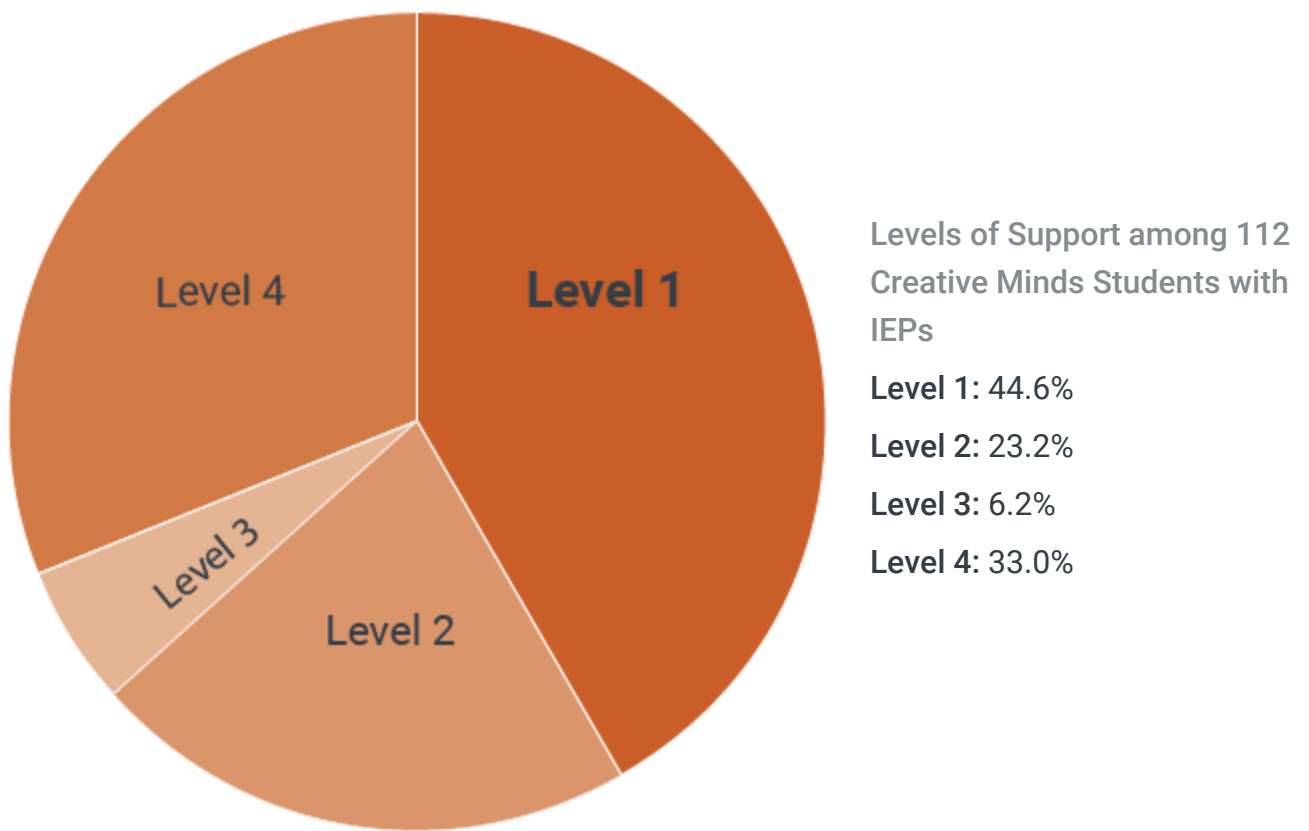
In 2019–20, there were 526 students enrolled at Creative Minds; eight of these students attended nonpublic special education day programs off site. Creative Minds students came from all eight wards in Washington, DC. The majority of our students (85%) came from Wards 1, 4, and 5.



Individualized Education Plans

Of the 526 students enrolled at Creative Minds in 2019–20, 112, or 20.5%, had Individualized Education Plans (IEPs).

Of the students who qualified for special education services, 33% required high levels of support (Level 4 IEPs). The Creative Minds 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.



2. Attainment of Charter Goals

The following table outlines our goals and expectations for academic achievement in 2019–20. Due to the global COVID-19 pandemic, we were unable to collect sufficient valid data to determine whether these goals were met.

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.		
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).		
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.		
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 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.		
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.		

<p>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.</p>		
<p>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 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.</p>		
<p>FOREIGN LANGUAGE</p>		
<p>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.</p>		

PMF Framework

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

PARCC Results

- Due to the global COVID-19 pandemic, the PARCC assessment was not administered to students in the 2019–20 school year.

B. Unique Accomplishments

Meal-Delivery Program

When Creative Minds switched to remote learning in March 2020, in response to the COVID-19 pandemic, we established a meal-delivery program to ensure that students would have access to free, nutritious meals, seven days a week.

Once a week, seven breakfasts and seven lunches were delivered to each child enrolled in the program; there was no cost to families for meals or delivery. All children, younger than 18, who resided in the household of a Creative Minds student were eligible to receive meals, whether or not they attended our school.

Our partners in the meal-delivery program were Genuine Foods, a provider of onsite meals, and Via, whose drivers delivered meal kits to students' households. The first meals were delivered on April 15, 2020. During the first iteration of this program, which ran through August 26, 2020, more than 50,000 meals were served.

Technology for All Students

Before Creative Minds closed its school building in March 2020 staff members were preparing for high-quality learning and instruction to continue online. Our technology and teaching teams developed a secure home-learning website, with instructional materials, that was ready to serve students on the first day of remote classes.

To make sure that all students would be able to participate in distance learning, Nayamka Long, Creative Minds' chief academic officer, surveyed families about the resources they needed at home. We then distributed Chromebook laptops and WiFi hotspots to families: 87 devices within ten days of the school closure.

Special Education During Remote Learning

During remote learning in spring 2020, Amita Lathigra, Creative Minds' director of inclusion, and her team quickly set up online related services, such as speech, occupational, and physical therapy, for special education students. Amita found that many students thrived in new and unexpected ways, an outcome that she attributed to parent and caregiver participation and to the more focused therapy sessions that can happen away from the distractions of the school building.

Parents were surveyed on their satisfaction with service provision during the spring, and 75 percent of respondents reported being satisfied or very satisfied with the quality of services they received. Parents reported that their children enjoyed sessions and that they saw improvements in their children’s performance over time.

In April, Amita joined a Special Education Cooperative working group to help determine what free appropriate public education means for students with disabilities during the COVID-19 pandemic. The group produced a FAPE worksheet, with guidance on developing a distance-learning plan for students with disabilities, that has been shared with charter schools in DC.

The working group presented its recommendations during webinars with the Office of the State Superintendent of Education, the Office of the Deputy Mayor for Education, and the DC Public Charter School Board.

Planning for the Growth of Our School

In fall 2019, Creative Minds began planning for three years of strategic growth. Through an analysis of our school’s current state, and with vital input from stakeholders—including staff, students, and families—we developed a three-year plan consisting of aligned goals and strategic priorities. All our work will be grounded in a commitment to equity and inclusion and to promoting the social-emotional development of our students.

A New Executive Director

In March 2020, after a highly competitive and inclusive search, Chuck Jackson was named executive director of Creative Minds by our school’s board of trustees. Chuck had served as interim executive director since June 2019, and he brought with him more than 15 years’ experience as an education innovator, including the founding and leadership of Academie Bilingue de la Comunidad Public Charter School and leadership positions with other charter schools and DC Public Schools.

In his time at Creative Minds, Chuck has led the school through a strategic-planning process and will be spearheading three years of strategic growth. He steered the Creative Minds community through the switch to remote learning in spring 2020, ensuring that our high-quality education program continued and was equitable and inclusive of all students.

C. List of Donors

- Asia Society
- Creative Minds Creative Families Association
- Joanne Csednik
- DC Education Equity Fund
- GenYouth Foundation
- Lylie Fisher
- Matt Walker
- Jennifer Wallace
- The Wheeler Foundation
- Meaghan VerGow

Data Report

SY 2019–20 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: 518

Enrollment by Grade Level According to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	55	62	62	61	60	42	42	32	33
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	36	33	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: 166
PCSB	Suspension Rate: 1.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04%
PCSB	In-Seat Attendance: 89.8%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide the following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

PCSB	Midyear Withdrawals: 2.1% (11 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY19–20)	College Acceptance Rates: Not Applicable
PCSB (SY19–20)	College Admission Test Scores: Not Applicable
PCSB (SY19–20)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 16%
School	Number of Teachers: 48 “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: \$59,200.00 2. Range: Minimum: \$47,000.00 Maximum: \$71,400.00
School	Executive Salary 1. Average: \$145,000 2. Range: Minimum: \$100,000.00 Maximum: \$190,000.00 3. Salaries of the five most highly compensated individuals in the organization, if over \$100,000, for SY 19–20: \$190,000.00 \$140,400.00 \$120,000.00 \$115,050.00 \$105,000.00

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020, available in OSSE’s SY19–20 Authoritative Attendance Qlik application as of August 2020.

However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

- Unvalidated MYW and MYE rates are provided on the basis of examining student movement between 10/6 and 3/13 in SY 2019–20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendix A: Staff Roster

Last Name	First Name	Position	Highest Degree
Abelson	Nina	Lead Teacher	Master's
Allen	Angela	Lead Teacher	Master's
Barnes	Anita	Lead Teacher	Master's
Blake	Deborah	Lead Teacher	Master's
Bonomini	Lauren	Lead Teacher	Master's
Bowes	Julie	Lead Teacher	Master's
Burt	Najla	Lead Teacher	Bachelor's
Brown	Christina	Lead Teacher	Master's
Connolly	Kristin	Lead Teacher	Bachelor's
Davis	Jasmine	Lead Teacher	Bachelor's
Dreux	Gabrielle	Lead Teacher	Bachelor's
Elcano	Lindsay	Lead Teacher	Master's
Fleming	Jeffrey	Lead Teacher	Master's
Foda	Mostafa	Lead Teacher	Master's
Gilliam	James	Lead Teacher	Master's
Gonzalez Duran De Lopez	Maria	Lead Teacher	Bachelor's
Harris	Nikki	Lead Teacher	Master's
Holsinger	Meghan	Lead Teacher	Master's
Jackson	Shea	Lead Teacher	Master's
Jarvais	Stephanie	Lead Teacher	Master's
Johnson	Michael	Lead Teacher	Bachelor's
Johnson	Nadjha	Lead Teacher	Bachelor's
Jones	Anna	Lead Teacher	Bachelor's
Larkin	Matthew	Lead Teacher	Master's

Lee	Jessica	Lead Teacher	Master's
Long	Yuxiao	Lead Teacher	Master's
Lynn	Lauren	Lead Teacher	Bachelor's
Mccalla	Kayann	Lead Teacher	Bachelor's
Musawwir	Damu	Lead Teacher	Bachelor's
Neugass	Antone	Lead Teacher	Master's
Nix	Kiwaski	Lead Teacher	Bachelor's
Orfaly	Elizabeth	Lead Teacher	Master's
Osei-Boakye	Maame	Lead Teacher	Master's
Piggott-Tooke	Merideth	Lead Teacher	Bachelor's
Pillot	Juan	Lead Teacher	Master's
Pirela	Almosa	Lead Teacher	Bachelor's
Quesada Solano	Yendry	Lead Teacher	Bachelor's
Qurios	Rigo	Lead Teacher	Master's
Roman	Christian	Lead Teacher	Bachelor's
Secer	Milgritos	Lead Teacher	Master's
Shoemaker	Angelina	Lead Teacher	Bachelor's
Sutton	Eliana	Lead Teacher	Bachelor's
Ware	Kayla	Lead Teacher	Bachelor's
Wernett	Joan	Lead Teacher	Bachelor's
Wheeler	Kama	Lead Teacher	Master's
Williams	Phillip	Lead Teacher	Master's
Winston	Dorothy	Lead Teacher	Master's
Yuan	Jie	Lead Teacher	Bachelor's
Hoyson	Maura	Coordinator	Master's
Nicholson	Amy	Coordinator	Master's
Akridge	Ramona	Student Aide	High School Diploma
Aponte Rosario	Luz	Student Aide	High School Diploma

Avila De Guevara	Maria	Student Aide	High School Diploma
Bennett	Eddie	Student Aide	High School Diploma
Booker	Kimberlyn	Student Aide	High School Diploma
Briggs	Diamond	Student Aide	High School Diploma
Brown	Kareema	Student Aide	High School Diploma
Brown	Brianna	Student Aide	High School Diploma
Buchanan	Britta	Student Aide	Bachelor's
Calhoun	Nicole	Student Aide	High School Diploma
Caraway	John	Student Aide	High School Diploma
Carter	Latierra	Student Aide	High School Diploma
Carter	Tony	Student Aide	High School Diploma
Credle	Mitchell	Student Aide	Bachelor's
Crumlin	Asha	Student Aide	Bachelor's
Duvisac	Dora	Student Aide	Master's
Gainey	Jamaica	Student Aide	Bachelor's
Green	Shavone	Student Aide	Bachelor's
Guerra	Maureen	Student Aide	Bachelor's
Harrison	Natalie	Student Aide	Bachelor's
Hawkins	Chantel	Student Aide	High School Diploma
Helm	Breaysha	Student Aide	Bachelor's
Henderson	Stephen	Student Aide	High School Diploma
Johnson	Jasia	Student Aide	High School Diploma
Johnson	Tiaeshia	Student Aide	High School Diploma
Mckinney	India	Student Aide	High School Diploma
Nance	Sandra	Student Aide	Bachelor's
Nelson	Brittany	Student Aide	High School Diploma
Payne	Hasan	Student Aide	High School Diploma
Stephens	Shaunte	Student Aide	High School Diploma

Ventura	Maribel	Student Aide	High School Diploma
Walker	Reginald	Student Aide	High School Diploma
Watson	Tashira	Student Aide	High School Diploma
Williams	Omari	Student Aide	High School Diploma
Williams	Rodney	Student Aide	Master's
Williams	Chardae	Student Aide	High School Diploma
Wilson	Kierra	Student Aide	High School Diploma
Bailey	Vitna	Instructional Coach	Master's
Burkett	Athena	Instructional Coach	Master's
Costa	Cazzandra	Operations Associate	High School Diploma
Kahn	Miriam	Counselor	Master's
Lacroix	Tara	Counselor	Master's
Shafer	Brooke	Counselor	Master's
Smith	Shannon	Extended Creative Day Manager	High School Diploma
Dill	Lorna	Director	Master's
Hesslink	Heather	Director of Operations & Compliance	Master's
Jackson Jr.	Charles	Executive Director	Juris Doctor
Lathigra	Amita	Director	Master's
Sheffer	Abigail	Director	Master's
Boghara	Janki	Therapist	Master's
Degregoris	Deanna	Therapist	Master's
Merlehan	Jacquelyn	Therapist	Master's
Weymer	Erin	Therapist	Master's
Upton	Valarie	Behavior Coach	High School Diploma
Martinez	Estefani	Café Assistant	High School Diploma
Pereira Sorto	Ana	Café Coordinator	High School Diploma
Long	Nayamka	Chief Academic Officer	Master's

Andruzzi	Jennifer	Communications	Bachelor's
Bednarovsky	Craig	Chief Operating Officer	Master's
Ward	Margaret	Director of Grants & Development	Bachelor's
Copes	Jennifer	Human Resources Manager	Master's
Charrier	Andrew	Director of Instructional Technology	Bachelor's
Garcia	Carlos	Operations and Finance Manager	Bachelor's
Espinoza	Julio	Receptionist	High School Diploma
Matias	Aura	Registrar	High School Diploma
Healy	Kathleen	Substitute Teacher	Bachelor's

Appendix B: 2019–20 Board Roster

Name (Position)	DC Resident?	Committees
Ornella Napolitano Chair: until July 2019 <i>Left board in June 2020</i>	Yes	Member: Executive Committee Member: Governance Committee Member: Finance Committee
Dr. Valaida Wise Chair: August 2019–present	No	Chair: Executive Director Search Committee Member: Academic Excellence Committee Member: Executive Committee Member: Strategic Planning Committee
Eric Reese Vice Chair Acting Secretary <i>Left board in September 2019</i>	Yes	Member: Governance Committee Member: Strategic Planning Committee
Dionne Tyus Garvin Vice Chair: October 2019–present	No	Chair: Strategic Planning Committee Member: Executive Committee Member: Executive Director Search Committee
Prita Patel Treasurer: until March 2020 <i>Left board in March 2020</i>	No	Chair: Finance Committee Member: Governance Committee
Jeanelle Johnson Treasurer: April 2020–present	No	Chair: Finance Committee Member: Executive Committee
Matt Walker Secretary	Yes	Chair: Governance Committee Member: Executive Committee
Dr. Neal Brown Member <i>Joined board in October 2019</i>	No	Member: Academic Excellence Committee
Michael Curran Member <i>Joined board in April 2020</i>	Yes	Member: Finance Committee Member: Governance Committee

Lynn Jennings, PhD Member	Yes	Chair: Academic Excellence Committee Member: Strategic Planning Committee Member: Executive Director Search Committee Member: Executive Committee Committee
Navin Nayak Parent <i>Joined board in September 2019</i>	Yes	Member: Governance Committee
Rahul Sinha Member <i>Left board in June 2019</i>	Yes	Member: Academic Excellence Committee
Kelly Young Parent <i>Left board in June 2019</i>	Yes	CFA Liaison Member: Development Committee Member: Facilities Committee
Jenni Wallace Parent <i>Joined board in September 2019</i>	Yes	Member: Strategic Planning Committee
Jerry Zayets Parent <i>Left board in January 2020</i>	Yes	Member: Finance Committee Member: Strategic Planning Committee
EX-OFFICIO Chuck Jackson Executive Director, Creative Minds International Public Charter School	Yes	Member: Academic Excellence Committee Member: Development Committee

Appendix C: Unaudited Financial Statement

Creative Minds International Public Charter School

2019–20 Unaudited Financials

Revenue	
State and Local Revenue	11,557,443
Federal Revenue	458,609
Private Grants and Donations	64,330
Earned Fees	328,629
Donated Revenue	16,308
Total Revenue	12,425,319
Expenses	
Salaries	6,978,456
Benefits and Taxes	1,243,019
Contracted Staff	296,917
Staff-Related Costs	59,072
Rent	1,674,413
Occupancy Service	254,056
Direct Student Expense	870,506
Office & Business Expense	816,704
Donated Expense	925
Total Expenses	12,194,067
Operating Income	231,252
Extraordinary Expenses	
Interest	95,415
Depreciation and Amortization	266,930
Total Extraordinary Expenses	362,345
Net Income	(131,094)

Appendix D: Board Approved 2020–21 Budget

Creative Minds Internation Public Charter School 2020-2021 Approved Budget

Revenue	
State and Local Revenue	12,346,697
Federal Revenue	2,225,238
Private Grants and Donations	22,331
Earned Fees	274,044
Total Revenue	14,868,310
Expenses	
Salaries	7,669,437
Benefits and Taxes	1,504,028
Contracted Staff	251,000
Staff-Related Costs	91,955
Rent	1,719,354
Occupancy Service	346,270
Direct Student Expense	856,465
Office & Business Expense	814,922
Contingency	500,000
Total Expenses	13,753,431
Operating Income	1,114,880
Extraordinary Expenses	
Interest	91,047
Depreciation and Amortization	428,518
Total Extraordinary Expenses	519,565
Net Income	595,315