



Annual Report

2020–21

Creative Minds International
Public Charter School

Board Chair: Navin Nayak

Executive Director: Charles Jackson

3700 North Capitol Street NW
Sherman Building #217
Washington, DC 20011

(202) 588-0370 (phone)

(202) 588-0263 (fax)

www.creativemindspcs.org

Table of Contents

Annual Report Narrative	3
I. School Description	3
A. Our Mission	3
B. School Program	4
1. Curriculum Design & Instructional Approach	4
2. Parent & Family Involvement	5
3. Response to COVID-19	7
II. School Performance	11
A. Performance and Progress	11
1. Meeting Our Mission	11
2. Attainment of Charter Goals	14
B. Unique Accomplishments	16
C. List of Donors	19
Data Report	20
Appendix A: Staff Roster	22
Appendix B: 2020–21 Board Roster	27
Appendix C: Unaudited Financial Statement	28
Appendix D: Board Approved 2020–21 Budget	29

“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

To cultivate within ALL of our students the mindset, skills, creativity, and commitment to equity essential in becoming globally aware and independently minded citizens.

“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 2020–21, we promoted sharing and thoughtful exchange through various online activities, meetings, and workshops. Students and family members joined us for these events:

- Exit Points: Demonstrations of students’ learning at the end of each curricular cycle
- Two days of parent-teacher conferences
- Regular Community Meetings, our school-wide assembly
- A webinar for rising fourth graders to introduce them to our growing middle school program
- Back-to-School Night and student orientations
- High School Transition Fair
- Family workshop on effective learning at home
- Several family meetings and town-hall events to provide updates on remote learning
- Play, Learn, Teach, and Grow with ST Math
- A livestream with our chief academic officer to answer questions on our approach to remote learning
- Online open houses for prospective families
- *Supporting Mental Health over the Holidays* online workshop

- Family-support workshops in Spanish
- Special-education services and approach webinar
- *Reflection and Resilience* online workshop
- Remote Extended Creative Day clubs

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 2020–21 school year, the CFA undertook numerous initiatives in support of the school, including the following:

- Fundraising and events to support literacy efforts:
 - Book drive
 - Online author visits
 - The purchase of books for lending library and classroom libraries
- The purchase of robotics kits for the Robotics Club
- Online auction and talent show to raise additional funds for the school
- Eighth-grade graduation: purchased gifts for graduates and decorations and swag for the graduation ceremony
- Merchandise sales to build school spirit
- EdFest participation, to share experiences with prospective Creative Minds families
- Buddy program: pairing new Creative Minds families starting virtually with returning families
- Emergency-pandemic fundraising to support families in need
- Celebration of staff members through gifts, swag, and self-care items
- Collaboration with the Middle School Student Council

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 2020–21, Dr. Valadia Wise completed her term as chair and handed the gavel to Creative Minds parent Navin Nayak, who was one of two parent members serving on the Creative Minds Board of Trustees.

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.

In school year 2020–21, our online communication included the following:

- **Email Newsletter:** Sent every other week during the school year; in 2020–21, we sent 17 issues of the newsletter.
- **Other School-wide Emails:** Fifty-nine additional school-wide emails were sent in 2020–21.
- **Teacher Emails:** Teachers sent weekly updates to the parents and guardians of the students in their classes.
- **Social Media:** We posted news and information to Facebook, Twitter, and Instagram. Recordings of our community meetings and other online events were posted to the Creative Minds YouTube channel.
- **Website:** A dedicated families section shared 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, provided additional information.

3. Response to COVID-19

Due to the ongoing COVID-19 pandemic, Creative Minds began the year on an all-remote schedule. To make sure that all students would be able to engage in classes online, we provided backpacks that contained school supplies and a tablet or laptop to all students. We also provided meals and Wi-Fi hotspots to families that needed these items.

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 learning and social-emotional development. 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*	• Live on Zoom
<i>*Teacher professional development on Wednesday afternoon</i>			

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, video submissions, work samples on Seesaw (our learning-management system), written and small-group work, and anecdotal notes from classroom 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

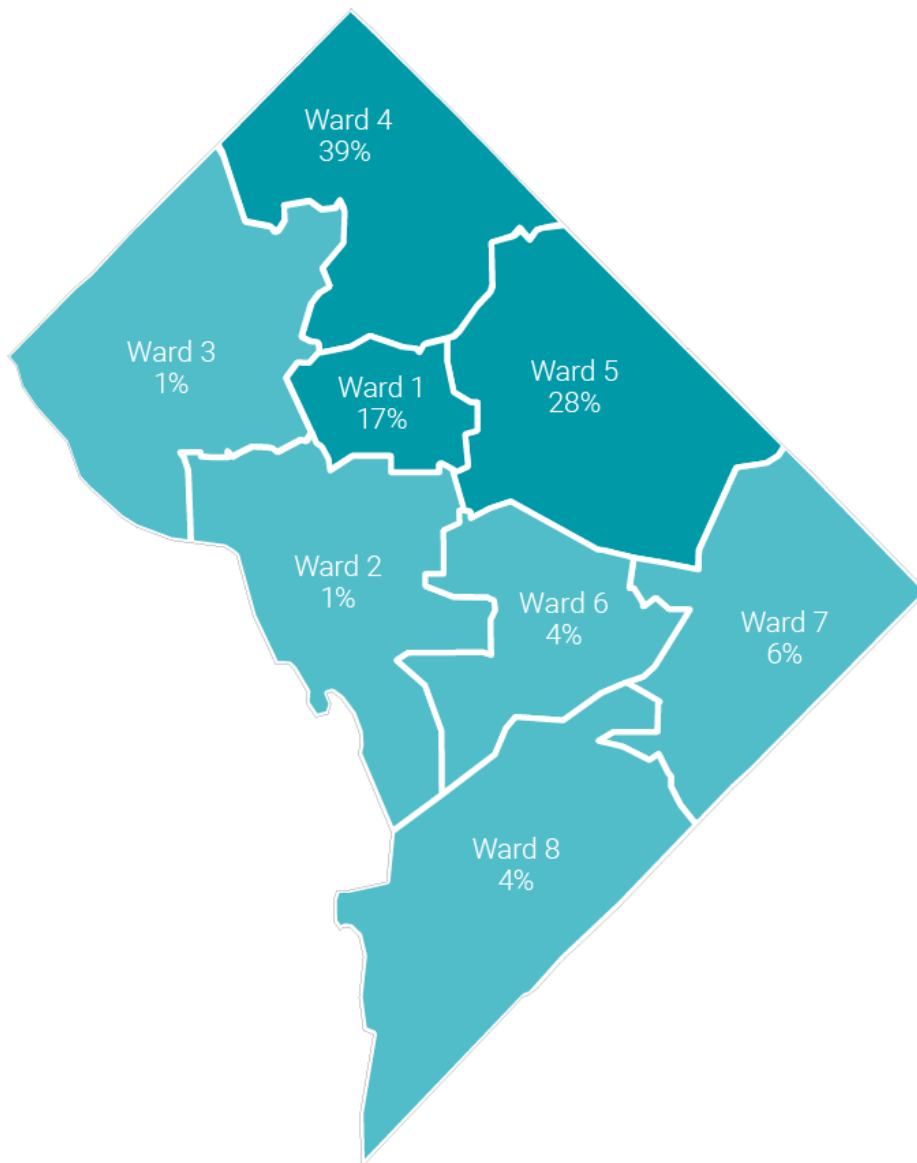
1. Meeting Our Mission

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 Mandarin), 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. Students logged in to Zoom each day to participate in remote learning.
- Math instruction focused on problem solving and conceptual understanding, beyond carrying out math procedures.

Ward Information

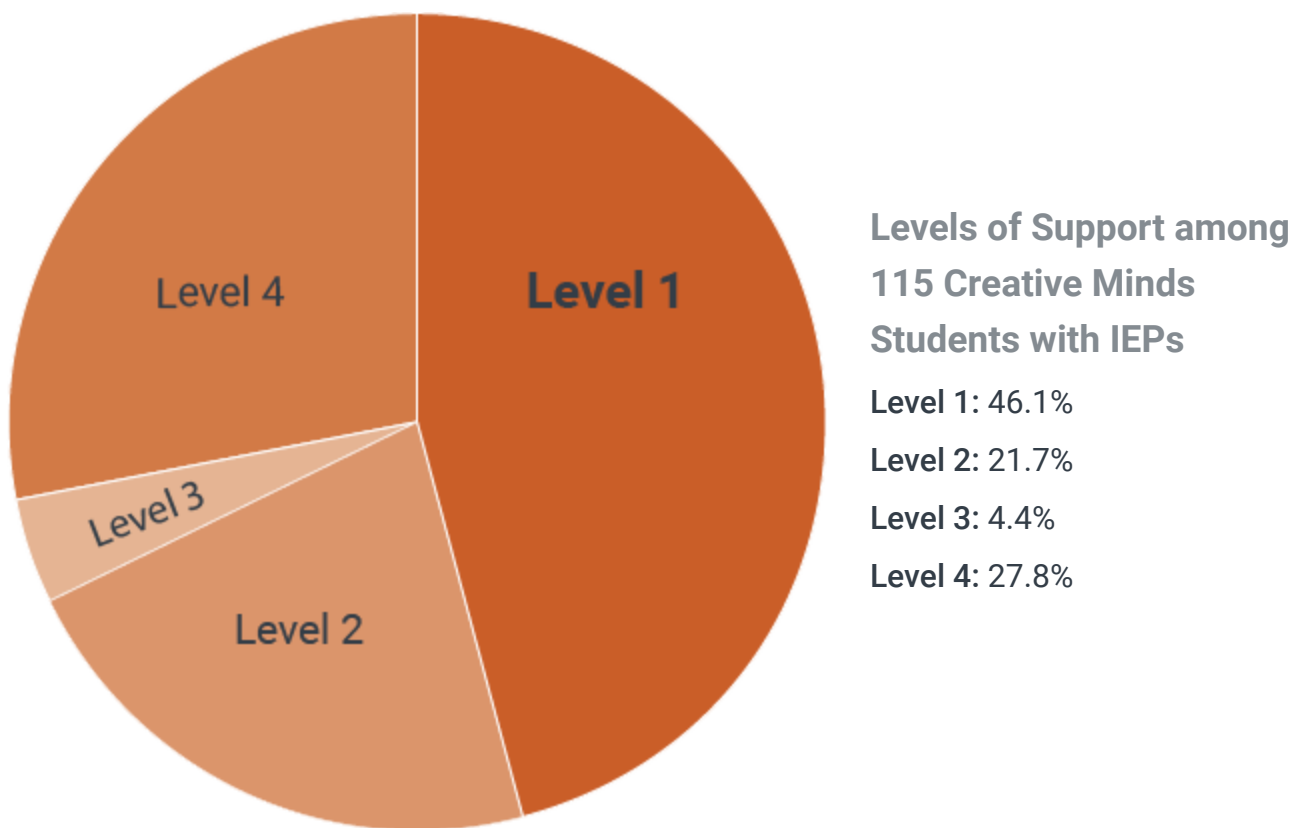
In 2020–2021, there were 540 students enrolled at Creative Minds; eight of these students attended nonpublic special education day programs off site. Creative Minds students came from all eight wards in Washington, DC. The majority of our students (84%) came from Wards 1, 4, and 5.



Individualized Education Plans

Of the 540 students enrolled at Creative Minds in 2020–21, 115, or 21.3%, had Individualized Education Plans (IEPs).

Of the students who qualified for special education services, 27.8% 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 2020–21. 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	Notes
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.	We administered some objectives of the GOLD assessment for literacy but not the full battery. Because assessment was done virtually, we found it challenging to collect all sections. We did gain valuable information from what we were able to assess.
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).	We were unable to conduct this assessment because it requires a teacher to read a book sitting next to a child.
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.	OSSE sought a waiver from Every Student Succeeds Act (ESSA) requirements around assessments and suspended spring 2021 PARCC administration.
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.	We administered some objectives of the GOLD assessment for math but not the full battery. Because assessment was done virtually, we found it challenging to collect all sections. We did gain valuable information from what we were able to assess.
At least 70% of all students in grades K–8 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.	We administered the NWEA MAP assessment virtually. Our results seemed extremely elevated. We were not able to determine whether students completed the assessments independently.
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.	OSSE sought a waiver from Every Student Succeeds Act (ESSA) requirements around assessments and suspended Spring 2021 PARCC administration

PARCC Results

- Due to the global COVID-19 pandemic, the PARCC assessment was not administered to students in the 2020–21 school year.

B. Unique Accomplishments

At-school Learning

In March 2021, we began bringing back small groups of students for learning in the school building, giving priority to the students who, our data showed, would most benefit from in-person support.

Eighty-six students in lower school returned to the building for at-school learning. In middle school we brought back 46 students and were able to accommodate all families that wanted their children to return.

COVID-19 Testing

We partnered with Elaine Ellis Center of Health to implement a COVID-19 sentinel-surveillance program. Every two weeks, beginning in December 2020, medical professionals from Elaine Ellis tested community members at school. The free testing was open to all students and staff members and to anyone else in their households.

This testing of asymptomatic individuals was a vital component of monitoring the health of our community. At the end of the 2020–21 school year, 1,100 tests had been administered.

Graduation

In June 2021, we held our first in-person 8th-grade-graduation ceremony in two years. At this safe, socially distanced event, families joined us to celebrate our graduates with guest speakers, presentations from students, and the awarding of promotion certificates.

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 at the beginning of the meal-delivery program were Genuine Foods, a provider of onsite meals, and Via, whose drivers delivered meal kits to students' households. In August 2020 we began a new partnership with Top Spanish, a local catering company, which provided both meals and delivery services.

The first meals were delivered on April 15, 2020. At the end of the 2020–21 school year, about 182,000 meals had been served.

Staff Events

In 2020–21 our Development Team and Culture Committee hosted events and led initiatives for building community among staff members and exploring issues of race, equity, diversity, and inclusion:

Film Screening: Filmmaker Kyle Schickner screened his documentary *A White Man Walks into a Barbershop* at an online event for staff members. The screening was followed by a discussion with Kyle and Susan Settles, who was featured in the documentary.

Gifts of Reading Materials: For Black History Month and Asian Pacific American Heritage Month, Executive Director Chuck Jackson offered staff members the gift of a book, from a curated selection, that examined topics relevant to each month. A subscription to the *Atlantic* magazine was also given to interested staff members.

Guest Author: Dr. Art Fields joined staff members for a reading of his book *I Respect Difference!* and a book discussion and signing.

Unlearning Us: Kelsey Martin, instructional coach, hosted an every-other-week online group for staff members that featured the exploration of cultural topics and the sharing of personal stories.

Summer Learning

In June/July 2021, we brought back more than 100 students for two programs of in-person learning and social-emotional development:

Extended School Year: For students with IEPs and 504 plans who needed more time to reach their goals; 64 students attended this program.

Boost Camp: In partnership with the DC Department of Parks and Recreation, a program of classroom learning in the morning and traditional summer-camp activities in the afternoon; 75 students attended this program.

Priority was given to students who, our data showed, would most benefit from in-person classroom time and social activities with their peers. Some students had not been in the school building for more than 12 months, and our summer programs were excellent opportunities to become reacclimated to life and learning at school.

Technology & School Supplies

To ensure that lack of technology was not a barrier to students' participation in remote learning, we implemented a 1:1 device program, distributing an iPad, Chromebook tablet, or Chromebook laptop to each student, depending on grade level.

We also distributed Wi-Fi hotspots to families that did not have reliable internet service at home.

In August 2020 we distributed to each student a backpack filled with books and school supplies, so that parents and guardians would not have to purchase these items for children at a time when the COVID-19 pandemic had caused financial hardship for many families.

A second distribution of school supplies in January 2021 replenished the items that students had used since the start of the school year.

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 was grounded in a commitment to equity and inclusion and to promoting the social-emotional development of our students.

The strategic plan was completed and shared with our community in March 2020, days before COVID-19 forced our shift to remote learning. While some aspects of the strategic plan were moved forward, the majority of initiatives were put on hold as we focused all our efforts on implementing, and adapting to, a completely new way of educating students. Now, in school year 2021–22, we are preparing to restart a number of initiatives and to begin moving forward again with key initiatives.

C. List of Donors

- Asia Society
- Creative Minds Creative Families Association
- Matt Walker
- Jennifer Wallace
- Meaghan VerGow

Data Report

SY 2020–21 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: 540

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	52	61	59	61	60	62	42	36	34
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	36	37	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: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 95.1%*

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: 1.1% (6 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100%
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: 0.14%
School	Number of Teachers: 41 “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: \$60,627.96 2. Range Minimum: \$30,482.00 Maximum: \$80,082.00
School	Executive Salary 1. Average: \$162,000.00 2. Range Minimum: 132,000.00 Maximum: \$200,000.00 3. Salaries of the five most highly compensated individuals in the organization, if over \$100,000, for SY 20-21: \$200,000.00 \$154,000.00 \$132,000.00 \$118,449.84 \$110,000.00

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
Burt	Najla	Lead Teacher	Bachelor's
Brown	Christina	Lead Teacher	Master's
Connolly	Kristin	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
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
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

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: 2020–21 Board Roster

Name (Position)	DC Resident?	Committees
Dr. Valaida Wise Chair: Until May 2021	No	Member: Academic Excellence Committee Member: Executive Committee Member: Strategic Planning Committee
Navin Nayak Chair: June 2021–Present Parent Member	Yes	Member: Governance Committee
Dionne Tyus Garvin Vice Chair: October 2019–Present	No	Chair: Strategic Planning Committee Member: Executive Committee
Jeanelle Johnson Treasurer: April 2020–Present	No	Chair: Finance Committee Member: Executive Committee
Matt Walker Secretary	Yes	Member: Governance Committee
Dr. Neal Brown Member	No	Member: Academic Excellence Committee
Michael Curran Member	Yes	Chair: Governance Committee Member: Finance Committee
Imani Davis Parent Member <i>Joined in September 2020</i>	Yes	Member: Academic Excellence Committee Member: REDI Committee
Lynn Jennings, PhD Member	Yes	Chair: Academic Excellence Committee Chair: REDI Committee Member: Strategic Planning Committee Member: Executive Committee
Jenni Wallace Parent Member	Yes	Member: Strategic Planning Committee Member: REDI 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

Income Statement

Creative Minds International Public Charter School

July 2020 through June 2021

Income Statement	Actual
Revenue	
State and Local Revenue	12,036,418
Federal Revenue	2,695,666
Private Grants and Donations	58,013
Earned Fees	(711)
Donated Revenue	125,712
Total Revenue	14,915,098
Expenses	
Salaries	6,933,444
Benefits and Taxes	1,411,072
Contracted Staff	252,843
Staff-Related Costs	61,867
Rent	1,727,098
Occupancy Service	290,686
Direct Student Expense	952,567
Office & Business Expense	776,049
Donated Expense	0
Contingency	0
Total Expenses	12,405,626
Operating Income	2,509,472
Extraordinary Expenses	
Interest	54,029
Depreciation and Amortization	312,940
Total Extraordinary Expenses	366,969
Net Income	2,142,503

Appendix D: Board Approved 2021–22 Budget

Approved 2021-2022 Budget

Creative Minds International Public Charter School

Income Statement	Budget
Revenue	
State and Local Revenue	12,870,191
Federal Revenue	1,278,896
Private Grants and Donations	22,853
Earned Fees	425,000
Donated Revenue	0
Total Revenue	14,596,940
Expenses	
Salaries	8,992,579
Benefits and Taxes	1,703,366
Contracted Staff	210,000
Staff-Related Costs	70,281
Rent	1,728,619
Occupancy Service	325,360
Direct Student Expense	970,425
Office & Business Expense	797,370
Donated Expense	0
Contingency	200,000
Total Expenses	14,998,001
Operating Income	(401,062)
Extraordinary Expenses	
Interest	40,097
Depreciation and Amortization	372,118
Total Extraordinary Expenses	412,215
Net Income	(813,276)
Cash Flow Statement	Budget
Net Income	(813,276)
Cash Flow Adjustments	
Add Depreciation	372,118
Operating Fixed Assets	(19,000)
Other Operating Activities	293,968
Per-Pupil Adjustments	(0)
Facilities Project Adjustments	444,448
Total Cash Flow Adjustments	1,091,533
Change in Cash	278,257