



# Annual Report 2024–25

## Creative Minds International Public Charter School

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# III. 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, maximizing each child's learning opportunities by taking into account their skill levels and depth of understanding. Our program incorporates social-emotional and international curricula, fostering 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.
- Our world language program offers students meaningful exposure to Spanish and Mandarin language and culture. The emphasis is on developing global awareness and appreciation rather than immersive language proficiency. All students in prekindergarten through 3rd grade participate in Spanish classes. Students in 4th through 8th grades participate in Mandarin classes.
- 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 and clubs offered through third-party partners.

## 2. Parent & Family Involvement

Creative Minds believes in collaborating with families to enhance student academic performance and foster a vibrant community life. Our families are valued partners in our children's education and growth at school. Providing meaningful opportunities for families to enhance their involvement in the learning process is key to fostering a strong partnership and ensuring the success of our students.

### Family Events

In 2024–25, through various activities, meetings, and workshops, we promoted the sharing and thoughtful exchange of ideas. Students and family members joined us for these events, fostering a sense of community and connection.

- Summer Open House (before the start of the school year)
- Pre-school Intake days to introduce and get to know our youngest students
- Back-to-School Night and student orientations
- Storybook Character Parade partnership
- Family Hot Chocolate Social to kick off winter break
- Middle School Family Paint & Sip: a night of creativity
- Math Night and Literacy Night for family-oriented instructional interventions
- Field Day
- Earth Day: Community Clean-up Day
- Exit Points: Demonstrations of students' learning at the end of each curricular cycle
- Two days of family-teacher conferences
- Regular Community Meetings, our school-wide assembly
- Community Partnerships with the AFRH.

- An activity for rising 4th-graders to introduce them to our growing middle school program
- High School Transition Fair
- Three open houses for prospective families
- Volunteer opportunities, such as Classroom Representatives

## Board of Trustees

Lisa Raymond served as chair of the Creative Minds Board of Trustees from 2024 to 2025. The Board held seven public meetings in compliance with PCSB and Open Meeting Act requirements. Please see [Appendix B](#) for a complete list of members.

## Communication

Communication with families is an essential aspect of engaging caregivers in their children’s learning and promoting transparency about school operations and activities.

In the school year 2024–25, our online communication included the following:

- **ParentSquare:** ParentSquare is a communication platform designed for schools to connect with families, teachers, and students. It facilitates communication through features like announcements, messages, event calendars, and volunteer opportunities. This platform helps Creative Minds enhance family engagement by providing a centralized hub for information sharing. Families can receive updates via email, text, or the mobile app, making it easier to stay informed about school activities and important announcements. Another essential feature is the platform’s availability in multiple languages, which enables us to connect with families who have a different primary language. In 2024–25, we shared more than 590 ParentSquare posts with our community. Topics included classroom newsletters, events, health updates, holidays, school breaks, and information about student technology. Additionally, we post useful information that caregivers can use to easily navigate our community (e.g., academic calendar, staff contact list, and more).
- **Family Engagement Connection Newsletter:** Launched in August, this monthly newsletter provided families with news about the school, a variety of community

resources and events, reminders, and other features to foster additional awareness and engagement.

- **Teacher Emails:** Teachers send updates to parents and guardians to keep them up to date with classroom information.
- **Social Media:** We posted news and information on Facebook and Instagram to give stakeholders a glimpse into our amazing community.
- **Website:** A dedicated family section shared policies and procedures relevant to families, as well as links to forms and documents. Other pages throughout the site, including a calendar page, provided additional information.

## II. School Performance

### A. Mission, Goals, and Academic Achievements

#### 1. Meeting Our Mission

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

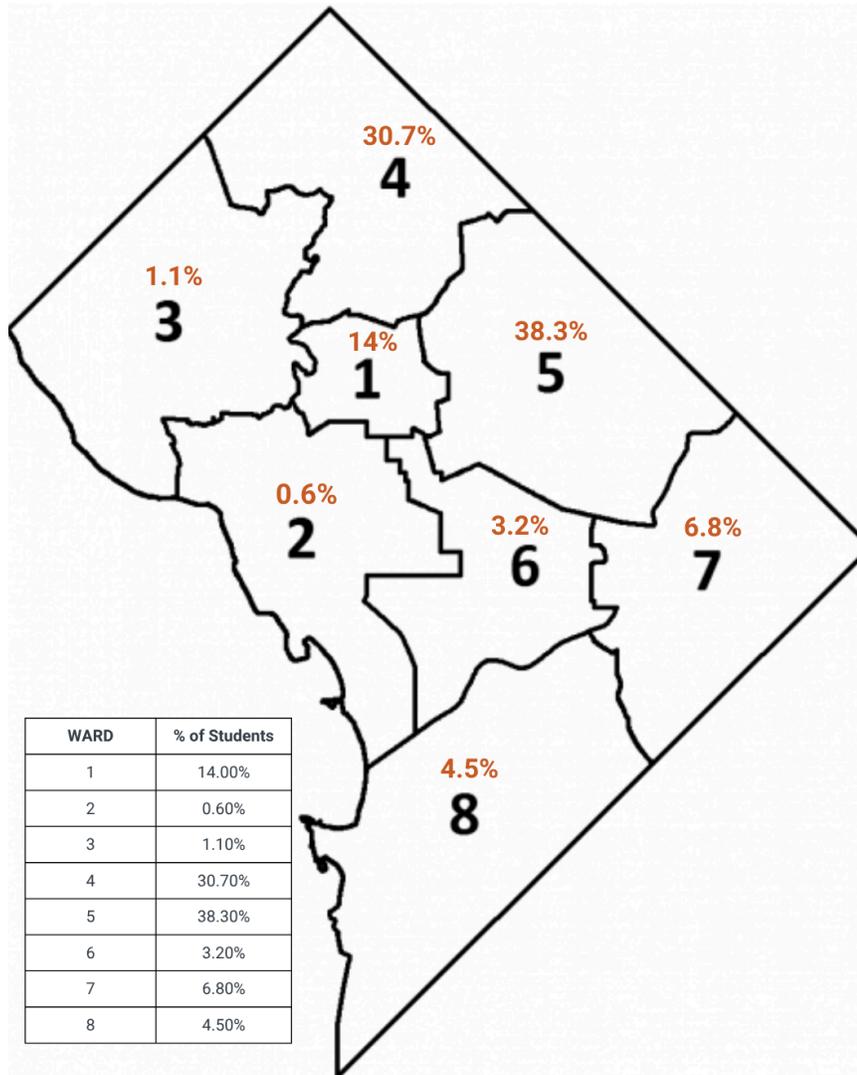
- Our rich, well-rounded international educational program included instruction in global languages (Spanish and Mandarin), music, visual arts, and physical education.
- To support differentiated and individualized instruction, we maintained small class sizes, with a ratio lower than 10:1, on average, of students to teachers.
- To nurture social and emotional growth, we emphasized personal goals.
- 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.
- 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 problem solving and conceptual understanding, beyond carrying out math procedures.

### Ward Information

In 2024–25, there were 528 students enrolled at Creative Minds; four of these students attended nonpublic special-education day programs off-site. Creative Minds students came from all eight wards in Washington, DC. Most of our students (83%) came from Ward 1, 4, and 5.

WARD	% of Students
1	14.0%
2	0.6%
3	1.1%
4	30.7%
5	38.3%
6	3.2%
7	6.8%
8	4.5%

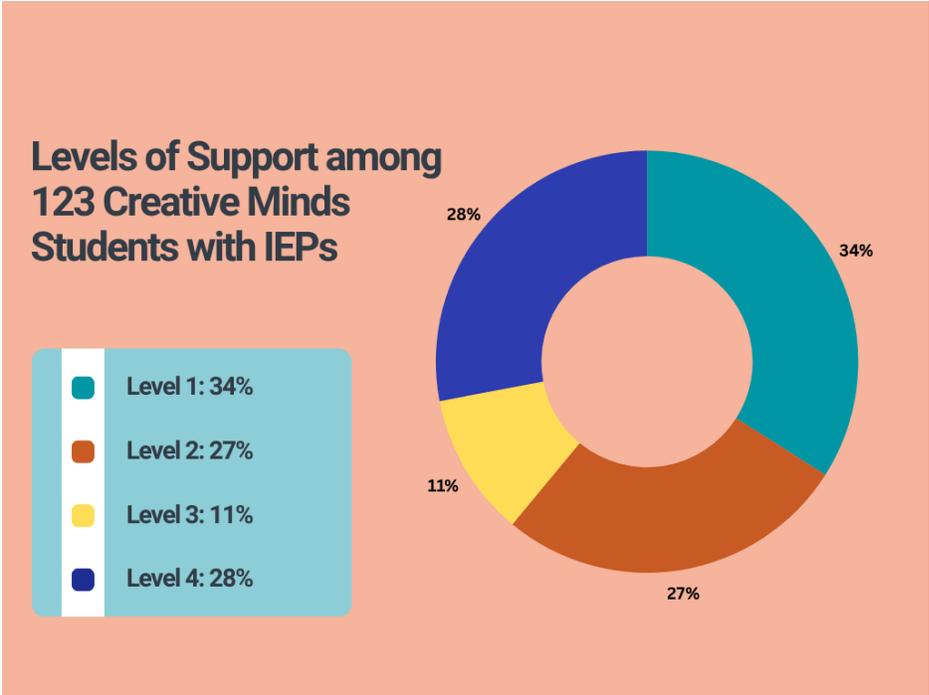


### Individualized Education Programs

In the 2024–25 school year, 123 students (23.3%) of the total student body received services through Individualized Education Programs (IEPs), and 14 students (2.4%) had Section 504 plans. Additionally, nine students were served in nonpublic placements to ensure their individualized needs were met in the most appropriate educational settings.

Creative Minds International PCS maintains a fully inclusive model grounded in a holistic, child-centered approach that values each learner’s unique strengths and needs. More than 80% of students with IEPs receive their instruction in the general education classroom for at least 80% of the school day, reflecting the school’s commitment to inclusive practices and equitable access to rigorous instruction. The school provides a

comprehensive continuum of services, ranging from in-class supports within the general education setting to targeted pull-out instruction, related services, and specialized programs for students who require more intensive support. This structure ensures that students are educated in the least restrictive environment (LRE) appropriate to their individual needs while maintaining meaningful opportunities for collaboration and social interaction with peers.



## 2. Attainment of Charter Goals

The following table outlines our goals for academic achievement in 2024–25 and how students performed against those goals at the end of the school year.

Goal	Progress Toward Goal Attainment	Goal Met
<b>ENGLISH LANGUAGE ARTS</b>		
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	82% of pre-K3 and pre-K4 students met widely held expectations for the end of the year.	YES

assessment.								
At least 70% of all students in grades 3–8 will achieve at or above the 40th percentile or meet/exceed their spring growth target in reading on the basis of NWEA MAP national norms by June of each year.	75% of students in 3rd–8th grade met this goal.	YES						
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.	29% of Creative Minds students in 3rd–8th grades scored 4+ on the PARCC ELA assessment, compared with a citywide average of 37% for the same grades. <table border="1" data-bbox="696 648 1266 791"> <thead> <tr> <th></th> <th>Creative Minds %</th> <th>DC %</th> </tr> </thead> <tbody> <tr> <td>3rd–8th Grades</td> <td>29%</td> <td>37%</td> </tr> </tbody> </table>		Creative Minds %	DC %	3rd–8th Grades	29%	37%	NO
	Creative Minds %	DC %						
3rd–8th Grades	29%	37%						
<b>MATHEMATICS</b>								
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.	83% of students in pre-K3 and pre-K4 met widely held expectations for the end of the year.	YES						
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.	73% of students in kindergarten–8th grade met this goal.	YES						
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.	19% of Creative Minds students in 3rd–8th grades scored 4+ on the DC CAPE Math assessment, compared with a citywide average of 29% for the same grades. <table border="1" data-bbox="696 1528 1266 1743"> <thead> <tr> <th></th> <th>Creative Minds %</th> <th>DC %</th> </tr> </thead> <tbody> <tr> <td>3rd–8th Grades</td> <td>19%</td> <td>29%</td> </tr> </tbody> </table>		Creative Minds %	DC %	3rd–8th Grades	19%	29%	NO
	Creative Minds %	DC %						
3rd–8th Grades	19%	29%						
Students in all grade levels served at Creative Minds International PCS will	Every week, students in preschool–4th grade had 45 minutes of instruction in each of these	YES						

<p>spend at least 10% of instructional time each year in visual, performing arts, and foreign-language-based activities</p>	<p>subjects: Mandarin, Spanish, Art, and Music. They also received at least 45 minutes of instruction each day related to the International Primary Curriculum. Students in preschool - 4th grade spent at least 12% of instructional time each year in visual, performing arts, and foreign-language-based activities</p> <p>Students in 5th–8th grades had 55 minutes of language instruction daily. They also participate in Music and Art for 40 minutes each week. Students in 5th-8th grades spent at least 29% of instructional time each year in visual, performing arts, and foreign-language-based activities.</p>	
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## B. Unique Accomplishments

### Charter Renewal

In December 2021, Creative Minds’ charter was renewed with no restrictions by the DC Public Charter School Board for another five years.

### IDEA Determination Rating

The 2024 Special Education Performance Report (SEPR) serves as a summative evaluation of each local education agency’s (LEA’s) special education program, based on reporting and monitoring data from the 2022–23 school year. Creative Minds International PCS is proud to report a 100% LEA compliance score, reflecting full adherence to the procedural and substantive requirements of the Individuals with Disabilities Education Act (IDEA). This “Compliant” rating demonstrates the school’s strong systems for timely evaluations, accurate data submission, and fidelity in the development and implementation of Individualized Education Programs (IEPs).

Our special education team continues to ensure that all IDEA requirements are met with precision and care. Through rigorous monitoring, collaboration, and documentation, Creative Minds maintains a comprehensive framework for identifying, evaluating, and supporting students with disabilities—affirming our commitment to excellence, equity, and accountability in every aspect of service delivery.

# High School Acceptance

More than 90 percent of Creative Minds’ 8th-graders were accepted into their first-choice high school for 2024–25. This reflects the growth of our rigorous middle school program and the excellence of the program’s director and teaching staff.

# DC CAPE Results

While Creative Minds International has made positive gains in our DC CAPE data, we recognize that there is still work to be done to meet and exceed the state average. This year, we saw an increase in the percentage of students earning scores of 3+ and 4+ on the DC CAPE assessment.

Subject	DC CAPE Proficiency Level	SY 2023-2024	SY 2024-2025	Year-over-year change
Language Arts	3 +	45%	50%	+ 5%
	4+	24%	29%	+5%
Math	3+	34%	43%	+7%
	4+	14%	19%	+5%

We had two grade levels that outperformed the state average of 37% in English Language Arts.

- 41% of 4th-grade students scored a 4+
- 38% of 8th-grade students scored a 4+

We look forward to building on these strengths and skills to further the academic success of all of our students this school year.

## Teacher Retention

At a time when many teachers were leaving the teaching profession, and schools were seeing high rates of staff turnover, 90 percent of Creative Minds teachers who were invited to return for the 2024–25 school year accepted the offer.

### C. List of Donors

- Kelly Carroll
- Corey Gordon
- One World Education

# IV. Data Report

## A. PCSB Provided Data

Source	Data Point
DC PCSB	LEA Name: Creative Minds International PCS
DC PCSB	Campus Name: Creative Minds International PCS
DC PCSB	Grades served: PK3–8
DC PCSB	Overall Audited Enrollment: 528

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	56	45	52	48	47	60	51	40	53
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	46	30	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

Source	Data
PCSB	Suspension Rate: 3.79%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04%
PCSB	In-Seat Attendance: 89.75%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, DC PCSB will provide the following verified data points: (1) audited enrollment, (2) mid-year withdrawals, and (3) mid-year entries. <b>(No action necessary.)</b>

PCSB	Midyear Withdrawals: 3.22%
PCSB	Midyear Entries: 0.95%
PCSB	Promotion Rate (LEA): 99.44%
PCSB	Graduation Rates: Not Applicable
PCSB	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

### B. LEA Provided Data

Data Point	Calculation
Total Number of Instructional Days	180
Number of Teachers	Number of Teachers: <b>59</b>  "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.
Teacher Demographics	SEE <b>APPENDIX D</b>
Teacher Attrition Rate	6.78%
Teacher Salary Schedules	<b>Teacher Salary</b> 1. Average: \$81,236 2. Minimum: \$62,463 3. Maximum: \$101,113  Current teacher salary information can be <a href="#">found on our website</a> .
Compensation Over \$100,000	\$250,000.00 \$215,000.00 \$215,000.00 \$205,000.00 \$193,205.00

# Appendix A: Staff Roster

Name	Job Title	Education
Abdul-Rahim, Ayesha	Middle School Director	Graduate
Adams, Thaeaya A	Teaching Assistant	Some College
Adarkwah, Linda	Lead Teacher	Graduate
Adetunji, Olusegun Feyisola	Inclusion Teacher	Bachelor
Akridge, Ramona	Teaching Assistant	Some College
Alhamwi, Reham	Inclusion Teacher	Graduate
Alvarez, Briana Rose	Lead Teacher	Bachelor
Arias Montoya, Paula Andrea	EL Teacher	Graduate
Badenga, Subhana	Inclusion Teacher	Graduate
Bailey, Laverne A	Director of Human Resources	Graduate
Baker, Brandi Le'Ann	Inclusion Teacher	Graduate
Balton, Niclica	Lead Teacher	Graduate
Bednarovsky, Craig	Chief Operations Officer	Graduate
Bergeron, Brie Ann	Teaching Assistant	Bachelor
Bethea, Jonathon	Dedicated Aide	High School Diploma
Blake, Deborah H	Inclusion Teacher	Graduate
Booker, Kimberlyn	Teaching Assistant	Bachelor
Bowles, Hannah	Inclusion Manager	Graduate
Bowman, MaKala	Teaching Assistant	Bachelor
Brewah, Oladunni	Inclusion Manager	Graduate
Briggs, Deja	Dedicated Aide	Associate
Briggs, Diamond	Teaching Assistant	Bachelor
Brooks, Tandace	Teaching Assistant	Bachelor

Name	Job Title	Education
Burrows, Jamia	Social Worker	Graduate
Butler Dozier, Mary C	Dedicated Aide	Bachelor
Caraway, John	Teaching Assistant	Some College
Carrasco, Maria-Jose	Chief Projects Officer	Graduate
Carter, Latierra	Teaching Assistant	Some College
Carter, Tony	Family Connections Coordinator	High School Diploma
Church, Matthew	Lead Teacher	Graduate
Credle, Mitchell	Behavior Coach	Bachelor
Crumlin, Asha	Tutor	Bachelor
Crumlin, Tenee	Teaching Assistant	Bachelor
Cruz, Lyssette L	Registrar	Bachelor
Curry, Jessica Suh	Director of Academic Performance	Graduate
Davis-Mckee, Ozariah	Dedicated Aide	Some College
Dill, Lorna	Executive Director of Instruction and Curriculum	Graduate
Dugan, Jaime E	EL Teacher	Graduate
Dunn, Freddie E	Music Teacher	Bachelor
Dunn, Nigel	Lead Teacher	Bachelor
Duvisac-Slane, Dora	Lead Teacher	Graduate
Fay, Michelle Ann	Inclusion Teacher	Bachelor
Ferguson, Umar	Teaching Assistant	Bachelor
Fleet, Kabria Allissa	Dedicated Aide	Associate
Fleming, Jeffrey	Lead Teacher	Graduate
Flowers, Eric S	Safety Officer	Some College
Foda, Mostafa	Lead Teacher	Graduate

Name	Job Title	Education
Garner-Wright, Tyhasha	Lead Teacher	Graduate
Germain, Tatiyana	Lead Teacher	Bachelor
Gillespie, Jillian Alexandria	Lower School Director	Graduate
Gilliam, James	Inclusion Teacher	Graduate
Gimenez, Jorge	Receptionist	High School Diploma
Glymph, Myla Iman	Dedicated Aide	Some College
Gonzalez Duran De Lopez, Maria C	Lead Teacher	Bachelor
Gonzalez, Damarys	Cafe Coordinator	High School Diploma
Gonzalez, Julissa	Teaching Assistant	Bachelor
Green, Shavone G	Lead Teacher	Bachelor
Gregory, Terri	Lead Teacher	Bachelor
Guerra, Maureen	Teaching Assistant	Bachelor
Guerrero-Macias, Martha	EL Teacher	Graduate
Hallman, Precious	Instructional Coach	Graduate
Henderson, Stephen	Lead Teacher	Bachelor
Howard IV, Rodney Beard	Lead Teacher	Graduate
Hunt-Foster, Chanice Natae	Dedicated Aide	Some College
Jackson Jr., Charles W	Executive Director	Juris Doctorate
James, Charity	Instructional Coach	Graduate
Johnson, Jasia	Lead Teacher	Bachelor
Johnson, Nadjha	Lead Teacher	Graduate
Johnson, Tiaeshia	Dedicated Aide	High School Diploma
Jones, Jeena Lesline	Inclusion Teacher	Graduate
Jones, LaQuanna	Teaching Assistant	High School Diploma
Joshua, Steven	Dedicated Aide	High School Diploma

Name	Job Title	Education
Kanan, Azad	Occupational Therapist	Graduate
Kantor, Kathleen	Lead Teacher	Bachelor
Kelly, Harvey	Dedicated Aide	High School Diploma
Kohn, Daniel Moller	Instructional Coach	Graduate
Koubaroulis, John	Lead Teacher	Graduate
Kvandal, Megan Marie	EL Teacher	Bachelor
Lewis, Kennadi	Dedicated Aide	High School Diploma
Lin, Wei-Ting	EL Teacher	Graduate
Little, Beverly Annmarie	Teaching Assistant	Associate
Long, Nayamka A	Deputy Director & Chief Academic Officer	Graduate
Long, Yuxiao	Lead Teacher	Graduate
Mack, Ramiya M	Dedicated Aide	High School Diploma
Marshall, Miara	Lead Teacher	Bachelor
Martinez Martinez, Estefani B	Operations Support	High School Diploma
Matias, Aura	Registrar	Some College
McGriff, Johnathan	Dedicated Aide	Graduate
McKinney, Christina Alesia	Teaching Assistant	Bachelor
Mejia Batista, Caroline s	Manager	High School Diploma
Mohamoud, Asma	EL Teacher	Graduate
Morales, Maribel	Teaching Assistant	Bachelor
Muhammad, Justin Ahmad	Teaching Assistant	Bachelor
Muniz, Justina Muniz	Dedicated Aide	High School Diploma
Musawwir, Damu	Lead Teacher	Bachelor
Nixon, Diamond	Dedicated Aide	High School Diploma
Noble, Merisa	Teaching Assistant	Bachelor

Name	Job Title	Education
Noel, Patrick Erick	Inclusion Manager	Bachelor
Omer, Kudeet	Lead Teacher	Graduate
Osei-Boakye, Maame	Lead Teacher	Doctorate
Pejic, Ivana Karla	Lead Teacher	Graduate
Pena Zapata, Roddy	Facilities Manager	High School Diploma
Pereira Sorto, Ana Deysi	Cafe Coordinator	High School Diploma
Persha, Donya	Teaching Assistant	Some College
Pinkney, Michelle Lynn	Lead Teacher	Graduate
Plunkett, Najwa	Lead Teacher	Bachelor
Quick, Gabrielle M	Dedicated Aide	Bachelor
Quiros, Jorge	Dedicated Aide	High School Diploma
Ramirez, Idamir	Dedicated Aide	High School Diploma
Ramos Marquez, Jazmine	Dedicated Aide	High School Diploma
Randall, Tiera	Substitute	Some College
Redfearn, Sarah	Teaching Assistant	Associate
Reed, Adele	Teaching Assistant	Bachelor
Reyes, Orlando	IT Manager	High School Diploma
Richardson, Veonca	Early Childhood Director	Doctorate
Riddle-Koroma, Alex	Behavior Coach	Some College
Robinson II, Marty	Teaching Assistant	Bachelor
Robinson, Joi	Teaching Assistant	Bachelor
Rodriguez, Miguelina	Teaching Assistant	Bachelor
Rodriguez-Hurtado, Saba	Lead Teacher	Graduate
Roman, Christian C	Inclusion Teacher	Bachelor
Roth, Jessica Lynne	Speech Therapist	Graduate

Name	Job Title	Education
Salamanca, Jocelyn	Communications and Outreach Coordinator	Bachelor
Sanders, Felicia	Dedicated Aide	Some College
Serrano, Darlene Karina	Inclusion Teacher	Graduate
Skinner, Jade Kiera	Teaching Assistant	High School Diploma
Skinner, Ronnie S	Teaching Assistant	Bachelor
Smith, Shannon C	Family Engagement Manager	Some College
Sullivan, Esmeralda	Director of Operations and Compliance	Some College
Syryla, Sara M	Director	Graduate
Taiwo, Emmanuel	Executive Director of Inclusion	Doctorate
Thorpe, Leah	Teaching Assistant	Associate
Torres Pineros, Patricia	Lead Teacher	High School Diploma
Tschiffely, Douglas Zachary	Lead Teacher	Graduate
Valdez, Eusevia Patricia	Business Manager	High School Diploma
Walker, Khadija	Dedicated Aide	High School Diploma
Walker, Reginald	Dedicated Aide	Some College
Ward, Margaret	Director of Grants and Development	Graduate
Ward-Armenta, Matia Keyonna	Lead Teacher	Bachelor
Weber, Nicholas	Lead Teacher	Bachelor
Weddington, Michelle Renee	Dedicated Aide	Some College
Wernett, Joan	Interventionist	Bachelor
West, Chriselly	Dedicated Aide	Bachelor
West, William Bruce	Manager	Graduate
Weymer, Erin	Occupational Therapist	Graduate
Wheeler, Kama	Inclusion Teacher	Graduate
Whitaker, Brittney	Social Worker	Graduate

Name	Job Title	Education
White, Brandon	Dedicated Aide	High School Diploma
Williams, Chardae	Behavior Coach	Some College
Williams, Phillip A	Lead Teacher	Graduate
Wilson, Kierra	Teaching Assistant	Associate
Winston, Dorothy	Lead Teacher	Graduate
Wong, Lizeth	Social Worker	Graduate
Wright, Walter	Dedicated Aide	Bachelor
Young, Doreen	Lead Teacher	Bachelor
Yuan, Jie	Mandarin Teacher	Graduate
Zamora Sanchez, Garwin J	Lead Teacher	Graduate
Zemura, Nick	Inclusion Teacher	Graduate

## Appendix B: 2024–25 Board Roster

Name	DC Resident	Role
<b>Lisa Raymond</b>	Yes	Chair Ex officio, all committees PCSB Complaint Liaison
<b>Navin Nayak</b>	Yes	Secretary (7/2024 - 9/2024) Chair: Governance Committee Member: Growth & Development Committee Departed Board 9/2024
<b>Michael Curran</b>	Yes	Treasurer (7/2024 - 5/2025) Chair: Finance Committee Departed Board 5/2025
<b>Dr. Neal Brown</b>	No	Member: Academic Excellence Committee
<b>Corey Gordon</b>	Yes	Member: Academic Excellence Committee
<b>Holly Oliver</b>	Yes	Parent Member Chair: Growth & Development Committee
<b>Heather Curtis</b>	Yes	Parent Member Member: Growth & Development Committee
<b>Dr. Art Fields</b>	No	Member: Academic Excellence Committee
<b>Tim Abrams</b>	No	Member: Governance Committee Departed Board 10/2024
<b>Sandi Soderstrom</b>	Yes	Member: Governance Committee
<b>Kelly Carroll</b>	Yes	Parent Member Secretary (10/2024 - 6/2025) Member: Governance Committee Member: Finance Committee PCSB Complaint Liaison
<b>Ebony Vines Jackson</b>	Yes	Parent Member Member: Growth & Development Committee
<b>Chuck Jackson</b>	Yes	Ex officio Creative Minds Executive Director

# Appendix C: Finances

## **Latest Audited Financial Statements**

Creative Minds International’s latest available audited financial statements may be found at the following link on DC PCSB’s Transparency Hub:

<https://dcpcsb.org/school-fiscal-audits>.

## **Other Financial Information**

Creative Minds International’s additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB’s Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.

# Appendix D: Teacher Demographic Information

Gender	Racial Identity	Racial Identity	Years of Experience
Female	Unknown	Unknown	8
Female	Black/African American	Hispanic	8
Female	Black/African American	Not Hispanic	16
Female	Black/African American	Not Hispanic	27
Female	Black/African American	Not Hispanic	2
Male	White/Caucasian	Not Hispanic	4
Female	Black/African American	Not Hispanic	6
Male	Black/African American	Not Hispanic	13
Female	Asian	Not Hispanic	4
Female	Black/African American	Not Hispanic	2
Female	Unknown	Unknown	3
Female	White/Caucasian	Not Hispanic	12
Male	Black/African American	Not Hispanic	6
Male	White/Caucasian	Not Hispanic	11
Female	Black/African American	Not Hispanic	6
Male	Black/African American	Not Hispanic	15
Female	Unknown	Hispanic	18
Female	Black/African American	Not Hispanic	2
Female	Black/African American	Hispanic	10
Male	Black/African American	Not Hispanic	3
Female	White/Caucasian	Unknown	13
Female	Black/African American	Not Hispanic	5
Female	Black/African American	Not Hispanic	2
Female	White/Caucasian	Not Hispanic	4
Male	White/Caucasian	Unknown	10
Female	White/Caucasian	Unknown	12
Female	Asian	Not Hispanic	11
Female	Black/African American	Not Hispanic	2
Female	Black/African American	Not Hispanic	9
Male	Black/African American	Not Hispanic	16
Male	Black/African American	Not Hispanic	6

Female	Black/African American	Unknown	3
Female	Unknown	Unknown	9
Male	White/Caucasian	Not Hispanic	6
Female	White/Caucasian	Not Hispanic	3
Female	Black/African American	Not Hispanic	3
Male	Unknown	Hispanic	36
Female	White/Caucasian	Not Hispanic	9
Female	Unknown	Unknown	3
Female	Black/African American	Not Hispanic	9
Male	White/Caucasian	Not Hispanic	2
Female	Asian	Not Hispanic	3
Male	White/Caucasian	Not Hispanic	0
Female	White/Caucasian	Not Hispanic	9
Female	Black/African American	Not Hispanic	16
Male	Black/African American	Not Hispanic	11
Female	Black/African American	Not Hispanic	5
Male	Asian	Not Hispanic	6
Male	Unknown	Unknown	28
Male	Black/African American	Not Hispanic	4
Female	Black/African American	Not Hispanic	1
Female	Black/African American	Not Hispanic	3